



Student Teaching Handbook

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Contents

- [Field Experience Settings](#)
- [Participants in The Student Teaching Experience](#)
- [Student Teaching Placement Procedures](#)
- [The Placement Interview](#)
- [Establishing Expectations among the Triad Members](#)
- [Phases of the Student Teaching Semester](#)
- Roles and Responsibilities: [Cooperating Teacher](#) • [Student Teacher](#) • [University Supervisor](#)
- [Assessing the Student Teacher](#)
- [Field Experience Policies: Liability and Health Policies • Attendance Policies • Policies in the School Setting • Policies regarding Changes in or Termination of Student Teaching • Grievance Procedures](#)
- [Licensure, Job Search Procedures, And Professional Organizations](#)
- [Program Evaluation And Liaison Committees](#)
- [Cooperating Teacher Qualifications](#)
- [Cooperating Teacher Benefits](#)
- [UW-Madison Teacher Education Standards](#)
- [Issues to Reflect upon When Teaching or Observing](#)

Introduction to this Handbook

The student teaching experience is frequently cited in teacher education literature as the single component of a teacher education program having the highest impact on future teaching behaviors of candidate teachers. Teachers report the student teaching experience as the most meaningful portion of their professional preparation. Prospective employers consider it the most critical element of teacher education programs.

This handbook is designed primarily to assist students, supervisors, and cooperating teachers and administrators in planning for student teaching experiences. It answers questions regarding procedures and responsibilities of the student teaching experience and the roles of field experience participants. It aims to facilitate communication among members of the student teaching triad student teacher, cooperating teacher and administrator, and university supervisor. This handbook is not intended to be all-inclusive, but rather to supplement the more specific guidelines established by the various subject areas.

Education Academic Services - Field Experiences Office

139 Education Building, 1000 Bascom Mall
Madison, WI 53706-1398
608-262-4918, <http://www.education.wisc.edu/eas>

Education Academic Services (EAS) coordinates and administers teacher education field experiences and some other field-based practica offered through the School of Education. EAS staff work with personnel in public and private schools, state and local agencies, and with School of Education faculty and students.

Field experience program staff promote, develop, and maintain the interest of cooperating school personnel in supporting field experience activities.

They also assist students in fulfilling certification requirements, program requirements, cooperating agency and school requirements, and help me individual student needs.

Field Experience Settings

All students seeking teaching certification from UW-Madison are required to complete at least one pre-student teaching practicum and at least one full semester of student teaching.

Pre-Student Teaching Practicum

The pre-student teaching practicum gives students firsthand knowledge of the classroom environment and the teacher's role. For many students, the practicum is the initial encounter with the real world of teaching. Consequently, practicum students do not assume the degree of classroom responsibility they do during student teaching. Under the supervision of an experienced teacher, practicum students observe classroom activities, assist the teacher with day-to-day classroom management tasks, interact one-to-one with students, and instruct small groups. Some students use the practicum to determine the appropriateness of teaching as a career. The cooperating teacher and university supervisor use the practicum to assess the student's readiness for the student teaching experience. Teachers accepting practicum students need not meet the state regulations for working with student teachers.

Student Teaching Experience

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher (see Appendix A for qualifications). Following an orientation period, the student teacher gradually assumes increasing responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as a regular staff member regarding arrival and departure times and attendance at school events. **Daily attendance at school**, barring emergencies, is required. Report absence to the school, the cooperating teacher, and the university supervisor. Attend all required meetings. Faculty meetings, grade level meetings, and others involving your cooperating teacher are "musts."

The student teaching experience follows the calendar of the local school district. A fall semester assignment will typically begin the latter part of August and end the latter part of January. A spring semester assignment will begin the latter part of January and end mid-June. Holiday breaks follow the school district calendar.

The student teaching experience can occur in a traditional student teaching placement, a student internship, or an international student teaching placement. All these options are considered full-time

assignments. Carrying other formal course work during the student teaching semester is strongly discouraged.

Alternative Placement Options

Teacher Internship. The teacher internship is a licensed, full-semester assignment that replaces the student teaching experience. Interns are under contract with a school district. The teacher intern is paid a salary based on a half-time teaching assignment (currently \$4500 per semester). The intern follows the local school district calendar, does not carry on-campus course work, and enrolls for 12 credits of student teaching.

Availability of intern positions depends on requests received from school districts within the state. They are often limited and typically located in schools some distance from Madison, requiring relocation. Students are placed in internships based on faculty approval, their academic record, and interviews with school administrators. Some but not all program areas recognize the internship as a viable option to the regular student teaching experience. Students should contact their program coordinator for further information.

International Student Teaching Program. Students seeking opportunities to enrich their preparation for teaching through an international student teaching experience should contact International Academic Programs (www.studyabroad.wisc.edu).

Special Placements. Most student teaching placements are made within the University of Wisconsin–Madison service area. Occasionally, students with extenuating circumstances are allowed special placements beyond this area. Students permitted special placements are usually liable for the cost of supervision. All special placements must be approved by the student’s program coordinator and the EAS field experience program director.

Participants in the Student Teaching Experience

Field experience programs require participation of many individuals: student teachers, cooperating teachers, university faculty and graduate students, building principals, and district administrators. These persons contribute their expertise and have well-defined roles and responsibilities.

The "Triad": Student Teacher, Cooperating Teacher, Supervisor

The student teaching "triad" is composed of the student teacher, the cooperating teacher, and the university supervisor (who may or may not be a faculty member). Each member of the triad brings to the student teaching experience a set of expectations for the other members. Each member's perceptions regarding roles, acceptable behaviors, appropriate classroom procedures, etc. will influence the interpretation of actions and events during the student teaching experience.

It is strongly recommended that, very early in the semester, the student teacher, cooperating teacher, and supervisor meet to develop a plan for the semester. This plan should identify performance expectations for the student teacher, the cooperating teacher, and the supervisor. Clear, shared expectations will enhance effective communication and interaction among team members.

See the section, [Establishing Expectations Among the Triad Members](#), for additional guidance on developing a plan for the semester.

University Faculty

University faculty members coordinate the various programs and determine the objectives of the field experiences. Although faculty members assign the actual practicum or student teaching grade, the cooperating teacher, university supervisor, and program coordinator collectively assess the progress and professional competency of the student. The program coordinator is also responsible for program assessment and improvement. In most programs, methods professors have the major responsibility for field experiences and for relating the on-campus methods course to student teaching. Information about the field experience faculty can be found at <http://www.education.wisc.edu/eas/> or by calling 608-262-4918.

School Administrators

District administrators provide the staff and facilities necessary for field experience training. They secure the approval of the Board of Education for participation with university field experience programs, review program requirements with administrative and teaching staff, and serve as the liaison between Education Academic Services and the schools. The district administrator usually delegates direct responsibility for individual programs to building principals.

Building principals give direct leadership and professional support to field experience programs by providing guidance to cooperating teachers and students. Their skill and ability in counseling, supervision, and personnel management contribute to the effectiveness of the field experience programs. The principal plays a key role in orienting students to the school environment and the instructional programs. In addition, many principals offer advice to student teachers about job search and interview procedures.

Student Teaching Placement Procedures

Student teaching placement decisions involve many participants: methods professors or program coordinators, cooperating teachers and administrators, student teachers, EAS staff. The procedures below are intended to facilitate communication among the participants in field experience programs.

1. If required, students apply to EAS for their student teaching experience.
2. EAS prepares lists of prospective student teachers by program and screens applications for program coordinators.
3. Program coordinators confirm lists of students requiring assignment and indicate to EAS which cooperating teachers are to be solicited.
4. Cooperating teachers are solicited to work with specific programs. Availability of cooperating teachers is confirmed through school administrators.
5. Responses from solicited teachers are gathered by EAS and program coordinators are informed of teacher availability.
6. Tentative student teacher/cooperating teacher assignments are made by the program coordinator.
7. Students visit assigned schools and meet cooperating teachers (and building principals, if required). See "The Placement Interview" below.
8. Program coordinators confirm placements with students and EAS.
9. EAS distributes confirming letters to teachers and assignment lists to program coordinators and school administrators.

Due to the number of individuals involved in the placement process, and because established procedures have been approved by cooperating school personnel, under no circumstances should a student or a cooperating teacher request a specific student teaching placement.

Students may note a special request for a particular teacher or school location on the student teaching application form or may discuss it with the program coordinator. Individual location requests cannot always be honored. Requesting a placement so that a student can live at home is not a valid consideration. Students are usually informed of their assignments the latter part of the semester immediately preceding the student teaching semester.

The Placement Interview

A student teaching assignment is tentative until the student and the cooperating teacher meet face-to-face. The interview allows the student and teacher to discuss their respective expectations for the experience and to determine whether the tentative assignment is an appropriate one. It is also an opportunity for the student to become acquainted with the cooperating teacher, the classroom, and the school.

All student teachers are expected to contact their prospective cooperating teacher. The visit should be scheduled on a day that is relatively free from class commitments for the student and on a day and at a time that is convenient for the cooperating teacher. Sometimes students request an opportunity to visit the classroom during the regular school day.

Considerations for the Student Teacher

In arranging an interview visit, the student teacher should contact the cooperating teacher by telephone or email, make introductions, and determine a convenient date and time for the visit. Be prepared to bring transcripts, resume, and sample lesson plans. Look at the "Suggested Interview Questions" below and prepare a list of questions and expectations for this student teaching experience. Of course, dress appropriately, be prompt, and report first to the school's main office.

Since the length of the visit is often limited by the cooperating teacher's class schedule, the student should determine what information is essential for advanced planning and what may be deferred until the beginning of the student teaching assignment. If time permits, the student teacher should arrange to observe at least one of the cooperating teacher's classes or lessons on the day of the visit. After the school visit, students will usually discuss their impressions with the program coordinator.

Considerations for the Cooperating Teacher

This interview is an opportunity for a cooperating teacher to determine if the student teacher would be an appropriate fit for his or her classroom. At the interview visit, the cooperating teacher should provide clear expectations for the student teaching experience, including the cooperating teacher's philosophy regarding classroom management, curriculum planning, instructional methods, and the student teacher's involvement in co-curricular, committee, and parent-teacher activities. The cooperating teacher may encourage the student to take an informal tour of the school as well as talk with the principal. After the school visit, the cooperating teacher may wish to consult with the program coordinator.

Suggested Interview Questions

Students and cooperating teachers may find the following questions useful in planning for the interview:

1. What activities, subjects, or units of study will be taught during the semester? For what units might the student teacher be responsible?
 2. What is the general background and experience of the teacher?
 3. What are the cooperating teacher's general instructional objectives and goals?
 4. What texts or instructional materials are used?
 5. What materials and resources will be available to the student teacher?
 6. How is the school day structured? What is the length of each class period?
 7. What are the special duties of the teacher, i.e., before and after school, supervision of halls or playgrounds, etc.?
 8. What preparation or planning prior to the experience would be helpful for the student teacher?
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Establishing Expectations Among Triad Members

To help facilitate a successful student teaching experience, the triad members should negotiate a statement of expectations. The student teacher, cooperating teacher, and university supervisor work together to fashion a list of goals for the experience. Sometimes the initial dialogue occurs between the student teacher and the cooperating teacher, with further input by the university supervisor.

The statement should reflect mutually agreed expectations, including specific requirements, activities, and other experiences for the student teacher. It should also include evaluation criteria informed by the School of Education teacher standards and program performance indicators. The participants should develop a tentative time line for the student teacher's assumption of classroom responsibilities.

Negotiating a Statement of Expectations

The process of arriving at an agreed statement is important because it encourages communication about each person's plans, goals, and expectations. The statement may take many forms, including a list of points or an open letter. The student teacher must actively participate in this process to ensure that the semester is individually tailored. The final statement represents the curriculum for the student teaching experience.

Each person prepares for the initial three-way conference by considering her or his plans, goals, and expectations. As a result of the discussion, the student should finalize a statement specifying the agreements and share this with the cooperating teacher and supervisor. It is recommended that this be completed very early in the student teaching semester. The Statement of Expectations will be useful during triad conferences to discuss the student teacher's progress and to reflect on participants' roles.

Issues to Consider in Developing the Statement

- What are the cooperating teacher's and University supervisor's expectations for the student teacher? These might include
 1. specific experiences the student teacher is expected to have, such as lead teaching, planning, and teaching a unit of study.

2. the student teacher's role in record-keeping, grading pupils, and parent-teacher conferences.
 3. the specific lesson plan format the student teacher will use when submitting plans to the University supervisor and cooperating teacher.
 4. how often and how far in advance of scheduled lessons the student teacher is expected to submit plans to the cooperating teacher.
- What practices will the student teacher follow without substantial alteration with regard to curriculum materials, instructional methods, and classroom procedures and routines? What other practices and materials may or may not be used?
 - When and in what content areas will the student teacher develop and teach a unit of study? In what areas may the student teacher make original contributions and try out alternative instructional approaches?
 - What expectations does the student teacher bring to this experience? Does the student teacher have any special interests or talents they would like to use in the classroom? How can these expectations, interests and talents be integrated into the student teaching experience?
 - How often will the cooperating teacher and student teacher formally confer regarding the student teacher's plans and progress in teaching? How often will the cooperating teacher observe the student teacher and vice versa? How often and when will the cooperating teacher leave the classroom?
 - How often will there be three-way conferences following the University supervisor's observations?
 - What criteria will the cooperating teacher and University supervisor use to determine whether the student teacher has successfully completed the course requirements and University's Teacher Education Standards? What might be evidence of meeting these criteria?
 - What discussions and support will the student teacher and cooperating teacher engage in to further the development of the student teacher's portfolio? Who will coach the student teacher in planning and analyzing material to be included?
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Phases of the Student Teaching Semester

Although programs vary, generally the student teaching experience consists of three phases: **orientation, participation, and independent teaching**. When to move into a new phase should be determined by the cooperating teacher, student teacher, and university supervisor.

Orientation Phase

During the orientation phase, the cooperating teacher acclimates the student to the school environment. The teacher helps the student feel at ease and accepted by the class, and encourages the student teacher to observe classroom management techniques and key teacher and student behaviors. During this period, the cooperating teacher can explain the philosophy of the school, department, and program. The student and teacher may also discuss and plan work responsibilities the student can anticipate during the experience. Cooperating teachers should help the student teacher become involved immediately in some classroom activities, even though these activities may be somewhat limited in responsibility.

Participation Phase

The orientation phase prepares the student teacher for greater participation in class activities. During this stage the student teacher assists in routine classroom management activities and supervises the work of individual students and small groups of learners. The student teacher may be asked to assume some actual teaching duties, e.g., small group instruction or presentation of a single lesson.

The degree of teaching responsibility assigned to the student teacher is based on the principle of gradually increased participation. The student's work should progress from observation and assisting duties, to small group instruction and presentation of assigned topics to the entire class, to responsibility for instruction of the entire class as the lead or primary teacher. Because all student teachers complete one or more pre-student teaching practica, they should be ready to assume a responsible role in the classroom. However, the student teacher, cooperating teacher, and university supervisor should cooperatively develop a teaching schedule that best suits the abilities of the student teacher and the needs of the pupils.

It is important to continually re-examine the pace at which classroom responsibilities are assumed in relation to the student teacher's demonstrated abilities. Classroom responsibilities should be assumed gradually enough to allow the student teacher time to adjust to added responsibilities, yet rapidly enough that the student faces continuing challenges.

Independent Teaching Phase

In this phase of the student teaching experience, the cooperating teacher assigns responsibility to the student teacher for regular teaching duties. The student teacher assumes responsibility for entire lessons and units of work as the lead or primary classroom teacher. The student teacher will work with the cooperating teacher to plan lessons that meet curriculum goals and pupil needs.

This is an especially important time for the cooperating teacher to give the student teacher feedback on planning skills and actual classroom performance. The cooperating teacher can assist the student teacher in locating appropriate materials for developing a lesson and aid the student teacher in self-evaluation by holding periodic conferences to discuss and monitor progress.

Role of the Cooperating Teacher

As the person who will work most closely with the student, the cooperating teacher plays a key role in the student teaching experience. This working relationship will be strongest when it is based on mutual respect and understanding and fostered by empathy, openness, and tact.

Student teaching may be viewed as a partnership in teaching. Student teachers have the opportunity to experience and evaluate various values and beliefs about the profession when they participate as partners and co-teachers with the cooperating teacher.

Student teaching also marks the beginning of a critical transition from student to professional for the student teacher. The cooperating teacher models professional behavior for the student and guides the teacher candidate toward a deeper understanding of school cultures.

Each student teacher brings to the experience a unique combination of teaching characteristics and skills. Therefore, the goal of the student teaching experience is to provide the student with maximum

opportunity to perform to the degree that personal interest, abilities, and individuality will allow. Students who experience a high degree of involvement in teaching and other school-related activities report a successful student teaching experience.

Responsibilities of the Cooperating Teacher

Prepare for the Student Teacher's Arrival

Cooperating teachers should prepare pupils in advance for the arrival of the student teacher. It may be useful to begin to establish the concept of two teachers in the classroom and thus help pupils anticipate the student teacher's contributions. Plan to provide the student teacher with a desk or work space.

Orient the Student to the Classroom and School

Very early in the experience cooperating teachers should discuss the following with the student teacher:

- expectations for the student teaching experience (see "Establishing Expectations Among Triad Members").
- a communication plan for regular discussion about the experience
- the school's organizational structure, resources, and educational philosophy
- the community the school serves and parental involvement in school affairs
- school policies such as emergency procedures, harassment policies, and curriculum or Internet restrictions
- personal philosophies of teaching and personal/professional backgrounds of the cooperating teacher and student teacher
- curriculum content and materials
- individual pupils, particularly those having special needs
- the classroom schedule, daily routines, and procedures
- decision-making and how the student teacher may be involved in this process
- record-keeping responsibilities.

Provide Opportunities to Observe and Analyze

The cooperating teacher typically gives the student teacher a variety of classroom episodes to observe, analyze, and discuss. This on-the-spot observation of an experienced teacher handling a class in a variety of situations is invaluable to the student.

Help Students Reflect on Teaching Choices

Student teachers are being prepared for a career in teaching, not solely for work in a particular classroom or school. They must learn how to function effectively in the student teaching environment as well as be prepared to be effective in a variety of classroom and school situations. For this reason it is critical for the cooperating teacher to discuss with the student teacher why particular choices were made and others rejected about curriculum, classroom management, etc. In this way the student teacher will better understand the motives and rationales underlying particular choices. Understanding the "history" of the classroom and school will help student teachers make their own decisions in the future, when the school and classroom environment may be very different.

Support Development of a Personal Style

Perhaps one of the most difficult and challenging responsibilities is to help the student teacher develop a personal style, one that may differ from the cooperating teacher's. This may require the cooperating teacher to encourage the student teacher to be innovative and creative even though this could involve risks for both. Cooperating teachers who accept a student teacher must welcome this responsibility and understand the importance of the experience for the student teacher's growth. While the University expects the student teacher to work within the established curriculum and to follow school rules and procedures, student teachers need the chance to try out alternative instructional approaches and develop curriculum materials in areas that have been approved by the cooperating teacher.

Identify New Challenges for the Student Teacher

Many student teachers are very effective in the classroom, particularly those with substantial practicum or even previous student teaching experience. While recognizing their student's skills, cooperating teachers can help these student teachers by identifying new challenges e.g., encouraging them to try different classroom management techniques, work with particular students, teach a less familiar content area or topic, or experiment with new instructional approaches. Student teachers have often been successful by staying within their strengths and "comfort zones." Cooperating teachers who push student teachers outside those "comfort zones" offer valuable opportunities for growth.

Evaluate the Student Teacher

Student teachers need regular communication with and feedback from their cooperating teacher. Students feel reassured when they know there will be regular opportunities for them to discuss their progress. For this reason it should be a high priority to establish methods and times for communicating early in the experience. It is also recommended that the cooperating teacher participate in as many of the post-observation conferences with the student teacher and supervisor as time will allow.

See [Assessing the Student Teacher](#) for important considerations regarding evaluation of the student teacher. Also see [Issues to Reflect upon When Teaching or Observing](#).

Near the conclusion of the experience the cooperating teacher will be asked to complete a formal, written evaluation of the student's performance that is returned to the faculty program coordinator. The form and procedures for the evaluation vary across subject areas, ranging from a simple checklist and summary statement to a narrative description summarizing the student teacher's experience and success in fulfilling the responsibilities and tasks. The cooperating teacher's evaluation becomes a part of the student's permanent record in the School of Education.

Although the faculty program coordinator has the responsibility for the final evaluation of the student teacher, this is usually determined through consultation with the university supervisor and cooperating teacher. Most program areas use a "pass/fail" (P/F) or "credit/no credit" (C/N) grading system.

As possible, cooperating teachers should reference the UW-Madison Teacher Education Standards and professional indicators developed by the individual programs for evaluation criteria. Student teachers may seek help from cooperating teachers to collect artifacts for their portfolio.

Write a Letter of Reference

At the conclusion of the student teaching experience, at the request of the student teacher, write a letter of reference. The letter of reference from the cooperating teacher is considered one of the most important pieces of information included in a teacher applicant's credential file.

If a Student Is Struggling

It is critical that the cooperating teacher share any concerns about the student teacher as early in the placement as possible. If the cooperating teacher does not know who the university supervisor is, or how to reach her or him, contact the faculty member who serves as program coordinator. The list of [program coordinator](#)'s is available on the EAS website (www.education.wisc.edu/eas) or call 608-262-4918. See [Assessing the Student Teacher](#).

Role of the Student Teacher

The student teacher is placed as a learner with a cooperating teacher in the classroom setting. Students should utilize course work knowledge, the expertise of the cooperating teacher, and the actual classroom experience to gain knowledge and skills needed to teach. Student teaching may be viewed as a partnership in teaching. Student teachers can experience and evaluate various values and beliefs about the profession when they assume the role of a partner and co-teacher with the cooperating teacher.

Responsibilities of the Student Teacher

The general responsibilities of the student teacher parallel those previously identified for the cooperating teacher. Students should carefully review "Phases of the Student Teaching Semester" (page 7) and "Role of the Cooperating Teacher" (page 8) above. Examples of typical student teacher experiences are described in each of the three phases of the student teaching experience: orientation, participation, and independent teaching. The rate at which a student proceeds through each phase of the experience may vary according to individual needs and abilities of the student teacher. The student teacher will continue to document professional growth and experiences through the teaching portfolio. Also see the section on "Assessing the Student Teacher."

In addition to the general expectations for performance described in this handbook, students will be given additional information from their respective student teaching program coordinators that clarifies and specifies expectations for the assignment. Student teaching procedures and requirements vary across subject areas in teaching materials utilized, lesson plan and evaluation formats, record-keeping techniques, seminar meetings, grading policies, and teaching methodology. Students are informed of these specific program area requirements in their teaching methods course or at special meetings held by their faculty program coordinator. Student teachers should incorporate these requirements as they develop the statement of expectations.

General Suggestions for the Student Teacher

Student teaching is a "full-time" job and should be treated as a professional work experience. The cooperating teacher will expect full commitment. Part-time jobs, social engagements, or course work should be reduced or avoided if possible.

- Develop a receptive attitude toward feedback from your cooperating teacher and university supervisor. This feedback is essential for your growth as a professional.
- Keep communication lines open. Your cooperating teacher and university supervisor are there to help you in any way that they can. Ask for their advice and suggestions.
- Most student teacher-cooperating teacher relationships are warm and supportive. But if communication problems develop with your cooperating teacher, talk to your supervisor immediately. Remember that many supervisors view themselves as advocates for their student teachers.
- Take time to discuss performance expectations with your cooperating teacher and university supervisor, especially at the start of the experience.
- Follow your cooperating teacher's lead in the daily hours spent at school.
- As you begin student teaching, look for ways to become involved from the very first day and expect to give more assistance than you receive. Volunteer special assistance for individual students or small groups, with playground duty, with clubs, and other co-curricular activities.
- **Daily attendance at school**, barring emergencies, is required. Report absence to the school, the cooperating teacher, and the university supervisor. Attend all required meetings. Faculty meetings, grade level meetings, and others involving your cooperating teacher are "musts."
- Get to know support staff, including secretaries, custodians, and resource people such as school counselors and IMC directors.
- Ask your principal to observe your teaching or to conduct a mock interview.
- Determine what is considered appropriate dress in your particular school and look the part of a professional. Consider that certain informalities in dress may be a privilege of regular faculty members and not applicable to a student teacher.
- Give yourself some quiet time at the end of each day to reflect on the day's activities.

Role of the University Supervisor

The student teaching supervisor is an official representative of the University who assumes responsibility for directly supervising student teachers and serving as liaison between the School of Education and cooperating schools. The supervisor may be the program coordinator, a graduate student, or other adjunct staff.

Responsibilities of the University Supervisor

While supervisory responsibilities may vary from one program area to another, the following duties are typical:

- Regularly schedule observations of student teachers and follow up conferences to improve instructional and self-evaluation skills. Observations should occur at intervals that provide for the greatest opportunity for growth.
- Establish and maintain communication and positive relationships between the University and cooperating schools.
- Help student teachers, cooperating teachers, and building administrators develop an understanding of the student teaching program by providing pertinent materials and documents.

- Learn the philosophy, objectives, organization, and content of the cooperating school.
- Write professional recommendations for student teachers if requested by the student. (Suggested guidelines and a sample letter of reference are included in the Appendix.)
- Work with the University and cooperating personnel in planning appropriate experiences for student teachers.
- Serve as a resource at meetings for cooperating teachers, if requested, and assist in identifying new cooperating teachers.
- Orient student teachers to and clarify their role in the cooperating school.
- Assist with content-oriented problems and serve as a resource for both the cooperating teacher and student teacher.
- Assist the cooperating teacher and student teacher in a timely and continuous evaluation with emphasis on helping the student teacher develop and use reflective, self-evaluative techniques.
- Coach the student teacher in the development of activities that demonstrate teaching competency and in the documentation of the teaching benchmarks in the teaching portfolio.
- In the case of a struggling student teacher, keep prompt and substantial documentation while providing clear expectations and opportunities for improvement.
- Assist the student teaching program coordinator in assigning student teachers and in recommending reassignment, if necessary. (NOTE: Changes in student teaching assignments, e.g., withdrawal of student from the program or reassignment of a student teacher, should be made only after consultation with the respective program coordinator and full participation of all individuals involved. Changes MUST BE reported immediately to Education Academic Services.)

Supervisory Visits

The Wisconsin Department of Public Instruction has established minimum requirements for student teaching observations. Supervisors must make at least four one-hour observation visits throughout the semester. At least two of these observations must be followed by a three-way conference involving the student teacher, cooperating teacher, and university supervisor. Written evaluations of each observation must be completed and included in the student's permanent file. EAS provides generic multi-copy observation forms, but many programs use alternatives. Submit completed forms to program coordinators at the end of the semester.

These requirements governing student teaching observation visits should be considered minimum expectations. The number of university supervisor visits may vary according to student teacher need and program expectations. It is recommended that the cooperating teacher participate in as many of the post-observation conferences as time will allow.

Supervisory visits to schools and agencies can be categorized as orientation, observation, and evaluation.

Orientation Visit

The supervisor should plan to visit the student teacher and cooperating teacher at the beginning of the semester for cooperative planning for the experience. At this initial meeting, the supervisor may wish to exchange information with the cooperating teacher regarding professional backgrounds; clarify expectations held by each member of the triad regarding lesson plans and other student teacher responsibilities; review procedures for the student's induction into teaching; discuss observation procedures such as feedback to the student teacher, conference times, etc.; and develop a plan for future visits.

Observation Visits

The focus of the University supervisor's observation visits will vary depending on the needs of individual student teachers. Some visits will be concerned with the observation of the student's teaching while others will focus on setting goals for the semester and evaluating the student's progress. Whether visits will be announced in advance depends on individual preferences, but all should take place in a timely manner.

The usual practice for a supervisory visit is to arrange a pre-conference with the student to discuss the lesson to be taught, to observe and analyze at least one or more lessons, and to participate in a two- or three-way post-observation conference. The supervisor should take notes during each observation and give a copy of these to the student teacher and cooperating teacher. A team emphasis should be stressed throughout the semester, with the cooperating teacher, student teacher, and supervisor maintaining a close working relationship.

Evaluation Visits

It is recommended that the required three-way formal evaluation conferences occur at midterm and before the end of the semester. The sessions should focus on the general progress of the student teacher in relation to program requirements, demonstration of teaching standards, and goals agreed upon at the outset of the experience. The following guidelines are suggested for use during the midterm evaluation conference:

- Identify what the student teacher has done thus far, including a review of subjects taught, non-instructional activities, lesson planning skills, etc.
- Identify demonstrated strengths.
- Identify areas the student teacher needs to focus on during the second half of the semester.
- Develop an action plan for the rest of the semester, including specific experiences.
- Reference the UW-Madison Teacher Education Standards and the professional indicators developed by the individual programs for evaluation criteria.
- Work with the cooperating teacher on a recommendation to the faculty program coordinator regarding the student's eligibility for certification.

Assessing the Student Teacher

Student teachers invariably want to be evaluated. They want assistance in their teaching and seek direction from their cooperating teacher and supervisor. They need specific feedback, followed by an opportunity to concentrate on a given set of recommendations, followed in turn by a conference to discuss progress.

As noted elsewhere, the Wisconsin Department of Public Instruction has established minimum requirements for student teaching observations by University personnel. Supervisors must make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, cooperating teacher, and supervisor. Written evaluations of each observation must be completed and included in the student's permanent file.

For the cooperating teacher, the evaluation of a student teacher is a continuous process. Cooperating teachers usually give daily verbal or written feedback to the student teacher about lessons taught and discuss the student teacher's plans for the following day. If possible, cooperating teachers should hold at least one formal conference per week with the student teacher at which time the focus should be on the student teacher's concerns, progress in teaching, development of lesson plans, etc.

"Formal" observations times when the cooperating teacher simply observes are very valuable and should occur several times during the semester. Supplemental "informal" observations should be made on a continuing basis. Cooperating teachers are asked to keep written records of observations of the student teacher's teaching; this is particularly important with students who may be struggling.

At the end of the semester the cooperating teacher will complete a formal, written evaluation of the student teacher's performance that is returned to the faculty program coordinator in the student's program.

All members of the triad may wish to review [Issues to Reflect upon When Teaching or Observing](#), in considering the evaluation of the student teacher.

Legal Considerations Around Evaluation

The faculty program coordinator has the responsibility for the final evaluation of the student teacher, although this is usually determined through consultation with the university supervisor and cooperating teacher.

All those involved in the final evaluation of student teachers must remember that students enter student teaching or other clinical field placements near the end of academic programs in which they have made substantial investment of time and money. Therefore, decisions regarding grades in student teaching courses must not be made arbitrarily. Students have access to the School of Education grievance policy and decisions may be reviewed by the School's grievance committee and ultimately a court of law. In most cases the grievance panel making a recommendation to the Dean of the School will look closely to make sure that students who received less than satisfactory grades were informed of the performance expectations and given opportunities to improve their performance. It is important to remember that student teaching and other field placements are learning experiences for students; in most cases, the students should have the opportunity to learn from their mistakes.

Students must be informed at the beginning of and throughout the experience what standards of performance are expected (both teaching skills and ethical responsibilities) and how they will be evaluated. A decision not to recommend a student for certification or to remove the student from a placement must be accompanied by a written report that details the reasons for the decision.

Teacher Education Standards

UW-Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules “[PI 34](#),” mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that must be met by all students completing a licensing program.

Find the 15 UW-Madison teacher education standards here:
<http://careers.education.wisc.edu/pi34/standardsT.cfm>.

Future teachers at UW-Madison demonstrate that they have certain knowledge and can perform successfully as beginning teachers through a performance-based assessment system. In January, 1998, the School of Education adopted the following Teacher Education Standards as the benchmark for the assessment process. Students in each licensing program will have multiple opportunities to learn and to demonstrate knowledge of issues, information, and content related to the standards. These standards are integrated into the professional education courses in all teacher education programs and are further defined in each of the program areas.

The Teaching Portfolio

Students in certification programs are required to maintain a portfolio (in most programs an electronic portfolio or "e-portfolio"). The portfolio has several purposes. It is a tool for teacher learning and development; completing a portfolio will help teacher education students become more thoughtful and effective teachers. It documents satisfaction of the UW-Madison Teacher Education Standards required for initial teacher certification in Wisconsin. As students progress, they will contribute artifacts that will demonstrate achievement of the knowledge and performance standards addressed by courses and field experiences. Finally, upon program completion the student will modify the portfolio for use in the job search process.

Field Experience Policies

LIABILITY AND HEALTH POLICIES

Professional Liability Coverage

All University of Wisconsin System education students working in the schools as part of their professional preparation are protected by a personal injury and property damage liability policy. In the event that liability is the responsibility of the student teacher or intern, or the responsibility of the teacher preparation college or university, professional liability coverage is provided by sections 165.25(6) and 895.46(1) of Chapter 81 of the State of Wisconsin Statutes. The [University of Wisconsin—Madison Risk Management Office](#) can provide more detailed information about this coverage.

Liability for Loss or Repair of School Equipment

Students should be aware that they may be responsible for the security of school-owned materials and equipment during their practicum and student teaching experiences. Students are strongly encouraged to

determine if their renter's or homeowner's insurance policy will cover damage, loss, or theft of items belonging to the school, but which the student uses during field experiences. These items may include electronic and audiovisual equipment, software, books, and videos. Student liability for the security of these items may extend any time the student has responsibility for these items. Students who do not have sufficient insurance coverage for these items will be held personally liable. Students are encouraged to investigate the insurance benefits of membership in some education associations. See [Professional Organizations](#).

Tuberculin Skin Test or Chest X-ray

All teacher education students working in the public schools during their student teaching or intern semester are required by the Department of Public Health to produce evidence that they are free of tuberculosis. All students seeking student teaching or intern assignments will need to provide the Education Academic Services Office with certification of a TB examination prior to beginning their student teaching or intern assignment. Results of TB examinations must have been obtained within a two-year period preceding the student teaching experience. Students will not be placed if EAS has not received the negative TB test results.

Emergency Procedures in Case of Illness or Accident

An emergency may arise in which an intern or student teacher becomes ill or is injured. Education Academic Services can provide information for use by the school principal and cooperating teacher in notifying the parent or guardian and in securing medical attention for the student. Student teachers and interns should complete emergency information forms in the school office when they begin their field assignment and follow the local school policy governing the reporting of accident or illness emergencies.

Blood-Borne Pathogens and First Aid Treatment

During the student teaching experience, students may be required to provide first aid treatment or may be in a situation in which they could be exposed to human blood or other body fluid. In this position, students must always practice universal precautions. Universal precautions is an approach to infection control in which all human blood and certain human body fluids are treated as if they are infected with HIV, HBV or other blood borne pathogens, regardless of the perceived status of the source individual. Exposure to potential infectious materials can be minimized through the use of rubber gloves (available at the school site) and other tactics employed to avoid direct contact with blood and body fluids. Students who suffer an exposure incident should immediately cleanse the affected area, report the incident to the school site office, and seek the advice of a physician to determine the appropriate follow-up care. When first reporting to a placement, students should take the initiative to find out what procedures are followed at that school site and where the first aid materials are kept.

It is generally inadvisable to give any medication, even cough drops and aspirin, to students because of liability for improper treatment. Application of first aid should only be administered in case of extreme emergency such as profuse bleeding and choking.

Students may also want to consider taking the Hepatitis B series of immunization shots available through the University Health Services.

ATTENDANCE POLICIES

School Calendar

The student teacher is expected to follow the local school calendar (including vacation dates) and the building policies of the cooperating school. The student is to function as a regular staff member in terms of arrival and departure times and attendance at school functions such as team meetings, faculty meetings, inservice sessions, and parent-teacher conferences.

Absences

All student teachers and interns should follow the proper notification procedure when illness or an emergency necessitates an absence. The university supervisor, in addition to the cooperating teacher and school principal, should be informed of the absence. Time lost due to an extensive absence may require extension of the student teaching assignment into another semester.

POLICIES IN THE SCHOOL SETTING

School District Policies

Students should become informed about individual school district policies governing issues such as sexual and other forms of harassment; use of physical force; confidentiality; standards of conduct for Internet, email, and curriculum use; and drug-free environments. Students are expected to act according to local school district regulations for pupils and professionals. Obtain a copy of the district's regulations at the beginning of the student teaching placement.

Safe Environment

Student teachers need to help maintain a safe environment for both the pupils and themselves. Harassment of any sort is unacceptable whether between pupils, between the student teacher and the pupils, or between cooperating personnel and the student teacher. In addition, student teachers need to protect against unwarranted accusations by using good judgment in one-on-one interaction with the pupils. Discussion of liability issues should occur early in the student teaching assignment.

Search and Seizure

Searches at schools are becoming more common because of increased incidences of drug use and violence. A student teacher who suspects a pupil is in possession of something illegal should discuss it with the cooperating teacher as soon as possible. A student teacher should not conduct a search of the pupil's body, clothing, or possessions.

Workload of the Student Teacher

The student teaching experience is a full-time commitment for the entire school district semester. The student teacher's experience in the school may include such activities as direct teaching responsibilities, small and large group instruction, planning and conference time with the cooperating teacher, and observation experiences. The actual number of classes assigned to student teachers varies across subject areas and is dependent on such factors as the student's readiness to assume increased responsibility, the needs of the pupils, the number of different preparations, etc. As a general rule, after a suitable orientation and participation period, the student teacher may be expected to assume primary responsibility for up to

four classes per day in the major subject area. The number of classes required varies according to program area. The teaching load in a minor area usually involves one class per day for the semester.

A satisfactory workload for the student teacher should be cooperatively arranged and agreed upon by the university supervisor, the cooperating teacher, and the student teacher. Since student teachers may be considered "learners" at this stage of their preparation, they normally do not carry as heavy a teaching load as a regular teacher. As a beginning teacher, it is important that some regular time be set aside in the student's daily and weekly schedule for planning, evaluating, reflecting, and conferencing with the cooperating teacher.

Student Teachers as Substitute Teachers

Student teachers are not licensed and their legal authority in the classroom is limited. Therefore, student teachers may not serve as substitute teachers. This is a University of Wisconsin policy and is intended to protect the cooperating school system and its students as well as the student teachers.

An intern is licensed and, therefore, may serve as a substitute teacher, but only for a cooperating team teacher for a limited period of time. Under no circumstances should an intern serve as a substitute teacher for other teachers in the school system. The intern should, except in the case of an emergency, receive at least one day's notification of the responsibility of serving as a temporary substitute teacher.

In-Class Supervision of Student Teachers

As the semester progresses and the student teacher assumes primary responsibility for designated classes or portions of classes, the student will benefit from the cooperating teacher's occasional absence from the classroom. The actual amount of time the student teacher is left alone in the room depends on individual cases (what the cooperating teacher and student teacher are comfortable with and what the student is able to handle). The aim is for all student teachers to have some experience alone in the classroom. This issue should be discussed by the student, cooperating teacher, and university supervisor at some point during the semester. Leaving the student teacher alone in the classroom occasionally during the semester is a recommended procedure and should always be considered in light of individual situations and local school policies.

Temporary Work Stoppage Policy for Field Experience Students

When a work stoppage occurs in a district in which students have been assigned for field experiences (e.g., practicum, student teaching, internship), it is the policy of the School of Education that the students be declared non-participants in the job action. As non-participants, students shall not report to their placement schools during a job action, even if requested to do so by cooperating teachers, principals, or field experience supervisors. Students should not be penalized in any way for being a non-participant.

If students choose to take action (e.g., cross a picket line, participate in a picket line, sign a petition), they are making that choice on their own volition. However, no field experience student may take the place of a certified staff member at any time in any educational setting, including classrooms, playgrounds, lunchrooms, etc.

Differing requirements across programs may result in extending the field experience or making up missed hours in other ways so that class requirements can be met. As a result, students should check with program faculty about specific requirements related to absences associated with job actions.

POLICIES REGARDING CHANGES IN OR TERMINATION OF STUDENT TEACHING

Placement Changes

If the cooperating teacher, student teacher, or University supervisor feels that any other member of the student teaching triad is not meeting individual role responsibilities, that concern should be discussed promptly. Should this discussion not clarify or resolve the problem, the concerned individual should contact the appropriate student teaching program coordinator. Sometimes a mismatch occurs, and an alternative placement may be needed; however all consequences of this change should be considered. This should not be looked upon as a failure by those involved. Changes in student teaching placements should usually be made with the full participation of all individuals involved. Placement changes must be communicated to EAS staff.

Withdrawal from Student Teaching

Students attempting student teaching who withdraw or receive a D, F, N, or U from student teaching and/or practicum experiences may not repeat such experiences without approval from the director of the student teaching program concerned and the Assistant Dean, Education Academic Services. Students withdrawing from or receiving a grade of D, F, N, or U in student teaching or practicum experiences in one major or program may not register in student teaching or practicum in another major or program without written permission from the director of the student teaching program concerned and the Assistant Dean, Education Academic Services. Permission to repeat practicum or student teaching experiences under the preceding conditions is not automatically granted; decisions are made on a case-by-case basis.

A confirmed practicum or student teaching assignment is considered an informal contractual agreement between the University and the school in which the student teacher is located. Under this agreement, University faculty, cooperating teachers, and student teachers assume certain responsibilities and obligations to one another. Consequently, a student's withdrawal from an assignment is considered to be an exception to the agreement and should occur only under the most unusual circumstances. Because of the consequences that withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the student teaching program coordinator and the Assistant Dean, Education Academic Services, before making a final decision, to fully understand the possible implications of such action and the options available.

GRIEVANCE PROCEDURES

See the official [School of Education grievance policy](#) and procedures under "Academic Policies and Procedures" on the EAS website.

Licensure, Job Search Procedures, and Professional Organizations

Teaching Certification and Licensing

Upon completion of certification requirements students may apply for a teaching license. For detailed information about the license application process, students should see the following EAS website: <http://www.education.wisc.edu/eas/more/Licenseapplication.asp>.

Educational Portfolio and Career Services

[Educational Placement and Career Services](#) (EPCS) provides comprehensive job-search and career management assistance to all students and graduates of the School of Education. EPCS is located in 141 Educational Sciences, 1025 W. Johnson Street. They also provide training and support for the School of Education e-Portfolio project. Consultant staff will assist candidates with understanding and organizing their job search. They will aid students in the preparation of a resume, application letters, preparing the e-portfolio for the job search, and interviewing.

Letters of recommendation from cooperating teachers, student teaching supervisors, and professors can be collected and stored at EPCS for credential services.

Students can register for a nominal fee with EPCS for extensive career services which include direct job referral, professional credential services and extensive on-line support. The Credential Service includes mailing to school districts a package containing letters of reference, resume, and transcript copies. On-line job services include on-line vacancy listing access, electronic portfolio distribution, on-line credential request and delivery.

On-campus job interview opportunities are scheduled and occur at the EPCS office. In addition, recruitment fairs are sponsored by EPCS each year. School districts from all over the United States come to Madison to hire UW-Madison graduates.

Many informational resources are available for job seekers ranging from overseas employment opportunities to a list of school districts within driving distance of Madison. The office staff prepares annual reports on teacher supply and demand.

Throughout the year, EPCS offers workshops to help candidates sharpen their job search skills. Regular workshops offered each semester include resume writing, interviewing, and e-portfolio presentation. See the EPCS website at careers.education.wisc.edu. For further information or to make an appointment with a consultant, call 608-262-1755.

Letters of Reference

The following are recommended procedures for obtaining [letters of reference for the EPCS credential file](#):

1. Obtain letter of reference forms from Educational Placement and Career Services Office, 141 Educational Sciences, 1025 W. Johnson Street.
2. Complete the top of the form.

3. Select individuals who can best comment on teaching ability and teaching potential. Letters should be from cooperating teachers, university supervisors and other appropriate professional educators.
4. Contact individuals selected by making an appointment to request the recommendation; or sending an accompanying letter with the reference form requesting a recommendation; and providing brief summaries of professional aims and goals.
5. Requests for recommendations from cooperating teachers and university supervisors should be made near the conclusion of the student teaching experience, or as soon as possible thereafter. If too much time elapses between the end of the student teaching experience and the recommendation request, it is more difficult to recall specific details and impressions of the experience.

After Graduation

The School of Education is proud of its graduates and makes every attempt to keep them informed of departmental news and upcoming alumni activities. Graduates are urged to keep addresses current by contacting the [Education External Relations Office](#).

The Education External Relations Office strives to continue the link between the School and its graduates by sponsoring many special events and activities as well as offering on-campus assistance to all the School's alumni. The Office is located in room 181 of the Education Building, 1000 Bascom Mall, Madison, WI 53706.

Students are also asked to "keep in touch" with faculty and staff in their departments. Feedback from former students regarding the adequacy of their professional preparation is an important source of information for strengthening the teacher education curriculum.

Professional Organizations

As regularly enrolled students in the School of Education, student teachers and interns are eligible for student membership in the [National Education Association \(NEA\)](#) and the [Wisconsin Education Association Council \(WEAC\)](#). If enrolled as such, they are members of the [Student National Education Association \(SNEA\)](#) and [Student Wisconsin Education Association \(SWEA\)](#). Membership privileges include NEA and WEAC publications, eligibility to attend WEAC conventions, and liability insurance. Membership information can be secured by writing to the Wisconsin Education Association Council, P.O. Box 8003, Madison, WI 53708, (608-276-7711); or by contacting the local SNEA campus representative. Membership information for the American Federation of Teachers can be secured from the local area representative.

Program Evaluation and Liaison Committees

Evaluation of Field Experience Programs

Education Academic Services systematically solicits comments and impressions from cooperating teachers, student teachers and interns, administrators, university supervisors, and faculty concerning their involvement in field experience programs. Survey results are summarized and tabulated by subject area, and participants' comments are recorded verbatim. The compiled results are then made available to the individuals responsible for program planning in the various subject areas.

Field Experience Program Liaison Committee

The Elementary Education Clinical Associates make recommendations to the elementary education field experience programs. Teacher representatives, university coordinators, and EAS field experience staff meet regularly throughout the school year. The committee addresses such topics as choice of schools to be used as placement sites, cooperating teacher and supervisory roles, and program evaluations. For more information about Clinical Associates, contact Ms. Jo Richards, 608-263-4054, richards@education.wisc.edu.

Cooperating Teacher Qualifications

The Wisconsin Department of Public Instruction requires that cooperating teachers who work with student teachers meet the following qualifications:

- Hold a regular Wisconsin license or its equivalent for the teaching assignment.
- Have at least three years of teaching experience, with at least one year of teaching experience in the school system of current employment.
- Have completed a course or seminar in supervision of student teachers or interns or have qualified as a cooperating teacher prior to July 1, 1977, based on successful service as a cooperating teacher.

Teachers who participated as cooperating teachers prior to July 1, 1977, are recorded as having met the requirement. New cooperating teachers must attend a seminar or workshop, or complete a formal course in supervision of student teachers. Teachers' DPI qualification status is monitored and recorded officially in the EAS office. The School of Education provides the following to teachers who wish to become qualified as cooperating teachers:

- Conferences for cooperating teachers conducted by faculty members responsible for student teaching programs. The seminar is considered temporary qualification until a teacher can enroll in a workshop or course.
- Workshop on supervision of student teachers. This is offered on a regular basis by staff from Education Academic Services at no cost to participants.
- A three-credit graduate course offered by the Department of Curriculum and Instruction.

Cooperating Teacher Benefits

Cooperating Teacher Payments

The following schedule is currently used to determine payments to school personnel or school systems, depending on terms of participation and established policy.

Full-time, full semester student teaching assignments (payments for less than full-time assignments will be prorated accordingly) \$70.00
Pre-student teaching practica assignments \$25.00

Split Academic Assignments

Major subject area \$45.00

Minor subject area \$30.00

Guidance Counselor Assignments

Half-days, full school year \$50.00

Full-days, full school year \$75.00

Checks will be issued in January for fall semester placements; June for the spring semester placements. Social security benefits associated with the payments are paid by the University. No payment will be made for persons identified as exempt or for on-campus or agency placements. Payments are directly deposited to teachers bank accounts or to an established fund as requested by the school district. Payments for most teachers who are certified in social studies are deposited into a social studies consortium account. Questions or concerns regarding cooperating personnel payments should be referred to Ricki Benton, 608-262-4918.

Faculty/Staff Identification Cards

All cooperating personnel who receive payments and all school principals who supervise these cooperating personnel may receive a university faculty/staff identification card. The card provides university facility use privileges on a limited basis, including access to UW recreation facilities, libraries, and unions. Athletic facility fees are charged at all sites. Contact each facility directly for detailed information on access and use.

Staff ID card authorizations are in effect for one year past the paid semester (three semesters).

Complete the online [Faculty/Staff Photo ID card application](#) and follow the directions on the form. Individuals with a valid ID card need do nothing. Questions about ID authorization should be referred to Ricki Benton, 608-262-4918.

Email Access

The faculty/staff ID card permits cooperating personnel to establish an email account at the University. After you have picked up your ID card you may activate your Net ID online at <http://kb.wisc.edu/helpdesk/page.php?id=4966>.

Issues to Reflect Upon When Teaching or Observing

From the "UW-Madison School of Education Elementary Education Program Student Teaching Handbook," 2002

Curriculum Issues

- Whose knowledge is valued in the curriculum?
- Who determined the curriculum?
- How do the students interpret the curriculum?
- Examine curriculum for stereotypes/generalizations by: class, race, gender, age, and religion.
- What are the hidden values in the curriculum we must look at curriculum politically as a value-laden document and process?
- How is students' previous knowledge included in the learning process?
- What degree of involvement do the students have are they actively involved or passive recipients of knowledge?
- Is knowledge viewed as content to give students or as a process of discovery for the students?
- Have ethical issues or questions been raised regarding the curriculum content, issue or topic?
- Is learning holistic or separate disconnected pieces of information?
- What role does student motivation play?
- How does the curriculum vary for different students?
- When should learning involve individual or group work?
- How can individual or group work add to the purpose or outcome of the experience?
- What is the role of standardized texts and what does it mean in the classroom, what are their strengths and weaknesses, how can they be used as tools to build upon?
- Consider the degree of creativity students are able to develop using curriculum materials and format.
- What other options are possible to present particular concepts?
- Are concepts being presented in a variety of ways, while fostering student involvement and interest?

Lesson and Unit Planning

- What are the objectives?
- How do the objectives influence/determine the activities?
- How are the lessons/units different for students?
- How are individual needs being met?
- Have students been involved in the planning process?
- To what degree are classroom activities determined by lesson plans?
- To what degree are classroom activities determined by student reaction to activities/discussion?
- What is the role of standardized texts, media, and equipment?
- How are the students evaluating the lessons/units?
- How are you evaluating the lessons/units?
- Does evaluation measure student learning or student performance?
- What materials are being used?
- Where else can you go to find resources?
- How are your lessons/units being carried out?
- Are the lessons/units appropriately challenging?
- Are you able to successfully use standardized texts and to build on them?
- Are you able to successfully use supplementary material and build on it?
- Use of questions in classroom.

- Use of discussion in classroom.
- How to get good student involvement in lessons and discussions.
- Do the lessons reflect best practice for the content being addressed and the students involved?

Classroom Management

- What is the learning atmosphere in the classroom?
- Have the students been involved in creating classroom expectations?
- How is time used in the classroom?
- What does the use of time tell students about the definition of schoolwork and play?
- Who controls what actions that are allowed in the classroom amount of control over students vs. student control?
- Who controls the standards set in a classroom, academic, noise, student interaction, etc.?
- How do students interact in the classroom?

Discipline

- How are students reacting to your lessons?
- Who is "following" and who is not?
- What are the students doing who are off-task?
- What is your reaction/the teacher's reaction to discipline problems? What positive and punishment techniques are employed?
- How effective are the discipline techniques?
- What kinds of patterns emerge kind of lesson, who is off-task, when?
- Is discipline aimed at correcting behavior of child or at the child's personality?
- Are you/is the teacher consistent in your/their evaluation of students' behavior?
- Do positive statements outnumber those that are corrective or disciplinary?
- "Hidden" curriculum of discipline techniques what behavior is your classroom supporting, what work ethic, which students benefit, etc.?

Evaluation

- How are lessons/units being evaluated?
- To what degree should evaluation be standardized or individualized according to different needs of students?
- Is the evaluation tool measuring learning or performance or both?
- Do the evaluations consider the aesthetic benefits of a lesson?
- What does student performance say about the lesson/unit?
- What does student reaction/behavior say about the lesson/unit?
- Have students been asked to do a self-evaluation?
- Are rubrics for assignments, projects, and unit evaluations established and shared with the students?

Students

- How do the students view your teaching think of their perspectives?
- How do the students view learning?
- What personal involvement do students have in the learning process?
- What kind of relationships does the classroom environment foster among the students?
- How are special needs met in the classroom?

- How are students motivated intrinsically or extrinsically?

Societal Considerations

- What does the classroom environment and curriculum really say about the view of the student?
- How are classroom resources allocated?
- Examine application of rules and classroom expectations when are the rules always obeyed, when not, by whom, and why?
- Whose culture/values are acknowledged in the classroom and whose are not consider holidays, customs, traditions, etc.?
- Have students experienced a curriculum that has included a political, ethical, and aesthetic view of learning?
- Has the classroom experiences advanced the idea of a democratic education?

Non-Discrimination Statement

In conformance with applicable federal and state regulations, UW-Madison does not discriminate on the basis of age, race, color, religion, sex, national origin or ancestry, sexual orientation, arrest or conviction record (except as provided in Section 115.31), marital status, handicap, political affiliation, or veteran's status with regard to the treatment of employees or students in educational programs or activities which it operates. Inquiries concerning this policy may be directed to the appropriate campus admitting or employing unit or to the Equity and Diversity Resource Center, 179A Bascom Hall, (263-2378).