# Table of Contents

Introduction .......................................................................................................................................... 3  
INTASC Standards/ UWM Core Guiding Principles........................................................................ 4  
Handbook Vocabulary ........................................................................................................................ 6  
Initial Licensure & Supplemental: Teacher Education Programs.................................................. 7  
Meet UWM’s Clinical Experience Team .......................................................................................... 8  
Clinical Experience Structures ......................................................................................................... 10  
Pre-Student Teaching .......................................................................................................... 10  
Student Teaching .................................................................................................................. 10  

General Policies for UWM Teacher Candidates ........................................................................... 12  
  Health and Accident Insurance .......................................................................................... 12  
  Liability Protection ............................................................................................................ 12  
  Workers’ Compensation Insurance .................................................................................. 13  
  Universal Precautions ........................................................................................................ 13  
  Sexual Harassment Policy .................................................................................................. 13  

Preparing for Clinical Experiences ................................................................................................ 14  
  Criminal Background Investigations (CBC’s) .................................................................. 14  
  Tuberculosis Skin Test (TB Test) ...................................................................................... 15  
  Clinical Experience Placement Procedures ...................................................................... 15  

Working in the Clinical Experience Site ........................................................................................ 15  
  Attire ...................................................................................................................................... 15  
  Confidentiality ....................................................................................................................... 16  
  Attendance and Punctuality ................................................................................................ 16  
  Absences in a Clinical Placement ....................................................................................... 16  
  School Regulations ............................................................................................................... 16  
  Teacher Candidate as Substitute Teacher ......................................................................... 17  

Cooperating Teachers’ Roles & Responsibilities......................................................................... 17  
Supervisors’ Roles & Responsibilities......................................................................................... 20  
Second Supervision Procedures ............................................................................................... 21  
  Request for a Second Supervision ..................................................................................... 21  
  Observation and Feedback .................................................................................................. 21  
  Outcomes .............................................................................................................................. 21  

Policy for Immediate Termination of Clinical or Student Teaching Placement ...................... 22  
Appeals ................................................................................................................................................ 22  
Child Abuse/ Neglect Reporting Procedures for Teacher Candidates,  
University Supervisors & Program Directors ................................................................................ 23  
Frequently Asked Questions ......................................................................................................... 24
Introduction

The University of Wisconsin-Milwaukee has a long-standing commitment to preparing teacher candidates to teach in urban schools. This commitment is strengthened by many partnerships that serve a diverse and urban student population. Together, the university and schools in the greater Milwaukee area work to prepare effective teachers by investing in high-quality clinical experiences that promote student learning under the guidance of skilled clinical educators. The principles that guide our collaborative work were part of the Blue Ribbon Panel Report from the National Council for Accreditation of Teacher Education entitled, “Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers.” (NCATE Clinical Design Principles, Nov., 2010) The principles are:

1. Student learning is the focus.
2. Clinical preparation is integrated throughout every facet of teacher education.
3. A candidate’s progress and the teacher education program are continuously judged on the basis of data.
4. Teacher candidates are prepared to become experts in content and pedagogy as well as innovators, collaborators, and problem solvers.
5. Teacher candidates learn in an interactive professional community with many opportunities for feedback.
6. Clinical educators and coaches are rigorously selected, prepared and drawn from both the university and school districts.
7. Specific sites are designated and funded to support embedded clinical preparation.
8. Technology applications are implemented to foster high-impact preparation.
10. Strategic partnerships are imperative for powerful clinical preparation.

There are 18 UWM teacher certification programs across the Department of Curriculum and Instruction, Department of Exceptional Education, and the Peck School of the Arts. Approximately 600 students are in clinical placements during a typical semester and approximately 400 students apply for their initial or supplemental teaching licenses per year. Throughout all teacher certification programs at UWM, teacher candidates have multiple clinical experiences in schools observing master teachers, learning about their students and the communities in which they live, working to understand the culture of schools, planning and instructing students using state of the art practices, and collaborating with peers and school staff members. The final student teaching experience, whether with a cooperating teacher, on--the-job, or as an intern, provides the opportunity for UWM students to assume a professional teaching role while receiving support, guidance and continuous feedback from both university and school faculty. While each professional certification program at UWM has its own developmental sequence of clinical experiences and particular requirements, many policies and procedures go across programs. The common policies and procedures are the focus of this handbook that includes sections for each of the following constituents: 1.) UWM teacher candidates, 2.) school based cooperating teachers and administrators, and 3.) university supervisors. Working together, these three groups ensure that pre-K-12 students in urban schools will be taught by knowledgeable, skilled, culturally responsive, and caring educators.

UWM teacher candidates seeking licensure in Wisconsin must show proficiency in the UWM-WI Teacher Standards listed below. In addition, all candidates must pass the Wisconsin Foundations of
Reading Test and Praxis II and the edTPA, a state mandated Teacher Performance Assessment mandated for all teacher candidates applying for state licensure by Fall 2016. (See individual program descriptions for timeline when these assessments must be taken/ passed.) All clinical experiences provide opportunities for UWM students to develop the knowledge, skills and dispositions as defined in the various assessments and InTASC teacher education standards.

**INTASC TEACHER STANDARDS**

A signed with the UWM Core Guiding Principles on Urban Education/ Equity

All programs at UWM leading to licensure by the Wisconsin Department of Public Instruction have adopted a unified guiding principle centered on advocating for and providing an equitable education to all students, within a culture of inspiration, high expectations, accountability and quality services. Individuals licensed through UWM demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of their work. Candidates have substantive knowledge about the varieties of urban contexts and cultures, the forces that maintain poverty, and other powerful historic and contemporary beliefs and traditions that support discrimination in society. They understand how other social identities, including gender, disability, sexual orientation, and religion, intersect with the forces of poverty, cultural traditions, language, and racism and lead to inequity in teaching and learning.

**UWM-WI/ INTASC Teacher Standards**

Throughout their programs and in their portfolios, candidates address the Urban Education/ Equity Principle as they interpret the performance standards of the applicable license. For teacher candidates, Wisconsin has adopted the InTASC Teacher Standards (Interstate New Teacher Assessment and Support Consortium of the Council of Chief State School Officers) which are listed in #1-#10 below (2011 version). Faculty and staff at UWM have interpreted these ten standards specifically for UWM candidates to reflect their alignment with UWM’s Core Guiding Principle: Urban Education/ Equity.

**The Learner and Learning Environments**

**Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative
learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

For UWM candidates this means recognizing the unique potential of the individual learner and setting appropriate and high expectations for all. Candidates simultaneously appreciate the role of their students’ context, that is, their cultures and communities, in shaping their individual development. They understand the historic and philosophic forces that may influence their assumptions about diverse cultures and communities. UWM candidates use effective strategies to support English language learning, respecting students’ first languages and dialects and valuing them as assets. They also embrace learners with disabilities and work against biases that lead to misidentification and labeling. Finally, with respect to learning environments, UWM candidates create safe learning environments in which differences among students are understood and respected. They build positive relationships with every child and select instructional approaches that ensure students are motivated and actively involved in learning. When challenging behavior arises, candidates provide emotional and behavioral support in a highly skilled, positive, and respectful manner.

**Content Knowledge**

**Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Innovative Applications of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

For UWM candidates this means drawing on strong disciplinary knowledge in liberal arts as well as knowledge of the socio-cultural and historical context of the discipline. Candidates translate their knowledge of disciplinary content into appropriate instructional activities and represent this content in meaningful ways for their students. They apply rigorous and high expectations for every student and demonstrate the belief that every child is capable of and eager for learning.

**Instructional Practice**

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

For UWM candidates this means that progress is expected for all students and assessment measures are clearly communicated in ways that motivate students to learn. Candidates use a range of assessment practices that draw upon students’ strengths as well as needs. They establish high standards for student learning and achievement and teach in ways to enable students to meet these standards, using their understanding of cultural and linguistic differences and knowledge about their students’ specific cultures and communities to do so. Drawing upon a repertoire of effective teaching strategies, they make discerning choices about the approach that will best achieve desired learning outcomes, always pushing students toward greater independence as learners. They are able to represent content knowledge in ways that make sense to their students and are skilled in the strategic use of technology to support instruction. They draw strategically on a range of well-developed curriculum resources and instructional methods to ensure that their students meet high standards. Candidates advocate for and are skilled in planning and implementing a rich and challenging curriculum that maximizes their students’ opportunities in life. They understand the critical role literacy plays in creating lifelong opportunities for students and support the ongoing literacy learning of students across all content areas.

**Professional Responsibility**

**Standard #9: Reflection and Continuous Growth**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

For UWM candidates this means reflecting on their teaching effectiveness and their utilization of equitable educational practices to create positive change and to address achievement gaps in the communities in which they teach. They view themselves as lifelong learners committed to enhancing professional practice and deepening their knowledge in their respective fields and in successful collaboration with their colleagues. Our candidates take responsibility for learning about the community, its assets, and its resources and collaborate with community and agency staff to support the educational process. UWM candidates reach out to their students’ families and, through regular communication and collaboration with family members, build strong relationships to help students learn. They understand that all families want their children to be well educated, and they draw on assets that exist within their students’ families to reach this goal.

**HANDBOOK VOCABULARY**
Clinical Students: UWM students who are “education intended” majors but have not applied for admission into a teacher education certification program.

Teacher Candidates: UWM students accepted into a teacher education program, actively enrolled and taking courses in a professional program.

On-the-Job Teacher Candidates: Someone hired as a teacher of record with an emergency license and enrolled in a teacher certification program. This also includes UWM-MPS Special Education Interns enrolled in a teacher certification program.

Special Education UWM-MPS Intern/Pre-Intern: UWM post baccalaureate teacher candidates working as paraprofessionals under the guidance of a skilled lead teacher. Pre-interns, if successful, become special education UWM-MPS interns in the second year of their certification program.

Students: PreK-12 students in schools/classrooms where UWM students work.

Cooperating Teachers: Highly-skilled, school-based teachers who host, mentor and assess a teacher candidate.

UWM Supervisors: University staff, who communicate with, supervise and assess the teacher candidate and communicate and collaborate with the school-based clinical educator.

Teacher Education Programs:
Initial Licensure & Supplemental

Curriculum and Instruction (Regular Education)
Early Childhood (Birth – Age 8)
Middle Childhood – Early Adolescence (Ages 6-12 or 13)*
Early Adolescence – Adolescence English (Ages 10-21)
Early Adolescence – Adolescence Math (Ages 10-21)*
Early Adolescence – Adolescence Science (Ages 10-21)
Early Adolescence – Adolescence Social Studies (Ages 10-21)
Early Childhood – Adolescence World Languages (Pre K-12)
Early Childhood – Adolescence English as a Second Language (Pre K-12)
Bilingual/ Bicultural (Supplemental)

Exceptional Education
Early Childhood (Birth – Age 8)
Middle Childhood – Early Adolescence (Ages 6-12 or 13)
Early Adolescence – Adolescence (Ages 10-21)
Deaf Hard of Hearing (Birth – Age 21)

Peck School of the Arts
Early Childhood – Adolescence Art Education (Pre K-12)
Early Childhood – Adolescence Dance Education (Pre K-12)
Early Childhood – Adolescence Music Education (Pre K-12)
Early Childhood – Adolescence Theater (Pre K-12)

Education Policy and Community Studies
Alternative Education (Supplemental)
Meet UWM’s Clinical Experience Team

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CLINICAL EXPERIENCE STRUCTURES

UWM clinical experiences are developmentally cumulative, with increasing responsibilities and time commitments as teacher candidates move through their teacher education programs. Clinical experiences begin in introductory courses and continue through methods courses and the completion of student teaching. Clinical experiences can be classified as pre-student teaching clinical experience and student teaching.

Pre-Student Teaching Clinical Experiences
In connection to introductory and methods courses, teacher candidates are provided with clinical experiences during each professional semester leading up to student teaching. Teacher candidates are placed at schools/classrooms to observe, tutor, and teach individuals, small groups, and whole classes. During Pre-Student Teaching clinical experiences, teacher candidates are given opportunities to apply instructional practices learned during coursework as well as reflect on and analyze their professional growth. Some courses also require a service learning component within a community agency. Pre-Student Teaching clinical experience time commitments vary by program and semester from 3-15 hours per week. Teacher candidates are often placed in pairs.

For students enrolled in Currins 300, 333, or 328 (the “Intro” courses), all clinical experience hours must be completed during the semester of enrollment. No extensions will be granted for the completion of clinical experience hours unless it is determined by the course instructor and program director that extenuating circumstances were no-fault of the student.

Student Teaching Clinical Experience
The final clinical experience is an individual placement during which all teacher candidates are required to be in school for one to two full semesters of student teaching: 18 weeks, following the school district’s calendar, five full days a week. (Some programs include a half time student teaching placement the semester before the full time student teaching semester.) Teacher candidates assume full responsibility for individual, small group and whole group instruction at various times during the semester.

Throughout the student teaching experience, the cooperating teacher and teacher candidate work together in all aspects of planning, teaching and assessing throughout the semester to best promote student achievement. However, at a point determined by the cooperating teacher and the university supervisor, teacher candidates should assume full planning and teaching responsibilities. Per the Wisconsin Department of Public Instruction (DPI) requirements, student teachers are observed and provided with feedback based on data collected during the observation by a university supervisor a minimum of four times throughout the 18 weeks.

Post Baccalaureate On-the-Job Student Teaching: Teacher candidates who are employed as teachers may be able to fulfill some or all of their student teaching requirements on-the-job. Two examples are:

UWM-MPS Special Education Interns: The internship is a partnership between UWM and Milwaukee Public Schools in which post baccalaureate teacher candidates, who enter the program with certification in regular education or extensive experience in schools, work as a special education teacher under a teaching permit while earning certification. Interns have
full teaching responsibilities and receive support from UWM faculty as well as from district mentors.

**UWM-MPS Special Education Pre-Interns:** Pre-interns are teacher candidates who enter the program with limited school experience and want to be interns. The pre-interns are paid as paraprofessionals and work in pre-internship schools. Besides their responsibilities as paraprofessionals, pre-interns teach alongside of and under the guidance of highly skilled lead teachers. Upon successful completion of the pre-internship, teacher candidates are put forth as interns in the second year of their program.

| On-the-job student teaching must be in the specific area in which certification is being pursued through UWM. It must be approved through the faculty advisor or program chair, and it must further be approved by the appropriate administrator(s) in the employing school. Principals or school supervisors must provide written approval of the on-the-job arrangements. Departments may provide additional requirements. On-the-job student teachers must meet the performance criteria established for all student teachers in their program. Endorsement for a regular license is NOT guaranteed. |
GENERAL POLICIES FOR UWM TEACHER CANDIDATES

HEALTH AND ACCIDENT INSURANCE
Health and Accident Insurance are not provided by UWM or the clinical site. UWM clinical students and teacher candidates should verify that their personal health insurance is in effect and will cover them when they are in schools.

LIABILITY PROTECTION
On-the-job UWM teacher candidates are covered by the district’s liability policy. In general, professional and medical malpractice insurance is extended to all other clinical students and teacher candidates while participating at the clinical site (affiliate) as afforded by Wisconsin statutes 895.46 (1) & 893.82 under the following conditions:

1. The program is sanctioned by the Dean of the College.
2. Liability protection is extended only for the time specified by the agreement between the affiliate and the School or College.
3. The program provides credit and is a requirement for graduation/certification.
4. The UWM teacher candidate is registered and in good standing.
5. The UWM teacher candidate is acting within the scope of the program at the time of the incident.
6. The UWM teacher candidate reports any incident which may give rise to a claim to the Clinical Experience Coordinator. The Coordinator will advise the Campus Risk Manager.
7. Should the incident result in a claim or legal action naming the student or UWM staff, the UWM teacher candidate cooperates fully, and follows instructions given by the Campus Risk Manager. (If a legal action is taken, legal representation will be assigned by the State of Wisconsin Attorney General.)
WORKERS’ COMPENSATION INSURANCE

If UWM teacher candidates are On-the-Job, they should consult their employer about coverage. Workers’ Compensation Insurance is not available for UWM clinical students, teacher candidates or student teachers as they are not an employee of UWM or the affiliate. Should they become ill or injured as the result of their participation in the classroom/school, there is no coverage for costs of medical treatment. UWM teacher candidates should verify that they have personal health and accident insurance.

UNIVERSAL PRECAUTIONS

Universal precautions is a system of infection control which assumes that all human blood and certain body fluids are treated as if known to be infectious for HIV and other bloodborne pathogens. All healthcare workers and emergency response personnel routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids is anticipated.

UWM teacher candidates should carry a pair of non-sterile gloves to the sites of fieldwork and student teaching and should put them on before contact with blood or other body fluids, mucous membranes, non-intact skin, or items or surfaces soiled with blood or body fluids. Gloves are available from the school or clinical site. If a UWM teacher candidate is contaminated with blood or other body fluids, he or she should remove the gloves and wash hands and other body parts immediately and thoroughly. If needed, change gloves after any contact. Should there be an exposure incident, an accident report must be filed with a school administrator as soon as possible.

*Immunization against Hepatitis B is recommended before pre-student teaching clinical experiences and student teaching in the early childhood programs.

The UWM link to additional information on bloodborne pathogens is:
http://www4.uwm.edu/usa/safety/bio/bbp.cfm

SEXUAL HARASSMENT POLICY

As representatives of UWM at a clinical site, UWM teacher candidates are expected to adhere to the site’s sexual harassment policy/ies, if any. If such a policy is not provided at the beginning of the clinical experience, they must ask the cooperating teacher on-site for a copy. Behavior that may be construed as sexual harassment will not be tolerated at UWM or the clinical experience site, as engaging in such acts may subject teacher candidates and UWM to liability. UWM’s Discriminatory Conduct Policy (including sexual harassment) can be found at www4.uwm.edu/secu/facdocs/2609.pdf. UWM teacher candidates alleged to have engaged in acts that constitute sexual harassment may be removed from their clinical experience at the discretion of the site. UWM teacher candidates involuntarily removed from their clinical site may be subject to a failing grade in the course and/or subject to academic and/or nonacademic misconduct charges pursuant to Wis. Admin. Code Chs. UWS 14 and 17.

Should a UWM teacher candidate feel that s/he is being sexually harassed by an individual at a clinical site, the university supervisor or the Program Director must be notified immediately.
PREPARING for CLINICAL EXPERIENCES

CRIMINAL BACKGROUND CHECK INVESTIGATIONS (CBC’s)**

This section is pertinent to ALL School of Education Teacher Candidates EXCEPT for those student teachers, pre-interns or interns who are “On-the-Job. (OTJ)”

UWM clinical students and teacher candidates are able to monitor their CBC & TB status in the “To Do” section of their PAWS account.

******NEW FALL 2015 ***********

UWM clinical students and teacher candidates will pay their CBC fee on-line via credit or debit card or check: GO TO: uwm.edu/soe-cbcfee

This fee must be paid BEFORE the CBC Application will be processed.

**All UWM School of Education teacher candidates must pass a Milwaukee Public Schools background check prior to beginning any clinical work.** Failure to pass the background check renders a UWM teacher candidate ineligible for clinical work. The criminal background check form is called the “Application for Participation in a Clinical Education or Field Placement Program” and is available on the Office of Clinical Experience’s website, www.clinical-ex.soe.uwm.edu or in-person outside of Enderis Office 366. **UWM teacher candidates are expected to return the CBC form in a timely manner. Delay in the return of the form will result in the delay of clinical work for that semester.**

UWM teacher candidates must provide a fully completed original CBC application and pay the $13 fee at least 30 days prior to the date on which the candidate is scheduled to commence any clinical experience. **CBC verifications are valid for one year ONLY.** Should a background check expire while a UWM teacher candidate is still enrolled in any clinical experience or during student teaching, the Office of Clinical Experiences will request that a new “Application for Participation in a Clinical Education or Field Placement Program” be completed.

UWM teacher candidates are strongly advised to answer all questions completely when filling out the “Application for Participation in a Clinical Education or Field Placement Program.” Failure to report all convictions will result in failure of the background check. It is the policy of MPS that if an application is rejected for failing to list all convictions, a UWM teacher candidate may reapply after one year. If all convictions are listed, MPS will evaluate the age and nature of the convictions. Reapplying after one year does not guarantee that a background check will be passed.

**Clinical students and teacher candidates may also be required to submit information for an additional Criminal Background Check in some districts and Charter Schools other than MPS. If this is the case, you will be notified by the OCE Placement Specialist.**

***If no one is at the front desk of the Office of Clinical Experiences (Enderis 366,) a locked drop box is located outside of Enderis 366 for CBC applications and TB Test Results.
**TUBERCULOSIS SKIN TEST (TB Test)**
The Wisconsin Department of Health requires that all students placed in schools provide evidence that they are free of TB. UWM teacher candidates must submit verification of a TB test taken within an 18 month period immediately preceding the starting date of the clinical experience. **TB tests are valid for two years**; however, some clinical sites require more recent TB testing. UWM teacher candidates will be informed should a TB test need to be updated. **TB tests are administered at the Norris Health Center on the UWM Campus.** An appointment on a M, T, or W is necessary as TB test results are read two-three days after they are given. **TURN IN TB test results in the locked dropbox outside of Enderis 366.**

**CLINICAL EXPERIENCE PLACEMENT PROCEDURES**
Placements are made by the Office of Clinical Experience’s Placement Specialist working collaboratively with UWM program faculty as well as local district teachers, administrators and central office staff. The UWM faculty and staff work through various local urban school districts and consider a variety of factors when confirming placements: majors, minors, geographic location, transportation, availability and their SOE Advisor’s Final Approval.

**Placements are not made by individual teacher candidates and requests for specific cooperating teachers and schools are not honored.**

**It is imperative that teacher candidates seek counsel from their SOE Advisor so the approval to student teach is confirmed in a timely manner.**

**Though rare, after placements are “confirmed,” there are occasions in which placements may need to be switched when extenuating circumstances occur.**

**Teacher candidates must also keep personal contact information and transportation status current with their Program Director and the Office of Clinical Experiences so that appropriate placements are arranged.**

Teacher candidates are notified of placements via email in a timely manner but not all placements are confirmed at the same time, therefore teacher candidates are not notified at the same time.

**WORKING IN A CLINICAL EXPERIENCE SITE**
UWM teacher candidates are guests in all school sites and represent UWM to the school staff and students. Although requirements differ across clinical experiences, all UWM teacher candidates in all clinical sites are expected to conduct themselves professionally. Teacher candidates must be prepared for all responsibilities assigned to them and to communicate on a regular basis with their cooperating teacher’ s and university supervisor.

**ATTIRE**
UWM teacher candidates are expected to dress professionally at all times during their clinical experiences. Business casual is expected. UWM teacher candidates should not wear such items as ripped jeans, flip flops, sweat pants, and graphic t-shirts.
CONFIDENTIALITY
Protecting the identity and integrity of pupils and their families, faculty and staff and school sites is part of professional behavior. It is the responsibility of all UWM teacher candidates to always act in the best interest of all stakeholders during their clinical experience. To that end, UWM teacher candidates should speak respectfully about all school personnel, their fellow UWM colleagues and their lived experiences. Additionally, they should remove pupils’ last names from their work when they submit examples for university courses. UWM teacher candidates must make sure that there is a photograph/video waiver on record on the school site before taking and using any pictures of the students. This includes pictures used in any projects, portfolio entries or the edTPA.

UWM field students and teacher candidates should never place student pictures or student and classroom information on social media sites such as Facebook, Twitter or Instagram.

ATTENDANCE AND PUNCTUALITY
Attendance is mandatory for all scheduled clinical experience days. Full time student teacher teachers must plan to be in the assigned classroom all day, every day for the school district’s semester. UWM teacher candidates should expect to arrive early and/or stay late to fulfill responsibilities to their fullest extent. In the teaching profession, it is both unacceptable and unprofessional to be tardy.

ABSENCE FROM A CLINICAL EXPERIENCE
UWM teacher candidates must follow proper notification procedures when they become ill or have an emergency that necessitates an absence. They are required to notify the cooperating teacher, the school office, and the university supervisor any time they are absent from a clinical placement. UWM on-the-job teachers should notify their supervisors if they are going to be out of the classroom. Methods of communicating an absence should be accomplished in a timely manner and determined in advance.

If a clinical placement is interrupted by an extended absence, the UWM student may have to make up time lost through an appropriate extension of the assignment.

Extended absences, personal leaves, or any deviation from the participation dates listed in the assignment letter MUST be approved in writing by the cooperating teacher, university supervisor, and the Program Clinical Experience Director.

During the final student teaching semester, teacher candidates must request to be absent for educational recruitment fairs and job interviews.

SCHOOL REGULATIONS
When engaging in a clinical experience, UWM teacher candidates are expected to act in accordance with all local school regulations governing pupils and professional personnel in the school to which they are assigned. At the beginning of the clinical experience, UWM teacher candidates should ask for and become acquainted with classroom and school rules and regulations.
TEACHER CANDIDATES AS SUBSTITUTE TEACHERS

UWM teacher candidates MAY NOT serve as a substitute teacher at any time. NO exceptions! Please check in with your program director regarding the protocol (phone call/text) you need to follow if you are asked to be a sub.

Teacher Candidates as Substitute Teachers. A certified teacher (another teacher on the staff or a substitute teacher) must be assigned to the classroom if the cooperating teacher is absent. If a teacher candidate’s cooperating teacher is asked to substitute for another teacher or is assigned to a different classroom for a day or half-day, the teacher candidate may not remain in the cooperating teacher’s room as a substitute teacher. The University system advises UWM teacher candidates not to remain in a classroom in the absence of a certified teacher. Teacher candidates should notify their university supervisor as soon as possible if they experience this situation.

Although cooperating teachers are not required to always be physically present in the classroom during the times that the teacher candidate is taking a lead in the instruction, the cooperating teacher is responsible for the classroom and should be available to the teacher candidate when necessary.

COOPERATING TEACHERS ROLES & RESPONSIBILITIES

The best support for teacher candidates are cooperating teachers who are effective in their classroom teaching and also are able to teach others what they do. Mentoring from cooperating teachers is a critical factor in helping UWM students make the transition between university student and professional urban educator.

Effective cooperating teachers:

- Know and practice the InTASC Model Core Teaching Standards.
- Commit to the value of high-quality clinical experiences for teacher candidates.
- Convey a spirit of open-mindedness and responsibility about their teaching.
- Maintain a focus on their own students’ learning while supporting a teacher candidate.
- Consistently engage with the teacher candidate in planning, teaching and assessment.
- Allow teacher candidates to try new teaching strategies.
- Monitor the teacher candidate’s growth and provide constructive, consistent feedback.
- Model effective communication with families and community members and provide teacher candidates the opportunities to participate.
- Model collegiality with the school community and provide teacher candidates the opportunity to work collaboratively with the school community.
- View teacher candidates as an opportunity for professional growth and development.

REQUIREMENTS FOR BECOMING A COOPERATING TEACHER

Those wanting to become cooperating teachers are required to complete the Wisconsin Department of Public Instruction Verification Process effective July, 1997 (PI3.26). Cooperating teachers utilized by colleges and universities in Wisconsin must:

- 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 experience in the school system of current employment, and
- Have completed training in the supervision of clinical students.

PROCESS FOR BECOMING A COOPERATING TEACHER

Potential cooperating teachers should express interest in being a cooperating teacher to their administrator. Building principals or designees nominate teachers to be cooperating teachers, considering the characteristics of effective cooperating teachers. Every semester, the UWM Clinical Experience Placement Specialist, in collaboration with school district administrative personnel, sends schools requests for cooperating teachers. Once these are returned, the Clinical Experience Placement Specialist collaborates with Program Directors to make assignments. If teachers are not contacted but would like to host UWM students, they are encouraged to contact the Clinical Placement Specialist at clinical-ex@uwm.edu. The Clinical Placement Specialist will work with the local district and school administrative staff to approve the request.

Needs in terms of grade level, content area, and school locations change from semester to semester. Therefore, UWM cannot guarantee that a UWM student will be assigned to a particular school and/or classroom. The UWM Clinical Experience Placement Specialist will make every attempt to collaborate with all parties concerned to identify and obtain high-quality clinical placements. The University of Wisconsin-Milwaukee policy dictates that requests for particular UWM teacher candidates cannot be honored.

COOPERATING TEACHER GUIDELINES

Specific responsibilities differ across programs and the various clinical experiences, however the following guidelines are suggested:

Orienting Teacher Candidates into the School and Welcoming them into the Profession

- Invite the UWM teacher candidates to spend a day at the school prior to their clinical experience. This may help to reduce many anxieties of the teacher candidates and provide an opportunity to become familiar with the school and its resources.
- Acquaint UWM teacher candidates with the school.
  - Introduce them to the students, principal, teachers, school secretaries, counselor, librarian, educational assistants, and other school support personnel.
  - Take them to places like the media center, supply rooms, storage areas, conference rooms, auditorium, lunchroom, teachers’ lounge, and restrooms; giving a quick overview of location of audiovisual equipment, duplicating equipment, classroom supplies, instructional materials, and files.
- Provide a copy of school district and classroom polices.
• Explain emergency procedures such as fire and tornado drills.

*Provide an overview of academic expectations, the curriculum and assessment. Some experienced cooperating teachers actually write a “Letter of Expectation” and have the teacher candidate sign it. Expectations for all UWM teacher candidates might include but are not limited to:*

- School hours and attendance
- Discipline policies
- Classroom management expectations
- Materials and bulletin boards
- Homework assignments
- Responsibilities outside the classroom
- Opportunities for feedback
- Reporting Absences

**SUPPORTING A TEACHER CANDIDATE’S DEVELOPMENT**

- Become familiar with the UWM teacher candidate assessment.
- Provide a plan for increased instructional responsibilities. There is not a prescribed format or schedule for every teacher candidate. Typically a teacher will begin with one small group of students or subject and add additional responsibilities in a timely fashion. The UWM supervisor can provide specific examples and suggestions if the cooperating teacher wants assistance in creating a timeline of responsibilities.
- Allow the teacher candidate time to manage the classroom without your presence; however, teachers must be in the building. It is highly suggested that in order to ensure optimal student learning that the cooperating teacher remain fully engaged in planning, instruction and management even when the teacher candidate assumes full responsibility.
- Provide the teacher candidate experience in: a) parent conferences, b) fieldtrips, c) extracurricular activities, and d) school reports and records.
- Set aside a regular time to provide feedback. Some cooperating teachers like to provide feedback in writing as a shared dialogue journal, others conference at the end of each day, and others at a specified time during the day or week. The cooperating teacher’s style and comfort level will determine the specifics; the concern is that regular feedback is provided.
- Meet jointly with the supervisor and the teacher candidate (as time allows) for feedback.

*If concerns persist about a teacher candidate's performance, the cooperating teacher should contact the university supervisor as soon as possible. There is no need to wait until the supervisor’s next visit if something warrants an immediate discussion. If there is an issue the cooperating teacher wishes to discuss with someone other than the student teaching supervisor, please contact the Office of Clinical Experiences and they will communicate the concern to the appropriate program personnel in a timely manner. 229-7327 or clinicalex@uwm.edu*
SUPERVISOR ROLES AND RESPONSIBILITIES

UWM supervisors, selected for their outstanding performance as an educator, are assigned to work with teacher candidates in all programs. Each supervisor is an important connection between the university and the school sites, and works to help the UWM teacher candidates make the link between the two contexts. Supervisors support and guide teacher candidates and also assess their performance. The work is challenging: although supervisors only obtain “snapshots” of performance, they must determine whether teacher candidates meet program standards in all areas. Although specific practices vary across programs, supervisors are expected to:

- Understand the urban context.
- Guide teacher candidates to become effective urban educators.
- Be familiar with UWM core values and InTASC standards, specific program requirements and the edTPA assessment protocol.
- Learn about the schools in which UWM teacher candidates are placed.
- Establish and maintain contact with the cooperating teacher(s) and school-based administrator/supervisors.
- Explain the assessment procedures and categories clearly to each cooperating teacher and teacher candidate.
- Promote planning, reflection and self-evaluation. Help the UWM teacher candidate set goals.
- Observe each teacher candidate a minimum of four times for at least an hour per visit per DPI requirements.
- Help UWM teacher candidates understand the importance of linking lessons over time and evaluate the continuity between previous and future instruction.
- Gather input from cooperating teachers, principals and/or other supervisors (on-the-job teacher candidates).
- Give the UWM teacher candidate written feedback after each visit and discuss the feedback with him/her, either in person, electronically, or via telephone. Teacher candidates must have a minimum of four written evaluations based on observations by the supervisor and a cooperating teacher summative evaluation.
- Maintain close contact with the Program Clinical Experience Director, reporting any concerns in a timely manner.
- Request second supervisions if UWM teacher candidates are not meeting program expectations.
- Attend required program meetings.
- Complete all program observation and assessment forms. Give copies to UWM teacher candidates and to cooperating teachers. Have the teacher candidates acknowledge receipt of observation/assessment forms by signing the forms.
- Turn in copies of all observation notes, observation forms and assessment forms at the end of the semester to be placed in the UWM students’ files.
SECOND SUPERVISION PROCEDURES

Every teacher candidate experiences challenges in planning, instruction, assessment and professionalism. Every teacher candidate develops at a different rate. Consistent feedback from cooperating teachers and university supervisors provides adequate support so that teacher candidates are able to meet or exceed their teacher education programs performance expectations. However, there are occasions when a university supervisor and a cooperating teacher determine that a teacher candidate's performance is not meeting certification program expectations. When this happens and all normal supportive interventions have been implemented and are well documented, a second supervision may be requested. In a second supervision, a faculty member or full time academic staff member deemed to have appropriate expertise will observe the teacher candidate and provide feedback on his/ her performance. Second supervisions can be requested at any time during the semester. The following procedures are followed across all programs:

Request for a Second Supervision
The primary supervisor notifies the Program Director and the teacher candidate that a second supervision is being called, identifies the areas of concern and collects documentation that previous supportive interventions have been recorded. The supervisor then submits a written explanation of the request to the UWM person designated to oversee supervision in the particular certification program (i.e., the Program Clinical Experience Director). The request should be specific about the concerns and link them to program expectations and performance areas on the supervision tools. The supervisor also sends copies of the request to the teacher candidate, the cooperating teacher, and the principal if the student is doing on-the-job student teaching. The Program Clinical Experience Director designates a second supervisor.

Observation and Feedback
The second supervisor notifies the teacher candidate that he or she has been assigned and will make the observation in a timely manner. The observation visit should be at least an hour and can be announced or unannounced. Following the observation, the second supervisor will meet with the teacher candidate and discuss what was observed. The primary supervisor may or may not be present. Additionally, the cooperating teacher may or may not be present.

The second supervisor will write a report which includes a description of what was observed, and specific comments about the teacher candidate's performance. The report will be shared with the teacher candidate, the primary supervisor, the cooperating teacher, the principal, if the student is on-the-job, and the Program Clinical Experience Director. A copy will be placed in the teacher candidate's file once the candidate has seen it and indicated, through a signature, that he or she has received it. If the teacher candidate refuses to sign, the Program Clinical Experience Director will attach a note to the report indicating the same and place the report in the teacher candidate's file.

Potential Outcomes
The course of action will be determined by the teacher candidate’s Program Director, in consultation with the primary and second supervisor and the cooperating teacher. Outcomes include but are not limited to the following:

- **Continue in the placement with regular observation.** If performance concerns are not confirmed in the second supervision, the teacher candidate may continue in the placement with regular observations by the primary supervisor.
o **Improvement Plan.** The plan, will clarify in writing specific performance items, based on program expectations, in which the teacher candidate must show observable and significant improvement according to an established timeline. The Improvement Plan will be shared with the teacher candidate, the cooperating teacher, and the principal (for on-the-job students). Throughout this process, a supervisor will continue to observe the teacher candidate and gather input from the cooperating teacher or the principal (on-the-job students). In some certification programs, the second supervisor continues to observe and monitors progress towards meeting the requirements of the plan. In others, the primary supervisor, in conjunction with the Program Director, assumes this responsibility.

o **Requirement of an additional student teaching experience.** In some cases, the student teaching experience is extended into another semester for a period of time to be determined by the faculty. Certification recommendations are contingent upon successful completion of all requirements. The student teacher may need to register for additional student teaching credits.

o **Discontinuation from the placement.** Based on the Second Supervision Report, the supervisors and the Program Clinical Experience Director may determine that the teacher candidate’s performance is so significantly below expectations that the candidate will not be able to pass and should be discontinued from the placement.

The final grade is assigned by the primary supervisor. Teacher Candidates may appeal their grade and/ or the second supervision outcomes pursuant to the relevant department procedures.

**POLICY FOR IMMEDIATE TERMINATION OF CLINICAL EXPERIENCE OR STUDENT TEACHING**

The UWM Peck School of the Arts and School of Education reserve the right to remove teacher candidates from any placement if they are determined by the program to be acting in a way that is harmful to children. In addition, the UWM Peck School of the Arts and School of Education recognize the right of the cooperating institution and teacher to terminate a UWM student’s participation for any reason.

| UWM teacher candidates who fail to appear for an assigned clinical experience during specified placement dates and who fail to notify their cooperating teacher, university supervisor, and/or Program Director at UWM will be considered to have voluntarily withdrawn from the course and clinical experience and will be administratively dropped from the course and clinical experience. |

**APPEALS**

If teacher candidates disagree with performance evaluations and subsequent decisions based on the evaluations, they have the right to appeal. If teacher candidates decide to appeal, they should notify their Program Director. Teacher candidates should follow relevant department processes for appeals.
CHILD ABUSE POLICY

Child Abuse/ Neglect Reporting Guidance for UWM Teacher Candidates, Program Directors and Clinical Advisors/ Supervisors

For purposes of this Guidance, a UWM Teacher Candidate is a UWM School of Education student who:
* Does not hold a teaching license or permit issued by the Wisconsin State Superintendent;
* Is not compensated by a school district; and
* Does not have primary responsibility for the academic instruction of pupils.

UWM Teacher Candidates are not mandatory reporters for purposes of Wisconsin Statute §48.981. However, the following procedures for suspected child neglect or abuse apply to Teacher Candidates, Program Directors and Clinical Advisors/Supervisors:

TEACHER CANDIDATE PROCEDURES for SUSPECTED CHILD ABUSE or NEGLECT:

Specifically, if during a clinical experience in a school, day care or other educational setting, a UWM Teacher Candidate suspects, observes or learns about child abuse or neglect, s/he must immediately notify his/her:

1. UWM Clinical Advisor/Supervisor. If the UWM Teacher Candidate's Clinical Advisor/Supervisor is unavailable (e.g. s/he is on vacation or ill) the UWM Teacher Candidate must contact his/her Program Director to make the report.

2. If the UWM Teacher Candidate is comfortable doing so, s/he is encouraged but is not required, to also notify his/her cooperating teacher and or other supervisor.

CLINICAL ADVISOR/ SUPERVISOR OR PROGRAM DIRECTOR PROCEDURES for SUSPECTED CHILD ABUSE or NEGLECT:

UWM's Clinical Advisor/ Supervisor (or if the Clinical Advisor is unavailable, the Program Director) must then promptly notify the “appropriate district/clinical site personnel” of the report of suspected abuse and/or neglect. “Appropriate district or clinical site personnel” may include the principal, assistant principal, counselor, social worker or manager.

UWM’s Clinical Advisor/ Supervisor (or Program Director) is also obligated under Executive Order 54 to report the actual or suspected child abuse / neglect to Child Protective Services or local law enforcement. This report must be made irrespective of whether a school, day care, or other clinical setting also independently reports the case.

The University of Wisconsin-Milwaukee mandates that all students involved in a clinical or field placement program will promptly report any conduct or behavior as required by Stat. 48.981 to the appropriate authorities and to his/her Clinical Advisor/Supervisor or Program Director at the UNIVERSITY. The UNIVERSITY Clinical Advisor/Supervisor or Program Director shall promptly notify the appropriate school, district, day care or other educational personnel of such report.
FREQUENTLY ASKED QUESTIONS (FAQ’s)

I had a tuberculosis (TB) test and criminal background check (CBC) done while in CURRINS 300 level course or for a job. Why am I being contacted for another one?

TB results are good for two years and CBCs are valid for one year. School districts require these tests be updated in accordance with state laws and before the start of any clinical experience. If your TB test result or CBC will expire while you are in the field, the Office of Clinical Experiences will contact you requesting a new one.

Beginning in fall 2014, you can access your TB/ CBC status in your PAWS account under the “To Do” list.

Where can I find the CBC form and is there a fee involved?
The form is located on the Office of Clinical Experiences web site at www.clinical-ex.soe.uwm.edu and is available in Enderis 209. There is a $12 fee for the criminal background check. Completed forms should be submitted in a locked drop-box is located outside of Enderis 293.

Where can I get a TB test, how long does it take, and is there a fee involved?
TB tests take two-three days before they can be read. Please plan this test in advance as TB test results cannot be read on a Saturday or Sunday. The Norris Health Center, on campus, offers TB tests to students at a discounted rate. Call in advance 229-4716 for an appointment and to inquire about current fees required.

Where will I be placed?
The UWM Peck School of the Arts and School of Education are proud to collaborate with Milwaukee Public Schools (MPS) and other selected area urban charter schools and school districts such as: Brown Deer, Racine, South Milwaukee, Waukesha, Wauwatosa, and West Allis-West Milwaukee. The majority of UWM students are placed in MPS. We take our urban mission seriously and we expect that UWM teacher candidates choose our programs because of a desire to learn to teach in an urban context.

How do I receive confirmation of my clinical placement?
Only email addresses “@uwm.edu” are used by the Office of Clinical Experiences. If you do not use this email address on a regular basis, forward your UWM email messages to an email account that you check regularly. To forward this account go to www.imt.uwm.edu. If you move, be sure to update your address in PAWS.

Can I student teach outside of the Milwaukee area?
The faculty, staff, and administration of the UWM School of Education and the Peck School of the Arts believe that student teaching is an integral part of the teacher education program. Placement and supervision is provided in the metropolitan Milwaukee area ONLY. Requests for student teaching assignments outside of Milwaukee are generally not considered. However, should a UWM student have an extremely unusual or extenuating circumstance, s/he should submit a written request addressed to their Program and/ or Student Teaching Director. If your request is approved, and if the Clinical Experience Placement Specialist can make suitable arrangements, your request may be granted. However, you should know that such placements are highly unusual and should be planned for at least one semester prior to student teaching.
The Praxis II is required before student teaching. When should I take it? You must pass the Praxis II to do your final student teaching. If you delay taking the Praxis II, it could result in the delay of your student teaching semester. Schedule the Praxis so your results are available early in the semester prior to your final student teaching. If you are a student in the Peck School of the Arts, submit your scores to the Office of Student Services.

The Wisconsin Foundations of Reading Test is required before student teaching. When should I take it?

The Wisconsin Foundations of Reading Test must be taken and successfully passed prior to student teaching. Timing of the test is critical to you receiving a cooperating teacher and being admitted into the student teaching semester. Please seek the advice of your program director regarding the time/month/semester you should take this exam.

How is UWM notified of my Praxis II and Wisconsin Foundation of Reading Test scores?
The testing service sends the scores to UWM approximately four to six weeks after the test date if UWM is listed as a recipient. UWM then enters the scores onto your transcript. The Institutional Code for UWM is 1473. Please be sure to mark UWM as a recipient when you take the test. Scores are available through your PAWS account and visible on your transcript.

I am not comfortable with my supervisor, is there someone I can call?
Yes, call your Program and/or Student Teaching Director

The following questions are relevant to teacher candidates who are NOT on-the-job.

What is the procedure if I suspect a child is being abused or neglected?
Child abuse or neglect represents a very serious situation. The State, the UW system and all local school districts have specific policies and procedures related to child abuse or neglect. Please refer to the section on Child Abuse within this Handbook for the policies and procedures you must follow in these circumstances.

UWM Teacher Candidates are not mandatory reporters for purposes of Wisconsin Statute § 48.981. However, UWM and MPS have contractually agreed to follow certain procedures related to the reporting of child abuse and/or neglect. Please see page 23 in this Handbook for Policies and Procedures related to suspected child abuse or neglect.

Would any situation warrant the “right to search” students or their possessions?
You should not conduct a search of any kind. The fourth amendment gives individuals freedom from unreasonable searches and seizures. Weighing this freedom against a safe and drug-free school environment, however, the courts usually rule in favor of the schools. Searches are increasing as drug use and violence in schools become greater problems. If you suspect a student at a clinical placement or student teaching site possesses something illegal, discuss this immediately with your cooperating teacher.

Signs are posted at main entrances to schools to serve as notice to students, no-employees, and teacher candidates that they may be subject to a search with a metal detector, as a condition of entry, and that by the fact of entry they will be deemed to have freely and voluntarily consented to such search of their persons and/or possessions, for weapons.
Whom do I contact if I see something in my clinical experience that makes me uncomfortable?
You first should discuss any problems and or concerns with your university supervisor or university instructor. S/he will determine whether or not it is appropriate to involve the director of your teacher education program.

Who should I communicate with if I am experiencing problems during my clinical experience?
You first should discuss any problems and or concerns with your university supervisor. S/ he will determine whether or not it is appropriate to involve the director of your teacher education program.

Can I be a substitute teacher when my cooperating teacher is out of the school?
No, not under any circumstance. The school must hire a substitute.

Whom do I call if the principal does not hire a substitute?
Check with your program director on the protocol (immediate text or phone call) they want you to follow if you are asked to be a sub. If you can’t get hold of anyone in your program, you can always contact the Office of Clinical Experiences who will call the school and contact appropriate faculty within your program. (OCE Phone #’s: 229-6033 or 229-7327)

Does my cooperating teacher need to stay in the room while I am teaching?
No. However your cooperating teacher must stay in the school building even if you have assumed major instructional responsibility for the class.

Cooperating teachers are encouraged to allow a teacher candidate time to experience managing the class without being present, but even during the final student teaching semester, teacher candidates should not be alone all day, every day. It is expected and highly recommended that the cooperating teacher and the teacher candidate share planning and teaching responsibilities throughout the semester in order to best meet students’ learning needs.

If you are a pre-student teacher, you should never be left alone in the classroom - even for short periods of time. Please report any violations of this policy immediately and directly to your course instructor or Program Director.

What is the university’s policy about my role if there is a teachers’ strike?
It is the policy of the university to temporarily remove the UWM teacher candidate from that placement pending the resolution of the labor action/dispute. UWM teacher candidates are not allowed to teach in a classroom unless appropriately supervised by the designated and approved cooperating teacher. If the labor dispute/job action should continue for an extended period of time, the university will at that point review alternatives for all student teachers involved in this or similar situations.