Preface

Student teaching is the capstone academic experience in the Professional Education Program and a stepping stone into a career in education. Beginning and veteran teachers alike consistently report that student teaching is the most meaningful part of their professional preparation. This experience is cited in the teacher education literature and by prospective employers as the component of a teacher education program which has the highest impact on future teachers.

There are several key players involved in student teaching who make the experience possible and meaningful. The cooperating teacher provides an appropriate setting and opportunity to practice the art and skills of teaching. This professional has had at least three years of experience in the classroom, has completed a course in the supervision of student teachers and has been recommended by the district administration. Cooperating teachers can have a tremendous impact on the professional life of the student teacher.

A university supervisor is assigned to the student based upon expertise in content and grade level. The supervisor acts as a coach and evaluator and serves as liaison for the University. Periodic visits to observe the student teacher allow the supervisor an opportunity to assess the knowledge, skills, and disposition of the candidate. This university employee facilitates triad discussions, manages problems which may emerge, and awards a grade at the end of the placement.

The components of student, teacher, and supervisor make up the three parts of the “triad” for whom this handbook is written. As in any relationship, the triad’s strength lies in effective communication. I hope that this handbook provides necessary information and helpful ideas to facilitate a productive and successful student teaching experience. I wish you all the best as you work together to advance this most noble profession.

MaryBeth Petesch, Director
College of Education and Human Services
Office of Field Experience

Good teachers inform,
Great teachers transform.
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SECTION I: INTRODUCTION TO STUDENT TEACHING
TEACHER LICENSURE PROGRAMS at UW Oshkosh

The University of Wisconsin Oshkosh has been in the business of training teachers since its inception as the Oshkosh Normal School in 1871. The proud tradition continues into the 21st century, adapting and adjusting to meet the needs and challenges emerging in PK-12 schools.

UW Oshkosh’s undergraduate teacher candidates can choose from programs in regular and special education, with licensure options in a variety of age ranges – from early childhood through adolescence – and with specific subject area emphases.

Licensure levels and programs approved by the Wisconsin Department of Public Instruction (DPI):
EC-MC = Early Childhood through Middle Childhood (birth-age 11)
MC-EA = Middle Childhood through Early Adolescence (ages 6-approx 12 or 13)
EA-A = Early Adolescence through Adolescence (ages 10-21)
EC-A = Early Childhood through Adolescence (birth-age 21)

• Elementary Education: EC-MC
• Elementary Education: MC-EA (with a minor)
• Secondary Education: EA-A
• Secondary Education: EC-A in Art, ESL, World Languages, Music, and Physical Education
• Special Education: MC-EA Cross Categorical (choose emphasis area)
• Special Education: EA-A Cross Categorical (choose emphasis area)
  □ MC-EA plus EA-A is recommended
• Dual Education: EC-MC Elementary Education with Early Childhood Special Education ECSE (birth-age 8)
• Dual Education: MC-EA Elementary Education with MC-EA Special Education Cross Categorical (choose emphasis area)
THE 10 WISCONSIN EDUCATOR STANDARDS FOR TEACHERS
Ten standards for teacher development and licensure, aligned with the UW Oshkosh College of Education and Human Services (COEHS) Conceptual Model

1. **Teachers know the subjects they are teaching**  
   **Content, Lifelong Learner**  
The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.  
**Disposition** – Shows enthusiasm for the subject and values multiple points of view, theories, ways of knowing, and methods of inquiry.

2. **Teachers know how children grow**  
   **Learning, Pedagogy**  
The teacher understands how children with broad ranges of ability learn, and provides instruction that supports their intellectual, social, and personal development.  
**Disposition** – Recognizes and appreciates variation in student development, respects diversity in the classroom, and builds on student strengths as a basis for student growth.

3. **Teachers understand that children learn differently**  
   **Diversity, Culture, Learning & Pedagogy**  
The teacher understands how students differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities andexceptionalities.  
**Disposition** – Believes that all children can learn and is committed to the pursuit of individually configured excellence.

4. **Teachers know how to teach**  
   **Pedagogy, Skillful Practitioner**  
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.  
**Disposition** – Values the active engagement of all learners and teaches in ways that support and encourage independence, critical thinking, and problem solving.

5. **Teachers know how to manage a classroom**  
   **Skillful Practitioner**  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.  
**Disposition** – Demonstrates positive regard toward students and their families and takes responsibility for establishing a positive climate in the classroom.

6. **Teachers communicate well**  
   **Skillful Practitioner**  
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.  
**Disposition** – Listens to students and recognizes the power of language for fostering self-expression, identity development, and the role of language in learning, and encourages many modes of communication in the classroom.
7. **Teachers are able to plan different kinds of lessons**  
   *Curriculum, Skillful Practitioner, Pedagogy, Learning, Content*

   The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.  
   **Disposition** – Values short and long-term planning and the importance of connecting this to state standards, but understands the importance of flexibility in planning and is willing to change lessons according to the needs and understanding of students.

8. **Teachers know how to test for student progress**  
   *Skillful Practitioner*

   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.  
   **Disposition** – Values on-going assessment as essential to the instructional process and recognizes that many strategies are necessary for monitoring student progress and promoting student growth.

9. **Teachers are able to evaluate themselves**  
   *Lifelong learner, Reflective professional*

   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.  
   **Disposition** – Believes reflection is an essential and powerful part of professional growth and improvement of instruction, and seeks help and refines practices to meet the changing needs of students.

10. **Teachers are connected with other teachers and the community**  
    *Culture and Change agent & Reflective Professional*

    The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being; acts with integrity, fairness and in an ethical manner.  
    **Disposition** – Believes in the importance of collaboration with other professionals to improve the overall learning of students while respecting the students’ right to privacy and confidentiality.

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**The Educator as a Caring Intellectual**

*COCOHS Conceptual Model*
STUDENT TEACHING PLACEMENT PROCESS

Candidates apply for Admission to Student Teaching twice a year. Applications are due either March 1 for fall or October 1 for spring student teaching. To be eligible to student teach, a candidate must have completed all required coursework of their undergraduate licensure program with combined 3.0 grade point average, have passing Praxis II scores, and a positive review on the Admission to Student Teaching portfolio.

The Director of the Office of Field Experience is responsible to Dean of the College of Education and Human Services for the administration of the student teaching program. The director’s main focus is locating appropriate student teaching sites. Student teaching assignments are made in cooperation with university departments, supervisors, school administrators, and district human resource offices.

Students who have special needs which may require reasonable modifications are required to contact the Director of Field Experience upon application to student teaching. The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of ability (http://www.ada.gov/cguide.htm#anchor62335).

- Students with special needs are recommended to work with the campus Dean of Students office and/or an ADA counselor.
- In order to receive services and accommodations for a disability, the student must provide current documentation from an appropriate licensed professional that identifies a disability and demonstrates that it substantially limits a major life activity, including learning. The documentation must show how the disability impacts the student and supply specific accommodation requests.
- The student should meet with their cooperating teachers and university supervisors prior to the starting date of the assignment to discuss any reasonable modifications.

The Office of Field Experience (OFE) will begin looking for student teaching placements after all applications have been processed. Students, cooperating teachers, school principals, and district staff will be notified of confirmed placements via email once the majority of students have been placed. This usually occurs in mid-December or mid-May.

Processes for student teacher placement vary by district and can include an additional criminal background check, TB test, Teacher Insight exam, and/or an informal interview. Students need to comply with each respective district’s expectations to be accepted and then endorsed for placement.

The UW Oshkosh service region for student teaching placement is defined by a large semi-circle surrounding Oshkosh and Lake Winnebago. The service area includes over 40 participating school districts. Close proximity to the university assures programmatic continuity, seminar compliance and ease of personal contact and supervision. Students choose preferred geographic clusters when they apply for student teaching.
Kaukauna, Kimberly, Little Chute
New London, Weyauwega
Omro, Winneconne
Shiocton, Seymour, Freedom
Ripon, Berlin, Green Lake
Chilton, New Holstein, Kiel
Appleton, Hortonville
Oshkosh, Neenah, Menasha
Beaver Dam, Mayville, Horicon
Fond du Lac, North Fond du Lac, Oakfield
Campbellsport, Lomira, Kewaskum
Brillion, Hilbert, Reedsville
Waupun, Rosendale
Kaukauna, Kimberly, Little Chute
New London, Weyauwega
Omro, Winneconne
Shiocton, Seymour, Freedom
Ripon, Berlin, Green Lake
Chilton, New Holstein, Kiel
STUDENT TEACHING OPTIONS

Several options to the standard in-area field placements are available for eligible candidates. All experiences satisfy the Wisconsin statute requiring one full school semester (18 weeks minimum) of student teaching. These options require a separate additional application, a GPA higher than 3.0, and faculty approval. Each involves a fee respective to that particular experience.

**Internship**
The teacher internship is a licensed, full semester assignment in a school district. The intern is under contract to a participating school district and is paid a salary ($4500 minus taxes) for a 50% teaching assignment. Internship opportunities are limited and are competitive. Students are admitted to the internship program based on their interest, academic record, interviews, and department approval. The internship program is administered by the Wisconsin Improvement Program (WIP) of the Department of Public Instruction. To read more about this program, go to dpi.wi.gov and search for the Wisconsin Improvement Program. The field experience director serves as the campus liaison for WIP at UW Oshkosh.

**Out of Area**
A placement not in the UW Oshkosh service region is considered Out of Area. Students requesting an Out-of-Area student teaching placement must have one of two extenuating circumstances:

1. Health issues requiring specialist care
2. Spouse/domestic partner job relocation.

Acceptance to an approved internship, urban, tribal, or international student teaching experience outside of the UW Oshkosh service region precludes an Out-of-Area application.

**Urban or Tribal**
Participating urban districts are Milwaukee, Racine, Kenosha, and Beloit. Native American tribes involved in this option are Oneida and Menomonee. There is an additional fee for this option; however, a portion will be subsidized by the college.

**Institute for Urban Education**
The Institute for Urban Education (IUE) is a UW System program designed to provide opportunities for candidates from non-urban campuses to student teach in an urban setting (Milwaukee). Students being licensed in elementary education, special education, ESL, bilingual, math, or science applying to student teach in Milwaukee become part of a cohort associated with the Institute for Urban Education. The IUE director procures these placements, provides supervision and facilities weekly seminars. For more information, visit the IUE website [http://iue.uwsa.edu/](http://iue.uwsa.edu/).
International
Eligible students may apply for international student teaching opportunities through a program administered by Educators Abroad, Ltd. – Educators Abroad Student Teaching (EAST) http://educatorsabroad.org/. EAST provides the option of student teaching in over 50 different countries. Liaisons in each country supervise the academic experience for the candidate and provide assistance with housing. Students participating in this program work with the UW Oshkosh Office of International Education (OIE) to negotiate general logistics and university expectations. The OIE provides an orientation for candidates and their families http://www.uwosh.edu/oie/abroad/teach.php. International student teachers teach eight to nine weeks stateside and ten weeks in a host country. An appointment with the Director of Field Experience and the OIE is required prior to the application materials being submitted.

On The Job
The following information is for on-the-job (OTJ) student teaching placements:

- On-the-job teachers are employed by a school district on a temporary emergency license to fulfill a specific instructional assignment.
- In certain cases, students working on Special Education graduate degrees in good standing at UW Oshkosh may be allowed an OTJ placement with permission of the department chair and graduate program coordinator.
- The respective school district must request an emergency license/permit from the Wisconsin Department of Public Instruction and justify the need for a non-licensed teacher.
  - A student must have the minimum of a B.S. degree to be eligible for a one-year emergency permit in Wisconsin. A permit is different from an emergency license in that the candidate is not currently holding teaching licensure.
SECTION II: POLICIES AND PROCEDURES
STUDENT TEACHING LOGISTICS

Communication
The OFE takes charge of all communication associated with procuring placements. Students are not to initiate contact with districts for purposes of placement. Student teachers will contact their cooperating teachers after receiving a placement confirmation from the OFE. Information regarding supervision, possible changes in placements or cooperating teachers will originate from the OFE. Students will also receive periodic emails with pertinent information about seminars, surveys, and licensure during the semester.

Timing of Placement
Wis. Admin. Code PI 34 states that student teaching for Wisconsin licensure shall be full time and one full semester in length. Students will follow the academic calendar of the district in which they are placed. In some instances, this may amount to more than the traditional 18 weeks of student contact. If a student is placed in two different districts with overlapping quarters, the Office of Field Experience will determine the beginning and ending dates of each placement.

Workload
The student teaching experience is a full-time commitment for the school district’s entire semester. This field experience involves a satisfactory workload for the student teacher that should be cooperatively arranged and agreed upon by the cooperating teacher, student teacher, and university supervisor in the opening triad conference. It is important that some regular time be set aside in the student teacher’s daily and weekly schedule for planning, evaluating, reflecting, and conferencing with the cooperating teacher. It is reasonable to expect a student teacher to assume a full teaching load for at least two weeks of a 9-week placement, and possibly more in an 18-week placement. See Section III to review suggested academic timelines.

Cooperating Teacher Classroom Presence
As the semester progresses and the student teacher assumes primary responsibility for designated classes, the student teacher may benefit from a cooperating teacher’s occasional absence from the classroom. This procedure should be negotiated within the student teaching triad as appropriate for individual situations and should always be considered in light of the building and district policies relative to pupil safety and professional liability.

Absences
Daily attendance is required during the placement. Student teachers and interns do not have personal days like contracted teachers. A student teacher must inform the school and the university supervisor as early as possible regarding an absence for an illness or appointment. Personal appointments should be made so as not to marginalize student
teaching and should be approved by the cooperating teacher and university prior to the absence. This includes interviews for jobs. Excessive absences will be discussed in the student teaching triad and will be brought to the attention of the building principal and the UW Oshkosh field experience director. Extended absences will require additional time at the placement or a special arrangement to make up the time.

**Transportation**
The student is responsible for their own method of transportation for the student teaching assignment. The student’s vehicle insurance coverage is primary. There is no state coverage when driving to and from a student teaching assignment or when using the personal vehicle during a student teaching assignment for any reason. It is not advisable to transport anyone in a personal vehicle, such as students on field trips, etc., during the student teaching assignment.

**External Activities**
Involvement in extracurricular activities related to school functions, such as coaching, yearbook advising, lunch duty, and Lighted Schoolhouse can certainly enhance a student teaching experience. Extensive participation in external commitments, however, can place a strain on a candidate’s performance. Thoughtful consideration of your personal stamina and academic strength needs to take place before committing to extra duties and responsibilities.

If a candidate will be involved in external responsibilities such as coaching, coursework or employment requiring more than 10 hours per week, they are to complete the External Commitment Form found in the Appendix and on the OFE website. Discuss this form at the first triad, collect required signatures, and provide your supervisor with a copy. Open communication regarding your commitments will enable the triad to discuss strategies and expectations for successful performance.

**Substitute Teaching during the Placement**
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 intended to protect the school system and its students as well as the student teacher. Interns, despite the fact they possess an intern license, are not allowed to serve as a substitute teacher.

**Off-Site Instructional Activities**
Student teaching in a learning setting outside of the classroom can be part of the expectation for a field experience student – particularly in the special education arena. District approved policies and procedures should be provided or explained so as to insure legal liability is covered and student safety maintained. Oversight should be provided by a professional who is familiar with district policy and procedures and who has the authority to respond to a range of emergency situations. Off-site community activities can be a very rich
learning environment for both students and student teachers alike. Sufficient training in emergency procedures and policies is important in this scenario.

**Change of Placement**

Either the school district or the university may change or terminate the assignment of any student teacher or intern when it is in the best interests of all involved. This decision is typically made cooperatively with the participation of all key professionals. Students do not initiate a change in assignment.

**Mental Health**

Student teaching can be a stressful time in a candidate’s life. Please be aware that the UW Oshkosh Counseling Center is available to assist any student needing support during this sometimes intense experience. Our counselors are professional and discreet. All information shared with the Counseling Center is kept confidential. Many times a different perspective is needed to sort out how best to proceed for a successful and healthy field experience. Please don’t fear a request for help. The Counseling Center can be reached at 920-424-2061.

**Withdrawal from Student Teaching**

A confirmed student teaching assignment is considered to be an informal contractual agreement between the University and placement school. Under this agreement, cooperating teachers, student teachers, university supervisors, and public school personnel assume certain responsibilities and obligations to one another. Consequently, a student’s withdrawal from student teaching courses should occur only under the most unusual or serious circumstances.

**Dealing with Performance Issues**

In the event that serious dispositional or performance problems are exhibited by a candidate, the university supervisor will work with the OFE Director and respective department chair to enact the Serious Concerns Policy. An Action Plan is developed to assist performance improvement. Lack of follow-through by the candidate may result in the termination of student teaching. The Director of Field Experience facilitates and mediates concerns that move into the remediation or removal stage of the Serious Concerns Policy.

**Military Duty**

Students who are called to active duty during the student teaching experience are required to contact the Director of Field Experience immediately upon receiving their orders to discuss their options.

**Jury Duty**

In the event that a student is summoned to jury duty during the student teaching semester, the student will need to follow the directive to serve. We counsel students to plead their case to the judge during the selection process stating that they are currently engaged in a
required full-time field experience which is part of a teaching licensure program. A student selected to act as a juror must notify the OFE, cooperating teacher, and university supervisor. A plan for making up extensive missing days will be developed.

**Religious Observances**
Student teachers requesting absence from a student teaching assignment because of religious observance should notify the cooperating teacher and university supervisor as soon as possible (or at the first triad meeting). Strategies for making up missed time, if deemed necessary, should be formulated by the triad.

**Health Insurance**
Health Insurance is not provided for you by the University of Wisconsin Oshkosh or the placement site. Be sure that your personal health insurance is in effect and will cover you when you are on location at the school. See Campus Health Services for information on short-term policy options [www.uwosh.edu/health_center/](http://www.uwosh.edu/health_center/).

**Workers’ Compensation**
Student teachers are considered to be in a “volunteer status” during their field experience, and school districts do not provide workers’ compensation. There is no coverage by the University for the cost of medical treatment for a student who should become ill or injured during the field experience program.
LEGAL CONSIDERATIONS

Criminal Background Check
A Criminal Background Check (CBC) is required for admission into the teacher education program and again for admission to student teaching. It is becoming increasingly common that districts are requiring an additional CBC prior to placement confirmation. At UW Oshkosh, we request CBC information from the Wisconsin Department of Justice Crime Information Bureau, the Department of Health Services (for a caregiver background check), and the Wisconsin Circuit Court Access System. In some cases, especially if the candidate resided in a state other than Wisconsin, a check by the U.S. Federal Bureau of Investigation will be required.

Frequently asked questions – CBC
1. Will I be automatically barred from a field experience just because I report “yes” on one or more of the items asked?
   No, you will not be automatically barred from a field experience. If you report a “yes” on one or more of the items, you may be asked to meet with the Field Experience Director and respective department chair to discuss the item in more detail. At that time, a determination will be made regarding your ability to participate in a field experience.

   As far as a state license/certification is concerned, answering truthfully, regardless of whether you fear that telling the truth means answering “yes” to a question might cause a problem for licensure/certification is ALWAYS the best approach. The DPI and other agencies may deny a license/certification to a person who provides false information on his/her application. For more detailed information on DPI limitations on licensing for CBC offenses, search the DPI website for the page, Standards and Procedures for Denial of License.

2. Are alcohol-related offenses considered criminal and must they be reported?
   Underage drinking tickets are not criminal – they are, in Wisconsin, considered civil forfeitures. However, there are many different types of alcohol-related offenses, including but not limited to furnishing alcohol to minors, driving under the influence, etc. These, certainly, would need to be reported. If you have any question about whether or not to report an offense, it makes sense to err on the side of caution and include the information.

3. What types of acts are considered criminal and required to be reported?
   If you are asked if there has ever been a conviction, you should report anything that you did which violated a state or federal law and resulted in a conviction, as well as any other serious negative conduct for which you received a legal-type sanction. If you have any doubt about whether or not to report something on an application for licensure, you should report it rather than risk appearing like you are trying to conceal something.

4. If my record has been expunged, must I disclose the incident?
   For a criminal background check, you should disclose the incident and explain that the incident was expunged. Expunging a court record means that the judge orders the court to seal the file, both paper and electronic, and it cannot be accessed without a court order. This applies to criminal cases and means that the case is removed from the Wisconsin Circuit
Court Access website. **Information about the case may still exist on other sites** (e.g., the Crime Information Bureau, which is part of the WI DOJ). A judge has no authority to require removal of a case from other agency records.

5. **Do I need to disclose offenses from another state?**
   Yes, you always need to disclose offenses from any state.

6. **If my records were sealed for an offense as a juvenile, should I disclose this incident? Will it show up?**
   In some cases, juvenile arrests do appear on a criminal background check, depending on the situation. In certain circumstances, juvenile sex offender records are available even though they were committed as a juvenile and should always be disclosed on the application for licensure/certification. Sealed juvenile records may be disclosed to an employer when a person is applying for a position as a day care provider. **All questions on any disclosure form or license/certification application should be answered honestly and to the best of your ability.**

7. **If an incident is currently under investigation, should I report that now or wait until the final judgement?**
   The DPI’s license application, and most agency applications, specifically asks for information about **pending** charges and/or investigations. This information must be reported as part of the process.

**Legal Agreements with School Districts**
A formal UW System contract is provided to each participating district by the OFE outlining the legal responsibilities of each party. This contract is re-sent to the school district administration every three years.

**Student Teacher Liability**
Wisconsin law provides liability protection for actions taken within the scope of the placement of student teachers and interns (reference: Wis. Stat. 895.46). This means that University students who are sued for actions within the scope of their placement are entitled to legal representation (or the payment of private attorney’s fees). This statute thus protects student teachers against claims from third parties for personal injury or property damage caused by the acts of student teachers while performing their assigned duties.

Personal supplemental professional liability insurance coverage is also available under policies offered by such sources as the Student Wisconsin Education Association. It is strongly recommended that individuals take advantage of this additional coverage by contacting this organization.
Bloodborne Pathogens Policy
Because of the risk of exposure to bloodborne pathogens in the classroom, the College of Education and Human Services and the Office of Field Experience have developed the following recommendations:

- All school districts must instruct the clinician, intern and/or student teacher regarding the district’s bloodborne pathogens policy.
- The cooperating teacher is responsible for clarifying the bloodborne pathogens policy of the school and of his/her classroom.
- If an accident should occur, the student teacher should take the role of secondary care giver rather than the primary one. If the cooperating teacher is not in the classroom, the student teacher should follow district policy to the best of their ability.

Confidentiality Laws – FERPA/HIPAA
As a new educator, the student teacher will be responsible for all state and federal confidentiality laws including HIPAA (Health Insurance Portability and Accountability Act) and the school district’s policies and procedures relating to HIPAA and FERPA (Family Educational Rights and Privacy Act).

The HIPAA Privacy Rule “protects the privacy of individually identifiable health information” http://www.hhs.gov/ocr/privacy/. Most people are familiar with this rule if they have received medical attention and have been asked to sign the requisite “privacy form” prior to treatment. UW System requires the university to make all students aware of this federal law.


Student teachers must be discreet when discussing any information related to students or colleagues. Professionals respect the dignity and privacy of their constituents.

Mandatory Reporting
In a situation where there is reasonable cause to suspect that a child has been abused, neglected or threatened with abuse or neglect, the student should immediately confer with the cooperating teacher and building principal. This is a serious matter requiring professional action and discretion. The State of Wisconsin requires individuals who work in certain professions to report child abuse and neglect. Wis. Stat. 48.981(2)(a) lists school teachers as individuals who are mandatory reporters.
SERIOUS CONCERNS POLICY
Addressing performance and dispositional problems during a field experience

This policy outlines the procedure for responding to a teacher candidate that experiences significant difficulties while completing any required fieldwork for teacher licensure at the University of Wisconsin Oshkosh. This document is meant to help address weaknesses in regard to knowledge, skills and dispositions that impact a student’s ability to successfully complete the field experience. The College wants to ensure appropriate action is taken and remediation provided if problems arise during a sanctioned field placement.

When to use this policy
Refer to this policy at the first sign of serious difficulty or challenge during a student’s field experience. A serious difficulty or challenge may take the form of academic performance and/or dispositional issues.

Resources
College evaluation forms are tools to assess areas of strength and weakness. Refer back to previous evaluations and see the student’s permanent file to measure patterns of behaviors or performance. It may be advisable in some circumstances to contact the COEHS Associate Dean or the Dean of Students Office to check on possible pre-existing files, academic or disciplinary, kept on the student in question.

Procedure for Responding to a Student Teacher Experiencing Difficulty

There are three procedural stages to follow when responding to a student experiencing difficulty in a field placement: Initial Stage, Intervention Stage, and Termination Stage. It is important to note that if the situation is deemed very serious by the professional(s) involved, the Initial Stage may be circumvented and the process accelerated into the Intervention or Termination Stage.

I. INITIAL STAGE
A student is observed to have performance or dispositional weaknesses. The university supervisor and cooperating teacher maintain documentation on the issues of concern. A discussion of these issues is initiated by the university supervisor with the student and cooperating teacher. A written Action Plan with a timeline is usually developed by the triad [see Appendix]. This Plan, along with other relevant information, is shared with the Director of Field Experience and respective department chair(s).

a. If the student satisfactorily responds to the Action Plan in the timeline provided, the supervisor awards a passing grade for the field experience. Licensure is supported.
b. If the student does not respond appropriately to the Action Plan, the process will move to the next stage.

II. INTERVENTION STAGE
If deemed necessary by the university supervisor (after the Initial Stage proves inadequate), a conference will be scheduled with the Field Experience Director, the current University Supervisor, relevant department chair and student to discuss the concerns and a plan of action. The cooperating teacher may be invited to participate in this meeting.

At this point, documentation is shared and discussed. Examples of documented evidence:

- Cooperating Teacher or University Supervisor’s notation on performance deficiencies, i.e. weak content knowledge, poor planning, ineffective pedagogy.
- Record of dispositional issues, i.e. failure to establish a rapport with students, inability to fit into the school professional community, and/or unprofessional behavior.
- Action Plan developed by the triad in the Initial Stage.
- The student’s evidence of efforts to be successful in the placement. Examples include lesson plans, student work and/or pre-Professional Development Plan progress.

A decision will be made by the professionals involved as to the next step in the process. The following two options are available:

**Option 1: Appraisal with Intent to Complete Field Experience**
All parties agree that an ongoing performance appraisal is required in order to help the teacher candidate be successful in the current placement. This review can take place while the student remains active in his/her assignment. The following steps will be taken and clearly documented:

- **Step #1:** Develop a detailed Action Plan or revisit the initial Action Plan developed by the triad and make appropriate changes or additions. Identify specific areas in need of improvement.
- **Step #2:** Establish a timeline for Action Plan improvements to be realized.
- **Step #3:** At the conclusion of the established timeline, a (triad) conference is scheduled to evaluate the student’s performance and/or professional behavior. Complete documentation of the process must be filed with the Office of Field Experience.
- **Step #4:** Performance appraisal
  - A positive response to the Action Plan results in recommendation for licensure.
• An unsuccessful response to the Action Plan will warrant use of Option 2 or Termination of the field placement.

**Option 2: Remediation with Possible Temporary Removal and Option to Continue or Repeat**

All professional parties agree the teacher candidate is not performing at a level to warrant a passing grade for the field experience. At this point, the *initiation of removal of a student from a placement may occur by a school administrator, cooperating teacher or university supervisor.* The following steps will be taken and clearly documented:

- **Step #1:** Meeting with the Field Experience Director, relevant Department Chair, University Supervisor and student to review specific areas of concern.
- **Step #2:** Develop a document with input from all parties to outline ways to improve performance. This may be a continuation or modification of an existing Action Plan.
- **Step #3:** Provide a copy of the document to all involved parties.
- **Step #4:** A (yellow) Unsatisfactory Completion form is completed by the University Supervisor, signed by the student and supervisor and placed in the Student’s file. This form will state support for continuation in the licensure program.
- **Step #5:** Candidate submits a formal letter to the Department Chair and Field Experience Director to be considered for permission to repeat or continue in the field experience. The signed letter should be submitted within one week of the on-campus conference and should address the following:
  - Explanation for the unsuccessful completion of the field experience.
  - Description of how the candidate will prepare or remediate prior to the repeat placement.
  - Specific goals the candidate has, based upon the Action Plan developed during the on-campus conference, to ensure successful completion of repeated experience.
  - Request for the option to repeat and complete the licensure program.
  - If applicable, a confirmation of correspondence with the graduation examiner to change graduation date to a future semester.

The following options to continue in the field experience program are addressed by the professional team and shared with the candidate:

The Field Experience Director will procure another placement, preferably in a different district, at a time that is reasonable and feasible for the student and new cooperating teacher. The placement continues
within the same semester. A grade is provided for student teaching and seminar at the end of the current grading period.

**OR**

The Student will receive an Incomplete for the placement. The candidate has one semester to complete the experience or the grade turns from “I” into “F”. The Director will procure a repeat placement the following semester.

**OR**

A grade of “W” (Withdraw) is provided if the possibility of returning to complete the placement at a time later than the subsequent semester is the only viable option.

A follow-up letter will be sent to the candidate outlining the on-campus meeting and decision made by the professionals involved regarding a future field placement site.

The Department Chair in consultation with the Director and current supervisor will decide if a new Supervisor will be assigned to the student for the new placement.

**III. TERMINATION STAGE**

All professional parties agree that the nature and scope of the reported difficulties warrant termination of the current assignment and all future placements. It is further recommended that the student not be permitted to return to pursue teacher licensure through UW Oshkosh.

Examples of serious difficulties resulting in termination include but are not limited to: inappropriate behavior, unprofessional dispositions, serious deficiencies in content knowledge or pedagogy, or the inability to self-remediate using a developed Action Plan.

The following steps will be taken and documented:

- A meeting with the student, supervisor, relevant department chair, and OFE director will be held on campus to discuss the serious concerns raised and the decision of the professional team. Documentation is shared and all voices are heard.
- A (yellow) Unsatisfactory Completion form is completed by the University Supervisor, signed by the student and supervisor and placed in the Student’s file. This form will state non-support for continuation in the licensure program.
- A grade of “F” is provided to demonstrate unsuccessful completion of the field experience.
- Candidate meets with the Professional Education Program Director to apply for a BSE degree without licensure.
- Candidate meets with Career Services to discuss alternative career options.
- A follow-up letter will be sent to the candidate outlining the on-campus meeting and the protocol involved in the termination stage.

If a candidate believes that the process involved in making the final determination on their status has been unfairly or inappropriately carried out, the candidate can proceed with a formal appeal process. The University Handbook contains details on carrying out the appeals process in the College of Education and Human Services.

DIRECTOR’S POSTSCRIPT

In all deliberations involving a teacher candidate exhibiting serious concerns in performance, the well-being and academic future of both candidate and potential students is taken into consideration. A career educator will impact hundreds of students in very important and lingering ways. The College is committed to licensing competent and skilled initial educators.
THE TRIAD

Triad = Teacher Candidate + Cooperating Teacher + University Supervisor

Student teaching is a collaborative endeavor. The student teaching triad works together to create a successful capstone field experience. At the outset, it is important to establish common expectations among members of the triad. Communication and interaction among triad members can be enhanced if expectations are clarified and discussed together.

TRIAD EXPECTATIONS (three-fold)

An examination and discussion of the triad’s collective expectations will help to set the stage for a reasonable set of objectives for the student. On-going discussion and reflection of expectations by the triad is warranted – with flexibility for adapting and changing the expectations if necessary during the field experience.

Each triad member develops expectations for the student teaching experience in the following ways:

- **Student Teacher**
  
The teacher candidate will define a goal for the student teaching experience using a pre-PDP. The prePDP (pre-Professional Development Plan) gives the student an opportunity to experience the PDP process used by the DPI for initial educators. Students reflect on field experience performance, evaluations and coursework prior to student teaching to formulate a goal that is measurable and impactful on student learning. Student teaching provides an action research setting within which the candidate seeks to carry out and substantiate progress on their goal. The student teacher can also share their content and pedagogical strengths and weaknesses to develop a context for effective growth and professional development.

- **Cooperating Teacher**
  
  These professionals are the curriculum and pedagogy experts who will strategize appropriate content, instruction, and timing for their mentee’s involvement in the classroom. Mentor teachers who have received training with a Supervision Course for Cooperating Teachers have developed a binder/notebook which includes a timeline and expectations for the mentee. The cooperating teacher is familiar with school policies, assessment and management systems and can impart this knowledge to the triad.

- **University Supervisor**
  
  The university supervisor has developed a syllabus for the student teaching course and seminar course that outlines performance expectations for their student teacher. This professional is the performance assessment expert and will evaluate how the candidate responds to their teaching opportunities and expectations.
TRIAD CONFERENCES
Informal and formal conferences occur throughout the student teaching experience. The purpose of these conferences is to provide support, give suggestions, and assist in reflective analysis within the triad. These discussions should support the ultimate mission of providing a positive learning environment for pupils, both current and future. Conferences typically include lesson feedback for improving future teaching, issues of management, providing didactic help, providing techniques for teacher self-improvement, and developing incentives for professional self-analysis. Triad conferences greatly assist in keeping all three members “on board” with concerns, issues and goals which support professional growth.

Initial Conference – done early in the student’s placement
• Cooperating teacher – any expectations/goals you may have for the student teacher, specific to your classroom, school building or district. These expectations may be about curriculum and curriculum standards, behavior management, specific methodology, strategies, duties, etc.
• Student teacher – share the goal statement(s) you have developed for the pre-Professional Development Plan. Include strategies or ideas you might like to try during your time in this assignment. Be clear about the student teaching timeline. Ask questions!
• University supervisor – share your course syllabus. Provide evaluation materials to cooperating teacher. Facilitate this opening triad conference. Outline expectations relative to university assignments, student performance and professional dispositions.
• Issues/Areas to Address:
  ▫ Daily and weekly schedules along with a long-term timeline
  ▫ Schedule for student teacher to take over classes (see suggested timelines)
  ▫ Plans to meet various support staff and administrators
  ▫ Conferencing and plans for providing feedback
  ▫ Lesson planning—format, units, timing
  ▫ Involvement in parent-teacher conferences, reporting to parents, IEP meetings
  ▫ Strategies related to differentiation for diverse learners
  ▫ Professional involvement in faculty meetings, conventions, inservice, duties
  ▫ Pupil assessment
  ▫ Participation in required University seminars and assignments
  ▫ Other

Final Conference
Look back at the goals set at the beginning of the placement as well as any formative goals. Any final questions, comments and/or advice can be brought up at this meeting. Use the college evaluation as a common tool for assessing the candidate. Suggest ideas for further
professional growth. Ensure all final narrative reports are completed and signed for inclusion in the student’s credential file. Concur on final grade(s).

Thank you for taking the time to meet together as a team. Communication is the key to a healthy and effective student teaching experience.
TRIAD – TEACHER CANDIDATE
Academic Expectations and Timeline

Prior to Student Teaching
Familiarize yourself with the information in this section to understand associated roles, responsibilities, ethical considerations, policies and procedures.

If you have not been able to connect with your cooperating teacher in the previous semester take charge of that task. It is best to start with an email to the cooperating teacher at the school address. Include all your pertinent contact information and times/dates you are available to meet. Find out as much as possible about the community and school. Make sure your university supervisor has a copy of your schedule and contact information (See Appendix).

Arrange to visit the school and classroom and to meet the principal and other key school personnel. On your initial visit, obtain a school map and parking information, calendar, and handbook. Provide the cooperating teacher or main office your emergency contact information. Locate supplies, textbooks, and curriculum guides applicable to your student teaching assignment. Prepare for teaching by collecting resource materials and a curriculum timeline.

Discuss participation in activities such as grade level, interdisciplinary, department or IEP meetings, non-classroom duties, inservice sessions, involvement with parents, pupil assessment, and informal social activities going on in the school.

Assignments:
- Begin Step I, Classroom Context, of your prePDP
- Familiarize yourself with the Transition to Teaching Portfolio tab and requested artifacts
- Develop a file or notebook for all student teaching materials; purchase an academic daily planner
## Student Teacher Timeline for 9-week placement

| First Week  
Acclimating | • Complete "School Familiarization Form" in Appendix  
• Complete Step II of the prePDP  
• Schedule first triad meeting  
• Learn about your students – names, behaviors, learning styles, special needs  
• Observe your cooperating teacher. Define lesson plan structure (see Appendix for samples)  
• Begin interacting with students - plan the schedule for your instruction  
• With your cooperating teacher, outline a schedule for taking on instruction and other responsibilities |
|---|---|
| Weeks 2-4  
Early Participation | • Intensify your interaction with your students. Begin teaching – as directed by cooperating teacher  
• Complete Step III of the prePDP  
• Initial observation by University Supervisor  
• Collect written feedback from cooperating teacher and supervisor |
| Weeks 5-8  
Teaching | • Complete Step IV of the prePDP - include documentation in Portfolio  
• Collect artifacts for Transition to Teaching Portfolio  
• TEACH! (a minimum of 2 weeks)  
• Additional observation(s) by University Supervisor |
| Week 9  
Reflection and Analysis | • Observe other teachers in the building if time and schedule allows  
• Complete all instructional obligations  
• Complete student assessment and student record keeping  
• Complete all university and college assignments and expectations  
• Return resources to staff if necessary. Write a “thank you” note to your cooperating teacher  
• Achieve closure with your students |
<table>
<thead>
<tr>
<th>Weeks 1-2</th>
<th>Acclimating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete “School Familiarization Form” in Appendix</td>
<td></td>
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<tr>
<td>• Complete Step I and II of the prePDP</td>
<td></td>
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<tr>
<td>• Schedule first triad meeting</td>
<td></td>
</tr>
<tr>
<td>• Implement strategies to learn about your students as individuals – names, learning styles, needs and strengths</td>
<td></td>
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<tr>
<td>• Observe your cooperating teacher. Define lesson plan structure (See Appendix for samples)</td>
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<tr>
<td>• Begin interacting with students on a daily basis</td>
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<tr>
<td>• With cooperating teacher, outline a schedule for taking on instruction and other responsibilities</td>
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<tr>
<th>Weeks 3-6</th>
<th>Early Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intensify interaction with students, begin teaching as directed by cooperating teacher</td>
<td></td>
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<tr>
<td>• Complete Step III of the prePDP</td>
<td></td>
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<tr>
<td>• Initial observation by university supervisor</td>
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<tr>
<td>• Collect written feedback from cooperating teacher and supervisor</td>
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<tr>
<th>Weeks 7-16</th>
<th>Teaching</th>
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<tr>
<td>• Complete Step IV of the prePDP - include documentation in portfolio</td>
<td></td>
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<tr>
<td>• Collect artifacts for Transition to Teaching portfolio</td>
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<tr>
<td>• Gradually take on all teaching duties according to schedule</td>
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<tr>
<td>• TEACH! (a minimum of 2 weeks full time)</td>
<td></td>
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<tr>
<td>• If feasible, extend to 3 weeks</td>
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<tr>
<td>• Co-teach with cooperating teacher when possible</td>
<td></td>
</tr>
<tr>
<td>• Additional observations by university supervisor</td>
<td></td>
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<tr>
<td>• Get involved in duties or assignments outside of classroom responsibilities</td>
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<tr>
<th>Week 17-18</th>
<th>Reflection and Analysis</th>
</tr>
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<tbody>
<tr>
<td>• Observe other teachers in the building (and beyond) if time and schedule allow</td>
<td></td>
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<tr>
<td>• Complete all instructional obligations</td>
<td></td>
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<tr>
<td>• Complete all university and college assignments and expectations</td>
<td></td>
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<tr>
<td>• Complete student assessment and student record keeping</td>
<td></td>
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<tr>
<td>• Return resources to staff if necessary. Write a “thank you” note to your cooperating teacher</td>
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<tr>
<td>• Solicit feedback from students (survey, short answer, interview, etc.) and analyze to inform future instruction and planning</td>
<td></td>
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<tr>
<td>• Achieve closure with your students</td>
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Ongoing Considerations during Student Teaching

- Understand and be very clear about expectations for lesson planning – format, timing, and frequency of submitting to both cooperating teacher and supervisor. You should be adding a personal reflection to your plans after instruction.
- A journal or log is highly recommended. Most students create this on-going documentation electronically and share it weekly with their University Supervisor. (See Appendix for sample format)

Student Teaching Seminar

The seminar is a required course which runs concurrently with student teaching. The 2-credit (total), 28-hour seminar course has a large and small group component.

- The small group seminar is conducted by the university supervisor and addresses issues that may occur during student teaching. Supervisors provide a course syllabus and confirm times and venue. Typical topics include: classroom issues, diversity, curriculum, classroom management, professional growth, the prePDP, portfolio development, planning and evaluation, and job searching. If you have two university supervisors, each one will provide a grade for a one-credit seminar course.
- Large group on-campus seminars are organized by the Director of Field Experience and the licensing departments of the College. Dates and times are discussed at the first large group seminar (Orientation).
  - The Independent Professional Development activity is part of the seminar expectation. This is a documented activity of your choice that will enhance your professional development. It takes the place of one on-campus large group seminar and should last a minimum of two hours.
  - Mock Interviews will be required of all candidates. Career Services will offer this opportunity during the semester.
Professional and Ethical Considerations

- Appearance and conduct are important. Dress in the same way as the rest of the faculty at the school. Use judgment and be respectful, so as not to distract from learning.

- Clean up any social networking sites, e.g., Facebook, Tumblr, Pinterest, that might give parents, pupils or teachers a negative impression.

- Arrive and leave at the same time as your cooperating teacher.

- Attendance is required. If you must be absent, call your cooperating teacher and university supervisor as soon as possible. Be sure you have all the appropriate phone numbers.

- Be on time for meetings and seminars. Promptness is expected.

- Confidentiality with information concerning students and colleagues is imperative. Be discreet with conversations both in and out of the school environment.

- Student teaching is a full-time task. Jobs and course work should be avoided or kept at a minimum. (See Appendix for External Commitment form).

- Look for ways to become involved in the classroom and school. Initiative is noticed and expected.

- You are part of a professional team with the cooperating teacher and university supervisor. **Communication is vital.** Your cooperating teacher and university supervisor are there to help, provide guidance, and deal with questions. Ask for their suggestions and advice.

- Develop a receptive attitude toward suggestions and criticisms offered. Constructive dialogue is essential for your continued growth as a professional teacher.

- You are a role model. Look and act like someone a child or adolescent could emulate.

- Liability and health insurance will provide you a peace of mind that all professionals deserve. Explore ways to enroll yourself in policies that can follow you into your career.

- Respect the seniority and expertise of your mentors including the cooperating teachers, university supervisor, classroom aids, principal, support staff, security, and other professionals. Remember, you are in a “volunteer” status for legal purposes and “learner” status for academic purposes.
Advice to Student Teachers from Student Teachers

Have someone show you around or walk around the school. That way you will know where everything is—especially the copier and supply room.

Get yourself involved as soon as possible.

Get to know your students’ backgrounds.

Don’t work at another job unless absolutely necessary, and if necessary, work minimal hours.

Get rest, put your social life on hold; avoid late nights of partying. Sleep is extremely important.

Be organized; keep lists of things to do and dates so that you don’t forget about anything. Stay organized. Keep a good filing system for all your ideas.

Be flexible – classroom schedules can get changed for many reasons, assemblies, concerts, etc.

Be responsible. Student teaching is an important step toward your career as a teacher and needs to be taken seriously. Be prepared for all lessons.

Troubleshoot—think of possible problems ahead of time and plan appropriately in case those problems do arise.

Get to know the staff at the school; they can be very helpful and supportive.

Try to schedule time so that you can reflect on your lessons when they are fresh in your memory. This analysis should include input from your cooperating teacher or supervisor.

Be open to new ideas. This will help you to become a good, strong, and confident teacher.

Have some age-appropriate ideas and activities ready before you go into your placement. This will impress your teacher.

It may seem that having to do such specific lesson plans and unit organization is repetitive and time consuming, yet it’s extremely valuable because it sets a routine for quality lesson plans.

If or when you have extra time, visit other classrooms at other levels and take notes.

Keep a folder or notebook, categorized if possible, of all the bulletin boards, discipline ideas, class management ideas, and bibliography of professional books, websites or classroom materials. Be sure you add personal notes as reminders—remember you will be ordering materials.

Be sure to sit down with your cooperating teacher and define your expectations. Be clear about what your cooperating teacher’s expectations are.

Stay in good health. Have a strong, workable discipline routine and classroom management plan.
Internship Information

- It is advisable to plan a visit; meet the students, faculty and staff; observe in the classroom; and, if feasible, obtain materials before beginning the internship.

- Be involved in teaching up to 50% of the time in a full-semester placement. This means that time spent in teaching classes should not exceed half of a salaried full-time teacher.

- Interns, cooperating teachers, and university supervisors should view the Wisconsin Improvement Program (WIP) booklet on the Department of Public Instruction website. It explains policies and procedures for Wisconsin school internships.

- The intern is under contract but does not replace a licensed teacher, nor can he/she be a substitute teacher.

- Create opportunities to observe teaching – with the cooperating teacher and with other building professionals.

- The intern team should cooperatively develop a Statement of Expectations to guide the internship. The WIP design form submitted by the district to DPI should be referenced.

- The teaching experience will be observed and evaluated by the cooperating teacher(s) and a university supervisor.

- Make time for planning and conferences.

- Prepare plans for all lessons. The format and details should be established mutually by the intern, the cooperating teacher, and university supervisor.

- Participate in the Student Teaching Seminar which meets regularly throughout the semester. The university supervisor is the instructor and works with the intern for the entire semester.

- The intern is observed by the university supervisor who schedules triad conferences with the intern and cooperating teacher(s). Requirements for observations are identical to the student teaching requirements.

- The intern has provisional licensure for a specific area of instruction and should not be used for instruction in other classroom settings.

- The internship has professional development funds available. Develop a plan for using this great resource.

http://dpi.wi.gov/
TRIAD – THE COOPERATING TEACHER

Cooperating teachers working with student teachers from UW Oshkosh must meet the following Wisconsin Department of Public Instruction code requirements from PI 34.15(6):

- Hold a regular Wisconsin licensure or equivalent
- Have at least 3 years of teaching experience, with at least one year of teaching experience in the school system of current employment
- Have completed a course/training in the supervision of student teachers
  - Supervision of Student Teachers training is offered by COEHS with hybrid and on-line options available for credit and not for credit through the university. This training meets the DPI requirement to qualify as a cooperating teacher and is free to interested teachers.

A teacher is under no obligation to serve as a cooperating teacher. Those who indicate willingness accept students assigned to them after approval by the school and district administration.

Cooperating teachers agree to provide assessment information to the candidate and the university. Formative assessment is strategic to the student’s professional growth. Summative assessment in the form of a final evaluation document and final narrative report is required by the college and the DPI for the student’s permanent file.

The cooperating teacher is an integral part of the Professional Education Program and strategic to the development of each student in the program. Willingness to serve as mentor is greatly valued and appreciated.

Here are some descriptors, provided by a local district administrator, which characterize an ideal teacher mentor:

- **Enjoys mentoring and sharing ideas, materials, and teaching time**
- **Values flexibility**
- **Is able to provide ongoing and honest feedback**
- **Will be willing to complete evaluations (2) including a final narrative report that is used as a letter of recommendation**
- **Has personal and professional availability**
- **Is interested in learning from the mentee**
- **Loves to teach!**
Tips, Tasks and Timelines for Cooperating Teachers

Student teaching placements are 9 or 18 weeks in length. Paid internships last a full semester. Specific student teaching experiences are jointly planned by the triad.

Prior to the Placement

- Review the Student Teaching Handbook (student has a copy) paying particular attention to Sections II (Policies) and III (The Triad).
- Have an informal interview with the teacher candidate to share professional philosophies and personal contact information.
- Provide student teacher with district information such as snow/emergency days, basic semester calendar, and your district’s Bloodborne Pathogen and other pertinent policies.
- Provide the teacher candidate with:
  - classroom information such as the handbook (or other resource) you developed in your supervision training
  - school/district handbook, teacher/curriculum guides and benchmarks/standards
  - student names, appropriate background and academic information
  - expectations regarding duties, extracurricular opportunities, hall procedures, teacher meetings, lock down procedures, preparation time, evaluations, etc.
- Prepare your students, staff and parents for the student teacher’s presence.
- Prepare a workspace for the student teacher and show them where materials, supplies, and equipment are located. A tour of the school would be appreciated.

Opportunities to Consider during the Placement:

- Co-teaching – several models
- Shadow-teaching
- Extracurricular involvement
- Videotaping of lessons
- Interdisciplinary/team planning
- Community contact/involvement
- Parent communication/meetings
- IEP participation
- Administrator observation/mock interview
## Cooperating Teacher Timeline for 9-week placement

<table>
<thead>
<tr>
<th>Cooperating Teacher Things to do</th>
<th>Candidate’s Teaching Load</th>
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</thead>
<tbody>
<tr>
<td><strong>WEEK 1 – 2</strong> <strong>Acclimating</strong></td>
<td><strong>Provide opportunities for introductory experiences such as:</strong></td>
</tr>
<tr>
<td>- Meet with University Supervisor in the first triad meeting to discuss expectations, a tentative schedule for the 9 weeks, paperwork, assessment, etc.</td>
<td>- Taking attendance, morning routines</td>
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<tr>
<td>- Discuss items such as your preferred lesson plan format, management philosophy and/or processes, district/building expectations</td>
<td>- Collecting (and checking) assignments</td>
</tr>
<tr>
<td>- Review student teacher’s goal for their pre-Professional Development Plan</td>
<td>- Transitioning students between classes</td>
</tr>
<tr>
<td>- Allow your mentee to observe you in action - specifying certain things to look for (flow of a lesson, interactions, rapport development, management, activities, transitions, etc.)</td>
<td>- Working with individuals and small groups</td>
</tr>
<tr>
<td>- Plan a common time for discussing lesson plans, observation, debriefing and evaluation</td>
<td>- Operating equipment and computers</td>
</tr>
<tr>
<td><strong>WEEK 3 – 8</strong> <strong>Instruction Phase</strong></td>
<td>- Presenting a “get acquainted” lesson</td>
</tr>
<tr>
<td>- Continue to allow the student teacher to observe you in action</td>
<td>- Taking on a routine in the day</td>
</tr>
<tr>
<td>- Get student involved in creating lesson and unit plans. Plans should be provided at least 3 days in advance to provide opportunity to critique and revise if necessary</td>
<td>- Teaching a section of a period or one “simple” lesson a day that could be a repeat of an observed lesson you have taught to a different group</td>
</tr>
<tr>
<td>- Provide on-going verbal and written feedback to the mentee. Contact the University Supervisor with any serious concerns if they emerge</td>
<td>- Depending on comfort, confidence and performance, the student teacher should take on more curricular areas or periods per week - leading up to 2 weeks of full-time teaching</td>
</tr>
<tr>
<td>- Support 2 observations by University Supervisor; find time to converse briefly each time to communicate about the student teacher’s performance.</td>
<td>- Co-teaching or shadow teaching may be appropriate during these weeks</td>
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<tr>
<td>- Check on the pre PDP and portfolio progress of the teacher candidate</td>
<td>- Collaborate on planning, preparing, teaching, sequencing, and evaluating instruction</td>
</tr>
<tr>
<td>- Ensure proper formative and summative evaluation is taking place. Guide the student teacher’s assessment and record keeping</td>
<td>- Assessment of pupils’ progress and understandings and use of this data to inform instruction needs to take place</td>
</tr>
<tr>
<td><strong>WEEK 9</strong> <strong>Placement closure</strong></td>
<td>- Allow your student teacher to give back content areas or class periods depending on performance, interest and schedule</td>
</tr>
<tr>
<td>- Allow for observations of other professionals if possible. (This allows observation of varying styles and perspectives that may prove to be beneficial)</td>
<td>- A comfortable transition for the candidate and students is encouraged so as not to disrupt student learning</td>
</tr>
<tr>
<td>- Ensure that all records, resources and assessments for which the student teacher was responsible are managed and/or returned</td>
<td>- Allow student to finish all student assessments, record keeping, UWO assignments, etc.</td>
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<tr>
<td>- Complete COEHS evaluation and the final narrative report, review with the student teacher and University Supervisor in the final triad meeting</td>
<td>- Observations of exemplary teachers within the candidate’s licensure areas</td>
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<td>- Send these forms to the OFE office</td>
<td>- Be clear about your willingness to serve as a job reference</td>
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**Cooperating Teacher Timeline - For 18-week placement**

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Important Notes to Cooperating Teachers

From The OFE Director

- First and foremost, have open and consistent communication.
- In the beginning, try to incorporate your student teacher into your classroom as much as possible. Encourage “first day interaction” with your students.
- Set parameters and an expectation timeline for content to be taught - with resources, if possible.
- Contribute expertise, understanding of learning, and teaching strategies to support the student teacher.
- Ongoing feedback is strategic to student’s professional and personal development!
- Make your first responsibility the students in your classroom.
- Demonstrate that you want to help the student be successful. This may take the form of “tough love”.
- Coach your mentee on appropriate use of social media.
- Emulate professionalism.
- Contact the UW Oshkosh supervisor if questions or concerns arise during the semester. This is appropriate and important. Refer to the Serious Concerns Policy in this handbook if needed.
- Be a model and a coach. Listen to successes and concerns of the student teacher.
- Help the student teacher practice skills of self-assessment with the ultimate goal of improving performance and student learning.
- Provide opportunities for the student teacher to observe classroom teaching other than your own. Select role models and master teachers who will demonstrate skills the student could emulate.
- Tap into the expertise and energy of your mentee. Challenge them to be a true colleague, a serious professional, and to put students’ learning first.
- Remember that the student teacher is a “work in progress” and is looking to you as a role model and inspiration.

From University Supervisors

- Gradually work the student teacher into the class. Don’t hand the class to the student teacher on day one. It is overwhelming. This is not what teaching is about.
- Talk about professional dress. Yes this is addressed in classes, but sometimes they don’t get it.
- Share often. Don’t assume the student knows what makes an effective teacher. Share your rationale, your philosophy, your passion!
- Provide feedback - on the lessons that don’t go well and the ones that do.
- Although you have your own system of management, require them to carry out their own classroom and behavior management.
- Give the student teacher feedback to help them become a better educator, not a replica of how you teach.
- Encourage them to see other teacher’s programs and classrooms.
• Be clear about “professional expectations” with correct oral language and accurate written work (including e-mail communications).
• Feel free to communicate with your UW supervisor if a concern should arise, the sooner the better. We are here to support the both of you. There is nothing worse than having someone come to me late in the semester to tell me they were concerned about something. Fortunately, that seldom happens.
• Discuss connecting with colleagues through professional organizations, summer professional development, etc.
• Remember that student teachers take part of you into their future and they will never forget you.

From Student Teachers

• Don’t assume we know the school policies, the building, or the expected rules of behavior.
• A tour of the school and introductions to other staff members will put me at ease.
• Do accept different ideas freely. They might not work but I’d like to try my ideas.
• I’ll willingly join/assist you in recess duty or hall supervision.
• Regard me as an individual. Don’t compare me to your last/past student teacher.
• Allow me time to be alone with the students. I would like to try my wings. Trust me.
• Give me some feedback, both positive and negative. I can take it. Do give me tips. Experience is more valuable than book knowledge.
• Regard me as a colleague. I’m learning, I don’t know it all, but I am willing to learn.
• Set aside some time each day or each week to touch base. We know you’re busy and it’s hard to do, but having some form of communication (like a journal or even sticky notes) to give feedback is a great idea!
• Let us know how to handle any students that need special approaches or have specific needs.
• Use me to your advantage. I am here to learn from you but feel free to pick my brain as well.
TRIAD – THE UNIVERSITY SUPERVISOR

The university supervisor is selected by the respective department to observe, assess and advocate for the student teacher.

Notes to the University Supervisor

- Use the Student Teacher Information Sheet in the Handbook Appendix to collect pertinent information on your student.
- If possible, meet with student teachers at Orientation to introduce yourself and set up future meeting times and venues.
- Assist the triad to plan, enrich, and evaluate the student teaching experience.
- Provide relevant materials and resources for the student teacher and cooperating teacher.
- Check in at the school office before each observation visit. Wear your name tag.
- Assist the student teacher in writing Goal Statements for their Pre-Professional Development Plan.
- Facilitate a three-way triad conference at the school site. Confer with the cooperating teacher on a performance grade.
- Conduct Student Teaching Small Group Seminars. Use attendance data from Large Group Seminars, along with other seminar expectations, to assess the final seminar grade. This is a letter grade (A, A-, B+, etc).
- Help facilitate and evaluate the student’s PrePDP and portfolio required under PI34.13(3)(b).
- Stay abreast of new developments in teacher education, e.g., edTPA, Educator Licensing Online, etc.
- Submit all required evaluation materials no later than one week after the end of the semester.
SECTION IV: TEACHING LICENSURE
WISCONSIN TEACHING LICENSE

The DPI site [http://dpi.state.wi.us/](http://dpi.state.wi.us/) is an excellent resource for all types of questions related to licensure. Often the answers to questions about your unique situation can be found under the FAQ (Frequently Asked Questions) link. There is also contact information available on the site if you need extra support. Get familiar with this informative site.

Process at UW Oshkosh for Licensure Application

1. All courses must be completed and grades entered. The student teaching experience must also be concluded.

2. A candidate is not fully eligible for licensure until the Registrar posts the degree (BSE, BFA, etc.)

3. The Office of Field Experience will review eligibility for licensure after steps 1 and 2 are complete.

4. In order to receive approval for licensure, all student teaching paperwork (portfolio score sheet, university supervisor and cooperating teacher evaluations) must be turned in to the OFE.

5. The candidate applies for a WI license. The Department of Public Instruction will be changing their license application process in January 2014. Check the DPI website for updates on this process and watch for emails from the OFE.

Timing of Application Submission

There is no date when an application for licensure is “due.” Most candidates apply at the end of their student teaching experience. The current process takes 12-16 weeks after the application has been endorsed by the OFE and received by the DPI.

Candidates who are considering delaying their application for teaching licensure may find these pointers helpful. Remember that the Wisconsin Initial license is a 5-year non-renewable license.

- **When NOT to apply for a Wisconsin Teaching License:**
  - If you absolutely do not plan to teach in Wisconsin for 5 years

- **Why it is suggested to apply for your license even if you do not have a job:**
  - It will lock you into the current PI 34 rules
  - You can begin the PDP process through the License Renewal Support Centers
  - You can request an extension of the 5-year nonrenewable license
  - You can substitute teach with this license
  - You have endorsement from the state of Wisconsin if you are applying for a job in a different state or country
The Wisconsin Department of Public Instruction (the governing body for teacher licensing in WI) is changing to electronic licensing in January 2014. Here is what the DPI website says about this new process [http://tepdl.dpi.wi.gov/book/export/html/27466]:

**ELO - Educator Licensing Online**
The Educator Licensing Online (ELO) system is an exciting project that will change the entire process for applying for and processing an educator license in Wisconsin.

**Project Overview**
In May 2010, the Wisconsin Department of Public Instruction (WDPI) won a three-year ARRA (American Recovery and Reinvestment Act) State Longitudinal Data System (SLDS) grant to support accountability. Specifically, a portion of the grant money allowed WDPI to procure or build an online educator licensing system due to the limitations of Wisconsin’s aging, paper-based teacher licensing system.

It will reduce cycle time to process a license, improve data quality and provide real-time licensure data. In the current education climate where many of us are asked to do more for less, WDPI is committed to assisting educators, school districts and education preparation programs to achieve greater efficiency in their part of the licensure process.

**Benefits of ELO**
We believe having 24/7 access to licensure data empowers you to control your work, your timelines, your reporting needs, and most of all, allows WDPI to better serve you. Planned features/benefits of the ELO system include:

- Track the status of your application online
- Print your own license online
- Auto reminders and notifications
- User-friendly experience
- Streamlined process for audits
- Real-time validation of information
- Comprehensive licensure data in one location
- Robust security to protect sensitive data
- Secure, user friendly login process
- Streamlined endorsement process for Wisconsin program completers

**What Can You Expect?**
Our vision is to Go Online and Go Paperless. Whenever possible, we want to enable electronic…

- Applications
- Payments
- PDP Verifications (hyperlink to PDP section of website)
- Fingerprinting
- Endorsements
- Experience verifications
- Interfaces with external entities and other state agencies

As an educator, you will have an online portal to apply for new licensure, renew a license, change an existing license, and track the status of your application.

As a school district, you will have easy access to reliable, validated data for employment verification and reporting purposes to make solid informed educational decisions.

As an education preparation program, you will have an online tool to submit program completer data and have the ability to run reports from the data you provide to DPI.
SECTION V: CAREER SERVICES
Introduction to Career Services

As a student at the University of Wisconsin Oshkosh, you have several resources to assist you in your professional career. As a component of this, Career Services is here to provide you with everything you need to achieve your vocational goals.

Career Services houses an on-line database for employers and students called Titan Jobs. Here, you can upload resumes and connect with districts throughout the United States. You can also register for a variety of workshops and events designed to help you develop professionally.

The Career Services website [www.uwosh.edu/career](http://www.uwosh.edu/career) has resources especially for education majors to research school districts in the United States and view job openings. Career advisors are also available to students for individual appointments and to answer any questions on the following topics and more:

- WECAN
- Navigation of Titan Jobs
- Local, national and international job searches
- Benefits and importance of networking, including LinkedIn
- Successful interviewing practices, including Teacher Insight
- Creation and continuous improvement of cover letters, resumes, and reference pages
- Alternative teaching careers – “What Can I do with a Major in Education?”
- Graduate School exploration
- Accepting job offers and salary negotiation

Career Services can be utilized for one additional year after graduation, and Titan Jobs will be at your disposal well beyond graduation. Whether you need assistance now or during a future job search, please feel free to make use of these resources.

Career Services  
Student Success Center, Suite 125  
(920) 424-2181  
cservice@uwosh.edu

**Academic Year Hours:**  
Monday: 7:45 am – 5:00 pm  
Tuesday: 7:45 am – 6:00 pm  
Wednesday: 7:45 am – 6:00 pm  
Thursday: 7:45 am – 5:00 pm  
Friday: 7:45 am – 4:30 pm

**Summer/Interim Hours:**  
Monday – Friday 7:45 am – 4:30 pm
Credential Files

Students take on responsibility for maintaining their Credential File. The Credential File contains:

- Final Narrative Reports
- Letters of Recommendation
- Unofficial Transcripts
- Copy of License (when received)

Advantages of Self-Credentialing

- Allows candidates to take full responsibility for job search and career planning files
- Promotes efficient and timely delivery of application materials directly from the candidate to the employer
- Allows each candidate to keep a collection of letters of recommendation and to select which letters are most appropriate for specific vacancies

It is very important to recognize that application procedures vary by district. Failure to follow directions may cause your application to be eliminated. Typically, a position vacancy specifies inclusion of some or all of the following:

- Letter of application (or Cover Letter)
- Resume
- List of professional references with an address, phone number, and email for each contact
- Copy of official or unofficial transcripts
- Separate application form (if required by school district)
- Credential file consisting of copies of recommendation letters from principals and/or other school administrators. Newly certified candidates are also frequently asked for evaluations from their student teaching cooperating teacher(s) and university supervisors
- Gallup TeacherInsight Assessment, if required (see www.gallup.com)

A sample cover letter, resume, reference page, and thank you letter can be found on the following pages. Do not copy the exact layout of these documents, but rather use them as a framework. Your documents should be unique to you and your experiences.

Note from the Office of Field Experience: Student documents are retained in the Office of Field Experience for seven years per state rules.
WECAN

http://services.education.wisc.edu/wecan/teachers/login/form2.cfm

WECAN is an online job listing and application management system that over 130 Wisconsin school districts and CESAs use to manage the application process for their districts. It saves you time as you only have to fill out your profile information, questions, statements, etc one time instead of for each position you apply for. You are also able to upload and grant access rights to the credential files of your choosing when you apply to positions (Over 110 of the employers use this feature). Please reference the scanning instructions below. A podcast featuring WECAN instructions in detail can be found on the Career Services website.

**Step 1 - Scan your paper documents, Save in JPG format:**

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<th>YOU WILL NEED ACCESS TO A SCANNER FOR THIS STEP.</th>
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**Step 2 - Adjust the JPG files to our specific guidelines:**

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<th>YOU WILL NEED AN IMAGE EDITING PROGRAM FOR THIS STEP.</th>
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Professional Teacher Portfolios

Portfolios can be defined as a structured collection of a student’s progress, contributions and efforts. They are used extensively in education and demonstrate accomplishments over time.

The Professional Teacher Portfolio, sometimes called a “showcase” portfolio, is used during the job interview process. This portfolio can be in the form of a folder, expandable file, a three-ring binder, or other format. The following list of ideas and suggestions is designed to help educators develop their self-assessment through the use of a portfolio.

**Background Information**

- Resume/vitae
- Information on teaching context
- Educational philosophy and teaching goals
- Letters of recommendation
- Formal evaluations

**Professionalism**

- Professional growth plan(s) – individual plan(s)
- Participation in staff development activities – list and briefly explain impact on teaching
- Professional reading – a brief summary or list
- Professional writing – a copy of writing/research, position papers
- Reflections on lessons/units – reflections on what worked, what needs changing
- Journaling (daily or weekly) – reflections on teaching; on work with students, colleagues, parents/community; on professional growth activities; or on your personal reading/research
- Action research project(s) – an issue of interest/concern that has been researched and documented
- Workshop/conference attendance – briefly summarize and explain impact on teaching
- Graduate course work – summarize or give example of work completed
- District-building committees – list and state impact on professional growth
- Other professional organizations – list awards, commendations and impact on teaching
- Awards/Commendations – list awards/provide a copy of the award

**Instructional Methods/Strategies**

- Sample lessons/units including teacher-made tests/forms
- Examples of teacher-designed projects/activities
- Photographs of lessons/activities
- Student work samples/student reflections
- Video and/or audio tape: video-tape teaching three different times during a school year. Analyze and compare these teaching episodes
- Innovation(s) tried in teaching – new strategies or ideas tried in the classroom
Cover Letter, Resume, and Reference Sheet Examples
March 27, 2014

Mr. Bruce Wayne
Assistant District Administrator
Oneida School District
N7120 Seminary Road, PO Box 365
Oneida, Wisconsin 54155

Dear Mr. Wayne:

In response to your recent advertisement on WECAN, I would like to apply for the 2nd Grade Teacher position. I am drawn to Oneida School’s commitment to inclusive practices, individualized learning, and use of technology to appeal to a variety of learning styles. My goal is to launch my career as an elementary school teacher in a position where I can leverage my student-centered approach, technology skills, and leadership to instill a love of learning within my students and school community.

Through my student teaching experience and undergraduate studies, I have developed a strong foundation in education and classroom management. At the University of Wisconsin Oshkosh I took classes in Elementary Education and have a particular interest in differentiated instruction to better serve students of all learning styles in my classroom. As experienced through my current student teaching placement, these techniques are already paying large dividends as students who are at-risk academically and students with disabilities are thriving. I incorporate SMART Board technology into lessons, allowing students to participate in drag and drop and other interactive activities. The students have enjoyed using technology and it has helped to generate meaningful discussion. To keep learning interactive and engaging, I also incorporate learning centers, group work, physical activity and movement on a regular basis.

As an educator, I value holistic education and supporting students socially and behaviorally in order to help them succeed in school. This semester, I served as an active member on my school’s PBIS Team and initiated a cafeteria cleanliness program and other school wide incentives promoting positive behaviors. Through these experiences I gained leadership and collaboration skills in working with other educational professionals. My student-centered approach, teamwork skills, and dedication to personal and professional growth would be a great asset to your school community.

To further review my qualifications for this position, please see my attached documents and WECAN application. Thank you for your time and consideration.

Sincerely,

Emily Educator
Enclosure
COVER LETTER FOOTNOTES

1. Use the same letterhead as your resume.

2. This should not appear as a hyperlink. You may want to create a job search only email address to keep these emails from getting lost in spam, etc.

3. Do your best to seek out the name and title of the person who will be reviewing your application materials.

4. Never use “To Whom it May Concern.”

5. Use a colon, not a comma.

6. Make sure to include the position which you are applying for and where you discovered the job posting.

7. Express your interest in the organization by mentioning something that connects you to their culture, mission statement, etc.

8. Conclude your first paragraph by stating your specific goal or objective.

9. Include your skills, abilities, and education that align with the job description.

10. Align your formal work experiences and internship experiences to the position in which you are applying.

11. Thank the recipient for their time and consideration.

12. Sign the document! If sending it electronically, scan your signature and insert it here.

13. Per proper business letter format, indicate there is an enclosure.
EMILY EDUCATOR

1320 High Avenue ● Oshkosh, Wisconsin 54901 ● (920) 424-1639 ● emily.educator@gmail.com

EDUCATION

Bachelor of Science in Education
University of Wisconsin Oshkosh
Major: Elementary Education (1-8)
Minor: Social Studies
Anticipated Graduation: January 2014
Major GPA: 3.7/4.0
Overall GPA: 3.3/4.0

LICENSURE

Wisconsin Licensure Pending:
Middle Childhood through Early Adolescence: Elementary Education (72-777) and Social Studies (72-734)

SKILLS

- Knowledge and experience implementing Tier 1 and Tier 2 PBIS including promotion of the school wide behavior expectation matrix, incentive programs, point sheets, and check-in/check-out
- Experience differentiating instruction to meet the needs of all students in the regular education classroom including students from diverse cultural backgrounds
- Incorporate technology into classroom learning through the use of Smart Boards, interactive Power Point presentations, videos and music to engage students and cater to various learning styles
- Proficient in Adobe Photoshop, Dreamweaver, and Microsoft Office Suite including Word, Excel, Power Point and Access
- Languages: Conversational Spanish gained through four semesters of college courses

TEACHING EXPERIENCE

Einstein Middle School
Student Teacher
Fall 2013
(Begins November 4, 2013)

Lincoln Elementary School
Student Teacher
Fall 2013

Ingesoll Middle School
Pre-Student Teacher
Spring 2013

- Provided instruction in all subject areas to 25 third grade students, including students with learning and developmental disabilities
- Utilize Writing Across the Curriculum, Everyday Math, and stress literacy in the classroom
- Integrate Smart Board technology into daily curriculum to increase student engagement and learning
- Incorporate the Accelerated Theory Behavioral Model to promote self-discipline, positive self-esteem, and social skills
- Conduct parent-teacher conferences to assess student learning and progress, maintain strong relationships with parents, and enhance family, school, and community connections
- Implement and monitor ongoing formal and informational student learning assessments for the data to drive planning, differentiation, and instruction
- Participate in IEP meetings and implement determined modifications into lesson plans and homework
- Develop strong teamwork skills through collaboration with classroom teachers and administration on the Curriculum Committee
- Communicate with parents through the use of the Web PP Parent Portal software suite, biweekly classroom newsletters, and telephone calls

- Provided instruction in social studies to 12 students with special needs (EBD & LD) in a self-contained classroom
- Collaborated with other core content area teachers to design and implement a “world tour” interdisciplinary unit
- Co-advised Ingesoll Middle School Forensics Team
- Facilitated small group Math and Literacy support for students during daily RtI time
RELATED EXPERIENCE

McDonough Day Nursery, Oshkosh, WI
Teacher’s Aide, Summer 2001; 2012
- Created innovative activities for children aged 3-11 to encourage healthy lifestyles
- Taught language arts and implemented a variety of mini lessons to promote comprehension, assess reading abilities, and to stimulate appreciation

Guy Healy Japan, Tokyo, Japan USA
Summer Camp Counselor, Summer 2010
- Planned camp curriculum and customized daily based on language abilities for 30 non-English speaking students
- Collaborated with American and Japanese counselors to develop innovative activities, including skits and language competitions

LEADERSHIP EXPERIENCE

Student Wisconsin Education Association, Oshkosh, WI
Member and Chapter President, Fall 2012 – present
- Serve as chapter president for the 2012-2013 school year
- Develop strong leadership skills and foster community partnerships through planning and organizing one service event per semester
- Attend workshops on 6+ trait writing, inquiry based science, team teaching effectively, conflict mediation, incorporating technology in the classroom, and effective flexible lesson planning

COMMUNITY INVOLVEMENT

Facilitator - Lighted School House, Webster Stanley Elementary School: January 2013 - present
Volunteer Mentor - Big Brothers Big Sisters of the Fox Valley: September 2012 - February 2013

HONORS AND ACHIEVEMENTS
- University Dean’s List: Spring 2011, Spring 2012, Spring 2013
- University Honor Roll: Fall 2009, Fall 2011
- Inductee - Kappa Delta Pi Honor Society in Education: Fall 2012
- Recipient - American Federation of Teachers Robert G. Porter Scholarship: Fall 2011
RESUME FOOTNOTES

1. Most everyone officially graduates in January or June due to Interims. Add (Magna, Summa) Cum Laude upon graduation if you earn it. After graduation drop “Anticipated Graduation”.

2. List GPAs over a 3.0! Keep consistent on decimal places - you only need one number after the decimal place

3. Please refer to the Developmental Levels for Licensing section of the Wisconsin Department of Public Instruction website, dpi.wi.gov, to include your license codes.

4. Skills sections are optional. If you do include one, it should be a mix of technological abilities and your abilities as an educator. This section should be tailored to every job you apply for.

5. Insert your second placement with a start date for now. Still use reverse chronological order, so it will be first.

6. Start each bullet with an action verb. Use positive action verbs and do not re-use them within the same job. Use present tense for things you are doing currently.

   Hot topics for bullets:
   • Experience with students with special needs and students who are at-risk
   • Parent contact
   • Classroom management
   • Any extra-curriculurs you helped with
   • Outstanding things you accomplished
   • Experience in your field such as literacy, writing across the curriculum, inquiry based science, Everyday Math, etc.
   • Evidence of your ability to analyze data through assessment
   • Implementation of PBIS, RtI and Common Core standards

   This is not your job description, show how you stand out!

7. When using bullets always have at least two. Relevant experiences should have more bullets than less relevant experiences (i.e. student teaching vs. clinicals) but there are always exceptions to the rules!

8. Two pages is normal for education resumes. Never have the second page be less than 1/3 to 1/2 used. Include your last name and p. 2 in the upper right hand corner of the page.

9. This is not a required section, but it is helpful to show other parts of your experience. Highlight skills that are transferable to your work as an educator.

10. Schools want to see involvement outside of teaching. They want strong role models for students as well as the community. Make sure to elaborate on skills and accomplishments that relate to teaching.

11. You may want to include a section with experiences that demonstrate community involvement, but maybe don’t necessitate bullets. These experiences are still important and districts want to see it!

12. When including scholarships and awards, indicate what they were given for, i.e. academics, athletics, technological use, etc.
PROFESSIONAL REFERENCES

Tom Carter, Third Grade Teacher
Lincoln Elementary School
102 Way Street
Oshkosh, WI 54901
Work: (920) 555-0000
Cell: (920) 540-5497
tom.carter@oshkosh.k12.wi.us
Current Student Teaching Supervisor

Erin Schomer, Principal
Lincoln Elementary School
102 Way Street
Oshkosh, WI 54901
Work: (920) 555-0000
Home: (920) 867-5309
erin.schomer@oshkosh.k12.wi.us
Current Student Teaching Principal

Kelly George, Eighth Grade Teacher
Ingesoll Middle School
52 College Avenue
Appleton, WI 54956
Work: (920) 555-5555
Cell: (920) 564-8712
kgeorge@aasd.k12.wi.us
Former Student Teaching Supervisor

Dr. Anthony Hill, Professor of Elementary Education
University of Wisconsin Oshkosh
800 Algoma Boulevard
Halsey 900
Oshkosh, WI 54901
Work: (920) 424.2181
anthill@uwosh.edu
Former Professor
PROFESSIONAL REFERENCE FOOTNOTES

1. Use the same header format as your resume.

2. Center the page to minimize white space.

3. You should list 3-6 professional references that can attest to your work or academic abilities. Do not use character references unless requested.

4. Based on the position you are applying for, order your references by relevance.

5. The following information should be included for each reference. Make sure that each contact has each item:
   - Reference Name
   - Organization Name
   - Address
   - Phone Number
   - Email Address
   - Professional Relationship

6. Consider including a work number and a personal one, especially if your references will be contacted during the summer.
SECTION VI: APPENDIX
Student Teacher/Intern Information Sheet

I. PERSONAL INFORMATION

Name ____________________________________________________________

Home Address __________________________________________________

Telephone ___________________________ Email _______________________

II. SCHOOL INFORMATION

Name of School _________________________________________________

School Address _________________________________________________

School Telephone _____________________________ Principal __________

Cooperating Teacher _____________________________________________

Semester Beginning/End Dates __________________________ Room Number _____

Directions to School _____________________________________________

III. SCHEDULE INFORMATION (Include planning and lunch period)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Best times to meet: __________________________

Dates during this semester that school will not be in session:

________________________________________________________________
Student Teacher/Intern Information Sheet

I. PERSONAL INFORMATION
Name ________________________________________________________________

Home Address __________________________________________________________

Telephone ______________________ Email _________________________________

II. SCHOOL INFORMATION
Name of School __________________________________________________________

School Address _________________________________________________________

School Telephone ___________________________ Principal _____________________

Cooperating Teacher ____________________________________________________

Semester Beginning/End Dates __________________________ Room Number ______

Directions to School ____________________________________________________

III. SCHEDULE INFORMATION (Include planning and lunch period)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subject</th>
<th>Grade</th>
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</thead>
<tbody>
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</tbody>
</table>

Best times to meet: ______________________________________________________

Dates during this semester that school will not be in session: __________________
Student Teaching School Familiarization Form

Arrange a meeting with the cooperating teacher before student teaching begins.

The home telephone number of your teacher: _______________________________

The school telephone number: _______________________________

Morning arrival time for teachers: __________ for student teacher: __________ and for students: __________.

Afternoon departure time for students: ________________

Afternoon Departure time for student teacher and cooperating teacher: __________

<table>
<thead>
<tr>
<th>1st Placement or 18 Weeks</th>
<th>2nd Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you familiar with:</td>
<td></td>
</tr>
<tr>
<td>Method of handling daily attendance</td>
<td></td>
</tr>
<tr>
<td>Fire drill procedures? Lockdown procedures</td>
<td></td>
</tr>
<tr>
<td>Procedures to handle injuries in the classroom/on the playground</td>
<td></td>
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<tr>
<td>Accident reports</td>
<td></td>
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<tr>
<td>Discipline procedures</td>
<td></td>
</tr>
<tr>
<td>Rules for duplicating</td>
<td></td>
</tr>
<tr>
<td>Lunchroom or hallway responsibilities</td>
<td></td>
</tr>
<tr>
<td>Classroom procedures for excusing a student to leave school with an adult</td>
<td></td>
</tr>
<tr>
<td>Bus schedules and arrival and departure routines</td>
<td></td>
</tr>
<tr>
<td>Field trip procedures</td>
<td></td>
</tr>
<tr>
<td>Procedures for a snow day or delay</td>
<td></td>
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<tr>
<td>The report card used for your students</td>
<td></td>
</tr>
<tr>
<td>Schedule of faculty meetings</td>
<td></td>
</tr>
<tr>
<td>School holidays</td>
<td></td>
</tr>
<tr>
<td>Dates of parent-teacher conferences</td>
<td></td>
</tr>
</tbody>
</table>

Do you have:

- A daily and weekly schedule
- A plan book
- A school calendar

Can you locate:

- Library
- Administrative offices
- Cafeteria
- Auditorium
- Gym
- Playground
- Duplicating facilities
- Computer room
- Audio-visual equipment
<table>
<thead>
<tr>
<th>PEOPLE YOU MAY NEED TO KNOW:</th>
<th>Placement 1</th>
<th>Placement 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other teachers at your grade level or content area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person in charge if principal out of building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office support staff</td>
<td></td>
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<tr>
<td>School nurse</td>
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<tr>
<td>Librarian/Media Specialist</td>
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<tr>
<td>Guidance</td>
<td></td>
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<tr>
<td>Custodian</td>
<td></td>
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<tr>
<td>Other:</td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>
External Commitment Report Form: Student Teaching with Concurrent Course, Coaching or Employment
Office of Field Experience
University of Wisconsin Oshkosh

Attach an explanation of your strategies to remain successful as a student teacher while having external commitments.

With the realization that the semester-long student teaching experience is considered a full-time commitment:

☐ A. I am taking a course or course(s) during the student teaching semester. My class schedule will be:

☐ B. I will be coaching a sport. My time commitments are:

☐ C. I am working more than 10 hours/week during the student teaching semester. My working hours will be:

I understand that if this extra obligation negatively affects my teaching performance or the learning of my students, I shall be asked to relinquish the outside activity or withdraw from the student teaching experience.

Student Name – Print

Student Signature Date signed

University Supervisor Signature Date signed

Cooperating Teacher Signature Date signed

Provide a signed copy to your University Supervisor.

06/2013
WEEKLY JOURNAL UPDATE
for Student Teaching

SAMPLE

Name: ___________________________ Week Ending: ________________
School: ___________________________ Grade/content: ________________

1. General summary of instructional experience

2. Methods, strategies for materials used for the first time

3. Most important accomplishment this week

4. Questions, comments, and goals
**Field Experience Action Plan**

Student name: ____________________________  Date: ____________________________

Major/minor: ____________________________  Semester for action to be taken:  fall □  spring □  20____

- Reason(s) for this Action Plan. Describe formal and informal steps taken prior to this written plan. (Can be attached.)

<table>
<thead>
<tr>
<th>Action to be taken by the student</th>
<th>Timeline</th>
<th>Expected outcome and measure of success (attach actual evidence for reassessment)</th>
<th>Evaluator(s) and date(s)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- SUPPORTS provided to or suggested for student:

Signatures:  

<table>
<thead>
<tr>
<th>Candidate</th>
<th>University Supervisor</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Field Experience Director  

Plan will be shared with future university supervisor and cooperating teacher if deemed necessary.  

12/09
Name ____________________  Lesson Planning Template 1  Date ____________________

<table>
<thead>
<tr>
<th>I.  Content of Lesson (Topic/Key Concept):</th>
<th>Grade level:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National/State Standard and Local Benchmarks:</strong></td>
<td><strong>Connections:</strong></td>
</tr>
<tr>
<td>What national and state standards and district benchmarks does this lesson target?</td>
<td>Why is this content important? How does it apply to real life?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal(s)/Objective(s) of the Lesson:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want the students to know and do by the end of this lesson? What overarching questions do you want them to answer? Are there IEP goals for particular children that could be incorporated into this lesson? Remember, these must be observable and measurable and contain the conditions, behavior, and criteria required for success.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Targets and Methods:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how you intend to assess and determine whether students achieved lesson goals. Be sure these match your goals and your instruction.</td>
<td></td>
</tr>
</tbody>
</table>

II.  Pedagogical Considerations: Classroom Descriptions, Prior Knowledge, Differentiation, and Management

<table>
<thead>
<tr>
<th><strong>Classroom Description:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please include demographic information (culture, gender, class, disability) and any other relevant information regarding your class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prior Knowledge:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What should students know to engage in the lesson? How will you determine the knowledge/skills your students have (formative assessment)? How will you build on this knowledge? What will you do if you find they do not have the anticipated prior knowledge? What are common misconceptions students may have regarding the content in this lesson that you will have to address?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Classroom Management:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What positive management strategies will you utilize during the lesson? How will you communicate your expectations of student behavior? What positive behavioral supports will be in place? Consider setting expectations, praising desired behavior, purposeful partnering/grouping, increasing student responsibility, individual behavior plan, choice, scheduled breaks, voice/tone, incentives, pacing, transitions (between and within lessons), etc.</td>
<td></td>
</tr>
</tbody>
</table>
### III. Technology Components/Considerations

What instructional and/or assistive technology tools or resources will you use for this lesson? Keep in mind these can include high or low tech resources and may include such items as a tape recorder, radio, overhead projector, DVD/VCR, TV, computer, SMART Board, calculators, spell checkers, white boards, etc. Remember to include these within the instructional sequence. (Consider the limitations of /needed compensation for the tools.)

<table>
<thead>
<tr>
<th>LESSON DESCRIPTION</th>
</tr>
</thead>
</table>

**Preparation:**
What type of preparation is needed before you can begin the lesson (seating arrangement, lab set-up, audio/video equipment, etc.)? What instructional resources/materials will you need? Describe the roles and responsibilities of other adults, if any are present for this lesson.

| Introduction | Lesson (steps of the lesson including transitions between steps) Include any relevant information such as: instructional arrangement, lesson format, important organizational information for each step, essential directions, questions for learners, possible adjustments for too little or too much time, etc. | Identify and explain how the components of this lesson meet the varied needs of the students in your classroom. |
| Core Instruction |  |  |
| Closure |  |  |

If relevant, attach activity sheet(s) and assessment tools if used in the lesson. After the lesson is taught take some time to reflect on the effectiveness of the lesson. Write a paragraph or two describing modifications or suggestions for the future.
Lesson Planning Template 2

THEME/NATIONAL AND STATE STANDARDS:
State the specific theme from the curriculum web you are focusing on for this lesson. Include the national standard(s) and any state standards your lesson addresses.

GOALS:
Each lesson plan should have a knowledge goal and a skills goal. You may also have an attitudes/values goal.

MATERIALS:
List all materials and equipment needed for lesson.

PROCEDURES INTRODUCTION:
Explain what you will do to begin the lesson. Be complete enough so another teacher could follow your plan. The purpose of the introduction is to draw out students’ prior knowledge, engage them and encourage them to think about the theme, build on students’ prior knowledge of this theme, and motivate them to learn more.

Examples of activities for the introduction: ask review questions from the lesson preceding this one, ask experience questions related to topic, show pictures or materials, complete a demonstration, or introduce a story.

BODY:
The purpose of the body is to show the strategies you are using to help students achieve the goals of your lesson. Carefully explain the steps of all activities so that another teacher could follow them. List the main points of content or attach handouts of this knowledge.

CLOSURE:
The purpose of the closure is to remind students what they have learned during the lesson and draw the lesson to a definite end.

Examples of activities for closure: ask students to explain what they learned during the lesson, encourage students to share the results of the lesson activities (drawing, writing, discussing, or creating) with the class, a small group or a partner, explain your observations of students’ work and efforts during the lesson, give an assignment or preview the next day’s lesson.

EVALUATION:
The purpose of evaluation is to find out if students met the goals of the lesson. Knowledge goals could be evaluated through discussions, activities, and written assignments. Skills goals could be evaluated by observing students at work and through written assignments. Values-attitudes goals are more difficult to evaluate, but could be observed through discussions or documented through assignments.

Examples of means of evaluation: take observation notes of students using the skills you are emphasizing during the lesson, collect the students’ work and evaluate it according to specific criteria or rubrics you explained to students when you made the assignment.
## LESSON PLAN

<table>
<thead>
<tr>
<th>RATIONALE:</th>
<th>INSTRUCTIONAL PROCEDURES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant national and/or state curriculum and performance standards</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LINK TO UNIT GOALS:</th>
<th>INTRODUCTION – OPENING:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Connect to previous learning</td>
</tr>
<tr>
<td></td>
<td>Create interest about lesson</td>
</tr>
<tr>
<td></td>
<td>Overview of lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON OBJECTIVES:</th>
<th>DEVELOPMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main learning activities of lesson</td>
</tr>
<tr>
<td></td>
<td>Key ideas, concepts, generalizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATERIALS NEEDED:</th>
<th>Key questions to be addressed</th>
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</table>

<table>
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<tr>
<th>THINGS TO DO BEFOREHAND:</th>
<th>CULMINATING ACTIVITIES:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Means of obtaining feedback-evaluation</td>
</tr>
</tbody>
</table>

| REMEMBER: | |
Pre-Professional Development Plan (PrePDP)

For 18-Week Placements

The successful completion of the PrePDP provides evidence that you have met the performance-based standards as defined by the Wisconsin Department of Public Instruction. You will use the following format (which is a modified application of the principles and practices of action research) to meet the requirements of the PrePDP for the College of Education and Human Services at UW Oshkosh. Through this project, you will be given the opportunity to practice making research-based instructional decisions and to engage in intentional reflection on teaching processes and student learning outcomes.

You should put your PrePDP together in a 3-ring binder or notebook, with each step of the process being a separate section.

<table>
<thead>
<tr>
<th>BIOGRAPHICAL INFORMATION</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Address Street, City, State, ZIP</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Email Address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT TEACHING PLACEMENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
</tr>
<tr>
<td>Content, Grade Level</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
</tr>
</tbody>
</table>
Step I: DESCRIPTION OF SCHOOL AND STUDENT TEACHING PLACEMENT

1. The Classroom Context

Gather descriptive information and data about your student population, teaching situation and school. [Secondary majors select one class period upon which to focus.]

| Age range of students in your class: | Number of male students: |
| Total number of students in your class: | Number of female students: |
| Number of students receiving free or reduced lunch: | Number of students in the school: |
| Areas in which students live: check all that apply | Is your group of students representative of the demographic make-up of your whole school? If not, how are they different? |
| _____ Urban | _____ African American or Black |
| _____ Suburban | _____ American Indian/Alaskan Native |
| _____ Rural | _____ Asian or Pacific Islander |
| | _____ White, not Hispanic |
| | _____ Hispanic or Latino/a |
| | _____ Other (specify): |
| Ethnicity of students (provide numbers) | Language proficiency of students (provide numbers) |
| | _____ English only (native speakers) |
| | _____ English Learner(s) not yet English Proficient |
| | _____ English Learner(s) Fluent English Proficient |
| Identified special needs categories represented (provide numbers) | | |
| | _____ Specific Learning Disability |
| | _____ Hard of Hearing |
| | _____ Deaf |
| | _____ Deaf-Blind |
| | _____ Other Health Impaired |
| | _____ Multiple Disabilities |
| | _____ Traumatic Brain Injury |
| | _____ Gifted/Talented |
| | _____ Speech/Language Impaired |
| | _____ Visually Impaired |
| | _____ Orthopedically Impaired |
| | _____ Emotional/Behavioral Disability |
| | _____ Cognitive Disability |
| | _____ Autism |
| | _____ Developmental Disability |

Provide 2-3 examples of how this demographic information might influence your academic instructional planning, including assessment.
Step I: DESCRIPTION OF SCHOOL AND STUDENT TEACHING PLACEMENT, cont.

B. In-depth Analysis of 2 Students
Select two students, from the class you described above, who have different learning characteristics and who present different instructional challenges.

<table>
<thead>
<tr>
<th></th>
<th>Student #1</th>
<th>Student #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social/Emotional Development</strong> – What skills does the student have? What skills does the student lack? Are there outside factors that need to be considered?</td>
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<tr>
<td><strong>Physical Development</strong> – Are there any physical (fine or gross motor) or sensory needs that must be considered? Are there strengths that can be used?</td>
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<tr>
<td><strong>Communication Skills</strong> – What are the student’s strengths and needs relative to oral and written language abilities? Does the student communicate through more than one language or modality?</td>
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<tr>
<td><strong>Content Knowledge and Academic Skills</strong> – What skills does the student have that you can make use of in your classroom? What skills are needed to learn to be more successful in your classroom?</td>
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<tr>
<td><strong>Interests and Aspirations</strong> – Do you know the student’s personal story? His/her interests and aspirations?</td>
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<tr>
<td><strong>Cultural Background</strong> – What do you know about the student’s family and home experiences?</td>
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<tr>
<td><strong>Other Important Information</strong> – This may include attendance data, participation in extra-curricular activities, etc.</td>
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</table>

**Explain how knowing this information will influence your academic instructional planning, including assessment.**
Step II: PREPARING TO WRITE THE PLAN – REFLECTION

Think about your potential PrePDP goal(s). Consider:

- Your current classroom context and dynamic
- Discussions with your cooperating teacher
- Reflections on your past field experiences and
- Review of your Standard #9 goal in the Admission to Student Teaching Portfolio

Describe your process and/or thinking leading to the identification of your goal.
Step III: WRITING THE PLAN

A. **Description of Goal to be addressed**
   Write your goal statement in the suggested format, being certain to reference professional growth (the “I will” part of your objective) and impact on student learning (the “so that” part of your objective). It is recommended that you use this stem: **I will learn about_____ and apply that information to my instruction so that______** (Describe the impact on student outcomes).

B. **Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards**
   Consider your reflection from Step II. Explain how your goal relates to:
   - Your development as a teacher
   - Your students’ strengths and needs as described earlier and
   - Your current educational situation

   State the Wisconsin Educator Standards (two or more) that correspond to your goal.
Step III: WRITING THE PLAN, cont.

C. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

Describe your plan of action in terms of what you are going to do, what your time frame will be, professionals with whom you will work, what resources you will use and how you will document your work.

Objective 1: Increasing your Knowledge

- Develop an objective to help you reach your goal; the objective should focus on increasing your professional knowledge relative to the goal and should be observable and measurable. Use the following stem: **I will research ____ to increase my ability to _____.**
- List 2-3 activities* you will complete to meet your objective. Your activities should state the ways in which you will gather information related to your goal.
- Include a timeline for completion. Completion dates will be filled in as each objective/activity is completed.
- Include professionals with whom you may collaborate and/or resources that you will use.
- Determine what evidence you will use to assess and support your professional growth. How have you increased your professional knowledge from being engaged in the activities?
- Evidence may include notes and reflective summaries upon completion of the listed Activities.

*Activities may include attendance at, researching of, or participation in:
- professional articles
- related courses
- relevant technology
- workshops/seminars
- classroom observations
- colleague interviews
- other means to gather information

<table>
<thead>
<tr>
<th>Objective 1:</th>
<th>Activities</th>
<th>Timeline/Completion Date</th>
<th>Collaboration/Resources</th>
<th>Evidence and Reflections on Professional Knowledge and Growth</th>
</tr>
</thead>
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</table>
Step III: WRITING THE PLAN, cont.

D. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

Objective 2: Applying your Knowledge

- Develop an objective to help you reach your goal. The objective should be written in terms of the application of your knowledge from Objective 1 and should be observable and measurable. Use the following stem: I will apply the professional knowledge gained in Objective 1 concerning _____ to increase my students’ _____.
- List 2-3 instructional activities you will complete to meet your objective. You should include relevant instructional activities and/or tools that demonstrate how you will apply the knowledge gained in Objective 1. (While you should be planning to support the learning of all of your students, particularly keep in mind the two students you described earlier.)
- Include a timeline for completion. Completion dates will be filled in as each objective/activity is completed.
- Include professionals with whom you may collaborate and/or resources that you will use.
- Determine what evidence* you will use to document and support your objective.

*Evidence may include:
- Lesson plans highlighting elements learned in Objective 1
- Samples of instructional materials
- Videotapes of lessons
- Technology presentations/activities
- Samples of student course work and assessments
- Other relevant tools for applying knowledge

- The evidence gathered might be used for data analysis in Objective 3.

<table>
<thead>
<tr>
<th>Objective 2:</th>
<th>Instructional Activities</th>
<th>Timeline/Completion Date</th>
<th>Collaboration/Resources</th>
<th>Evidence Documenting and Supporting the Objective</th>
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</table>
Step III: WRITING THE PLAN, cont.

E. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

Objective 3: Analyzing Student Learning

- Develop an objective to help you reach your goal. The objective should be written in terms of the analysis of student learning and should be observable and measurable. Use the following stem: I will use the evidence collected in Objective 2 concerning _____ to analyze my students’ learning of _____.
- List 2-3 data points you will collect to meet your objective. (While you should be planning to support the learning of all of your students, particularly keep in mind the two students you described earlier.)
- Include a timeline for completion. Completion dates will be filled in as each objective/activity is completed.
- Include professionals with whom you may collaborate and/or resources that you will use.
- Determine what data analysis of student learning you will use to document and support your objective.

Evidence and Data may include:
- Videotapes of lessons
- Copies of pre- and post-tests
- Progress monitoring data
- Samples of student work
- Other points of data collection

<table>
<thead>
<tr>
<th>Objective 3:</th>
<th>Student Data</th>
<th>Timeline/Completion Date</th>
<th>Collaboration/Resources</th>
<th>Data Analysis of Student Learning</th>
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Step IV: DOCUMENTATION OF COMPLETION OF THE PREPDP
Your PrePDP must include assessment data from your objectives that document professional growth and the effect on student learning.

Reflection and Summary
Explain how your evidence (you must include your data from all of your objectives) documents your professional growth in relationship to the Wisconsin Educator Standards identified in your plan and the effect of your growth on student learning.

- How did your plan work? Where do you think you succeeded/did not succeed? Why? What were the limitations of your project? What could be done differently had you more time, resources, etc.?
- How helpful was this process to you? What new understanding did you gain about the topic itself and its relationship to the Wisconsin Educator Standards? What did it lead you to question about your own practices?
- Describe how you collaborated with others. How did this benefit your professional growth?
- How did your plan benefit your students? What were the positive effects on student learning? Include your analysis of the data you gathered from your students in your explanation. (Be sure to specifically address the impact on the two students you described initially in Step 1 Section B).
- What do you plan to do with the results of your project?

Submitting the Completed PrePDP
You will be asked to share your plan with the triad at your final conference. After presenting your project, all members of the triad should add their signatures to the plan as evidence of the review. Submit your completed and signed PrePDP, including your evidence, to your university supervisor. Reference to the PrePDP should be included in the related Standards and in your Standard 9 paper for the Transition to Teaching Portfolio.

Triad Review - Signatures

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature Details</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Student Teacher/Intern:</td>
<td>Print name</td>
<td>Date:</td>
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<td></td>
<td>Signature</td>
<td></td>
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<tr>
<td>Cooperating Teacher:</td>
<td>Print name</td>
<td>Date:</td>
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<td></td>
<td>Signature</td>
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<tr>
<td>University Supervisor:</td>
<td>Print name</td>
<td>Date:</td>
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<td></td>
<td>Signature</td>
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</table>
Pre-Professional Development Plan (PrePDP)
For 9-Week Placements

The successful completion of the PrePDP provides evidence that you have met the performance-based standards as defined by the Wisconsin Department of Public Instruction. You will use the following format, which is a modified application of the principles and practices of action research, to meet the requirements of the PrePDP for the College of Education and Human Services at UW Oshkosh. Through this project, you will be given the opportunity to practice making research-based instructional decisions and to engage in intentional reflection on teaching processes and student learning outcomes.

You should put your PrePDP together in a 3-ring binder or notebook, with each step of the process being a separate section.

<table>
<thead>
<tr>
<th>BIOGRAPHICAL INFORMATION</th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Telephone</td>
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<tr>
<td>Address Street, City, State, ZIP</td>
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<tr>
<td>Semester: Year:</td>
</tr>
<tr>
<td>Email Address</td>
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<tr>
<td>Licensure Area and Level</td>
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</table>

<table>
<thead>
<tr>
<th>STUDENT TEACHING PLACEMENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Content, Grade Level</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
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<tr>
<td>University Supervisor</td>
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</tbody>
</table>
Step I: Description of School and Student Teaching Placement

**The Classroom Context**

Gather descriptive information and data about your student population, teaching situation and school. [Secondary majors select one class period upon which to focus.]

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>Age range of students in your class:</td>
<td></td>
</tr>
<tr>
<td>Total number of students in your class:</td>
<td></td>
</tr>
<tr>
<td>Number of students receiving free or reduced lunch:</td>
<td></td>
</tr>
<tr>
<td>Areas in which students live: check all that apply</td>
<td>Urban, Suburban, Rural</td>
</tr>
<tr>
<td>Number of male students:</td>
<td></td>
</tr>
<tr>
<td>Number of female students:</td>
<td></td>
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<tr>
<td>Number of students in the school:</td>
<td></td>
</tr>
<tr>
<td>Is your group of students representative of the demographic make-up of your whole school? If not, how are they different?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity of students (provide numbers)</th>
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<tbody>
<tr>
<td>African American or Black</td>
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<tr>
<td>American Indian/Alaskan Native</td>
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<td>Asian or Pacific Islander</td>
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<td>White, not Hispanic</td>
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<td>Hispanic or Latino/a</td>
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<tr>
<td>Other (specify):</td>
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<tr>
<th>Language proficiency of students (provide numbers)</th>
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<tr>
<td>English only (native speakers)</td>
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<td>English Learner(s) not yet English Proficient</td>
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<td>English Learner(s) Fluent English Proficient</td>
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</table>

<table>
<thead>
<tr>
<th>Identified special needs categories represented (provide numbers)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Specific Learning Disability</td>
<td></td>
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<tr>
<td>Hard of Hearing</td>
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<tr>
<td>Deaf</td>
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<tr>
<td>Deaf-Blind</td>
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<td>Other Health Impaired</td>
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<tr>
<td>Multiple Disabilities</td>
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<td>Traumatic Brain Injury</td>
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<td>Autism</td>
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<td>Developmental Disability</td>
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</table>

Provide 2-3 examples of how this demographic information might influence your academic instructional planning, including assessment.
Step II: Preparing to Write the Plan – REFLECTION

Reflect on potential PrePDP goal(s). Think about your current classroom context and dynamic, talk with your cooperating teacher, and think about your past field experiences. Then, look back at your Standard #9 goal in the Admission to Student Teaching Portfolio to determine whether to continue with this goal. What was your goal? Why did you choose this goal? Is this goal still applicable given your new setting? Is this goal focused enough for you to determine progress during your placement(s)?

Self-check:
☐ Did you describe the process you went through as you considered your potential goal(s)?

Step III: Writing the Plan

1. Description of Goal
   It is recommended that you use this stem: **I will learn about_____ and apply that information to my instruction so that…** (Describe the impact on student outcomes).

Self-check:
☐ Did you describe how your goal will impact your professional growth? This is the “I will” part of your objective.
☐ Did you describe how your professional growth will have an effect on student outcomes? This is the “so that” part of your objective.
2. Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards
Based on your reflection above, explain the reason for your goal. Include how your goal relates both to your development as a teacher and to your students’ strengths and needs as described earlier. Also, explain how your goal is linked to your educational situation and state the Wisconsin Educator Standards (two or more) on which you will focus to meet your goal.

Self-check:
☐ Does the rationale tell how your goal connects to your school and student teaching situation?
☐ Did you state the Wisconsin Educator Standards on which you will focus to meet your goal? (Select two or more)

3. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration
Develop 2 objectives to help you reach your goal. Then, list 2-3 activities you will complete to meet each objective. Include a timeline for completion, professionals with whom you may collaborate, resources you will use, the anticipated methods you will use to assess your professional growth (objective #1), and the effect on student outcomes (objective #2).

Note: Completion dates will be filled in as each objective/activity is completed.

Objective 1 should be written to help you increase your knowledge regarding the skill you have chosen as your goal. Use the following stem: **I will research _____ to increase my ability to _____**. Your activities should be the ways you will gather information related to your goal. **Your method of assessing professional growth will be the artifacts you collect with notes and reflections on what you learned from each activity.**

Artifacts may include:
- copies of articles
- tests and scores at the end of on-line training modules
- copies of workshop materials
- observation notes from classroom visits
- interview transcripts
- other materials used to gather your information
Objective 1

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline/Completion Date</th>
<th>Collaboration</th>
<th>Resources</th>
<th>Assessing Student Learning – Artifacts &amp; Analysis</th>
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**Objective 2** should be written to help you apply your knowledge regarding the skill you have chosen as your goal. Use the following stem: **I will apply principles associated with _____ in my classroom to increase my students’ _____**. Your activities should include lesson plans and other artifacts that demonstrate how you will teach needed skills or content to your students related to your goal.

Activities may include:
- Teaching
- Planning
- Developing a classroom/behavior management system
- Anything else you might do to implement your goal

Assessments should include the actual artifacts you will use to determine student learning **and how you will analyze these to determine student outcomes**.

Artifacts may include:
- Copies of pre and post-tests
- Progress monitoring data
- Samples of student work
- Video of lessons
- Other ways that you may assess/demonstrate student learning

The data gathered, and its analysis, will be used in Step IV.
Objective 2

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline/Completion Date</th>
<th>Collaboration</th>
<th>Resources</th>
<th>Assessing Student Learning – Artifacts &amp; Analysis</th>
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Self-check:

1. **Objectives**
   - Did you include objectives that directly address the goal?
   - Did you include objectives that are observable and measurable?

2. **Description of Activities, Timelines, Collaboration and Resources**
   - Did you align your activities with your goal and objectives?
   - Did you state a timeline for completing the activities?
   - Did you include collaboration with others in your plan?
   - Did you include resources to support your professional development?

3. **Assessment**
   - Did you include in the plan the anticipated methods you will use to assess and document your professional growth?
   - Did you include in the plan the anticipated methods you will use to assess and document the effect on student outcomes?
Step IV: Documentation of Completion of the PrePDP  
Your PrePDP must include assessment data from your objectives that document professional growth and the effect on student learning.

1. Reflection and Summary

Explain how your evidence (include your data from both of your objectives) documents your professional growth in relationship to the Wisconsin Educator Standards identified in your plan and the effect of your growth on student learning. Include your analysis of the data you gathered from your students in your explanation. Additionally, please describe how you collaborated with others while working on your PrePDP.

Self-check:

☐ Did you discuss the evidence gathered supporting your activities?
☐ Did you describe how you grew professionally in the Wisconsin Educator standards identified in your plan?
☐ Did you describe the effect of your professional growth on student outcomes?
☐ Did you describe how you collaborated with others?
B. Submitting the Completed PrePDP

Submit your completed and signed PrePDP, including your evidence, to your University Supervisor as part of Tab 9 in the Transition to Teaching Stage of your Portfolio. Successful review of the Pre-Professional Development Plan (PrePDP) serves as evidence that all candidates have met performance-based standards as defined by the Wisconsin Department of Public Instruction.

**Triad Review - Signatures**

Student Teacher/Intern: __________________________/_________________________ Date: ___________

Print name  Signature

Cooperating Teacher: __________________________/_________________________ Date: ___________

Print name  Signature

University Supervisor: __________________________/_________________________ Date: ___________

Print name  Signature
INDEPENDENT PROFESSIONAL DEVELOPMENT ACTIVITY

Every teacher candidate will be responsible for participating in an Independent Professional Development Activity. The activity should be approximately 3 hours in length, relevant to your licensure program, and helpful to your professional growth. Your current supervisor must approve the activity as a relevant professional development activity.

You will need to complete this Report Form with a brief reflection of the experience and attach a copy of registration/receipts when relevant. Provide these materials to your supervisor. Supervisors will submit this with other evaluation materials to the Office of Field Experience.

This 3-hour activity reduces the number of total hours required for small group seminars. It needs to be completed prior to grade submission at the end of the 17-week semester. This is an excellent segue into the professional world of teaching and life-long learning.

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<tr>
<th>Name:</th>
<th>Major:</th>
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<tr>
<td>Supervisor:</td>
<td>Cooperative Teacher:</td>
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<tr>
<td>Activity or Conference/Seminar Attended:</td>
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<tr>
<td>Location:</td>
<td>Date:</td>
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Description of Developmental Activity: (attach registration or other proof of attendance)

What was gained professionally from this experience? List a minimum of 3 ideas or points.

University Supervisor SIGNATURE: ________________________________