Student Teaching

Policies and Procedures
Institute for Urban Education
Student Teaching Policies and Procedures

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

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

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UW System Universities:
UW- Eau Claire, UW- Green Bay, UW- La Crosse, UW- Madison, UW- Milwaukee, UW- Oshkosh, UW- Parkside, UW- Platteville, UW- River Falls, UW- Stevens Point, UW- Stout, UW- Superior, UW- Whitewater
Student Teaching Experience

Student teaching, the culminating field experience, is a full-time, school district semester assignment that places a university student under the guidance of an experienced, qualified cooperating teacher. Following an orientation period, the student teacher gradually assumes increasing responsibility for planning, instruction, and overall classroom management. Student teachers follow the daily schedule of the cooperating teacher and the building policies of the school, and function as a regular staff member regarding arrival and departure times and attendance at school events.

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

The student teaching experience can occur in a traditional student teaching placement, a student internship, or an international student teaching placement. All these options are considered full-time assignments. Carrying other formal course work during the student teaching semester is strongly discouraged.

Establishing Expectations

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

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

Negotiating a Statement of Expectations

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

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

These might include:

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

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

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

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

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

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

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

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

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

Responsibilities of the Student Teacher

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

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

**Timeline** – A phase-in teaching timeline should be developed with your co-operating teacher. A copy should be submitted to your supervisor.

**Classroom Schedule** – Students should provide supervisor with a daily classroom schedule.

**Lesson Plans** – A lesson plan must be written for every lesson you teach. Use the IUE lesson plan format or a format approved by your supervisor and cooperating teacher. Lesson plans are to be submitted to and approved by your cooperating teacher prior to teaching.

**Lesson Plan Binder** – all lesson plans are to be kept in a binder. This binder should be available for your supervisor during your observation.

**Lead Teaching** –
- Quarter Semester Placement – 2 full weeks
- Full Semester Placement – 4 full weeks

**Weekly Updates** – A weekly email update should be submitted to your supervisor. A general statement of progress, as well as any questions, issues or concerns should be included in your update.

**Journal** – A reflective journal should be kept and available for your supervisor at the time of your observation.

**Meeting Attendance** – Attend general staff and grade level meetings as well as conferences and family involvement events.

**Absence** – Contact your school and cooperating teacher if you will be absent. Your supervisor and the associate director should be notified by email.

**Seminar** – Attendance and participation.

**Community Services** – Students will be asked to participate in 2 volunteer activities.
Student Teaching Expectations and Guidelines

The IUE has developed some guidelines regarding the amount of time student teachers should be teaching throughout the semester (or quarter). The following is an example of what would be an ideal model for the student and cooperating teacher to follow.

Full Semester Placement
When the semester starts, students should be learning about classroom and school procedures and observing you model correct teaching methods and practices.

IUE students are required to complete 4 weeks of lead teaching. After about 2 weeks, students should start teaching one subject. After they are comfortable with this, they should take on another subject and continue building one subject after another until they are teaching half of the day. By the time the half days start, they should already have experience handling the teaching because of the gradual build. The building process can take place during weeks three, four and five.

When the student is comfortable with the half days, they should continue picking up the rest of what is being taught. This might put you around week 6, and can last until week 8. Gradually, they will assume the full time schedule. This has to be maintained at a minimum for 4 full weeks. By the time the 4 weeks of full time teaching starts, it should be viewed as a natural progression. The four weeks of lead teaching do not have to be consecutive. You will discuss this with your Cooperating teacher and University Supervisor. Oftentimes, the last two full weeks occur during weeks 10-15, depending on the status of the student teacher. During this period, students should be handling the lunch count and attendance just as they would if they were a full time teacher.

After the full 4 weeks of teaching time is completed, the semester is not over and neither is their teaching time. This is the time when the progression goes the other way. The regression will happened during weeks 16, 17 and 18, depending on the progress of the student teacher. At this time, the teacher can start to take back one subject at a time until students are done with the semester, or as you seen fit.

Quarter Semester Placement
For each quarter placement, students are required to teach 2 full weeks. When working with quarter placements, the following progression can be followed. When the quarter starts, students should be observing and learning about the classroom procedures and observing you model correct teaching methods and practices. After about a week, students should start teaching one subject. After they are comfortable with this, they should take on another subject and continue building one subject after another (weeks 2 and 3). By the fourth week, students should be teaching for half the day. By the time the half days start, they should already have experience handling the teaching because of the gradual build.

The students should continue on picking up the rest of what is being taught in week 5. Two weeks of full time teaching should begin in weeks 6 and 7. If the student teacher needs more
time to progress, their two weeks of full time teaching can happen in weeks 7 and 8. This should feel like a natural progression. During this period, students should be handling the lunch count and attendance just as they would if they were a full time teacher.

After the full 2 weeks of teaching time is completed, the semester, or quarter is not over and neither is the teaching time. This is the time when the progression goes the other way. At this time, the teacher can start to take back one subject at a time until students are done with the semester, or as you seen fit.

This plan does not have to be followed exactly. Every student teacher is different and can handle responsibilities at a different pace

**General Suggestions for the Student Teacher**

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

- Develop a receptive attitude toward feedback from your cooperating teacher and university supervisor. This feedback is essential for your growth as a professional.

- Keep communication lines open. Your cooperating teacher and university supervisor are there to help you in any way that they can. Ask for their advice and suggestions.

- Most student teacher-cooperating teacher relationships are warm and supportive. If communication problems develop with your cooperating teacher, talk to your supervisor immediately. Remember that many supervisors view themselves as advocates for their student teachers.

- Take time to discuss performance expectations with your cooperating teacher and university supervisor, especially at the start of the experience.

- Follow your cooperating teacher's lead in the daily hours spent at school.

- As you begin student teaching, look for ways to become involved from the very first day and expect to give more assistance than you receive. Volunteer special assistance for individual students or small groups, with playground duty, with clubs and other co-curricular activities.

- Daily attendance at school, barring emergencies, is required. Report absence to the school, the cooperating teacher, and the university supervisor. Attend all required meetings. Faculty meetings, grade level meetings, and others involving your cooperating teacher are "musts."

- Get to know support staff, including secretaries, custodians and resource people such as school counselors and IMC directors.

- Ask your principal to observe your teaching or to conduct a mock interview.
• Determine what is considered appropriate dress in your particular school and look the part of a professional. Consider that certain informalities in dress may be a privilege of regular faculty members and not applicable to a student teacher.

• Give yourself some quiet time at the end of each day to reflect on the day's activities.
Student Teaching Procedures Quick List

What if………

I am sick or will need to be absent from my student teaching placement?
• Contact your Cooperating Teacher.  
  AND
• Email your IUE supervisor.

I am going to be absent from my IUE Seminar?
• Contact your Seminar Instructor.

I need stress management help?
• Contact the IUE Program Director for a referral.

I am missing forms from my campus?
• Contact your University’s Field Experience Office.

My Supervisor rates me as struggling?
• A second supervision will take place. See the details of this arrangement in the policies and procedures booklet

I am having issues with my Cooperating Teacher?

Do you feel comfortable speaking with your Cooperating Teacher?

YES ➔ Work on resolving the issue with your Cooperating Teacher.

NO ➔ Contact your supervisor or the Program Coordinator.
  ↓
  Your supervisor or program coordinator will meet with you to discuss the issues and help you strategize to solve them.
Role of the Cooperating Teacher

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

Student teaching may be viewed as a partnership in teaching. Student teachers have the opportunity to experience and evaluate various values and beliefs about the profession when they participate as partners and co-teachers with the cooperating teacher. Student teaching also marks the beginning of a critical transition from student to professional for the student teacher. The cooperating teacher models professional behavior for the student and guides the teacher candidate toward a deeper understanding of school cultures.

Each student teacher brings to the experience a unique combination of teaching characteristics and skills. Therefore, the goal of the student teaching experience is to provide the student with maximum opportunity to perform to the degree that personal interest, abilities, and individuality will allow. Students who experience a high degree of involvement in teaching and other school-related activities report a successful student teaching experience.

Responsibilities of the Cooperating Teacher

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

Orient the Student to the Classroom and School
Very early in the experience cooperating teachers should discuss the following with the student teacher:

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

**Provide Opportunities to Observe and Analyze**

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

**Help Students Reflect on Teaching Choices**

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

**Support Development of a Personal Style**

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

**Identify New Challenges for the Student Teacher**

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

**Evaluate the Student Teacher**

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

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

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

If a Student Is Struggling
It is critical that the cooperating teacher share any concerns about the student teacher as early in the placement as possible. The cooperating teacher will contact the university supervisor immediately. If the student feels they are struggling, he/she should contact their university supervisor who will take appropriate action.
Role of the University Supervisor

The student teaching supervisor is an official representative of the UW System Institute for Urban Education who assumes responsibility for directly supervising student teachers and serving as liaison between the Institute and cooperating schools. The supervisor may be the program coordinator, a graduate student, or other adjunct staff. Please remember for the Institute for Urban Education, your supervisors have been hand-picked due to their knowledge and experience of urban education.

Responsibilities of the University Supervisor

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

1. Regularly schedule observations of student teachers and follow up conferences to improve instructional and self-evaluation skills. Observations should occur at intervals that provide for the greatest opportunity for growth.

2. Establish and maintain communication and positive relationships between the University and cooperating schools.

3. Help student teachers, cooperating teachers and building administrators develop an understanding of the student teaching program by providing pertinent materials and documents.

4. Learn the philosophy, objectives, organization and content of the cooperating school.

5. Write professional recommendations for student teachers if requested by the student.

6. Work with the University and cooperating personnel in planning appropriate experiences for student teachers.

7. Serve as a resource at meetings for cooperating teachers, if requested, and assist in identifying new cooperating teachers.

8. Orient student teachers to and clarify their role in the cooperating school.

9. Assist with content-oriented problems and serve as a resource for both the cooperating teacher and student teacher.

10. Assist the cooperating teacher and student teacher in a timely and continuous evaluation with emphasis on helping the student teacher develop and use reflective, self-evaluative techniques.

11. Coach the student teacher in the development of activities that demonstrate teaching competency and in the documentation of the teaching benchmarks in the teaching portfolio.

12. In the case of a struggling student teacher, keep prompt and substantial documentation while providing clear expectations and opportunities for improvement.

13. Assist the student teaching program coordinator in assigning student teachers and in recommending reassignment, if necessary. (NOTE: Changes in student teaching assignments, e.g., withdrawal of student from the program or reassignment of a...
Supervisory Visits

The Wisconsin Department of Public Instruction has established **minimum** requirements for student teaching observations. Supervisors must make at least four one-hour observation visits throughout the semester. At least two of these observations must be followed by a three-way conference involving the student teacher, cooperating teacher, and university supervisor. Written evaluations of each observation must be completed and returned to the Institute for Urban Education who will pass them on to the student’s home campus. Please note that while the State of WI DPI requires a minimum of four visits, the Institute prefers five observational visits.

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

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

Orientation Visit

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

Observation Visits

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

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

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

- Identify what the student teacher has done thus far, including a review of subjects taught, non-instructional activities, lesson planning skills, etc.
- Identify demonstrated strengths.
- Identify areas the student teacher needs to focus on during the second half of the semester.
- Develop an action plan for the rest of the semester, including specific experiences.
- Work with the cooperating teacher on a recommendation to the faculty program coordinator regarding the student's eligibility for certification.

Assessing the Student Teacher

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

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

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

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

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

**Legal Considerations Around Evaluation**

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

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

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

Background Checks

Your institution will direct you on how to complete the criminal background check (CBC) form and who to send it to at MPS. The IUE does not collect CBC forms or payment for them.

Among the many efforts initiated within the state of Wisconsin to protect children from potential harm from adults with criminal convictions, all candidates for teacher certification in our state now undergo a conduct and competency review at the time of application for licensure. Certain school districts and agencies require students doing fieldwork and/or student teaching to submit to a criminal background check as a condition for placement. By virtue of your enrollment in a course that contains a field component, you grant permission for background checks to be conducted.

Institute students who are preparing to teach are required to do their student teaching experience in an urban school. Each participating district, including MPS, will require students to do a background check. Failure to pass the background check renders a student ineligible for these placements, and our program.

In the case of a Milwaukee Public School placement, the University of Wisconsin Board of Regents and the Milwaukee Board of School Directors have an affiliation agreement that requires a criminal records investigation of all UW System students who will have a clinical field or student teaching placement in Milwaukee Public Schools. MPS will perform the background investigations.

Item #10 on the application form asks, “Have you ever been convicted of any offense (including felonies, misdemeanors, or ordinance violations) or do you have any charges pending, other than minor traffic violations?” Item #10 further states the “Convictions are not an automatic bar to participation in an MPS Clinical Education or Field Placement Program. Each case is considered on its own merit. A conviction not reported can be cause for rejections of an application . . . .”

Therefore, the Institute for Urban Education advises you to answer all questions completely because failure to report all of your convictions can result in rejection. It is the policy of MPS that if your application is rejected for failing to list all of your convictions, you may reapply after one year, and then if you list your convictions on your new application, they will evaluate the age and nature of the convictions.

Change of Placement

Fieldwork and student teaching placements are changed by the coordinator or director of the Institute for Urban Education only upon the recommendation of program faculty and only after discussion with the cooperating teacher, appropriate school administrators and university supervisor. Student teachers with placement issues should contact both their university supervisor and the program coordinator or director.
Second Supervision

In the event that your performance as a student teacher does not meet your program’s expectation of minimal performance (usually a C grade, or a no credit – check with your home campus), a request for a second supervision is made. The purpose of this supervision is to provide a second objective observer, and when indicated, generate recommendations that will facilitate the attainment of satisfactory performance. Your first supervisor discusses the need for a second supervision with your cooperating teacher and informs you in writing about specific areas of weakness. Your supervisor informs the building principal that a second supervision has been requested and submits a written request to the program coordinator/director. The program coordinator/director designates a second supervisor who then schedules observations as needed, confers with you and your cooperating teacher and makes a recommendation to your primary supervisor. The assignment of your final grade/evaluation remains the responsibility of your primary supervisor.

Termination of Placement

The Institute for Urban Education reserves the right to remove you from any placement if you are not performing satisfactorily or if other circumstances so warrant. In addition, the Institute recognizes the right of the cooperating institution to terminate a student’s participation for any reason. Students who fail to appear for an assigned field experience during specified placement dates and who fail to notify their cooperating teacher, university supervisor and program director/coordinator will be considered to have voluntarily withdrawn from the placement.

Student Teachers as Substitute Teachers

A student teacher MAY NOT serve as a substitute teacher at any time. A certified teacher must be assigned to the classroom, either the cooperating teacher, another teacher on the staff or a substitute teacher.

Although cooperating teachers are not required to be physically present in the classroom during the times that the student teacher is taking a lead in the instruction, the cooperating teacher is responsible for the classroom and should be available to the student teacher if necessary. A cooperating teacher may not just “look in” on a student teacher. Assigning an aide to the classroom in place of a certified teacher is not acceptable and a student teacher may not work under the supervision of a classroom aide.

If a student teacher’s cooperating teacher is absent, a substitute teacher must be hired. If a student teacher’s cooperating teacher is asked to substitute for another teacher or is assigned to a different classroom for a day or half-day, the student teacher may not remain in the cooperating teacher’s room as a substitute teacher.

School Regulations

When doing fieldwork or student teaching, you are expected to act in accordance with all local school regulations governing pupils and professional personnel in the school to which you are assigned. At the beginning of your placement, ask your cooperating teacher or building administrator for a copy of the local rules and regulations.
**Tuberculosis Skin Test**
The Wisconsin Department of Health requires all students placed in schools to provide evidence that they are free of TB. Institute students must submit verification of a TB test taken within a 10 month period immediately preceding the starting date of the field experience.

**First Aid, Medication and Blood Borne Pathogens**
To protect yourself from blood borne pathogens, keep a pair of protective gloves in your pocket during fieldwork and student teaching. It is generally inadvisable for teachers to give medication, even aspirin or cough drops, because they could be harmful for some students. Because you can be sued for improper treatment, avoid treating injuries. Administer first aid only in case of an emergency such as choking or profuse bleeding.

**Search and Seizure**
The fourth amendment gives individuals freedom from unreasonable searches and seizures. Weighing this freedom against a safe and drug free school environment, however, the courts usually rule in favor of the schools. Searches are increasing as drug use and violence in schools become greater problems. If you suspect a student at a fieldwork or student teaching site possesses something illegal, discuss this with your cooperating teacher. **Do not conduct a search yourself and do not search a student's body or clothing for suspected harmful items.**

Signs are posted at main entrances to schools to serve as notice to students and non-employees that they may be subject to a search with a metal detector, as a condition of entry, and that by the fact of entry they will be deemed to have freely and voluntarily consented to such search of their persons and or possessions, for weapons.