



Student Teaching Guidance

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Introduction

This guidance document is written for and distributed to individuals who participate in required student teaching field experiences in the PK-12 schools as part of their program of study through eduCATE-WI. It is intended as a guidebook for students. This is not considered to be a contract. Student teaching is one of the most important experiences for students preparing to become professional educators. It represents the culminating experiences during which students transform their content knowledge into professional practice in a real-life setting.

Information contained in this document is subject to change. For the most specific, up-to-date information on any subject that is part of this guide, please contact your Program Administrator. eduCATE-WI is committed to equal opportunity regardless of race, color, religion, sex, national origin, age, disability, political affiliation, or other protected status. For more information on these, please refer to the eduCATE-WI Student Handbooks:

[10 Sped Student Handbook](#)

[Project Teaching Student Handbook](#)

Program Objectives

Student teachers facilitate learning among pupils while simultaneously improving one's own teaching competence through professional teaching. The cooperating teacher, the eduCATE-WI supervisor, the eduCATE-WI advisor, and the teacher candidate share responsibility in providing planned, sequenced, systematic, and guided experiences for the teacher candidate that actively promote:

- The Wisconsin Department of Public Instruction Educator Standards: <https://dpi.wi.gov/licensing/programs/educator-standards>
- The development of cognitive, physical, social-emotional, ethical, and aesthetic abilities in the context of significant teaching responsibilities;
- The development of a philosophy of education that is sound, workable, evolving, articulated, democratic, and reflected in practice;
- The development and application of traditional and state-of-the-art instructional techniques, methods, and strategies that reflect the findings of research and the wisdom of practice;
- The facilitation of learning among all pupils in response to physical, cognitive, developmental, behavioral needs, and cultural diversity;
- The assessment of teaching in terms of the needs of each individual pupil and the goals and objectives of school programs;
- The development of professional reflection, interests, attitudes, ideals, and accomplishments; and
- An understanding of the school as a learning community and as part of the larger community, the state, the nation, and the world.

eduCATE-WI has identified student objectives in the categories of knowledge, skills, and dispositions to meet expectations of the Department of Public Instruction. Varied evaluation measures are utilized during student teaching to assess progress. The data collected are used in the on-going process of program

improvement.

The Department of Public Instruction has adopted the Wisconsin Teacher Standards (WTS) which incorporate the principles and standards leading to licensure in the state of Wisconsin. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under each of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils 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 and exceptionalities.
4. 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.
5. 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.
6. 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.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, and professionals in the learning community and others who actively seek out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness and in an ethical manner.

The Wisconsin Department of Public Instruction defines student teaching as classroom practice through observation, participation, and actual teaching practice under the direction of a college or university supervisor of teacher candidates and a cooperating teacher as part of the professional education program offered by an institution. Teacher candidates should gradually assume responsibility for teaching, culminating in full time/whole class/whole day teaching by the end of the experience.

Students are observed and evaluated by their cooperating teacher, their supervisor and through self-reflection. Teacher candidates are also responsible for all administrative duties associated with their placement including the planning of lessons and curriculum building, grading, co-teaching and working with special education and administrative personnel in the district, and maintaining positive relationships with school families, parents and the community. It is imperative that the teacher candidate demonstrates a professional demeanor and ethical behavior throughout this experience.

Professionalism

All students seeking a recommendation for licensure upon program completion must have experiences in a school-based setting. Participating in these experiences pre-supposes acceptance of a code of ethics, a “professional” manner of behaving. Lack of professionalism can be grounds for lower evaluations or dismissal from any field experience. Professionalism can never be defined completely, but the following statements serve as guides to what is expected of students in completing their experiences within the schools.

- Students must be responsible. This includes meeting the attendance requirements, notification of absences, keeping hours appropriate to the assignments, and timely completion of tasks assigned as part of the experience.
- Students must adapt to reasonable expectations of the school concerning personal appearance and behavior. Students must dress appropriately for the school setting. They must conduct themselves to meet reasonable school and community expectations.
- Students must always interact with school personnel, pupils, and pupils’ parents or guardians in a professional and ethical manner. Students must not illegally or unethically discuss information about pupils, or school personnel. This includes communication on social media. Confidentiality regarding information resulting from personal knowledge, tests, reports, records, etc., must be maintained.
- Treatment of pupils within the school must be equitable and reasonable for all students regardless of race, color, gender, gender identity, gender expression, creed, religion, age, ancestry, national origin, disability, sexual orientation, marital status, political affiliation, Vietnam-era veteran status, parental status and pregnancy. Students must not use professional relationships for economic or social gain, or in any other way.
- Students must provide a reasonably balanced view of their subject, recognizing that the classroom should not be used for the indoctrination of personal views or values.
- Students will respect the rules and regulations of eduCATE-WI and the privacy of communication with eduCATE-WI personnel.

Adherence to the Calendar of Assigned School

Teacher candidates are required to follow the semester of the local school district, including vacation periods and evening or weekend obligations (e.g., family-teacher conferences, open houses). If the school site uses trimesters, then the teacher candidate should consult with the Program Administrator to schedule student teaching start and end dates.

Teacher candidates are under the same obligation for regular attendance as cooperating teachers. Personal illness or family emergencies are the usual reasons for approved absences. Special requests for absences must be discussed with and approved by the cooperating teacher and by the eduCATE-WI supervisor. Such requests must be limited in number and mutually agreeable arrangements regarding student teaching responsibilities must be made between the cooperating teacher and the teacher candidate in advance whenever possible. For example, teacher candidates are not permitted to be absent from their assignment to participate in job interviews without first consulting with their cooperating teacher and informing their eduCATE-WI supervisor.

Absence is dealt with on a case-by-case basis by the eduCATE-WI office in consultation with the eduCATE-WI supervisor and cooperating teacher. *Excessive absence can result in dismissal from the student teaching placement.*

Student Teaching Period

The timing of assuming teaching responsibilities will depend on the teacher candidate's demonstrated readiness and preparation. Both the cooperating teacher and the teacher candidate must agree that the teacher candidate is ready. Usually the teacher candidate begins limited classroom instruction within the first two weeks. For the elementary/lower level teacher candidate, this may mean presenting one or two lessons per day; for the secondary/middle to upper level teacher candidate, it may mean assuming responsibility for one class period.

Submit written daily and long-range plans to the cooperating teacher sufficiently in advance to allow for a pre-teaching conference. No specific form is required by eduCATE-WI; the cooperating teacher and teacher candidate may choose to develop a lesson plan format together.

Conferring with the Cooperating Teacher

Conferences are basic to a successful student teaching experience. Routine conferences are usually scheduled by the cooperating teacher in advance. Other conferences may be requested by the cooperating teacher or teacher candidate on short notice. When anticipating or facing a teaching-related problem or challenge, the teacher candidate assumes the initiative for requesting a conference with the cooperating teacher. The purpose for conferences should be defined and the teacher candidate should view conferences as an opportunity for professional assistance.

Informal meetings should occur frequently throughout the student teaching experience and in all cases the teacher candidate must be considerate of the cooperating teacher's time. Conferences also provide regular opportunities to share successes and to reflect upon teaching experiences.

Opportunities to Teach

Although the cooperating teacher authorizes when the teacher candidate may begin to assume teaching responsibilities, much depends upon the initiative of the teacher candidate. The factors include the teacher candidate's readiness to assume responsibility, the nature of the subject or teaching area, the degree of competence the teacher candidate has demonstrated, knowledge of the subject matter, the instructional process, and the types of pupils. Generally, the portion of the cooperating teacher's schedule for which the teacher candidate assumes responsibility is gradually increased until such time that the teacher candidate has assumed most or all responsibilities for teaching.

Student Teaching Semester

Student teaching is a full-time, school district semester assignment that places an eduCATE-WI student under the guidance of an experienced, qualified cooperating teacher. A fall semester assignment will typically begin the later part of August and end the later part of January. A spring semester assignment will typically begin the later part of January and end the beginning to mid-June. Holiday breaks follow the school district calendar. Because every placement for student teaching is unique, the descriptions below are provided as a general guide, not a script to be followed.

First phase of student teaching: The student becomes familiar with the cooperating teacher, the students, the curriculum and the classroom, school and community contexts and gradually begins to build skills in curriculum planning and implementation. During this period, the student assists with routine classroom management activities and supervises works of individual students and small groups of learners. It is expected that the student will be asked to take on some actual teaching duties, perhaps with a small group or presentation of a single lesson or take over responsibility for a specific content area. During this phase, the amount of responsibility will vary depending on the classroom context and daily routine. Student

teachers will gradually take on more and more responsibility for instruction. Because all student teachers have completed pre-student teaching prior to the student teaching semester, they should be ready to assume a responsible role in the classroom. However, the student teacher, cooperating teacher and eduCATE-WI supervisor should cooperatively develop a timeline and schedule that is context-specific.

Second phase of student teaching: During the second phase the student becomes more independent and the cooperating teacher assigns more responsibility to the student for regular teaching duties. The student teacher should be taking on the routine aspects of classroom management activities such as attendance and routine grading or assessments.

The student should be teaching entire lessons and planning units of study, gradually working up to partial day responsibility for the curriculum and assessment. It is important that the cooperating teacher and student teacher continually re-examine the pace at which classroom responsibilities are assumed in relation to the student teacher's demonstrated abilities. Teaching responsibility should be assumed gradually enough to allow the student teacher time to adjust, yet rapidly enough that the student faces continuing challenges.

The cooperating teacher should be providing regular feedback and advice to the student teacher on planning skills and actual classroom performance. The midterm evaluation and self- evaluation should be completed.

Third phase of student teaching/Independence: During this phase, the cooperating teacher assigns responsibility to the student for all regular teaching duties. The student teaches entire lessons and units of work as the lead or primary classroom teacher and is responsible for all assessment- related tasks and reporting. It is important that the cooperating teacher continue to provide the student with feedback on planning skills and classroom performance.

The field study semesters and student teaching semester are critical in the development of preservice teachers. It is expected that the cooperating teacher, student teacher, and eduCATE-WI supervisor will be in constant contact throughout these semesters to support the student.

Workload of a Teacher Candidate

The student teaching experience requires a commitment for the duration of the assignment. An appropriate workload for the teacher candidate should be cooperatively arranged and agreed upon by the cooperating teacher, the teacher candidate, and eduCATE-WI. A full range of activities should include, but not be limited to:

- Classroom instruction
- Student assessment
- Classroom management
- Faculty meetings
- Supervisory duties
- Co-curricular activities
- Parent-teacher conferences

Teacher candidates normally do not start out by carrying the same, or an equal teaching load as a regular classroom teacher, they gradually assume more responsibility throughout the experience. At a minimum, the teacher candidate should experience teaching a full load for at least one week during placement. The

actual number of classes assigned to teacher candidates varies across programs. Key factors include the student's readiness to assume increased responsibility and the number of preparations involved.

Responsibilities in the School

The teacher candidate will:

- a) Observe policies, rules, regulations, and hours of the cooperating school.
- b) Become aware of and follow the line of authority in the school.
- c) Dress, act, talk, and behave as a member of the teaching profession.
- d) Observe standards of conduct as set forth by professional ethics and requirements of good citizenship.
- e) Recognize that teacher candidates are guests of the host school district and act accordingly.
- f) Learn about the physical facilities, school building and the resources available in the school system such as special equipment, computers, library, pupil services, etc.
- g) Introduce self and become acquainted with the administration, faculty, and staff (office staff, custodians, school nurse, school counselors, paraprofessionals, etc.)
- h) Gradually assume responsibilities for non-teaching duties such as care and physical order of the classroom and labs, bulletin boards, recess duty, hall duty, lunchroom duty, etc.
- i) Observe, with advance permission, teachers in other areas and at various grade levels.
- j) Seek opportunities to participate in IEP meetings and/or Response to Intervention planning.

Responsibilities in the Learning Environment

The teacher candidate will:

- a) Get to know the students and plan according to their needs and abilities. Learn the names of the students.
- b) Teach the curricula approved by the district where placed. The cooperating teacher(s), in conjunction with the teacher candidate, will determine the units to be taught.
- c) Prepare adequate lesson plans well in advance of actual classroom teaching and submit such plans as required to the cooperating teacher.
- d) Respect student, family, ethnic, and cultural backgrounds.
- e) Show enthusiasm and respect for all course/program areas.
- f) Assist in maintaining a positive and pleasant learning environment.
- g) Become knowledgeable of safety and sanitation regulations and the location of safety equipment.
- h) Use time, materials, and supplies economically.
- i) Protect and maintain equipment.
- j) Create and maintain appropriate classroom management strategies.
- k) Be a positive role model for students.

Responsibilities to Students

The teacher candidate will:

- a) Recognize the primary responsibility is to the students, understanding that nothing must interfere with carrying out this obligation.
- b) Be caring, understanding, and fair.
- c) Promote self-confidence, personal development, and cooperation among all students.

- d) Encourage self-discipline and responsibility.
- e) Actively engage all students.
- f) Respectfully communicate with all learners.
- g) Contribute to the development of higher order thinking.
- h) Maintain confidentiality. Be discreet in discussing students with the cooperating teacher, other faculty, the administration, and parents.
- i) Be safety conscious – it is an obligation to safeguard students.
- j) Make sure students understand lessons.
- k) Collect data on student learning, analyze it, reflect on your work, and develop strategies to improve learning.
- l) Apply research-based classroom management strategies.
- m) Utilize instructional technology to improve student learning.

Responsibilities to the Cooperating Teacher

The teacher candidate will:

- a) Submit written lesson plans as requested by the cooperating teacher and eduCATE-WI supervisor.
- b) Maintain confidentiality.
- c) Follow the guidelines set up for the classroom/laboratory/department.
- d) React favorably to constructive criticism.
- e) Show initiative and willingness to work.
- f) Be appreciative of the help and time the cooperating teacher is providing.
- g) Communicate regularly with the cooperating teacher.
- h) Participate in parent-teacher conferences as requested.
- i) Tactfully refer all parental requests for pupil data, evaluation, and progress to the classroom teacher.
- j) Remember that the cooperating teacher is legally responsible for this class. The student teacher should only assume authority delegated to him/her by the cooperating teacher.
- k) Submit materials created during the student teaching experience to the cooperating teacher.
- l) Respect school district policies regarding use and ownership of classroom equipment and materials.

Responsibilities to the eduCATE-WI Supervisor

The teacher candidate will:

- a) Respond to his/her supervisor when the supervisor emails or calls.
- b) Contact the supervisor as soon as possible if a situation arises that causes questions, problems, or concerns.
- c) Notify the supervisor as soon as practical in case of absences.
- d) Notify the supervisor immediately in case of school cancellations.
- e) Work with the supervisor to schedule the required supervisory visits or make changes to scheduled visits.

Responsibilities to Self

The teacher candidate will:

- a) Commit to and demonstrate an attitude of continuous learning throughout the experience.
- b) Set goals, if needed, on the student teaching performance via the student teaching evaluation within one week of the evaluation being submitted by the supervisor or cooperating teacher.
- c) Reflect on the student teaching performance on an ongoing basis. Identify strengths and areas for professional growth and development and discuss these with the cooperating teacher and supervisor.
- d) Observe the cooperating teacher and/or others to re-evaluate your knowledge, skills, and dispositions.
- e) Maintain a professional attitude towards your work.
- f) Enjoy your student teaching experience!

Suggested Weekly Plan for Semester-Long Student Teaching

1. Weeks one – two:

- a. Begin the semester with observation in the classroom of your cooperating teacher for the first 1-2 weeks.
- b. Observe all lessons, learn students' names, become familiar with their educational levels and pertinent background information, get acquainted with administration, office personnel, cooks, custodial staff, and paraprofessionals, and learn the school layout.
- c. Attend open house, staff meetings, and staff development sessions.
- d. Meet with the team to plan curriculum for the opening weeks of school.
- e. Become familiar with student report cards to facilitate lesson planning. Become knowledgeable of the Common Core State Standards.
- f. Note the strategies used for classroom management and instructional strategies.
- g. Ask about lesson planning strategies and clarifying a plan for the 18 weeks of student teaching.
- h. Observe each day's lessons, interact with student, get acquainted with students through Ice Breakers.
- i. Identify the units you will be teaching and what curriculum plans exist to use as a guide.
- j. Review district and school handbooks.
- k. At week's end, lead one warm-up activity.
- l. Begin to co-facilitate morning meetings/greeting.
- m. Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections.

2. Weeks two - three:

- a. Continue observing the day's lessons and interacting with students.
- b. Lead one warm-up activity.
- c. Begin assisting with morning reading log/homework checks.
- d. Begin assisting with attendance and any lunch routines.
- e. Meet and plan for readiness for team teaching for Week 4.
- f. At week's end, facilitate small groupwork.
- g. Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher can share evaluation/observation comments.

- 3. Weeks four - six:** Begin team-teaching one class period by the fourth week.
 - a. Lesson plans need to be developed for classes and approved by the cooperating teacher.
 - b. Lead three warm-up activities
 - c. Plan on co-teaching with cooperating teacher as the lead teacher and teacher candidate as facilitator; teacher candidate will be encouraged to participate and elaborate throughout the lessons
 - d. The cooperating teacher and supervisor will request to see your lessons plans.
 - e. Continue to facilitate small groups.
 - f. Meet and plan team teaching for the next week.
 - g. Attend teacher development sessions. Attend monthly staff meetings.
 - h. The cooperating teacher and teacher candidates conference for 15-30 minutes regarding the week's observations and reflections; Cooperating teacher will share evaluation/observation comments.
 - i. eduCATE-WI Supervisor will observe, provide feedback, and evaluate by the end of the first or second month.
 - j. Continue to add a class every 1 - 2 weeks so you are teaching the whole day by the tenth week and have the full responsibilities of the teacher.
 - k. Plan, instruct, assess
 - l. Attend staff meetings
 - m. Provide parent communication

- 4. Weeks seven - eight:**
 - a. The cooperating teacher will formally evaluate by the end of the quarter. The observations should be a minimum of one class period with a conference. The rubric evaluation is scored on each of the 10 Wisconsin Teaching Standards and scoring may start at level 2 or 3 but must be at a level 3 (proficient) by the end of the semester.
 - b. The cooperating teacher and teacher candidate meet to outline themes and objectives for Weeks 8 and 9.
 - c. At beginning of week (Monday or Tuesday), teacher candidate will submit lessons for Week 8; cooperating teacher and teacher candidate will discuss revisions and suggestions the next day.
 - d. Lead five warm-up activities and self-reflect.
 - e. Continue co-teaching with student teacher as the lead teacher and cooperating teacher as facilitator; cooperating teacher will be encouraged to participate and elaborate throughout the lessons.
 - f. Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments.
 - g. Attend teacher development sessions. Attend monthly staff meetings.
 - h. Please continue to seek feedback from your cooperating teacher and the eduCATE-WI supervisor.

- 5. Weeks nine – fifteen:**
 - a. Student teacher will continue with the responsibilities for each period of the day; the cooperating teacher will critique the day's lessons.
 - b. With guidance from your cooperating teacher, begin to reduce the number of classes

taught.

- c. Use this time with your cooperating teacher especially in areas that may not be areas of strength. Use this time to observe other grade levels or similar content areas.
- d. Attend teacher development sessions. Attend monthly staff meetings.
- e. Teacher candidate will assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day
- f. Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections; Cooperating teacher will share evaluation comments via:
 - Anecdotal notes from each lesson
 - Evaluations
 - Pertinent Wisconsin Teacher Standards
- g. eduCATE-WI Supervisor will observe, provide feedback, and evaluate by the end of the third month and near the end of the semester.
- h. Teacher candidate will assume the responsibilities for each period of the day and the cooperating teacher will critique the day's lessons.

6. Weeks fifteen - eighteen:

- a. Teacher candidate will gradually assume the role of facilitator in the classroom while the cooperating teacher assumes the responsibilities for each period of the day.
- b. Assist in filling out semester-end report cards.
- c. Continue to attend teacher development sessions and monthly staff meetings.
- d. Cooperating teacher and teacher candidate conference for 15-30 minutes regarding week's observations and reflections.

Withdrawal from Student Teaching

Students who withdraw or receive an unsatisfactory grade ("NC" or No-Credit) from a student teaching placement may need approval from the eduCATE-WI Director, eduCATE-WI supervisor, Program Administrator, and district officials. Permission to repeat student teaching is not automatically granted. A confirmed student teaching placement is considered an informal contractual agreement between eduCATE-WI and the school in which the student is located. Under this agreement, eduCATE-WI faculty, program coordinators, Cooperating Teachers, and students assume certain responsibilities and obligations to one another. A student's withdrawal from an assignment is considered to be an exception to the agreement and should occur only under the most unusual circumstances. Due to the consequences, withdrawal from a confirmed assignment may have on a student's future progress in the teaching certification program, a student who contemplates such action is strongly urged to consult with the program coordinator to fully understand the implications of such action and the options available.