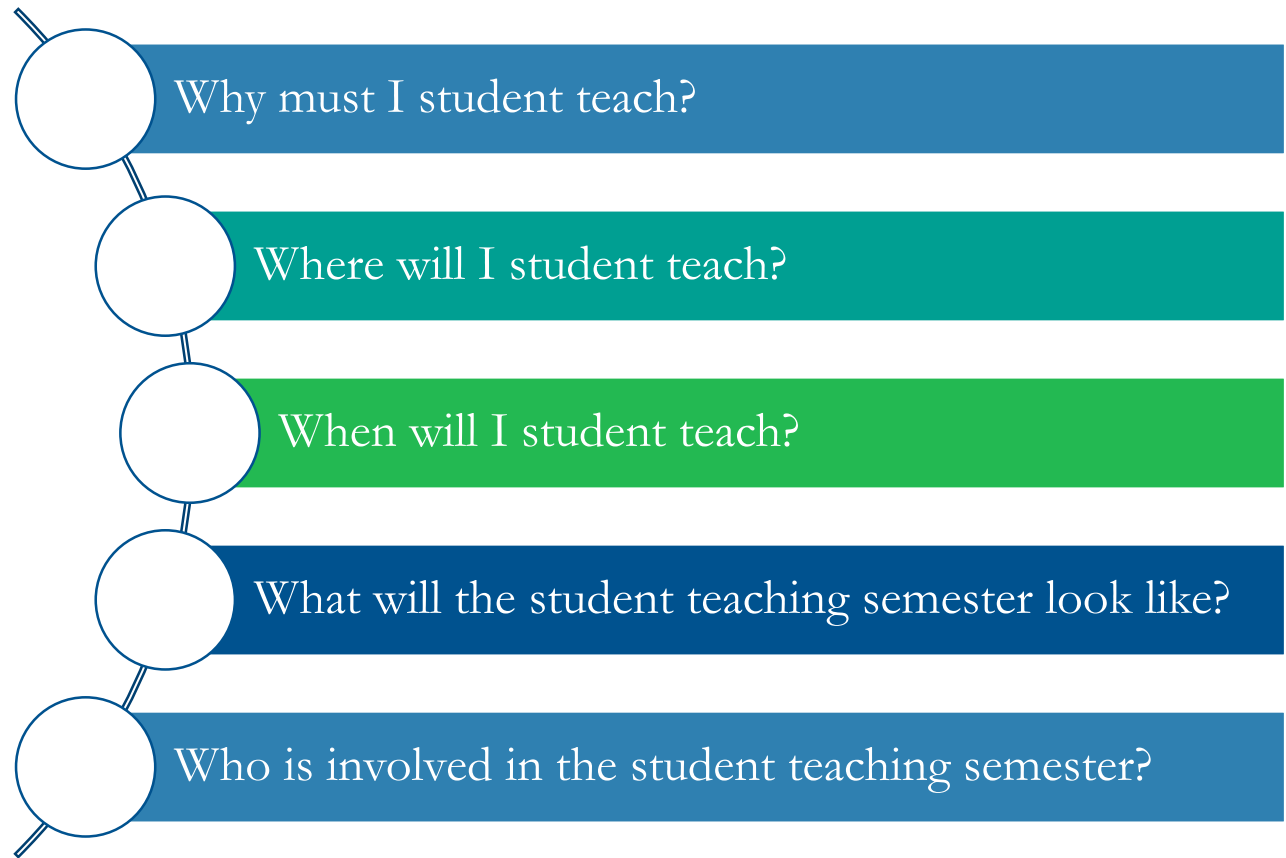




Student Teaching Module



Why must I student teach?

Candidates who have successfully completed the program coursework must complete student teaching. *If you are currently teaching fulltime under a 1-Year License with Stipulations, you will be evaluated as a student teacher.*

Students seeking an *initial* certification

- must student teach full days for a full semester following the daily schedule and semester calendar of the cooperating school (Wis. Stats. 118.19(3)(a)).

Students seeking an *additional* certification

- will complete their student teaching within a 9-week timeframe.

Where will I student teach?

•Per PI 34.023 (1), students are required to student teach in the subject area and developmental level in which they are seeking certification.

10 Sped:

- Early Childhood Special Education
- Kindergarten – Grade 8 Special Education
- Grades 9-12 Special Education

Project Teaching

- Early Childhood (in the certification(s) they are seeking)
- Kindergarten – Grade 8 (in the certification(s) they are seeking)
- Grades 9-12 (in the certification(s) they are seeking)

- If you are working on a 1-year license with stipulations in the subject area and age level you are getting certified in, student teaching can be set up *on the job*.
- If you are not working on a 1-year license with stipulations, you will have the opportunity to request placement in specific districts. Your program administrator will contact the school district(s) and request placement. (Students do not set up their own student teaching placement.)

When will I student teach?

In order to be eligible to student teach:

1. The student must have completed and passed all required coursework.

10 Sped Students:

EDWN 605, EDWN 606, EDWN 608

Project Teaching Students:

EDWN 600, EDWN 603



2. The student must have passed all pre-student teaching requirements.

What will the student teaching semester look like?



Student Teaching Requirements:

- The student must be assigned a cooperating teacher or team of cooperating teachers.
- The student teaching experiences must be developmental in scope and sequence, occur in school settings, and meet the statutory requirements identified in s. 118.19 (3)(a), Stats.
- The student teaching experience must provide the student the opportunity to interact with and adapt instruction for students with disabilities.
- Students must demonstrate greater knowledge and understanding of the Wisconsin 10 Teacher Standards, Communication Skills, Human Relations and Professional Dispositions, Content Knowledge, and Pedagogical Knowledge as demonstrated by a proficiency rating on the cooperating teacher and supervisor performance evaluations.

PI34 Evaluation Requirements



Student Teaching Evaluation Rubric based on the 10 Wisconsin Teacher Standards is provided by Educate-WI. Both the cooperating teacher and the Educate-WI supervisor will use the Student Teaching Evaluation Rubric to measure student proficiency on the 10 Wisconsin Teacher Standards.

- For students seeking *initial* certification:
 - The cooperating teacher will complete **two evaluations** and participate in **three conferences** with the student teacher and supervisor throughout the semester.
 - The Supervisor will conduct **three observations/evaluations** and participate in **three conferences** with the student teacher and cooperating teacher throughout the semester.
- For students seeking *additional* certification,
 - The cooperating teacher will complete at least one evaluation and participate in one conference with the student teacher and supervisor.
 - The Supervisor will complete at least one evaluation and participate in one conference with the student teacher and cooperating teacher.
 - This could be one conference if both observations and evaluations are conducted at the same time.
 - If the student does not demonstrate proficiency, additional evaluations will be required.

Student Teaching Evaluation Requirements

Initial certification seeking student:

- Initial certification seeking student teachers must student teach full days for a full semester and follow the school district calendar and the cooperating teacher's schedule. If the district is on trimesters, then the student teacher must student teach for 18 weeks.
- The supervisor must complete three observations and evaluations in person or real time virtual. One observation and evaluation must be done in person.
- The cooperating teacher must complete two observations and evaluations.
- Evaluations should be scheduled at regular intervals throughout the semester to allow students to develop necessary skills.
- The cooperating teacher, student teacher, and supervisor must conference after each evaluation (for a total of three times).

Additional certification seeking student:

- Additional certification seeking student teachers must demonstrate proficiency within a 9-week timeframe.
- A minimum of one observation and evaluation must be completed by the cooperating teacher.
- A minimum of one observation and evaluation must be completed by the supervisor.
- The cooperating teacher, student teacher, and supervisor must conference after each evaluation (could be one conference if both observations and evaluations are conducted at the same time).
- If the student does not demonstrate proficiency, additional evaluations will be required.

Student Teacher Responsibilities



- Keep the contractual schedules/hours/days of their cooperating teachers and be on time
- Assume all the contractual responsibilities and expectations the school/district has of their teachers
- Assume this responsibility in a gradual sequence with opportunities to observe and learn from cooperating teachers
- Spend the time necessary outside of school to prepare for student teaching responsibilities
- Demonstrate disposition for teacher (both professionally and ethically)
- Dress professionally according to the dress codes of the school
- Ascertain permission from their cooperating teachers for all the activities they do on the school site
- Be observed in their assigned classrooms by cooperating teacher and Educate-WI supervisor, to participate in conferences where they will receive feedback from cooperating teacher and supervisor, and to participate in the performance evaluation process.
- Follow directions given in writing or orally from the cooperating teacher and Educate-WI supervisor. Ask questions for clarification and/or for any help they need with placement assignments, course assignments, etc.
- Keep in mind that you are a guest in the classroom.
- Please remember that the Cooperating Teacher you are with, volunteered to have you in their classroom.
- The student teacher is not able to make changes to the classroom environment, curriculum, or the behavior management plan without the consent of the Cooperating Teacher.

Both the cooperating teacher and the Educate-WI supervisor will use the Student Teaching Practicum Evaluation Rubric to measure student proficiency on the 10 Wisconsin Teacher Standards.

Student Teaching Practicum Evaluation Rubric

Wisconsin State Standard #1: LEARNER DEVELOPMENT

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

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|---|---|--|--|--|
| | | Assesses individual development and connects learning tasks with learner experiences in a way that encourages learners to assume responsibility for their learning. | Assesses individual development and seeks to connect learning tasks with learner experiences. | Aware of individual development, but does not always successfully connect learning tasks with learner experiences. | Attempts to assess individual development and occasionally connects learning tasks with learner experiences. | Does not assess individual development or connect learning tasks with learner experiences. |

Wisconsin State Standard #2: LEARNING DIFFERENCES

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

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|---|--|--|---|--|
| | | Consistently provides instruction to meet diverse learner needs. Differentiates for individual learners, connecting with their personal and community assets. | Makes appropriate provisions for learners who have different approaches to learning, employing assistive technology is required. | Makes provisions for learners who have different approaches to learning, but does not always adapt instruction successfully. | Understands appropriate provisions for individual learners who have different approaches to learning, but seldom adapt instruction. | Does not make provisions for learners who have different approaches to learning. |

Student Teaching Practicum Evaluation Rubric cont.

Wisconsin State Standard #3: LEARNING ENVIRONMENTS

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

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|---|--|---|----------------------------------|---|
| | | Actively and equitably engages learners, building learner capability to show respect for one another. | Establishes and enforces clear expectations of learner behavior. | Establishes but enforces expectations of learner behavior inconsistently. | Adds rules after problems arise. | Neglects to state expectations, doesn't enforce them. |

Wisconsin State Standard #4: CONTENT KNOWLEDGE

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

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|---|--|---|--|---|
| | | Can explain complex ideas from subject area. Engages learners to demonstrate inquiry skills appropriate to the subject area. Stimulates learner reflection. | Can explain complex ideas from subject area. Engages learners to demonstrate inquiry skills appropriate to the subject area. | Understands but can't explain some complex ideas. Is will to say, "I don't know." | Explains the basics, but gets stuck easily. Is flustered by not knowing. | Asserts incorrect information. Will make up something instead of not knowing. |

Student Teaching Practicum Evaluation Rubric cont.

Wisconsin State Standard #5: APPLICATION OF CONTENT

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

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|---|---|---|--|--|
| | | Engages learners in applications of content using current tools and real world problems. Seeks to enhance learner communication within the content according to diverse perspectives. | Engages learners in applications of content using current tools and real world problems. Seeks to enhance learner communication within the content. | Engages learners in understanding content. Seeks to enhance learner communication within the content. | Engages learners inconsistently in understanding content. Seeks to enhance learner communication inconsistently. | Has difficulty engaging learners in learning tasks. Has difficulty addressing learner communication within content area. |

Wisconsin State Standard #6: ASSESSMENT

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

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|--|--|---|---|-----------------------------|
| | | Plans both formative and summative assessments. Successfully uses multiple methods and technologies of assessment to measure learner development and learning. | Plans multiple methods and technologies of assessment to measure learner development and learning. | Attempts to use performance assessment, informal assessment, and technology in addition to traditional tests/assessments. | Uses commercial and teacher-made tests and quizzes. | Uses only commercial tests. |

Student Teaching Practicum Evaluation Rubric cont.

Wisconsin State Standard #7: PLANNING FOR INSTRUCTION

The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|--|---|--|--|---|
| | | Creates relevant long and short-term plans tied to state standards. Links instruction to learner experience. | Creates relevant long and short-term plans tied to state standards. | Plans day to day instruction well, but struggles with long-range planning. | Planning is attempted, but requires several revisions. | Plans seldom fit the time allotted and often miss targeted goals. |

Wisconsin State Standard #8: INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|---|---|--|---|--------------------------------|
| | | Uses a variety of appropriate teaching methods effectively, including technology to create learning situations that stimulate all learners. Monitors student learning to adjust strategies. | Uses a variety of teaching methods including technology to create learning appropriate to majority of learners. | Varies methods somewhat, relying on one method the majority of the time. | Attempts several methods but doesn't adapt to situations. | Uses only one teaching method. |

Student Teaching Practicum Evaluation Rubric cont.

Wisconsin State Standard #9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|--|--|---|--|--|
| | | Shows active realistic self-evaluation, constantly monitoring and assessing learner needs. Engages in ongoing personal professional development. | Occasionally self evaluates. Engages in ongoing personal professional development. | Occasionally self evaluates effectively, but not a routine. | Beginning to self evaluate, but either too critical or too generous. | Seems completely oblivious to personal impact on others. |

Wisconsin State Standard #10: LEADERSHIP AND COLLABORATION

The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

| Score | Comments | Level 5: Advanced | Level 4: Advanced | Level 3: Proficient | Level 2: Emerging | Level 1: Emerging |
|-------|----------|---|--|--|--|---|
| | | Actively seeks collaboration with colleagues and community, utilizing technology when appropriate. Works to develop and maintain working relationships. | Collaborates with colleagues and parents when invited, utilizing technology as appropriate. Works to maintain and develop collegial relationships. | Works with the same peers, parents, and community members without adding new partners. | Beginning to work with others when asked. Friendly with parents and community. | Shuns opportunities for working with others, avoids parents, and community members. |

Who is involved and what are their roles?



Student Teacher

- The student teacher has the support of the Educate-WI Supervisor, Educate-WI Instructor/Advisor, Cooperating Teacher, and Program Administrator.



Educate-WI Supervisor

- The Educate-WI Supervisor will schedule observations, conduct evaluations and conference with the student teacher and cooperating teacher.



Cooperating Teacher

- The Cooperating Teacher will schedule observations, conduct evaluations and conference with the student teacher and Educate-WI Supervisor



Educate-WI Instructor/Advisor

- The instructor/advisor will be available to support the student teacher, cooperating teacher and supervisor as needed throughout the student teaching semester.



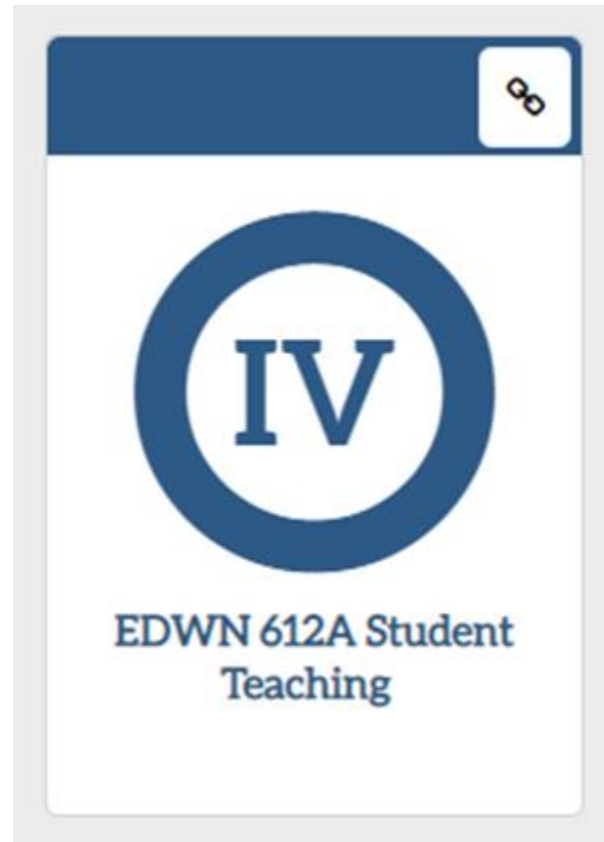
Program Administrator

- The program administrator is available to answer any questions regarding the student teaching placement and general requirements.

Cooperating Teacher

- The cooperating teacher is key in mentoring and providing guidance.
- The cooperating teacher will be directly responsible for assessing the student teacher's gradual progression to full time teaching.
- The qualifications for a cooperating teacher include:
 - A valid Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
 - Volunteered for the student teacher placement.
 - At least 3 years of teaching experience in the certification subject area.
 - At least 1 year of experience in your current district.
 - Complete the Educate-WI Cooperating Teacher Modules I and II.
<https://www.educate-wi.com/content/programs/10sped/cooperating-teachers>

Student Teaching & the Educate-WI Dashboard



Setting up your student teaching on the Educate-WI student dashboard.

You will see a **notification** through your student dashboard once your Program Administrator has started your student teaching process.

When you click the notification, you'll be directed to your student teaching information page.

You'll need to confirm your planned student teaching semester.

If the semester listed is incorrect, please contact the program administrator.

If you are teaching on a 1-year license with stipulations *in the area you are in which you are seeking certification*, you can student teach “on the job”.

You'll need to provide your employment supervisor's name & email address.

You'll need to list the school district in which you're currently teaching.

Under NOTES please list the school at which you're teaching in the district and the grade(s) you are teaching.

The program administrator will contact your supervisor and set up the placement.

If you are not
teaching on a 1-
year license with
stipulations

You'll need to provide your 1st, 2nd, and 3rd school district preference for your student teaching placement.

If you start typing in the “search by district name” line, the system should recognize the district and allow you to choose it. (Please save your selections!)

Under NOTES please list any specific school and/or grade preference. The more information we have, the easier it is to request placement for you.

The program administrator will contact the district(s) to set up your placement.

Once your placement is confirmed, you will need to sign & upload the following to the Educate-WI student profile.

Memorandum Of Understanding:

You will need to download the form, collect the necessary signatures, and then upload the signed form.

Liability Insurance Verification:

You can purchase a student membership to the National Education Association (NEA). Go to <http://www.nea.org/> and choose "Join NEA", choose student membership for WI. *Make sure membership is for the months you'll be student teaching.*

Student Teaching/Practicum Agreement:

You will need to sign & accept this agreement.

Background Check

You will need to submit a second background check for the student teaching semester.

Number of Evaluations during Student Teaching



- ***Initial*** certification seeking students:
 - Educate-WI Supervisor – 3
 - Cooperating Teacher – 2
- ***Additional*** certification seeking students:
 - Educate-WI Supervisor – 1
 - Cooperating Teacher – 1
 - (*Additional observations/ evaluations may be required if the student teacher does not demonstrate proficiency in the 10 teacher standards during initial observation.*)

When your Educate-WI Supervisor and/or Cooperating Teacher submit an evaluation, you will receive a notification on your dashboard.

If you click on the notification, it will direct you to the evaluation.

If you see any standards that were scored as not proficient (scored below a 3), you'll need to set a goal for the standard(s). These standards will be outlined in red.

Standard 2 - Learning Differences

5 - Advanced

Consistently provides instruction to meet diverse learner needs. Differentiates for individual learners, connecting with their personal and community assets

4 - Proficient

Makes appropriate provisions for learners who have different approaches to learning, employing assistive technology as required.

3 - Developing

Makes provisions for learners who have different approaches to learning, but does not always adapt instruction successfully.

2 - Emerging

Understands appropriate provisions for individual learners who have different approaches to learning, but seldom adapts instruction

1 - Struggling

Does not make provisions for learners who have different approaches to learning.

Score: 2

Supervisor Comments

“ Your supervisor and/or cooperating teacher will have notes here as to why s/he scored you below proficient.

Student Goal

“ You can type your goal right here.

What is required to pass student teaching?

Student seeking *initial* teacher certification:

- Obtain a minimum of 3 points **on each standard** per the two evaluations from the cooperating teacher.

AND

- Obtain a minimum of 3 points **on each standard** per the three evaluations from the Educate-WI supervisor.

Student seeking *additional* teacher certification:

- Obtain a minimum of 3 points **on each standard** per the evaluation from the cooperating teacher.

AND

- Obtain a minimum of 3 points **on each standard** per the evaluations from the Educate-WI supervisor.
- **NOTE:** *If the student does not pass initial evaluation, additional evaluation(s) will be required within the 9-week timeframe.*

Questions?

Please contact:

10 Sped
Maggie@educate-wi.com

Project Teaching
Tricia@educate-wi.com

Educate-WI office (715) 246.6555

