

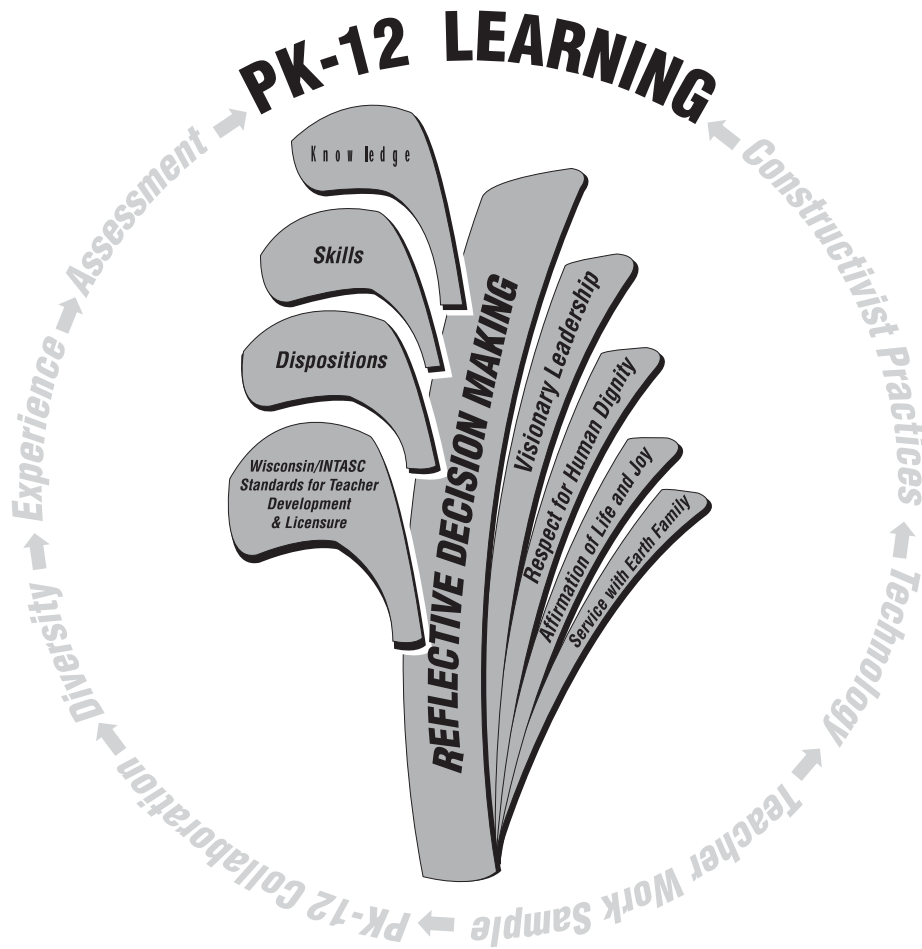
2009–11

VITERBO UNIVERSITY

TEACHER EDUCATION HANDBOOK

Post Baccalaureate Teacher Licensure Program

Viterbo University Conceptual Framework Model



Natural Science	FSPA	History	FSPA	Religious Studies
Philosophy	FSPA	Social Studies	FSPA	Speech
FSPA	Mathematics	FSPA	Fine Arts	FSPA
Franciscan Values	FSPA	English	FSPA	Core Abilities
BASE OF LIBERAL STUDIES				

FSPA, Franciscan Sisters of Perpetual Adoration, The Founding Community

2009–11

VITERBO UNIVERSITY

TEACHER EDUCATION HANDBOOK

Post Baccalaureate Teacher Licensure Program





900 Viterbo Drive
La Crosse, WI 54601

Dear Students,

Enclosed in this handbook are the rules, regulations, and standard forms used in the Post Baccalaureate Teacher Licensure Program. Please review this information carefully as it will help guide you throughout the course of our time together.

The information contained in the handbook will become especially useful to you once you begin field experience in the fall portion of our program. It will continue to be even more critical when you are student teaching to remind you of all the steps in this important process. If you need extra forms you will find them in the back of this handbook and you can make copies from them.

We are all here to help you on your journey to becoming a licensed teacher and will help guide you through our program. If you have any questions about the content of this handbook please contact me at 608-796-3287 or bjpfaff@viterbo.edu

Best regards,

Betty Pfaff
Program Coordinator
Post Baccalaureate Teacher Licensure Program

TEACHER EDUCATION HANDBOOK

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PREFACE

The cover is a graphic representation of the Viterbo University Teacher Education Program depicted on a model of the sculpture, “Peace and Harmony,” located on the Viterbo campus. The School of Education views the teacher as a reflective decision maker who uses knowledge from all available sources when making decisions about teaching for optimizing the learning of PK–12 students. The mission of the School of Education is the preparation of teachers who are grounded in Franciscan values and who possess the knowledge, skills, and dispositions to be effective classroom decision makers.

The classroom teacher is faced with constant decisions that are made after consideration of knowledge and experiences drawn from a number of sources:

- **Liberal studies and core abilities** (thinking, life values, communication, aesthetic sensitivity, cultural sensitivity, and community involvement): this base provides students with the knowledge skills, dispositions, and core abilities developed in each of the traditional liberal arts disciplines.
- **Wisconsin/INTASC standards:** these standards are immersed into every facet of the Teacher Education Program in both theory and practice (coursework, experiences, and performance assessment).
- **Content and pedagogical knowledge, skills, and dispositions:** these essential bases which the teacher must use in making instructional decisions are developed through the teaching content area(s) and education courses.
- **Franciscan values:** these values are woven throughout the fabric of the university and the Teacher Education Program and serve as mortar for the liberal studies base. They are gained through observing institutional traditions and experienced through living and learning in the Viterbo environment. These values are: visionary leadership, respect for human dignity, affirmation of life and joy, and service with Earth family. Programs offered by the university reinforce these values through the overall philosophy that all members of the institution attempt to model.

Thus, the Viterbo model is one which includes liberal studies, core abilities, WI/INTASC standards, content, and pedagogical knowledge, skills, and dispositions woven with Franciscan values. The specialty studies component of each of the teacher education programs is created by building on, enhancing, or extending the knowledge skills and dispositions contained within the Wisconsin Standards for Teacher Development and Licensure.

Through the Wisconsin Standards for Teaching Development and Licensure and the Franciscan values inherent in the Viterbo experience, students develop reflective teaching practices which prepare them for the teaching profession. The field experience and student teaching provides the prospective teacher with the “real world” in which to observe, evaluate, and practice what is learned in the other components of the program.

In addition, the graphic representation of the conceptual framework reflects emphasis on PK–12 collaboration, constructivism practices, field and clinical experiences, technology enhanced instruction, diversity, and evolving performance assessment methodologies such as developmental portfolios and Teacher Work Sample (TWS). These elements permeate the philosophy and delivery of the Teacher Education Program and affect candidates’ impact on positive PK–12 learning.

The goal of the Viterbo University Teacher Education Program is to prepare a beginning teacher/practitioner who is able to “think on his/her feet,” bringing together all his or her knowledge and experience to make the best classroom decisions to help all PK–12 students learn. Once those decisions are made and implemented, the teacher will continue to use that decision-making information and experience to inform future decision making. This process is referred to as reflective decision making.

MISSION, PHILOSOPHY, AND OBJECTIVES OF THE TEACHER EDUCATION PROGRAM

The mission of Viterbo University is to provide a quality liberal arts and a career-oriented professional or pre-professional education which is rooted in the Catholic tradition and experienced within the context of an ecumenical Christian community. In keeping with the mission of Viterbo University, the education department has as its mission the preparation of teachers who are grounded in Franciscan values and who possess the knowledge and skills to be effective classroom decision makers.

FRANCISCAN VALUES

1. Visionary Leadership

Teachers share in the Franciscan belief that creation is an ongoing process. A teacher who helps students develop talents and abilities and a sense of fairness and justice is promoting positive change in the world and the individual.

2. Service with Earth Family

A teacher gives service to humanity and exemplifies and teaches stewardship of our planet and its resources.

3. Affirmation of Life and Joy

A teacher exemplifies and teaches an appreciation and zest for life and learning.

4. Respect for Human Dignity

A teacher exemplifies the belief that God is present in everyone. Therefore, a teacher fosters and models an appreciation for a diversity of talents and abilities, cultures, and values.

Viterbo University is committed to the integration of the liberal arts and professional studies and considers the preparation of teachers to be a responsibility of the entire university. The base of liberal studies provides the background knowledge of the traditional liberal arts disciplines and the opportunity to integrate that background into the student's teaching major/minor.

The Teacher Education Program strives to prepare teachers who are effective classroom decision makers. The myriad of decisions a teacher makes throughout each teaching day must be grounded in the standards on the following page.



WISCONSIN/INTASC* STANDARDS FOR TEACHER DEVELOPMENT AND LICENSURE

1. The teacher understands the central concepts, tools for 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, 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.
11. The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

* Interstate New Teacher Assessment and Support Consortium

GOVERNANCE

THE EDUCATION DEPARTMENT

The Education Department has primary responsibility for the professional education components of the Teacher Education Program including those offered by other departments. The department faculty is responsible for advising all education students, evaluating the program, and recommending modifications to the Teacher Education Committee. The director of teacher education (dean of the School of Education) ensures that all National Council for the Accreditation of Teacher Education and Wisconsin Department of Public Instruction standards are followed. She is also responsible for field and student teacher placements and supervision. The director is the certifying officer.

THE TEACHER EDUCATION COMMITTEE

The committee has both a policy forming and administrative role. The membership on the committee is comprised of representative faculty members involved in the preparation of teachers from each department with an approved program. The committee formulates and administers the policies for admitting students to the Teacher Education Program and to student teaching. It also studies the recommendations and requirements for certification and accreditation and proposes the necessary changes in curricula to meet the requirements.

The committee will be responsible for maintaining compliance with all accrediting institutions including the North Central Association, the National Council for the Accreditation of Teacher Education, the National Association of Schools of Music, and the Wisconsin Department of Public Instruction.

THE ADVISORY/HUMAN RELATIONS COUNCIL FOR TEACHER EDUCATION

This council is composed of students; graduates; community members, minority group members including parents of pupils attending elementary, middle, and secondary schools; members of professional education organizations; and local school district personnel, including teachers, principals, administrators, and school board members. The purpose of the council is to involve community members and educators concerned with teacher education in the university, examine and evaluate the program of preparation of teachers including the Human Relations program, and evaluate the effectiveness of programs.

ADMISSION PROCEDURES

Teacher licensure students are advisees of the teacher licensure program coordinator. It is the responsibility of the student, with the assistance of an advisor, to establish a plan to complete program requirements. At a minimum, the student is expected to seek advisement prior to each registration. The program coordinator will register the student for all Viterbo courses.

PORTFOLIO ASSESSMENT

Students begin to build a portfolio in the first education unit of the cohort. The portfolio is developed throughout the program and demonstrates the student's ongoing development of the knowledge, skills, and dispositions related to the 10 Wisconsin Teacher Standards. The portfolio is presented for review and assessment by the program coordinator and the Teacher Education Committee at these times:

1. Application for admission to the Teacher Education Program
2. Application for admission to student teaching
3. Application for teaching licensure (professional)

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Application for admission to the Teacher Education Program must be completed prior to entry.

The applicant must:

1. complete an application form;
2. have a grade point average of 2.50 or above in the general education curriculum and a grade of C or above in each general education course
3. have completed the discipline-specific required content courses with a C or better or comparable evaluation;
4. have a grade of C or above in completed courses in the foundations instructional unit or equivalent and in the major and minor (if applicable);
5. demonstrate competence in written composition and demonstrate ability to use correct written and spoken English as assessed by faculty through courses and writing samples;
6. have positive instructor evaluations on attitudes and dispositions questionnaire;
7. be emotionally stable and physically healthy;
8. have passed the Pre-Professional Skills Test (PPST). Passing scores are Reading 175, Writing 174, Math 173 (Computer-based test passing scores are Reading 322, Writing 320, Math 318);
9. be approved by the Teacher Education Committee.

ADMISSION TO STUDENT TEACHING

Student teaching is completed during the spring semester of the program. An exception may be made for student teaching the following fall or spring only with special permission. Any student who delays student teaching past any of these three semesters will need to repeat their methods course and quite possibly the entire program. The final decision will be made by the dean of the School of Education.

All student applicants must:

1. have a grade point average of 2.50 or above in the general education curriculum and a grade of C or above in each general education course
2. have a grade point average of at least 2.75 in courses taken in the major and minor and professional education: a minimum grade of C must be achieved in each course in the professional education sequence and in the major and minor (if applicable);
3. have successfully completed 50 hours of approved pre-student teaching clinical experiences (field experiences) approved by the director of teacher education;
4. have enthusiasm for teaching, willingness to assume professional responsibility, sufficient poise, and self-confidence to undertake classroom leadership;
5. be admitted by the Teacher Education Committee;
6. pass a content exit exam (Praxis II) as established by the Wisconsin Department of Public Instruction.

NOTE: Student teaching is the capstone experience completed in the final unit of the Teacher Licensure Program. During the student teaching semester, a student typically takes only eight credits of student teaching and a two credit seminar.

GENERAL POLICIES

WAIVER OF PPST OR GPA

The Wisconsin Department of Public Instruction permits a college/university to grant a waiver of PPST or grade point average for admission to the Teacher Education Program or to student teaching for up to 10 percent of applicants. Viterbo University occasionally gives a waiver of one PPST score or grade point

average if the candidate is considered excellent in every other regard. In considering applicants for these waivers, the Teacher Education Committee adheres to the following principles:

1. Student considered for waiver of PPST or GPA requirement must meet all other criteria for admission to the Teacher Education Program or to student teaching.
2. The student must be within three scaled score points of DPI passing cut-off on PPST to qualify.
3. Only one of the three PPST scores (i.e., reading, writing, or math) or GPA can be waived.
4. A student must have taken the PPST at least three times before a waiver can be considered.
5. A student must have completed the PLATO practice exam and completed the tutorial for the applicable PPST test (i.e., reading, writing, or math) prior to taking the PPST for the second time.
6. GPA waived cannot be more than .25 below requirement.
7. No more than 10 percent of applicants may receive waivers.

ACADEMIC HONESTY

Teacher licensure candidates, and all Viterbo students, are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct.

Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct.

ACADEMIC INTEGRITY

As members of the Viterbo University community, students are expected to conduct themselves in an ethical manner and adhere to the highest standards of academic integrity. Furthermore, Viterbo University students are expected to adhere to a standard of academic honesty befitting their enrollment in this ecumenical Catholic university. They will not engage in plagiarism, cheating, lying, or stealing, nor will they tolerate those who do so. Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the conduct of one's academic life. Academic dishonesty in any form is a serious offense against the academic community. Each graduate program will review the standards of academic integrity and have students acknowledge their acceptance of the standards.

ACADEMIC INTEGRITY POLICY

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty, and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

1. Academic misconduct is any activity that may compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:
 - a. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
 - b. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
 - c. Knowingly providing or using assistance in the laboratory, on field work, in scholarship, or on a course assignment;
 - d. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
 - e. Submitting substantially the same work to satisfy requirements for one course or academic require-

- ment that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
- f. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
 - g. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
 - h. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
 - i. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
 - j. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material, or manipulating a grading system.
2. The faculty member who suspects a student of academic misconduct will notify the student in writing of the allegation. A copy of the notification will also be sent to the academic vice president.
 3. If the student admits the academic misconduct, then one or more of the following sanctions may be imposed by the faculty member.
 - a. Award a failing grade on the test or paper;
 - b. Require the student to take another test or resubmit the paper; or
 - c. Award a failing grade for the class. (This action must have the approval of the school dean of the discipline of the misconduct.)
 4. In the event that the student disputes the allegation of academic misconduct or has previously been found in violation of the academic misconduct policy, the incident will be referred to the school dean of the discipline of the misconduct. Imposing sanctions will be deferred pending the dean's finding on the allegation. If the student is found to be in violation of the academic misconduct policy, the dean forwards her or his recommendation to the academic vice president, or designee, who may impose sanction(s) listed in the Code of Student Conduct.
 5. The student will be notified in writing of the findings by the academic vice president. A copy of the decision letter will also be sent to the vice president for student development, or designee. This action is required for maintenance of complete disciplinary records.
 6. Students may appeal any final decision for breach of academic honesty to the University Board of Review in accordance with procedures set forth in the Viterbo University Student Handbook. If the faculty member or school dean meets with a student, the student may have a consultant present. The consultant may provide notes to the student during the meeting, but is not permitted to respond to questions for the student during the meeting. All records and correspondence in such cases will be kept in the office files of the chief academic officer until graduation or until the student leaves Viterbo. Such information will not be part of a student's permanent Viterbo record.

ACADEMIC REVIEW PROCESS/GRIEVANCES

When a grievance arises in the academic area, such as in regard to course requirements or grades, the student should first discuss the matter with the individual faculty member. If a satisfactory conclusion is not reached, the matter may be brought, in turn, to the program director, the school dean, the dean of graduate studies, and then to the academic vice president. Matters still in dispute may finally be taken to the Board of Review, but no later than the seventh week of the semester following the occurrence of the problem and in accordance with procedures set forth in this catalog.

ATTENDANCE POLICY

Because of the accelerated nature of our program, we require a 100 percent attendance policy. We do understand that life will sometimes get in the way and create an absence. In this case, the highest grade available to a student who misses one class is an AB; for a student who misses two classes the highest grade available will be a BC. For a student who misses three or more classes the class will need to be repeated. (Effective May 2010)

EMERGENCY TEACHING LICENSE POLICY

If a student has an emergency license in the content area before the May cohort begins we will work with the student to arrange student teaching on-the-job in the district of the emergency license. If a student obtains an emergency licensure position after the start of the May cohort program, student teaching on-the-job in the district of the emergency license is not permitted.

OTHER POLICIES, PROCEDURES, AND REGULATIONS OF VITERBO UNIVERSITY

All Post Baccalaureate Teacher Licensure Program students are protected under the same policies, procedures, and regulations of Viterbo University as all other students. Topics in the student handbook will outline the sexual harassment policy, student conduct policy, emergency procedures, etc. For more detailed information, review the Viterbo University Student Handbook at: <http://www.thezonelive.com/zone/public/6/schoolHome.asp?i=316>.

FIELD EXPERIENCE

(See appendix for required forms)

Post baccalaureate students at Viterbo University participate in two field experiences in schools. During the fall semester they will spend a minimum of 25 hours at the middle school level and 25 hours at the high school level. Students will log a minimum of 50 hours. Placements will be procured for them and will start in late September.

OBJECTIVES OF FIELD EXPERIENCE

The field experience component of the Teacher Education Program is designed to give the future teacher an experiential base which:

1. provides an opportunity to assess career choice;
2. allows the prospective teacher to observe students at a variety of age and grade levels, examine the roles of the teacher and other school staff, and to assess oneself in these future roles;
3. provides an opportunity to become familiar with educational objectives, curriculum, methods, and materials used in schools;
4. provides an opportunity to observe learner characteristics and apply educational theory to practice;
5. provides the university student and university faculty with feedback from experienced classroom teachers as a basis for continued personal and professional growth;
6. provides an opportunity for students to observe teachers who model a wide variety of teaching styles and approaches;
7. provides an opportunity for the future teacher to integrate these experiences and to begin to derive an initial personal philosophy and style of teaching.

SUGGESTED EXPERIENCES FOR FIELD EXPERIENCE STUDENTS

Many appropriate and enriching activities are available to field experience students. The following list provides some examples.

- observation of the classroom teacher
- reinforcing skills with individual students
- reinforcing skills with small groups of students
- assisting in instructional activities on a limited basis with the cooperating teacher
- selecting and previewing audiovisual materials
- participating in lesson plan development
- participating in discussion on lesson evaluation, classroom management, and assessment of individual children

- participating in appropriate activities selected by the cooperating teacher. See appendix for specific suggested activities in courses requiring field experience.

COOPERATING TEACHERS OF FIELD EXPERIENCE STUDENTS

The cooperating teacher must hold a regular teaching license for the teaching assignment in which he/she is employed and have at least one year of experience. The cooperating teacher must be approved by the building principal to supervise the field experience student. The cooperating teacher willingly accepts responsibility for guidance of the field experience student. The most effective cooperating teacher is one who possesses enthusiasm for guiding field experience students, skill in human relations, a broad background of knowledge and techniques, and high quality planning skills.

The role of the cooperating teacher is to supervise the field experience student and to serve as a role model for the prospective teacher. The cooperating teacher orients the student to the classroom and provides the clinical student with opportunities to fulfill the objectives appropriate to the placement and level of experience.

The cooperating teacher completes an evaluation of the clinical field experience student at the end of the clinical experience and mails the evaluation to the director of field experience. These evaluations are used to guide the Teacher Education Committee in decisions related to admission to the program and to student teaching.

ASSIGNMENT

Assignments are determined cooperatively between the Viterbo University education department and the local, private, and public schools and agencies. After the assignment is made, the field experience student contacts the assigned teacher or contact person to make arrangements to meet and set a schedule. Transportation is the responsibility of the student.

ATTENDANCE

After the schedule is set a student is expected to attend faithfully. If an emergency occurs and attendance is impossible, the student is expected to notify the cooperating teacher or contact person immediately. An attendance log is provided in each participating school or agency office. The student is expected to announce his/her presence to the school secretary, wear a Viterbo name tag, and sign the attendance log upon arrival and departure. Students also keep personal logs of their observation time.

DRESS AND CONDUCT AND PROFESSIONAL ETHICS

Professionalism requires proper dress and conduct and adherence to professional ethics. The student is expected to conform to the dress and conduct standards of the cooperating school. The student *will not* wear tongue jewelry, denim or athletic clothing, clothing which exposes the midriff, low-cut blouses/tops, and/or short skirts in the cooperating schools. In addition, students will be encouraged to minimize jewelry of all sorts, especially piercings which are unacceptable in many schools. The privacy of student records and information is provided for by law. Information on students in cooperating schools is not to be revealed or discussed outside the professional realm. Students' names are not used when discussing experiences. For additional information see "A Code of Ethics for the Teaching Profession" in the appendix.

EVALUATION

The evaluation form (see appendix) is previewed by the student and the cooperating teacher. The cooperating teacher should discuss the evaluation outcome with the student. The form is returned to the program coordinator. Teacher candidate's professional presence, including attitude and disposition, will be evaluated by the Teacher Licensure Program course instructors.

STUDENT TEACHING

Student teaching is the capstone of the Teacher Education Program. While the cooperating teacher and the university supervisor provide supervision for the student teacher, it is the responsibility of the student teacher to translate theory into practice and make that experience effective.

STUDENT TEACHING SCHEDULE

NOTE: All education courses and the Praxis II content exam must be completed prior to student teaching.

All student teachers must teach **full days** for a **full semester** following the cooperating school's schedule. Placements are made by the program coordinator. Ordinarily student teachers are placed in the Greater La Crosse Area schools; however, a student may request a placement outside of the Greater La Crosse Area for a fee of \$400. If request is for outside of the Greater La Crosse Area, students should foster positive collaborations in the community where they would like to student teach. Placement in the student's community will be determined by availability of School of Education approved cooperating teachers and university designated supervisors. The School of Education will determine if an out-of-area placement will be granted which is also subject to availability.

1. Middle/Secondary Education (6–12) teach at both middle and high school level;
2. Art Education—at two of the three levels: elementary and middle and/or senior high;
3. Music Education—at two of the three levels: elementary and middle and/or senior high.
4. Technology Education—at two of the three levels: elementary and middle and/or senior high (as available).
5. Business Education—at two of the three levels: elementary and middle and/or senior high (as available).
6. Spanish Education—at two of the three levels: elementary and middle and/or senior high (as available).
7. Theatre Arts Education—at two of the three levels: elementary and middle and/or senior high (as available).

ORGANIZING FOR STUDENT TEACHING

In the semester prior to student teaching, each student teacher will visit with the prospective cooperating teacher. At the time of that visit, mutual expectations will be explored. This is a time for sharing of strengths, interests, and needs. Additional meeting dates will be set, and curriculum materials are given to the student teacher. It would be helpful for the cooperating teachers to share sample lesson plans prior to teaching, thus helping the student teachers anticipate student response and estimated length of time needed to carry out lesson objectives. Because student teachers are in the beginning stages of teaching, their lesson plans will be much more detailed than those of experienced teachers. **Lesson plans must follow the Viterbo model.**

It is essential that the student teacher plan every unit and lesson carefully. The planning process should be shared with the cooperating teacher prior to teaching the lesson in order to draw on the cooperating teacher's expertise. **All plans must be readily available and kept in a binder, for the university supervisor to review when a visit is made.** Shared planning is an enriching experience for both participants.

The student teacher must prepare long-range and daily lesson plans. The daily plans should follow the Viterbo Model Lesson Plan which contains:

1. objectives
2. concepts to be taught (source material)
3. procedures
4. list of materials

5. learning activities and/or assignments
6. evaluation of the lesson taught

For planning in student teaching, prospective student teachers might want to use the instructional materials centers at Viterbo. Collections of instructional materials are available in the Todd Wehr Memorial Library and in the Curriculum Library in the Fine Arts Center.

PERSONNEL

A student teaching program can be of maximum effectiveness only when university and cooperating school personnel work together to provide a favorable atmosphere in which student teachers are stimulated to develop as effective teachers.

The Student Teacher

The student teaching experience provides the opportunity to gain practical experience under the expert guidance of an experienced, professional cooperating teacher. Upon completion of student teaching the prospective teacher will:

Professional Foundations

- demonstrate general knowledge of the teaching profession
- demonstrate an awareness of professional ethics and responsibilities
- understand the roles of school personnel and their functions
- demonstrate commitment to the improvement of teaching skills
- articulate a philosophy of education consistent with the Teacher as Reflective Decision Maker Model

Personal Qualities

- use voice and speech effectively
- use English correctly in oral communication
- use English correctly in written communication
- present a professional appearance and demeanor
- demonstrate maturity and emotional stability
- be reliable and responsible
- meet the physical demands of teaching
- evaluate his/her own teaching and make appropriate adjustments

Knowledge of Learner

- be aware of the students' levels of development and be able to adjust instruction
- adjust instruction appropriately for students with exceptional education needs
- adjust instruction appropriately for students who are gifted and/or talented
- demonstrate an awareness and appreciation of cultural differences
- demonstrate an understanding of how students learn
- motivate students
- use information about students to plan instruction
- individualize instruction as appropriate

Curriculum Planning and Design

- understand the subject matter and be able to write curriculum objectives
- assess student learning
- demonstrate effective teaching methods
- demonstrate effective planning
- use multiple evaluation tools and evaluate fairly

Instructional and Classroom Management

- establish positive classroom climate—create an attractive, comfortable, and healthy classroom

environment
maximize academic learning time
set expectations which challenge students
use cooperative, individualistic, and competitive learning activities
use a variety of curriculum materials and technologies
keep accurate records
use positive behavior management strategies
communicate effectively with students, colleagues and parents
follow school policies

Franciscan Values

value and show respect for all students
believe all students can learn and hold appropriate expectations
promote fairness and justice
be sensitive to individual needs
conserve resources
show enthusiasm and joy for teaching
establish positive relationships with students and colleagues and work cooperatively with others

The Cooperating Teacher

The cooperating teachers are selected according to criteria specified by the Wisconsin Department of Public Instruction which includes:

- a regular Wisconsin license (or its equivalent) for the teaching assignment;
- at least three years of teaching experience with at least one year of experience in the school system of current employment; and
- have completed a course or seminar in supervision of student teachers or interns or have qualified as a cooperating teacher prior to July 1, 1988, based on successful service as a cooperating teacher.

Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college or university supervisor, and a former student teacher or intern who has worked with the teacher in a student teaching or intern situation. (Wisconsin Department of Public Instruction, PI 4.10, 5c)

The cooperating teacher is a classroom teacher in a cooperating school who willingly accepts the responsibility for daily guidance of a student teacher. The most effective cooperating teacher is one who possesses enthusiasm for guiding student teachers. Skill in human relations, a broad background of knowledge and techniques, and high quality planning—both daily and long range—are essential. The cooperating teacher occupies a key role in making the student teacher's experience a successful and satisfying one.

The cooperating teacher should give instructions and guidance to the student teacher in private conferences and should refrain from interrupting during a student led class. It is important that the cooperating teacher be supportive of the student teacher in order to build confidence during the student teaching experience.

The cooperating teacher is responsible for:

1. acquiring an understanding of the university program, its general philosophy and objectives, with special attention being devoted to the student teaching program;
2. becoming acquainted with the background materials provided by the student teacher;
3. creating a friendly atmosphere conducive to a harmonious working relationship with the student teacher. This relationship is based on mutual respect;
4. orienting the student teacher to the school as a whole. This includes helping the student teacher to become acquainted with the members of the teaching staff, the students, the clerical personnel, and all

service personnel. It also involves helping the student to become familiar with the entire school plant, including all available instructional facilities and the location of teaching materials;

5. orienting the student teacher to the work of the classroom. This includes helping the student teacher understand the curriculum, the long-range plan for the particular group of students, as well as the plan of the current unit and daily plans for lessons and understanding of the students and their individual needs;
6. finding ways for the student teacher to assist in the classroom as soon as possible after arrival;
7. providing an increasing number of opportunities for the student teacher to assume more responsibility for the work of the group. It is important that the student teacher be given virtually complete responsibility for the classroom by the end of the semester;
8. providing daily and periodic constructive criticism of and feedback on the student teacher's work;
9. discussing with the student teacher the criteria used in final evaluation and the letter grade she/he is recommending.

Post Baccalaureate Program Coordinator

The program coordinator serves as the coordinator of the Student Teacher Program under the supervision of the dean.

The coordinator will:

1. promote the development of policies governing student teaching;
2. administer and facilitate the Student Teaching Program;
3. coordinate the efforts of the university supervisors;
4. file the evaluations on each student teacher;
5. process the stipend requests for each cooperating teacher;
6. coordinate professional education meetings, and the seminar in supervision of student teachers;
7. facilitate communication with superintendent, the principals, and the cooperating teacher.

The Academic Supervisors

Secondary and K–12 (art, business ed., music, tech. ed., and theatre) student teachers are supervised by a qualified representative from the Education Department and a qualified faculty member from the student teacher's content area.

Each academic supervisor of student teaching:

1. serves as a member of the Teacher Education Committee;
2. helps to promote a thorough understanding of the student teaching program through conferences with the cooperating teachers and student teachers;
3. visits the middle/secondary, secondary and K–12 (art, business, music, tech. ed., and theatre) student teacher at least four times (in addition to the visits of the content area supervisor), writes an evaluation and holds a conference with the student teacher;
4. helps the student teacher in planning;
5. confers with the cooperating teacher relative to the work of the student teacher.

The Content Area Supervisor

The content area supervisor is a member of the Viterbo University faculty who assumes responsibility for supervising the activities of the student teacher in the cooperating school.

The content area supervisor is chosen based on the following criteria:

1. excellence in teaching the specialty subject matter areas(s)
2. experience as a middle school, secondary, and/or K–12 teacher
3. approval of the education department and the major department

The content area supervisor is responsible for:

1. visiting each student teacher a minimum of four times during the student teaching experience. (The academic supervisor also visits the student teacher at least four times.) The visits should be well spaced so that the progress of each student will be more readily discernible. Generally three to four weeks into a quarter for the first visit and five to six weeks in for the second visit. After each visit, the supervisor holds a conference with the student teacher and confers with the cooperating teacher in order to discuss observed strengths and weaknesses;
2. being a resource person for the student teacher providing information and suggestions of materials and resources that will help the student teacher in class planning;
3. attending required meetings;
4. participating as an active member of the Teacher Education Committee.

The School Principal

The acceptance of student teachers indicates the principal's interest in the student teaching program. It is recommended that each principal observe the student teacher(s) assigned to her/his school at least once during the semester.

LEGAL RESPONSIBILITIES

It should be noted that the student teacher is not licensed and hence must work under the supervision of certified personnel.

With the exception of student teachers with provisional, emergency, or licensure in another discipline, when the cooperating teacher is absent, the school will provide a substitute teacher. Only in the case of emergency on a short term basis (i.e., until the substitute arrives) may the student teacher temporarily serve as a substitute teacher. In this case, the principal assumes full responsibility. The principal will inform the Viterbo director of teacher education as soon as possible when a student teacher is asked to substitute on a short term basis.

RECOMMENDED PROGRESSION OF STUDENT TEACHING RESPONSIBILITIES

Observation, participation, and responsible teaching are the three objective components of a successful student teaching experience. It should be observed that the student teachers pass through stages in which their major roles may be described first as observers, later as participants and finally as teachers. It is recommended that student teachers be given responsibility for conducting some classroom activity no later than the end of the first week.

Observation: The student teacher must observe with clear purposes in mind. It is helpful to prepare a plan for observation and to record observations made. The student teacher should become thoroughly acquainted with the school's physical plan, administrative organization, curriculum, academic and non-academic staff and community.

Participation: The student teacher is expected to participate actively in the classroom. Participation includes helping individual students who are having difficulties, and working with small groups. Assisting with routines, keeping records, checking written work, preparing and using teaching materials and audio-visual aids, and will develop appropriate learning experiences. Supervising of halls, lunchroom, and library may also be done with the supervision of the cooperating teacher. It is expected that the student teacher will seek opportunities for involvement rather than wait for the cooperating teacher to assign responsibilities.

Assuming Full Teaching Responsibilities: The student teachers are expected to assume the principal role of teaching as soon as the student teacher and cooperating teacher agree that the student is ready. It is expected that student teachers will, through gradual induction, assume complete responsibility of the classroom. We recommend a minimum of two weeks. We also recommend that the student be given the

responsibility of planning and teaching one full unit. The final week, we recommend the student gradually give back the classes to the cooperating teacher to assist with an easier transition.

RESPONSIBILITIES OF STUDENT TEACHERS

The student teacher is responsible for the following:

1. Conforming to the standards of conduct and dress of the school;
2. Making the cooperating teacher aware of one's background, interest,s and ambitions;
3. Becoming acquainted with the professional and service personnel in the school including guidance services, consultant services, health services, audio-visual departments, the library, and reviewing school handbooks;
4. Meeting all responsibilities promptly and effectively;
5. Demonstrating professional ethics by maintaining confidentiality;
6. Learning the names of pupils in the classroom;
7. Taking the initiative in seeking help;
8. Familiarizing oneself with long-range and unit plans currently being used by the cooperating teacher;
9. Completing daily lesson plans for use in teaching and making them available to the cooperating teacher for examination, criticism, and revision when necessary, at least one day in advance of scheduled use;
10. Participating in activities during school hours, such as field trips, lunchroom and study hall supervision, and club meetings;
11. Assisting with activities after school hours such as parent-teacher conferences, club meetings, etc.;
12. Attending the cooperating school inservice meetings;
13. Evaluating one's work as a student teacher and working toward improvement;
14. Showing readiness to assume increasing responsibility as the semester progresses;
15. Attending faculty meetings as scheduled;
16. Attending weekly student teaching seminars at Viterbo University.

ATTENDANCE POLICY

Student teachers follow each cooperating school's calendar and daily schedule and are expected to be in attendance full-time at their cooperating school throughout each quarter. A reasonable number of sick days will be accepted. **No additional days may be taken for vacation or personal days.** Teachers rarely have more than one personal day for the year. You must prepare lessons for your cooperating teacher if you are ill. If you are ill, you must contact your cooperating teacher and the program coordinator. In the event of a teacher's strike, the student will not report to the school and will not participate in the strike.

EVALUATION

The objective of evaluation is improvement. The conferences of the cooperating teacher and the supervisors with the student teacher, the suggestions noted on the lesson plans, the critique made by the supervisor of a lesson taught, and the daily self-evaluation on the part of the student teacher are all means of improvement through engaging the student teacher in reflection.

CONFERENCES

Conferences with student teachers are held for the purpose of planning and evaluation. The time for these conferences is to be determined cooperatively. The student teacher is expected to keep in confidence information of a professional nature so that the cooperating teacher may feel free to share pertinent information concerning pupils.

A conference with the student teacher may be requested by the university supervisor whenever the latter may deem this necessary; however, after each visitation by the university supervisor the student

teacher should arrange for a conference with the university supervisor.

The student teacher is encouraged to take some initiative in planning for and discussing various aspects of teaching. A student teacher will develop and improve by exchanging ideas and experiences with professionals.

SEMINAR

The student teaching seminar course is scheduled throughout the student teaching semester. The purpose of the seminar is to review and evaluate student teaching activities, and to discuss topics of special interest to future teachers. The catalog description of the seminar is as follows:

Designed to assist teacher licensure students in integrating theory with practice through discussion and individual conferences. Special emphasis on specific aspects of the teaching profession such as contracts, career and life planning, interviews, professional organizations, legal rights, and licensure.

THE EVALUATION FORM

The evaluation criteria on the student teacher evaluation form serve as topics for conferences throughout the student teaching experience.

Since the evaluation form is intended to reflect progress and growth in the student's development as a teacher, space is provided for comments. A copy of the evaluation form is in the appendix.

GRADE FOR STUDENT TEACHING

The cooperating teacher and each supervisor will assign a letter grade for the student teacher's work. The final grade assigned to a student teacher represents a compilation of performance on all criteria. The final grade is based upon evaluations conducted by both supervisors and both cooperating teachers. (See Standards for Letter Grades below.) The final grade is given by the program coordinator. A grade of C or above is required for recommendation for license.

STANDARDS FOR LETTER GRADES: Student teachers are rated as minimal, basic, or proficient (see Appendix A-6)

- A Superior work. This grade indicates not only high achievement, but also an unusual degree of initiative.
- AB Between A and B.
- B Proficient achievement. This grade indicates a student teacher does a thorough, competent, and imaginative job in the classroom and in related programs of the school. It means the student teacher can be expected to solve problems in discipline, classroom management, and curriculum organization in a more than satisfactory degree. Oral speech and written reports are without common grammatical errors. Work is done with promptness, efficiency, and accuracy. The student teacher arrives at school, classes, and assigned activities on time. The student teacher avoids letting personal considerations interfere with accepted responsibilities during student teaching.
- BC Between B and C.
- C Basic performance. This grade indicates the student teacher has need for improvement in some areas. Grade of C or above is required for licensure.
- CD Between C and D.
- D Work fulfilling minimal requirements. Substantial improvement needed in multiple areas.
- F Failure in the student teaching experience.

Performance at below C level is cause for removal from the student teaching program. A student may reapply for admission to student teaching and if admitted may repeat student teaching only once.

THE RECOMMENDATION

The student teacher may request a letter of recommendation from the cooperating teacher(s), the university supervisor(s), the school administrators, and other school or university personnel with whom the student has worked.

LICENSURE

Students with a B.S. or B.A. degree who complete the teacher licensure program are eligible for an initial educator five year license from the Wisconsin Department of Public Instruction. Licensure forms may be acquired from the director of teacher education or by going to *www.dpi.state.wi.us*. The student completes the form as directed, and submits his or her professional portfolio for review.

Completers seeking certification outside of the State of Wisconsin should request licensure application form(s) from the officials hiring them. Information on licensure in states other than Wisconsin is available from the director of teacher education who also has addresses and telephone numbers for each state licensing agency.

Completers seeking licensure after July 1, 2004 will be issued an Initial Educator License according to sub chapter V of Wisconsin Administrative Code P134.17 (1)(b). The initial educator license shall be issued for a period of five years and is a non-renewable license unless the individual has not been employed as an educator for at least two years within the five-year period. (See appendix item, Wisconsin Educator Standards: Connecting Educator Preparation Programs and Licensuring Stages.) A Professional Development Plan will need to be written and approved for the student to obtain a professional level teacher license.

APPENDIXES

NEA Code of Ethics	A-1
Field Experience Form.	A-2
Field Experience Evaluation.	A-3
Requirements—Procedures for Post Baccalaureate Field Experience	A-4
Suggested Activities for Field Experience	A-5
Student Teacher Evaluation Form	A-6
Viterbo Essential Elements for a Lesson Plan.	A-7
Portfolio with Teacher Work Sample	A-8

NEA CODE OF ETHICS

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards on which to judge conduct.

The remedies specified by the NEA and/or affiliates for the violation of any provision shall be enforceable by any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I – COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation of the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points to view.
3. Shall not deliberately suppress or distort subject matter relevant to the subject's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to their health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly:
 - a. Exclude any student from participation in any program;
 - b. Deny benefits to any student;
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information obtained in the course of professional services, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II – COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator will exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in the application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualification.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry in the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist the noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Source: National Education Association, Washington D.C. 1975.



SCHOOL OF EDUCATION
FIELD EXPERIENCE: POST BACCALAUREATE TEACHER LICENSURE PROGRAM

Date _____
Month/Date/ Year

_____ has been assigned to your class for observation
First/Middle/Last
and/or participating from _____ to _____
Month/Date/ Year Month/Date/ Year

The student will complete the following log, but may we ask you to verify his/her experience at completion?

FIELD EXPERIENCE LOG

Date	Time Completed	Activities

Date	Time Completed	Activities
	<p style="text-align: center;">STUDENT must add</p> <p>Total Hours _____</p>	

Signature of Supervising Teacher _____
 (Signature indicates verification of hours and experience)

School _____

The student will return this form to program coordinator.

STUDENTS: You will not be given credit unless the teacher signs above.



VITERBO
UNIVERSITY

Evaluation of Field Experience: Post Baccalaureate

according to Interstate New Teacher Assessment and Support Consortium (INTAC) Wisconsin Teacher Standards (WI)

Date _____
Month/Date/Year

Viterbo Student _____

Cooperating School _____ Cooperating Teacher _____

Required # of hours: 25 Completed # of hours _____ MS or HS/Subject Area: _____

Beginning/Ending Dates _____ to _____
Month/Date/Year Month/Date/Year

Please check ✓ in one box:	*Minimal	*Basic	*Proficient	Not Observed	Comments
WI & INTASC 1 Knowledge of Discipline • demonstrates knowledge of and interest in subject matter					
WI & INTASC 2 Knowledge of Learner • demonstrates understanding of developmentally appropriate practices					
WI & INTASC 3 Diverse Approaches & Learners • demonstrates awareness of and respect for learner differences					
WI & INTASC 4 Technology • uses instructional technologies with competence & confidence					
WI & INTASC 5 Learning Environment • demonstrates flexibility • displays appropriate sense of humor & pleasant demeanor					
WI & INTASC 6 Communication • uses correct oral English • uses correct written English					
WI & INTASC 7 Instructional Planning • carries out responsibilities according to university course requirements • takes initiative					
WI & INTASC 8 Assessment Strategies • identifies variety of assessment approaches					
WI & INTASC 9 Reflective Practitioner • demonstrates self-reflection and seeks direction for improvement					
WI & INTASC 10 Collaboration • establishes & keeps a schedule • collaborates positively with cooperating teacher and other school personnel					
Viterbo Standard • demonstrates professional & ethical behavior • demonstrates maturity and emotional stability • presents a professional appearance & demeanor • demonstrates reliability and responsibility					

*M = Minimal (below average performance) *B = Basic (average/meets performance standard) *P = Proficient (exceeds average performance standard)

How would you evaluate this student's overall potential for being an effective teacher?

- Superior Very Good Average Unsatisfactory

Comments: _____

Date _____ Signature _____

Please return this within one week after student completes field experience. Fold in thirds and tape to mail.

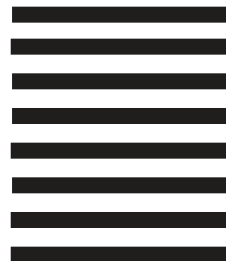


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ATTN GRADUATE SCHOOL OF EDUCATION/BETTY PFAFF
900 VITERBO DRIVE
LA CROSSE, WI 54601-9924





Graduate School of Education

REQUIREMENTS—PROCEDURES FOR POST BACCALAUREATE FIELD EXPERIENCE

1. Make contact with the teacher at the start of the quarter you are to work with them.
2. When you reach the teacher by phone, introduce yourself and tell her/him that you've been assigned to her/his class for field experience. Ask the teacher when you may begin. You are expected to begin within the week if the teacher approves and you can make arrangements.
3. When you arrive at the school for the first time, appropriately dressed and groomed (see dress code), go to the school office and introduce yourself to the secretary. Tell the secretary you are there to do field experience with Mr./Ms. Wear your Viterbo name tag.
4. Go to the teacher's classroom and introduce yourself. Remember to smile and make eye contact. Shake hands if it seems appropriate. If the teacher asks you to tell her/him something about yourself and your interests, do more than just answer questions with "Yes" or "No."
5. When the teacher has a break, take a few minutes to ask what he/she would like you to do in the classroom. Most cooperating teachers appreciate your taking the initiative to help individual students or to assist in the classroom. Observing is valuable for a limited period of time, but teachers expect you to be involved after one or two observations.
6. Continue your field experience according to the schedule you've arranged with the teacher. (Be sure to know the school's vacation dates.) If you are ill and cannot attend field experience on a given day phone the school and leave a message for the teacher. Also phone the program coordinator at 608-796-3287.
7. You are expected to complete your 25 hours of field experience by the end of each quarter.
8. Be sure that you make an entry in your field experience log form each time you go to the school.
9. Be sure you have the teacher sign your completed field experience log at the end of the experience. You will not be given credit without the teacher's signature. Remind each teacher that the evaluation form he/she received from you should be mailed back to Viterbo.
10. If a student falsifies a form (signature or data) he or she may be dismissed from the Teacher Education Program.
11. Remember, you are to log a minimum of 25 hours with your middle school placement and 25 hours with your high school placement for a total of 50 hours. These hours can be completed in a block of time or spread out over the quarter. We would prefer your spreading out the visits in order to see progress with the students and experience a larger variety of lessons/units. However, a condensed schedule will give you a better feel for being in charge of a classroom.



SUGGESTED ACTIVITIES FOR POST BACCALAUREATE FIELD EXPERIENCE

Introduction to Education

1. Observations of teacher and students includes:
 - a. Instructional methods
 - b. Classroom environment
 - c. Developmental levels of students
 - d. Classroom management
 - e. Teacher/student interaction
 - f. Student/student interaction
 - g. Instructional materials
 - h. Methods of evaluation
2. Assisting individual students with assignments
3. Assisting with preparation of material
4. Assisting, on a limited basis, with evaluation of student assignments
5. Assisting, on a limited basis, with field trips, playground and lunchroom supervision

Educational Psychology

1. Observations of teacher and students includes:
 - a. Instructional methods
 - b. Classroom environment
 - c. Developmental levels of students
 - d. Classroom management
 - e. Teacher/student interaction
 - f. Student/student interaction
 - g. Instructional materials
 - h. Methods of evaluation
2. Assisting individual students with assignments
3. Assisting with preparation of material
4. Assisting, on a limited basis, with evaluation of student assignments
5. Assisting, on a limited basis, with field trips, playground and lunchroom supervision
6. Tutoring individual students
7. Assisting in instructional activities on a limited basis with the cooperating teacher
8. Participating with cooperating teacher in lesson plan development
9. Presenting a short lesson in an area of interest or expertise
10. Reading to students

Content Literacy

1. Observing in classroom and ideally will be able to work one-on-one with one or two students who are experiencing difficulty in areas of comprehending and/or writing in a content area
2. Examining the cognitive and emotional development of students in the middle/high school who are using reading and writing to learn a particular subject matter
3. Suggested activities include:
 - a. Examining the literacy demands of content textbooks
 - b. Observing and using strategies for helping students meet the literacy demands of the textbooks
 - c. Planning interdisciplinary units of study
 - d. Integrating quality young adult literature with content material
 - e. Critiquing how content material is presented

Middle School/High School Theory

1. Give directions to the class for a transition and reflect on its effectiveness
2. Open class with a short motivating experience based on the lesson planned by the cooperating teacher
3. Correct an assignment with the class
4. Develop and carry out an activity which supports the cooperating teacher's lesson; with the cooperating teacher, reflect on the effectiveness of the activity
5. Design and use an evaluation tool such as a rubric and use it with the students; with the feedback of the cooperating teacher reflect on its effectiveness
6. Based on the objectives for the class that day and in planning with the cooperating teacher, teach one class period
7. In communication with the cooperating teacher, take initiative in designing and implementing whole class activities

Inclusion

1. Observations of the EEN teacher and students includes:
 - a. Procedures for placing students in EEN classes
 - b. IEP approval and completion
2. Observations of the EEN teacher and regular education teacher includes:
 - a. Attitude toward EEN students and those of teachers in the school
 - b. Procedures for successful inclusion of students into regular classes
 - c. Assessment procedures and how results are used
 - d. Similarities of EEN and low achieving students to all other students
 - e. Assisting individual students with assignments
 - f. Assisting with preparation of material
 - g. Assisting with evaluation of student assignments
 - h. Tutoring individual students
 - i. Assisting in instructional activities with the cooperating teacher
 - j. Participating with the teacher in lesson plan development
 - k. Helping student form relationship with one EEN student
3. The regular ed teacher will share modifications made for EEN students
4. The EEN teacher will facilitate the coordination between the student and regular education teacher

Racial and Ethnic Groups

Work/tutor one on one or in small groups in classrooms or community agencies with minority students (Ex. Friendship Program of Christ Church, Hmong Mutual Assistance Association, Hamilton Elementary School).

***Reminder:** You will need to do a minimum of 25 hours at both the middle school and high school levels for a combined total of 50 hours or more. You are required to teach all or part of one lesson at each level as determined by your cooperating teacher's willingness. All activities on this sheet are recommendations to enhance your preparedness for student teaching.



Post Baccalaureate STUDENT TEACHER EVALUATION

following Wisconsin Teacher Standards (WI) Interstate New Teacher Assessment and Support Consortium (INTACS)

Viterbo Student Teacher _____ Cooperating Teacher _____
Last/First/Middle Initial

Cooperating School _____

Beginning/Ending Dates _____ to _____ Grade/Subject _____
Month/Date/Year Month/Date/Year

COOPERATING TEACHER: Please circle M, B, or P and add comments. Rate as a student teacher, not as an experienced professional
M = Minimal (below average performance) B = Basic (average/meets performance standard) P = Proficient (exceeds average performance standard)

<p>WI & INTASC #1 Knowledge of the Discipline Knowledge: Designs instruction which accurately presents content in the discipline Skills: Engages students in meaningful learning experiences Dispositions: Keeps aware of new ideas & understandings in the discipline Exhibits enthusiasm in the teaching experience</p>	<p>M B P Comments:</p>
<p>WI & INTASC #2 Knowledge of the Learner Knowledge: Designs instruction compatible with the ways learners construct knowledge, acquire skills & develop habits of mind Skills: Adjusts instruction to meet the needs of individual learners Dispositions: Is aware of & appreciates developmental variations</p>	<p>M B P</p>
<p>WI & INTASC #3 Diverse Approaches & Learners Knowledge: Designs instruction which accommodates differences in approaches to learning & performance Skills: Designs & adjusts instruction appropriate to students' learning styles, strengths & needs Dispositions: Holds high expectations & persists in helping all students succeed</p>	<p>M B P</p>
<p>WI & INTASC #4 Instructional Strategies & Technologies Knowledge: Designs instruction which includes a wide variety of strategies, materials, resources, & technologies Skills: Monitors & adjusts multiple strategies that promote critical thinking, problem solving & performance skills Dispositions: Values & demonstrates flexibility</p>	<p>M B P</p>
<p>WI & INTASC #5 Learning Environment Knowledge: Creates a productive & positive learning environment Skills: Creates a smoothly functioning & effective learning community Uses effective behavior management Dispositions: Fosters a learning climate in which students are responsible & motivated</p>	<p>M B P</p>
<p>WI & INTASC #6 Communication Knowledge: Communicates effectively Skills: Applies a variety of verbal, nonverbal, instructional technology & media Uses voice effectively Uses language correctly in oral communication Uses language correctly in written communication Dispositions: Is a thoughtful and responsive communicator</p>	<p>M B P</p>
<p>WI & INTASC #7 Instructional Planning Knowledge: Designs instruction to meet instructional goals Skills: Selects, creates, & revises learning experiences appropriate to & timely for instructional goals Dispositions: Values both short term and long term planning</p>	<p>M B P</p>

<p>WI & INTASC #8 Assessment Strategies Knowledge: Selects & uses assessment strategies & instruments which foster learning Skills: Appropriately uses a variety of formal & informal assessment techniques Dispositions: Committed to using assessment to identify student strengths & growth</p>	<p>M B P Comments</p>
<p>WI & INTASC #9 Reflective Practitioner Knowledge: Uses reflection & evaluation as a tool to promote continuous improvement Skills: Articulates & practices a philosophy of education Reflects on practice as a means for continuous improvement Dispositions: Is committed to reflection, assessment, & learning as an ongoing process Is receptive & open to guidance from the cooperating teacher & university supervisor</p>	<p>M B P</p>
<p>WI & INTASC #10 Collaboration Knowledge: Collaborates positively with colleagues, parents, & agencies within the community Skills: Establishes productive relationships with colleagues, parents & the community Dispositions Values & appreciates all aspects of each student's experience</p>	<p>M B P</p>
<p>#11 Viterbo Standard Professional & Personal Qualities: Demonstrates professional & ethical behavior Demonstrates maturity & emotional stability Presents a professional appearance & demeanor Demonstrates reliability & responsibility Meets the physical demands of teaching Franciscan Values: Uses resources wisely Promotes fairness & justice Exhibits joy in teaching</p>	<p>M B P</p>

If you wish to write additional comments, please attach another sheet of paper to this form. Thank you for all you do for our students.

_____	_____	_____
Date	Cooperating Teacher (completes and gives a copy to both supervisors)	Recommended Letter Grade
_____	_____	
Date	Student Teacher (signature implies this evaluation has been discussed; not necessarily agreement)	
_____	_____	_____
Date	Content Supervisor (signs and either gives to academic supervisor or returns to Viterbo)	Recommended Letter Grade
_____	_____	_____
Date	Academic Supervisor (in charge of returning signed form to Viterbo)	Recommended Letter Grade

Return to: Viterbo University, ATTN: Betty Pfaff, 900 Viterbo Drive, La Crosse, WI 54601 **On rare occasions a student may only have one supervisor*

VITERBO UNIVERSITY LESSON PLAN ESSENTIAL ELEMENTS

(Revised 9/08)

These essential elements need to be included in all lesson plans regardless of the format used.

Date: _____

Class: _____

Grade(s): _____

**Learner Profile/
Contextual Factors**

Defines the audience for the unit/daily lesson plan. Provides information about the school and classroom of students for whom the lesson is designed.

To find this information, visit the Data Analysis section on the WINSS Web site at <http://www.dpi.wi.gov/sig/index.html>. Place this information on every lesson plan, but you can duplicate it from day to day. You will have different contextual factors in each class period.

Goal(s)

Restate the unit goal(s) that relate to this lesson plan.

Standards

Select and list the specific state standard(s) covered in this lesson.

The Wisconsin Model Academic Standards are located at <http://dpi.wi.gov/standards/index.html>.

Objectives

Content objective: Defines what the student should learn about a specific topic and/or be able to do upon completion of the lesson. Objectives should be written with precise, measurable language. (Use the four criteria to write your objectives.) Begin with TSW (The student will...) followed by an action verb. (e.g., TSW identify the causes of the Civil War.)

e.g., TSW examine and discuss their own ideas about nutrition and consider changes based on the article read by the class.

e.g., TSW compare the old nutritional guidelines to the new ones.

Strategy objective: A statement of the literacy strategy students will use to help them learn the content objective.

e.g., TSW use a two-column notetaking strategy to record the required information.

Time Frame

Approximate length of lesson divided into minute increments.

Resources

Materials: List all materials, including technological resources, that must be collected prior to the lesson.

Make sure to set aside supplies in advance of the lesson to ensure you have enough. Also, double check all technical equipment to make sure it is working properly and that it is signed out to you for the time you will need it. Don't assume it will be there.

People: List the people resources with whom you need to correlate. (e.g., LMC director, G & T specialist, reading specialist, Title I teacher, special education teachers, other classroom teachers)

Instructional Procedure

The procedure should indicate the time needed for each component of the lesson and should be detailed enough that any teacher could teach the lesson.

(see attached format)

The lesson procedure will include three (3) parts.

1. An introduction/motivation Connects prior knowledge and experiences with this lesson. It should provide focus and arouse curiosity. (e.g., ask a thought-provoking question, use a motivational strategy, a vocabulary strategy, set a purpose, review the previous day's learning, administer a pre-assessment)

2. Developmental lesson Provides a step-by-step process that details how the lesson connects to the objectives. (e.g., during instruction strategies, formative assessment, discussion activities, modeling strategies, guided practice)

Use a variety of activities and/or strategies in every lesson. Active participation enhances learning.

3. Closure Provides a brief overview of the major points covered in the lesson. It must focus on the objectives. (e.g., post instruction strategies, summative assessment)

It is essential that you watch the clock so you don't run out of time to provide a strong closure for your lesson. Hitting the key points one final time provides direction for the students as to the relevance of the material and how it fits into the unit.

**Adaptations/
Accommodations**

Instructional approaches needed to accommodate students with special learning needs. (e.g., learning disabled students, gifted and talented students, Limited English Proficient Learners, Title I students)

Assessment

Measures achievement of objectives After writing a learner objective, ask yourself *how will I measure the outcome?* Assessments may be formative and/or summative and may provide evaluation for the class as a whole or for individual students. Ongoing, formative assessment during the lesson procedure provides valuable data that affects your teaching. If students do not grasp what you are teaching, you must re-teach using alternative methodology. Assessment takes many forms, for example: rubrics, anecdotal notes, rating scales, and checklists. Pre and post assessments should be used when appropriate.

Analysis

Includes quantitative and qualitative data which addresses the questions:

Did the students attain the objective(s)?

How do I know? What is my evidence?

This data is derived from the assessments that you use.

You might give a pre/post assessment at times to find out how much the students know about a topic before you start the unit and how much they learned by the end of it.

Reflection

Focuses on what went well, what did not go as anticipated, and what adjustments need to be made when teaching this lesson in the future.

(Revised July 2009 for 2009 Cohort)

PORTFOLIO Requirements: Viterbo University Post Baccalaureate Teacher Licensure Candidate: _____
 Content Area: _____
****Initial & Second License****

Benchmark Evaluation of Development Portfolio & VU Course Artifacts according to Wisconsin Teacher (WI) and Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
Portfolio Framework: A section for each standard with three separate submissions.

Rubric: M=Minimal (below average performance or missing)=0 pt; B=Basic (average, meets performance standard)=1 pt; P=Proficient (exceeds average performance standard, high quality work)=2 pts. ****Some artifacts that require more effort will count for double or triple points.****

Process: Student submits the indicated artifacts at the designated benchmark due dates or earlier. Scores must be at or above the required minimum score or will need to be redone until the required score is obtained. **Student must earn a minimum of 132 total points after the third submission is graded for the Professional Portfolio to be considered passed and the student considered for licensure endorsement. A detailed Explanation of Entries will accompany this document for specific criteria on expectations and grading.**

Standard	Entry to Teacher Education: Sub. #1		Entry to Student Teaching: Sub. #2		Professional Portfolio: Sub. #3		Rating		Final Recommendation
	M	P	M	P	M	P	M	P	
As a preservice teacher I...	Present the following artifacts before 10/13/09		Present the following artifacts before 1/14/10		Present the following artifacts before 4/27/10				___/___/___
#1 Knowledge of Discipline Knowledge: Understand major concepts of the licensed area discipline Skills: Engage students in meaningful learning experiences Dispositions: Keep aware of new ideas in the discipline & exhibit enthusiasm in teaching experiences	1) Personal data sheet including required courses, PPST scores, personal background, experience working with children, etc. - items not normally included in a resume (Template Provided) 2) Resume of previous employment		1) Two Artifacts representing knowledge in area of licensure 2) Praxis II Content Exam results (delete your social security info) 3) Professional organization information (ID web sites or show your membership card)		Teacher Work Sample for this submission Place all required artifacts for TWS in Standard 8 only (100 points max/75 needed to pass)				
#2 Knowledge of Learner Knowledge: Understand how students construct knowledge, acquire skills & develop habits of mind Skills: Adjust instruction to meet the needs of individual learners Dispositions: Am aware of and appreciate developmental variations	1) 10 quality lesson objectives that would be used in a single unit plan of your choice in your content area from Educational Psychology		1) Sample lesson plan including contextual factors and accommodations for the factors						
#3 Diverse Approaches for Different Learners Knowledge: Understand & identify differences in approaches to learning & performance Skills: Design & adjust instruction appropriate to students' learning styles, strengths & needs Dispositions: Hold high expectations & persist in helping all students succeed	1) Response to book discussion questions for Whale Talk by Chris Crutcher (Double points)		1) Two artifacts from: Inclusion, Methods, or Racial & Ethnic Groups 2) Lesson plan with clearly defined accommodations for diverse learners 3) Journal entry describing the variety of learners observed during a Field Experience						

Standard	Entry to Teacher Education	Rating			Entry to Student Teaching	Rating			Professional Portfolio	Rating			Recommendations
As a preservice teacher I...	Present the following artifacts before 10/13/09	M	B	P	Present the following artifacts before 1/14/10	M	B	P	Present the following artifacts before 4/27/10	M	B	P	
#4 Instructional Strategies & Technologies Knowledge: Know how to enhance learning with a wide variety of strategies, materials, resources, & technologies Skills: Monitor & adjust multiple strategies that promote critical thinking, problem solving, & performance skills Dispositions: Value & demonstrate flexibility	1) Successful completion of 1 st portfolio submission using <i>Chalk and Wire</i> (Free Points)			2	1) Journal entry describing field experience where Standard #4 KSIDS were observed or addressed 2) Artifact from Technology Enhanced Instruction (webquests may not download)				Present the following artifacts before 4/27/10				
#5 Learning Environment Knowledge: Create a productive & positive learning environment Skills: Create a smoothly functioning & effective learning community; use effective behavior management Dispositions: Foster learning climate in which students are responsible and motivated	1) Sample copy of classroom rules you would implement in your own classroom. You must include at least five rules with explanations of why you think they will be beneficial.				1) Journal entry reflecting on <u>The First Days of School</u> by Wong and Wong 2) Describe your personal philosophy/plan for classroom management and learning environment now that you have done field experience								
#6 Communication Techniques Knowledge: Understand communication theory Skills: apply variety of instructional technology & media; Use voice effectively; Use language correctly in oral communication; Use language correctly in written communication Disposition: Am a thoughtful & responsive communicator	1) Writing sample – Application Essay for Post Baccalaureate Teacher Licensure Program				1) Sample of an instructor's evaluation of an oral presentation or lesson. If you do not have an evaluation, substitute another artifact demonstrating knowledge of communication techniques.								
#7 Instructional Planning Knowledge: Understand how to plan instruction to meet instructional goals Skills: Select, create, & revise learning experiences appropriate to & timely for instructional goals Disposition: Value both short term & long term planning	1) Journal reflection of text regarding instructional planning in <u>The First Days of School</u> by Wong and Wong. (Double points) 2) Completed Vitebo Lesson Plan Template for a single lesson in your content area from summer class				1) Sample unit plan OUTLINE for a minimum of a two week unit (Double points) 2) Journal entry describing why curriculums need to be updated to incorporate Wisconsin Model Academic Standards, professional standards, and/or for keeping content current								
#8 Assessment Strategies Knowledge: Select, instruct, & use assessment strategies & instruments which foster learning Skills: Appropriately use a variety of formal & informal assessment techniques; maintain accurate records Dispositions: Commit to using assessment to identify student strengths & growth					1) Content area assessment sample from your content area that you created.				TWS HERE				

Standard	Entry to Teacher Education	M	B	P	Entry to Student Teaching	M	B	P	Professional Portfolio	M	B	P	Recommendations
#9 Reflective Practitioner Knowledge: Know that reflection & evaluation are integral to continuous improvement Skills: Articulate & practice a philosophy of education Reflect on practice as a means for continuous improvement Dispositions: Am committed to reflection, assessment, & learning as an ongoing process Am receptive & open to guidance from Cooperating Teacher & University Supervisor	1) Complete an <i>Attitude and Dispositions Form</i> and reflect upon your potential ability to become an effective teacher.				1) Essay on your Philosophy of Education OR your Philosophy of Teaching in your content area OR Philosophy of Literacy Instruction								
#10 Collaboration Knowledge: Understand the importance of collaboration with colleagues, parents, & agencies within the community Skills: Establish productive relationships with colleagues, parents, & the community Dispositions: Value & appreciate all aspects of each student's experience	1) Team taught lesson plan using the Viterbo Model Lesson Plan or other artifact showing collaboration.				1) Artifact from MS/HS Theory, Inclusion, Content Methods, etc. that demonstrates understanding of integrated curriculum, community collaborations, team teaching, or adaptive techniques 2) Description of regular education teacher role in I.E.P. team								
#11 Viterbo Standard Professional and Personal Qualities: Demonstrate professional and ethical behavior Demonstrate maturity & emotional stability Present a professional appearance & demeanor Demonstrate reliability & responsibility Meet the physical demands of teaching Franciscan Values: Use resources wisely Promote fairness & justice Exhibit joy in teaching Viterbo Core Abilities: Demonstrate these abilities: Thinking, Life Values, Communication, Aesthetic Sensitivity, Cultural Sensitivity, and Community Involvement	1) Letter of Recommendation addressing personal qualities, values and core abilities suitable for teaching from someone that knows you very well – preferably someone who is or has been a classroom teacher				1) Response to book discussion questions for <u>Nickel and Dimed</u> by Barbara Ehrenreich (Double points) 2) Response to book discussion questions for <u>Where Mountains Are Nameless</u> by Jonathán Waterman (Double points)								
TOTAL POINTS POSSIBLE	28 points max. (22 Min.)				46 points max. (35 Min.)				100 points max. (75 min.)				

Submission #1: Entrance Into Teacher Education Program	Submission #2: Entrance Into Student Teaching	Submission #3: Professional Portfolio Request for Endorsement
Student:	Student:	Student:
Total Points: ___ of 28 pts (22 min.)	Total Points: ___ of 46 pts (35 min.)	Total Points Awarded: ___ (75 Required)
<input type="checkbox"/> Is recommended for entrance into the Viterbo University Teacher Education Program <input type="checkbox"/> Is recommended to give the portfolio further development and reapply <input type="checkbox"/> Is recommended to request an interview regarding teaching career goals	<input type="checkbox"/> is recommended for entrance into the Viterbo University Student Teaching Experience <input type="checkbox"/> is recommended to give the portfolio further development and reapply <input type="checkbox"/> is recommended to request an interview regarding teaching career goals	<input type="checkbox"/> is recommended to apply as a candidate for teacher licensure endorsement. <input type="checkbox"/> is recommended to give the portfolio further development and reapply. <input type="checkbox"/> is recommended to request an interview regarding teaching career goals.
Evaluator Signature: Date:	Evaluator Signature: Date:	Evaluator Signature: Date:
Comments:	Comments:	Comments:

Rubric for Evaluation of Item-by-Item Portfolio Entries

Minimal (0 pt)	Basic (1 pt)	Proficient (2 pt)
<p>Missing artifacts Directions misinterpreted Poorly organized Artifacts do not exemplify standard Consistent errors on mechanics and/or spelling</p>	<p>Appropriate artifacts included Directions followed Organized Most artifacts exemplify standard Few errors on mechanics and/or spelling</p>	<p>Includes all required artifacts Strict adherence to directions Very well organized Artifact choice ideally exemplifies standard Special attention to accuracy of mechanics and spelling</p>

3rd Submission Content Sheet:

You will complete a practice Teacher Work Sample in Inclusion. You are to create a new one for this submission following all instructions. Your capstone Teacher Work Sample is worth a maximum of 100 points. You must obtain a minimum of 75 points to pass.

Teacher Work Sample components in general. Please create a TWS that covers all required criteria in the order of the assessment rubric.

- COMPLETE unit plan of 6 or more days that includes all lesson plans, handouts, homework, and assessment plans used by you while student teaching. Pay special attention to contextual factors of both your classroom and district as the grading rubric indicates.
- Assessment Project: Include a description of a classroom action research project plan. This is a plan where you document student learning you believe happened as a result of your instruction by using a pretest, a post test and providing statistical evidence of student learning. Qualitative data may also be used in some content areas such as art, theatre, or music.
- TWS Reflection of student teaching action research project where student learning was assessed. Reflect upon how the assessment project went and include what methods/content you decided to modify to teach it at the beginning and what you might do differently if you were to teach the unit again.
- Contextual Factors: Include all sections from assessment rubric and place at the top of each daily lesson plan.

POST BAC STUDENT TEACHING/3rd SUBMISSION PORTFOLIO TWS EVALUATION

Your Teacher Work Sample (TWS) will be reviewed by two readers: Betty Pfaff and one other assigned teacher. Each item is evaluated on a rating scale of 1 (minimal) to 5 (proficient). A rating of zero indicates missing items. The final score is the total of all sections. In the event that two readers have widely varying scores, a third reader will be requested. You will receive a copy of each evaluation form. Total points of 74 or below indicates a problem with the Teacher Work Sample and you will need to improve it until you obtain at least 75 points. Do your best work as Principals will ask to see work samples and this is an excellent project to showcase your skill and creativity.

NAME: _____ DATE: _____

REVIEWER: _____ FINAL SCORE: _____ RATING: Proficient (88-100 pts.) Basic (75-87 pts.) Minimal (74 or less pts.)

CONTEXTUAL FACTORS:

Community factors are included	0	1	2	3	4	5
School district & school factors are included	0	1	2	3	4	5
Classroom factors are emphasized	0	1	2	3	4	5
Factors of SES & cultural diversity are addressed	0	1	2	3	4	5
Other important factors are included (e.g. gender, Spec. Ed, Environment, language, circumstances, teacher)	0	1	2	3	4	5
Appropriate implications for teaching are presented	0	1	2	3	4	5

Evaluator's Comments

INSTRUCTIONAL UNIT & LESSON PLANS

Unit goals are clear & concise	0	1	2	3	4	5
Individual lessons are related to unit goals	0	1	2	3	4	5
Lesson plans conform to Viterbo's template	0	1	2	3	4	5
Lesson objectives are clear & precise	0	1	2	3	4	5
Instructional activities are sequential & appropriate	0	1	2	3	4	5
Assessments are related to goals & objectives	0	1	2	3	4	5
Formative & summative assessments are included	0	1	2	3	4	5

Evaluator's Comments

ANALYSIS & REFLECTION

Data from pre & post assessments	0	1	2	3	4	5
Addresses the entire unit	0	1	2	3	4	5
Addresses contextual factors	0	1	2	3	4	5
Addresses the data available	0	1	2	3	4	5
Provides rationale for the data results	0	1	2	3	4	5
State implications for teaching this class.	0	1	2	3	4	5
State implications for teaching in the future.	0	1	2	3	4	5

Evaluator's Comments