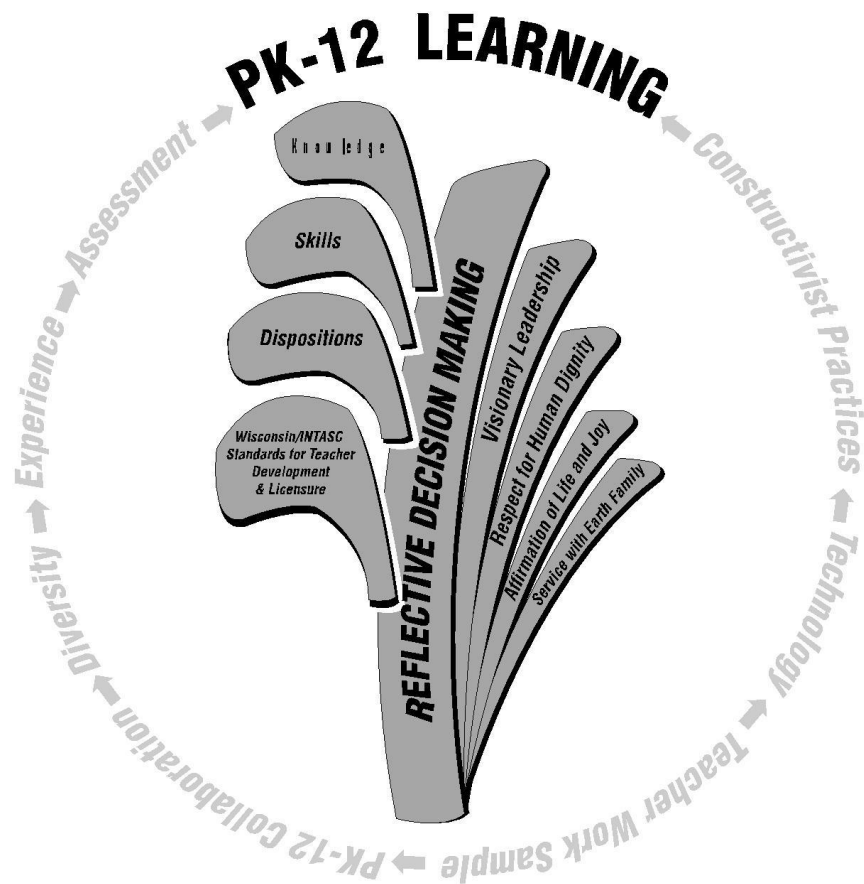


Viterbo University

Teacher Education Handbook

2019 –2020



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

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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 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, and community involvement)**
 - This base provides students with the knowledge, skills, dispositions, and core abilities developed in each of the traditional liberal arts disciplines.
- **InTASC Core Teaching 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 when making instructional decisions, are developed through teaching the 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.

The Viterbo model is one which includes liberal studies, core abilities, InTASC Core Teaching 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. Field experiences and student teaching provide 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 an emphasis on PK–12 collaboration, constructivist practices, field and clinical experiences, technology enhanced instruction, diversity, and evolving performance assessment methodologies such as developmental portfolios and the edTPA. These elements permeate the philosophy and delivery of the Teacher Education Program and positively affect candidates’ impact on 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 one’s feet,” bringing together all the 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 information and experience to inform future choices. This process is referred to as reflective decision making.

MISSION, PHILOSOPHY, AND OBJECTIVES

The mission of Viterbo University is to prepare students for faithful service and ethical leadership. In keeping with the mission of Viterbo University, the School of Education has as its mission the preparation of educators who are grounded in Franciscan values and possess the knowledge and skills to be reflective decision makers for the 21st century.

FRANCISCAN VALUES

Contemplation – Reflecting upon the presence of God in our lives and work.

Teachers reflect on the Franciscan belief that creation is an ongoing process. Therefore, teachers help all students develop talents, abilities, a sense of fairness and justice in promoting positive change in the world and the individual.

Hospitality – Welcoming everyone we encounter as an honored guest.

Teachers exemplify the belief that God is present in everyone. Therefore, a teacher welcomes all students, and fosters and models an appreciation for a diversity of talents, abilities, cultures, and values.

Integrity – Striving for honesty in everything we say and do.

Teachers model integrity and foster the ongoing development of integrity in their students.

Stewardship – Practicing responsible use of resources in our trust.

Teachers give service to humanity and teach stewardship of our planet and its resources.

Service – Working for the common good in the spirit of humility and joy.

Teachers believe that teaching is a mission in the spirit of servant leadership. Therefore, they model and promote joy in life and learning.

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 students' 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

CORE TEACHING STANDARDS

Developed by the Interstate Teacher Assessment and Support Consortium (InTASC)
and adopted by Wisconsin Department of Public Instruction (DPI)

THE LEARNER AND LEARNING

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

2. Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

CONTENT KNOWLEDGE

4. Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

6. Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning, uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ADDITIONAL VITERBO STANDARD:

The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

GOVERNANCE

SCHOOL OF EDUCATION

The School of Education has primary responsibility for the professional education components of the Teacher Education Program including those offered by other departments. The School of Education faculty is responsible for advising (elementary) or co-advising (secondary) teacher candidates, evaluating the program, and recommending modifications to the Teacher Education Committee. The Dean of the College of Education, Engineering, Letters and Sciences and School of Education administrators ensure that all Wisconsin Department of Public Instruction requirements are followed. The Assistant Dean also serves as the certifying officer.

All faculty supervising pre-student teachers, practicum students, student teachers, or interns, must have at least 3 years of teaching, pupil services, or administrative experience or the equivalent, as approved by the state superintendent, in prekindergarten through grade 12 settings.

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, 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 Association of Schools of Music, and the Wisconsin Department of Public Instruction.

ADMISSION PROCEDURES

Every student who is admitted to Viterbo University is assigned to a faculty advisor. It is the responsibility of the student, with the assistance of an advisor and use of student planner, to establish a plan to complete program requirements. At a minimum, the student is expected to seek advisement prior to each registration. Faculty members who are advisors attend ongoing in-service training provided through the Office of the Academic Advising.

ADMISSION TO TEACHER EDUCATION PROGRAM

Effective Date: September 1, 2017

Application for admission to the Teacher Education Program generally is made during the second semester of the sophomore year. The applicant must meet the following criteria:

1. Completed at least 40 semester credits hours.
2. Earned a minimum cumulative G.P.A. of 3.0, with grades of C or above in each course in the core curriculum, professional education program, major, and minor, OR a G.P.A. of 2.75-2.99 with an Improvement Plan that clearly indicates the plan and commitment for improvement which is approved by the admission committee.
3. Demonstrated competency in Reading through successful completion (grades of C or above) of core curriculum courses.
4. Elementary Education students must demonstrate competency in Math through an ACT Math score of 21 OR passing scores (80%) on the MapleTA Arithmetic & Skills and Basic Algebra tests. All other education majors (i.e., not elementary education majors) must demonstrate competency in Math through successful completion of core curriculum quantitative literacy requirements.
5. Demonstrated competency in written English through a writing sample approved by professional writing specialists in the Academic Resource Center.
6. Demonstrated competency in oral communication with a grade of C or higher on the oral communication summative assessment in EDUC 255 Curriculum Instruction and Assessment.
7. A signature recommendation from the chair of the student's major department.
8. Minimum composite scores of 3.0 (on the 4.0 scale) on the Attitude and Disposition survey forms completed by two faculty members, one of whom must be from the School of Education.
9. Successful completion of 20 field experience hours.

ADMISSION TO STUDENT TEACHING

Application for admission to student teaching is made during the semester prior to student teaching. Applicants for student teaching must have been admitted to the Teacher Education Program. The applicant must submit a Student Teaching application, including an up-to-date resume, by the due date, and meet the following criteria:

1. A G.P.A. of 2.75 or above and a grade of C or above in each course in the core curriculum.
2. A G.P.A. of at least 3.0 in courses taken in the major field, minor field, and education courses; a minimum grade of C must be achieved in each course in the professional education sequence and in the major and minor.
3. Successful completion of 75 field experience hours (at time of application) with a plan for completion of 100 field experience hours prior to student teaching, with positive evaluations from cooperating teachers, approved by the Education Program Coordinator.
4. Enthusiasm for teaching, willingness to assume professional responsibility, and sufficient

poise and self-confidence to undertake classroom leadership, evaluated through an interview with teacher education faculty and committee members.

5. The Foundation of Reading Test (FORT) must be taken before student teaching begins. (Failure to pass the FORT does not prohibit the candidate from student teaching. However, until a passing score (240) is earned, the individual is not qualified for submission to DPI as a candidate for teacher licensing.)
6. All degree requirements except EDUC 482 Seminar and EDUC 483, Professional Portfolio must be completed before student teaching.

TEST REQUIREMENTS

Foundations of Reading Test (FORT)

Wisconsin candidates applying for an initial teaching license in grades PK-9 are required to take the Foundations of Reading test prior to student teaching.

What is the FORT?

The Foundations of Reading Test (FORT) assesses proficiency and depth of understanding of reading and writing development. The test reflects scientifically based reading research and is aligned with the Common Core State Standards.

What does the test include?

- 100 multiple-choice items, each of which assesses knowledge or skills related to one of three major areas of reading instruction named in the test's sub-areas (Foundations of Reading Development, Development of Reading Comprehension, and Reading Assessment and Instruction).
- Two open response (i.e., essay) items that require examinees to apply their knowledge and understanding of content related to two or more of these areas.

How much does it cost?

Test fee – \$139

Registration fee – \$30

TOTAL – \$169

When and where can I take the test?

The test must be taken before student teaching placement can be made. Candidates must coordinate test completion prior to submitting their application for student teaching. Students must pass with a score of at least 240 to qualify for submission to DPI as a candidate for teacher licensing. The test is offered on computer at test centers throughout Wisconsin and across the country. Testing is available year-round, by appointment, Monday–Saturday (excluding some holidays).

When and how do I get my scores?

- The passing score of 240 was set by the Wisconsin Department of Public Instruction.
- You will receive your scores as a PDF, which you may view, print, and save for your records.
- Print a copy of your results and give it to Maggie McLain in the School of Education Office.
- The School of Education also receives a report of your test results.

TRANSFER STUDENTS

The School of Education welcomes transfer students who wish to complete a licensure program. In order to be recommended for a state license, a transfer student must take at least 24 credits plus the following at Viterbo: (a) Student Teaching – 9 credits, (b) EDUC 482 Seminar – 2 credits, and (c) EDUC 483, Professional Portfolio (edTPA) – 2 credit.

CORE CURRICULUM COURSES

The 100 and 200 level core curriculum courses need to be completed by the end of your sophomore year.

COURSES RESTRICTED TO THOSE ADMITTED TO THE TEACHER EDUCATION PROGRAM

Methods courses (EDUC 311 Social Studies Methods, EDUC 323 Science Methods, EDUC 355 Math Methods, EDUC 319 Teaching Literacy, EDUC 300 Secondary Methods) in the professional education sequence have a prerequisite of admission to the Teacher Education Program.

LEAVE OF ABSENCE OR INTERRUPTION OF A PROGRAM

Generally, a student who has been on leave of absence or has not completed education courses for two years will be required to complete a refresher course or courses prior to student teaching. Each case will be reviewed on an individual basis.

Education Teacher Performance Assessment (edTPA)

In 2012, the State of Wisconsin approved the adoption of a national pre-service teacher performance assessment called edTPA. This is a required component during student teaching for Wisconsin licensure. Beginning in September 2015, students are required pass the edTPA assessment before they can be licensed in Wisconsin.

What is edTPA?

The Teacher Performance Assessment is designed by educators to answer the question: "Is a new teacher ready for the job?". edTPA is the premier teacher candidate support and assessment program in the nation. It was created by Stanford University's faculty and staff with input from teachers and teacher educators from across the nation. This process documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy.
- develop and apply knowledge of varied children's needs.
- consider research and theory about how students learn.
- reflect on and analyze evidence of the effects of instruction on student learning.

What's included in this performance-based assessment?

edTPA includes a review of a teacher candidate's authentic teaching materials. The edTPA portfolio has three main components that include: planning, instruction (with video recording), and assessment.

How much does it cost?

The edTPA is administered by Pearson and costs \$300 for the full assessment. This amount is a course fee for EDUC 483 and financial aid can be used.

When will I complete edTPA requirements?

Students submit their edTPA portfolio to a national reviewer during the first 10-12 weeks of student teaching.

When and how will I get my results?

Scores on the edTPA are reported within 3 weeks and are sent to the student and to the student's university. The state of Wisconsin has determined a cut score of 38 for passing. If a student does not pass, a remediation will be provided, and the student can resubmit the edTPA to Pearson. The student is responsible for the cost of resubmission.

Exceptions Policy for the edTPA

From the DPI: *An educator preparation program (EPP) may establish an exceptions policy granted no more than 10% if the total number of students completing professional education programs leading to*

licensure in each graduation or program completion period. To be considered for an exception, the EPP must ensure the candidate has earned a minimum score of no less than 1/2 SEM below the passing score: 35 for the 15 rubric handbooks, 29 for the 13 rubric handbook, and 42 for the 18 rubric handbook. The EPP must ensure other indicators of readiness based on multiple measures over time designed or adopted by the School/College/Department. (During the first year, the EPPs may establish their local exceptions policy and retake policy. When appropriate, these policies should be included in the Continuous Review Process annual status report.)

If a student scores between 35 and 38 on the 15 rubric edTPA, between 29 and 32 for the 13 rubric handbook, and between 42 and 45 for the 18 rubric handbook, a student can be offered a score waiver based on the following criteria.

Other indicators of readiness to be considered if the cut score is not achieved:

- Grades for student teaching must be a B or above.
- The student teaching supervisor(s) and cooperating teacher(s) all recommend the waiver on the basis of the student's demonstrated competence with planning, instruction, and assessment in the student teaching placement.
- Faculty analyze the student's scores and associated work on the edTPA and do not feel that the edTPA portfolio is representative of the student's ability and performance throughout the program and during student teaching.
- The student passed all the edTPA signature assessments/mini edTPA assignments in previous courses with a grade of B or better.
- In addition, the student teacher will revise the edTPA work in rubric areas where a score less than a 3 was received.

FIELD EXPERIENCE

(See appendix for required forms)

Prior to student teaching, students at Viterbo University participate in a variety of field experiences in schools and other instructional settings with children, youth, and adults. Positive field experience evaluations are required for admission to the Teacher Education Program and to student teaching. Students who do not have positive field experience evaluations may be required to complete an intensive, remedial, supervised field experience project.

OBJECTIVES OF FIELD EXPERIENCE

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

1. assess career choice;
2. 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. become familiar with educational objectives, curriculum, methods, and materials used in schools;
4. observe learner characteristics and apply educational theory to practice;
5. receive feedback from experienced classroom teachers as a basis for continued personal and professional growth;
6. observe teachers who model a wide variety of teaching styles and approaches;
7. integrate these experiences and begin to derive an initial, personal philosophy and style of teaching.

Field experiences are developmental in scope and sequence, embedded in coursework across the curriculum. Field experiences occur in a variety of school settings and result in the student being able to demonstrate knowledge and understanding of the Viterbo and InTASC standards. Student performance in the areas of communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge through at least 2 written evaluations based upon observations by the cooperating teacher or the program supervisor.

SUGGESTED EXPERIENCES FOR FIELD EXPERIENCE STUDENTS

Many appropriate and enriching activities are available to field experience students. The following list provides some example. Students may have an opportunity to:

- observe the classroom teacher
- reinforce skills with individual students and/or small groups
- assist in instructional activities on a limited basis with the cooperating teacher
- assist with field trips, playground, and lunch supervision
- read stories and poetry to students
- select and preview technological materials
- participate in lesson plan development
- participate in discussion on lesson evaluation, classroom management, and assessment
- participate in appropriate activities selected by the cooperating teacher

See appendix for specific suggested and/or required 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 back-ground 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. These evaluations are used to guide the Teacher Education Committee in decisions related to admission to the program and to student teaching.

HOURS REQUIRED

The Viterbo University School of Education requires the completion of a minimum of 100 hours of approved clinical experiences prior to student teaching. Students are required to complete clinical experience in a variety of grade levels in which they will be licensed. Pre-student Teaching Field Experiences include:

Course #/Name	# or Hours Required
EDUC 215-Intro to Education	10
EDUC 255 – Curriculum, Instruction, Assessment	10
EDUC 306 – Inclusive Classroom	10
EDUC 302 – Meeting the Needs of Diverse Learners	20

Viterbo courses that require field experience classroom hours (the number of hours required and how they are completed may be subject to change) include:

Course #/Name	# or Hours Required
EDUC 319 – Teaching of Literacy	20
EDUC 300 – Secondary Methods	20-50
EDUC 330 – Disciplinary Literacy	20 or Remove the hours for 20-21
EDUC 390 – Positive Classroom Management/6-12	10
EDUC 355 – Content and Methods in Math	50+ (w/405 & 413)
EDUC 405 – Interdisciplinary Teaching Methods	50 + (w/355 & 413)
EDUC 413 – Assessment and Correction of Literacy	50 + (w/355 & 405)

ASSIGNMENTS

Assignments are determined cooperatively between the Viterbo University School of Education 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. Fall semester field experience hours must be completed by December 1st; Spring semester field experience hours must be completed by May 1st.

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 at each participating school or agency office. The student is expected to announce his/her presence at the main office and sign the attendance log upon arrival and departure. Students also keep official Viterbo personal logs of their observation time. Copies of these logs can be obtained from Maggie McLain in MRC 401. Students should scan a copy of these logs to place in their portfolios.

PROFESSIONAL DRESS AND CONDUCT

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 should 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. All students must wear a Viterbo University name tag.

PROFESSIONAL ETHICS

By law, the privacy of student records and information must be maintained. 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

An evaluation form will be emailed as a link to a Qualtrics survey for the cooperating teacher and the university supervisor at the mid-term and end of the semester. The cooperating teacher and supervisor should discuss the evaluation outcome with the student before submitting the survey. Student performance in the areas of communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge are assessed through at least 2 written evaluations based upon observations by the cooperating teacher or the program supervisor. Evaluations will be stored in each student's electronic record on Moodle.

STUDENT TEACHING

Student teaching is the capstone of the Teacher Education Program and is completed in the student's final semester. Exceptions must be approved by the Dean of the College of Education, Engineering, Letters, and Sciences. While the cooperating teacher(s) 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 placements are made after admission to student teaching.

STUDENT TEACHING SCHEDULE

Student teaching is a capstone course and all other coursework must be completed prior to student teaching. Student teaching (9 credits), Seminar (2 credits), and Professional Portfolio (2 credits) is the required load. Secondary (4-12 and PK-12) program students should see the catalog section for a list of courses which must be taken prior to student teaching.

Student teachers seeking their initial license must teach full days for a full semester following the cooperating school's schedule. For students seeking an additional teacher license, the student teaching shall be for a duration determined by the Education Program Coordinator and Department Chair to be necessary for the student to gain the necessary clinical experience for the additional license.

The Education Program Coordinator assigns the student a placement and a cooperating teacher or team of cooperating teachers. Ordinarily, student teachers are placed in the greater La Crosse area schools (La Crosse, Onalaska, La Crescent, West Salem, and Holmen). If, by special arrangement, a placement is made outside of the greater La Crosse area, the student teacher may be required to pay the additional costs of supervision (e.g., mileage, per diem, personnel). Placements outside of Wisconsin, Minnesota, and Iowa are not allowed. All placements will provide the student opportunities to interact with and adapt instruction for children with disabilities.

Student teachers are not allowed to participate in athletics or other co-curricular Viterbo or community activities due to the demands of student teaching, the FORT exam and edTPA. Students who would like to participate in coaching or advising activities at their site placement should contact the Education Program Coordinator. Student teachers are typically not placed in the school from which they graduated or where their children attend.

1. Early childhood to middle childhood (elementary education PK-6) teach in both major and minor areas.
2. Middle childhood through early adolescence (elementary and middle school education 1-9) teach at both elementary and middle school levels and in minor areas.
3. Early adolescence through adolescence (middle/secondary education 6-12) teach at both middle and high school level and in the minor area(s).

Early childhood through adolescence programs:

1. Art education – at least two of the three levels: elementary, middle, and/or senior high
2. Music education – at least two of the three levels: elementary, middle, and/or senior high
3. Business education – at least two of the three levels: elementary, middle, and/or senior high
4. Technology education – at least two of the three levels: elementary, middle, and/or senior high

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.

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. Plans must be readily available to the university supervisor when a visit is made. Shared planning is an enriching experience for both participants. Planning conferences should be scheduled frequently.

The student teacher must prepare long-range and daily lesson plans. See Moodle, Education Majors, for the Viterbo University Lesson Plan and the Essential Elements. All these elements must be included.

Evaluation of Student Teaching

The student teaching experience results in the student being able to demonstrate greater knowledge and understanding of the standards. Student performance is evaluated using all of the following:

- A minimum of 3 classroom observations, either in person or real-time virtual, by a program supervisor with relevant teaching experience. At least one observation shall be in person.
- At least 3 written evaluations of each student based upon classroom observations by the cooperating teacher or a supervisor approved by the Teacher Education Coordinator. At least one written evaluation shall be done by the cooperating teacher(s). The procedures for the written evaluations shall include conferences with the student, cooperating teacher, and program supervisor. The student shall determine which evaluations are available to prospective employers. The written evaluations will be kept as part of the student file in the School of Education.

The Student Teacher

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.

Professional Foundations

- Demonstrate general knowledge of the teaching profession
- Demonstrate an awareness of professional ethics and responsibility
- 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
- Demonstrate reliability and responsibility
- 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 high performance learners
- Demonstrate an awareness and appreciation of cultural differences
- Demonstrate an understanding of how students learn
- Motivate students
- Use contextual factors to plan instruction
- Individualize instruction as appropriate

Curriculum Planning and Design

- Understand the subject matter and be able to write lesson objectives
- Assess student learning
- Demonstrate effective teaching methods
- Demonstrate effective planning
- Use multiple evaluation tools and evaluate fairly

Instructional and Classroom Management

- Establish a positive classroom climate—create an attractive, comfortable, and healthy classroom environment
- Maximize academic learning time
- Set expectations which challenge students
- Use a variety learning strategies
- Use a variety of curriculum materials and technologies
- Keep accurate records
- Use positive behavior management strategies
- Communicate effectively with students, colleagues, 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 (PI 34.023). Cooperating teachers and school-based supervisors must meet all of the following requirements:

- Holds a valid Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
- Volunteered for an assignment as a cooperating teacher or school-based supervisor.
- Has at least 3 years of teaching experience, including one year of experience at the current place of employment, or at least 3 years of pupil services or administrator experience, including one year of experience at the current place of employment.

- Has completed training in the supervision of clinical students and the applicable standards under subchapter II. *Viterbo offers EDUC 513 for any cooperating teacher who needs the course.*

The cooperating teacher is a classroom teacher in a greater La Crosse area 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 and should refrain from interrupting when the student teacher is teaching. 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. 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 campus, 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;
10. conferring with the student teacher and university supervisor(s) at least twice during each one-quarter placement.

The Education Program Coordinator

The Education Program Coordinator serves as the coordinator of the Student Teacher Program.

The coordinator:

1. promotes the development of policies governing student teaching;
2. administers and facilitates the Student Teaching Program;
3. coordinates the efforts of the university supervisors;
4. coordinates professional education meetings and the seminar in supervision of student teachers;

5. facilitates communication with superintendents, the principals, and the cooperating teachers;
6. carries out evaluation of the Teacher Education Program and its graduates;
7. plans and organizes the spring dinner meeting for all personnel in the Teacher Education Program*;
8. provides each supervising teacher with scholastic and biographical data on the student teacher.

*Traditionally this has been an opportunity to get acquainted, ask questions, and pay tribute to all those who so generously share in our Teacher Education Program.

The School of Education Supervisors

The School of Education faculty may supervise student teachers in the early childhood, elementary, and middle schools. Middle/secondary, secondary, and K-12 (art, business, music, Spanish, and technology) student teachers are supervised by both a School of Education faculty member and a faculty member from the student teacher's major department.

Each School of Education supervisor of student teaching:

1. attends the orientation provided by the Education Program Coordinator;
2. helps to promote a thorough understanding of the student teaching program through conferences with the cooperating teachers and student teachers;
3. visits the early childhood, elementary, and elementary/middle student teacher eight times, writes an evaluation, and holds a three-way conference with the student teacher and the cooperating teacher, (at least four times during the semester);
4. visits the middle/secondary, secondary, and PK-12 (art, business, music, Spanish, and technology) student teacher at least four times (in addition to the visits of the major field supervisor), writes an evaluation, and holds a three-way conference with the student teacher and the cooperating teacher at least twice during the semester;
5. helps the student teacher with lesson/unit planning;
6. confers with the cooperating teacher relative to the work of the student teacher; at least two of the three levels: elementary, middle, and/or senior high.

The University Supervisor (Major Field)

The university supervisor may be a member of the Viterbo University faculty or a former K-12 teacher, who assumes responsibility for supervising the activities of the student teacher in the cooperating school.

The university 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 School of Education and the major department

The university supervisor is responsible for:

1. visiting each student teacher, a minimum of four times during the student teaching experience. (The School of Education 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. 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. Two of these conferences must be a three-way conference including the cooperating teacher;
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.

LEGAL RESPONSIBILITIES

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

When the cooperating teacher is absent, the school will provide a substitute teacher. Because of liability, the student teacher cannot take the place of the regular classroom teacher when said teacher is out of the building.

TIMELINE FOR STUDENT TEACHING RESPONSIBILITIES

Observation, participation, and responsible teaching are the three objective components of a successful student teaching experience. It is recommended that student teachers be given responsibility for conducting classroom activities during 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. Such duties could include assisting with routines, keeping records, checking written work, preparing and using teaching materials and technological aids, and developing appropriate learning experiences. Supervision of halls, lunchroom, and library may also be done with 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.

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, interests, and ambitions;
3. becoming acquainted with the professional and service personnel in the school including guidance services, consultant services, health services, technology 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, feedback, 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 in-service meetings;

13. evaluating one's work as a student teacher and working toward improvement;
14. showing readiness to assume increasing responsibility as the quarter progresses;
15. attending faculty meetings as scheduled;
16. attending weekly student teaching seminars at Viterbo University;
17. inviting the building principal in for at least one observation
18. Completing all requirements of the Education Teacher Performance Assessment (edTPA) as required by the Wisconsin Department of Instruction.

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 the semester. Student teachers must notify the School of Education Office, the cooperating teacher, and the university supervisor(s) of the absence. This must be done by 7:30 a.m. on the day of the absence. In the event of a teachers' strike, or work-stoppage, the student will not report to the school and will not participate in the event.

EVALUATION CONFERENCES/FORMS

Conferences with student teachers are formative and held for the purpose of reflection, continuous improvement, planning, and evaluation. The time for these conferences is to be determined cooperatively. The student teacher is expected to keep student and school information confidential so that the cooperating teacher is free to share pertinent information concerning pupils.

A conference with the student teacher may be requested at any time by the university supervisor. However, after each visitation a conference with the student teacher and the university supervisor should be arranged. Four of these conferences during the semester must include the cooperating teacher.

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:

Seminar is 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 are covered.

GRADES FOR STUDENT TEACHING

The cooperating teacher and the university supervisor(s) 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 on the next page). The final grade is given by the School of Education Department Chair or Dean. In cases of violation of attendance policies and reporting procedures, the student teaching may be extended or a lower grade assigned. A grade of C or above is required for recommendation for license.

STANDARDS FOR LETTER GRADES

- 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.

In student teaching, a grade of C or above is required for recommendation for licensure. A grade of C or below 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 one time.

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 who complete an education program with a B.S. or B.A. degree with a cumulative GPA of 2.75 or higher, and have passed both the Foundations of Reading Test and edTPA are eligible for an initial educator license from the Wisconsin Department of Public Instruction. (Teacher Education Program Approval Rules and Appeal Procedure PI 34, Wisconsin Department of Public Instruction). Access licensure application and information at <http://tepd.dpi.wi.gov/licensing/apply-for-a-license>. The student completes the online application (ELO) as directed after the completion of the edTPA and the completion of student teaching.

Graduates seeking certification outside of the State of Wisconsin should conduct an Internet search for the department of education in the target state. Most state department of education websites include license application forms which can be downloaded.

APPENDICES

*Teacher Education memo and application - all materials can be found on the Ed Majors page on Moodle

* Student Teaching memo and application - all materials can be found on the Ed Majors page on Moodle

Field Experience Log and Evaluation

NEA Code of Ethics

Requirements/Procedures for Field Experience

Suggested Activities for Field Experience

APPLICATION TO TEACHER EDUCATION INFORMATION

TO: Sophomore Education Majors
FROM: Sara Cook, Dean, College of Education, Science, and Mathematics
RE: Application for Admission to Teacher Education Program
DATE: Fall, 2019 and Spring, 2020

Attitude and Disposition Rubrics

Attitude and Disposition Rubrics should be distributed to two (2) Viterbo faculty members (one must be from the School of Education). Print copies from Moodle and upload completed forms to your individual Moodle account.

School of Education Field Experience Log

Name _____ Student ID# _____

LAST FIRST MI

University Course # _____ Course Title _____

e.g., EDUC 215 e.g., Educational Psychology

Assignment _____

School Teacher Grade

Beginning Date _____ Ending Date _____

Required Hours _____ Completed Hours _____

The student will complete the following log; the signature of the cooperating teacher verifies these hours. The student will return this form to the School of Education Office, MRC 401 before the end of the semester. **STUDENTS:** You will **not** be given credit unless the teacher signs below.

Signature of Supervising Teacher: _____

School: _____ Date: _____

FIELD EXPERIENCE LOG

Date	Time Started Ex: 8:30 a.m.	Time Completed Ex: 9:30 a.m.	Daily Total	Activities

[illegible]

Evaluation of Field Experience

According to Interstate New Teacher Assessment and Support Consortium Core Teaching Standards

Viterbo Student _____ Cooperating School _____ Date _____

LAST/FIRST/MIDDLE
Viterbo Course _____ Cooperating Teacher _____
AND TITLE

Instructor of Viterbo University Course _____

Required # of hours _____ Completed # of hours _____ Grade/Subject Level _____

Beginning/Ending Dates _____, to _____
MONTH/DATE/YEAR MONTH/DATE/YEAR

Check in one box:	*Minimal	*Basic	*Proficient	Not observed	Comments
Standard 1 Learner Development • understands how learners grow and develop					
Standard 2 Learning Differences • understands individual differences and diverse cultures and communities					
Standard 3 Learning Environments • works with others to create environments that support individual and collaborative learning					
Standard 4 Content Knowledge • understands the central concepts, tools of inquiry, and structures of the discipline					
Standard 5 Application of Content • understands how to connect concepts and use differing perspectives to engage learners					
Standard 6 Assessment • understands and uses multiple methods of assessment					
Standard 7 Planning for Instruction • plans instruction that supports every student in meeting rigorous learning goals					
Standard 8 Instructional Strategies • understands and uses a variety of instructional strategies					
Standard 9 Professional Learning and Ethical Practice • engages in ongoing professional learning and					

uses evidence to continually evaluate his/her practice					
Standard 10 Leadership and Collaboration • seeks appropriate leadership roles and opportunities					
Viterbo Standard • demonstrates professional and ethical behavior • demonstrates maturity and emotional stability • presents a professional appearance and 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?

☐ Minimal ☐ Basic ☐ Proficient

Comments:

Signature _____ Date _____

Return this within one week after student completes field experience. Fold in thirds and staple to mail.

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 principles 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 non-educator 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.

REQUIREMENTS/PROCEDURES FOR FIELD EXPERIENCE

1. Make contact with the school no more than five (5) days after you receive notice of the placement. If you don't make contact your placement may be cancelled.
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.
3. When you arrive at the school for the first time, go to the school office and introduce yourself to the secretary. Tell the secretary you are there to do field experience with Mr./Ms. _____. Be certain to sign the Viterbo attendance log in the school office each time you arrive at the school and when you leave for the day.
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.) **Set a schedule which covers at least one month.** You are not permitted to complete an entire field experience during a Viterbo break (e.g., spring break). 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 Viterbo School of Education administrative assistant at 608-796-3380 and leave a message.
7. You are expected to complete your field experience assignment no later than the second to last week of Viterbo classes.
8. Be sure that you make an entry in your field experience log form each time you go to the school. These entries will be checked against school and teacher records.
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. Grades for the course will not be issued until field experience is completed and the signed log form is returned. **Remind the teacher that the evaluation form he/she received from Viterbo 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.

Education 215 - Educational Psychology and Human Development (20 hours)

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE

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 the teacher in lesson plan development.
9. Presenting a short lesson in an area of interest or expertise.
10. Reading to students.

Education 271 – Curriculum and Assessment Birth to Age Six (20 hours)

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE

1. Observations of teacher and students includes:
 - a. Instructional methods, including the facilitation of Academic Resource Center and student project
 - b. Classroom culture
 - c. Developmental characteristics of students
 - d. Classroom management and community-building strategies
 - e. Relationships among and between students, teachers, families and administration
 - f. Instructional materials
 - g. Methods of evaluation and assessment
2. Become familiar with the objectives of the early childhood program, including WMELS and the Creative Curriculum.
3. Become familiar with community support resources for the ECE program.
4. Tutor individual children as requested by the classroom teacher.
5. Assist, on a limited basis, with field trips, playground and lunchroom supervision as requested by the classroom teacher.
6. Observe and help assess children's development and progress as requested by the classroom teacher.
7. Observe the characteristics of children's learning through play and its contribution to cognitive, social, and emotional development.

Education 306 - Inclusion of Students with Special Needs (15 hours)

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE

This field experience is completed with students who have been identified as qualifying for Special Education Services and directed by a Special Education teacher in an inclusive classroom.

1. Discuss with the special education teacher and reflect in a journal related to:
 - a) how students are referred for Special Education Services
 - b) how students are assessed for Special Education Services
 - c) the role of the classroom teacher in determining need for students who may qualify for Special Education Services
 - d) how IEPs are developed
 - e) the range of services (cascade model) that are possible for meeting the needs of students who qualify for Special Education Services
2. Observations of teacher and students includes:
 - a) students' attitudes toward students who qualify for Special Education Services
 - b) strategies used to create an inclusive atmosphere
 - c) models for co-teaching in an Inclusive classroom
 - d) how teachers modify the content to include students who qualify for Special Education Services in the inclusive classroom
 - e) assessing students' work in an inclusive classroom
3. Assist students as directed by one of the co-teachers
4. Assisting with preparation of material.
5. Assisting in instructional activities with the cooperating teacher.
6. Participating with the teacher in lesson plan development.

Education 319 - Teaching of Literacy in Elementary/Middle School (15 hours)

REQUIRED ACTIVITY FOR FIELD EXPERIENCE

The Viterbo student will design a series of reading and writing lesson plans to teach to a reading group. The lessons should be compatible with the classroom reading and writing program.

SUGGESTED ADDITIONAL ACTIVITIES FOR FIELD EXPERIENCE

1. Observing the stages of reading development in the classroom.
2. Noting the differentiation of assignments to include all levels of reading abilities.
3. Observing reading instruction in various content areas.
4. Reading to the children.
5. Learning the style of penmanship used in the classroom.
6. Becoming aware of the philosophy of reading held by the teacher and the school.
7. Tutoring individual students at the teacher's request.
8. Assisting the teacher as he/she deems appropriate.

Education 330 - Secondary Methods Content Literacy, 6–12 (15 hours)

REQUIRED ACTIVITY FOR FIELD EXPERIENCE

The Viterbo student will design and implement a single lesson or unit of lessons related to his/her content area. The plan should be related to the class curriculum and include a literacy focus. The lesson or unit can be taught to a whole class or small group of students.

SUGGESTED ADDITIONAL ACTIVITIES FOR FIELD EXPERIENCE

The Viterbo student will observe in the classroom and ideally will be able to work one-on-one with one or two students who are experiencing difficulty in the areas of comprehending and/or writing in a content area.

The Viterbo student should be looking for the cognitive and emotional development of students in the middle and high school who are using reading and writing to learn a particular subject matter. 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
- f. Reviewing literacy demands of content area assignments

It is important to note that the above activities are suggested, not mandatory. Cooperating teachers should feel free to suggest additional activities that would be beneficial to the Viterbo student.

However, it is important that the Viterbo student observe the role that reading and writing play in the content area classroom and that they be given opportunities whenever possible to share in any activities being used to reinforce comprehension.

Education 390 - Middle Level Theory and Practice (15 hours)

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE

Since this course is a 300-level course before student teaching, the Viterbo preservice teacher should have a high level of involvement with the whole class.

In consultation with the cooperating teacher, it is requested that Viterbo University preservice teachers are to have opportunities to:

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 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.

Education 413 –Assessment and Correction of Literacy Problems, 1-9 (15 hours)

REQUIRED ACTIVITY FOR FIELD EXPERIENCE

During this experience, the Viterbo student will tutor an individual learner who is experiencing difficulties with reading and writing. The Viterbo student will reflect on each tutoring lesson and use that to guide the continuous instruction.

The student will also observe and interact with students in the classroom. The Viterbo student should focus on classroom organization, positive student/teacher interactions, student motivation, best practices, and assessment styles being used in today's classroom. The Viterbo student will reflect on the classroom experience each week.

This field experience satisfies the requirement of the Wisconsin Department of Public Instruction, coed, PI 4.11 (8) which requires direct involvement with representatives of one or more of designated ethnic minority groups.

ADDITIONAL ACTIVITIES FOR FIELD EXPERIENCE

1. The Viterbo student will develop a comprehensive case study that includes the following components:
 - a. Report of background information and impressions of learner
 - b. Assessment reports
 - c. Lesson plans and reflections
 - d. Reports of all conferences with teachers, the learner's guardian(s), and any other personnel.
 - e. Final mentor/teacher interview
2. The Viterbo student should observe and interact with students and classroom teacher. A reflection journal will include ideas about:
 - a. an environment that support individual needs
 - b. collaborative learning
 - c. positive social interaction
 - d. active engagement in learning and self-motivation
 - e. classroom organization and instructional strategies
3. Suggested Viterbo student activities include:
 - a. tutoring in a one-on-one workshop
 - b. small group discussion and/or activity
 - c. reading, writing, or reviewing skills introduced by the classroom teacher
 - d. building classroom community that honor the unique characteristics of each child

*Mentor/classroom teachers should feel free to suggest additional activities that would be beneficial to the Viterbo student.

AED 360 - Art in the Elementary/Middle School (K-9)

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE

1. Observation of teacher and students:
 - a. Instructional methods/figuring out teacher's goals
 - b. Classroom environment
 - c. Developmental levels of students
 - d. Classroom management
 - Handling of supplies
 - Classes moving from classroom to art room
 - Clean-up
 - e. Student/teacher interaction
 - f. Evaluation process/portfolios
2. Assisting art teacher with class with approval of teacher.
3. Assisting students with approval of teacher.
4. Assisting with evaluations if appropriate or observation of teacher doing evaluations.

Math 355 –Content and Methods in Mathematics for Elementary and Middle School Teachers (10 hours)

REQUIRED ACTIVITY FOR FIELD EXPERIENCE

During this experience, the Viterbo student will work with individual learners who are experiencing difficulties with math. The goal is to explore a child's thinking through questioning, work with manipulatives, and problem solving activities.

The student will also observe and interact with students in the classroom. The Viterbo student should focus on classroom organization, positive student/teacher interactions, student motivation, best practices, and assessment styles being used in today's classroom. The Viterbo student will reflect on the classroom experience and interactions each week.

This field experience satisfies the requirement of the Wisconsin Department of Public Instruction, coed, PI 4.11 (8) which requires direct involvement with representatives of one or more of designated ethnic minority groups.

ADDITIONAL ACTIVITIES FOR FIELD EXPERIENCE

1. The Viterbo student should observe and interact with students and classroom teacher. A reflection journal will include ideas focused on:
 - a. effective math strategies used to promote the learning of mathematics for all
 - b. classroom organization and effective classroom instructional strategies
 - c. observations and reflections related to helping students engage and stay on task
 - d. observations and reflections on classroom climate and management
2. Suggested Viterbo student activities include:
 - a. tutoring in a one-on-one workshop
 - b. directing and managing small group math activities
 - c. reinforcing skills with students introduced by the classroom teacher
 - d. maintaining classroom community that honor the unique characteristics of each child
 - e. planning and instructing lessons geared to the needs of individual learners

*Mentor/classroom teachers should feel free to suggest additional activities that would be beneficial to the Viterbo student.

Sociology 320 - Racial and Ethnic Groups (30 hours)

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE

Work/tutor one-on-one or in small groups in classrooms or community agencies with minority students (e.g., Ho Chunk Academic Resource Center, Hmong Mutual Assistance Association, local schools with significant minority enrollment, WTC - Goal Oriented Adult Learning Program).