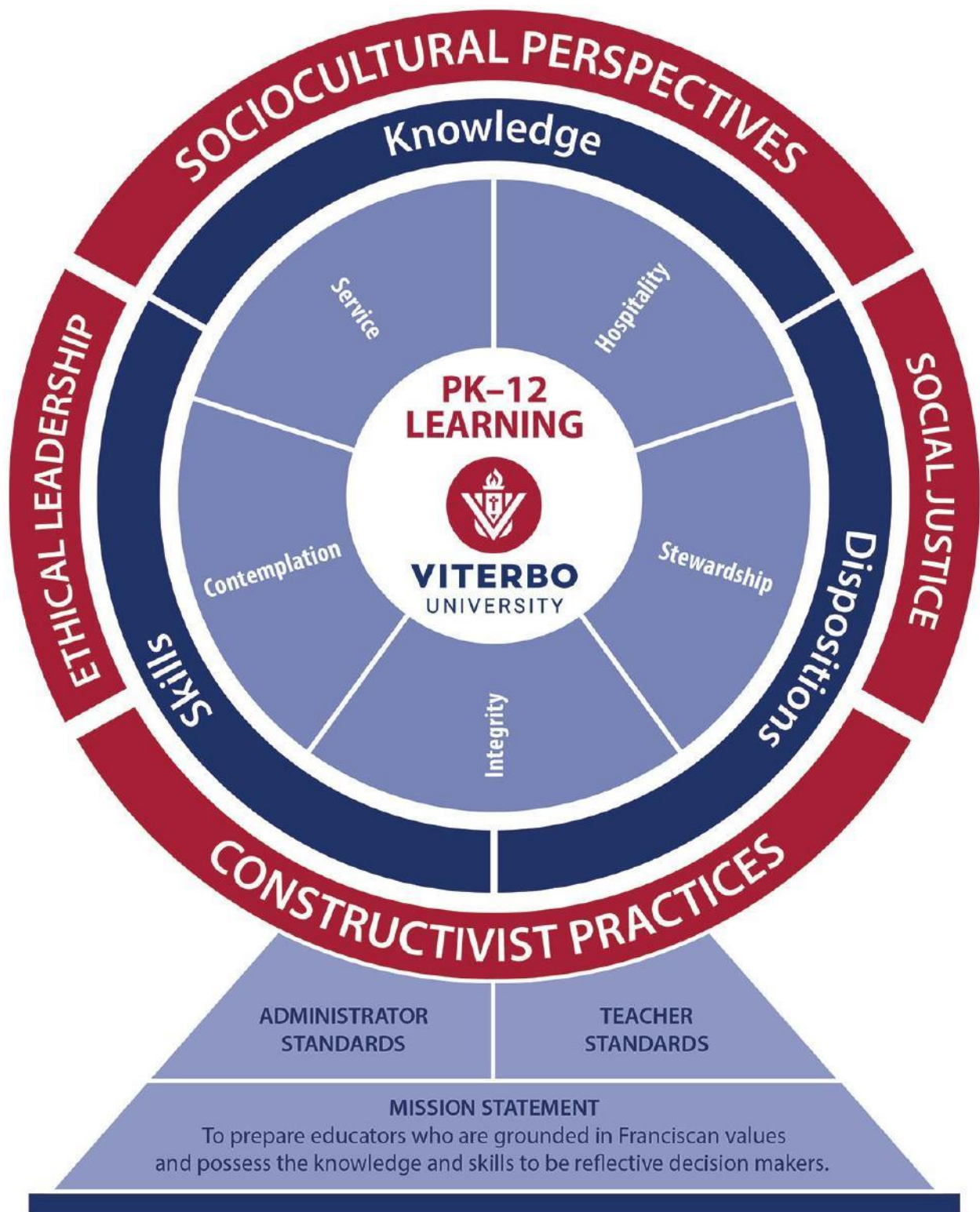


# Viterbo University Undergraduate Teacher Education Handbook

## 2021 –2022



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## PREFACE

The cover is a graphic representation of the Viterbo University Teacher Education Program conceptual framework. 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.
- Wisconsin Educator Standards – Wisconsin Teacher 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, Wisconsin Educator Standards – Wisconsin Teacher 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. 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

# WISCONSIN EDUCATOR STANDARDS--TEACHER

## THE LEARNER AND LEARNING

- 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.
- 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.
- 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

- 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.
- 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

- 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.
- 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.
- 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

- 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.
- 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 or co-advising teacher candidates, evaluating the program, and recommending modifications to the Teacher Education Committee. The executive Director for the School of Education ensures that all Wisconsin Department of Public Instruction (DPI) requirements are followed. Viterbo University is a DPI approved educator preparation program.

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. Further, all faculty are expected to maintain active engagement with PK-12 schools, professional organizations, and other education-related endeavors at the local, state, or national level.

### 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.

### TEACHER EDUCATION ADVISORY COUNCIL

An advisory council consisting of regional administrators, teachers, and other pk-12 personnel including Viterbo University alumni and non-alumni will convene at least once per year to advise School of Education faculty and administrators on curriculum and program outreach activities.

## ADMISSION PROCEDURES BY PROGRAM

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 Academic Advising.

### ADMISSION TO TEACHER EDUCATION PROGRAM: Bachelor of Science (B.S.) in Elementary and Middle level Education Degree Program

Students in this program will be eligible for Elementary/Middle teaching licensure and have the option to include nine additional credits for Cross-categorical Special Education licensure. There are two milestones within this program: 1.) Admission to the Teacher Education Program, and 2.) Admission to Student Teaching.

Application for admission to the Teacher Education Program is made in the term after successful completion with a B or better of EDUC 255 or EDUC 307. The applicant must meet the following criteria:

- Completed at least 40 semester credits hours.
- Students who hold an AAS degree in Early Childhood Education or Foundations of Teacher Education are automatically admitted to the Teacher Education Program, as long as the grade and GPA requirements have been satisfied. These students are required to take EDUC 255.
- 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.
- Demonstrated competency in Reading through successful completion (grades of C or above) of core curriculum courses.
- 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.
- Demonstrated competency in written English through a writing sample approved by professional writing specialists in the Academic Resource Center.
- 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.
- A signature recommendation from the chair of the student's major department.
- 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.
- Successful completion of 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 by the due date and meet the following criteria:

- A cumulative G.P.A. of 3.0 or above. Exceptions to this policy can be made by approval from the Director of the School of Education.
- Successful field experience completion (at time of application) with a plan for completion of required field experiences prior to student teaching, with passing evaluations from cooperating teachers, approved by the Education Program Coordinator.
- Minimum composite scores of 75% on two Attitude & Disposition surveys, two completed by current education faculty members. The Attitude and Disposition survey is an electronic evaluation sent at the time of application for student teaching.
- 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.)
- All degree requirements except EDUC 482 Seminar and one of the following: EDUC 441, EDUC 459 or EDUC 463 must be completed before student teaching. (Exceptions are made in special circumstances to this plan by approval from the Director of School of Education and committee.)

## ADMISSION TO TEACHER EDUCATION PROGRAM: Bachelor of Science (B.S.) in Elementary Education Degree Completion Program

Students in this program will be eligible for Elementary/Middle teaching licensure and have the option to include nine additional credits for Cross-categorical Special Education licensure. There are two milestones within this program: 1.) Admission to the Teacher Education Program, and 2.) Admission to Student Teaching.

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

Apply for Admission to the Teacher Education Program in the term after successful completion of EDUC 307 Curriculum Instruction and Assessment with a B or better.

- Complete the online application for the Teacher Education Program
- Students who hold an AAS degree in Early Childhood Education or Foundations of Teacher Education are automatically admitted to the Teacher Education Program, as long as the grade and GPA requirements have been satisfied. These students are required to take EDUC 307.
- Completed at least 40 semester credit hours at a regionally accredited college or university.
- Earned a minimum cumulative G.P.A. of 3.0 within the Viterbo University program, 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 teacher education admission committee.
- Demonstrated reading competency through successful completion of all program coursework with grades of C or above.
- Demonstrated math competency through one of the following: ACT math score of 21 or passing score on the Maple TA Arithmetic & Skills test (80%), or transfer of a college math course with a B or higher.

- Demonstrated writing competency, through a writing sample approved by a writing specialist, in EDUC 303 Educational Foundations or EDUC 491 Seminar.
- Demonstrated oral communication competency, through a grade of B or higher on the oral communication summative assessment, in EDUC 307 Curriculum Instruction and Assessment or EDUC 491 Seminar.
- Minimum composite scores 75% on two Attitude and Disposition survey forms, one completed by a current faculty member and one by a supervisor in your current position. The Attitude and Disposition survey is an electronic evaluation sent at the time of application for admission to the program.
- Successful completion of field experience via embedded experiences in education courses and documented on the field verification form.

### 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 by the due date and meet the following criteria:

- Complete the online application
- Minimum composite scores of 75% on two Attitude & Disposition surveys, one completed by a current education faculty member and one by a supervisor in your current position. The Attitude and Disposition survey is an electronic evaluation sent at the time of application for admission to the program.
- Cumulative G.P.A. of 3.0 with a minimum grade of C in each education course;
- Successful completion of field experiences in a variety of school settings approved by the Education Program Coordinator.
- 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.)
- All degree requirements except EDUC 491 Seminar and EDUC 492 must be completed before student teaching. (Exceptions are made in special circumstances to this plan by approval from the Director of School of Education and committee.)

## TEST REQUIREMENTS

### **Foundations of Reading Test (FORT)**

Wisconsin candidates applying for an initial teaching license in elementary/middle school are required to take the Foundations of Reading test prior to student teaching. Failure to pass the FORT does not prohibit the candidate from student teaching. However, a passing score (240) must be earned in order to be recommended for licensure to the Wisconsin Department of Public Instruction by Viterbo University. Endorsement will not be made until a passing score is on file with Viterbo University.

#### **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 15 Viterbo EDUC credits plus the following at Viterbo: (a) Student Teaching – 9 credits, and (b) EDUC 482 Seminar – 2 credits.

## 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.

## FIELD EXPERIENCE

(See appendix for required forms)

**PRE-STUDENT TEACHING** Each student shall have onsite, supervised pre-student teaching clinical experiences which meet all of the following requirements:

- Are developmental in scope and sequence.
- Occur in a variety of school settings.
- Assessment of each student's performance by using at least 2 written evaluations based upon observations by the cooperating teacher or the program supervisor.

## 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:

- assess career choice;
- 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;
- become familiar with educational objectives, curriculum, methods, and materials used in schools;
- observe learner characteristics and apply educational theory to practice;
- receive feedback from experienced classroom teachers as a basis for continued personal and professional growth;
- observe teachers who model a wide variety of teaching styles and approaches;
- integrate these experiences and 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. Students may have an opportunity to:

- observe the classroom teacher
- reinforce skills with individual students and/or small groups
- assist in instructional activities at an appropriate level with the cooperating teacher
- 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

## 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 student with opportunities to fulfill the objectives appropriate to the placement and level of experience.

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

Course Embedded Field Experiences

### FIELD EXPERIENCE 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. Exceptions can be made with approval from the Education Coordinator and course instructor.

### 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.

### 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. All students must wear a Viterbo University nametag.

### 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.

### EVALUATION

An evaluation form will be emailed to the cooperating teacher by the course instructor prior to the end of the semester. Student performance in the areas of communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge is assessed through at least 2 written evaluations based upon observations by the cooperating teacher or the course instructor. Evaluations are stored in each student's electronic record in Viterbo's document management system.



## STUDENT TEACHING

Student teaching is the culmination of the Teacher Education Program and is completed in the student's final semester. Exceptions must be approved by the Executive Director for the School of Education. 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

All degree requirements except Seminar and Student Teaching courses must be completed before student teaching. (Exceptions are made in special circumstances to this plan by approval from the Director of School of Education and committee.)

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 and a program supervisor. All placements will provide the student opportunities to interact with and adapt instruction for children with disabilities.

Student teachers are typically not allowed to participate in athletics or other co-curricular Viterbo or community activities due to the demands of student teaching and the FORT exam. 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.

### STUDENT TEACHING PLACEMENT LEVELS

- MCEA (ages 6-12/13) licensure students will teach at a lower elementary and middle level grade
- MCEA (ages 6-12/13) licensure students with a minor will teach at the MCEA level and in the minor area/level
- EAA (ages 10-21) licensure will teach at a middle school and a high school level
- EAA (ages birth-21) licensure students will teach in at least two of the three levels (elementary, middle, high)
- Full Semester placements may be granted assuring evaluated field experiences in a variety of levels prior to student teaching. This must be requested on the student teaching application and will be verified and approved by the Education Coordinator.
- Students who are currently teaching in a school and hold a Tier 1 with Stipulations license from the Wisconsin Department of Public Instruction may be allowed to complete student teaching for the full semester in their current classroom. Students will be assigned a qualified cooperating teacher and program supervisor. This must be requested through the student teaching application and will be verified and approved by the Education Coordinator.

### 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 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 in person 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 Viterbo's document management system.

### 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.

### 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 or a self-paced online training module for any cooperating teacher who needs this training.

The cooperating teacher is a classroom teacher 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:

- acquiring an understanding of the university program, its general philosophy and objectives, with special attention being devoted to the student teaching program;
- becoming acquainted with the background materials provided by the student teacher;
- creating a friendly atmosphere conducive to a harmonious working relationship with the student teacher. This relationship is based on mutual respect;
- 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;
- 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;
- finding ways for the student teacher to assist in the classroom as soon as possible after arrival;
- 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;
- providing daily and periodic constructive criticism of and feedback on the student teacher’s work;
- discussing with the student teacher the criteria used in final evaluation and the letter grade she/he is recommending;
- 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:

- promotes the development of policies governing student teaching;

- administers and facilitates the Student Teaching Program;
- coordinates the efforts of the university supervisors;
- coordinates professional education meetings and the seminar in supervision of student teachers;
- facilitates communication with superintendents, the principals, and the cooperating teachers;
- carries out evaluation of the Teacher Education Program and its graduates;
- provides each supervising teacher with scholastic and biographical data on the student teacher.

### Student Teacher Supervisors

The student teacher supervisor is chosen based on the following criteria:

- excellence in teaching the specialty subject matter areas(s),
- experience at the instruction grade level,
- expertise in the specialty subject matter area(s).

Each supervisor of student teaching:

- attends the orientation provided by the Education Program Coordinator, if applicable.
- helps to promote a thorough understanding of the student teaching program through conferences with the cooperating teachers and student teachers;
- visits the student teacher six times, writes an evaluation, and holds a three-way conference with the student teacher and the cooperating teacher (at least three times during the semester). 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;
- helps the student teacher with lesson/unit planning;
- confers with the cooperating teacher relative to the work of the student teacher.

### 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.

DPI mandates that teacher candidates complete student teaching for full days/full semester. Student teachers must be teaching in the classroom that was agreed upon when the placement was made regardless of licensure status.

### 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. It is expected that the student teacher will complete at least two weeks of lead teaching during each quarter.

## RESPONSIBILITIES OF STUDENT TEACHERS

The student teacher is responsible for the following:

- conforming to the standards of conduct and dress of the school;
- making the cooperating teacher aware of one's background, interests, and ambitions;
- 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;
- meeting all responsibilities promptly and effectively;
- demonstrating professional ethics by maintaining confidentiality;
- learning the names of pupils in the classroom;
- taking the initiative in seeking help;
- familiarizing oneself with long-range and unit plans currently being used by the cooperating teacher;
- 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;
- participating in activities during school hours, such as field trips, lunchroom and study hall supervision, and club meetings;
- assisting with activities after school hours such as parent-teacher conferences, club meetings, etc.;
- attending the cooperating school in-service meetings;
- evaluating one's work as a student teacher and working toward improvement;
- showing readiness to assume increasing responsibility as the quarter progresses;
- attending faculty meetings as scheduled;
- attending weekly student teaching seminars at Viterbo University;
- inviting the building principal in for at least one observation

## 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 7:00 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. One of these conferences per quarter (two per 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). 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 pass any other required tests 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.

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

Field Experience verification form

Evaluation of Field Experiences form

NEA Code of Ethics

Requirements / Procedures for Field Experiences



School of Education Field Experience Verification Form

Name Student ID#

LAST FIRST MI

University Course # Course Title

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

Assignment

School TeacherGrade

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

## Evaluation of Field Experience

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

Date

Viterbo Student            Cooperating School

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
<b>Standard 1 Learner Development</b> understands how learners grow and develop					
<b>Standard 2 Learning Differences</b> understands individual differences and diverse cultures and communities					
<b>Standard 3 Learning Environments</b> works with others to create environments that support individual and collaborative learning					
<b>Standard 4 Content Knowledge</b> understands the central concepts, tools of inquiry, and structures of the discipline					
<b>Standard 5 Application of Content</b> understands how to connect concepts and use differing perspectives to engage learners					
<b>Standard 6 Assessment</b> understands and uses multiple methods of assessment					
<b>Standard 7 Planning for Instruction</b> plans instruction that supports every student in meeting rigorous learning goals					

<b>Standard 8 Instructional Strategies</b> understands and uses a variety of instructional strategies					
<b>Standard 9 Professional Learning and Ethical Practice</b> engages in ongoing professional learning and uses evidence to continually evaluate his/her practice					
<b>Standard 10 Leadership and Collaboration</b> seeks appropriate leadership roles and opportunities					
<b>Viterbo Standard</b> 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:**

- 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.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist entry in the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist the non-educator in the unauthorized practice of teaching.
- 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.
- Shall not knowingly make false or malicious statements about a colleague.
- 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

- 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.
- 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.
- When you arrive at the school for the first time, go to the school office and introduce yourself to the secretary. Tell the administrative assistant that you are there to do field experience with Mr./Ms. \_\_\_\_\_.
  - Be certain to sign the school's attendance log in the school office each time you arrive at the school and when you leave for the day.
- 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."
- 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.
- 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. Contact the Education Coordinator and course instructor to communicate this absence as well.
- You are expected to complete your field experience assignment no later than the second to last week of Viterbo classes unless another date has been specified by your instructor.
- 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.
- 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 needs to be returned to Viterbo by the end of the semester.
- If a student falsifies a form (signature or data) he or she may be dismissed from the Teacher Education Program.