

Viterbo University
Master of Arts in Teaching & Post
Baccalaureate Education Handbook



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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 K–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 Teacher Educator 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.

There is a focus on K–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 K–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 K–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 page.

WISCONSIN TEACHER STANDARDS (PI 34.002)

To receive a license to teach in Wisconsin, teacher candidates must complete an approved program and demonstrate proficient performance under all of the following standards:

- (1) LEARNER DEVELOPMENT.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
- (2) LEARNING DIFFERENCES.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
- (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.
- (4) CONTENT KNOWLEDGE.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
- (5) APPLICATION OF CONTENT.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- (6) ASSESSMENT.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision-making.
- (7) PLANNING FOR INSTRUCTION.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
- (8) INSTRUCTIONAL STRATEGIES.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
- (9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
- (10) LEADERSHIP AND COLLABORATION.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

ADDITIONAL VITERBO STANDARD: The teacher demonstrates personal qualities and values that 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 Associate Dean 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.

TEACHER EDUCATION COMMITTEE FOR PROGRAMS SERVING NON-TRADITIONAL STUDENTS

The committee has both a policy forming and administrative role. The membership on the committee is comprised of program chairs involved in the preparation of teachers from each department with an approved program serving primarily non-traditional students. 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 K-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

Master of Arts in Teaching and Post- baccalaureate students are advised by the program chair. It is the responsibility of the student, with the assistance of the advisor, to establish a plan to complete program requirements. At a minimum, the student is encouraged to seek advisement prior to each registration. The program coordinator will register the student for their first semester of Viterbo courses. All graduate handbook rules apply.

Application materials are reviewed by an admission committee. Approved students are designated as accepted to the Master of Arts in Teaching or the post-baccalaureate program, and continued enrollment may be contingent on completion of requested documents. In addition, transcripts of each applicant to the content-area of the program are reviewed for content qualification. At this point, students will be advised of the required Praxis 2 test for their content area.

All program admission criteria are as follows:

- Bachelor's degree from an accredited college or university
- Minimum 3.0 grade point average on a 4.0 scale
- Successful evaluation of dispositions for teaching. Passing Praxis II score before licensure.
- Criminal background check with acceptable history
- Demonstrated competency in written English through a C or above in undergraduate communication courses. If the applicant did not meet this requirement, the applicant will be asked to write a supplemental essay to be approved by professional writing specialists in the Academic Resource Center and the teacher education committee.

Background Check Requirement:

- Per the Department of Public Instruction, Viterbo must require all teacher candidates to complete a criminal background check (CBC) prior to admission to the teacher education program.
- CBCs from another institution or agency cannot be accepted.
- CBC procedures will be shared at the time of application for admission to the program and will be good for five years (for SOE purposes). Additional CBCs may be required by outside placement sites.
- The background check shall include a review of criminal conduct at the state and federal levels.
- Convictions for crimes which would lead to the automatic revocation of teacher licensure shall result in admission denial or removal from the program if new offences arise.

BENCHMARKS AND TESTING

The WI Department of Public Instruction is specific in its requirements about the content of both general education and professional education. DPI requires teacher education candidates to complete a variety of benchmark assessments detailed below.

Assessments required prior to approval for student teaching

Prior to enrolling in the student teaching/internship semester and depending on the program, in order to be recommended for licensure by the certification officer, candidates must provide one of the following to demonstrate content knowledge;

Secondary Education:

Praxis Subject Assessment or ACTFL World Language content knowledge tests as required by [Wis. Admin. Code § PI 34.021\(1\)\(c\)](#).

- An official Praxis Subject Assessment exam must be attempted prior to student teaching by all teaching and pupil services candidates (except social worker) in any subject other than world languages prior to student teaching.
- A Praxis Subject Assessment exam score report documenting passing scores on the exam **OR** a 3.0 GPA or higher in all certified content subject areas, as determined by grades earned in courses aligned with the content area. (Specific courses aligned with the content knowledge GPA benchmark are indicated on each student's Advisement Report) must be documented for licensure.
- An official ACTFL exam must be attempted by all world language teacher candidates prior to student teaching.
 - Wisconsin requires both the Oral Proficiency Interview (OPI-OPIc) and Writing Proficiency Test (WPT). The qualifying score for licensure in Wisconsin on both tests is "Intermediate High" and must be on file at Viterbo for licensure recommendation.

Elementary Education: Foundations of Reading Test (FoRT)

- An official FoRT exam must be attempted prior to student teaching by all teacher candidates in the K-9 elementary program.
 - A score report documenting a passing score of at least 233 as required by [Wis. Stat. § 118.19\(14\)\(a\)](#) must be on file at Viterbo for licensure recommendation.

TESTING RESOURCES

- Praxis: A complete listing of Wisconsin-approved subject area tests and their passing scores can be found on the [ETS Website](#) or call 1-800-772-9476.
- ACTFL: To learn more about Wisconsin-approved world language assessments, please go to the [LTI Website](#) or email admin@languagetesting.com.
- FoRT: The passing score for the Foundations of Reading Test #190 is 233. For more information, see Pearson's [Wisconsin Foundations of Reading Test](#).

TRANSFER STUDENTS

All education and content area classes considered for transfer to the program must have been taken from a regionally accredited institution of higher education within the previous seven years. The School of Education reserves the right to extend the timeframe in exceptional circumstances.

LEAVE OF ABSENCE OR INTERRUPTION OF A PROGRAM

Generally, a student who has not completed education courses for one semester must reapply to the program.

INTRODUCTORY AND PRE-STUDENT TEACHING FIELD EXPERIENCES

(See appendices for required forms)

FIELD EXPERIENCE

The introductory 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, fulfill DPI requirements for licensure, 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

PRE-STUDENT TEACHING (Field I, II & III)

Pre-student teaching requires admission to a teacher education program and enrollment in aligned courses.

Each student shall have onsite, supervised pre-student teaching clinical experiences that meet all of the following requirements:

- Are developmental in scope and sequence
- Plan and develop lesson plans
- Implement and teach lessons
- Evaluate teaching and assess student learning
- Reflect on planning, implementing, and evaluating lessons
- 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

COOPERATING TEACHERS OF PRE-STUDENT TEACHING PLACEMENTS

Cooperating teachers are selected according to criteria specified by the Wisconsin Department of Public Instruction (PI 34.023) and must:

- Volunteer for their assignment
- Hold a valid Wisconsin teaching license
- Have a minimum of three years teaching experience (including a minimum of one year of experience at the current place of employment, and
- Have completed training in supervision of clinical students.

Cooperating teachers must be approved by building principals in order to supervise students.

Cooperating teachers willingly accept responsibility for guidance of the field experience student. The most effective cooperating teachers are ones who possess 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 cooperating teachers is to supervise the field experience student and to serve as a role model for the prospective teacher. Cooperating teachers orient students to the classroom and provide students with opportunities to fulfill the objectives appropriate to the placement and level of experience.

Cooperating teachers and/or course instructors complete evaluations of students 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. All evaluations are kept and stored in student records.

FIELD EXPERIENCE ASSIGNMENTS

Assignments, for any introductory or pre-student teaching experience, 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 student contacts the assigned teacher or contact person to make arrangements to meet and set a schedule. Transportation is the responsibility of the student. Field experience hours must be completed by the end of the semester they take place in. Extensions may be granted with permission of the instructor, cooperating teacher, and Education Coordinator.

COURSE EMBEDDED FIELD EXPERIENCES

The following courses will require field experiences, as assigned by the instructor:

Master of Arts in Teaching/Post Baccalaureate – Secondary Education	
EDUP 555	Curriculum, Instruction, and Assessment (Field I)
EDUP 626	Inclusive Classroom Strategy (Field II)
EDUP 531	Secondary Methods (Field III)
Master of Arts in Teaching/Post Baccalaureate – Elementary Education	
EDUP 555	Curriculum Instruction and Assessment (Field I)
EDUC 523	Math Methods (Field II)
EDUP 524	Interdisciplinary Methods (Field III)
Master of Arts in Teaching/Post Baccalaureate – Cross Categorical Special Education	
EDUC 614	Advance Individual Education Assessment (Field I)
EDUC 627	Teaching Students with Disabilities (Field II)
EDUC 626	Inclusive Classroom Strategy (Field III)

REQUIREMENTS/PROCEDURES FOR FIELD EXPERIENCE

- Contact the school no more than five (5) days after you receive notice of the placement or after your placement has been approved. If you do not make contact your placement may be cancelled.
- When you reach the teacher by phone or email, introduce yourself and tell them that you've been assigned to their 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 secretary 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.
- 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).
- 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 he/she received from Viterbo should be sent back to Viterbo.

- If a student falsifies a form (signature or data) he or she may be dismissed from the Teacher Education Program.

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.

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 or the Education Coordinator prior to the end of the semester. 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. Evaluations will be stored 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.

APPLICATION TO STUDENT TEACHING

Application for admission to student teaching is made during the semester prior to student teaching. To be admitted to student teaching students must;

- Successfully complete field experiences with passing evaluations from cooperating teachers
- Successfully complete all course work, other than student teaching and student teaching seminar classes, with a grade of C or better
- Have a minimum GPA of 3.0
- Attempt any certification testing (failure to pass certification exams does not prohibit students from student teaching, however, passing scores must be on file prior to recommendation for licensure)
 - FoRT (Elementary Education majors only)
 - PRAXIS Subject Assessment (Secondary Content Education majors only)
 - ACTFL (Secondary Foreign Languages majors only)
- Complete the online application and submit all required paperwork including;
 - Conduct and competency form
 - Student teaching expectations memo of understanding
 - Criminal background check permission form
 - Copy of professional resume
 - Completed Attitude & Disposition forms
 - To student teach, a minimum score of 3 must be received in all categories on the Attitude & Disposition form to show proficiency. Please see APPENDIX C.

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 Associate Dean 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.

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

- If not currently teaching, students will be placed in two 9-week experiences to ensure grade band coverage.
- Licensure in more than one band may require two placements.
- 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

If not already teaching, 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, Master of Arts in Teaching/Post Baccalaureate Page, for the Viterbo University Lesson Plan and the Essential Elements. All these elements must be included.

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 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 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;
- 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;
- facilitates communication with superintendents, the principals, and the cooperating teachers;
- carries out evaluation of the Teacher Education Program and its graduates

UNIVERSITY 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.

REQUIRED STUDENT TEACHING 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.

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 if not already teaching.

- **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 nonacademic 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.

EVALUATION OF STUDENT TEACHING

The Application of Theory into Practice (ATP) Rubric (see Appendix B) is used for evaluation of a teacher candidate during all phases of field experience and Student Teaching. During a Student Teaching placement, the ATP Rubric is used in each observation/evaluation of the teacher candidate and discussed in conferences between the student, university supervisor and cooperating teacher.

The student teaching experience results in the student being able to demonstrate greater knowledge and understanding of the standards. Successful performance shall be measured using all of the following:

- A minimum of 3 classroom supervisory visits of at least one hour in length made to each student teacher by the university supervisor. Supervisors with teaching experience and expertise in the specialty subject matter area and at the grade level of pupils being taught by the student teacher shall participate in the classroom supervision.
- At least 2 written evaluations of each student based upon classroom observations by the cooperating teacher or by the university supervisor. At least one of the evaluations shall be written by the cooperating teacher. Evaluation procedures shall include conferences involving the student teacher, the cooperating teachers and the university supervisors. The cooperating teacher's evaluation of the student teacher shall become part of the student's record.

- The student teacher shall determine the evaluations that may be available to prospective employers.

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.

**Note: All materials can be found on the Ed Majors page on Moodle.*

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.

GRADES FOR STUDENT TEACHING

The cooperating teacher and the university supervisor(s) will determine a credit/no-credit status for the student teacher's work. The final determination assigned to a student teacher represents a compilation of performance on all criteria.

REMOVAL FROM STUDENT TEACHING

Teacher candidates will continue with their student teaching experience provided they make satisfactory progress as determined by the cooperating teacher and university supervisor and receive favorable evaluations. However, the School of Education recognizes the right of the host school cooperating teacher, principal, or university supervisor to request the dismissal of a student from a student teaching position. If such a request is made, action will be taken immediately.

A teacher candidate may be removed from a student teaching assignment if the teacher candidate's performance or behavior is judged to be adversely affecting the pupils, the host school, or the

university. If the teacher candidate demonstrates behaviors that would require a leave of absence or dismissal for someone on the regular teaching staff, the teacher candidate will be removed. Teacher candidates who are not successful in their student teaching experience may be required to participate in a remediation program plan before School of Education approval may be granted to student teach in a subsequent semester.

LEGAL RESPONSIBILITIES

- It should be noted that if the student teacher is not licensed and hence must work under the supervision of certified personnel.
- For those without a license, 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 students 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

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.

APPLICATION FOR CERTIFICATION

All students need to complete the Application for Certification form prior to completing student teaching. The Education Coordinator will email this form to students during their final semester. See appendix for form.

LICENSURE

Students who complete the education program sequence with a cumulative GPA of 3.0 or higher, and 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 after the completion of assessments 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.

Disclosures

Iowa Residents

- A student seeking an Iowa educator license is advised that successful completion of Viterbo's educator preparation program does **not** qualify you for initial educator licensure by the Iowa Board of Educational Examiners.
- A candidate seeking licensure in the State of Iowa must first be licensed/certified as an educator in the state in which preparation was completed.
- Education Coordinators will assist candidates in contacting the WI Department of Instruction (DPI) and help candidates in understanding DPI's requirements prior to the completion of Viterbo's program of educator preparation.
- A candidate seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515/281-5849; <http://www.boee.iowa.gov/>) for licensure requirements in Iowa.

Residents of States Outside of Wisconsin

- Viterbo's teacher education programs are approved by the Wisconsin Department of Public Instruction (DPI). Completion of Viterbo's teacher education programs lead only to licensure in the State of Wisconsin.
- Any student seeking licensure in a state outside of Wisconsin is advised that successful completion of Viterbo's educator preparation program does not qualify you for initial educator licensure in other states. Students must consult the licensing board in the state they intend to teach. For information on state licensing agencies, see [Teacher Education \(updated January 2024\) \(smartsheet.com\)](#)

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
7. religious beliefs, family, social or cultural background, or sexual orientation unfairly:
 - 7.1. Exclude any student from participation in any program;
 - 7.2. Deny benefits to any student;
 - 7.3. Grant any advantage to any student.
8. Shall not use professional relationships with students for private advantage.
9. 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.

APPENDIX A: School of Education Field Experience Verification Form

Student Name (first & last): Click or tap here to enter text.

- The student will complete the following information and the signature of the supervisor (i.e., classroom teacher, principal) verifies these hours and activities.
- The student will return this form to the Education Coordinator; by the end of the semester.
- **STUDENTS: You will not be given credit unless the teacher signs.**

Field Experience Information: Click or tap here to enter text.

Elementary Level (K-5) Experience: Click or tap here to enter text.

Name of school(s) in which the experience took place: Click or tap here to enter text.

Grade(s) / Classroom teacher name and email address: Click or tap here to enter text.

Activities: Click or tap here to enter text.

Total Hours: Click or tap here to enter text.

Supervisor Signature: _____

(Signature indicates verification of hours and experience)

Middle Level (6-8) Experience: Click or tap here to enter text.

Name of school(s) in which the experience took place: Click or tap here to enter text.

Grade(s)/Classroom teacher name and email address: Click or tap here to enter text.

Activities: Click or tap here to enter text.

Total Hours: Click or tap here to enter text.

Supervisor Signature: _____

(Signature indicates verification of hours and experience)

Secondary Level (9-12) Experience: Click or tap here to enter text.

Name of school(s) in which the experience took place: Click or tap here to enter text.

Grade(s) / Classroom teacher name and email address: Click or tap here to enter text.

Activities: Click or tap here to enter text.

Total Hours: Click or tap here to enter text.

Supervisor Signature: _____

(Signature indicates verification of hours and experience)

APPENDIX B: APPLICATION OF THEORY INTO PRACTICE (ATP) FORM



Teacher Candidate: Click or tap here to enter text.	Program: Choose an item.
Placement Site: Click or tap here to enter text.	Certification Area (e.g., Art, Chemistry, Spanish, e.): Click or tap here to enter text.

Cooperating Teacher: Click or tap here to enter text.	
University Supervisor: Click or tap here to enter text.	Experience Type: Choose an item.
Course Number: Click or tap here to enter text.	Date: Click or tap to enter a date.

Directions: Please rate the teacher candidate on each of the WI Teacher Standards (PI 34.002) using the following rubric.

Note: N/A option should only be used when evaluating teacher candidates in Field Experiences I, II and III.

* For student teaching, a numerical rating for is required for all standards. To demonstrate proficiency in all standards, a score of '3' or above must be earned on all standards.

THE LEARNER AND LEARNING				
Standard 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 designs and implements developmentally appropriate and challenging learning experiences. The teacher candidate:				
4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A

<input type="checkbox"/> plans developmentally appropriate learning experiences based on knowledge of learners' personal, cultural and/or community assets	<input type="checkbox"/> plans developmentally appropriate learning experiences for the whole group that are responsive to individual learners' academic strengths, interests, and/or needs	<input type="checkbox"/> inconsistently plans developmentally appropriate learning experiences for whole group	<input type="checkbox"/> does not plans developmentally appropriate learning experiences	<input type="checkbox"/>
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Standard 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. The teacher candidate:

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates and/or engages with community to plan and implement instructional supports that facilitate an inclusive learning environment	<input type="checkbox"/> plans and implements instructional supports that facilitate an inclusive learning environment	<input type="checkbox"/> sometimes plans instructional supports that facilitate an inclusive learning environment	<input type="checkbox"/> rarely identifies and describes instructional supports	<input type="checkbox"/>

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

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates with colleagues and learners to create a safe and engaging learning environment that supports positive social interaction between learners	<input type="checkbox"/> creates a safe and engaging learning environment that supports positive social interaction	<input type="checkbox"/> attempts to create a safe and engaging learning environment that supports positive social interaction	<input type="checkbox"/> rarely plans for and/or creates a safe learning environment	<input type="checkbox"/>
	<input type="checkbox"/> demonstrates respect for and responsiveness to individual learners	<input type="checkbox"/> sometimes demonstrates respect for learners	<input type="checkbox"/> rarely demonstrates respect for learners	<input type="checkbox"/>

Comments (Standards 1, 2 & 3):

Click or tap here to enter text.

CONTENT KNOWLEDGE

Standard 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. The teacher candidate:

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> communicates accurate content through use of multiple explanations and representations, providing meaningful and relevant opportunities for learners to apply content	<input type="checkbox"/> communicates accurate content through use of multiple explanations and representations, providing meaningful and relevant opportunities for learners to apply content	<input type="checkbox"/> sometimes communicates accurate content through use of multiple explanations and representations	<input type="checkbox"/> communicates inaccurate content at times	<input type="checkbox"/>
<input type="checkbox"/> anticipates learner misconceptions and errors and purposefully plans to make the content more accessible to all learners	<input type="checkbox"/> recognizes and responds to learner misconceptions and errors and uses information to adjust subsequent plans and/or current instruction	<input type="checkbox"/> rarely recognizes and responds to learner misconceptions and errors	<input type="checkbox"/> does not recognize learner misconceptions and errors in content	<input type="checkbox"/>

<input type="checkbox"/> creates opportunities for learners to practice academic language demands and implements whole class and individual learner supports that make the content accessible to all learners	<input type="checkbox"/> creates opportunities for learners to practice academic language demands and implements whole class supports that make the content accessible to learners	<input type="checkbox"/> sometimes identifies academic language demands and creates opportunities for learners to practice the language	<input type="checkbox"/> rarely identifies academic language demands	<input type="checkbox"/>
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Standard 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. The teacher candidate:

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> engages learners independently and collaboratively in critical thinking or problem solving that allows learners to generate their own ideas about the content	<input type="checkbox"/> engages learners in critical thinking or problem solving	<input type="checkbox"/> inconsistently engages learners in critical thinking or problem solving	<input type="checkbox"/> does not engage learners in critical thinking or problem solving	<input type="checkbox"/>

Comments (Standards 4 & 5): Click or tap here to enter text.

INSTRUCTIONAL PRACTICE

Standard 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 teachers’ and learner’s decision making. The teacher candidate:

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> uses multiple methods of assessment that span depth of knowledge levels	<input type="checkbox"/> uses multiple methods of assessment that are aligned to learning objectives	<input type="checkbox"/> sometimes uses assessment that is aligned to learning objectives	<input type="checkbox"/> rarely uses assessment that is misaligned or loosely tied to learning objectives	<input type="checkbox"/>
<input type="checkbox"/> engages the learner in analyzing data and setting learning goals	<input type="checkbox"/> analyzes assessment data to provide meaningful feedback to address patterns and gaps in learning and to guide planning and instruction	<input type="checkbox"/> sometimes uses assessment data to provide meaningful feedback aligned to learning objectives	<input type="checkbox"/> rarely uses assessment data and provides inaccurate and/or superficial feedback	<input type="checkbox"/>

Standard 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 community context. The teacher candidate:

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates with others to select and/or create, and sequences personalized learning experiences that are aligned to curriculum goals and/or content standards	<input type="checkbox"/> collaborates with others to select and/or create, and sequences learning experiences that are aligned to curriculum goals and/or content standards, and makes the content relevant to	<input type="checkbox"/> sometimes selects and/or creates, and sequences learning experiences that are aligned to curriculum goals and/or content standards, and sometimes makes content relevant to learners	<input type="checkbox"/> selects and/or creates inappropriate and/or irrelevant learning experiences	<input type="checkbox"/>

<input type="checkbox"/> adjusts plans based on individual learner's response	<input type="checkbox"/> adjusts plans based on learners' response	<input type="checkbox"/> inconsistently plans learning experiences based on learners' prior knowledge/skill or information from assessment	<input type="checkbox"/> rarely plans learning experiences based on learners' prior knowledge/skill or information from assessment	<input type="checkbox"/>
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Standard 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. The teacher candidate:

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates with learners to determine instructional strategies that support learning objectives and content standards	<input type="checkbox"/> uses various instructional strategies that support learning objectives and content standards in a way that makes learning accessible to all learners	<input type="checkbox"/> sometimes uses different instructional strategies that support learning objectives and content standards	<input type="checkbox"/> uses a single instructional strategy that supports learning objectives and content standards	<input type="checkbox"/>
<input type="checkbox"/> engages learners in the design and implementation of higher-level learning in relevant and meaningful ways	<input type="checkbox"/> engages learners in higher level learning in relevant and meaningful ways	<input type="checkbox"/> sometimes engages learners in higher level learning	<input type="checkbox"/> engages learners in low level learning	<input type="checkbox"/>

Comments (Standards 6, 7 & 8):

Click or tap here to enter text.

PROFESSIONAL RESPONSIBILITY

Standard 9 – Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and 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 teacher candidate:

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> participates in an ongoing cycle of reflection, continuously working to improve practice, in order to adapt instruction for whole groups and individual learners	<input type="checkbox"/> seeks, reflects upon and uses feedback to adapt instruction for the whole group and individual learners	<input type="checkbox"/> sometimes reflects upon and uses feedback to adapt instruction for the whole group	<input type="checkbox"/> accepts and reflects upon feedback to evaluate the effects of his/her decisions on others	<input type="checkbox"/>

Standard 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. The teacher candidate:

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates with colleagues, other school professionals, families, learners and community to support learner growth and development	<input type="checkbox"/> collaborates with colleagues, families, and learners to support learner growth and development	<input type="checkbox"/> sometimes collaborates with colleagues to support learner growth and development	<input type="checkbox"/> rarely collaborates with colleagues	<input type="checkbox"/>
<input type="checkbox"/> assumes leadership roles that promote and advance the profession	<input type="checkbox"/> engages in advocacy efforts that contribute to student learning and to the profession	<input type="checkbox"/> sometimes demonstrates professional behaviors and sometimes engages in advocacy efforts that contribute to student learning	<input type="checkbox"/> rarely demonstrates professional behaviors	<input type="checkbox"/>

Comments (Standards 9 & 10):

Click or tap here to enter text.

OVERALL ASSESSMENT OF TEACHER CANDIDATE'S PERFORMANCE

☐ Progressing (Student Teaching Midterm Only)

☐ Ready to Advance

☐ Develop Support Plan

Overall Comments:

Click or tap here to enter text.

APPENDIX C: ATTITUDES AND DISPOSITIONS FORM

Thank you for completing this evaluation. Please submit as soon as possible.

...

Directions:

Using the performance levels described below, the targeted expectation of teacher candidate performance is "most performance indicators demonstrated". Teacher candidates are encouraged to aspire to "all performance indicators demonstrated" and "some performance indicators demonstrated" is considered minimally acceptable.

Performance indicators are included to describe ways to identify each competency in classroom practice. Evaluations should be based on the student's performance in comparison to other teacher candidates beginning to teach and not in comparison to advanced skills of an experienced teacher. The following rubric should be used in evaluating performance.

- 1-No performance indicators in this category demonstrated.
- 2-Few performance indicators in this category demonstrated.
- 3-Some performance indicators in this category demonstrated.
- 4-Most performance indicators in this category demonstrated.
- 5-All performance indicators in this category demonstrated.

Click the arrow --> to continue.

Page Break

Q55



Student Name:

Q56



Evaluator Name:

Q57



Date (mm/dd/yyyy):

Page Break

Q1



Attendance

- Attends classes and field experience regularly and is on time
- Is organized/prepared/ ready when class begins
- Communicates to the instructor before/after an absence
- Takes responsibility for all assigned work when absent
- Understands the relationship between attendance and the role of the teacher

- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

Q2



Work Completion

- Meets all deadlines for assigned work
- Follows the syllabus for instructions and expectations
- Uses resources when available/needed
- Communicates with instructor for clarification when needed
- Submits quality work with attention to detail
- Exceeds expectations for what is required
- Takes responsibility for their own learning
- Is interested in growth and learning over grades
- Understands the relationship between work completion and the role of the teacher

- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

Q3



Collaboration

- Works well with peers -Contributes positively individually and in groups
 - Listens to classmates to gain a better understanding
 - Invites the perspectives of others
 - Is able to share and accept the ideas of others
 - Identifies strengths in a group setting to better reach a goal
 - Understands the relationship between collaboration and the role of the teacher
- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

Q4



Professionalism

- Can identify situations that require a professional approach and responds accordingly
 - Uses professional language in the classroom and in field experience
 - Engages in conversations about education and best practices
 - Dresses professionally for presentations and field experience
 - Demonstrates professional writing skills on assignments and through field experience
 - Demonstrates professional behavior in and out of the classroom
 - Makes professional choices in online and virtual mediums
 - Solicits feedback on personal professionalism
 - Seeks out professional development opportunities for continued growth
 - Understands the relationship between professionalism and the role of the teacher
- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

Q5



Attitude

- Consistently comes to class with a positive attitude in word and action
 - Is proactive rather than reactive
 - Finds the good in others
 - Looks for solutions to challenges
 - Encourages others in word and action
 - Understands that things don't always go as planned
 - Learns from mistakes/failures
 - Invites feedback for ways to improve
 - Understands the relationship between attitude and the role of the teacher
- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

Q6



Initiative

- Takes responsibility for every situation
 - Is not deterred by roadblocks
 - Uses creativity and innovation to solve problems
 - Operates in a proactive mode
 - Takes the time to examine the situation and enlists help when needed
 - Displays consistency in effort and motivation
 - Uses resources available when needed
 - Understands the relationship between initiative and the role of the teacher
- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

Q7



Integrity

- Shows respect in word, voice, and action
 - Displays honesty in word and action
 - Takes responsibility for word and action
 - Follows through on commitments made
 - Addresses issues to only those involved in any situation
 - Keeps confidences
 - Makes amends when needed
 - Understands the relationship between Integrity and the role of the teacher
- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

Q8



Reflection

- Can accurately assess their own strengths/challenges
 - Uses reflection as a tool for improvement
 - Is able to assess situations to provide a meaningful response
 - Invites the perspective of others to ensure an accurate reflection
 - Can provide feedback to others in an intentional and respectful manner
 - Understands that reflection and growth is an ongoing process
 - Understands the relationship between reflection and the role of the teacher
- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

Cultural Sensitivity


- Is open to learning about the history, heritage, and practice of other cultures and religions
 - Is able to identify personal bias
 - Seeks out and participates in activities that promote cultural sensitivity
 - Promotes fairness and justice for all people and cultures
 - Accepts the concept that there is always more to learn regarding cultural sensitivity
 - Understands that all individuals have gifts to share regarding their own culture
 - Understands the relationship between cultural sensitivity and the role of the teacher
- ☐ 1-No performance indicators in this category demonstrated.
- ☐ 2-Few performance indicators in this category demonstrated.
- ☐ 3-Some performance indicators in this category demonstrated.
- ☐ 4-Most performance indicators in this category demonstrated.
- ☐ 5-All performance indicators in this category demonstrated.
- ☐ Not observed/Not applicable

APPENDIX D: Application for Certificate

Submit the form titled "Application for Certificate" on the Registrar's webpage:

<https://etcentral.viterbo.edu/#/form/1136>

Application for Certificate

 VITERBO UNIVERSITY

Advisor Student Lookup Section

Select a student

Click here and type to filter...

First Name

Last Name

ID

Email

Lookup

Lookup

Lookup

Lookup

Class Level

Admit Type

Lookup

Lookup

Advisor Name

Advisor Email

Lookup

Lookup

Major(s)

Minor(s)

Lookup

Lookup

Catalog

Lookup

I am applying for a certificate in a: ☐ non-degree program ☐ education program (including Post Bac)

Semester last class will be taken to complete all requirements for certificate/license:

Term

Year

I would like my name to appear on my certificate exactly as follows:

Please mail my certificate to the below address (street address, NOT email address):

Form Flow:
Start by Student => Advisor => Education Coordinator => Registrar => Files in Student Record.
Start by Advisor => Education Coordinator => Registrar => Files in Student Record.
To submit or approve this form, please review and click the button located in the lower left corner.

Viterbo University | 900 Viterbo Drive | La Crosse, WI 54601 | 608-796-3000 | 1-800-VITERBO