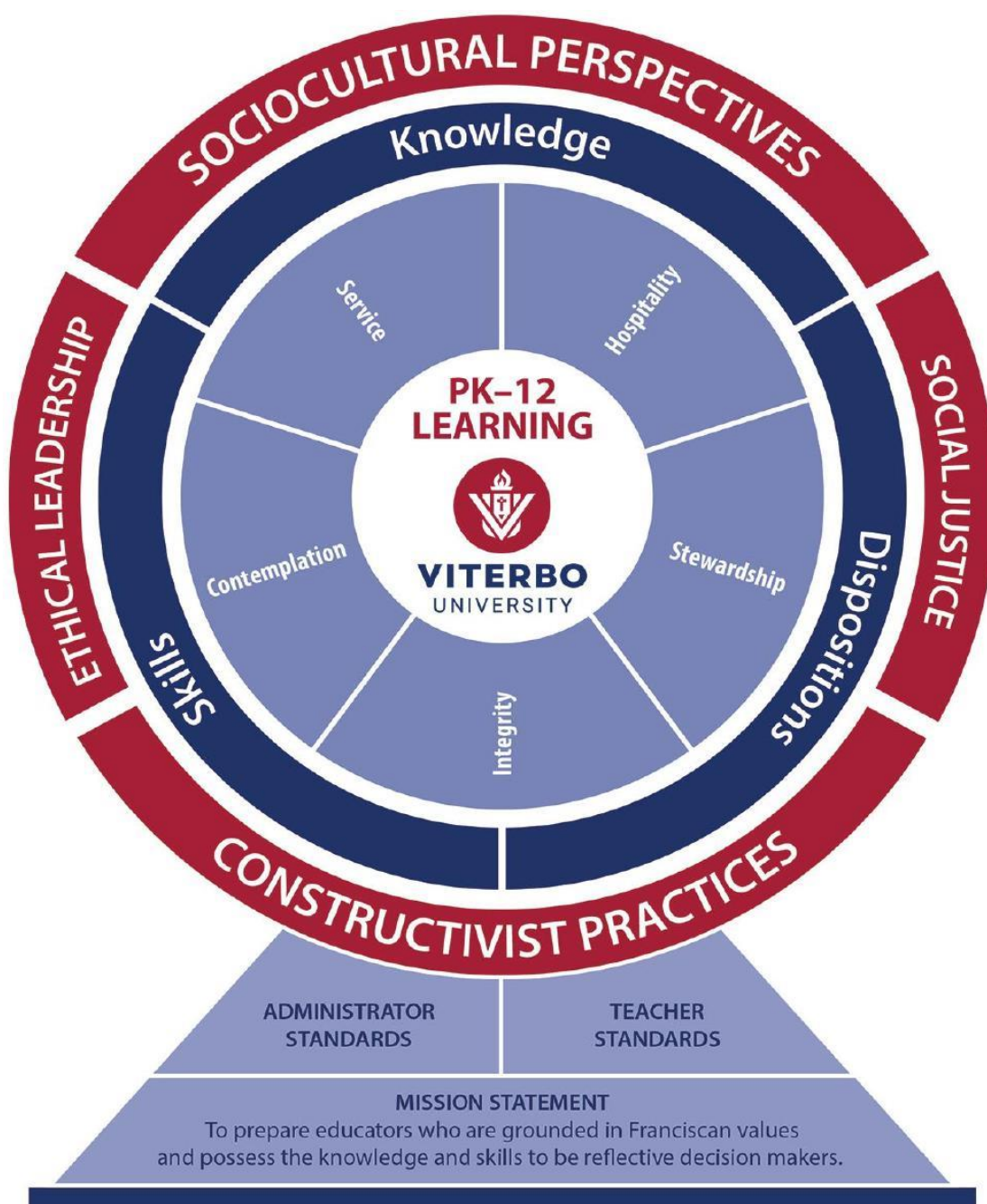


Viterbo University Undergraduate Teacher Education Handbook



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PREFACE

The graphic on the cover page represents 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 in order to optimize the learning of K–12 students. The classroom teacher faces constant decisions that are made after consideration of knowledge and experiences from several 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 (i.e. coursework, experiences, and performance assessment).
- Content knowledge, 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. They 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 in which liberal studies, core abilities, Wisconsin Educator Standards – Wisconsin Teacher Standards, content, pedagogical knowledge, skills, and dispositions are interlaced 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, students develop reflective teaching practices, which prepare them for the teaching profession. Field experiences and student teaching provide the prospective teacher with “real world” experience 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 K–12 collaboration, constructivist practices, field and pre-student teaching 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 can “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's mission is the preparation of educators who are grounded in Franciscan values and possess the knowledge, skills, and dispositions to be reflective decision makers for the 21st century.

VITERBO 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 commits 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 EDUCATOR STANDARDS – TEACHER (PI 34.002)

To receive a teaching license 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 are responsible for advising or co-advising teacher candidates, evaluating the program, and recommending modifications to the Teacher Education Committee. The Associate Dean of 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 kindergarten through grade 12 settings. Further, all faculty are expected to maintain active engagement with K-12 schools, professional organizations, and other education-related endeavors at the local, state, or national level.

TEACHER EDUCATION COMMITTEES

TRADITIONAL (ON-CAMPUS) UNDERGRADUATE STUDENTS

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

NON-TRADITIONAL (ONLINE) STUDENTS

The committee has both a policy forming and administrative role. Membership of the committee is comprised of directors of programs 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 and accreditation and proposes the necessary changes in curricula to meet the requirements.

SCHOOL OF EDUCATION ADVISORY BOARD

An advisory council consisting of regional administrators, teachers, and other K-12 personnel, including Viterbo University alumni and non alumni, will convene at least twice per year to advise the School of Education faculty and administrators on curriculum and program outreach activities. The goals are to strengthen relationships with area schools and districts, share updates, and gain valuable insights and feedback for program improvements and new program development.

APPEALING COMMITTEE DECISIONS

Students seeking an exception to any School of Education policy may petition the Associate Dean for the School of Education for an exception. The Academic Policy form is found on the Registrar's office web page: <https://www.viterbo.edu/registrar/forms>

ADMISSION TO TEACHER EDUCATION PROGRAM PROCEDURES

Every student admitted to Viterbo University is assigned a faculty advisor. It is the student's responsibility, with the help of an advisor and use of student planner in VitNet, 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.

There are two milestones within this program:

- Admission to the Teacher Education Program, and
- Admission to Student Teaching.

BACKGROUND CHECK REQUIREMENT

- Per the Department of Public Instruction, Viterbo must require all teacher candidates to complete a criminal background check at the federal and state levels (CBC) no more than 6 months 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 offenses arise.

ADMISSION TO UNDERGRADUTE PROGRAM (on-campus)

- 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 can include nine additional credits for Cross-categorical Special Education licensure or eight additional credits for Early childhood licensure.
- Bachelor of Science in Secondary Education Degree Program (Art, Music Education, Social Studies, English, Mathematics, Technology Education, Business Education, Spanish Education).

APPLICATION TO UNDERGRADUATE PROGRAM

The applicant must meet the following criteria and be approved by the Viterbo Education Committee for formal admission to the School of Education:

- Have transcripts from any other colleges/universities on file.
- Complete at least 40 semester credits hours.
- Earned a minimum cumulative GPA of 2.75.

- Earned a grade of B or higher on the final lesson plan and presentation in EDUC 255 Curriculum Instruction and Assessment.
- Earned grades of C or above in all education course work taken prior to applying
 - If the GPA is below 2.75, the student application may be approved with stipulations by the Viterbo Education Committee.
- Received a signature recommendation from the program chair of the student's major department.
- Collected three Attitude and Disposition forms:
 - one must be from a Viterbo education faculty member,
 - others may be from Viterbo faculty, Viterbo coaches,
 - one from a supervisor at the current school they work at, if applicable).
 - **A score of '1- Does Not Meet' in any category is unacceptable. Of the forms submitted, no more than two categories with a minimum score of '2 – Approaches Expectations' received on Attitude and Disposition survey forms meets requirements.**
- Successfully completed pre-student teaching hours.
- NOTE: students who hold an AAS degree in Early Childhood Education or Foundations of Teacher Education are automatically admitted to the Teacher Education Program if the grade and GPA requirements have been satisfied. However, according to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. Therefore, students must still apply to Teacher Education Program by submitting a complete application. Furthermore, these students are required to take EDUC 255.
- **Reading Competency:** Demonstrated competency in reading through successful completion (grades of C or above) of core curriculum courses.
- **Math Competency:** Demonstrated competency in Math through;
 - A grade of C or higher in a Quantitative Literacy math course at Viterbo or transferred in (evaluated and approved upon admission). Typically, mathematics courses with prefix "MATH" and at level 111 or higher.
- **Writing Communication Competency:** Demonstrated competency in written English through;
 - Grade of C or better in EDUC 207 **OR**
 - Transfer in an English course with a grade of C or better as documented on transcripts (evaluated and approved upon admission) **OR**
 - A writing sample approved by professional writing specialists in the Academic Resource Center **OR**
 - Take and pass, with C or better, a pre-approved English class at Viterbo or another higher education institution as approved by your academic advisor and/or the Chair of Undergraduate Education
- **Oral Communication Competency:** Demonstrated competency in oral communication through;
 - Grade of B or higher on the oral communication summative assessment in EDUC 215 Educational Psychology **OR**

- Transfer in an oral communication course with a grade of C or better as documented on transcripts (evaluated and approved upon admission) **OR**
- Take and pass a pre-approved oral communication course at Viterbo or another higher education institution as approved by your academic advisor and/or the Chair of Undergraduate Education
- Application materials include:
 - Completed online application
 - Minimum of 2 Attitude & Disposition forms returned
 - Criminal Background Check Forms and payment
 - Conduct & Competency form
 - Reflection paper to be reviewed by ARC

ADMISSION TO UNDERGRADUATE BACHELOR COMPLETION PROGRAM (online)

- 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 or eight additional credits for Early Childhood Education.

APPLICATION TO UNDERGRADUATE BACHELOR COMPLETION PROGRAM

An application should be submitted in the term after the successful completion, with a B or better, after EDUC 307 – *Curriculum, Instruction, and Assessment*.

Note: Students holding an AAS degree in Early Childhood Education or Foundations of Teacher Education are automatically admitted to the Teacher Education Program if the grade and GPA requirements are satisfied. However, according to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. Therefore, students must still apply to Teacher Education Program. Furthermore, these students are required to take EDUC 307.

The applicant must meet the following criteria:

- Complete the online application for the Teacher Education Program
- Complete at least 40 semester credit hours at a regionally accredited college or university.
- Earned a minimum cumulative G.P.A. of 2.75 within the Viterbo University program. Any grade below a 2.75 must be reviewed and approved by the Teacher Education Committee and an Improvement Plan must be developed that clearly indicates the student's plan and commitment for improvement.
- **Reading Competency:** Demonstrate competency in reading through successful completion (grades of C or above) of core curriculum courses.
- **Math Competency:** Demonstrate competency in one of the following:

- Transfer of a college math course with a C or higher (courses that satisfy Viterbo's quantitative literacy requirement; typically, mathematics courses numbered 100 or higher) **OR**
- Take a math course at Viterbo that satisfies Viterbo's quantitative literacy requirement; typically, mathematics courses with prefix "MATH" and level 111 or higher
- **Writing Communication Competency:** Demonstrate writing competency, through a writing sample provided with the teacher education application. The sample will be reviewed and assessed by a writing specialist in the Academic Resource Center.
- **Oral Communication Competency:** Demonstrate through a grade of B or higher on the oral communication summative assessment, in EDUC 307 Curriculum Instruction and Assessment.
- Successful completion of pre-student teaching experiences via embedded experiences in education courses and documented on the field verification form.

COURSES RESTRICTED TO THOSE NOT 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.

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 to be recommended for licensure by the certification officer, candidates must provide:

1. One of the following to demonstrate content knowledge ([Wis. Admin. Code § PI 34.021\(1\)\(c\)](#)):
 - a. An official Praxis Subject Assessment (formerly Praxis II) score report documenting passing scores on Praxis Subject Assessment content tests in the appropriate certification area/discipline; or
 - b. 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.
2. An official Wisconsin Foundations of Reading Test (FoRT) score report documenting a passing score of at least 233 (required **only** for candidates seeking a license to teach in kindergarten to grade 9, and/or in special education) as required by [Wis. Stat. § 118.19\(14\)\(a\)](#).

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 (233) must be earned 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 #190) assesses proficiency and depth of understanding of reading and writing development. The test reflects scientifically based reading research and aligns 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 233 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 Wisconsin Department of Public Instruction set the passing score of 233.
- You will receive your scores as a PDF, which you may view, print, and save for your records.
- The School of Education 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 – 12 credits, and (b) EDUC 482 Seminar – 2 credits.

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 AND PRE-STUDENT TEACHING

(See appendix for required forms)

FIELD EXPERIENCES

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

Course #/Name	Required Course Hours
<i>PRE-ADMISSION TO TEACHER ED FIELD EXPERIENCES</i>	
EDUC 150 – Intro to Education	10
EDUC 215 – Educational Psychology	10
EDUC 302 – Meeting the Needs of Diverse Learners	20
EDUC 306 – Intro to Special Education	10
EDUC 319 – Teaching of Literacy PK-9	20

PRE-STUDENT TEACHING: FIELD I, FIELD II, AND FIELD III

Field experiences require 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

COURSE EMBEDDED FIELD EXPERIENCES

* = Bachelor Completion courses

Course #/Name	Required Course Hours
FIELD I:	
EDUC 255 – Curriculum, Instruction, Assessment	Hours vary
EDUC 305* – Reading, Writing, Speaking, Listening	Hours vary
EDUC 319 – Teaching of Literacy, PK-9	Hours vary
FIELD II:	
EDUC 401 – Early Childhood Education (PK-K) Practicum	Hours vary
EDUC 290 – Positive Classroom Management/6-12	Hours vary
EDUC 346* – Math Methods	Hours vary
FIELD III: CLINICAL BLOCK	
EDUC 355 – Content and Methods in Math	Hours vary
EDUC 405/409* – Interdisciplinary Teaching Methods	Hours vary
EDUC 413 – Assessment and Correction of Literacy	Hours vary
EDUC 300 – Techniques of Secondary Methodology	Hours vary

COOPERATING TEACHERS OF FIELD EXPERIENCE STUDENTS

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 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. All evaluations are kept and stored in student records.

FIELD EXPERIENCES 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.

REQUIREMENTS/PROCEDURES FOR FIELD EXPERIENCE

- Contact the school no more than five (5) days after you receive notice of the placement. If you do not make contact your placement may be cancelled.
- When you reach the teacher by phone, introduce yourself and tell them that you have 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 them 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 they 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 have arranged with the teacher. (Be sure to know the school's vacation dates.) Set a schedule that 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) they 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 their 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

The Application of Theory to Practice (ATP) 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. The Associate Dean for the School of Education must approve any exceptions. 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: UNDERGRADUATE PROGRAM (on-campus)

Application for admission to student teaching is made during the semester prior to student teaching. Applicants for student teaching must be admitted to the Teacher Education Program. The applicant must submit a Student Teaching application by the due date and meet the following criteria:

- Maintain a cumulative G.P.A. of 2.75 or above.
- Passing score (75%) on the Viterbo Math Assessment OR passing grade in Math 255 or 210 (*articulation students only)
- 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.
- Passing scores on the Attitude & Disposition surveys;
 - A score of '1- Does Not Meet' in any category is unacceptable. Of the forms submitted, no more than two categories with a minimum score of '2 – Approaches Expectations' received on Attitude and Disposition survey forms meets requirements.
 - A current faculty member must complete one survey, while a supervisor in your current position should complete the other survey.
 - The Attitude and Disposition survey is an electronic evaluation sent at the time of application for admission to the program.
- 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 (233) 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 Associate Dean of School of Education and committee.

APPLICATION TO STUDENT TEACHING: BACHELOR COMPLETION PROGRAM (online)

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, which includes:
 - 2 Attitude and Disposition forms (one from a Viterbo education faculty, one from Supervisor at current school they work at, if applicable).
 - Criminal Background Check permission form and payment
 - Conduct and Competency form
 - Resume
 - Autobiography Essay
- Receive passing scores on the Attitude & Disposition surveys;
 - A score of '1- Does Not Meet' in any category is unacceptable. Of the forms submitted, no more than two categories with a minimum score of '2 – Approaches Expectations' received on Attitude and Disposition survey forms meets requirements.
 - A current faculty member must complete one survey, while a supervisor in your current position should complete the other survey.
 - The Attitude and Disposition survey is an electronic evaluation sent at the time of application for admission to the program.
- Maintain cumulative G.P.A. of 2.75 or above.
- Passing score (75%) on the Viterbo Math Assessment OR passing grade in Math 255 or 210 (*articulation students only)
- Successfully complete 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 (233) 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 Associate Dean of the School of Education and committee.

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. 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 should plan accordingly with their advisors 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 graduate. The Education Program Coordinator will confer with the school district administration and follow any school district policy that addresses the placement of student teachers at a school where family members are employed.

STUDENT TEACHING PLACEMENT LEVELS

- Typically, students will be placed in two 9-week experiences to ensure grade band coverage.
 - Licensure in more than one band, requires two placements.
- Full semester placements may be granted assuring evaluated field experiences in a variety of levels prior to student teaching. This exception must be requested on the student teaching application and will be verified and approved by the Education Coordinator.
- Students teaching in a school and holding 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 exception 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 visit 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 is 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 plans 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. Viterbo University uses the DPI template for lesson planning as well as an abbreviated lesson plan. There are required elements that 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 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.

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 three times at each placement, 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 each student's progress will be more discernible. After each visit, the supervisor holds a conference with the student teacher and confers with the cooperating teacher 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 seminar's purpose is to review and evaluate student teaching activities and 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.

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. The student teacher is expected to seek 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.

Student teachers are expected to, through gradual induction, assume complete responsibility of the classroom. The student teacher is expected to 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: Field I, Field II, Field III, and Student Teaching. During a Student Teaching placement, the ATP Rubric is used in each formal observation/evaluation of the teacher candidate and discussed in conferences between the student, university supervisor, and cooperating teacher. 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 teacher standards. To demonstrate proficiency in all standards, a score of “3” or above must be earned on the summative ATP of the experience by both the university supervisor and the cooperating teacher.

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

- At least 3 classroom supervisory visits (per placement) of at least one hour are 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 and be shared with the teacher.
- 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 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 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 determined semester. Student teachers

must notify the School of Education Office, the cooperating teacher, and the university supervisor(s) of the absence. This notification 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.

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 the student teacher is not licensed yet as a classroom teacher and hence must work under the supervision of certified personnel.

When the cooperating teacher is absent, the student teacher may assume the role of a substitute teacher in that classroom for up to ten (10) days of the student teaching experience. The student teacher must have a DPI substitute teacher license and district administration approval.

DPI mandates that teacher candidates complete student teaching for full days/full semester. DPI allows Viterbo University to work with local districts on the specific dates of the semester experience. 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.

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.

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 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.

APPENDIX A: Example of School of Education Field Experience Log

Date: _____
Month/Date/Year

Student ID #

_____ has been assigned to your class for the
Last/First/Middle Initial

_____ semester. _____ field experience hours are due by _____.
Term/Year Number of Hours Month/Date/Year

University Course _____ Course Instructor _____

The student will complete the attached log, but we ask you to verify his/her experience at completion by filling out the following:

Signature of supervising teacher: _____
(Signature indicates verification of hours and experience)

School _____ Date: _____

Students, please return this form to the School of Education Office, MRC 401. You will not be given credit unless the teacher signs above.

Date	Time Started Ex: 8:30am	Time Completed Ex: 9:30am	Daily Total	Activities:

Appendix B: Application of Theory into Practice (ATP) Form



VITERBOUNIVERSITY

Teacher Candidate: Click or tap here to enter text.	Program: Click or tap here to enter text.
Placement Site: Click or tap here to enter text.	Certification Area (e.g., Art, Math, Spanish): 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: Click or tap here to enter text.
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.
- The N/A option should only be used when evaluating teacher candidates in Field Experiences I, II, and III
- For student teaching, a numerical rating 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 plan developmentally learning experiences	<input type="checkbox"/>

The Learner and Learning

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
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<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"/>
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The Learner and Learning				
Standard 3 – Learning Environments – The teacher works with others to create environments that support individual and collaborative learning, and that encourages 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, and 3)

Content Knowledge				
Standard 4 – Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create 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"/>

Content Knowledge				
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	<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"/>

thinking or problem solving that allows learners to generate their own ideas about the content				
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Comments (Standards 4 and 5)

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 learner 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"/>
Instructional Practice				
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 learning 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	<input type="checkbox"/> Collaborates with others to select and/or create, and sequences	<input type="checkbox"/> Sometimes selects and/or creates, and sequences learning	<input type="checkbox"/> Selects and/or creates inappropriate and/or	<input type="checkbox"/>

personalized learning experiences that are aligned to curriculum goals and/or content standards	learning experiences that are aligned to curriculum goals and/or content standards, and makes the content relevant to learners	experiences that are aligned to curriculum goals and/or content standards, and sometimes makes content relevant to learners	irrelevant learning experiences	
<input type="checkbox"/> Adjusts plans based on individual learner's responses	<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"/>

Instructional Practice				
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, and 8)

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Professional Responsibility				
Standard 9 – Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their 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 their decisions on others	<input type="checkbox"/>

Professional Responsibility				
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 advances 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	<input type="checkbox"/> Sometimes demonstrates professional behaviors	<input type="checkbox"/> Rarely demonstrates professional behaviors	<input type="checkbox"/>

	student learning and to the profession	and sometimes engages in advocacy efforts that contribute to student learning		
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Comments (Standards 9 and 10)

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Overall Assessment of Teacher Candidate's Performance

- ☐ Progressing (Unsatisfactory)
- ☐ Ready to Advance (Satisfactory)

Overall Comments

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Appendix C: Cross-Categorical Application of Theory into Practice (ATP) Form



VITERBOUNIVERSITY

Teacher Candidate: Click or tap here to enter text.	Program: Click or tap here to enter text.
Placement Site: Click or tap here to enter text.	Certification Area (e.g., Art, Math, Spanish): 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: Click or tap here to enter text.
Course Number: Click or tap here to enter text.	Date: Click or tap to enter a date.

- Please rate the teacher candidate on each of the 2020 CEC Initial K-12 Standards using the following rubric.
- The N/A option should only be used when evaluating teacher Candidate(s) in Field Experiences I, II, and III.
- For student teaching, a numerical rating is required for all standards. To demonstrate proficiency in all standards, a score of '3' or above must be earned on all standards.

Standard 1 – Engaging in Professional Learning and Practice within Ethical Guidelines

Candidate(s) practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. The teacher candidate:

Practices within ethical guidelines and legal policies and procedures.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Advocates for improved outcomes for individuals with exceptionalities and their families while addressing the unique	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently

needs of those with diverse social, cultural, and linguistic backgrounds.	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Designs and implements professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A

Comments (Standard 1)

Standard 2 – Understanding and Addressing Each Individual’s Developmental and Learning Needs	
Candidate(s) use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs. The teacher candidate:	
Applies understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Uses their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A

Comments (Standard 2)**Standard 3 – Demonstrating Subject Matter Content and Specialized Curricular Knowledge**

Candidate(s) apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities. The teacher candidate:

Applies their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A

Augments the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A

Comments (Standard 3)**Standard 4 – Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**

Candidate(s) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidate(s) evaluate students to determine their strengths and needs,

contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate. The teacher candidate:

Collaboratively develops, selects, administers, analyzes, and interprets multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A

Develops, selects, administers, and interprets multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A

Assesses, collaboratively analyzes, interprets, and communicates students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and ongoing adjustments to instruction.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A

Comments (Standard 4)

Standard 5 – Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning. The teacher candidate:

Uses findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Uses effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Uses flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Organizes and manages focused, intensive small group instruction to meet the learning needs of each individual.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Plans and delivers specialized, individualized instruction that is used to meet the learning needs of each individual.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A

Comments (Standard 5)

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Standard 6 – Supporting Social, Economic, and Behavioral Growth	
Candidate(s) create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. The teacher candidate:	
Use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Uses a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A
Systematically uses data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.	<input type="checkbox"/> 4 – Always
	<input type="checkbox"/> 3 – Frequently
	<input type="checkbox"/> 2 – Seldom
	<input type="checkbox"/> 1 – Rarely
	<input type="checkbox"/> N/A

Comments (Standard 6)

Standard 7 – Collaborating with Team Members

Candidate(s) apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families. The teacher candidate:

Utilizes communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A

Collaborates, communicates, and coordinates with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A

Collaborates, communicates, and coordinates with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A

Works with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

☐ 4 – Always

☐ 3 – Frequently

☐ 2 – Seldom

☐ 1 – Rarely

☐ N/A


Comments (Standard 7)

Overall Assessment of Teacher Candidate's Performance

- ☐ Progressing (Unsatisfactory)
- ☐ Ready to Advance (Satisfactory)

Overall Comments

Appendix D: Checklist for Cross Categorical Special Education Student Teachers and Practicum Students

 VITERBO UNIVERSITY	Teacher Candidate: Click or tap here to enter text.	Program: Click or tap here to enter text.
	Placement Site: Click or tap here to enter text.	Certification Area (e.g., Art, Math, Spanish): 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: Click or tap here to enter text.
	Course Number: Click or tap here to enter text.	Date: Click or tap to enter a date.

With respect to the model for delivery of instruction that the school district has adopted, the items listed in this document are some experiences that the Viterbo University School of Education recommends for its student teachers in the cross-categorical student teaching experience to have completed.

Directions:

- Students must demonstrate completion of at least 10 of the 12 items. This demonstration can take the form of a reflection or artifacts from the experience.
- Please check off the items below that the teacher candidate has completed during their experience.

The teacher candidate has completed the following items:

- ☐ 1. Candidate experiences co-teaching aspects of planning, collaboration, implementation, and assessment in inclusive situations.
- ☐ 2. Candidate participates in a triennial reevaluation which may include assessment, writing the education assessment report, and presenting as part of the multi-disciplinary team at the IEP.
- ☐ 3. Candidate has knowledge and understanding of IEP goals and accommodations for each student on the case load. The candidate meets the needs of each student.
- ☐ 4. Candidate experiences delivery of instruction at the classroom, small group, and individual level.
- ☐ 5. Candidate aids in the development of accommodations for students on the case load (modifying tests, locating assistive devices, collaborating with and supporting general ed teachers, etc).
- ☐ 6. Candidate fosters ethical relationships with all stakeholders as allowable (parents, general ed teachers, administration, etc).
- ☐ 7. Utilizing a current student's IEP as a model, the candidate writes an entire IEP.
- ☐ 8. Candidate experiences and employs classroom management strategies that keep students focused, encourage participation, and demonstrate socially acceptable activities for caseload students.
- ☐ 9. Candidate understands and participates with the progress monitoring system used to track growth.

Appendix E: Context for Learning and Lesson/Unit Plan Cover Page

Please refer to the essential elements document for specific examples and directions.

Grade Level and Subject Level	
Context for Learning <i>Link "Context for Learning" form and provide a summary.</i>	Considerations <i>City/community including assets/resources</i> <i>District</i> <i>School</i> <i>Classroom</i>
How will this information impact your planning and instructional decisions?	

IEP requirements and other needs (ELL, 504, etc.) (Align instructional decisions to specific student needs. Use student initials and use NA if you do not have students on an IEP.)
--

Materials and Support needed for students requiring IEP, ELL services or 504 plans	Considerations <i>Can technology enhance the lesson? How?</i> <i>Adult Support – How will you work with SPED/paras/volunteers BEFORE and DURING the lesson to help them be more effective?</i>
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Prior Student Knowledge	Considerations <i>What do the students know?</i> <i>What can the students do?</i> <i>What are the students working towards?</i> <i>What tool did you use to assess the prior learning?</i> <i>Any student misconceptions you can foresee?</i> <i>Previous lesson assessments</i> <i>Previous objectives</i> <i>Previous foundational standards</i>
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Unit Goal(s)	Curriculum Standard(s) <i>(include the identification numbers and the statement)</i>	Summative Assessment(s)	Formative Assessment(s)

Academic Vocabulary		
Key Vocabulary <i>Identify the key vocabulary words or phrases critical to understanding this lesson. List and define them in student-friendly terms.</i>	What strategy or strategies will be used to teach them?	Language Functions <i>Identify the language demands of a specific academic task (i.e. describing, categorizing, sequencing, comparing, graphing, solving etc.) and content concepts (plot, character traits, equations, etc.).</i>

Differentiation	Considerations <i>Content</i> <i>Process</i> <i>Product</i> <i>Learning Environment</i> -How do you match instruction to the learners? -Scaffolding, graphic organizers, etc.
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Appendix F: Lesson Plan Template

Fill out one per lesson. Reproduce as needed.

<p>Curriculum Standard(s) <i>(include the identification numbers and the statement)</i></p> <p>Lesson Objective(s)</p> <p><i>(TSW+ verb + content + formative assessment)</i></p>	<p>Assessment(s)</p>
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<p>Materials Needed (for this lesson)</p>
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<p>Academic Language</p> <p><i>(Include key vocabulary and terms for this lesson.)</i></p>

<p>Anticipatory Set</p> <p>Time Frame:</p>	<p>Considerations</p> <p><i>Get the attention/hook, connect to previous learning, transition to the lesson.</i></p> <p><i>What is the learning target?</i></p>
<p>Instruction</p> <p>Time Frame:</p>	<p>Considerations</p> <p><i>I do (modeling, think alouds)</i></p> <p><i>We do</i></p> <p><i>You do together</i></p> <p><i>You do alone</i></p>

	<p>How are you checking for understanding during the lesson? <i>Write out specific questions or statements for your lesson.</i></p> <p><i>Transitions</i></p> <p><i>What will you do to support students that need more support?</i></p> <p><i>What will you do to support students that need to be challenged?</i></p>
<p>Closure Time Frame:</p>	<p>Considerations <i>Opportunities to summarize/recap the learning that is tied back to the student objectives. Point back to learning target.</i></p>

<p>Extension Opportunities</p>	<p>Considerations <i>Homework</i> <i>At home connections</i> <i>Optional extensions</i></p>
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<p>Classroom Management</p>	<p>Considerations <i>Classroom Grouping</i> <i>SEL Focus</i> <i>Community Building</i> <i>Routines and Procedures, distributing and collecting materials, clean up, etc.</i> <i>Behavior Management</i> <i>Rewards/Consequences</i></p>
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<p>Research/citations/reasoning for decisions on:</p> <p>Assessments Vocabulary Instruction Classroom Management Anything else the informed your decisions</p>
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Analysis and Reflection (Complete after you teach the lesson.)

The following information must be completed by student teachers and accompany the required FULL VU lesson plans .

1. How much time is devoted each day to teaching this content to the class?
2. Is there any ability grouping or tracking for this content area? If so, please describe how it affects your class.
3. Identify any textbook or instructional program you primarily use for the instruction of this learning segment. (Name, publisher, and date of publication)
4. List any other resources (e.g., SmartBoard, ACTIVBoard, manipulatives, on-line resources, other technology) you use for instruction in this class.
5. Complete the following chart below to summarize the required accommodations or modifications for special education students or gifted and talented students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart.

The first row has been completed in italics as an example. Use as many rows as you need.

Special Education Category	Number of Students	Accommodations/Pertinent IEP Objectives
<i>Example: Learning Disability</i>	<i>Example: 5</i>	<i>Example: Close monitoring, follow up and Resource Room</i>

Appendix G: Special Education Lesson Plan

Complete one per lesson. Reproduce as needed. (attach description of general education lesson if instruction takes place in the general education setting)

Wisconsin Academic Standard Learning Objective for all students (based off of WAS) (TSW+ verb + content + formative assessment)	Time/setting/# of students in the instructional group
IEP goals and objectives that pertain to lesson and student—use initials	Assessment(s)

Materials Needed (for this lesson)

Instruction (include anticipatory set, instruction and closure) Time Frame:	Considerations <i>I do (modeling, think alouds)</i> <i>We do</i> <i>You do together</i> <i>You do alone</i> How are you checking for understanding during the lesson? <i>Write out specific questions or statements for your lesson.</i> <i>Transitions</i> <i>What will you do to support students that need more support?</i> <i>What will you do to support students that need to be challenged?</i>
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Supports provided beyond those available in general ed to promote positive behavior	
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Analysis and Reflection (Complete after you teach the lesson.)

APPENDIX H: Attitudes and Dispositions Form

Viterbo University School of Education Candidate Disposition Evaluation Rubric



	Exceeds Expectation—4	Meets Expectation—3	Approaches Expectation—2	Does Not Meet — 1
Attendance	<ul style="list-style-type: none"> Arrives early to class Always makes arrangements with instructor when absent Always gets materials for missed content 	<ul style="list-style-type: none"> Consistently attends class Is on time Usually makes arrangements with instructor when absent Usually gets materials for missed content 	<ul style="list-style-type: none"> Occasionally misses class Rarely is tardy Sometimes makes arrangements with instructor when absent 	<ul style="list-style-type: none"> Exhibits a pattern of absence Often tardy Provides no reason for missing class No arrangements with instructor when absent
Class Participation	<ul style="list-style-type: none"> Exceptional quality work Learning is at a deep level Work demonstrates reflective quality Uses many quality resources to add to the breadth and depth of assignments. 	<ul style="list-style-type: none"> Attention to detail is evident in work Work is sequential and logical Work shows evidence of thoughtful analysis Adequate time and planning evident in work Seeks and uses new resources to complete assignments 	<ul style="list-style-type: none"> Work is often correct Assignments show a basic grasp of the intent Student makes use of some additional resources to complete assignments 	<ul style="list-style-type: none"> Little or no attention to quality for assignments Errors evident Emphasis on getting work done rather than learning Uses current knowledge rather than outside resources
In-Class Performance	<ul style="list-style-type: none"> Always shows initiative in class activities Applies knowledge Frequently makes connections with prior learning Frequently asks questions to extend the conversation Shows intellectual interest Always demonstrates higher-order thinking 	<ul style="list-style-type: none"> Usually actively engaged in class Usually shows interest in class activities Volunteers to respond to questions Actively participates in discussions Stays focused in class Completes outside preparation in order to participate fully in class 	<ul style="list-style-type: none"> Often attentive in class Responds when called upon Some effort to volunteer in discussions Some effort put forth in class activities At times demonstrates higher-order thinking 	<ul style="list-style-type: none"> Inattentive in class Attends to materials not related to the class Rarely participates in class discussions May distract others Does not demonstrate having done the necessary outside preparation to participate in class
Self-Reflection	<ul style="list-style-type: none"> Recognizes strengths and utilizes them Actively seeks out suggestions to promote growth Regularly engages in critical thinking and analysis of one's behaviors 	<ul style="list-style-type: none"> Recognizes strengths Accepts suggestions to promote growth Demonstrates the ability to learn through self-reflection Willing to recognize weaknesses as a way to overcome them 	<ul style="list-style-type: none"> Some recognition of strengths Can be defensive regarding constructive criticism Sometimes is self-reflective Beginning to recognize weaknesses and how to overcome them 	<ul style="list-style-type: none"> Does not recognize personal limitations Does not accept constructive criticism Little evidence of reflective thought as a means of overcoming weaknesses.
Appreciation of Diversity	<ul style="list-style-type: none"> Actively seeks out opportunities to work with those of different abilities, gender, race, or ethnicity Always shows deep compassion for others Always listens actively Always values opinions of others 	<ul style="list-style-type: none"> Willingly works with those from different abilities, races, gender, or ethnic groups Shows concern for others and their needs Listens carefully to others Respects the views of others 	<ul style="list-style-type: none"> Accepts others who are different Is respectful and responsive to ideas of others Usually interacts with others in a polite manner Shows some awareness of the needs of others Often engages in active listening 	<ul style="list-style-type: none"> Usually works with those who are like him/her Can be intolerant, disrespectful, or unresponsive to the ideas of others Main concern seems to be for self
Collaboration	<ul style="list-style-type: none"> Always promotes group goals Contributes above and beyond what is expected Always encourages the use of ideas from all members Works to actively advance success for the good of all 	<ul style="list-style-type: none"> Usually promotes group goals Usually contributes more than is expected Usually encourages the use of others' ideas Usually works to advance the success of all members of the group 	<ul style="list-style-type: none"> Sometimes promotes group goals Sometimes contributes more than is expected Sometimes encourages the use of others' ideas Sometimes works to advance the success of all members of the group 	<ul style="list-style-type: none"> Puts forth minimal effort Does not promote group goals Does not encourage the use of others' ideas Does not work to advance the success of all members of the group

Communication	<ul style="list-style-type: none"> • Speaking is flawless • Writing is without errors • Always expresses ideas clearly • Always is articulate when speaking before groups 	<ul style="list-style-type: none"> • Usually uses correct grammar in oral communication • Usually uses correct grammar and punctuation in writing • Usually expresses ideas clearly • Is usually articulate when speaking before groups 	<ul style="list-style-type: none"> • Sometimes uses correct grammar in oral communication • Sometimes uses correct grammar and punctuation in writing • Sometimes expresses ideas clearly • Sometimes is articulate when speaking before groups 	<ul style="list-style-type: none"> • Typically uses incorrect grammar in oral communication • Typically uses incorrect grammar and punctuation in writing • Typically does not express ideas clearly • Typically is not articulate when speaking before groups
Emotional Responsibility	<ul style="list-style-type: none"> • Always maintains composure • Always respect viewpoints of others • Always treats others with dignity • Is usually accountable and responsible for his/her emotions and behaviors. 	<ul style="list-style-type: none"> • Usually maintains composure • Usually respect viewpoints of others • Usually treats others with dignity • Is usually accountable and responsible for his/her emotions and behaviors. 	<ul style="list-style-type: none"> • Sometimes maintains composure • Sometimes respect viewpoints of others • Sometimes treats others with dignity • Is sometimes accountable and responsible for his/her emotions and behaviors. 	<ul style="list-style-type: none"> • Emotions are not under control; • May lose temper or show outbursts of emotion; • Can be disrespectful with others; • Does not take personal responsibility for emotions or behaviors • Blames others or outside forces for loss of emotional control.
Ethical Behavior	<ul style="list-style-type: none"> • Always honest in communication and in academic work • Always can be counted on to keep personal confidence • Is always trustworthy • Can always be depended upon 	<ul style="list-style-type: none"> • Usually is honest in communication and in academic work • Usually can be counted on to keep personal confidence • Is usually trustworthy • Can usually be depended upon 	<ul style="list-style-type: none"> • Sometimes is honest in communication and in academic work • Sometimes can be counted on to keep personal confidence • Is sometimes trustworthy • Can sometimes be depended upon 	<ul style="list-style-type: none"> • Shows a pattern of dishonest or deceitful behaviors, including academic dishonesty; • Fails to use discretion in keeping personal confidences; • Cannot be counted on to keep word or to follow through as promised.
Organization	<ul style="list-style-type: none"> • Always handles multiple tasks and demands with efficiency and ease. 	<ul style="list-style-type: none"> • Handles multiple tasks and demands adequately. 	<ul style="list-style-type: none"> • At times demonstrates difficulty handling multiple tasks and/or demands. 	<ul style="list-style-type: none"> • Candidate is unable to handle multiple tasks and or demands.
Collegiality	<ul style="list-style-type: none"> • Always seen as a valued colleague • Always able to give and take suggestions and constructive criticism • Always works hard to promote the success of all with whom he/she works. 	<ul style="list-style-type: none"> • Usually seen as a valued colleague • Usually able to give and take suggestions and constructive criticism • Usually works hard to promote the success of all with whom he/she works. 	<ul style="list-style-type: none"> • Sometimes seen as a valued colleague • Sometimes able to give and take suggestions and constructive criticism • Sometimes works hard to promote the success of all with whom he/she works. 	<ul style="list-style-type: none"> • Is not dependable • Is seen as being self-centered • Can be controlling • Refuses suggestions or constructive criticism
Flexibility	<ul style="list-style-type: none"> • Always responds to unexpected challenges or changes in a creative, productive manner. 	<ul style="list-style-type: none"> • Is usually able to adjust, redirect, and deal with challenges or changes that are not expected. 	<ul style="list-style-type: none"> • Is often unable to adjust, redirect, or deal with unexpected challenges or changes. 	<ul style="list-style-type: none"> • Is rigid and shows little ability to handle unexpected challenges or changes that come up.
Attitude	<ul style="list-style-type: none"> • Always finds good in situations • Is always able to see the good in others • Always sees possibilities as opposed to obstacles. 	<ul style="list-style-type: none"> • Usually finds good in situations • Is usually able to see the good in others • Usually sees possibilities as opposed to obstacles 	<ul style="list-style-type: none"> • Sometimes finds good in situations • Sometimes is able to see the good in others • Sometimes sees possibilities as opposed to obstacles 	<ul style="list-style-type: none"> • Tends to see the obstacle, as opposed to the opportunity • Negative attitude is often hard to 'break through' • Resists suggestions for change.
Response to Students	<ul style="list-style-type: none"> • Always responds appropriately and respectfully when communicating with students. 	<ul style="list-style-type: none"> • Usually responds appropriately and respectfully when communicating with students. 	<ul style="list-style-type: none"> • Sometimes responds appropriately and respectfully when communicating with students. 	<ul style="list-style-type: none"> • Does not respond appropriately or respectfully when communicating with students.
Classroom Procedures	<ul style="list-style-type: none"> • Directions, procedures, and oral/written language are always communicated clearly and accurately. 	<ul style="list-style-type: none"> • Directions, procedures, and oral/written language are usually communicated clearly and accurately. 	<ul style="list-style-type: none"> • Directions, procedures, and oral/written language are sporadically communicated clearly and accurately. 	<ul style="list-style-type: none"> • The candidate' fails to communicate oral or written direction and procedures in a way that is clear and/or accurate.

Adjustment of Lessons	<ul style="list-style-type: none"> Always demonstrates flexibility by adjusting lessons, responding to students Is always persistent. 	<ul style="list-style-type: none"> Usually demonstrates by adjusting lessons, responding to students Usually persistent. 	<ul style="list-style-type: none"> Sporadically demonstrates flexibility by adjusting lessons, responding to students Sometimes persistent 	<ul style="list-style-type: none"> Does not demonstrate flexibility by adjusting lessons, responding to students Rarely persistent
Teacher Mindset	<ul style="list-style-type: none"> Always serves the needs of all students Always challenges inappropriate behaviors Always takes a leadership role in high-quality decision making in the classroom. 	<ul style="list-style-type: none"> Usually serves the needs of all students Usually challenges inappropriate behaviors Usually takes a leadership role in high-quality decision making in the classroom. 	<ul style="list-style-type: none"> Sometimes serves the needs of all students Sometimes challenges inappropriate behaviors Sometimes takes a leadership role in high-quality decision making in the classroom. 	<ul style="list-style-type: none"> Does not address the needs of all students Is unresponsive to inappropriate behaviors Does not support leadership roles in high-quality decision making in the classroom.
Professional Development	<ul style="list-style-type: none"> Actively seeks out professional development opportunities Always acts as a leader 	<ul style="list-style-type: none"> Usually seeks out professional development opportunities Usually assists his/her peers. 	<ul style="list-style-type: none"> Sometimes seeks out professional development opportunities Occasionally assists peers 	<ul style="list-style-type: none"> The candidate does not seek out or participate in professional development opportunities to enhance content or pedagogical skills.

Teacher Candidate: _____ Student Status: FR SO JR SR PB

Course: _____

Faculty Signature: _____ Date: _____

Comments: