

# UW-Stout School of Education Undergraduate Pre-Student Teaching (Field Experience) Handbook



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**STOUT**  
UNIVERSITY OF WISCONSIN

**UW-Stout School of Education  
Pre-Student Teaching (Field Experience) Handbook  
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## I. Introduction

The UW-Stout School of Education (SOE) Undergraduate Pre-Student Teaching (Field Experience) Handbook serves as a guide for early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Pre-student teaching (field) experiences allow candidates to explore, apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. Please read this handbook carefully prior to the start of the field experience and contact your course instructor with any concerns or questions.

## II. Policies and Procedures

### 1. Calendar

As soon as possible, you and your cooperating teacher should develop a mutually agreeable schedule that you will adhere to as a condition of successful completion of the field experience course. Submit this schedule to the university course instructor for approval prior to your second session. Your instructor will inform you of any scheduling requirements unique to the course. Any deviations from the approved schedule must be pre-approved by your cooperating teacher and university course instructor.

### 2. Daily Attendance, Tardiness and Absences

Field experience candidates are to assume the responsibility of arriving and departing at the times agreed to by the cooperating teacher. Candidates must arrive at the cooperating school and sign in at the school office, as stipulated by local policies, and sign out at departure. No late arrivals or early departures from school will be allowed without the express permission of the cooperating teacher and notification of the university supervisor.

### 3. Absences

Absence due to illness or other emergency must be reported as soon as practical by calling the school. If the cooperating teacher cannot be reached, ask the secretary to notify that individual immediately. At your next contact in the classroom, make arrangements to make up the time missed. ***More than one unexcused absence will result in a Withdrawal Unsatisfactory or Incomplete grade. Excessive absences for any reason may also result in a Withdrawal or Incomplete grade.***

### 4. Absence of Cooperating Teacher

If a cooperating teacher must be absent, a substitute teacher must be present in the classroom. The student responsibilities should include only those which have been previously defined. The student may observe or assist the substitute in ongoing classroom activities.

### 5. Cooperating Teacher Leaving the Room

The field experience candidate may not be alone in the classroom by him/herself with the class. If an emergency arises and the cooperating teacher must leave the room for more than a few minutes he/she should tell another teacher that the student is in the room along with the class. Because field experience candidates are considered learners at this stage of their teacher preparation, they normally ***do not assume full responsibility for a classroom.***

### 6. Labor Disputes

If a system-wide strike, work stoppage, or work-to-contract situation occurs in the school district where a student teacher is assigned, he/she is to remain a non-participant until negotiations are settled. Field experience candidates may not cross picket lines or participate in any school-related activities until the issues have been resolved. Decisions about arranging an alternative placement will be made on an individual basis in consultation with the course instructor.

## **7. Professional Liability**

Professional Liability coverage is provided by the State of Wisconsin under provisions of S.S. 165.25 (6) and 895.46 (1) of the Chapter 81, Laws of 1975 for all University of Wisconsin System student teachers, interns teachers, or for any others assigned to field experiences. This coverage protects the university student against claims from third parties for personal injury or property damage caused while performing within the scope of duties as a student teacher or intern teacher. Students may also obtain professional liability insurance through private companies or professional organizations.

## **8. Candidate Transportation of Students for School Event Purposes**

All drivers must follow District approval processes and policies for driving students to/from academic and/or co-curricular activities/events. In NO CASE should a candidate drive his/her personal vehicle for student transportation. Candidates may be allowed to drive a District vehicle if the following minimum standards are met and approved by the District:

- Must have a valid operator's license,
- Must have minimum of two years licensed driving experience, and
- Must be eighteen (18) years of age.

Candidates may not transport students if their driving record reflects any of the following conditions:

- Three or more moving violations and/or at-fault accidents in the past two years
- An Operating While Intoxicated (OWI)/Driving Under the Influence (DUI) citation within 12 months
- Suspension or revocation of driver's license

## **9. Health and Injury Coverage**

At the University of Wisconsin-Stout, all graduate and undergraduate students who are registered as full-time students are eligible for medical care at the University Health Service facility, which does not include hospitalization care. Unless you have other health and injury coverage, students need to secure more complete health coverage under either the Student Wisconsin Education Association plan or another insurance plan through a private company.

## **10. Resolution of Problems**

All issues or problems that arise with a student should be directed by the cooperating teacher(s) to the university course instructor; likewise, issues or problems encountered by the field experience candidate should be brought to the attention of the university course instructor or to the Coordinating Chair if the problem is with the university course instructor. It is the responsibility of the university course instructor to mediate any conflicts between the candidate and the school personnel. Issues may be brought to the attention of the Coordinating Chair by the supervisor for adjudication if necessary.

## **11. Removal/Termination of Placement of Field Experience Candidate**

The School of Education recognizes the right of the cooperating school district and the university to terminate a candidate's school placement, without notice if necessary. A field experience candidate may be removed under the following conditions:

- a. Continued participation in the experience is determined by the school district or university course instructor to adversely affect the pupils served, the university student, the participating school or agency, or the university, (immediate removal)
- b. The field experience candidate is not meeting the minimum requirements of the experiences as determined by the cooperating teacher and the university course instructor, (removal following consultation)

A field experience candidate who has been removed from a professional semester placement(s) may appeal that decision to the Coordinating Chair of the School of Education.

## **12. Statement of Non-Discrimination**

No student of University of Wisconsin-Stout may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, gender identity and expression, pregnancy, marital status or parental status in accordance with Wisconsin Statute Chapter 36.12 and Board of Regents policy. This statement is published, in part, to fulfill requirements of Section 86.9 of the title 45, Code of Federal Regulations, which implements Title IX of the Educational Amendments of 1972.

## **13. Access and Accommodation**

The Americans with Disabilities Act (ADA) requires state and local governments and places of public accommodation to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alternation to the program or service or in an undue burden. Therefore, the University of Wisconsin-Stout, in conjunction with its cooperating school and agencies, is accessible to student/intern teachers with disabilities and will make every attempt to provide reasonable accommodations for qualified individuals with disabilities. If you are so qualified, arrange to have documentation provided by the Director of Services for Students with Disabilities.

## **14. Policy for Reporting Suspected Child Abuse**

Any student teacher/intern suspecting or becoming aware of child abuse (physical, emotional, or sexual) is required to inform his/her cooperating classroom teacher and/or school principal. This is for the student teacher's and intern teacher's protection as well as safeguarding the child/student. The student teacher/intern is encouraged to contact the university supervisor if questions arise.

## **15. Teaching Attire**

Acceptable teaching attire and personal appearance are those that conform to the highest standards of teachers in the cooperating school system. Your attire should not detract from the learning environment.

## **16. Other Compliance**

Student teachers/interns must comply with all other applicable federal and state laws, school district policies outlined in the school district handbook, and discipline specific ethical codes.

## **17. Professional Conduct and Dispositions for Field Experience Candidates**

- a. Enter the student teaching experience with a positive attitude and determination to do your very best.
- b. Maintain a professional relationship at all times with all individuals involved in the total education program.
- c. Determine what is considered to be the highest standard of appropriate dress in your particular school and dress professionally.
- d. Keep communication lines open with your cooperating teacher and course instructor. Your cooperating teacher and course instructor are there to help you in any way that they can.
- e. Display a receptive attitude toward suggestions and criticisms. Constructive feedback from your cooperating teacher and course instructor is essential for your continued growth as a professional.
- f. Discuss special issues, concerns, and circumstances directly with your cooperating teacher and/or course instructor in a timely manner.
- g. If you borrow school materials or tests from your cooperating teacher, return these materials promptly.

- h. Place student learning as your primary concern.
- i. Model a positive disposition which creates an environment for learning.
- j. Maintain confidentiality regarding students, families and school personnel.
- k. Maintain dignity necessary to gain the respect of your students.
- l. Be sympathetic and courteous toward all students.
- m. Recognize that each student is an individual and take into consideration individual abilities, interests, and capacities for learning.
- n. Be completely impartial in dealing with students and constantly strive to be fair while judging students' actions.
- o. Apply disciplinary measures which conform to the instructions of the cooperating teacher and district policies.
- p. Be interested in and ready to assist with the improvement of the learning environment as if it were your own.
- q. Refrain from imposing your religious or political views upon the students and exhibit a broad-minded, tolerant and accepting attitude toward other groups and individuals.

### **III. Field Experience Candidate Roles and Responsibilities**

These responsibilities are guidelines for professional conduct. Failure to model these responsibilities throughout your field experience may result in disciplinary interventions involving the course instructor or School of Education Chair.

#### **1. Responsibilities in the School**

- a. Observe policies, rules, regulations and hours of the cooperating school.
- b. Become aware of and follow the line of authority in the school.
- c. Dress, act, talk and conduct yourself as a member of the teaching profession.
- d. Observe standards of conduct as set forth by professional ethics and requirements of good citizenship.
- e. Recognize that field experience candidates are guests of the host school district and act accordingly.
- f. Learn about the physical facilities, school building and the resources available in the school system such as special equipment, computers, library, pupil services, etc.
- g. Introduce yourself and become acquainted with the faculty/staff you may interact with.
- h. Observe, with advance permission, teachers in other areas and at various grade levels.
- i. Seek opportunities to participate in IEP/IFSP meetings and/or RTI planning.

#### **2. Responsibilities in the Learning Environment**

- a. Get to know your students and plan according to their needs and abilities.
- b. Utilize the curricula approved by the district where placed. The cooperating teacher(s) will determine how candidates engage in the learning environment.
- c. Prepare adequate lesson plans well in advance of actual classroom teaching and submit such plans as required to the cooperating teacher.
- d. Respect student, family, ethnic and cultural backgrounds.
- e. Show enthusiasm and respect for all course/program areas.
- f. Assist in maintaining a positive and pleasant learning environment.
- g. Become knowledgeable of safety and sanitation regulations and the location of safety equipment.
- h. Use time, materials, and supplies economically.
- i. Protect and maintain equipment.
- j. Create and maintain appropriate classroom management strategies.
- k. Be a good role model for students.

### **3. Responsibilities to your Students**

- a. Be caring, understanding, and equitable.
- b. Promote self-confidence, personal development, and cooperation among all students.
- c. Encourage self-discipline and responsibility.
- d. Respectfully communicate with all learners.
- e. Contribute to the development of higher order thinking.
- f. Maintain confidentiality. Be discreet in discussing students with your cooperating teacher, other faculty, the administration and parents.
- g. Maintain safe learning environment.
- h. Collect data on student learning, analyze it, reflect on your work and develop strategies for improving learning.
- i. Apply research-based classroom management strategies.
- j. Utilize information technology directed at the improvement of student learning.

### **4. Responsibilities to the Cooperating Teacher**

- a. Submit written lesson plans as requested by your cooperating teacher and course instructor.
- b. Maintain confidentiality.
- c. Follow the guidelines set up for the classroom/laboratory/department.
- d. React favorably to constructive criticism (be “coachable”).
- e. Show initiative and willingness to work.
- f. Be appreciative of the help and time your cooperating teacher is giving you.
- g. Communicate regularly with cooperating teacher.
- h. Submit materials created during the field experience to the cooperating teacher as requested.
- i. Respect school district policies regarding use and ownership of classroom equipment and materials.

### **5. Responsibilities to Yourself**

- a. Commit to and demonstrate an attitude of continuous learning throughout the experience.
- b. Reflect on your performance on an ongoing basis. Identify your strengths and areas for professional growth and development and discuss these with your cooperating teacher and course instructor.
- c. Observe teaching of the cooperating teacher and/or others to re-evaluate your own knowledge, skills, and dispositions.
- d. Maintain a professional attitude toward your work.
- e. Enjoy your teaching experience!

### **6. Responsibilities to the Course Instructor and Cooperating Teacher (see course syllabus)**

## **IV. Cooperating Teacher Roles and Responsibilities (contact course instructor for details)**