

UW-Stout School of Education Undergraduate Student Teaching (Clinical Practice) Handbook



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Statement of Values and Dispositions

The purpose of the School of Education's Statement of Values and Dispositions sets forth expectations and standards of conduct that goes above and beyond UW-Stout policies and UW-System Administrative Code governing student academic and non-academic behavior. It is important for candidates to recognize when their own dispositions may need to be modified and develop plans to do so. Faculty/staff in the School of Education model professional dispositions and expect candidates to aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity, whether covered in this Statement or not.

To help candidates develop and recognize professional dispositions as they work with students, colleagues, families, and communities, the School of Education will conduct periodic Candidate Reviews of all dispositions. Acceptable disposition ratings are required for candidates to progress through established benchmark levels. When faculty/staff observe discrepancies between the candidate's dispositions and those outlined in this Statement, the Candidate Concern process and/or the Candidate Intervention process will be utilized.

As developing professionals engaged in academic pursuits, candidates must display ethical and responsible behavior throughout the professional education program as he/she interacts in the classroom and other environments with faculty, staff, cooperating teachers, peers, families and students.

In order to display ethical behavior, candidates must demonstrate the following professional dispositions:

- ***Commitment to Learning:*** The candidate will demonstrate a commitment to their own and their students' continuous learning.

Continuous Learning:

- Engages in own continuous learning and reflective practice.
- Demonstrates willingness to offer and accept help in an effort to sustain continuous improvement.
- Engages students in learning, supports democratic values, and provides student feedback.
- Values the evolving nature of subject matter knowledge.
- Supports critical thinking and self-directed learning as habits of the mind for self and students and recognizes the value of intrinsic motivation in this process.

Preparedness:

- Values long-term and short-term planning and continuously modifies instruction based on evidence of student learning.
- Demonstrates a commitment to planning and using multiple assessment means in the classroom to promote student growth.
- Recognizes the power of identity development and using individual strengths and intrinsic and extrinsic motivational strategies in the development of the individual.

- ***Respect for Oneself and Others:*** The candidate will demonstrate respect for oneself and others through thoughtful and responsive communication, showing respect and collaboration.

Thoughtful and Responsive Communication:

- Demonstrates thoughtful and responsive listening.
- Expresses beliefs and communicates effectively and appropriately.

Respect:

- Models respect for diversity of people, ideas, and experiences.
- Maintains confidentiality relating to students, family, and school personnel unless required to disclose in compliance with regulations or statutes.
- Demonstrates flexibility and responsiveness to adapt instruction for diverse learners.

Collaboration:

- Builds collaborative and supportive relationships within the learning environment, school and with families and the community.
- The candidate takes responsibility for establishing a positive climate in the learning environment and participates in maintaining such a climate in the school as a whole.

- ***Commitment to Excellence:*** The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and others.
 - Exhibits professional excellence.
 - Demonstrates enthusiasm.
 - Engages in research, creative endeavors and other activities which contribute to the profession.
 - Adheres to all ethical and legal considerations related to the discipline or profession.

I. Introduction

The UW-Stout School of Education (SOE) Student Teaching (Clinical Practice) Handbook serves as a guide for student teachers, cooperating teachers, and university supervisors regarding SOE student teaching policies, procedures, and expectations. The information in this handbook applies to student teachers in all professional education programs. Some education programs supplement this handbook with program-specific information or forms. If so, the supplement will be available on the program's web site.

Please read this handbook carefully prior to the start of the student teaching experience and contact the School of Education office, program director, or university supervisor with any questions or concerns at (715) 232-1088 or schoolofeducation@uwstout.edu.

II. Policies and Procedures

1. Calendar

Student teachers and intern teachers are expected to **follow the daily and term calendar of the school in which they are teaching**, including beginning and ending term dates, vacation and professional development days, as specified on the student teaching assignment forms. In compliance with Wisconsin statute: "Student teachers and intern teachers are assigned to full days for a full semester following the daily schedule and semester calendar of the cooperation school, or the equivalent." (Wis. Stat. 118.19 (3) (a))

2. Daily Attendance, Tardiness and Absences

Student teachers are to assume the same responsibility for regular attendance as the cooperating teacher. This is defined as the full teaching day, including in-services and field trips, or other expectations for which a cooperating teacher is responsible.

Student teachers and interns must arrive at the cooperating school at the beginning of the cooperating teacher's day as stipulated by local policies and depart no earlier than the end of the cooperating teacher's day. Exceptions will not be allowed without the expressed permission of the cooperating teacher and notification to the university supervisor.

3. Absences

Student teaching and internship experiences are your top priority. Only illness and personal emergencies in the immediate family are considered legitimate reasons for absence from the student teaching assignment. Absence due to illness or other emergency must be reported following the procedure specified by the cooperating school policy. Additionally, the university supervisor must be notified immediately of any absences in written form.

Student teachers who wish to report for job interviews should limit the number of interviews and make every effort to arrange for the interview after the regular teaching day. If no other options are available except interviewing during the work day, request permission from the cooperating teacher and university supervisor at least one week in advance of the interview appointment.

Excessive absences of any kind (generally more than 3) will result in a Withdrawal Unsatisfactory or Incomplete grade.

Attendance at on-campus student teaching seminars is **mandatory**. Unexcused absences from the student teaching assignment or the on-campus seminars could result in termination of the student teaching assignment.

4. Cooperating Teacher/Substitute Teaching

If a cooperating teacher must be absent for a short term basis (1-5 days), a substitute teacher must be present in the classroom. The student teacher's responsibilities should include those which have been previously defined. The student teacher may observe or assist the substitute in ongoing classroom activities.

Wisconsin Statute 118.19 and Chapter P13.01 of the Wisconsin Administrative Code clearly state that "substitute teachers" must possess a bachelor's degree and a license to teach. Since student teachers are not licensed and their legal authority in the classroom is different from that of a teacher, **they may not serve as substitute teachers.** This policy is intended to protect the cooperating school system, its students, and student teachers. **THERE ARE NO EXCEPTIONS.** Student teachers who are already licensed teachers should also refrain from substitute teaching while engaged in the student teaching experience.

Interns have a license and may substitute for the cooperating teacher to whom they are assigned.

5. Long Term Absence of Cooperating Teacher

If the cooperating teacher is expected to be absent for an extended period of time (in excess of a week), the University Supervisor and the School of Education Chair must be contacted to determine whether alternative arrangements must be made for completion of student teaching.

6. Cooperating Teacher Leaving the Room

The student teacher may be in the classroom alone for short periods of time when necessary. This should **only occur** when the cooperating teacher decides that the student teacher can effectively manage the classroom. 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 teacher in the room is alone.

During the student teacher's full-time teaching part of the experience, the cooperating teacher may leave the room for extended periods of time. The cooperating teacher should always inform the student teacher of where he/she is going in the building and the procedure for requesting assistance if necessary.

7. Work Load of a Student Teacher/Intern

The student teaching experience is a full-time commitment for the duration of the assignment. An appropriate workload for the **student teacher** should be cooperatively arranged and agreed upon by the cooperating teacher, the student teacher, and the university supervisor. A full range of activities should include, but not be limited to:

- Classroom instruction
- Faculty meetings
- Supervisory duties
- Co-curricular activities
- Parent-teacher conferences

Student teachers normally do not start out by carrying the same, or an equal teaching load as a regular teacher, they gradually assume more responsibility throughout the experience. At a minimum, the student teacher should experience teaching a full load for at least one week during each nine-week placement. The actual number of classes assigned to student teachers varies across programs. Key factors include the student's readiness to assume increased responsibility and the number of preparations involved.

The **intern teacher** assumes a partial teaching assignment. The assignment can be no more than 50 percent of the workload of a full-time teacher in the district. The intern is assigned a variety of

instructional duties: planning, teaching, observing, and conferring with colleagues. The intern works alone in the classroom and is not a substitute teacher.

8. Extra-Curricular Assignments

Student teachers and interns are encouraged to participate in the life of the school in a variety of ways. In some cases, assistant coaching or other paid extracurricular opportunities may be offered to an intern or student teacher. Any responsibilities that place considerable demands on time and effort can detract from the major purposes of the student teaching experience. Therefore, before accepting such offers, it is **mandatory** for the student teacher or intern to contact their university supervisor to allow for consultation with the cooperating teacher of the student teacher or intern. Student teachers or interns must be functioning exceptionally well in all respects in their placements for permission to be granted.

9. Employment

Student teaching is a very full-time commitment. Therefore, employment of any type during student teaching is strongly discouraged. In any case, employment **must not interfere** with the student teaching assignment.

10. 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. Student teachers 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 Coordinating Chair and Clinical Placement Coordinator.

When a work stoppage or work-to-contract situation occurs in a cooperating school system where interns are assigned, it is the policy of the Wisconsin Improvement Program that interns be declared non-participants to either party involved. Interns will remain on a standby basis, without pay, during the period of time when schools are closed or during the period of time when schools are declared open without resolution of conflicting issues between the Board of Education and the local teacher association.

11. 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.

12. Candidate Transportation of Students for School Event Purposes

All candidate drivers must follow District approval processes and policies for driving students to/from academic and/or co-curricular activities/events. If a candidate would drive his/her personal vehicle for student transportation and get involved in an accident, the candidate's insurance would be primary. Therefore, in NO CASE should a candidate drive his/her personal vehicle for student transportation.

13. 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.

14. Resolution of Problems

All issues or problems that arise with a student teacher/intern should be directed by the cooperating teacher(s) to the university supervisor; likewise, issues or problems encountered by the student teacher/intern should be brought to the attention of the university supervisor. If the student teacher/intern has a conflict with the university supervisor, the issue should be brought to the attention of the School of Education Chair. It is the responsibility of the university supervisor to mediate any conflicts between the student and school personnel. Issues may be brought to the attention of the School of Education Chair for adjudication if necessary.

15. Overlapping Student Teaching Placements

If an overlap of student teaching placements arises, contact the University Supervisor(s) and/or Coordinator of Clinical Placements.

16. Student Teaching Placement Duration

Student teaching placement dates are predetermined by the Wisconsin Department of Instruction, the UW-Stout School of Education and/or Office of Clinical Placement. As soon as your student teaching placement is assigned, please review the contracted time schedule and calendar of the assigned school district.

17. Removal/Termination of Placement of Student Teacher or Intern

The University of Wisconsin-Stout recognizes the right of the cooperating school district and the university to terminate a student's professional placement, without notice if necessary. A student teacher or intern teacher may be immediately removed when the continued participation in the experience is determined by the school district or university supervisor(s) to adversely affect the pupils served, the university student, the participating school or agency, or the University. If the student teacher/intern is not meeting the minimum requirements of the experience but not requiring immediate removal as determined by the cooperating teacher(s) and the university supervisor, the student teacher/intern may be consulted prior to a decision regarding termination. Whenever possible the student teacher/intern will be provided an opportunity to remediate deficiencies prior to a termination decision. If possible, the School of Education Chair is to be consulted prior to a termination.

The removal of a student teacher/intern includes the following procedures.

- a. Consultation concerning the removal of a student teacher/intern takes place between the cooperating teacher and university supervisor.

Or

- a. Consultation concerning the removal of a student teacher/intern takes place between the school principal and the cooperating teacher. The university supervisor is notified of their decision.
- b. The university supervisor notifies the student teacher/intern of the impending removal from student teacher/internship and the reason.
- c. The university supervisor notifies the School of Education Chair. The School of Education Chair provides written notification to the student and to the Clinical Placement Coordinator.
- d. A student teacher/intern who is terminated for cause receives a failing grade.

18. 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.

19. 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.

20. 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.

21. 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.

22. 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.

23. Professional Conduct and Dispositions for Student/Intern Teaching

- a. Enter the student teaching experience with a positive attitude and determination to do your very best.
- b. Consider yourself a member of the community in which you are teaching and act accordingly.
- c. Maintain a professional relationship at all times with all individuals involved in the total education program.
- d. Determine what is considered to be the highest standard of appropriate dress in your particular school and dress professionally.
- e. Keep communication lines open with your cooperating teacher, university supervisor, school personnel and parents. Your cooperating teacher and university supervisor are there to help you in any way that they can.
- f. Display a receptive attitude toward suggestions and criticisms. Constructive feedback from your cooperating teacher and university supervisor is essential for your continued growth as a professional.
- g. Discuss special issues, concerns, and circumstances directly with your cooperating teacher in a timely manner.
- h. If you borrow school materials or tests from your cooperating teacher, return these materials promptly.
- i. Place student learning as your primary concern.
- j. Model a positive disposition which creates an environment for learning.
- k. Maintain confidentiality regarding students, families and school personnel.
- l. Maintain dignity necessary to gain the respect of your students.
- m. Be sympathetic and courteous toward all students.

- n. Recognize that each student is an individual and take into consideration individual abilities, interests, and capacities for learning.
- o. Be completely impartial in dealing with students and constantly strive to be fair while judging students' actions.
- p. Apply disciplinary measures which conform to the instructions of the cooperating teacher and district policies.
- q. Be interested in and ready to assist with the improvement of the learning environment as if it were your own.
- r. 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. Student Teacher/Intern Roles and Responsibilities

These responsibilities are guidelines for professional conduct. Failure to model these responsibilities throughout your student teaching/intern experience may result in disciplinary interventions involving the cooperating teacher, university supervisor, school administrator(s) 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 student teachers/interns 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 administration, faculty and staff (office staff, custodians, school nurse, guidance counselors, paraprofessionals, etc.)
- h. Gradually assume responsibilities for non-teaching duties such as care and physical order of the classroom and labs, bulletin boards, recess duty, hall duty, lunchroom duty, etc.
- i. Observe, with advance permission, teachers in other areas and at various grade levels.
- j. 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. Learn your students' names.
- b. Teach the curricula approved by the district where placed. The cooperating teacher(s), in conjunction with the student teacher/ intern, will determine the units to be taught.
- 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. Recognize your primary responsibility is to the students, understanding that nothing must interfere with carrying out this obligation.
- b. Be caring, understanding, and fair.
- c. Promote self-confidence, personal development, and cooperation among all students.
- d. Encourage self-discipline and responsibility.
- e. Actively engage all students.
- f. Respectfully communicate with all learners.
- g. Contribute to the development of higher order thinking.
- h. Maintain confidentiality. Be discreet in discussing students with your cooperating teacher, other faculty, the administration and parents.
- i. Be safety conscious - it is your obligation to safeguard your students.
- j. Make sure students understand lessons.
- k. Collect data on student learning, analyze it, reflect on your work and develop strategies for improving learning.
- l. Apply research-based classroom management strategies.
- m. 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 university supervisor.
- 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. Participate in parent-teacher conferences as requested.
- i. Tactfully refer all parental requests for pupil data, evaluation, and progress to the classroom teacher.
- j. Remember that the cooperating teacher is legally responsible for the class. The student teacher should only assume authority that has been delegated to him/her by the cooperating teacher.
- k. Submit materials created during the student teaching/intern experience to the cooperating teacher.
- l. Respect school district policies regarding use and ownership of classroom equipment and materials.

5. Responsibilities to the University Supervisor

- a. Submit the *First Week Report* as requested by the university supervisor.
- b. If a situation arises that causes you to have questions, problems, or concerns, you should contact your university supervisor.
- c. Notify your university supervisor as soon as practical in case of absences of you or your cooperating teacher.
- d. Notify your university supervisor immediately in case of labor disputes and school cancellations.
- e. Work with your university supervisor to schedule supervisory visits or make changes to scheduled visits.
- f. Review the *Checklist for University Supervisor Visits* prior to university supervisor observations.
- g. Develop and add at least two artifacts to their electronic portfolio during the student teaching semester or one artifact per nine-week placement. Lesson plans, units, assessment devices, parent letters are some of the types of artifact evidence that might go into the electronic portfolio. Some programs require submission of artifacts in the form of a Teacher Work Sample (check with your University Supervisor for your program’s requirement).

- h. Complete the *School, District and Professional Contributions Log* and *Family Contact Log* (as required by your university supervisor).
- i. Complete periodic *Written Self-Evaluations and Reflections* to justify your practice (as required by your university supervisor for your teacher education program).

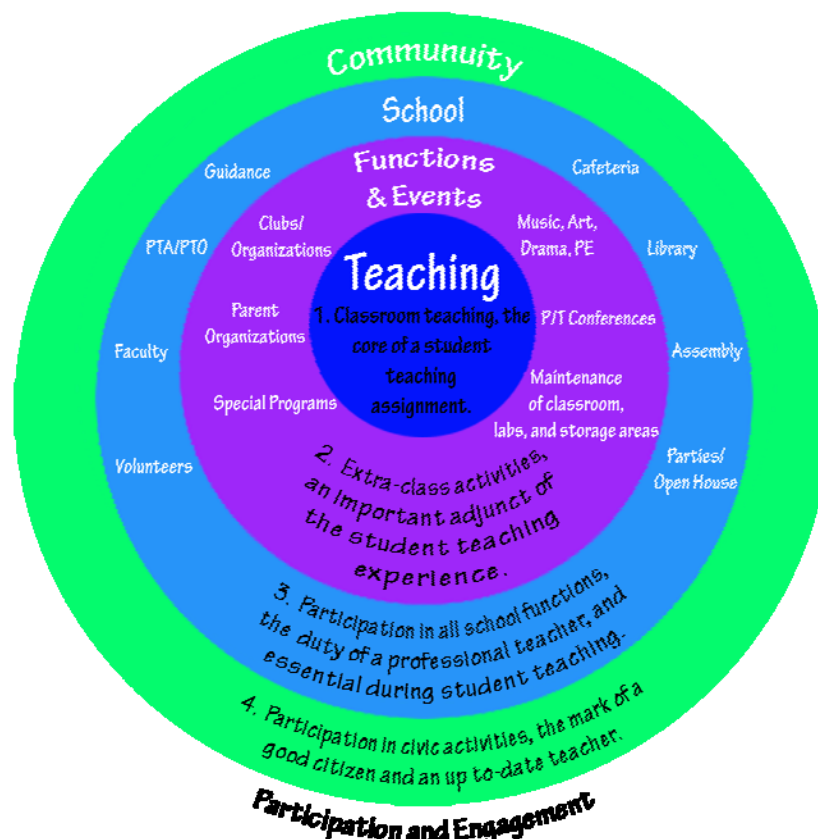
6. Responsibilities in the Community in Which You Teach

- a. Get to know the community in which you are teaching to have a better understanding of parents/guardians and their expectations as well as community resources.
- b. Use a variety of community resources in your teaching (i.e. Chamber of Commerce, UW Extension, community leaders and members, local businesses, parents, museums, parks, etc.)

7. Responsibilities to Yourself

- a. Commit to and demonstrate an attitude of continuous learning throughout the experience.
- b. Rate your student teaching/intern performance using the student teaching/intern evaluation forms. Compare your ratings to ratings from your cooperating teacher and university supervisor as requested.
- c. Reflect on your student teaching/intern performance on an ongoing basis. Identify your strengths and areas for professional growth and development and discuss these with your cooperating teacher and university supervisor.
- d. Observe teaching of the cooperating teacher and/or others to re-evaluate your own knowledge, skills, and dispositions.
- e. Maintain a professional attitude toward your work.
- f. Enjoy your teaching experience!

A Complete Student Teaching Assignment Includes



IV. Cooperating Teacher Roles and Responsibilities

An exemplary student teacher/intern center provides a learning experience in which student teachers/interns can develop their teaching style in a supportive atmosphere, accepting of mistakes without threat of failure. If the student teacher/intern receives and gives feedback on the teaching action exhibited, progress can be made toward becoming a self-analytical, reflective, and self-directed teacher. The following is intended as a guide for the cooperating teacher in helping the student teacher/intern achieve the greatest value from the experience.

1. Qualification Requirements for Cooperating Teachers

- a. Cooperating teachers must hold a Wisconsin or Minnesota teaching license or its equivalent in the discipline area.
- b. They must have a minimum of three years of full-time teaching.
- c. They must have taught in that school or school system for at least one year.
- d. They must have volunteered for the assignment as a cooperating teacher.
- e. They must have completed training in the supervision of student teachers and the applicable Wisconsin Teacher Standards.

2. Orientation

- a. Prepare the class for the arrival of the student teacher/intern can promote the idea that another teacher can be worthwhile and enjoyable for the entire class.
- b. Provide adequate work space for the student teacher/intern.
- c. Prepare the student teacher/intern for immersion into the district and community.
- d. Ease the student teacher/intern's anxiety and apprehension about the experience.
- e. Support the student teacher/intern's growth and development.
- f. Assemble necessary materials describing the school, its policies, curriculum, etc.
- g. Use the *Cooperating Teacher's Orientation Checklist* to guide your experience.

3. Planning

- a. Plan for a variety of student teacher/intern to experiences (i.e. classroom teaching, preparation, supervision of recess, study hall, lunchroom, library/media center, observations of other teachers, etc.)
- b. Require written lesson plans from the student teacher/intern prior to teaching.
- c. Review and provide feedback on lesson plans.
- d. Encourage the student teacher/intern to plan for a wide variety of learning experiences to meet the needs of diverse students.
- e. Assist the student teacher/intern in demonstrating growth toward independence in developing a variety of teaching tools over time.

4. Professionalism

- a. Model best practices.
- b. Model your philosophy of teaching.
- c. Guide student teachers in values and dispositions as outlined in the School of Education Statement of Values.

5. Transfer of Responsibility

- a. Allow the student teacher/intern the opportunity to gradually assume primary responsibility for teaching tasks in a variety of learning environments.
- b. Allow the student teacher/intern to assume full responsibility for at least one week in a nine-week placement or two weeks in a semester long placement.
- c. When the student teacher/intern assumes full responsibility for teaching a lesson, allow lesson delivery with redirection only as needed. Give feedback after the lesson.
- d. When the student teacher/intern assumes full responsibility for teaching a lesson, it should be evident to students in the class that the student teacher/intern is the lead teacher.

6. Observing

- a. The cooperating teacher has two roles in the observation process: the observer and the observed. Frequent opportunities for the student teacher/intern to re-evaluate one's own techniques by alternating periods of observation and teaching can facilitate growth.

7. Evaluation

- a. Complete the *Report of Student Teaching/Internship Competencies during Clinical Practice* form (Weekly, biweekly, quarterly, and midterm frequency is determined by the university supervisor/program).
- b. Complete the *Final Report of Student Teaching/Internship Competencies during Clinical Practice* form.
- c. Complete a *written letter of evaluation/recommendation*. This fulfills the Department of Public Instruction requirement for the student teacher/intern permanent file.
- d. Review and assess the student teacher/intern's portfolio artifacts and reflections as requested by the university supervisor for the specific teacher education program.

8. Conferencing

- a. Require regularly scheduled in-depth conferences with the student teacher/intern to promote better teaching and critical reflection.
- b. Use verbal and written evaluations to communicate feedback about observations of student teacher/intern performances on an ongoing basis.
- c. Participate in at least one conference per quarter with university supervisor and student teacher/intern.

V. University Supervisor Roles and Responsibilities

1. Professionalism

- a. Display best practices.
- b. Demonstrate your philosophy of teaching.

2. Observes

- a. Visit/observe the student teacher/intern at least two times during a nine week placement or four times during a semester placement.
- b. Complete written evaluations for each visit.
- c. Plan visits to coordinate with the university supervisor's campus responsibilities and the schedule of the student teacher/intern and cooperating teacher.

3. Guides

- a. Provide direction and guidance during the student teacher/intern experience.
- b. Clarify the roles and responsibilities assigned to the student teacher/intern and cooperating teacher.
- c. Guide student teachers in values and dispositions as outlined in the School of Education Statement of Values.
- d. Build meaning and connect relationships between academic coursework and the student teaching/intern experience.
- e. Be accessible to student teacher/intern and cooperating teacher.

4. Collaborates

- a. Promote positive relationships.
- b. Act as a resource for both the student teacher/intern and the cooperating teacher.
- c. Act as a campus liaison.
- d. Invite communication from the student teacher/intern and cooperating teacher.

- e. Maintain communication with the program director of the program in which the student teacher/intern is enrolled.
- f. Comply with all procedures and policies of the School of Education.
- g. Attend School of Education supervision planning, orientation and training sessions and student teaching seminars.

5. Evaluates

- a. Provide student teacher/intern with at least two *written evaluations* based on classroom observations during a nine week placement or four written evaluations based in classroom observations during a semester placement. Submit these to the School of Education.
- b. Review portfolio artifacts (or Teacher Work Sample – if required by the specific teacher education program), reflections, midterm and final student teaching/interning evaluations.
- c. Assign the final grade of “S” for satisfactory or “U” for unsatisfactory.
 - 1) The grade of “S” describes a student’s performance as “Satisfactory.” To receive an “S”, a student’s performance would be defined as fulfilling all of the various student teaching expectations and associated responsibilities in a competent, satisfactory, and an adequate manner.
 - 2) The grade of “U” describes a student’s performance as “Unsatisfactory.” To receive a “U”, a student’s performance indicates less-than-satisfactory or unsuitable overall performance.
- d. Complete the *Benchmark III Portfolio Assessment Rubric* along with the program director and submit to the School of Education.
- e. Sign the *Final Report of Student Teaching/Internship Competencies during Clinical Practice* form and submit to the School of Education.
- g. Assist with the selection of the student teaching placements.
- h. Assist in the continuous examination and improvement of the student teaching/intern experiences.