



**EDGEWOOD
UNIVERSITY**

Clinical Practicum and Student Teaching Handbook

Graduate and Degree Completion

2025-26

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Introduction

Dear Edgewood University Student, Supervisor(s), and/or Cooperating Teacher,

Welcome to the Clinical Field Experience. This manual provides you with resources related to your field experience in school settings, background requirements, and licensing components required by the Wisconsin Department of Public Instruction (DPI).

At Edgewood University, our mission values include truth, compassion, justice, partnership, and community. We are committed to providing students with the knowledge, skills, and dispositions that allow diverse learners to thrive. Our instruction is rooted in practice, as we prepare teachers for challenging and fulfilling work in the classroom.

We welcome you and look forward to supporting you throughout your practicum and student teaching experiences.

Sincerely,

Julie Petersen
Coordinator Clinical Experience and Licensing
jpetersen@edgewood.edu
DeRicci 228
(608) 663-4335

Field Placements

Edgewood University Clinical Office will arrange your school placement each semester with a cooperating teacher. If you are teaching under an emergency license, you will identify a teacher in your building who can serve as your cooperating teacher on record. Cooperating teachers need to meet the following requirements:

- The cooperating teacher must hold a Wisconsin teaching license.
- The cooperating teacher must have at least three years of teaching experience (with one year in the current school).
- The cooperating teacher must have completed the Edgewood University training modules on supervising student teachers.

Cooperating teachers must be located in the same building and approved by the principal to serve as the cooperating teacher.

Clinical Field Work Summary

Edgewood University offers comprehensive programs designed to support students in achieving their goal of becoming educators. The Clinical Team collaborates with each student to develop a structured plan that fosters academic and professional success.

Clinical Experience Requirements To obtain licensure through the Department of Public Instruction (DPI), students must complete 100 hours of pre-student teaching (practicum) and a full semester (16 weeks) of full-time student teaching. The 100-hour practicum requirement is fulfilled through two courses, each of which necessitates 50 hours of supervised classroom experience.

Practicum AREDU 620 for Graduate students. EDU 250 for Degree Completion students.

Students must complete 50 hours of classroom experience under the guidance of a mentor teacher within their licensure area. The mentor teacher must have a minimum of three years of teaching experience. The practicum culminates in the delivery of a whole-group lesson, which is formally evaluated by the mentor teacher.

Practicum AREDU 622 for Graduate students. EDU 350 for Degree Completion students.

Students must complete an additional 50 hours of classroom experience with a mentor teacher in their licensure area who has at least three years of teaching experience. This practicum also concludes with a whole-group lesson, evaluated by the mentor teacher. In addition, students will receive one observation from an assigned Edgewood University supervisor, which may coincide with the mentor teacher's observation.

Student Teaching The student teaching semester follows the university academic calendar and involves 16 weeks of full-time classroom experience under the supervision of a mentor teacher in the student's licensure area. The mentor teacher must have a minimum of three years of teaching experience. Throughout this period, students will receive three formal observations from an Edgewood University supervisor, providing structured feedback and mentorship.

Students may also opt to complete student teaching over two semesters, allowing for greater flexibility by fulfilling 50% of the student teaching requirement each term.

Students Seeking Licensure in Elementary/Middle Education must complete field experiences across three distinct grade band ranges: K-2, 3-5, and 6-9. For individuals teaching under an emergency license, a structured plan will be developed in collaboration with the candidate to ensure fulfillment of this requirement.

Substitute Teaching Students who work as substitute teachers for a school district are eligible for the Edgewood University discount. However, DPI licensure requirements mandate that practicum hours and student teaching must be completed under the supervision of a mentor teacher; therefore, these experiences cannot be fulfilled while serving as a substitute teacher.

Emergency License Teachers Individuals who hold a bachelor's degree may apply for an emergency teaching license to work in a school district. Those with an emergency license may complete their practicum and student teaching within their teaching position while receiving compensation from the district. However, they must identify a mentor teacher within their school, approved by the principal, to conduct evaluations as required by DPI licensure standards. In addition, those seeking Elementary/Middle licensure, need to complete grand band requirements to meet K-2, 3-5, and 6-9 one day experiences. The Clinical Office will work with you to make these arrangements.

Students Who Hold an Initial License are still required to complete practicum experiences to gain experience in their designated licensure area. However, the duration of the student teaching requirement may be reduced to eight weeks.

Background Check

Upon admission to the program, all students complete an Edgewood University background check. Students will also be expected to complete the School District background check prior to their field experience.

Mandatory Reporting

Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect, Wis. Stat. sec. 48.981(2)(a)16m. In the role of a practicum student or student teacher, it is important for you to understand the reporting procedures and process for those serving children who are mandatory reporter. Please review your responsibility at the link below.

[DPI Mandatory Reporting](#)

Use of Social Media

Students engaged in fieldwork—whether during a practicum or student teaching—are strictly prohibited from sharing any student or classroom-related information on social media platforms. Additionally, students should avoid using their phones during school placements, except in cases of emergency or with prior approval.

Safety and Security

Students are responsible for creating a safe environment for both pupils and themselves. Conversations about liability should take place early in the field placement experience.

Practicum

Practicum Suggestions

Here is a list of possible ideas to help define your role in the classroom setting

General Observation

- Explore the digital footprint of the school and local community
- Familiarize yourself with other classes, general school schedules, and school-based meetings
- Familiarize yourself with school-site, district goals, and demographics
- Identify activities, resources, and connections youth may have outside of their school time

General Activities

- Tour the school
- Meet other professionals in the school (e.g. counselors, bilingual resource specialists, ESL teachers, social worker)
- Attend an IEP meeting, department meeting, and parent conferences
- Observe other classes or student activities in the school
- Outline the workflow of administrative tasks (e.g. attendance, grading, disciplinary referrals)
- Assist in home school communication

Classroom Observation Tasks

- Identify the routines used to open/close classes, the transition from one activity to another, etc.
- Identify different practices used by teachers and ask questions
- Diagram teacher engagement; look for participation of ELLs, students with IEPs; identify other factors that may influence the students' engagement in the space (race, class, gender, abilities)
- Outline the time devoted to various aspects of a lesson class period (opening, mini-lesson, discussion, reading, etc.)
- Identify the language requirements and supports within lessons (e.g. types of questions asked, responses elicited, linguistic models or scaffolds offered, opportunities for interaction, adapted modified texts, etc)
- Learn the classroom management care policies of the instructor, school, and the follow-through process
- Review curriculum resources (e.g. pacing guides, books, district curriculum guides, unit/lesson plans)

Classroom Activities

- Aid students in clarifying activities or assignments
- Obtain the learning objectives of a day and watch how they unfold in the class
- With permission, read the IEPs or thumbnail descriptions for students in your classroom
- Work one-on-one with students
- Review an upcoming lesson and suggest accommodations for students with IEPs or ELLs
- Lead a small group activity and or mini-lesson (warm-up, exit slip, etc)
- Review the assessment tools used in the classroom (e.g. formative data collection, formal exams, homework, discussion questions)

- Check student work and provide feedback
- Teach a lesson(s)

Reflection

- Take the perspective of different students and reflect on their responses to the same lesson
- Propose ways that building a relationship between school-community could enhance classroom learning
- List the various assessment tools a teacher could use in different situations and for what purpose

Practicum Performance Policy

Students will be evaluated by their cooperating teacher and in the Advanced Practicum by an Edgewood University supervisor. Students will be evaluated on the Wisconsin Educator Standards and expected to receive a score of 3 or higher in most areas. If a student does not receive acceptable scores, additional mentorship will be provided.



Practicum Hours Documentation

Edgewood Student Name:			
Elementary/Middle School/High School:			
Cooperating Teacher:			
Grade level:			
Date:	Content Area:	# Hours:	Comment/Notes:
	Total Hours:		

Signatures:

Practicum Teacher: _____

Date: _____

Student Teaching

Introduction Meetings

It is important to connect with the mentor/cooperating teacher soon after the tentative placement has been made to set up a meeting to determine fit in the placement. The following should help guide this conversation:

Preparing for your Student Teaching Assignment

Prior to the beginning of your student teaching assignment, you are expected to meet with the cooperating teacher at their respective school to make plans for your student teaching experience. Once the clinical office has received your student teaching application, they will work to find you an appropriate cooperating teacher, based on your preferences, CT availability, and best fit. Once a cooperating teacher has agreed to host you as a student teacher, **you must meet with your potential cooperating teacher and determine if this is the best placement for you.** Please schedule a time when you can observe in the classroom as well as a time when you can meet with the cooperating teacher. You should contact the teacher as soon as possible to arrange a time when you can ask the questions suggested below as well as any others you might have. This meeting is valuable to determine if this is the right fit for you, as well as for the cooperating teacher. The cooperating teacher should be able to give you specific expectations for the student teacher experience, the teacher's educational philosophy about classroom management, methods of instruction and curriculum planning, involvement with committees and parent/guardian involvement. If this placement is not a good fit, please contact the clinical office immediately for a new placement.

Suggested Interview Questions

- What is the cooperating teacher's educational background, certification, experiences in education?
- What subjects are covered in your teaching assignment? What is your teaching schedule?
- What do you see as your major teaching and educational values and goals? What are you working on for your own professional learning? What does professional development look like at your school? Will I be able to participate?
- What curriculum do you use? What are the different units or lesson clusters that are part of this semester?
- To what extent do you team-teach with others? (Special Ed, ELL/MLL, grade or content team)
- What kind of extra duties do you have beyond the classroom? What are the expectations of the student teachers?
- What does the school, and what do other teachers, do to build relationships with families and the broader community?
- What do you expect from a student teacher?
- What are the classroom norms and routines that allow you to learn about the students?
- As we look at the semester, how do you envision my involvement leading up to lead time teaching? What are the units the student teacher would be responsible for planning teaching?
- What structures would work best for formal and informal planning and feedback about my progress?
- What are your major expectations of student teachers? If you've had student teachers before, what has worked well, and what has been a struggle?

Responsibilities and Experiences for Student Teachers

1. Orientation and Initial Collaboration

At the start of the term, the student teacher and cooperating teacher should engage in discussions to familiarize the student teacher with the school environment. Topics to address include:

- An overview of the school's physical layout, available resources, and educational philosophy.
- The demographics and characteristics of the surrounding community, including family and community engagement with the school.
- Each teacher's teaching philosophy and relevant personal and professional experiences.
- Curriculum goals, instructional materials, and planning processes.
- Insights about individual learners and classroom dynamics.
- Classroom routines, daily schedules, attendance expectations, behavioral norms, and cultural sensitivity within the school and wider community.
- How decisions will be made and the student teacher's role in them.
- The method of introducing the student teacher to students, families, and staff.

2. Gradual Integration Into Teaching

The student teacher and cooperating teacher should collaborate to design a plan for gradually increasing teaching responsibilities. Ideally, the student teacher should begin teaching in small ways early in the placement and expand responsibilities over time. This might include teaching in different content areas, leading small groups, and eventually taking over a full unit or subject.

3. Observations and Professional Feedback

Student teaching includes a clinical supervision component. A university supervisor will coordinate observation visits throughout the semester. Each observation will be followed by a post-observation conference, which should include the cooperating teacher whenever possible.

Expectations for Student Teachers

During the student teaching placement, candidates are expected to gain experience in the following areas:

- Supporting individual students, leading small groups, and facilitating instruction for the whole class.
 - Planning and delivering lessons across all subjects taught by the cooperating teacher.
 - Using diverse teaching strategies, resources, and technologies to support student learning.
 - Administering a variety of assessments—both formal and informal—and using results to monitor progress and assign grades.
 - Participating in school-based events such as parent conferences, team meetings, open houses, and at least one IEP meeting.
 - Engaging in discussions or activities related to setting up and closing down a classroom.
 - Practicing family communication, including email and phone calls.
-

Semester Planning Guide

The student teacher's transition into full classroom responsibility can follow a variety of timelines. What follows is a sample framework to assist in scheduling the student teacher's growth across the semester:

- Many student teachers begin taking on instructional tasks within the first week.
 - Initial responsibilities may include leading morning meetings, reading aloud, or managing small group activities.
 - Over time, student teachers should move toward planning and teaching full lessons and possibly entire units.
 - Coordinate with your cooperating teacher to establish the timeframe for completing your two required weeks of full lead teaching.
-

Sample Weekly Timeline

Week	Activities & Expectations
Pre-Semester	Tour the school; meet staff; review classroom layout, schedule, and curriculum; discuss norms and expectations; prepare to introduce yourself to students and families.
Week 1	Draft and send a family introduction letter; assist during the first days; build relationships with students; attend meetings (staff, team, IEP).
Week 2	Collaborate on classroom newsletter; support communication with families; engage in all classroom routines; lead small group and individual instruction; begin lesson planning.
Week 3	Continue newsletter and communication tasks; begin leading instruction in one subject area; increase presence in small group work; refine planning with the cooperating teacher.
Week 4	Lead one or more whole-group lessons; continue working with small groups; contribute to grading and feedback; maintain active communication with families and staff.
Weeks 5-7	Continue leading whole-group instruction; assume more responsibility in classroom routines; take a larger role in assessment and lesson design; begin preparing for parent conferences.
Weeks 8-10	Fully engage in planning and teaching; assist with assessment and reporting; participate in parent-teacher conferences; attend all staff and team meetings.
Week 11	Continue with regular teaching and assessment duties; plan to observe another classroom or grade level for additional perspective.
Week 12	Maintain teaching responsibilities; spend time in another classroom if possible; begin or continue lead teaching week.
Weeks 13-16	These weeks may be designated as Lead Teaching Weeks; the student teacher assumes full instructional responsibility.

Concurrent with student teaching, students are enrolled in the Reflective Practitioner Seminar course.

Cooperating Teachers

Edgewood University would like to express our appreciation for your continued support for Edgewood University practicum and student teachers. We feel strongly that it is your participation, dedication, and guidance that prepares our students for their teaching careers.

All Cooperating Teacher Requirements

Cooperating teachers make a professional commitment to open their classrooms to candidate teachers for the professional development of the candidate teachers. They must meet special criteria of the Wisconsin Department of Public Instruction for this purpose. Every cooperating teacher must:

- Hold a current and valid license from the Wisconsin Department of Public Instruction to teach in the area and at the developmental level of the placement.
- Have at least three (3) years teaching experience with at least one (1) year of teaching experience in the school or school system of current employment.
- Have completed training in both the supervision of clinical students and in the applicable teacher standards. This is available online for new Edgewood Cooperating Teachers:
<http://cooperatingteachers.edgewood.edu>.

Practicum Cooperating Teacher Expectations

- Complete a mid-term and final google evaluation of your student.
- Sample evaluation documents are located in the Resources section and will be sent via email.
- Observe and complete an evaluation for a whole class lesson taught by the practicum student.
- Sign the documentation required for the student's practicum hours completed.
- Communicate with Edgewood University staff as needed.

Edgewood University School of Education faculty have developed expectations for students at all levels. Please consider the guidelines for student participation in your classroom as you mentor and coach the student. Guidelines are designed to be flexible. We hope that you will use the guidelines as each student joins your classroom community. As you learn about your student's strengths, feel free to individualize the experience. We also respect the need to design a different experience based on your own students' needs and the curriculum you are responsible for.

Please feel free to contact us with any questions or concerns you may have.

Student Teacher Cooperating Teacher Expectations

Throughout the student teaching experience, it is essential that the relationship between the student teacher and the cooperating teacher be one marked by good communication, candidness, and cooperation in the joint professional responsibility of assisting the candidate student teacher to:

- 1) Gain a feeling of security
 - Treat them as a professional person
 - Orient them to the school
 - Give them status in the class.
 - Introduce them as a teacher, rather than a student
 - Make them an active participant from the first day
 - Gradually delegate appropriate responsibility for teaching
- 2) Develop a professional attitude toward teaching
 - a. Share the satisfaction of
 - The unique responses of students
 - The achievement of a wide range of students
 - A class well planned and carried through
 - Develop a philosophy of teaching
 - b. Help them in the subject area to become familiar with and to evaluate:
 - Current issues and points of controversy
 - Current methods of teaching
 - c. Give them an opportunity to experience the rewards of the democratic process:
 - In the classroom
 - With the faculty and administrators
- 3) Find their own way of teaching
 - Encourage them to develop differentiated assignments and to accept differentiated performances
 - Help them to sense various ways for evaluating pupil's work

Student teachers will be in the classroom for the entire school semester for full days. They are expected to attend district Professional Development days throughout the semester, attend staff meetings, attend at least one IEP meeting, and practice communicating with families. You will be serving in a mentor role, allowing your student to utilize the skills they have been developing in their educator preparation program. During their semester, they will serve as lead teacher for a two-week duration. The student teacher will be assigned a supervisor for formal observations throughout the semester.

Cooperating teachers will be responsible for two evaluations during the semester which will be sent via email.

Student Teacher Observation Forms are located in the Resources section.

Supervisors

University supervisors are Edgewood University faculty members who have at least three years of experience in prekindergarten through grade twelve settings or administrative settings appropriate to their assignment per WI DPI Administrative Code PI 34.11 (1) C.

Supervisors will be assigned by the clinical office to supervise students in their school settings for student teaching and if a practicum student is in need of additional support. All observation materials, lesson plans, and post observation notes should be uploaded to the Teams site for clinical review.

Supervisory Conferences

Conferences are an essential part of the supervised teaching experience. The student teacher will have conferences with the university supervisor as well as the cooperating teacher. The purpose of these conferences is the improvement of teaching, and to provide feedback on the ten standards. Some topics could include:

- How to teach more effectively and with greater economy of time.
- How to bring in a greater variety of activities.
- How to increase the participation of students.
- How to adapt teaching to individual and group differences.
- How to evaluate the results of class work.
- How to develop a democratic atmosphere.
- How to get and hold the attention and interest of students.
- How to encourage initiative among the students.
- How to help students improve their study habits.
- How to plan for students who complete work early or late.

Supervisors should plan to begin the semester with a Three-Way Meeting including the student, cooperating teacher, and supervisor. The purpose of this meeting is to go over the observation process, discuss goals, and provide mentorship. Supervisors can utilize the Three-Way Mentoring Conference document as a guide. You will find a sample Three-Way Mentoring Conference document in the Resources section.

Developmental Evaluation

The developmental nature of the student teaching experience suggests that assessment and evaluation of the student teacher should also be developmental and, thus, a continuous process throughout the experience. The evaluation forms, the suggestions of the cooperating teacher and the university supervisor, and the list of expanded criteria for evaluation of the student teaching should all provide a context for this assessment and evaluation. The student teacher should always feel free to discuss assessment and evaluation matters with the cooperating teacher and the university supervisor and to use the seminar experience to pursue such issues as well.

The developmental evaluation process is designed to strengthen the student teacher's abilities and to identify areas for improvement. If the developmental evaluation uncovers major problems with a student teacher's performance in a particular situation, a student teacher may be offered the opportunity to shift to another situation without detriment to the student teacher or to the cooperating teacher; or student teaching may be terminated. If, in the opinion of the cooperating teacher, a student teacher seems unable to perform adequately, the student teacher's university supervisor should be notified. The opportunity to shift assignments may be given or student teaching may be terminated. In unusual circumstances, a student teacher may request a change of assignment; and/or a cooperating teacher may request removal of a student teacher. Before this action can be considered, however, discussions need to occur between the cooperating teacher, the principal or school contact person, and the university supervisor to resolve whatever problem exists. On occasion, a student teacher may not fulfill responsibilities to their pupils' learning; in such an instance and in the best professional judgment of the cooperating teacher and university supervisor, the student teacher may be removed from the classroom.

The Supervisor Evaluation document is located in the Resources section.

Resources

License Application

Applying for your License

- Submit ELO form.
- Review DPI licensing website.
- You do not need to set up an account, but you will need the last 5 digits of your SSN, date of birth, and legal first name to access the license application.
- Please prepare all required documents to be available as attachments (e.g., save as a PDF document), so you may upload them during the ELO application process. You may need to SCAN some documents and save them somewhere, so they are readily available to you during the application process.
 1. For in-state teacher applicants, this would only apply if there were some type of misconduct that needs to be reported. If there is some type of misconduct that needs to be reported, you will need to prepare and attach a written explanation of what happened. You must also provide complete electronic (scanned) copies of documents associated with the matter that can corroborate / illuminate your explanation of the incident. These may include the criminal complaint, judgment of conviction, police reports, disciplinary letters/findings, correspondence, etc. as applicable. (Note: Court history information printed from the CCAP web site is NOT sufficient.)
 2. For administrators, you will need an employment verification form completed. This is Form PI-1613 on the supplemental forms' website.
- Determine whether you need to get fingerprinted using the DPI Fingerprint Decision Tree.
- Review the Background Check information.
- Have a credit card ready to pay your license fee.

Other General Tips:

- You should use your full legal name during the application process
- If you are a veteran, you may be able to get a one-time fee waiver.
To get the fee waiver, you would need to work with the Wisconsin Department of Veteran Affairs.
- If you have additional documentation that you believe would be helpful information for DPI to know, you should plan to scan/attach and upload it during the ELO application.
- It takes 4-8 weeks for DPI to issue licenses. If you have questions or concerns in the interim, You can contact the DPI licensing help desk.
- You are the “entity.”
- If your licensure endorsement is not listed in the Educator Preparation Program (EPP) section, it was not uploaded correctly and associated with your account. Most likely, the wrong spelling of your name or the wrong date of birth was submitted. Contact the Certifying Officer at Edgewood University to let them know, and they will re-upload a corrected version.

- First, the starting point for all applicants:
 1. If you already have an initial or emergency license, you will have an account, and it is important to use the correct SSN, DOB, and legal first name as that's what your previous license data is tied to.
 2. Be sure that the Certification Officer at Edgewood has submitted your data. You will know if you have received an email notifying you of Edgewood's Certification.

Teachers:

i.

Apply for a License

Are you a recent graduate, have completed a new approved program, or passed a Wisconsin content test to add a teaching subject to your license? Thinking about moving to Wisconsin and becoming an educator? Apply for a license below.

<Choose Category> ▼

<Choose License Type> ▼

<Choose Transaction> ▼

Go!

ii.

Apply for a License

Are you a recent graduate, have completed a new approved program, or passed a Wisconsin content test to add a teaching subject to your license? Thinking about moving to Wisconsin and becoming an educator? Apply for a license below.

✓ <Choose Category> ▼

- 1-Teacher Category
- 2-Administrator Category
- 3-Pupil Services Category
- 4-Other Category

Go!

iii.

■ Apply for a License

Are you a recent graduate, have completed a new approved program, or passed a Wisconsin content test to add a teaching subject to your license? Thinking about moving to Wisconsin and becoming an educator?

Apply for a license below.

1-Teacher Category ▼

- ✓ <Choose License Type>
- A-Teacher (including 5-Year Sub) [T001]
- D-Teacher - Master Educator [T501]
- F-Teacher - Intern [T990]
- G-Charter School License [T400]
- I-Teacher - Professional Teaching Permit [T930]
- M-Teacher - Driver Education License [T021]
- S-Teacher - Short Term Substitute License [T910]
- T-Teacher - Experience-Based License for Technical & Vocational Education [T643]

Go!

iv.

■ Apply for a License

<Choose Application>

- Teacher: Request (Re)issuance of Provisional License [3020]
- Teacher: Request 1 Year License with Stipulations [1115]
- Teacher: Request 3 Year, Non-Renewable, License with Stipulations [1315]
- Teacher: Request Lifetime License [8000]
- ✓ Teacher: Request New Educator License - In-State WI Program [1020]
- Teacher: Request New Educator License - Out of State Program [1025]
- Teacher: Request New License - Uncommon Request [1031]
- Teacher: Request New Substitute Teacher 5 year - WI Licensee [1024]
- Teacher: Request Performance-based Assessment - License Based on Equivalency [1015, 1 of 2]
- Teacher: Request Upgrade from 3-Year License With Stipulations to Lifetime [8300]
- Teacher: Request Upgrade to Provisional OR Additional 1-Year License with Stipulations - Out-of-State Program [1225]
- Teacher: Request Vocational License 5 year [1021]
- Teacher: Request WI License at Same Developmental Level Based on a Content Test [1032]
- Teacher: Request WI License Based on Experience in Grades 7 & 8 and Testing [1034]
- Teacher: Request WI License Based on Experience in Grades PK-3 and Testing [1033]
- Teacher: Request Wisconsin Montessori License [1028]
- Teacher: Request Wisconsin School 1 Year License with Stipulations - Speech & Language Pathology [1116]

v.

Introduction	Teacher: Request New Educator License - In-State WI Program [1020] - Introduction This transaction is designed for an applicant who either: A. completed a Wisconsin approved program as a teacher since August 31, 2004 and is applying for the first time for a teaching license in Wisconsin; or, B. completed a Wisconsin approved program in a new teaching subject or at a new grade level and is applying for the first time for a license in the <u>additional</u> teaching subject/level. NOTICE: If you hold a Lifetime Administrator, Teacher or Pupil Services license, and you were notified by the DPI that you need to submit a Background Check application, completing this application fulfills your Background Check. You do NOT need to submit an additional \$45 Background Check application. If you currently hold a Lifetime Teacher license and you wish to add a subject/grade level, you should use this application, and you will be issued your new subject/grade level as a Lifetime license. an applying for this license: Wisconsin college/university/alternative program provider where you completed your approved teacher in or request that your program completion data has been or will be uploaded into ELO; this transaction cannot be completed until this data has been received. o Carefully complete each screen of this transaction as appropriate. o Upon returning to the Quick Start Menu and selecting "Access ELO Cart", carefully read and answer the Conduct and Competency questionnaire. Upload any supporting documentation, if required o Fee payment via credit card is required. The application fee covers the cost of application review and processing. No refund will be made regardless of whether or not a license is issued. All paid applications will be reviewed by DPI. The length of the review process (and possible approval) will vary due to the complexity of each application and overall volume of applications received. This process may take <u>at least 6-8 weeks</u>. Press "Next" to continue. On subsequent screens, press the "Next" button to save information entered and continue with this transaction. Press "Exit" to save information, quit this transaction, and return to the Quick Start Menu. After 10 days, any incomplete transaction not submitted to DPI will be deleted from ELO.
Transaction Suitability Questions Entity Name and Personal Details Entity Contact Information Entity Degree Information Entity Self-Reported Work History 1 Educator Preparation Program Additional Information Application Attachments License Requested Start Date Summary (pre-fees)	Graphical user interface, text, application, email Description automatically generated

Under "Education Preparation Program" – You should find a list on any new license(s) submitted by Edgewood University.



Lesson Plan Template

Teacher Candidate:		Date/Time:	Teacher Resources: Student Resources:
School:		Grade/Subject:	Essential Question/Big Idea:
Content Standards <i>What Wisconsin Academic Standard(s) are most relevant to learning goals?</i> <u>Wisconsin Academic Standards</u> <i>Cite at least one standard and include its actual text and number.</i>			
Learning Objective(s) <i>What are the specific learning objective(s) for learners in this lesson? (# the objectives)</i> <i>Identify 1-3 objectives starting with:</i> <i>"Learners will be able to ... "</i>	<i>What do I want students to know or learn to do? All objectives should begin with action verbs and should involve some higher order thinking expectations. Objectives should be specific and in alignment with the standards and assessments.</i>		

<p>Culturally Relevant Pursuits <i>How does the plan harness the below?</i></p> <p><i>Identity (the ability to understand self and others)</i></p> <p><i>Intellect (gaining knowledge across the disciplines)</i></p> <p><i>Criticality (using learning as a step for social change)</i></p> <p><i>Joy (helping students to see the joy in themselves and others):</i></p>	<p><i>How does my instruction invite students to bring their whole selves to learning? What new people, places, things, concepts, histories, moments, or movements am I situating the learning in? How does my instruction help students think critically and challenge injustices? How does my instruction center beauty, truth, and hope?</i></p>
<p>Language <i>How will the teaching make language visible for all students through below?</i></p> <p><i>Language key uses</i></p> <p><i>Language expectations</i></p> <p><i>Language functions and features, including vocabulary</i></p> <p><u>WIDA 2020 Standards Framework</u></p>	<p><i>In this lesson, does the culminating task use language to narrate (convey experiences), inform (provide information), explain (give account for how or why), or argue (share opinion/persuade)? To meet this content area goal, what is the language expectation? What are the language functions or common patterns of language use? Name a few example language features that will be explicitly taught (e.g. different types of sentences, clauses, words, etc.)</i></p>
<p>Student Demographics <i>(Ex: 22 students, 3 with IEP, 1 ELL, etc)</i> <i>List specific challenges or motivations</i></p>	<p><i>Based on the class demographics, what specific strategies/instructional moves will you make as a teacher to support your students?</i></p>
<p>Scaffolds for Students with IEPs <i>Appropriate scaffolding considers students' needs and can include both accommodations and modifications for learning</i></p>	<p><i>How does my instruction consider the needs for students with an IEP? Have I met IEP accommodations and/or modifications for these students? Address how many students have IEPs.</i></p>

Assessments

Refer to your learning objectives. How will students demonstrate understanding of each? **At the end of this lesson plan, attach each assessment and criteria for success.**

Learning objective	Assessment tool	Description of assessment task	Criteria for success - <i>What will excellence look like? Name a few qualities that describe what an exemplar student work would include.</i>	Measurement- <i>Describe how you will determine the degree to which students have met criteria (e.g. a rubric, checklist, etc.)</i>

Lesson Procedure

Use the below to indicate what the teacher will say and do to carry out the lesson. Sufficient detail should be given so that another teacher could teach from this lesson plan without question. Classroom management considerations such as time allotment for each activity, material distribution, energizers, transitions, etc. need to be precisely documented. The procedure should be written sequentially in the order you will teach it, not in the order that the guiding questions appear on the left.

Anticipatory Set (_ Minutes) <i>How will I launch the lesson to engage and motivate students in learning? How will I harness students' prior knowledge and their unique identities to prepare them for new learning?</i>	
Gradually Released Instruction (_ Minutes)	
Focused instruction ("watch me...") (_ Minutes) <i>What will I do to engage learners in developing understanding of the lesson objective(s)? (what, why, when, how, misconception, analogy)</i> <i>How will I model the learning task? How will I recognize language demands and make language visible?</i>	
Guided instruction ("help me...") (_ Minutes) <i>How will I engage guided practice to share the task with</i>	

<p><i>students? What questions will I ask? What scaffolds will support my teaching?</i></p> <p><i>What is my check for understanding?</i></p>	
<p>Collaborative practice (“together, you will...”)</p> <p>(__ Minutes)</p> <p><i>How will I form groups? Discussion protocols? Language supports?</i></p>	
<p>Independent practice (“you will..”) (__ Minutes)</p> <p><i>What directions will I give? How will I transition? How will I know if students got it? What will I be looking for in student work and what feedback might I offer?</i></p>	
<p>Closure (__ Minutes) (__ Minutes)</p> <p><i>How will I reiterate the lesson focus and big idea? How will I share student thinking? How will I guide the learners to reflect, summarize, and apply what they have learned in settings beyond this classroom?</i></p>	

Lesson Reflection	<i>What did I notice in student work? What factors may have contributed? Based on student work, how might I adjust my future instruction?</i>
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General Observation Form

Supervisor: _____ Student: _____

Date/Time: _____ Content area: _____

Goal(s) of this lesson (the student(s) will):

Observation Notes:

Assessment: was it tied to goals?

Formative

Summative

None

Student reflections:																																												
Questions to consider...																																												
Goals for your next lesson (developed by supervisor with student):																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Focus of Lesson</th> <th style="width: 15%;">Standard met</th> <th style="width: 15%;">N/A for lesson</th> <th style="width: 55%;">Standard</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td>Standard 1: Learner Development</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 2: Learner Differences</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 3: Learning Environments</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 4: Content Knowledge</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 5: Application of Content</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 6: Assessment</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 7: Planning for Instruction</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 8: Instructional Strategies</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 9: Professional Learning and Ethical Practice</td></tr> <tr><td> </td><td> </td><td> </td><td>Standard 10: Leadership and Collaboration</td></tr> </tbody> </table>	Focus of Lesson	Standard met	N/A for lesson	Standard				Standard 1: Learner Development				Standard 2: Learner Differences				Standard 3: Learning Environments				Standard 4: Content Knowledge				Standard 5: Application of Content				Standard 6: Assessment				Standard 7: Planning for Instruction				Standard 8: Instructional Strategies				Standard 9: Professional Learning and Ethical Practice				Standard 10: Leadership and Collaboration
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Supervisor Evaluation: Wisconsin Educator Standards

Student: _____ Date: _____

Subject: _____ School: _____

Supervisor: _____ Observation # _____

Assessment Levels:	Not Demonstrated 0	Not Acceptable 1	Emerging 2	Developing 3	Meeting 4	Exceeding 5
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Assessment Areas:	0	1	2	3	4	5
1. Pupil 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.	The candidate exhibits very limited understanding of how children develop, their range of abilities, and provides instruction that supports their intellectual, social, and personal development.		The candidate exhibits a basic or intermediate understanding of how children develop, their range of abilities, and provides instruction that supports their intellectual, social, and personal development.		The candidate 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.	
Comments:						

Assessment Areas:	0 1	2 3	4 5
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.	The candidate exhibits limited knowledge of learning differences and rarely focuses on creating an inclusive learning environment.	The candidate exhibits a basic or intermediate knowledge of individual differences and diverse cultures and communities. The candidate is working towards creating an inclusive learning environment.	The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Comments:			

Assessment Areas:	0 1	2 3	4 5
3. Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	The candidate exhibits limited knowledge of how people learn and how students differ in their approaches to learning.	The candidate exhibits basic or intermediate knowledge of human learning; provides instruction using behavioral, cognitive, and affective learning theories.	The candidate 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.
Comments:			

Assessment Areas:	0 1	2 3	4 5
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.	The candidate exhibits limited understanding of the standards, general education background for teaching, and subject matter she/he plans to teach and gives some examples of important principles or concepts delineated in professional, state, and institutional standards.	The candidate exhibits a basic or intermediate understanding of the standards, general education background for teaching, and subject matter she/he plans to teach and gives some examples of important principles or concepts delineated in professional state, and instructional standards.	The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Comments:			

Assessment Areas:	0 1	2 3	4 5
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.	The candidate exhibits limited knowledge of the skills and strategies needed for motivating students for effective learning.	The candidate exhibits a basic or intermediate understanding of and applies the skills and strategies needed to challenge, interest, and motivate students for optimum learning.	The candidate 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.
Comments:			

Assessment Areas:	0 1	2 3	4 5
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.	The candidate exhibits limited knowledge of formal and informal assessment strategies for student learning and limited understanding of and practice in reporting outcomes of students' performance.	The candidate exhibits a basic or intermediate understanding of formal and informal assessment strategies and reports student learning outcomes.	The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Comments:			

Assessment Areas:	0 1	2 3	4 5
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.	The candidate instructional plans often do not meet the needs of all students.	The candidate organizes and plans basic or intermediate systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.	The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Comments:			

Assessment Areas:	0 1	2 3	4 5
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.	The candidate draws upon limited instructional strategies or instructional strategies may not appropriately build on content areas to allow students to apply skills.	The candidate attempts to use a basic or intermediate range of instructional strategies to encourage learners to develop understanding of content areas or apply skills and knowledge.	The candidate 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.
Comments:			

Assessment Areas:	0 1	2 3	4 5
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.	The candidate exhibits limited ability to reflect on the effectiveness of his/her choices and actions as a teacher or does not seek out opportunities to grow professionally. The candidate does not adapt practice to meet the needs of each learner.	The candidate engages in ongoing professional learning but uses limited or intermediate evidence to evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community). The candidate is adapting practice to meet the needs of each learner at a basic or intermediate level.	The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Comments:			
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Assessment Areas:	0	1	2	3	4	5
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.	The candidate exhibits limited ability to reflect on the effectiveness of his/her choices and actions as a teacher and does not seek out opportunities to grow professionally.		The candidate begins at a basic or intermediate level to seek leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.		The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	
Comments:						

Goals for next observation:

Supervisor Signature: _____



Supervision Record Three-Way Mentoring Conference

University Supervisor's Name:

Student Name:

Cooperating Teacher's Name:

School:

Grade/Subject:

Conduct at least two three-way mentoring conferences during the student teaching semester. Use the forms as your guide.

Three-Way Mentoring Pre-Observation Discussion

1. Why did you choose these learning objectives?
2. How is this lesson connected to past and future learning? Why is this sequence logical; i.e., how does this lesson fit the organization of the subject or discipline as a whole?
3. What prior knowledge and skill do students need in order to be successful in reaching the learning objectives of this lesson? How do you find out about students' prior knowledge and skills?
4. How do you become familiar with your students' cultural resources, i.e., with experiences outside of school, approaches to learning, and style of interacting and relating?
5. Why have you chosen these teaching methods? (Explore the relationship with the learning objectives and students' prior knowledge and experiences.)
6. Why have you chosen these particular learning activities? (Explore the relationship with the learning and students' background and experiences.)
7. Why have you chosen these instructional materials? (Explore the relationship with the learning and students' background and experiences.)
8. Why have you chosen to evaluate student learning using the strategies you have described? (Explore the relationship to the stated learning objectives and to the students.)

Three-Way Mentoring Post-Observation Discussion

Option #1:

How do you think the lesson went?

- Tell me two things you like about the lesson.
- What do you wish you had done differently?
- How would you change your lesson?

Option #2:

- Did your students learn what you wanted them to learn? How do you know? (Refer to the lesson's objectives.)
- Were the teaching methods, activities, and materials you used effective? How do you know?
- Did you need to change what you had planned? Why?
- Given what happened today, what do you plan to do next with this class? (Specific suggestions)
- It appeared that (name one or two students) was (were) doing well today. Why? What might you do for _____ in the future?
- It appeared that (name one or two students) was (were) having trouble today. Why? What might you do in the future?
- Do you coordinate teaching activities with other teachers? 8. How do you communicate with parents? (Encourage more than one form or procedure.)
- Is there anything else you want to share about today's lesson?

Options #3

Focus discussion on any one of these elements:

- Fostering a positive teacher/student relationship.
- Increasing the participation of students.

- Gaining and holding attention and interest of students.
- Monitoring equitable participation of all students.
- Adapting teaching to individual and group differences.
- Evaluating the results of class work.
- Effective teaching with greater economy of time.
- Increasing the variety of activities.
- Assisting students improve their study habits.
- Planning for students who complete work early or late.



**EDGEWOOD
UNIVERSITY**

**Practicum Evaluation
Elementary/Middle Grade Band Experience Day**

Student Name:	School:
Grade Level:	Mini Lesson Subject/Topic:
Cooperating Teacher Name:	Cooperating Teacher Email:
Did the student attend 8-10 hours in your classroom culminating in a small group lesson?	Date:

Not Documented No evidence	Not Acceptable Very limited understanding	Emerging Basic understanding	Developing Intermediate understanding	Meeting Understanding meets expectations	Exceeding Understanding exceeds expectations
0	1	2	3	4	5

	Rating
Communication and Relationship Building (Wisconsin Educator Standards 1-3)	
Initiates developmentally appropriate conversation with students	
Interacts with the classroom student population in developmentally appropriate ways taking into consideration learning styles, culture, socio-economic status, common interests, etc.	
Professional and Dispositions (Wisconsin Educator Standards 9-10)	
Cooperative and flexible when working with others	
Displays positive attitude/enthusiasm	
Professional Activities (Wisconsin Educator Standards 4-5)	
Asks appropriate questions to learn curriculum content and is aware of pre and post lessons	
Comprehends, integrates, and applies concepts of child/adolescence development in learning situations	
Instructional Knowledge and Dispositions (Wisconsin Educator Standards 6-8)	
Understands the value of formative and summative assessment to guide instruction and growth.	
Understands the importance of using a variety of instructional strategies to facilitate students in comprehension, making connections, and applying knowledge.	

Cooperating Teacher Signature: _____