



Clinical Practicum and Student Teaching Handbook

Undergraduate

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 the 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 all and look forward to supporting you throughout the practicum and student teaching experiences.

Sincerely,

Julie Petersen
Coordinator Clinical Experience and Licensing
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Field Placements

Edgewood University Clinical Office will arrange your school placement each semester with a cooperating teacher. 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.

Field placements will be aligned with specific grade bands as follows:

EDU 225 Initial Practicum – K-5/ESL (English as a Second Language)

EDU 250 Initial Practicum – K-5/ESL/CCSE (Cross Categorical Special Education)

EDU 325 Intermediate Practicum - 6-9 Social Studies or Science

EDU 350 Advanced Practicum – K-2 Early Literacy and Math

EDU 425 Advanced Practicum – 3-5 Literacy and Math/ESL

Students will be notified once the placement is made.

Background Check Requirements

Edgewood University Clinical Office holds the responsibility to ensure all our aspiring educators have completed all required background checks. You will be required to complete an Edgewood University background check. In addition, your school location for practicum/student teaching will require their own background check and may require other tasks for you to become a ‘volunteer’ in their district. Lastly, if your experience is in a parochial school, they have a unique background requirement as well.

- **Edgewood University Viewpoint Background Check - Required**

Go to: <https://www.viewpointscreening.com/edgewood>

Two steps required: Background Form and TB Screener form

Click on “Start Your Order”

- Select your program (Child Life, Division of Education)
- Enter your information (name, dob, etc.)
- Upload the Background Information Disclosure (BID) form
- Access the TB form under the Health Portal.
 - * This form will need to be signed by the school nurse or health professional
- Upload the TB form to the Health Portal.

Once your order is submitted, you will receive a confirmation email containing a password. Use this info to log into your account to review other instructions you may have. You will also need this password to view your background check report.

- **School Site Background Check - Required**

In addition, all students must complete a background check at the school site in which they are completing either practicum or student teaching.

Your specific school district background check form will be provided upon placement.

- **Parochial School Requirement – Virtus training**

Video on Protecting God's Children, and 2) parochial background check. Go to:

<https://www.virtusonline.org>

1. Select first time registrant
2. Follow steps to create a new user ID and password
3. Enter the parochial school name
4. Please select "Volunteer" and type in "Volunteer" under description

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 Experiences

Initial Level Practicum (2 consecutive semesters) at the undergraduate sophomore level is a candidate's first and second experience with formal practicum. The practicum site will be used as a learning laboratory to develop skills in observation, analysis, and reflection while making use of the practicum to promote professional growth. Candidates should be prepared to participate in a wide variety of classroom activities, which may include observation, one-on-one tutoring, small group facilitation and whole class interaction. These experiences provide experiential bases for initial endorsements in diverse and professional disposition.

Intermediate Level Practicum (1 semester) is a continuation of the Initial level at the undergraduate junior level. Candidates will further explore the meaning of curriculum design using an array of fundamental teaching and assessment tools. The aim is to build on the tools and techniques of the previous courses, practicum, and practice designing curriculum for the differentiated learning environments.

Advanced Level Practicum (2 consecutive semesters) is a continuation of the Intermediate level at the undergraduate junior and senior level. The course the candidate is enrolled in determines practicum expectations and experiences. At the Advanced level the candidate can expect to have added responsibilities, and **the shift is from dispositions to standards-based assessments**. The candidate will develop, implement, and teach lessons in preparation for full-time student teaching.

Undergraduate Practicum Courses

EDU 225 Initial Practicum

25 Hours

Grade levels/subject emphasis: K-5/ESL

Reflective journals

Observation and interactions with individuals marginalized by disability and language ([EDU 201](#))

- Teacher interview ([EDU 201](#))

Participation in group processes related to lesson accommodation.

Lead a morning meeting or 15-minute mini-lesson ([EDU 200](#))

EDU 250 Initial Practicum

25 Hours

Grade levels/subject emphasis: K-5/ESL/CCSE (Special Education)

- Reflective journals focused on curriculum, instruction, and assessment
- Evidence of recognizing and responding to the developmental needs of students
- Learn lesson planning, develop one lesson plan, and deliver lesson in practicum setting ([EDU 205](#))

EDU 325 Intermediate Practicum

40 Hours

Grade levels/subject emphasis: 6-9/Social Studies or Science

Reflective journals

- “Listening to kids” activity involving a focal student to inquire about their knowledge, identity, etc. ([EDU 300](#))

- Climate observation involving observation and reflection of how the environment centers and includes students ([EDU 300](#))

- Curriculum evaluation and discussion with an equity lens ([EDU 300](#))

- Identification and discussion of an equity topic ([EDU 300](#))

- Teach at least one lesson in practicum setting (newly created or from the curriculum) ([EDU 303](#))

EDU 350 Advanced Practicum

25 Hours Practicum

15 Hours EDU 307

Grade levels/subject emphasis: K-2/early literacy and math

- Teach one whole group or small group Literacy lesson in practicum setting ([EDU 304](#))
- Teach 3-4 small group reading lessons based on student assessment results. These lessons will be reviewed by the instructor (WI licensed reading specialist) and given feedback before teaching the lesson ([EDU 304](#))
- Assessment project: evaluate a student with three formative literacy assessments, analyze the data and write up a brief report on the student’s strengths and needs ([EDU 304](#))
- Teacher interview focusing on planning for mathematics instruction and support structures within schools ([EDU 305](#))
- Teach (and record) a whole group mathematics lesson and reflect on the experience ([EDU 305](#))
- Observe one focal student for language behaviors and another student for learning ([EDU 307](#))
- Teach one lesson with an ESL focus in practicum setting

EDU 425 Advanced Practicum

50 Hours

Grade levels/subject emphasis: 3-5/literacy and math/ESL

- a. Interview cooperating teacher ([EDU 401](#))
- b. Reflections on various topics (e.g., mathematics, differentiation, planning, and diversity issues), always with a clear sense of how those topics fit into a broad sense of themselves as future teachers
- c. Utilize tools for supporting ELs such as the EL Policy Handbook and the WIDA Standards Framework ([EDU 403](#)) and teach one lesson with an ESL focus in practicum setting ([EDU 403](#))
- d. Lead anti-racist, evidence-based, and scaffolded literacy-based instruction to students, including teaching one lesson in practicum setting ([EDU 404](#))
- e. Teach and video one mathematics lesson (directly from the curriculum, preferably taught to a whole class or large group) ([EDU 405](#))

Art and Secondary Education Practicum Courses

Art and Secondary Education students enroll in three practicum courses:

EDU 275 (30 hours)

EDU 375 (30 hours)

EDU 475 (40 hours)

Studies in Education Practicum Courses

Studies in Education enroll in three semesters of practicum courses:

EDU 396 (25 hours) three semesters

Practicum Suggestions

Here is a list of possible ideas to help define the practicum student 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 and district goals, demographics, and context items
- 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/or parent conference
- 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 for students in your classroom
- Work one-on-one with students
- Review an upcoming lesson and suggest accommodations for students with IEPs or ELL
- 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

Candidates are expected to attend all required hours and perform the related responsibilities assigned for each practicum experience aligned to each course and disposition/standard. If there is violation of performance expectations, the following policy will be administered:

Semester Timeline	Student Expectation	Action if Non-Compliance
Week 3	Student must be attending practicum placement	Issue 1 st Academic Alert
Week 5	Student must submit first monthly Practicum Hours Log	Issue 2 nd Academic Alert
Week 7 (midterm)	Cooperating teacher has completed a Dispositions or Standards evaluation meeting expectations with scores of 3 or higher in most areas.	Student meeting will occur to determine if student should be removed from the placement and instructed to drop the course.

Hours Log

[illegible]

Edgewood University

Required Practicum Documentation 2025-26

TOTAL hours completed:		
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The Practicum Student must electronically submit this document to Blackboard each month.

Signatures:

Practicum Student _____ date _____
 Cooperating Teacher _____ date _____

Engagement Plan

Week/ Dates	Thinking about the assignments you have this semester and the feedback you've previously received when interacting with students and staff, determine the types of experiences and teaching you will engage in with your CT, students and school community. Scaffold up throughout the semester. For example, week 1-2 might be observation, passing out papers and 1-1 or small group support. Week 3-4 might be planning modifications for an individual student or small group based on a lesson. Week 5-6 might be planning and leading a small group or individual lesson or leading a transition or community builder.
Week 1	<i>Experiences:</i>
Week 2	<i>Experiences:</i>
Week 3	<i>Experiences:</i>
Week 4	<i>Experiences:</i>
Week 5	<i>Experiences:</i>
Week 6	<i>Experiences:</i>
Week 7	<i>Experiences:</i>
Week 8	<i>Experiences:</i>
Week 9	<i>Experiences:</i>

Week 10	<i>Experiences:</i>
Week 11	<i>Experiences:</i>
Week 12	<i>Experiences:</i>
Week 13	<i>Experiences:</i>
Week 14	<i>Experiences:</i>
Week 15	<i>Experiences:</i>

CT & PST Weekly Suggested Focus

Week / Focus	Goals and Tasks	CT goals and tasks
GETTING READY... BEFORE start date	<p>Student Goal: Getting to know the site & communication</p> <p>Student Tasks:</p> <p>Learn about the expectations of this practicum experience by reading the Clinical Practicum & Student Teaching Handbook.</p> <p>Complete the School District background check.</p> <p>Write an initial introduction email, introduce yourself and let your CT know you appreciate this opportunity for their mentorship! Clarify any expectations they have for you before the first day of practicum, get their teaching schedule and reply with dates/times you will attend. Ask about the front office check-in process & parking expectations if needed. <u>When this email is sent you must cc the Clinical Program Support Specialist.</u></p> <p>Learn about your assigned district and building by exploring online and within the community. Learn as much as you can about their mission, vision, and values.</p> <p>Be sure that you know where the school is, how long it will take you to get there, plan to arrive at least 15 minutes before you need to be in the classroom.</p>	<p>Inform the admin & front office so they know the student(s) will be coming.</p> <p>Share with your students and families that you'll have a practicum student/pre-service teacher (PST).</p> <p>Share basics of the classroom with the PST (your schedule, curriculum, routines and expectations).</p> <p>Find space for PST to be in the room and leave their belongings when they are there.</p>
Week 1-2-3-4 Becoming a Part of and Engaging with the Learning Community	<p>Student Goal: Relationships, Expectations, and Routines</p> <p>Student Task:</p> <p>Methods class assignments</p> <p>Fill out the required Edgewood Practicum Documentation</p> <p>Get to know the expectations of your CT, classroom expectations for students, and the routines during the time you are there. Begin to learn student names. (Name tags, seating chart etc.)</p> <p>Engage with students in ways that make sense-1:1, small groups, whole group assisting with routines and procedures.</p>	<p>Sign the required Edgewood Practicum Documentation</p> <p>Respond to 4-week attendance check-in from Edgewood's Clinical department</p>

<p>Week 5-6-7-8 Defining Your Role in the Learning Community</p>	<p>Student Goal: Relationships, and Active Classroom Engagement <i>Increase engagement - define your “teacher role” in the learning community. Communicate with CT on when, where, and how to do this effectively.</i></p> <p>Student Tasks: Methods class assignments</p> <p>Fill out the required Edgewood Practicum Documentation</p> <p>Continue assisting students with classroom routines and procedures. Lead a small group and /or launch a lesson. There are many opportunities to immerse yourself in the learning community - do not wait to be asked / told, you should be taking initiative to seek out these opportunities to learn and grow.</p> <p>Work with the CT to determine a “daily task / activity” you can lead or support. Take part in assisting CT with student learning activities: one-on-one and/or small group learning.</p>	<p>Sign the required Edgewood Practicum Documentation</p> <p>Complete Edgewood’s mid-term evaluation sent via email.</p>
<p>Week 9-10-11-12 Becoming a Teacher in the Learning Community</p>	<p>Student Goal: Relationships, Active Classroom Engagement and Academic Integration</p> <p>Student Tasks: Methods class assignments</p> <p>Fill out the required Edgewood Practicum Documentation</p> <p>Continue assisting students with classroom routines and procedures. Continue to support learning with your “daily tasks / activities” and assisting CT with student learning activities.</p> <p>Determine opportunities for mini-lessons or engaging students in academic lessons. Mini lessons are an essential way to build confidence and competence in lesson delivery, building your capacity in preparation for a full lesson.</p> <p>Take part in co-teaching, and assisting CT with student learning activities; one-on-one and/or small group work continues.</p>	<p>Sign the required Edgewood Practicum Documentation</p>

	<p>Finalize the topic for any formal lesson and plan date and time with your CT. Launch a lesson and/or lead the primary engagement portion of a lesson. Lesson plans must be submitted to your CT 48 hours prior to teaching.</p> <p>Use your developing knowledge of your students to target supports. Who might need your support to engage with tasks? Who might require restatement / reframing of directions? Who might need scaffolding? Notice / note - support - reflect</p> <p>Communicate with the CT to determine how you can further support student learning activities and/or assessments.</p>	
<p>Week 13-14-15:</p> <p>Reflecting on Your Role in the Learning Community and Experiences</p>	<p>Student Goals: Relationships, Active Classroom Engagement – Seamless student engagement and communication with the CT to support student learning activities and/or assessments. You should be anticipating student needs and support, proactively engaging in the learning.</p> <p>Student Tasks: Methods class assignments</p> <p>Fill out the required Edgewood Practicum Documentation</p> <p>Wrap up by thanking the Cooperating Teacher, students and school community for their participation in your growth and allowing you into their space.</p>	<p>Sign the required Edgewood Practicum Documentation</p> <p>Complete Edgewood's final evaluation sent via email.</p>

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 you feel this placement is not a good fit, please contact the Edgewood University Clinical Office immediately to discuss a new placement.

Suggested Interview Questions

- 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?
- What else should I know about you to ensure we could be the best possible teaching team?

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 with the school community 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.

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 held on campus at Edgewood University.

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 evaluation of your student. Sample evaluation documents are located in the Resources section and will be sent via email.
- Complete a final evaluation of your student. Sample evaluation documents are located in the Resources section and will be sent via email.
- Sign the monthly documentation required for the student's practicum hours completed.
- Serve as a mentor as outlined for each level of practicum experience.
- 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.

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Undergraduate Practicum Courses

EDU 225 Initial Practicum

25 Hours

Grade levels/subject emphasis: K-5/ESL

Reflective journals

Observation and interactions with individuals marginalized by disability and language ([EDU 201](#))

- Teacher interview ([EDU 201](#))

Participation in group processes related to lesson accommodation.

Lead a morning meeting or 15-minute mini-lesson ([EDU 200](#))

EDU 250 Initial Practicum

25 Hours

Grade levels/subject emphasis: K-5/ESL/CCSE (Special Education)

- Reflective journals focused on curriculum, instruction, and assessment

Evidence of recognizing and responding to the developmental needs of students

- Learn lesson planning, develop one lesson plan, and deliver lesson in practicum setting ([EDU 205](#))

EDU 325 Intermediate Practicum

40 Hours

Grade levels/subject emphasis: 6-9/Social Studies or Science

Reflective journals

- “Listening to kids” activity involving a focal student to inquire about their knowledge, identity, etc. ([EDU 300](#))

- Climate observation involving observation and reflection of how the environment centers and includes students ([EDU 300](#))

- Curriculum evaluation and discussion with an equity lens ([EDU 300](#))

- Identification and discussion of an equity topic ([EDU 300](#))

- Teach at least one lesson in practicum setting (newly created or from the curriculum) ([EDU 303](#))

EDU 350 Advanced Practicum

25 Hours Practicum

15 Hours EDU 307

Grade levels/subject emphasis: K-2/early literacy and math

- Teach one whole group or small group Literacy lesson in practicum setting ([EDU 304](#))
- Teach 3-4 small group reading lessons based on student assessment results. These lessons will be reviewed by the instructor (WI licensed reading specialist) and given feedback before teaching the lesson ([EDU 304](#))
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- Teach (and record) a whole group mathematics lesson and reflect on the experience ([EDU 305](#))
- Observe one focal student for language behaviors and another student for learning ([EDU 307](#))
- Teach one lesson with an ESL focus in practicum setting

EDU 425 Advanced Practicum

50 Hours

Grade levels/subject emphasis: 3-5/literacy and math/ESL

- f. Interview cooperating teacher ([EDU 401](#))
- g. Reflections on various topics (e.g., mathematics, differentiation, planning, and diversity issues), always with a clear sense of how those topics fit into a broad sense of themselves as future teachers
- h. Utilize tools for supporting ELs such as the EL Policy Handbook and the WIDA Standards Framework (EDU 403) and teach one lesson with an ESL focus in practicum setting ([EDU 403](#))
- i. Lead anti-racist, evidence-based, and scaffolded literacy-based instruction to students, including teaching one lesson in practicum setting ([EDU 404](#))
- j. Teach and video one mathematics lesson (directly from the curriculum, preferably taught to a whole class or large group) ([EDU 405](#))

Art and Secondary Education Practicum Courses

Art and Secondary Education students enroll in three practicum courses:

EDU 275 (30 hours)

EDU 375 (30 hours)

EDU 475 (40 hours)

Studies in Education Practicum Courses

Studies in Education enroll in three semesters of practicum courses:

EDU 396 (25 hours) three semesters

Student Teacher Cooperating Teacher Expectations

Throughout the student teaching experience, it is essential that the relationship between 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 at least 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 Edgewood University clinical office to supervise students in their school settings for student teaching and if necessary, with a practicum student 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 the Department of Public Instruction (DPI) Wisconsin licensing website.
- You do not need to setup 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 is 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.

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.

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

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

A te A

- <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>	
<p>Lesson Reflection</p>	<p><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></p>

Initial-Intermediate Practicum Evaluation

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

Student Name:	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.	
Interacts appropriately with teacher/other staff members	
Professional and Dispositions (Wisconsin Educator Standards 9-10)	
Responsible with attendance	
Responsible with punctuality	
Cooperative and flexible when working with others	
Shows sensitivity to student needs (cognitive, social-emotional, etc.)	
Displays positive attitude/enthusiasm	
Accepts suggestions and is open to ongoing learning	
Demonstrates self-confidence	
Demonstrates of emotional stability and maturity	
Shows initiative and takes on responsibility	
Dresses appropriately for the environment	
Professional Activities (Wisconsin Educator Standards 4-5)	
Understands and adapts to routines & procedures of the classroom	
Asks appropriate questions to learn curriculum content and is aware of pre and post lessons	
Follows through on teacher's instructional and non-instructional requests	
Comprehends, integrates, and applies concepts of child/adolescence development in learning situations	
Instructional Knowledge and Dispositions (Wisconsin Educator Standards 6-8)	
Understands and uses flexible grouping arrangements, including small group and individual instruction, to support effective instruction and improved learning	
Understands the importance of sequential curriculum for effective learning	
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.	

Advanced Practicum Evaluation

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

Student Name:	Rating
Pupil Development (Wisconsin Educator Standard 1)	
The student 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 student designs and implements developmentally appropriate and challenging learning experiences for pupils.	
Learning Differences (Wisconsin Educator Standard 2)	
The student 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.	
Learning Environments (Wisconsin Educator Standard 3)	
The student 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.	
Content Knowledge (Wisconsin Educator Standard 4)	
The student understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The student creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.	
Application of Content (Wisconsin Educator Standard 5)	
The student 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.	
Assessment (Wisconsin Educator Standard 6)	
The student 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.	
Planning for Instruction (Wisconsin Educator Standard 7)	
The student 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.	
Instructional Strategies (Wisconsin Educator Standard 8)	
The student 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.	
Professional Learning and Ethical Practice (Wisconsin Educator Standard 9)	
The student engages in ongoing professional learning. The student uses evidence to continuously evaluate the student's practice, including the effects of the student's choices and actions on pupils, their families, other educators, and the community. The student adapts practice to meet the needs of each pupil.	
Leadership and Collaboration (Wisconsin Educator Standard 10)	
The student 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.	



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?
assessment

Formative

Summative

No

Student reflections:

Questions to consider...

Goals for your next lesson (developed by supervisor with student):

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



Supervisor Evaluation: Wisconsin Educator Standards

Student: _____ Date: _____

Subject: _____ School: _____

Supervisor: _____ Observation # _____

Assessment Levels:	Not Demonstrated	Not Acceptable	Emerging	Developing	Meeting
Exceeding	0	1	2	3	4

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:			

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?

- a. Tell me two things you like about the lesson.
- b. What do you wish you had done differently?
- c. 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.