



EDGEWOOD COLLEGE
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EDGEWOOD COLLEGE
— *Division of Education* —

Clinical Practicum and Student Teaching Handbook

2023-24



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Dear Edgewood College 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.

At Edgewood College, 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

Candidate Dispositions Pre-Student Teaching Level 1

Collaboration: The student works with others in a spirit of partnership to achieve a common goal. Collaboration includes qualities and indicators such as:

- Effective verbal and non-verbal communication skills
- Flexibility with others
- Adapting to change.
- Constructive interactions with peers/colleagues, administrators, supervisors, staff, mentor teachers, and parents marked by courtesy and civility
- Consistent, timely communication with colleagues, supervisors, & mentor teachers when questions or concerns arise
- Recognition of a range of valid viewpoints
- Soliciting suggestions and feedback from others
- Shows the capacity to take initiative.

Honesty and Integrity: The student demonstrates truthfulness, professional behavior, and trustworthiness. Honesty and Integrity include qualities and indicators such as:

- Forthright interactions with others, upholding high standards of trust, character, and academic integrity.
- Crediting sources when appropriate in completing course and field experience assignments
- Ensuring that confidentiality is maintained.

Respect: The student honors, values, and demonstrates consideration and regard for oneself and others. Respect includes qualities and indicators such as:

- Communicating in ways that are respectful of self and others in terms of feelings, ideas, and contributions.
- Establishing good rapport with students and colleagues
- Respecting cultural patterns and expectations within a community context
- Respecting diversity and encouraging positive interactions and the participation of all.
- Compassion and respect for the feelings of others
- Speech and behavior that is sensitive

Reflection: The student examines performance and attitudes in pursuit of continual growth as a teacher. Reflection includes qualities and indicators such as:

- Listening and responding thoughtfully to professional feedback
- Receiving constructive feedback in a positive manner, making necessary adjustments
- Prioritizes reflecting on and evaluating own work
- Is willing and able to recognize difficulties or deficiencies, seeking to improve skills
- Values the cyclical nature of inquiry, reflection, and action
- Regularly reflects on the nature of one's commitment to the profession

Professional responsibility: The student is reliable, using sound judgment and situation appropriate behavior.

Responsibility includes qualities and indicators such as:

- Balancing personal life with professional demands, challenges, and opportunities.
- Completing assigned tasks in a timely manner
- A commitment to justice, fairness, and the ability of all students to learn
- Capacity to conduct oneself with composure and confidence
- Authentic commitment to teaching and the subject matter
- Self-control in dealing with others.
- Handling frustration appropriately; professional in demeanor.
- Dependability, conscientiousness, and punctuality
- Modeling the social skills, character traits and dispositions desired in students
- Preparedness
- Adhering to rules and policies

- Communicating in a professional manner
- Keeping abreast of school policies, reading manuals and other communications
- Maintaining a professional appearance and demeanor
- Meeting professional responsibilities in a timely manner while maintaining a positive attitude.

Candidate Dispositions Student Teaching Level 2

Critical thinking: The student critically assesses and questions beliefs and ideas from multiple perspectives. Critical thinking involves qualities and indicators such as:

- Acknowledging that subject matter knowledge is not a fixed body of facts; conveying to learners an appreciation of multiple perspectives
- Developing students' critical thinking and individual problem-solving skills
- Commitment to the expression and use of democratic values in the classroom

Diversity: The student respects individual differences and encourages positive interactions and the participation of all. Diversity includes qualities and indicators such as:

- Appreciation of individual variation within each area of development
- Valuing human diversity, respect for differing personal and family backgrounds, and concern for all aspects of a child's experience and well-being
- Adapting instruction to student responses, ideas, and needs
- Considering the role of different motivational strategies in encouraging diverse learners
- Appreciating the cultural dimensions of communication

Learning Environment: The student effectively uses knowledge of motivation and behavior to create positive social and academic climates in the classroom and school. Construction of a positive learning environment includes qualities and indicators such as:

- Using students' strengths as a basis for growth for growth, and uses weaknesses as learning opportunities
- Making students feel valued, and helps them value each other
- Affirming that all children can learn
- Valuing the role of students as active participants in classroom processes
- Creating an open and engaging classroom in which learners are invited to participate on many levels, including decision-making
- Recognizing the value of intrinsic motivation, working to nurture a love of learning among students
- Open to working with others to improve the overall climate for students

Relationships: The student builds and expands connections within the school & larger community. Relationships include qualities and indicators such as:

- Sensitivity to community and cultural norms
- Valuing planning as a collegial activity
- Consulting with other adults regarding the education and well-being of students

Communication: The student communicates thoughtfully to foster inquiry, collaboration, and supportive interactions within and beyond the classroom. Communication includes qualities and indicators such as:

- Valuing the many ways in which people communicate and encouraging many modes of communication in the classroom.
- Thoughtful and responsive listening

- Appreciating cultural dimensions of communication and seeking to foster multicultural sensitivities through communication that is respectful in terms of diversity (including gender, family, religious, and language diversity) and the use of people-first language.

Professional responsibility: The student is reliable, using sound judgment and situation appropriate behavior. Responsibility includes qualities and indicators such as:

- Balancing personal life with professional demands, challenges, and opportunities.
- Completing assigned tasks in a timely manner
- A commitment to justice, fairness, and the ability of all students to learn
- Capacity to conduct oneself with composure and confidence
- Authentic commitment to teaching and the subject matter
- Self-control in dealing with others.
- Handling frustration appropriately; professional in demeanor.
- Dependability, conscientiousness, and punctuality
- Modeling the social skills, character traits and dispositions desired in students
- Preparedness
- Adhering to rules and policies.

Wisconsin Educator Standards, InTASC Standards, and Rubrics

InTASC Core Teaching Standards	Wisconsin Educator Standards (2018)
The Learner and Learning	
#1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	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.

Not Demonstrated 0	Not Acceptable 1	Emerging 2	Developing 3	Meeting 4	Exceeding 5
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0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>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.</i>	<i>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.</i>	<i>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.</i>

#2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	(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.
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0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>The candidate exhibits limited knowledge of learning differences and rarely focuses on creating an inclusive learning environment</i>	<i>The candidate exhibits a basic or intermediate understanding individual differences and diverse cultures and communities. The candidate is working towards creating an inclusive learning environment.</i>	<i>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.</i>

#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.	(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.
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0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>The candidate exhibits limited knowledge of how people learn and how students differ in their approaches to learning.</i>	<i>The candidate exhibits basic or intermediate knowledge of human learning; provides instruction using behavioral, cognitive, and affective learning theories</i>	<i>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.</i>

Content	
#4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	(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.

0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>The candidate exhibits limited understanding of the Wisconsin Educator and InTASC 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.</i>	<i>The candidate exhibits a basic or intermediate understanding of the Wisconsin Educator and InTASC 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.</i>	<i>The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i>

#5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	(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.
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0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>The candidate exhibits limited knowledge of the skills and strategies needed for motivating students for effective learning.</i>	<i>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.</i>	<i>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.</i>

Instructional Practice	
#6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	(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.

0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>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.</i>	<i>The candidate exhibits a basic or intermediate understanding of formal and informal assessment strategies and reports student learning outcomes.</i>	<i>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.</i>

#7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	(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.
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0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>The candidate instructional plans often do not meet the needs of all students.</i>	<i>The candidate organizes and plans basic or intermediate systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.</i>	<i>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.</i>

#8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	(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.
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0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>The candidate draws upon limited instructional strategies or instructional strategies may not appropriately build on content areas to allow students to apply skills.</i>	<i>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.</i>	<i>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.</i>

Professional Responsibility	
#9: Professional Learning and Ethical Practice. The teacher 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.	(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.

0 Not Demonstrated	2 Emerging	4 Meeting
1 Not Acceptable	3 Developing	5 Exceeding
<i>The candidate exhibits limited ability to reflect on the effectiveness of their 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.</i>	<i>The candidate engages in ongoing professional learning but uses limited or intermediate evidence to evaluate their practice, particularly the effects of their 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.</i>	<i>The candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i>

<p>#10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>(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.</p>
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<p>0 Not Demonstrated</p> <p>1 Not Acceptable</p>	<p>2 Emerging</p> <p>3 Developing</p>	<p>4 Meeting</p> <p>5 Exceeding</p>
<p><i>The candidate exhibits limited ability to reflect on the effectiveness of their choices and actions as a teacher, and does not seek out opportunities to grow professionally.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>

Background Check Requirements

Edgewood College 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 College background check. In addition, your school location for practicum/student teaching will require their own background check. Lastly, if your experience is in a parochial school, they have a unique background requirement as well.

1. Edgewood College 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.

2. 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.

Madison Schools – Go to: <https://www.madison.k12.wi.us/partnerships/volunteering>

This site shares all 4 steps necessary steps to be permitted in MMSD buildings. Students will need to register on MMSD's Volunteer Tracker (AppGarden) to allow an online background check. This application also tracks mandatory trainings & vaccinations against Covid-19. Placement information is then tracked and stored in HR. Covid-19: All students must be vaccinated against Covid-19 prior to serving.

If you have completed the required trainings and verifications within the last 12 months, you will not need to repeat the process.

3. Parochial School Requirement – Virtus training

- 1) 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](#)

Handshake

Handshake is the forum utilized for practicum and student teaching evaluations. Here, you will submit self-evaluations and your cooperating teacher and supervisor will submit midterm and final evaluations.

Practicum

Clinical Experiences –

Definitions and Distinctions Between Levels of Practicum

Community Experiences are involvement in communities, seminars, conferences, observation, data accumulation, and building cultural competency set apart from a traditional educational setting. Opportunities to gain experience in community settings is woven throughout all programs at Edgewood College. In the School of Education, you will have an initial guided experience early in your program to provide a greater understanding of the how community influences schooling and vice versa. You will be expected to continue this community engagement in a variety of ways throughout the remainder of your program. Some courses will require community experiences. Community experiences are not part of the formal practicum hours and evaluation of these experiences is contained within the courses.

Initial Level Practicum (2 consecutive semesters at the sophomore level undergraduates) is a candidate's first 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. At this level the practicum offers opportunities for the candidate to develop portfolio entries and assessments. These experiences provide experiential bases for initial endorsements in diverse and professional disposition.

Intermediate Level Practicum is a continuation of the Initial level. The course the candidate is enrolled in determines practicum expectations and experiences. 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. At this level the practicum offers opportunities for the candidate to develop portfolio entries and assessments.

Advanced Level Practicum (2 consecutive semesters) is a continuation of the Intermediate 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. The candidate will develop, implement, and teach lessons in preparation for student teaching. At this level the practicum offers opportunities for the candidate to develop portfolio entries and assessment.



EDGEWOOD COLLEGE PRACTICUM STUDENT EXPECTATIONS

1. You are responsible to the principal and the teacher with whom you work. They are ready to answer questions, supply information, and suggest solutions to problems that will serve as the basis for reflection on your personal and professional development.
2. A sense of loyalty to the school and a proper regard for professional ethics is essential. Acquaint yourself with the general policies of the school: keep strict confidence about the students, student's records, and school problems.
3. Contact your cooperating teacher /supervisor if you are unable to keep your scheduled time.
4. Professional Dress and Behavior: students must dress appropriately and be neat and well groomed. Remember you are representing Edgewood College. Do not bring food, drink, or cell phones (that are turned on) into the classroom.
5. Have contact with a diverse group of students with widely varied abilities.
6. Grade papers, bulletin boards, help students keep on task.
7. Strive for a consistent approach in working with students. Follow the lead of the teacher.
8. Remember that schooling attempts to help students grow in independence as well as knowledge.
9. Maintain an attitude of encouragement with students. Each student needs successful experiences, and each wants to feel important.
10. Refer to each student by name and treat them with respect.
11. In matters of discipline follow the school guidelines and remain positive.
12. Plan ahead. Try to foresee and prevent trouble before it happens.
13. Take active interest in students and their learning.
14. Develop a good rapport and working relationship with the cooperating teacher, supervisor, students and staff.
15. Work and interact with students in one-on-one, small group and/or in classroom size situations with supervision.
16. Experience a wide variety of educational activities.
17. Display a willingness to try whatever is needed to meet the educational goal of the student population.
18. If it is required by your instructor, you should keep a journal of your experiences, especially reflections of your experiences for continued professional and personal development.
19. Keep track of the number of hours and dates every time you are at a practicum.
20. Complete the required number of hours for each practicum.
21. Later in the semester, the Clinical Office will send an evaluation form to the cooperating teacher/supervisor. At the end of your practicum make sure your cooperating teacher/supervisor has filled out the evaluation form. Check to make sure we have received the evaluation form.

Practicum (Pre-Student Teaching) Performance Policy

Candidates are expected to attend all required hours and perform the related responsibilities assigned for each practicum experience. If there is violation of the above stated, the following policy will be administered:

Semester Timeline	Student Expectation	Action if Non-Compliance
Week 2	Handshake experience created	Issue 1 st Academic Alert
Week 4	Student must be attending practicum placement	Issue 2 nd Academic Alert
Week 7 (midterm)	Student and cooperating teacher have completed Handshake evaluations	Student receives a fail "F" for the midterm grade, removed from the placement, and instructed to drop the practicum course.

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Practicum Hours Documentation

Edgewood Student Name:			
Elementary/Middle School/High School:			
Cooperating Teacher:			
Grade level:			
Total Number of hours:			
Date:	Content Area:	# Hours:	Comment/Notes:
TOTAL:	NUMBER OF HOURS:		

Signatures:

PRACTICUM STUDENT:

Date: _____

PRACTICUM TEACHER:

Date: _____

Lesson Planning Guide

Teacher Candidate	
Cooperating Teacher	
Location	
Class and grade level	
Date	
Lesson Title	
Edgewood College Supervisor	
Big Idea, enduring understandings, and essential questions	What is the big idea that anchors this unit? What is the How or Why question about an anchoring event, phenomenon, or social issue that encompasses this big idea? How does this lesson fit within the scope of that big idea? You may also include here the enduring understandings/essential questions.
Intended Learning Outcomes (ILOs)	These may involve conceptual, skill, process, language, whatever you are explicitly working towards with this lesson. This should be written to reflect goals for learning not task completion. <i>Example: Students will be able to create a model that incorporates the factors that influence climate and that answers the question: Why are there differences in climate on our Earth?</i>
Cultural Relevance	How is the content and pedagogy of this lesson culturally relevant to students? What isn't included in this lesson - what's being left out (intentionally or unintentionally), and why? What do you see these exclusions communicating to students?
Differentiation and Accommodations	A brief description of the differentiation and/or accommodations that you have made during the planning process. How will you support your students who are struggling with learning in your class. This may include students who have been labeled as having special needs/IEPs/504s, students who are English language learners, and students who just happen to have difficulty learning this particular topic.
Language Demands and Goals	Discuss how you are attending specifically to the needs of your (potential) English Language Learners. This section should be included, EVEN IF YOU DO NOT HAVE ELLs IN YOUR CLASS. Be sure to answer the following questions: What function of language are you focusing on, and how will you address it in your lesson?
	How have you planned for the explicit teaching of academic language (technical, specific, general)?
	What language supports/scaffolds are you providing? Consider your language sensitive modifications.
	How are you making language visible, including language features, and content-specific language?

Assessment/Evidence of Learning	A brief discussion of how you will be assessing your students' progress towards the ILOs. This should also include a brief summary of how you will use these forms of assessment to plan your next steps for teaching and planning your big idea. Within this section, indicate how <i>students</i> will know that they have met the ILOs for the lesson, as well as scaffolds to support student learning.
Potential Learning Strengths, Cultural & Linguistic Assets	Brief description of the knowledge, skills, personal experiences that your students have to help them in working towards the ILOs. This section should get longer and more detailed as you get to know your students better. How are you leveraging student strengths for success in this particular lesson? How are you leveraging students' linguistic assets in all of their languages?
Potential Learning Challenges	Brief description of the issues that may arise for students in working towards the ILOs. These should revolve around learning issues and not logistical / management issues. Any known alternate conceptions that students may hold should be included here. Please indicate scaffolds and supports.
Probing/Back-Pocket Questions	What will you ask the students during the course of the lesson? Consider how these questions help to connect the day's lesson back to the big idea of the unit, and push students to explain their thinking not only to the teacher, but also other students. <i>**Please have these printed for your lesson so you can use them as you talk with students</i>
Unexpected aspects	How are you thinking about and planning for the unexpected in your lesson? Consider questions that may come up, student responses, time, etc.
Connection to Teaching Standard	Choose one of the Wisconsin Educator Standards (InTASC, Special Education, ESL/Bilingual), copy and paste the text, and provide a reflection for how this lesson develops your understanding of the Standard in context of your teaching. Identify 2-3 specific areas that you want feedback on during the post-observation meeting grounded in this standard - you may use the specific benchmarks to guide you.
Ownership of Lesson	Explain which parts of this lesson come from your CT, department or mandated curriculum, which were co-planned with your CT, and which are yours. If there is any aspect of this lesson that you would teach differently in your own classroom, please explain here.

ESL Lesson Plan Template

Teacher:	Date:	Grade/Class/Subject:
Content Standard(s):		WIDA Standard(s):
<p>Content Objective:</p> <p>Language Objective:</p> <p>How are the objectives communicated to the students?</p>		
Key Vocabulary:	Syntax:	Discourse:
Language Supports:		
Responsiveness to Cultural and Linguistic Assets:		
Lesson Description		
Lesson Sequence	(Elements to Consider)	Notes on Teacher and Student Talk:
	<p>MOTIVATION (Building background)</p> <p>PRESENTATION (Language and content objectives, comprehensible input, strategies, interaction, feedback)</p> <p>PRACTICE/APPLICATION (Meaningful activities, interaction, strategies, practice/application, feedback)</p> <p>GROUPING</p> <p>EXTENSION</p>	
Review and/or Assessment as/for/of learning:		

Additional Information or Materials:

Pre-Observation

Reflection Questions

- What are your language goals for learners and why are they important?
- What new learning do you hope students take on in today's lesson? (address both language and content)
- What have you planned to support learners / set up all learners for success?
- What evidence of student learning will we be looking for in the lesson? After the lesson?

WIDA English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Examples of Language Supports

<i>Linguistic Support</i>	<i>Graphic Support</i>	<i>Sensory Support</i>	<i>Interactive Support</i>
<ul style="list-style-type: none"> • Use of home language • Definition of key terms within sentences (e.g., "What are your plans this weekend? Tell me what you are going to do on Saturday and Sunday.") • Modification of sentence patterns (e.g., avoiding passive voice) • Use of redundancy or rephrasing for emphasis • Use or integration of multimodalities 	<ul style="list-style-type: none"> • Charts (e.g., pie, T) • Tables (e.g., histogram, data) • Timelines and number lines • Graphs (e.g., line, whisker plot) • Graphic organizers (e.g., Venn diagrams, semantic webs) 	<ul style="list-style-type: none"> • Real objects (e.g., maps, coins, rocks) • Manipulatives (e.g., cubes, Cuisenaire rods) • Gestures • Photographs, pictures, illustrations • Diagrams • Models (e.g., displays) • Magazines, newspapers • Videos • Multimedia, including internet, podcasts 	<ul style="list-style-type: none"> • In pairs • In small groups • With mentors • With tutors • With technology • With other language models (e.g., teachers, peers)

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 involvement. If this placement is not a good fit, please contact the clinical office immediately for a new placement.

Suggested Interview Questions

1. Educational background, certification, experiences in education.
2. What subjects are covered in your teaching assignment? What is your teaching schedule?
3. What do you see as your major teaching and educational values and goals? What are you working on for your own professional learning?
4. What curriculum do you use? What are the different units or lesson clusters that are part of this semester?
5. To what extent do you team-teach with others? (Special Ed, ELL, grade or content team)
6. What kind of extra duties do you have beyond the classroom? What are the expectations of the student teachers? What does professional development look like at your school? Will I be able to participate?
7. What does the school, and what do other teachers, do to build relationships with families and the broader community?
8. What are the classroom norms and routines that allow you to learn about the students?
9. 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?
10. What structures would work best for formal and informal planning and feedback about my progress?
11. 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?

Student Teaching Timeline and Checklist

Please pay careful attention to completing **all** the following steps in the recommended time frame. To have a successful student teaching experience, and to expedite your certification at the end of your experience:

- Submit your **Application for Student Teaching**. The clinical office will work with you in the semester preceding your clinical experience to plan and prepare for your semester of student teaching. Be sure to list **ALL** licenses that you expect to receive at the end of your student teaching. Check with your advisor to be sure that Edgewood has been approved for those licenses.
- Once you have received the Student Teaching Handbook and your Cooperating Teacher's contact information, reach out to **all** of them, within one week, to let them know that you will be setting up a day and time for a meeting.
- Create an **Introductory Letter** about yourself to share with your CTs, families, supervisors, and others you feel could benefit from learning about who is entering into their educational setting.
- Once you have been assigned supervisors send your **Introductory Letter** to them. Be sure you have a supervisor observing you for **all** your licenses. In most cases this can be the same person. Ask that question! (ESL)
- Spend some time working with your CT and students prior to the start of your semester. This allows you to get to know the school, students, and curriculum you will be teaching.
- If required to take and pass the **Fort** for your license, try to complete that ASAP.
- Set up observation dates with your supervisor. You will need four (4) for initial license, and two (2) for each add-on license. If they are willing to come back to visit or do drop ins encourage any extra support.
- Keep personal documentation of all observations.
- Be sure to complete two lead weeks, keep a calendar of when those are occurring.
- Concurrent with your student teaching, students are enrolled in the Reflective Practitioner Seminar ED402 or ED660.
- **Individual Educator Statement and Self Evaluation** is completed in the Reflective Practitioner Seminar. This document is rated by your course instructor and becomes part of the evaluation documentation. Course instructor uploads documentation into the Teams student teacher evaluation folder.
- Attend the **Edgewood Licensing Seminar**.

Lesson Planning Guide

Teacher Candidate	
Cooperating Teacher	
Location	
Class and grade level	
Date	
Lesson Title	
Edgewood College Supervisor	
Big Idea, enduring understandings, and essential questions	What is the big idea that anchors this unit? What is the How or Why question about an anchoring event, phenomenon, or social issue that encompasses this big idea? How does this lesson fit within the scope of that big idea? You may also include here the enduring understandings/essential questions.
Intended Learning Outcomes (ILOs)	These may involve conceptual, skill, process, language, whatever you are explicitly working towards with this lesson. This should be written to reflect goals for learning not task completion. <i>Example: Students will be able to create a model that incorporates the factors that influence climate and that answers the question: Why are there differences in climate on our Earth?</i>
Cultural Relevance	How is the content and pedagogy of this lesson culturally relevant to students? What isn't included in this lesson - what's being left out (intentionally or unintentionally), and why? What do you see these exclusions communicating to students?
Differentiation and Accommodations	A brief description of the differentiation and/or accommodations that you have made during the planning process. How will you support your students who are struggling with learning in your class. This may include students who have been labeled as having special needs/IEPs/504s, students who are English language learners, and students who just happen to have difficulty learning this particular topic.
Language Demands and Goals	Discuss how you are attending specifically to the needs of your (potential) English Language Learners. This section should be included, EVEN IF YOU DO NOT HAVE ELLs IN YOUR CLASS. Be sure to answer the following questions: What function of language are you focusing on, and how will you address it in your lesson?
	How have you planned for the explicit teaching of academic language (technical, specific, general)?
	What language supports/scaffolds are you providing? Consider your language sensitive modifications.
	How are you making language visible, including language features, and content-specific language?

Assessment/Evidence of Learning	A brief discussion of how you will be assessing your students' progress towards the ILOs. This should also include a brief summary of how you will use these forms of assessment to plan your next steps for teaching and planning your big idea. Within this section, indicate how <i>students</i> will know that they have met the ILOs for the lesson, as well as scaffolds to support student learning.
Potential Learning Strengths, Cultural & Linguistic Assets	Brief description of the knowledge, skills, personal experiences that your students have to help them in working towards the ILOs. This section should get longer and more detailed as you get to know your students better. How are you leveraging student strengths for success in this particular lesson? How are you leveraging students' linguistic assets in all of their languages?
Potential Learning Challenges	Brief description of the issues that may arise for students in working towards the ILOs. These should revolve around learning issues and not logistical / management issues. Any known alternate conceptions that students may hold should be included here. Please indicate scaffolds and supports.
Probing/Back-Pocket Questions	What will you ask the students during the course of the lesson? Consider how these questions help to connect the day's lesson back to the big idea of the unit, and push students to explain their thinking not only to the teacher, but also other students. <i>**Please have these printed for your lesson so you can use them as you talk with students</i>
Unexpected aspects	How are you thinking about and planning for the unexpected in your lesson? Consider questions that may come up, student responses, time, etc.
Connection to Teaching Standard	Choose one of the Wisconsin Educator Standards (InTASC, Special Education, ESL/Bilingual), copy and paste the text, and provide a reflection for how this lesson develops your understanding of the Standard in context of your teaching. Identify 2-3 specific areas that you want feedback on during the post-observation meeting grounded in this standard - you may use the specific benchmarks to guide you.
Ownership of Lesson	Explain which parts of this lesson come from your CT, department or mandated curriculum, which were co-planned with your CT, and which are yours. If there is any aspect of this lesson that you would teach differently in your own classroom, please explain here.

ESL Lesson Plan Template

Teacher:	Date:	Grade/Class/Subject:
Content Standard(s):		
Content Standard(s):	WIDA Standard(s):	
Content Objective:		
Language Objective:		
How are the objectives communicated to the students?		
Key Vocabulary:	Syntax:	Discourse:
Language Supports:		
Responsiveness to Cultural and Linguistic Assets:		
Lesson Description		
Lesson Sequence	(Elements to Consider)	Notes on Teacher and Student Talk:
	MOTIVATION (Building background) PRESENTATION (Language and content objectives, comprehensible input, strategies, interaction, feedback) PRACTICE/APPLICATION (Meaningful activities, interaction, strategies, practice/application, feedback) GROUPING EXTENSION	
Review and/or Assessment as/for/of learning:		

Additional Information or Materials:

Pre-Observation

Reflection Questions

- What are your language goals for learners and why are they important?
- What new learning do you hope students take on in today's lesson? (address both language and content)
- What have you planned to support learners / set up all learners for success?
- What evidence of student learning will we be looking for in the lesson? After the lesson?

WIDA English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Examples of Language Supports

<i>Linguistic Support</i>	<i>Graphic Support</i>	<i>Sensory Support</i>	<i>Interactive Support</i>
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Cooperating Teachers

Edgewood College would like to express our appreciation for your continued support for Edgewood College 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

- 1) Complete a mid-term evaluation of your student. Sample evaluation documents are embedded.
- 2) Complete a final evaluation of your student. Sample evaluation documents are embedded.
- 3) Sign the documentation required for the student's practicum hours completed.
- 4) Serve as a mentor as outlined for each level of practicum experience.

Edgewood College Division 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.

At all levels of practicum experiences the student should:

- Observe best practices of teaching
- Observe the logistical and administrative aspect of educating youth
- Interact with students and use differentiation when necessary
- Assist the classroom teacher in the daily routines of teaching
- Question for deeper understanding
- Keep a journal/log to reflective on their observations and interactions

At the Initial Levels of the practicums (Sophomore):

- One on one student interaction – with direction provided by classroom teacher
- Possibly small group work- designed in collaboration with the classroom teacher
- Dialogue with other team members

At the Intermediate Level Practicums (Junior):

- Design and implement plans with small groups based on current curriculum
- Design and implement plans for whole class
- Differentiate curriculum based on students cultural, social, and learning differences

At the Advanced Level Practicums (Senior):

- Continue Level 200 and 300 expectations
- Design and implement lesson plans for entire class
- Share in the assessment process
- Be involved in record keeping and providing students with feedback
- Be exposed to parental communications if possible
- If possible, observe an IEP or Rtl meeting
- May be observed by an Edgewood supervisor
- May be asked to video tape themselves teaching a class lesson

This evaluation document will be sent to Practicum Cooperating Teachers through the Handshake program to be completed electronically.

Not Documented	Not Acceptable	Emerging	Developing	Meeting	Exceeding
0	1	2	3	4	5

**Initial/Intermediate Practicum
Evaluation**

Student Name:	Rating
Communication and Relationship Building	
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	
Responsible with attendance	
Responsible with punctuality	
Cooperative and flexible when working with others	
Shows sensitivity to student needs	
Displays positive attitude/enthusiasm	
Accepts suggestions	
Demonstrates of self-confidence	
Demonstrates of emotional stability and maturity	
Shows initiative and takes on responsibility	
Dresses appropriately for the environment	
Professional Activities	
Understands and adapts to routines & procedures of the classroom	
Asked 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	
Understands the importance of sequential curriculum for effective learning	
Asked appropriate questions to learn curriculum content and is aware of pre and post lessons	

This evaluation document will be sent to Practicum Cooperating Teachers through the Handshake program to be completed electronically.

Not Documented	Not Acceptable	Emerging	Developing	Meeting	Exceeding
0	1	2	3	4	5

Advanced Practicum Evaluation

Student Name:	Rating
Communication and Relationship Building	
Initiates developmentally appropriate conversation to establish relationships 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 with teacher/other staff members for effective lesson planning	
Professional and Dispositions	
Responsible with attendance and punctuality	
Demonstrates self- reflection	
Cooperative and flexible when working with staff/students to promote overall learning	
Demonstrates understanding of student learning strengths/needs by implementing culturally responsive practices & differentiating when appropriate	
Displays positive attitude/enthusiasm while working with students	
Accepts and uses suggestions	
Demonstrates self-confidence	
Demonstrates professional growth and willingness to learn from experiences.	
Shows initiative and takes on responsibility for lesson planning	
Accesses a variety of resources available in planning	
Professional Activities	
Applies the classroom routines & procedures	
Confers regularly to incorporate lessons into the student learning sequence	
Follows through on teacher's instructional and non-instructional requests	
Comprehends, integrates, and applies concepts of child/adolescence development in learning situations	
Implements curriculum for effective learning	
Asks appropriate questions to understand and evaluate student learning and engagement	

Student 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
 - a. Treat them as a professional person
 - b. Orient them to the school
 - c. 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
 - a. Encourage them to develop differentiated assignments and to accept differentiated performances
 - b. 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. 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 online evaluations: mid-semester and final through an online evaluation document that will be sent to you.

Student Teacher Observation Forms

Please utilize the sample observation form as you evaluate your student teacher throughout the semester. Sharing your feedback is an important part of the growth of the future educator.



EDGEWOOD COLLEGE

— *Division of Education* —

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

Supervisors

College supervisors are Edgewood College 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. Included in this section are observation tools to utilize for observations. 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 candidate student teacher will have conferences with the college supervisor as well as the cooperating teacher. The purpose of these conferences is the improvement of teaching, provide feedback on the ten standards. Some topics could include:

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

Developmental Evaluation

The developmental nature of the student teaching experience suggests that assessment and evaluation of the candidate 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 college supervisor, and the list of expanded criteria for evaluation of the student teaching should all provide a context for this assessment and evaluation. The candidate student teacher should always feel free to discuss assessment and evaluation matters with the cooperating teacher and the college supervisor and to use the seminar experience to pursue such issues as well.

The developmental evaluation process is designed to strengthen the candidate student teacher's abilities and to identify areas for improvement. If the developmental evaluation uncovers major problems with a candidate student teacher's performance in a particular situation, a candidate student teacher may be offered the opportunity to shift to another situation without detriment to the candidate student teacher or to the cooperating teacher; or student teaching may be

terminated. If, in the opinion of the cooperating teacher, a candidate student teacher seems unable to perform adequately, the candidate student teacher's college supervisor should be notified. The opportunity to shift assignments may be given or student teaching may be terminated. In unusual circumstances, a candidate student teacher may request a change of assignment; and/or a cooperating teacher may request removal of a candidate 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 college supervisor to resolve whatever problem exists. On occasion, a candidate 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 college supervisor, the candidate student teacher may be removed from the classroom.



EDGEWOOD COLLEGE

— Division of Education —

Supervisor Evaluation Wisconsin Educator/InTASC 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 basis 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
<p>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.</p>	<p>The candidate exhibits limited knowledge of learning differences and rarely focuses on creating an inclusive learning environment.</p>	<p>The candidate exhibits a basic knowledge of individual differences and diverse cultures and communities. The candidate is working towards creating an inclusive learning environment.</p>	<p>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.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>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.</p>	<p>The candidate exhibits limited knowledge of how people learn and how students differ in their approaches to learning.</p>	<p>The candidate exhibits basic knowledge of human learning; provides instruction using behavioral, cognitive, and affective learning theories.</p>	<p>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.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>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.</p>	<p>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.</p>	<p>The candidate exhibits a basic 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.</p>	<p>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.</p>
Comments:			

Assessment Areas:	0 1	2 3	4 5
<p>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.</p>	<p>The candidate exhibits limited knowledge of the skills and strategies needed for motivating students for effective learning.</p>	<p>The candidate exhibits a basic understanding of and applies the skills and strategies needed to challenge, interest, and motivate students for optimum learning.</p>	<p>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.</p>
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 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 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 variety 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 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 beginning to adapt practice to meet the needs of each learner.	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
<p>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.</p>	<p>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.</p>	<p>The candidate begins 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.</p>	<p>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.</p>
<p>Comments:</p>			

Goals for next observation:

Student Signature: _____

Supervisor Signature: _____

Cooperating Teacher (if available): _____

License Application

Applying for your License

1. Submit ELO form.
2. Review DPI licensing website.
3. 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.
4. 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.
 - a. 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.)
 - b. For administrators, you will need an employment verification form completed. This is Form PI-1613 on the supplemental forms website.
5. Determine whether you need to get fingerprinted using the DPI Fingerprint Decision Tree.
6. Review the Background Check information.
7. 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 College to let them know, and they will re-upload a

corrected version.

8. First, the starting point for all applicants:

- a. 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.
- b. 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

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- <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.

Teacher: Request New Educator License - In-State WI Program [1020] - Introduction

This transaction is designed for an applicant who either:

- 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,
- 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 additional 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.

When applying for this license:

- Wisconsin college/university/alternative program provider where you completed your approved teacher program 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.
- Carefully complete each screen of this transaction as appropriate.
- 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
- 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 at least 6-8 weeks.

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.

Next Exit

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

Congratulations on earning your teaching license!

Clinical Contact Information

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Coordinator Clinical Experience and Licensing

DeRicci 228

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