

*University of Wisconsin – Green Bay
Professional Program in Education*



Student Teacher Handbook

Policies and Guidelines for Student Teachers and Interns

Spring 2025

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Mission/Vision Statement of the UW-Green Bay Professional Program in Education

The Professional Program in Education seeks to inspire and prepare future educators by cultivating knowledge, skills, and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice, and decision-making based on data. In keeping with this mission, the following integrated themes are evident in this course:

- A commitment to effective communication and ethical decision making
- Proficiency through performance-based assessment
- Environments that promote inquiry as the basis the authentic learning
- The integration of technology
- A strong focus on content and pedagogy
- Clearly identified standards for practice and performance
- A shared vision of teaching excellence

General Expectations and Information

As a present or future pre-service teacher in the Professional Program in Education at the University of Wisconsin-Green Bay, you now represent the teaching profession.

Your behavior and attitude in classes and professional settings reflect on the Education Program. As a professional, you are expected to come to all classes prepared to participate, extend your learning beyond the classroom and text, dress appropriately during field experiences, commit yourself to following an educational philosophy, and be an open-minded and active learner.

- **Students with Disabilities:** If you need special accommodations in order to meet any of the course requirements, please contact me.
- Students are responsible for checking their UW Green Bay email regularly for course-related messages.
- University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be followed.

University of Wisconsin Green Bay Education Program Policies

Student Teaching Policies

- The student teacher/intern is not assigned to schools in which a spouse or parent of the student teacher or intern is employed as a professional educator or administrator.
- The student teacher/intern is not assigned to schools in which siblings or children of the student teacher or intern are enrolled.
- The student teaching placement may be for two quarter-length terms or one semester-length term depending on the preference of the school district, the cooperating teacher, and the major/minor fields of certification.
- The placement will not be changed unless the change is requested by the cooperating teacher and/or the principal.
- The student teacher/intern will follow the calendar of the school in which the placement(s) occur(s). This calendar will differ from the University calendar.
- The student teacher/intern will follow the daily schedule for contracted teachers of the school.

Duration of the Student Teaching or Teaching Intern Assignment

Effective July 1, 2024, PI 34 allows for one of five student teaching structures outlined in this [PDF](#) from the Wisconsin Department of Public Instruction. UWGB student teachers will default to option 2, which will more closely follow the length of the University calendar. The following are key points related to this topic:

- Internship dates are arranged at the time of application and will be followed as such.
- Student teachers will continue to follow the school district's unique calendar regarding day-to-day operations.
- The other alternatives remain options but must be agreed upon by the University and host district/school.

The Student Teacher/Intern

The student teacher/intern will be subject, at all times, to the supervisory authority of the principal of any school building involved and to the administrative personnel of the school district with respect to teachers generally. Within the classroom and at all school functions, the student teacher/intern shall be subject to the rules and regulations of the school and shall be under the direction of the cooperating teacher. The cooperating teacher may leave the classroom with the student teacher/intern in charge of the class, but the cooperating teacher shall, at all times, retain the supervisory responsibility and control over the class and the program of instruction.

During the student teaching experience, the student teacher/intern should be given the opportunity to teach in a variety of situations including large groups, small groups, and on a one-to-one basis. If the cooperating teacher uses a specific teaching model, the student teacher/intern shall be introduced to the model and guided in its use.

The student teacher/intern should be responsible for a full teaching day for at least two weeks (though not necessarily in a continuous block) during each quarter on the student teaching assignment. While it is important that the cooperating teacher regularly observe the teaching of a student teacher/intern, it may be advantageous for the cooperating teacher to be absent from the room at times so that the student teacher has the experience of teaching independently.

During the period of assignment, the student teacher/intern is expected to follow the calendar and daily school hours established for regular teachers in the school. Exceptions must have the express approval of the cooperating teacher, the appropriate administrator of the school or school system, the Coordinator/Director of Clinical Experiences in Education, and the Wisconsin Department of Public Instruction.

Responsibilities of the Student Teacher/Intern

Pursuant to rules established by the Wisconsin Department of Public Instruction and implemented by the UW Green Bay Professional Program in Education, student teachers and interns will be required to

1. Abide by standards of professional decorum established by the local education agency (schools and school districts) for personal comportment in interactions with students, staff, administrators, and community members.
2. Design and deliver instructional exercises and evaluate their teaching effectiveness as directed by the local education agency and the UW Green Bay Professional Program in Education.
3. Maintain records of the instructional exercises (i.e., logs, lesson plans, grade books, policies and as requested by the cooperating teacher and university supervisor.)
4. Agree to be observed by the cooperating teacher and university supervisor and participate in evaluation activities as deemed appropriate by these individuals.
5. Abide by the calendar and daily school hours established for regular teachers in the school.

6. Student teachers and interns may not serve as substitute teachers while completing student teaching unless the University, school district, and student have agreed to option 3 presented in the [new rules under PI 34](#). In this case:
 - a. The student teacher must have a valid substitute teaching license.
 - b. Student teachers can only sub for their cooperating teacher.
 - c. Student teachers can only sub up to 10 times throughout the semester.
 - d. The student teacher must complete a full K12 semester.

Expectations for the Student Teaching/Interning Experience

As a professional, student teachers are expected to put in as much time as is necessary to complete the responsibilities as a teacher. At the very least, students are expected to follow the schedule for district/building teachers and arrive and depart when contracted teachers are required to arrive and depart. Student teachers are expected to participate in any functions required of contracted teachers.

1. Be punctual. Tardiness is never acceptable. Habitual tardiness is not tolerated and would be grounds for dismissal from student teaching.
2. Absences are not expected; however, illness is unpredictable. **ALL** absences must be reported according to the school policy, notifying the cooperating teacher and the student teaching coordinator at UWGB.
3. Follow the dress code for teachers.
4. Maintain lesson plans according to school direction.
5. Write detailed lesson plans on a regular basis. Have lesson plans available to the university supervisor and to the principal when requested.
6. Create learning center/bulletin board/teacher-made game, etc.
7. Design a curriculum unit of study/theme unit/integrated unit, etc.
8. Organize a portfolio of student work samples/collection of student essays/take pictures of students' projects, etc.
9. Observe students to gain an increased awareness of the emotional, intellectual, and physical characteristics of children and youth. Use this knowledge when developing learning experiences for them.
10. Maintain confidentiality of all records pertaining to students.
11. Collect samples of assessment/teacher-made tests/portfolio assessment process, etc.
12. Keep a journal/reflections/diary. Write reflections in day planner or on each lesson plan. This is not mandatory, but a highly encouraged suggestion.
13. Visit other classrooms and special area teachers (minimum of three is suggested) to observe teachings and teaching styles. Arrange with teachers with cooperating teacher's permission.
14. Participate in all teacher duty schedule/study halls/playground duties, etc.
15. Consult with the cooperating teacher and review student records for special needs, if permitted.
16. Correct and assess student work in a variety of ways.
17. Attend parent conferences and observe the cooperating teacher.
18. Attend faculty meetings with the cooperating teacher.
19. Participate in professional development with the cooperating teacher.

20. Familiarize yourself with the school, its philosophy, structure, materials, and community, and the school's policies for regularly employed staff.
21. Follow school policies for use of school-owned equipment and supplies.
22. Keep confidential any information that is given to you about students, faculty administrators, or your supervisor.
23. Maintain ethical conduct in all aspects particularly in the teachers' lounge. Do not speak in disparaging terms about a member of the staff, the student body, school patrons, the administration or another student.
24. Assume the role of a teacher in the community.
25. When attending faculty meetings, do not speak out in an inappropriate tone of voice. Offer suggestions or input if asked but remember that you are not an authority on the subject.
26. Do not use language that is inappropriate (swear words, suggestive innuendoes, sexual connotations.)
27. Do not have any physical contact with a student.
28. During any physical altercation, you are not to physically put your hands or body upon a student, unless there is physical harm possible to another student and/or to yourself. Even in such a case, you are to restrain, not attack the offending individual. You can and MUST verbally tell students to "STOP" any and all physical altercations. Also remember, that if you are the lone adult authority present, send a student to the office for immediate assistance.
29. If you encounter inclement weather, check the procedure with your cooperating teacher or the school office. Ask, what the procedure is when school must be cancelled for snow days. How will you be notified or what radio station, TV station, website, etc. should you check for confirmation?

*Note: Students should check with the main office of each school in which they participated to get the official policy for the school district concerning student behavior and proper policy in dealing with such incidents.

Substitute Teachers/Interns as Substitute Teachers

Student teachers and interns may not serve as substitute teachers while completing student teaching unless the University, school district, and student have agreed to option 3 presented in the [new rules under PI 34](#). In this case:

- e. The student teacher must have a valid substitute teaching license.
- f. Student teachers can only sub for their cooperating teacher.
- g. Student teachers can only sub up to 10 times throughout the semester.
- h. The student teacher must complete a full K12 semester.

Paid substitute teaching cannot be substituted for student teaching. If the student teacher is a licensed substitute teacher and wishes to terminate the student teaching experience to work as a substitute teacher, the student will be required to complete student teaching during the next term if the student wishes to receive a teacher certification recommendation.

Absences

Student teachers are to be in attendance for the entire school day and are to assist in co-curricular activities as may be suggested by the cooperating teacher and university supervisor. In the event of emergency absence, it is the responsibility of the student teacher/intern to notify the cooperating teacher, university supervisor, coordinator of student teaching, and/or building principal as much in advance as possible. In the event of an absence, the student teacher must be sure that all lesson plans, books, and materials are available to the cooperating teacher at the school.

All absences must be approved by the cooperating teacher, university supervisor, and coordinator of student teaching. Student teachers must notify all appropriate people when the absence occurs. Plans for non-emergency absences should be discussed with and approved by the cooperating teacher, university supervisor, and coordinator of student teaching well in advance. An example of a legitimate non-emergency absence would be to attend a job interview or to serve on a jury; however, these absences must be limited. Personal appointments should be scheduled after school or during breaks.

Student teaching assignments may be extended for absences due to prolonged illness and/or unexcused or excessive absences or will be terminated and completed when the student teacher has recovered.

Prolonged illnesses and/or absences should be discussed with the student teaching coordinator. Special circumstances need to be discussed with the cooperating teacher, university supervisor, and student teaching coordinator immediately. A mutual decision will be made concerning the feasibility of extending the student teaching placement.

Tardiness is unacceptable. Student teachers should report to school no later than the same time teachers are expected to be at school. Cooperating teachers are asked to make a note of tardiness. If this is a problem, it should be reported to the Student Teacher Coordinator after the third occurrence.

Work Stoppage

If a work stoppage (job action, slow down) occurs in a cooperating school system where UWGB students are assigned as interns, student teachers, or for other field experiences in Education, it is the policy of the Faculty in Education and the University of Wisconsin Green Bay, that such students be declared non-participants to either party involved. During this period of time when the schools are closed or when they are declared open without resolution of the conflicting issues between the Board of Education and the local teachers' association, the students will not report to the school but will report to the UWGB Campus. Upon consultation with the concerned parties, a change may be made in the assignment location or duration as may appear necessary or desirable in order that the objectives of the assignment will be achieved. The final decision in such cases is the responsibility of the UWGB Faculty in Education.

This policy is declared not to favor one side or the other but to realistically recognize the student's status as a non-participant in the negotiation process and as a temporary assignee to the

school system, and further, to protect all parties in the clinical programs from conflict and concern.

Liability

To date, there have been no incidents where elementary or secondary school students have been injured while under the supervision of a UWGB student teacher, intern, or student assigned to a school for other field experiences in Education. There are, however, several legal assumptions that can be stated:

1. Liability may be the responsibility of the UWGB student assigned to the school.
2. Liability may be the responsibility of the regular members of the cooperating school system's professional staff who have agreed to supervise UWGB students with or without increased compensation, or who at the time of the injury are supervising a student teacher, intern, or other student(s) assigned for field experiences in Education.
3. Liability may be institutional in character in that the responsibility might rest with:
 - a. the local school district which authorized the assignment of the UWGB student, or
 - b. the University of Wisconsin Green Bay, which was involved in the selection and assignment of the student.

All UWGB students who are assigned to schools as intern teachers, student teachers or for any other assigned field experience are covered as agents of the University under the State of Wisconsin liability program within the limits established by State Statutes. This coverage includes legal costs, bond and other expenses incurred in connection with the defense or settlement.

In addition, students should be covered by their own policy or a policy from a professional organization for liability insurance. WEAC memberships are encouraged for the Liability coverage.

Link to Enroll in WEAC Membership:

<https://ims.nea.org/HowToJoin/stateStudent.do?mbrType=STUDENT&sea=wi>

University of Wisconsin – Green Bay Student Teaching Timelines

On the next few pages, you will find a few options for the student teaching timeline. It is important to note that these are only guides to help with planning. It is important to remember the following items:

- 1) This is only a guide. There should be regular communication between the student teacher and their cooperating teacher to adjust based on the needs of the student teacher, K12 students, and cooperating teacher.
- 2) No two student teachers are the same. Each student teacher begins with different levels of experience. Some may be ready to take over day one while others will need several weeks. This is not a race. The priorities are to learn, grow, reflect, and experience.
- 3) No two classrooms are the same. The classroom a student teacher inherits/helps to develop can greatly impact the timeline.
- 4) Any concerns regarding pacing or the student teaching timeline should be communicated with the university supervisor and program coordinator.
- 5) These options do not apply to internships. Internship schedules are predetermined by the school district and university.

Effective July 1, 2024, [updates to PI 34](#) allow for five different options pertaining to the length and structure of student teaching. All parties must be on the same page regarding the start and end dates for student teaching.

**Option 1:
Full Semester Placement**

<p>Part 1: Familiarize Week 0-1</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Build relationships with your cooperating teacher/team and discuss expectations and plan <input type="checkbox"/> Become acquainted with school, staff, and students <input type="checkbox"/> Begin attending school activities including staff meetings and student activities <input type="checkbox"/> Become familiar with grade level/subject curriculum and standards <input type="checkbox"/> Discuss classroom procedures
<p>Part 2: Active Observation Weeks 1-2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Build relationships with students <input type="checkbox"/> Begin planning and prepping for one class <input type="checkbox"/> Discuss lesson planning with cooperating teacher <input type="checkbox"/> Observe the cooperating teacher while taking an active role in instruction and student support <input type="checkbox"/> Observe other teachers in the building as time permits.
<p>Part 3: Scale Up Weeks 2-8</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and implement lesson plans for one class/subject <input type="checkbox"/> Assist with planning other lessons <input type="checkbox"/> Assist with instruction, group work, assessment, etc. <input type="checkbox"/> Take over other classes/subjects one at a time. The rate will vary based on your readiness and students' needs. The general recommendation is one or two classes a week. <input type="checkbox"/> Develop a plan to fully take over as the lead teacher.
<p>Part 4: Full-time Leader Weeks 9-13</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Begin lead teaching all classes. <input type="checkbox"/> Take over lesson planning with support and approval of your cooperating teacher <input type="checkbox"/> Design, implement, and record student assessment when appropriate
<p>Part 5: Scale Down Weeks 13-end of placement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop plan to transition the lead role back to the cooperating teacher. <input type="checkbox"/> As you reduce your role, resume active observation including assisting with grading, group work, lesson planning, etc. <input type="checkbox"/> Observe other teachers in the building when time permits. <input type="checkbox"/> Remember to return all school materials to the district prior to leaving.

Option 2: Split Placements

Placement 1	
Part 1: Familiarize Week 0-1	<ul style="list-style-type: none"> <input type="checkbox"/> Build relationships with your cooperating teacher/team and discuss expectations and plan <input type="checkbox"/> Become acquainted with school, staff, and students <input type="checkbox"/> Begin attending school activities including staff meetings and student activities <input type="checkbox"/> Become familiar with grade level/subject curriculum and standards <input type="checkbox"/> Discuss classroom procedures
Part 2: Active Observation Weeks 1-2	<ul style="list-style-type: none"> <input type="checkbox"/> Build relationships with students <input type="checkbox"/> Begin planning and prepping for one class <input type="checkbox"/> Discuss lesson planning with cooperating teacher <input type="checkbox"/> Observe the cooperating teacher while taking an active role in instruction and student support
Part 3: Scale Up Weeks 2-6	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and implement lesson plans for one class/subject <input type="checkbox"/> Assist with planning other lessons <input type="checkbox"/> Assist with instruction, group work, assessment, etc. <input type="checkbox"/> Take over other classes/subjects one at a time. The rate will vary based on your readiness and students' needs. <input type="checkbox"/> Develop a plan to fully take over as the lead teacher.
Part 4: Full-time Leader Weeks 5-8	<ul style="list-style-type: none"> <input type="checkbox"/> Begin lead teaching all classes. <input type="checkbox"/> Take over lesson planning with support and approval of your cooperating teacher <input type="checkbox"/> Design, implement, and record student assessment when appropriate
Part 5: Scale Down Weeks 7-9	<ul style="list-style-type: none"> <input type="checkbox"/> Develop plan to transition the lead role back to the cooperating teacher. <input type="checkbox"/> As you reduce your role, resume active observation including assisting with grading, group work, lesson planning, etc. <input type="checkbox"/> Remember to return all school materials to the district prior to leaving.

Placement 2	
Part 1: Familiarize Week 0-1	Reach out to your cooperating teacher prior to the second placement beginning to ensure everybody is on the same page.
Part 2: Active Observation Week 1	You should need less time to get comfortable for the second placement. One week of active observation usually works.
Part 3: Scale Up Weeks 2-5	Take over one class/subject as the lead teacher. It is common for “ramp up” period to accelerate during the second placement. It is important to have continual conversations about this pace with your cooperating teacher.
Part 4: Full-time Leader Weeks 4-8	Transition to becoming the lead teacher when you, the cooperating teacher, and students are ready.
Part 5: Scale Down Weeks 7 - End	Discuss plan to transition the lead role back to the cooperating teacher. During this time, you will have time to observe other teachers.

Option 3: Team Teaching Model

Week 1	Become acquainted with the school, staff, and students. Meet the teachers and administrators. Begin attending school activities include staff, unit, and committee meetings as well as PTO meetings and student activities. Learn the students' names and classroom procedures. Begin planning and preparing for one class. Discuss lesson planning with the cooperating teacher. Observe the cooperating teacher and assist in daily teacher tasks such as grading papers.
Week 2	Develop and implement lesson plans in one class period. Assist with planning all other classes. Assist the cooperating teacher with daily duties. Assist with one-on-one instruction and small group instruction.
Week 3	Completely take responsibility for one or two more class periods a day. Cooperatively plan and teach a second period with your cooperating teacher. With guidance from the cooperating, develop your own teacher-made tests and worksheets.
Week 4	Begin teaching two or more class periods a day adjusting the teaching load as the cooperating teacher feels it is appropriate. Develop and implement plans for lead teaching as appropriate. Complete a self-assessment. Prepare for and complete evaluation with your cooperating teacher and university supervisor.
Week 5	Begin lead teaching all classes if schedule has not already been adjusted. Prepare grades for students.
Week 6	Continue teaching all classes as recommended by the cooperating teacher. Observe another teacher when schedule permits.
Week 7	Continue teaching all classes as recommended by the cooperating teacher. Continue cooperative planning and observations of other teachers as time permits.
Week 8	Reduce teaching load by one or two class periods a day; continue cooperative planning and observations. Prepare for final evaluation. Complete a self-assessment.
Week 9	Prepare for and complete evaluation with your cooperating teacher and university supervisor. At cooperating teacher's direction, reduce teaching load to permit cooperating teacher to assume control of classroom. Resume role as an observer and assistant to your cooperating teacher. Continue to grade papers and assist teacher in small group or one-on-one instruction. Return all classroom materials to the cooperating teacher.
Weeks 10-18	(a) Cooperating Teacher & Student Teacher Team Teach for remainder of placement - or- (b) Develop a personalized schedule that works best for students, cooperating teacher and student teacher Prepare for and complete two more evaluations with your cooperating teacher and university supervisor throughout the remainder of student teaching.

University of Wisconsin-Green Bay
Professional Program in Education | Lesson Plan Template

Date of Lesson:	Preservice Teacher:
Grade Level:	Subject Area:
Time Needed:	Topic:

Background

Context for Learning:

- *In what type of school will this lesson take place (urban, suburban, rural)?*
- *Describe any district or school requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instruction strategies, or standardized tests.*
- *Identify any textbook or instructional program you primarily use for instruction.*
- *Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example*
 - *Students with Individualized Education Programs (IEPs) or 504 Plans*
 - *With specific language needs*
 - *Needing greater challenge or support*
 - *Who struggle with reading*
 - *Who are underperforming students or have gaps in academic knowledge*

Lesson Plan

1. Content Standard:

What state approved standard (benchmark, grade level expectation, etc.) will be addressed in this lesson? (e.g., Common Core State Standard, NCTM Principle and Standards, Wisconsin Model Early Learning Standards, Next Generation Science Standards). Write out the standard in entirety (standard number and description).

2. Student Prior Knowledge:

Cite evidence of what students know, can do, and what they are still learning to do.

3. Learning Objectives:

Identify learning objectives written in student-friendly language (For example, "I can...", "Students will be able to...", "Students will know..." statements). These should be detailed and specific; avoid broad terms or objectives that are too hard to accomplish or assess. However, keep in mind that some objectives may be tackled over multiple lessons and across units.

Essential Question:

What question will students be able to answer upon completion of this lesson? (This could be your student-friendly learning objective stated as a question.)

4. Academic Language Demands:

Academic Language Demands are the specific ways that academic language is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their content area understanding. (Complete all sections below. Remember your objective should include ALL three parts: Function + Form + Vocabulary)

a) Language Objective(s):

The specific language students will use when completing an academic task (Function=active verb, Feature=grammar/part of speech students use to DO the function, Vocabulary=required words, phrases, and symbols)

b) Key Vocabulary and/or Symbols

Includes words and phrases that are used within content areas including (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across content areas (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the content area.

c) Scaffolds to Support Engagement with Language

What opportunities are you giving students to engage with the Language Objective(s) and the Key Vocabulary and/or Symbols?

5. Assessment Plan:

How will you measure students' growth towards the learning objective? How will students get regular feedback on their growth and progress towards the learning objective?

a) Informal (formative assessment):

May include student questions and responses during instruction and teacher observations of students as they work or perform. (Identify any activity that you will use for assessment)

b) Formal (formative and summative assessment):

May include quizzes, homework assignments, journals, projects and performance tasks.

c) Evaluation Criteria

How will you score or assess student performance on the above assessments? (such as rubrics, checklists, accuracy, or solved problems in math, etc.)

6. Learning Tasks

Use the "Teacher will..." & "Students will..." format below to thoroughly describe the lesson and answer the following questions: What will you, as the teacher be doing? What will the students be doing? How long will each activity/section take? How will you explicitly address the language objective(s) and key vocabulary in addition to the content?

*****This section should be written as a step-by-step or bulleted list. Any materials (videos, handouts, books, page numbers, questions, discussion prompts, etc.) should be included and/or linked in your steps. These activities must be research based and aligned to meet the learning objective(s).***

Teacher will...	Students will...	Time
<p>a) Introduction: <i>How will you hook and hold students' attention? How will you transition from the prior learning activity?</i></p>		

<p>b) Body: <i>What framework (Gradual Release, Inquiry, Problem Based Learning, etc.) will be used?</i></p>		
<p>c) Closure: <i>How will you bring this lesson to a close in a meaningful way? (Will you summarize the learning for the lesson? Will you connect this lesson to students' previous learning? Will students be asked to apply the newly learned skill? Etc.)</i></p>		
<p>Materials Needed: <i>List any materials (copies, books, technology) that you and the students will need to complete the lesson.</i></p>		
<p>Modifications/Supports: <i>How will you need to modify this lesson to support specific learning needs? (Reference your variety of learners described in the context for learning.) Bold or highlight in Section 6: Learning Tasks where you have included these supports.</i></p>		

Post-Teaching Reflection (respond to each prompt in 1-2 paragraphs)

1. Did you meet the goals of the lesson? How do you know—what is your evidence of student learning?
2. Based on this lesson, what would be your next instructional move/decision?
3. If you were to teach this lesson again, what changes would you make?
4. Thinking about what materials/lesson you may have been provided as a starting point, how did you develop this plan above? Explain your planning process.

First Week Check-List

- Meet the building administration, counselors, secretaries, etc.
- Meet the other teachers in your grade level, subject area, and/or team.
- Review class schedule and school calendar.
- Review school handbook for the school's philosophy, goals, fire drill procedures, discipline policies, dress codes, and teacher policies.
- Tour the building and familiarize yourself with key areas.
- Confirm phone numbers for your school principal, cooperating teacher, university supervisor, and the student teaching coordinator.
- Review expectations for extra duties, if assigned.
- Review daily schedule, class lists, and seating charts used by your cooperating teacher.
- Learn students' names.
- Review the curriculum guides, class materials, and lesson/unit plans.
- Familiarize yourself with the grade book/online grading system.
- Familiarize yourself with the Learning Management System.
- Familiarize yourself with the technology and instructional support.
- Introduce yourself to parents (if you have not already done so).

Important People to Meet at Your Placement

Try to meet as many people as possible throughout your placement. You will quickly find that each person plays an important role in making a school successful. These professionals have invaluable insights. Take the opportunity to learn from each and every one of them. Below is an incomplete list of some of the professionals you should try to meet.

<input type="checkbox"/> Principal: Thank them for allowing you to student teach in their school	<input type="checkbox"/> School Nurse
<input type="checkbox"/> Assistant principal and other administrators	<input type="checkbox"/> School Counselor/Guidance Counselors
<input type="checkbox"/> Department chair/team lead	<input type="checkbox"/> Other student teachers in your building
<input type="checkbox"/> Secretaries	<input type="checkbox"/> Librarian
<input type="checkbox"/> Aides	<input type="checkbox"/> Technology Specialist
<input type="checkbox"/> Custodians	<input type="checkbox"/> Student Services Personnel
<input type="checkbox"/> Social Worker	<input type="checkbox"/> Teachers in your school and district
	<input type="checkbox"/> Athletic/Activities Coordinator

How to be a Successful Student Teacher/Intern

- **Be your best self:** It is important to be authentically you when you teach. Students will be able to tell when you are disingenuous or putting on a show so embrace yourself. Additionally, it can be exhausting trying to be someone else. Be you! With that being said, try to be the best version of you. You are a role model for your students so set a good example.
- **Reflect:** Reflection is one of the most powerful tools a teacher has. We recommend that you keep a journal to record your thoughts on the day's lessons. Consider questions like: What did you learn? What went well? What didn't? What would you do differently? What surprised you? The more you think about your teaching and purposefully reflect on how things went, the better you will get.
- **Learn:** Be a sponge! While at your placement/internship, you will be surrounded by numerous experts. Use this opportunity to soak up their years of expertise. Ask questions, observe as many teachers as possible, borrow techniques, and keep an open mind. The more teaching tools you have, the more likely you will be able to teach all students. Be openminded and be flexible. What works for one person or student may not work for another.
- **Be professional:** Treat this opportunity has an extended interview. Many districts look to hire their student teachers and interns if they do a good job. Even if there is not a job opportunity for the district you are in, this is an opportunity to make a good impression and build a strong network. The teaching community is small, and a good word from your cooperating teacher/principal may be the key to landing a job.
- **Dress the part:** Each school is going to have its unique culture. Until you are familiar with the school, be sure to make a good first impression and establish yourself as a professional early in

your placement. You can always adjust once you have had the opportunity to learn about the school's expectation and culture around the dress code. If you are unsure of what to wear, always learn towards the more professional option.

- **Build Relationships:** One of the first things you should work on is learning all of your students' names. Learning names can be tricky, especially if you teach multiple different classes, but it is an important first step in building a positive relationship with your students. Learning names is an intentional activity. Good teachers work hard to memorize all of their students' names. Ask different teachers what works best for them. As you learn their names, ask them questions about themselves. Get to know them! Relationship building is one of the most important things a teacher does (if not the most important). This also extends to the other teachers and staff you will be working with.
- **Communicate:** Communicate with your cooperating teacher early and often. If appropriate, connect with the students' families to let them know you will be their cooperating teacher. If you have any concerns, make sure to share them with your cooperating teacher and university supervisor early so they can be addressed.
- **Get involved:** Seek out opportunities to get involved in and out of the classroom. The more involved you get the more you will learn.

A Few Things to Avoid

- **Absences:** Availability is the best ability. Unexcused absences and extended absences put your placement at risk. If you miss too many days, you may need to repeat a portion or all of your student teaching. With that being said, you will get sick. It is unavoidable. It is okay to take a sick day if you believe that you are putting you or your students at risk. If this is the case, rest up and get better. Make sure to inform your cooperating teacher, university supervisor, and Kory Baker as soon as you make the decision.
- **Gossip and Negativity:** Any teacher can attest that there will be good days and bad days. Avoid spaces where there is an overabundance of negativity. Do not get caught up in gossip about students, families, and other teachers.
- **Criticizing:** Chances are you do not know the full story. Do not criticize your cooperating teacher to another teacher or criticize other teachers in the building. This is unacceptable. If you have serious concerns, please address them with your university supervisor. They will help you navigate your next steps. Remember that all teachers do things differently. Avoid saying: "UWGB/my professors taught me to do it this way...". Be open to their ideas and be appreciative of their guidance. You may choose to share how you were taught but be respectful and open to trying new things.
- **Sharing Student Information:** Respect the confidentiality of all student records and information. Have a conversation with your cooperating teacher early in your placement about what can and cannot be shared about your students.

Evaluation of Student Teacher/Intern's Teaching

Regular evaluating and conferring relative to all aspects of a student teacher's or intern's teaching and observations are essential to the maximum professional development of the student teacher/intern. Evaluation of the student teacher should be based on the day-to-day growth of the individual's capability of becoming a competent beginning teacher rather than simply asking the question, "How well did I do?" Student teachers/interns should be encouraged and assisted in continuous self-evaluation throughout the semester. If the student teacher/intern does not solicit evaluative feedback each day from the cooperating teacher, the cooperating teacher should take the initiative and provide such daily feedback.

Everyone understands that mistakes and errors are expected and that the student teaching/interning experience provides a laboratory setting for development and improvement of teaching competence by student teachers and teaching interns.

The Evaluation Process

In addition to the essential day-to-day evaluation, we believe that it is important to complete formal evaluations of the student teacher. The University of Wisconsin Green Bay requires a minimum of four written evaluations for each student teacher/intern, based upon classroom observation by the cooperating teacher and the university supervisor. The following evaluation forms will meet the minimum requirements for a student teaching placement:

1. An *Interim (Mid-Term) Evaluation* of teaching performance (See Appendix);
2. A *Final Evaluation* of teaching performance;
3. The *Recommendation for Teacher Certification* form (See appendix B); and
4. The *Cooperating Teacher's Letter of Recommendation (Requested but optional)*.

The main question to ask yourself is "Does this student teacher have the potential to become a successful teacher"?

Cooperating teachers are asked to complete the *Student Teaching Observation/Evaluation Form* and to send it to the UWGB Education Office. A final evaluation using the same form should be completed at or near the end of the student teacher's assignment. All evaluations and recommendations made by the cooperating teacher and the university supervisor should be reviewed with the student teacher. Instructions on returning evaluations are below.

After the Coordinator/Director of Clinical Experiences receives and reviews the evaluations written by both the student teacher's/intern's Cooperating Teacher(s) and the University Supervisor, the UWGB Education Office will place copies of all documents in the student's education file in the Education Office.

It is very important that the student teacher/intern be aware of any problems (particularly those which would affect a certification recommendation) well before the end of the student teaching assignment. It is recommended that the student teacher/intern make every effort to communicate effectively with his/her cooperating teacher(s) and that he/she informs the university

supervisor before problems that might jeopardize a favorable certification recommendation become irreconcilable. The Coordinator/Director of Clinical Experiences should be appraised of major problems or issues as they arise. DO NOT wait to inform the student, university supervisor, or the Coordinator/Director of Clinical Experiences of a problem which will affect the deferral or denial of a recommendation for a teaching license. All parties to the student teaching experience have the responsibility to communicate often and honestly in an effort to assist the student teacher in becoming an effective educator.

At the conclusion of the student teaching assignment, the cooperating teacher will hold a final, culminating conference with the student. The “Final Evaluation” of the student teaching/interning performance report and the other formal evaluations should be discussed with the student teacher/intern at that conference. If desired, the cooperating teacher and/or student teacher/intern may request that the university supervisor also participate in this culminating conference.

As stated earlier, the cooperating teacher will forward the completed “Final Evaluation” of teaching performance, “Recommendation for Teacher Certification,” and the written letter of evaluation to the Education Department Office. These may be mailed to the UWGB Education Office or submitted electronically (See instructions below). The final evaluation form(s) and the recommendation for teacher certification are placed in the student’s file in the Education Office. Student teachers who are applying for teaching positions before completion of their student teaching assignment are advised to request an interim letter of recommendation from both the cooperating teacher and the university supervisor.

Evaluation Materials

The evaluation forms and materials are offered electronically via the UWGB Education Website under the student teaching tab. There are numerous ways that cooperating teachers and/or supervisors may submit evaluations to the Education Office. Instructions for all available options are explained further in detail below. The student should always receive one copy of the evaluation for his or her personal records:

Paper Evaluation Process:

1. Print, or save, the Evaluation Forms and Recommendation Forms at: www.uwgb.edu/education
2. [Complete the evaluation either on paper or via a computer.](#)
3. Mail, or email, the completed evaluation to Kory Baker, Professional Program in Education 2420 Nicolet Drive Green Bay, WI 54311, (bakerko@uwgb.edu) by the suggested timeline dates.

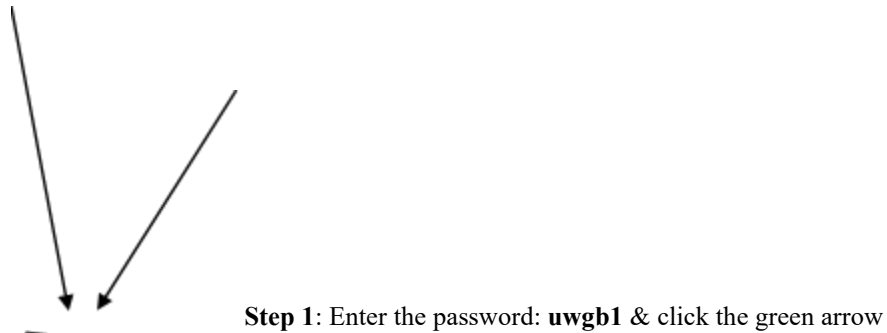
Electronic Student Teacher Evaluation Tutorial

The Student Teacher Evaluation can be accessed via the UWGB Education Website:

<http://www.uwgb.edu/education/student-teaching/cooperating-teachers/>

The electronic Student Teacher Evaluation can also be accessed via this link:

http://uwgreenbay.qualtrics.com/jfe/form/SV_1NrnPEdTKQrF8PP



Evaluation Password:
uwgb1

Domain 1: Planning and Preparation

(Please use component indicators to assist with scoring. Indicators are located on the paper version of the evaluation which can be accessed on the UWGB Education Webpage)

0 1 2 3 4

1.a Demonstrating Knowledge of Content & Pedagogy

1.b Demonstrating Knowledge of Students

1.c Setting Instruction Outcomes

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This survey requires a password.

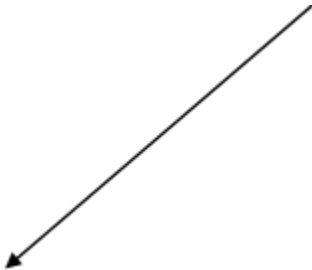
Step 2: Using the Levels of Performance, slide the green dot for each of the components within each domain.

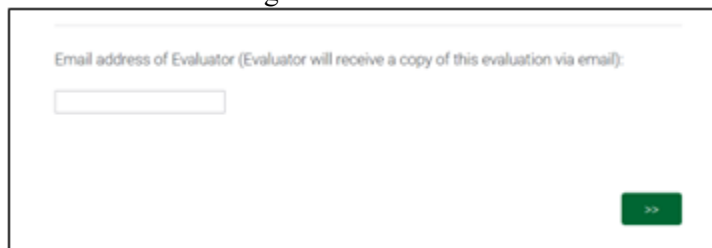
***For more information on what is included in each domain, please refer to the paper evaluation located in the Cooperating Teacher Handbook, which has been posted on the UWGB Education Website.*

Step 3: Enter your email address in the last box. This is to ensure that you receive a copy of the evaluation. Once you receive a copy, please forward the email to your student teacher.

NOTES:

- Sometimes the evaluation email is sent to your spam folder, so please check your spam folder as well.

-  The evaluation is automatically submitted to the University when the green arrow button is clicked.



The screenshot shows a form with a text input field and a green arrow button. The text above the input field reads: "Email address of Evaluator (Evaluator will receive a copy of this evaluation via email):". The input field is empty. The green arrow button is located at the bottom right of the form.

Grading

Grading of student teaching/interning at UWGB is on a pass-no credit basis. The cooperating teacher, in consultation with the University Supervisor, will recommend that certification be granted, deferred, or denied. Normally, this recommendation will be made at the conclusion of the scheduled student teaching assignment.

If the cooperating teacher(s) decides that a student does not merit recommendation for certification at the completion of his/her student teaching assignment but is of the opinion that the student teacher/intern has demonstrated enough progress that an extension of the student teaching/interning assignment or the completion of another assignment would likely provide sufficient opportunity for the desired additional experience and professional growth, the student teacher or intern will be permitted to enroll in a second student teaching assignment in a subsequent semester, if that is his/her desire. When a recommendation is made that certification be **deferred**, the cooperating teacher is asked to recommend any conditions which should be met before the student should be allowed to become licensed. Usually, cooperating teachers who recommend that certification be deferred, also recommend a second student teaching assignment in a subsequent semester. If the cooperating teacher(s) indicates that the student should be **denied** certification, the student's overall performance is evaluated and may not be given an opportunity to undertake further student teaching, and he/she will not receive a recommendation for a teaching license from the Certification Officer at UWGB.

The University Supervisor

The primary role of the university supervisor is to be a second party in the observation and evaluation of the student teacher/intern and to provide professional input to the cooperating teacher and to the student teacher during the experience. Many university supervisors are full-time faculty members; however, they may be ad hoc faculty members with teaching and supervisory experience and expertise in instruction at the grade levels and/or subject areas of the student teacher/intern's assignment. The university supervisor's role is to supervise the student teacher and evaluate their performance. It is not his/her responsibility to evaluate the cooperating teacher nor to change the cooperating teacher's classroom.

Requirements

The university supervisor will make a minimum of four classroom visits (2 per quarter) of at least one hour in length to observe the teaching of each student teacher or teaching intern. For each student teacher or intern, the university supervisor will

- confer a minimum of two times with both the cooperating teacher and the student teacher present at the conference during the semester.
- attempt to have a three-way conference involving her/himself, the cooperating teacher, and the student teacher or intern before or after **each observational** visit, but responsibilities and time constraints on all of the parties involved may make such a three-way conference impossible on some observational visits.

Responsibilities

It is the responsibility of the university supervisor

- to become acquainted with the cooperating teacher(s) of each student teacher/intern under his/her supervision, and
- to work cooperatively with the cooperating teacher(s) in promoting the student teacher's or intern's continuous growth as a professional educator.

The university supervisor should objectively evaluate the strengths and weaknesses of each student teacher/intern and counsel with the student teacher/intern and cooperating teacher(s) as needed. The primary function of this consulting with student teachers/interns and cooperating teachers is to help plan experiences that will lead to any needed improvements in the teaching performance of the student teachers/interns. The university supervisor also has the responsibility

- to write letters of recommendation, based on her/his observations of classroom performance,
- to evaluate the overall performance of the student teachers,
- to become familiar with the pre-student teaching preparation of his/her student teachers/interns and with the programs of the cooperating schools and cooperating teachers,
- and to share a responsibility with cooperating teachers, student teachers/interns and others in assisting the university in identifying areas of needed improvement in the pre-service education programs of the university and in helping to improve those programs.

A Final Word

In addition to making periodic visits, the university supervisor is available for consultation as needed throughout the student teaching experience. Whenever any problems or difficulties arise, cooperating teachers and student teachers/interns are urged to contact the university supervisor or the Coordinator/Director of Clinical Experiences in Education without delay. Experience has shown that many serious problems can be averted through early consultation and discussion. In the event of questions or problems, please call the Education Department office at (920) 465-2835.

Policy Statement Concerning Student Teaching Clinical Experiences Expectations

Under the policies and guidelines of the Professional Program in Education, students participating in the student teaching clinical experience in schools and other professional settings at all times are to display appropriate conduct. Included in this behavior is:

- Wearing proper attire (blue jeans are not to be worn to your assignments)
- Hats are also not appropriate professional attire in the classroom.
- T-shirts with slogans encouraging political or antisocial behavior of any kind are not to be worn. (This includes commercial endorsements of various products.)

Further, as a student teacher, you are not to serve as a **substitute teacher**. Substitute teaching is not recognized as student teaching and does not fulfill the University requirement for student teaching.

While working in the school settings, you should have no physical contact with classroom students. All discipline and/or behavioral control and restraint are to be administered by the regular classroom teacher. During any physical altercations, you are not to physically put your hands or body upon a student, unless there is physical harm possible to another student and/or yourself. Even in such a case, you are to restrain, not attack, the offending individual. You can and must verbally tell students to “**STOP**” any and all physical altercations. Also remember that in all incidents, if you are the lone adult authority present, please send a student to the office for immediate assistance.

*Note: Students should check with the main office of each school in which they participated to get the official policy for the school district concerning student behavior and proper policy in dealing with such incidents.



UNIVERSITY of WISCONSIN
GREEN BAY

Professional Program in Education

Student Teacher Evaluation

Modeled after the Danielson Framework

Student Teacher:	School:	
Evaluator:	Date:	Grade Level/Subject:

Levels of Performance: Use this rubric to guide your evaluation of the four domains and their respective components. The domains and components follow the Danielson Framework. The evaluation should be completed with the understanding that these are emerging educators. As such, the rubric designations differ from the traditional Danielson Framework.

1 = Unsatisfactory	2 = Basic	3 = Proficient	4 = Distinguished
Refers to student teaching that does not convey understanding of the concepts underlying the component. This level of performance is unsatisfactory and ineffective.	Refers to student teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent across the component.	Refers to successful, student teacher practice. The student teacher consistently teaches at a proficient level. It would be expected that student teachers would perform at this level.	Refers to advanced student teaching that involves students in innovative learning processes and creates a true community of learners. Student teachers performing at this level are advanced in the field, both inside and outside of their school.

Domain 1: Planning and Preparation				
Connected to Wisconsin Teacher Development Standards 4: Content Knowledge, 5: Application of Content, and 7: Planning for Instruction				
Component	1	2	3	4
1.a Applying Knowledge of				

Content and Pedagogy				
<ul style="list-style-type: none"> ✓ Planning and preparation demonstrate understanding of the central concepts of the discipline and content ✓ Lesson and unit plans include a variety of strategies appropriate to the discipline and students ✓ Adaptations are made to meet the unique needs of the students ✓ Plans and preparation include interdisciplinary material and skills that connect to real world application 				
1.b Knowing and Valuing Students				
<ul style="list-style-type: none"> ✓ The teacher applies knowledge of the students' race, culture, and identities to planning and preparation ✓ The teacher differentiates based on the varied knowledge and skills of the students ✓ Lesson planning and preparation incorporate the students' cognitive, social, and emotional development ✓ The teacher works to build strong relationships with the students 				
1.c Setting Instructional Outcomes				
<ul style="list-style-type: none"> ✓ Instructional outcomes are relevant and reflect important learning and development ✓ Instructional outcomes reflect grade-level standards ✓ Instructional outcomes are clear and specific ✓ Instructional outcomes integrate academic, social-emotional, and character development 				
1.d Using Resources Effectively				
<ul style="list-style-type: none"> ✓ Evidence of prior training or collaboration with colleagues ✓ Evidence of teacher seeking out resources (online or other people) ✓ District-provided instructional, assessment, and other materials used as appropriate ✓ Technology and other digital resources are used to enhance learning when appropriate and available ✓ Resources are culturally responsive 				
1.e Planning Coherent Instruction				
<ul style="list-style-type: none"> ✓ Tasks and activities are aligned with learning outcomes ✓ Multiple strategies and approaches are used to meet the needs of various students ✓ Instructional groups are organized thoughtfully ✓ Plans for learning are well structured 				
1.f Designing and Analyzing Assessments (Optional)				
<ul style="list-style-type: none"> ✓ Assessments are aligned to instructional outcomes and provide evidence of student understanding ✓ Assessment criteria and standards are established, clear, and understandable by students ✓ Formative assessments are planned and provide an accurate picture of student learning progress ✓ Assessment results are used in future planning 				
Comments/Evidence:				

Domain 2: Learning Environments

Connected to Wisconsin Teacher Development Standards 2: Learning Differences and 3: Learning Environments

Component	1	2	3	4
2a. Cultivating Respectful and Affirming Environments				
<ul style="list-style-type: none"> ✓ Classroom interactions demonstrate caring and respect ✓ Verbal and nonverbal communication indicates that students feel part of the classroom community ✓ Learning environments reflect elements of students' racial and cultural identities ✓ Learning environments recognize and honor individual differences ✓ Teacher and students use a clear approach to conflict resolution 				
2b. Fostering a Culture for Learning				
<ul style="list-style-type: none"> ✓ The teacher and students demonstrate a belief in the importance of learning and personal growth ✓ The teacher encourages student curiosity, critical thinking, reasoning, and reflection ✓ Students have multiple opportunities to exercise agency ✓ The teacher encourages confidence, resilience, persistence, and teamwork 				
2c. Maintaining Purposeful Environments				
<ul style="list-style-type: none"> ✓ Students are engaged during group work ✓ Routines and procedures support student autonomy and assumption of responsibility ✓ Resources and supports are used efficiently effectively, and equitably ✓ Non-instructional tasks are completed efficiently 				
2d. Supporting Positive Student Behavior				
<ul style="list-style-type: none"> ✓ Positive behavior is modeled and taught explicitly ✓ The teacher and students establish and communicate expectations ✓ The teacher models and teaches habits of character ✓ The teacher encourages students to monitor their own behavior 				
2e. Organizing Spaces for Learning (Optional)				
<ul style="list-style-type: none"> ✓ The space is safe and accessible to all students ✓ The design of the space support student learning and development ✓ Students have a voice in creating the space ✓ Learning spaces are thoughtfully designed 				
Comments/Evidence:				

Domain 3: Learning Experiences			
Connected to Wisconsin Teacher Development Standards 1: Pupil Development, 2: Assessment, and 8: Instructional Strategies			
Component	2	3	4
3a. Communicating About Purpose and Content			
<ul style="list-style-type: none"> ✓ The teacher clearly explains what students will be learning and why ✓ Expectations for the learning activities are clear ✓ Explanations of content are clear and accurate ✓ The teacher uses content-specific language and vocabulary 			
3b. Using Questioning and Discussion Techniques			
<ul style="list-style-type: none"> ✓ The teacher promotes critical thinking ✓ Questions and discussions invite students to explain their thinking ✓ Questions encourage reflection ✓ The teacher engages students and invites them to participate 			
3c. Engaging Students in Learning			
<ul style="list-style-type: none"> ✓ Students engage in activities that support agency and require critical thinking ✓ Students collaborate during the lesson in a way that supports learning ✓ Instructional materials and resources are used effectively by the students ✓ The pacing of the lesson supports reflection and learning 			
3d. Using Assessment for Learning			
<ul style="list-style-type: none"> ✓ Standards for of high-quality work and success are clear to students ✓ Teacher monitors student understanding ✓ Teacher provides timely, constructive feedback ✓ The teacher and students use formative assessments to support learning and development 			
3e. Responding Flexibly to Student Needs			
<ul style="list-style-type: none"> ✓ The teacher adjusts learning experiences to meet students' needs ✓ The teacher incorporates students' interests and questions into learning experiences ✓ The teacher demonstrates determination and persistence in regard to student learning 			
Comments/Evidence:			

Domain 4: Principled Teaching				
Connected to Wisconsin Teacher Development Standards 9: Professional Learning and Ethical Practice and 10: Leadership and Collaboration				
Component	1	2	3	4
4a. Engaging in Reflective Practices				
<ul style="list-style-type: none"> ✓ The teacher reflects on their practices ✓ The teacher uses student work to assess the effectiveness of their instruction ✓ The teacher analyzes the impact of their actions and beliefs on student learning ✓ The teacher considers multiple plans throughout the reflection process 				
4b. Documenting Student Progress (Optional)				
<ul style="list-style-type: none"> ✓ The teacher documents and celebrates student progress ✓ There is a clear system for tracking progress ✓ The teacher engages students and those who support them in identifying and monitoring goals ✓ The teacher has accurate and accessible systems for tracking student learning 				
4c. Engaging Families and Communities (Optional)				
<ul style="list-style-type: none"> ✓ The teacher engages with families and the community with respect and cultural awareness ✓ The teacher engages families and communities in contributing to the learning community ✓ The teacher shares accessible and informative updates about the instructional program ✓ The teacher invites families to engage in learning experiences 				
4d. Contributing to School Community and Culture				
<ul style="list-style-type: none"> ✓ The teacher takes initiative in contributing to the school culture ✓ The teacher has supportive and collaborative relationships with colleagues ✓ The teacher participates in professional inquiry with colleagues ✓ The teacher participates in school events 				
4e. Growing and Developing Professionally				
<ul style="list-style-type: none"> ✓ The teacher engages in professional learning opportunities ✓ The teacher accepts and respects cultural differences ✓ The teacher takes initiative in deepening content knowledge and pedagogical knowledge ✓ The teacher invites, accepts, and acts on feedback 				
4f. Acting in Service of Students				
<ul style="list-style-type: none"> ✓ The teacher acts honestly and with care and integrity ✓ The teacher seeks to make decisions in the best interest of students ✓ The teacher addresses the needs of all students 				
Comments/Evidence:				

Summary

Key Strengths:

Areas for Development:

Overall Comments of Evaluator:

Student Teacher Signature:

Date:

Evaluator Signature:

Date:

Appendix B: Recommendation for Certification

UNIVERSITY OF WISCONSIN – GREEN BAY
Professional Program in Education

University Supervisor/Cooperating Teacher Recommendation for Teacher Certification

Please submit this form with the Final Evaluation form at, or near, the conclusion of student teaching or intern experience.

Student Name _____

School (s) _____

1. Length of Assignment: 9 weeks ____ 15 weeks ____ 18 weeks ____

2. Subject(s) Taught: _____

Grade Level (s): _____

Estimated # of days absent: ____ Estimated # of days tardy: ____

My overall assessment of this student teacher/intern (Choose One):

_____ I highly recommend that this student be considered for licensure.

_____ I recommend that this student be considered for licensure.

_____ I recommend with reservations that this student be considered for licensure.
Please identify your concerns below.

_____ I do not recommend that this student be considered for licensure. The student needs to meet the following conditions to receive a positive recommendation for licensure from me.

Comments/Recommendations:

Signature of Evaluator _____ Date _____

RETURN TO:

Kory Baker
Email as PDF
Bakerko@uwgb.edu

or

ATTN: Kory Baker
Education Office
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001