

BELOIT COLLEGE STUDENT TEACHING HANDBOOK

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Beloit College
Department of Education and Youth Studies

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PREFACE

This handbook is designed for use by Beloit College students enrolled in student teaching and their cooperating teachers. Selective and critical use of these materials can contribute significantly to a constantly improving program and lead to future improvements of the materials themselves. For purposes of clarity, student teachers are designated by the word "student," and their public school counterparts by the word "pupil" throughout the text.

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I. MISSION STATEMENT

Mission Statement. The Beloit College Education & Youth Studies (EDYS) Department is committed to an articulated, integrated program of theory and practice, which promotes social responsibility through shared scholarship.

Conceptual Principles. Four principles define our curricular vision. (1) The philosophical, historical, and social foundations of education include an emphasis on social responsibility to diverse communities. (2) An integrated curriculum provides connections between theory and practice and among courses and programs. (3) A pluralistic approach to pedagogy explores multiple teaching and learning possibilities. and (4) Participation in an educational community recognizes the significance of school/college partnerships and state, national, and international commitments.

Faculty Commitments. As a faculty we are committed to lifelong learning, professional expertise, creative thoughtful action, and the pursuit of intellectual excellence. We support ethical reflection and will work towards teaching others and ourselves to respect a global environment with limited resources. As we look to the future and observe changes at local, national, and international levels, we commit to a responsive curriculum, which tries to meet the changing needs of students.

Curriculum Rationale. The Department of Education & Youth Studies' vision for a curriculum emphasizes the relationship between education and the overall liberal arts orientation of Beloit College. As a guiding principle, the Department believes that students will benefit from learning about historical, philosophical, social and political perspectives in education, from examining meaningful relationships among conceptual constructs and teaching practices, and from evaluating the significance of different attitudes towards education in society. In the broadest sense, the curriculum focuses on the need for all Beloit students to become reflective individuals who understand the purpose of participating in democratic educational institutions. In more specific terms, the curriculum provides students with the background necessary to enter the teaching profession, prepare for education-related careers, and/or be admitted to graduate programs.

II. COOPERATING SCHOOL

The placement of student teachers follows consultation with the school principals, cooperating teachers and the prospective student teachers. Attempts are made to match the interest and abilities of the student teachers with the strengths and individual characteristics of the schools. The cooperating teacher has indicated a strong positive interest in the guidance of an emerging teacher.

The cooperating schools' curriculum and facilities influence the student in later professional decisions. The student teachers are expected to experience what a teacher experiences, including custodial and clerical routines, guidance processes, and student activities. The whole school becomes their concern and place of action, not just the classroom to which they are assigned for instructional experience. They should attend faculty meetings, confer with the principals and other faculty, and participate in school/community functions.

The Principal

Principals have the same administrative relationship to student teachers as they have to their faculty. Principals frequently act in a supervisory capacity and may guide the students' experiences. They ensure that the student teachers have status among the faculty and the pupils, as well as keep themselves informed as to the student teachers' progress. Principals may make classroom observations and may participate in any aspects of the supervisory process as they deem necessary or desirable.

III. COOPERATING TEACHER

NOTE: Cooperating teachers are teachers in private and public elementary, middle, and secondary schools who supervise student teachers, interns, resident students, and practicum students.

The relationship between cooperating teachers and student teachers is critical to the success of the student teaching experience. Cooperating teachers and student teachers should establish a relationship based upon mutual respect. Student teachers are responsible for furnishing as much background material about themselves as possible, including a brief Data Sheet. In general, the function of the cooperating teacher is to plan and guide the activities of the student teacher, to see that student teachers are exposed to situations, problems, and tasks involved in teaching, and to act as role models for the students.

The following paragraphs contain specific suggestions and information relevant to the functions of the cooperating teacher. No attempt is made to present a blueprint; the actions of any cooperating teacher must necessarily be self-directed to suit the requirement of each teaching situation. This process will vary considerably with the particular subject matter, the composition of the class, and the degree of professional maturity of the student teacher.

As in the case of pupils, individual differences are present among student teachers. Some will be ready to participate and become involved in actual teaching sooner than others. Full-time and part-time student teachers should begin full teaching responsibilities some time between week four and six. In moving toward full-time classroom responsibilities, cooperating teachers should use their own judgment regarding the readiness of student teachers. Student teachers should also voice their confidence level regarding the teaching load. Both the cooperating and student teacher are encouraged to discuss teaching responsibilities with the supervisor.

The activities in which a cooperating teacher may engage and the sequence in which they occur will differ from situation to situation. However, the cooperating teacher's guidance falls into these general categories:

1. Orienting the student to the teaching-learning situation
2. Planning with the student teacher
3. Directing the student teacher's activities
4. Evaluating the work of the student teacher

A. Orienting the Student to the Teaching-Learning Situation

Student teachers need to become familiar with their classes. Their role is that of junior partners in a cooperative enterprise. The frequent use of "we" rather than "I" can aid in the formation of positive attitudes on the part of pupils in the class. To be sure, student teachers have a dual role, but their success hinges considerably on being accepted as teachers first by their cooperating teacher and consequently by their class. Furthermore, the cooperating teacher may also benefit from the association with a junior colleague.

Student teachers should be introduced to the rest of the faculty, and are expected to attend faculty meetings and social occasions. The student should become familiar with the physical aspects of the school as well as the general program. During the orientation period, the student is expected to gain familiarity with classroom procedures. Peripheral duties such as roll-taking, housekeeping chores, and grading papers gradually enlarge into individual instruction and small group instruction. The greater part of the orientation period will find the students engaged in observation of the pupils and cooperating teacher's instruction. They will soon come to teach. Observation, to be worthwhile, must be a period of selective focusing upon many aspects of the teaching and learning process. The cooperating teacher can greatly enhance this observation period by sharing objectives and engaging in post-observational discussions. Such discussions clarify for the student teacher the subtle techniques of experienced teachers, which might otherwise go undetected.

B. Planning With the Student Teacher

Planning for teaching requires active involvement on the part of the student teacher. Student teachers should be

guided into accepting their roles, not only as students and teachers of course content, but as those responsible for intellectual growth on the part of the pupils. Experience in planning leads to the development and implementation of successful short term and long range plans. These plans should evidence a growing appreciation of the importance of sequence, continuity, and integration.

For a successful student teaching experience, the cooperating teacher and student teacher should begin with developing daily lesson plans that the student will use in the classroom. Following the preparation of daily lesson plans, more detailed week-by-week plans will be developed. In both general and specific lesson plans, student teachers should be given explicit directions concerning expectations for their performance, time allotments, materials, and special activities. As student teachers become adept at lesson planning, they should present daily and weekly plans to the cooperating teacher. These plans are also the basis for observations by the supervisor. Lesson plans must be available daily.

C. Directing Student Teachers' Activities

With the cooperating teacher retaining overall responsibility, student teachers are expected to move gradually from part-time to full-time instruction and responsibility. Rather than dropping one class for another, cooperating teachers should gradually increase the content areas (subjects) in which the student teachers are teaching.

Students receive lesson plan formats in their pre-student teaching courses and in the Seminar which is held weekly at the College during student teaching; however, they may adopt the format used in their particular school if their college supervisor approves. Again, student teachers are expected to seek the help of the cooperating teacher in preparing their lesson plans in the beginning.

The cooperating teachers' role in evaluating the plans of the students is crucial. Students must have some view of the overall organization and objectives of the curriculum in order to plan learning experiences, which will both motivate, as well as add to, the pupils' concepts inherent in the subject matter. While the college supervisor can evaluate organization and can predict pupil reaction to class presentation, the supervisor cannot be a specialist in every subject. Thus, the supervisor must rely on the cooperating teacher for evaluations in individual subject areas.

Conferences should be held periodically with student teachers to assess their progress. Notes made during the observation of student teaching will be of assistance in discussing the student teachers' teaching effectiveness. (See section VI for more detailed information regarding observations and evaluations.) Occasionally, the cooperating teachers may need to resume instruction of the class to demonstrate procedures with which the student teacher is unfamiliar.

Student teachers are encouraged to begin their teaching by following the procedures the cooperating teachers suggest. Following a student teacher's success with a method of teaching, they should be encouraged to try a variety of teaching methods. Student teaching must transcend narrow apprenticeship training. Cooperating teachers aid student teachers in developing their own teaching styles from a real partnership

If cooperating teachers have serious concerns about the student teacher, it is in the interest of all parties for those concerns to be communicated early to the college supervisor.

IV. THE STUDENT TEACHER

Proactive teaching seeks to develop prospective teachers' competence under realistic conditions. Student teachers are presented opportunities to apply and test abstract learning and educational theory under actual conditions, and to analyze and modify practice in the light of theory. Practice teaching also encourages self-evaluation just as student teachers evaluate their own pupils and procedures. Habits of observation and study of the best conditions for learning are developed. Thus, the student teacher has a unique opportunity to guide the learning activities of young people.

Student teachers have professional status with the faculty in the school and Beloit College expects student teachers to:

1. Give their cooperating teacher the utmost cooperation.
2. Be prompt and dependable in attendance.
3. Prepare lesson plans well ahead of time; follow through and complete all assignments.
4. Complete student teaching seminar requirements, e.g., edTPA, action research, case studies, or other assignments.
5. Attend faculty and PTA meetings, Parent-Teacher Conferences and any school/community activities as time permits.
6. Abide by all the faculty and school regulations.
7. Accept suggestions and criticisms and use them constructively.
8. Allocate sufficient time for frequent and regular conferences, formal and informal with the cooperating teacher.

9. Confer with the college supervisor following every observation of the teaching performance.

A. Orientation

Student teachers should familiarize themselves immediately with the total school situation: school policies relative to teachers and students, grouping procedures, counseling and records practices, extra-curricular activities, courses of study, and the student handbook. Student teachers should grow in their knowledge and understanding of their pupils, the general school population, and the community at large. Without some awareness of the different constituencies, including values and goals, worthwhile interaction is impossible and teaching may not result in learning. If such familiarization exposes student teachers to personal and confidential data, utmost attention should be given to the professional treatment of such background material.

B. Preparation and General Procedures

1. Student teachers should furnish the building principal and the cooperating teacher with the student Data Sheet containing their address, telephone number, special abilities, interests, nature and amount of training, relevant experiences, and other potentially useful items.
2. Student teachers should acquaint themselves with the rules and regulations of the school.
3. Student teachers are to check in and out of school using the time schedule of the regular faculty.
4. For absences, the students are to notify their ST Seminar instructor, their cooperating teacher, and their college supervisor well in advance of the absence.
5. When cooperating teachers are responsible for hall duty or other extra-curricular assignments, the student teachers will accompany them.

Initial orientation sessions could include the following activities:

1. Introducing the courses in the field with emphasis on the course and grade level to be taught that semester.
2. Examining the texts, which will be used in the class, including any supplementary materials.
3. Discussing potential audio-visual materials and a materials catalogue if one exists. Student teachers should be aware of the lead-time necessary in ordering these materials.
4. Observing the cooperating teacher and his/her classes.
5. Observing other teachers at the discretion of and as arranged by the cooperating teacher or others.
6. Spending a day or part of a day with a pupil selected by the cooperating teacher and accompanying him/her through the school day.
7. Consulting counselors and/or administrators about their particular functions and the goals of the school; examining cum files and record keeping procedures.
8. Attending faculty, department, in-service meetings and school events throughout the year.
9. Creating the additional orientation experiences appropriate to the school.
10. Selecting a unit for which the student teacher will take full responsibility for developing and presenting later in the term.

Student teaching takes an enormous amount of energy, both physical and emotional. Student teachers should realize that they probably cannot maintain the regular pattern of campus social life and activities. Adequate rest

and nutrition help prevent illness and mitigate some of the stress of teaching.

C. Vital Factors in Teaching

As student teachers move from observations to teaching responsibilities, they should be aware of the following points:

1. Teaching involves an environment conducive to learning, which includes creating, observing, discussing, assessing, and listening.
2. Teaching is not a value-free enterprise. Student teachers must be sensitive to their own biases, which may affect pupil learning.
3. Student teachers should appreciate the nature and purposes of their subject matter and its methodology as part of a total curriculum.
4. Student teachers should set realistic and clear objectives, not only for themselves but also for their pupils.
5. Democracy can be taught in any class, and is most effectively taught by teachers who are themselves democratic in their teaching methodologies.
6. Habits of critical thinking can best be taught by presenting opportunities for such practice.
7. The purpose of recognizing individual differences is to take pupils from their present level of ability to higher levels, not to seek a particular level from all.
8. Teachers should be aware that pupils frequently consider failing grades as evidence of the teacher's rejection of them as persons. Such attitudes left unrecognized and unexamined are obstacles to learning.
9. Student teachers should not only be students of their specialty but also students of behavior. Teaching strategies must be adjusted to the changing needs of the pupils.
10. Human behavior includes misbehavior, both of which are symptoms of the personality. Little success in altering the latter can be expected without searching for causes.

V. THE COLLEGE SUPERVISOR

The college supervisor is an intermediary between the college and the student teaching placement. The supervisor is primarily interested in making student teaching a quality experience for all constituents involved. Her/His concern is for steady growth in teaching rather than the rating of any particular performance. The supervisor's questions, comments, and criticisms are designed to encourage student teachers to develop habits of critical thinking in the examination of their teaching efforts.

In order to be confirmed as a college supervisor by the department of Education and Youth Studies at Beloit College, the college supervisor will need to submit the following paperwork for our records:

- 1.) a copy of your most recent resume (email to edys@beloit.edu) and
- 2.) a completed, signed W-9 form (Vendor form) (link: <https://www.beloit.edu/accounting/forms/>).

At the completion of the semester's activities and paperwork, the college supervisor will receive a check from Beloit College at the agreed-upon rate.

The student teacher's responsibility is to contribute to the success of the experience through open communication with both cooperating teacher and college supervisor. A supervisor who shares the confidence of both teacher and student can frequently prevent incipient conflicts. If conflicts cannot be resolved satisfactorily, placements may need to be discontinued or changed.

The college supervisor will schedule four classroom observations with the student teacher for at least an hour each and spaced relatively evenly across the semester. (The initial visit can include the first observation.) The student teacher should inform the cooperating teacher of the supervisor's intended visit and submit lesson plans to the college supervisor prior to the visit. The college supervisor will review the lesson plans prior to the observation. It is preferable to follow each observation with an immediate conference between student and supervisor while the experience is fresh in both minds. If schedules permit, the college

supervisor may try to include the cooperating teacher in these conferences. (See section VI. For more detailed information regarding observation and evaluation.)

Both students and teachers need open communication in their particular classroom situations. The college supervisor aims to encourage the establishment of professional exchanges. The college supervisor recognizes the competence of the cooperating teachers in evaluating the progress and performance of student teachers, and therefore places a high value on the cooperating teachers' evaluations.

VI. EVALUATING THE WORK OF THE STUDENT TEACHER

A. Wisconsin Educator Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

B. Regular Conferences

Student teachers expect constructive criticism (both positive and negative). The absence of such feedback leads to doubt and insecurity and the assumption either that all is not well or that all is too well. For this reason, cooperating teachers are urged to schedule regular conferences during which previous and future efforts are critically considered. Ongoing evaluations by observers and the student teachers themselves promote consistent monitoring of performance and progress.

C. Written Evaluations/Observations

College supervisors, cooperating teachers, and student teachers will engage in a total of four formal

observations/evaluations, with the first three being formative and the final serving as a summative recap. At the end of the 1st quarter, Cooperating Teachers and Supervisors should complete the Student Teaching Mid-Term Standards Progress Report. All written evaluations should be submitted to the Program Coordinator in the department of Education and Youth Studies (edys@beloit.edu) within a week of completing the evaluation.

1. Formative Evaluations

The first, second, and third evaluations are intended to be formative evaluations, going into depth about three to four of the ten Wisconsin Educator Standards as pertains to the observed lesson (one that is perceived as an area of strength, and one or two that are perceived as areas of challenge). This is an opportunity to set out some specific goals for the student teacher.

2. Mid-Term Evaluation (Mid-Term Standards Progress Report)

The mid-term evaluation will be filled out by Cooperating Teachers and College Supervisors at the end of the 1st quarter. It is a simple form, requesting a brief assessment of the student teacher, allowing both Cooperating Teachers and College Supervisors the opportunity to raise any specific causes for concern.

3. Summative Evaluation

The fourth and final, summative evaluation will address the entire student teaching experience and touch upon all ten standards, general trends that have emerged over the course of the semester, and any specific anecdotes that provide an insight into the performance and potential of the student teacher. This summative evaluation will also be able to serve as a letter of reference for the student teacher.

Cooperating teachers and student teachers are encouraged to discuss evaluations and use those discussions to guide the remainder of the semester.

All student teaching is evaluated by credit/not credit in consultation with the college supervisor. Therefore, the cooperating teacher's recommendation carries great weight. A separate letter of recommendation may become part of the student teacher's placement file.

D. edTPA Evaluation

edTPA, formerly the **Teacher Performance Assessment**, was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth and renewal. Aligned with Common Core State Standards and InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. The edTPA process includes a review of a teacher candidate's authentic teaching materials and a 15-20 minute video of the candidate teaching to document and demonstrate a candidate's ability to effectively teach his/her subject matter to all students. In compliance with the Wisconsin Quality Educator Initiative (PI-34), student teachers will be required to complete the edTPA for evaluation. Beginning on September 1, 2015, all candidates are required to pass an edTPA for initial licensure by the state of Wisconsin.

Students will complete the edTPA during their student teaching semester. The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from their lessons, and submit commentaries that provide a rationale to support their instructional practices based on learning strengths and needs of students. Candidates' evidence is evaluated and scored on a rubric. Below are the scores needed to pass the edTPA.

Assessment Areas for Wisconsin

The table below matches initial teaching fields with the Wisconsin-selected edTPA assessments and established cutscore(s). Candidates should confirm assessment selection with their faculty advisor before registering.

Teaching Certification Fields	edTPA Handbook	Passing Score
EC	Early Childhood	38
EC Special Education	Special Education OR Early Childhood	38
EC-MC	Early Childhood Elementary Literacy Elementary Math	38
	Elementary Education (Literacy with Math)	45
MC-EA	Elementary Literacy Elementary Mathematics Middle Childhood English-Language Arts Middle Childhood History/Social Studies Middle Childhood Mathematics Middle Childhood Science Secondary English-Language Arts Secondary Mathematics Secondary History/Social Studies Secondary Science	38
	Elementary Education (Literacy with Math)	45
EC-A Fine Arts		
Art	Visual Arts	38
Dance	K-12 Performing Arts	
Music—Choral/General/Instrumental	K-12 Performing Arts	
Theatre	K-12 Performing Arts	

EA-A English Language Arts		
<ul style="list-style-type: none"> • Broad Field Language Arts • English literature • Journalism • Speech Communication 	Middle Childhood English—Language Arts Secondary English-Language Arts	38
EA-A Mathematics		
<ul style="list-style-type: none"> • Mathematics • Computer Science 	Middle Childhood Mathematics Secondary Mathematics	38
EA-A Science		
<ul style="list-style-type: none"> • Broad Field Science • Biology • Chemistry • Earth and Space • Life and Environmental • Physical • Physics 	Middle Childhood Science Secondary Science	38
EA-A Social Studies		
<ul style="list-style-type: none"> • Broad Field Social Studies • Economics • Geography • History • Political Science • Psychology • Sociology 	Middle Childhood Social Studies Secondary History/Social Studies	38
EC-A Fine Arts		
Art	Visual Arts	38
Dance	K–12 Performing Arts	
Music—Choral/General/Instrumental	K–12 Performing Arts	
Theatre	K–12 Performing Arts	

EC-A World Languages		
English as a Second Language	English as an Additional Language	38
<ul style="list-style-type: none"> • Foreign Language <ul style="list-style-type: none"> • French • German • Latin • Russian • Spanish • Other World Languages 	World Language	32

Passing Scores for Wisconsin

The following table represents the passing scores determined by the Wisconsin State Superintendent:

13-Rubric Handbooks	15-Rubric Handbooks	18-Rubric Handbooks
32	38	45

All student teaching candidates will need to have each student in the class that will be recorded fill out the following video release form.

Video/Audio Permission Form - Student Teacher in the Classroom

Dear Parent/Guardian (or the student if at least 18 years old):

Your student may have a “student teacher” in their classroom this year. To become a teacher in Wisconsin, the student teacher must show they are ready to teach by:

- Planning lessons
- Teaching and video/audio recording lessons
- Grading student work

Some of this will be shared with trained reviewers outside the school. It may also be used to train other student teachers, faculty and staff. Student names will be removed from the work.

If you give permission below, your student may appear in video/audio recordings.

If you do not give permission, your child will still participate in the lessons but will be seated out of camera range.

Student Name _____

I am the parent/legal guardian of the student named above (or the student if at least 18 years old). I have received and read the letter above and agree to the following:

(Please check the appropriate box below.)

- I DO give permission to include my student in video/audio recordings. I understand the recordings will be shared with trained reviewers outside the school. It may also be used to train other student teachers, faculty and staff.
- I DO NOT give permission to video/audio record my student. Signature of Parent/Guardian (or the student if at least 18 years old):

_____ Date _____ Signature

_____ Printed name

VII. ADDITIONAL POLICY STATEMENTS

[NOTE: The requirements which make up a course of study leading to certification in Wisconsin are the product of a cooperative agreement between a college or university and the state licensing body. Every institution's program is unique, but they must all conform to certain state rules.]

1. The general education component of the undergraduate teacher education course of study at Beloit College will constitute at least one third of the semester hours required for the College's baccalaureate degree. "General education" refers to courses that are not a part of a student's major or EDYS courses. Beloit College requires a major other than EDYS for all graduates except for certification in Science for Elementary Teaching.
2. Written and oral communications are significant components of courses required of all teacher education students.
3. A minimum of two written evaluations of students' performance during pre-student teaching methods or "field experiences" will be made by a college supervisor and kept in their departmental folders.
4. A minimum of four classroom supervisory visits of at least one hour in length will be made to each full-time student teacher by the college supervisor.
5. At least four written evaluations of each student teacher will be made based upon classroom observations by the cooperating teacher and by the college supervisor. At least two conferences will be held which include the student teacher, the cooperating teacher, and the supervisor. The cooperating teacher's evaluation of the student will become a part of the student's permanent record. Other evaluations by professional school personnel, which attest to the competency of the student as a prospective teacher may also be included in the permanent record.
6. Faculty members who teach the methods courses will have direct involvement each year in the elementary, middle, and secondary school classrooms in which their students are placed.
7. Supervisors will be experienced and knowledgeable in the subject matter and grade level of the pupils with whom student teachers work.
8. Cooperating teachers participating in the student teaching experience will be selected by personnel from the cooperating schools with the advice and consent of Beloit College faculty.

VIII. DPI REQUIREMENTS

The Wisconsin Department of Public Instruction has passed regulations concerning cooperating teachers in the state. The PI 34 regulation states that:

Effective August 31, 2005, cooperating teachers utilized by colleges and universities in Wisconsin must meet the following requirements:

1. Hold a Wisconsin license and volunteer for assignment as a cooperating teacher or practicum supervisor.
2. Have at least 3 years of teaching experience with at least one year of experience in the school or school system of current employment or have at least 3 years of pupil service or administrator experience with one year in the school or school system of current employment.
3. Complete training in both the supervision of clinical students and in the applicable standards in subch. II.

IX. TIMELINE for the STUDENT TEACHING EXPERIENCE

FULL TIME STUDENT TEACHING is an all day, everyday obligation to the host school for the entire semester of the school district in which the school resides. In most cases this means that student teachers start in late August (with New Faculty Orientation) and finish in mid-January (when the public school semester is completed), even though Beloit College classes end in early December. During the semester, student teachers follow the day-to-day calendar of the schools, including vacation days, in-service days, and "snow days."

PART-TIME STUDENT TEACHING describes the obligation of students who will do more student teaching during a subsequent semester, often overseas. The daily and semester schedules of part-time student teachers will differ from the schedules of full time student teachers. Part-time student teachers on the block schedule must teach a minimum of one block in addition to a planning period.

Begin Student Teaching

**Please note this sample schedule is based on student teaching in the State of Wisconsin. Other states may start school earlier or later. Students will finish 18 weeks or 1 complete semester of student teaching and will go by the placement school's calendar NOT BELOIT COLLEGE CALENDAR.*

Week 0	In-service Day(s) for all student teachers
Week 1	Orientation to classes, pupils and school
Week 2	Observation, limited participation - begin teaching in one class
Week 3	Gradually increase teaching responsibilities
Week 4	Gradually increase teaching responsibilities
Week 5	Part-time teaching
Week 6	Full-time teaching
Week 7	Full-time teaching
Week 8	Beloit College Break during which all students (full and part-time) teach and/or observe
Week 9	Full-time teaching (9 week grading period)

Midpoint for full-time student teachers (mid-term evaluations due)

Week 10	Full-time teaching
Week 11	Full-time teaching
Week 12	Full-time teaching
Week 13	Full-time teaching
Week 14	Full-time teaching
Week 15	Full-time teaching
Week 16	Beloit College Term Ends (Final Exams)
Week 17	Full-time teaching
Week 18	Final Semester Grades & Final Student Teacher Evaluations Due (9 week grading period)