

CLINICAL HANDBOOK

Institute of Professional Educator Development

2021-2022

Be at Parkside.

Contents

| | |
|--|----|
| Introduction to the Clinical Program | 3 |
| Welcome from the Teacher Education Department | 3 |
| Mission | 3 |
| Teacher Education Faculty and Staff | 3 |
| Clinical Program Overview | 3 |
| Co-Teaching Conceptual Framework | 3 |
| Clinical Phases of Program | 4 |
| Clinical Program Requirements by Licensure Area | 4 |
| Definitions of Clinical Requirements | 5 |
| Clinical Program Participants | 5 |
| How to Become a Clinical Partner | 6 |
| Pre-Residency Clinical Experiences | 6 |
| Goals of the Pre-Residency Clinical Experiences | 6 |
| Roles and Responsibilities in Pre-Residency Clinical Experiences | 6 |
| Teacher Candidate Responsibilities | 6 |
| Mentor Teacher Responsibilities | 7 |
| University Supervisor Responsibilities | 9 |
| Pre-Service Clinical Program Placement Process | 11 |
| Criminal Background Check Requirement and Procedures | 11 |
| Foundations of Co-Teaching Training Requirements | 13 |
| Mandatory Reporting Training Requirements | 13 |
| Pre-Residency Clinical Courses | 13 |
| EDU 100: Introduction to the Teaching Profession | 13 |
| EDU 200: Teaching the Whole Child | 14 |
| EDU 210: Exploring Equity in Education | 14 |
| EDU 300: Creating Effective Learning Environments | 14 |
| EDU 310: Family, School, and Community Partnerships | 15 |
| EDU 430: Using Action Research to Improve Instruction | 15 |
| EDU 440: Teacher Preparation Portfolio Design | 16 |
| Pre-Residency Performance Assessment Process | 16 |
| Pre-Residency Portfolio | 16 |

| | |
|---|----|
| Residency (Student Teaching)..... | 17 |
| Goals of the Residency Experience | 17 |
| Eligibility for Residency | 17 |
| Courses During Residency..... | 18 |
| EDU 420..... | 18 |
| EDU 425..... | 18 |
| Roles and Responsibilities in Residency..... | 18 |
| Teacher Candidate Responsibilities | 18 |
| Evidence of Proficiency in Residency | 19 |
| Mentor Teacher Responsibilities | 20 |
| University Supervisor Responsibilities | 21 |
| Co-Teaching Pacing Guide..... | 23 |
| Exit Level Proficiency for all Programs Leading to Licensure..... | 26 |
| Requirements to Move from Pre-Residency to Residency | 26 |
| Requirements to Successfully Complete Residency | 26 |
| Requirements for Endorsement of Licensure | 27 |
| Licensure Endorsement Timeline..... | 27 |
| Endorsement for an Educator License | 27 |
| Prior to Applying for a License | 28 |
| Application Process and Timeline | 29 |
| Policies and Procedures | 32 |
| Attendance and Absences | 32 |
| Pre-Residency Requirements..... | 32 |
| Residency Requirements..... | 32 |
| Calendar | 33 |
| Pre-Residency Requirements..... | 33 |
| Residency Requirements..... | 33 |
| Changes in Clinical Placements..... | 33 |
| Confidentiality..... | 33 |
| Coursework During Residency | 34 |
| COVID-19 Program Accommodations..... | 34 |
| Criminal Background Check Policy | 34 |
| Dispositional Policy for Teacher Education..... | 35 |

| | |
|---|----|
| Labor Disputes | 37 |
| Mentor Teacher Presence..... | 37 |
| Absence of the Mentor Teacher | 37 |
| Mentor Teacher Leaving the Room | 37 |
| Out-of-Area Placement Policy..... | 37 |
| Placement Procedures for Teacher Candidates..... | 38 |
| Professional Conduct and Attire | 38 |
| Professional Liability | 39 |
| Recommendations for Employment During Residency | 39 |
| Removal/Termination of Clinical Placement or Residency..... | 40 |
| Pre-Residency Clinical Placements..... | 40 |
| Residency | 40 |
| Residency Grading Policy | 41 |
| Resolution of Problems at School Placements | 41 |
| Self-Reporting Policy | 42 |
| Sexual Harassment Policy | 42 |
| Teacher Candidate as a Substitute Teacher..... | 42 |
| Wisconsin Internship Program..... | 42 |
| Via | 42 |
| Accessing your Via Account | 43 |
| Glossary..... | 44 |

Introduction to the Clinical Program

Welcome from the Teacher Education Department

The clinical program is the cornerstone of the teacher education department at the University of Wisconsin-Parkside. As teacher candidates begin their journey towards licensure, their experiences in the field allow them to try out the many roles of a teacher and practice taking responsibility for a classroom through planning, instruction, and assessment. Mentor teachers and university supervisors work closely with teacher candidates throughout these experiences, providing feedback and insight along the way. Our clinical program is based on a co-teaching model, where teacher candidates and mentor teachers collaborate as co-teachers from the very first clinical placement through Residency.

No matter your role in the clinical program, you play an essential part in setting the standards of excellence in teacher education at UW-Parkside. This Clinical Handbook provides information essential to understanding the clinical requirements of our educator preparation program, and we hope you will use it as a resource and guide. Welcome to the clinical program!

Mission

The mission of the Institute of Professional Educator Development is to collaborate with community partners in order to provide innovative, career-long educator development experiences that respond to the needs of all learners.

Teacher Education Faculty and Staff

| | |
|--|--|
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Clinical Program Overview

Co-Teaching Conceptual Framework

The clinical program at UW-Parkside is modeled on the St. Cloud State Co-Teaching Model. According to this model, “Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.” From the very first clinical experience, teacher candidates are “off their seat and on their feet” as co-teachers with experienced mentor teachers. All teacher candidates, mentor teachers, and university supervisors at or above the EDU 300 level are required to attend the Foundations of Co-Teaching Workshop, which provides shared language around the structure of co-taught clinical experiences.

Within the clinical setting of the K-12 classroom, teacher candidates engage in experiences that link theoretical learning to classroom contexts and learning opportunities. They use these clinical

experiences to enrich their university coursework and to reflect on their role as a teacher and learner in the classroom setting. During these experiences at the EDU 300 level and above, teacher candidates are observed by university supervisors, who provide feedback on candidates' teaching and facilitate reflective conversations that guide professional growth, along with supporting the candidate and mentor as a co-teaching pair.

Clinical Phases of Program

There are four developmental stages in the UW-Parkside teacher education program: Pre-Professional, Developing Expertise, Demonstrating Expertise in Practice, and Residency. Each stage of development is defined by a set of benchmark qualifications, based on the requirements of Wisconsin Administrative Code PI 34 and the Wisconsin Teacher Standards. As candidates move through the stages of the program, the clinical experiences become more rigorous in preparation for the semester-long Residency, which readies candidates to teach in their own classrooms.

Clinical Program Requirements by Licensure Area

Teacher candidates in all licensure areas are required to complete a certified background check prior to their first clinical experience. Candidates also complete a new Self-Reporting Statement on the first day of their clinical seminar class each semester. Upon admission to the educator preparation program, all teacher candidates are required to complete the Foundations of Co-Teaching Workshop, which addresses the benefits of co-teaching and co-teaching strategies, and participate in mandatory reporting training.

The number of clinical hours and observations for each stage of the program varies across license types. The charts below indicate the requirements of the clinical program by seminar course for each licensure program available at UW-Parkside.

Minimum Required Clinical/Field Experience Hours in Seminar Courses:

| | Art Education | Early Childhood Education | Elementary Education | Music Education | Secondary Education | Special Education |
|----------------------------|---|---------------------------|----------------------|-----------------|---------------------|-------------------|
| EDU 100 | 10 | WTCS | 10 | N/A | 10 | 10 |
| EDU 200 | N/A | WTCS | 20 | N/A | 20 | 20 |
| EDU 210 | N/A | WTCS | 20 | N/A | N/A | 20 |
| EDU 300 | 30 | WTCS | 30 | 25 | 30 | 30 |
| EDU 310 | 30 | WTCS | 30 | 25 | 30 | 30 |
| EDU 430 | 40 | 60 | 60 | 40 | 40 | 60 |
| EDU 440 | 40 | 60 | 60 | 40 | 40 | 60 |
| EDU 420 (Residency) | Full-day, full-semester (per state statute) | | | | | |

Number of Observations in Seminar Courses (EDU 300 and above):

| | Art Education | Early Childhood Education | Elementary Education | Music Education | Secondary Education | Special Education |
|----------------|---------------|---------------------------|----------------------|-----------------|---------------------|-------------------|
| EDU 300 | 2 | WTCS | 2 | 2 | 2 | 2 |

| | | | | | | |
|--------------------------------|---|------|---|---|---|---|
| EDU 310 | 2 | WTCS | 2 | 2 | 2 | 2 |
| EDU 430 | 2 | 2 | 2 | 2 | 2 | 2 |
| EDU 440 | 2 | 2 | 2 | 2 | 2 | 2 |
| EDU 420 (Residency) | 4 | 4 | 4 | 4 | 4 | 4 |

Definitions of Clinical Requirements

The state teacher licensing rule, PI 34, requires teacher candidates to complete clinical field experiences that are “developmental in scope and sequence” (PI 34.023(1)(a)) and that “occur in a variety of school settings” (PI 34.023(1)(b)). In order to satisfy these requirements, the teacher education Clinical Coordinator works to ensure that all candidates are placed in appropriate and varied clinical experiences over the course of the program. After admission to the educator preparation program, candidates must complete at least one placement in at least two of the following grade bands (differentiated by licensure area):

| Early Childhood Education (EC) | Elementary Education and Special Education (MC-EA) | Art Education and Music Education (EC-A) | Secondary Education and Special Education (EA-A) |
|---|---|---|---|
| Birth-4K 5K-Grade 1 Grade 2-Grade 3 | 4K-Grade 2 Grade 3-Grade 5 Grade 6-Grade 9 | 4K-Grade 5 Grade 6-Grade 8 Grade 9-Grade 12 | Grade 6-Grade 8 Grade 9-Grade 12 |

After admission to the educator preparation program, candidates must complete at least one placement in one of the nine identified [Wisconsin Equity Districts](#). Additionally, students with any private or parochial school placements after admission must also have at least one placement in a public school.

Clinical Program Participants

There are many individuals who work together to make each clinical placement a success.

Teacher candidates are students enrolled in the educator preparation program at UW-Parkside. Teacher candidates complete a variety of clinical placement experiences as they progress through the teacher education program. Candidates are placed in local K-12 classrooms for clinical placement experiences and are concurrently enrolled in a seminar coordinating the experience. During the final semester of the educator preparation program (Residency), teacher candidates teach full days, full time, for a full semester, following the calendar of the cooperating school.

Mentor teachers are K-12 teachers who open their classrooms to teacher candidates for clinical placements. A mentor teacher acts as host to a clinical student during clinical experiences and is responsible for mentoring the candidate, providing them time and space to plan and teach lessons (progressively throughout the program), and conducting an end-of-placement evaluation of the candidate’s teaching and interactions with K-12 students. Mentor teachers must volunteer for the role and are required to have at least three years of teaching experience, with at least one year of experience at their current place of employment. Mentors must also hold a valid Wisconsin teaching license and must complete a co-teaching training workshop through UW-Parkside.

University supervisors are members of the university faculty who are assigned to observe teacher candidates in their clinical placements, conference with teacher candidates, and evaluate the performance of teacher candidates in the clinical program. Additionally, supervisors act as liaisons between school-based clinical placement sites and the university. Supervisors are required to have at least three years of teaching experience or the equivalent as determined by the department.

The **Clinical Coordinator** at UW-Parkside is responsible for leading the clinical program for the teacher education program, including coordinating all clinical experiences, arranging clinical placements, managing assessment and program data, and providing co-teaching training to teacher candidates, mentor teachers, and university supervisors.

How to Become a Clinical Partner

If you are a district leader, school principal, or mentor teacher interested in welcoming a UW-Parkside teacher candidate into your school or classroom, please contact our Clinical Coordinator for more information on how to become a clinical partner.

Pre-Residency Clinical Experiences

Goals of the Pre-Residency Clinical Experiences

The educator preparation program believes that increased opportunities for high-quality clinical experiences that “are interwoven with academic content” ([AACTE, 2018](#)) prepare UW-Parkside teacher candidates to be effective 21st century educators. Our developmental, clinical model of teacher preparation embraces the practices of co-teaching (Bacharach, Heck, & Dahlberg, 2005, 2007, 2010; Hartnett, et. al. 2013) and is grounded in the belief that teacher candidates cannot acquire content and pedagogical knowledge separate from the K-12 classroom (AACTE, 2018; NCATE, 2010). The clinical practice model offers teacher candidates a “lens through which to understand the problems of practice that currently face the profession, stemming from factors such as demographic changes, poverty, and teacher shortages” (AACTE, 2018, p. 8).

Roles and Responsibilities in Pre-Residency Clinical Experiences

Teacher Candidate Responsibilities

Prior to, during, and after each clinical placement, teacher candidates must maintain the following responsibilities:

- Contact their mentor teacher once they have learned their assigned clinical placement
- Report to the assigned clinical placement in a timely manner on designated dates (agreed upon by the candidate and mentor teacher)
- Meet the specific goals and objectives and complete the required activities of the placement
- Abide by the rules and regulations governing the professional conduct of district employees at the district in which the candidate is placed
- Confer as needed with the mentor teacher, university supervisor, and Clinical Coordinator concerning progress in the experience
- Attend all clinical seminar classes within the teacher education department
- Log hours and upload pre- and post-observation documents as required

Professionalism

Teacher candidates are entering a professional environment and the expectations are high. Candidate professional behavior influences their future opportunities in the education field.

In order for clinical experiences to be successful, teacher candidates must:

- Communicate with clinical and university staff about placement needs and professional development
- Dress in professional attire
- Utilize appropriate language as guided by the school or district where placed
- Exercise the highest standards of personal behavior
- Understand that schools are drugs, alcohol and tobacco free zones

In order to guarantee the safety and well-being of K-12 students and maximize their ability to learn, teacher candidates must:

- Know the school and district procedures for reporting suspected abuse and or neglect. Although candidates are not mandatory reporters, they are expected to exhibit ethical behaviors and report concerns to the proper authority.
- Report any sexual harassment, bullying or sexual misconduct to the building administrator or to a guidance counselor. Candidates must never ignore this behavior, never engage in this behavior, and never attempt to handle these issues alone.
- Set boundaries with K-12 students. As a member of a professional staff, candidates must never involve themselves with students through personal social media exchanges. Texting, friending, phoning, sharing or linking are not acceptable.
- Maintain the strict confidentiality of all student and staff information. Confidentiality is governed by state law and ethical standards. Candidates must always refer questions about students to the teacher of record, and never repeat any confidential information to other staff, students, friends or community members.

Failure to abide by these expectations may result in dismissal from the placement and/or educator preparation program.

Mentor Teacher Responsibilities

Qualifications of a Mentor Teacher

Mentor teachers must:

- Hold a Wisconsin teaching license and have volunteered for assignment as a mentor teacher
- Have at least three years of teaching experience with at least one year of teaching experience in the school or district of current employment
- Have completed the UW-Parkside Foundations of Co-Teaching training workshop for instruction in the supervision of teacher candidates (300 level and above)

Selection Process for Mentor Teachers

New mentor teachers are referred to the teacher education department by district personnel, school principals, or other qualified mentor teachers. Any teacher wishing to act as a mentor must first complete a Mentor Teacher Qualification Form to demonstrate that they meet the required

qualifications. After a prospective mentor is deemed qualified, they must complete the Foundations of Co-Teaching training workshop. All mentor teacher placements must be approved by their school administrator.

Training and Orientation

The Foundations of Co-Teaching training workshop is conducted several times per year at the UW-Parkside campus, or online. A mentor teacher must complete the Foundations of Co-Teaching training workshop before or during their first semester serving as a mentor of 300 level students or above. This training provides an overview of the co-teaching model and reviews expectations, policies, and procedures unique to mentor teachers. The Clinical Coordinator will share designated dates for this workshop prior to each semester.

Mentor Teacher Role in Performance Assessment

The mentor teacher's role in each clinical placement is pivotal in preparing teacher candidates to become highly qualified educators. At each stage of the educator preparation program, mentor teachers should begin the clinical experience by:

- Meeting with the teacher candidate and introducing themselves and their classroom
- Introducing the teacher candidate to the students and other adults in the classroom
- Orienting the teacher candidate to school policies and procedures (parking, signing in/out, identification requirements, fire drill or active shooter procedures, etc.)
- Orienting the teacher candidate to classroom procedures and rules
- Establishing goals for the clinical placement experience with the teacher candidate

Over the course of the semester, a mentor teacher should closely observe the teacher candidate as they plan, teach, and interact with students, faculty, and staff. During the clinical placement, mentor teachers should plan to:

- Conference regularly with the teacher candidate and encourage them to work with the students to a degree appropriate to the candidate's stage in the program
- Share lesson plans and other materials with the teacher candidate during planning times and other down-time discussions
- Allow the candidate opportunities to teach a variety of lessons as required by the candidate's educator preparation coursework
- Encourage the teacher candidate to attend field trips, conferences, or other meetings (300 and 400 levels only)

At the end of each semester, mentor teachers are expected to complete the following:

- Final Evaluation (modified Danielson rubric to evaluate the candidate's teaching abilities, and Dispositional Rubric to determine the candidate's dispositions for teaching)
- Approve all clinical hours reported by the candidate

Mentors should communicate any issues or challenges that arise during the clinical placement to the university supervisor and/or the Clinical Coordinator.

University Supervisor Responsibilities

Qualifications of a University Supervisor

University supervisors must:

- Have a Master's degree or above
- Have at least three years of teaching experience (or equivalent as determined by the department) and expertise in a subject matter area and at the developmental level of the clinical placement that they will be supervising
- Have completed the UW-Parkside Foundations of Co-Teaching training workshop for instruction in the supervision of teacher candidates

Selection Process for University Supervisors

A continuous recruitment will be done each academic year through the UW-Parkside Human Resources website. A review will be completed of all applications received, and the department will determine its needs for the supervisor role prior to the start of each semester. Supervisors will be selected for each semester based on meeting the required qualifications in the job description and the developmental levels and subject areas of the clinical placements of teacher candidates each semester.

Training and Orientation

At the beginning of each semester, supervisors are required to attend a mandatory semester welcome meeting. Meetings may take place throughout the semester and at the end of the semester as needed. Supervisors must also complete the Foundations of Co-Teaching training workshop prior to their first student observation.

Responsibility for Supervision

The university supervisor takes the lead in assuring that the teacher candidate is engaged in a supportive and effective learning experience, and that the teacher candidate is demonstrating necessary development towards proficiency in the ten Wisconsin Teacher Standards. The supervisor is directly responsible for the following:

- Establishing effective communication with teacher candidates and mentor teachers;
- Working with mentor teachers as needed to assist in planning appropriate experiences for teacher candidates;
- Providing necessary information for effective communication;
- Clarifying the roles of the teacher candidate, the mentor teacher, and the university supervisor;
- Conducting in-class observations of the teacher candidate;
- Preparing an assessment of the teacher candidate's performance which becomes part of the student's permanent file;
- Providing a constructive critique of the teacher candidate's performance in a follow-up conference;
- Helping the teacher candidate develop and use reflective self-evaluative techniques;
- Assisting the mentor teacher and teacher candidate in evaluation;
- Serving as a resource for both the mentor teacher and teacher candidate;
- Writing professional recommendations for teacher candidates if requested.

The number of observation visits and the time spent preparing for and completing each observation varies for each semester course and level of the program:

| Course | Number of Observations | Time Spent Per Observation |
|---------------------|------------------------|----------------------------|
| EDU 300 | 2 | 1.5 hours |
| EDU 310 | 2 | 1.5 hours |
| EDU 430 | 2 | 2 hours |
| EDU 440 | 2 | 2 hours |
| EDU 425 (Residency) | 4 | 2+ hours |

The minimum number of supervisory visits for each course or level may be exceeded at either the university supervisor's discretion or upon the request of the teacher candidate, mentor teacher, or Clinical Coordinator.

Most clinical experiences are positive. In cases where concerns arise, or it is clear that the teacher candidate is not making adequate progress, it is the responsibility of the university supervisor to appropriately address these concerns with the candidate, the mentor teacher, and/or the Clinical Coordinator. Both mentor teacher and teacher candidate can address their concerns to the university supervisor. The university supervisor can also raise concerns, particularly concerns regarding the teacher candidate's observed performance. Where appropriate, these concerns are resolved in consultation with the mentor teacher, the teacher candidate, and/or the Clinical Coordinator. The university supervisor may also choose to complete a Teacher Candidate Progress Review Form to officially document these concerns.

In each case where it is not possible to address the concern or resolve the issue, the university supervisor must report the concern or conflict and the outcome of any attempts to resolve the issues to the Clinical Coordinator.

Clinical Observation Procedures

The university supervisor is responsible for scheduling observation visits in consultation with the teacher candidate and mentor teacher. At the beginning of each semester, supervisors will receive a student roster from the Clinical Coordinator. Supervisors should contact their teacher candidates to request a copy of their clinical placement schedules (days and hours when candidates will be in their clinical placements) and will use this information to schedule observation visits.

Clinical observations are conducted as follows:

- At least 24 hours prior to the observation, the university supervisor reviews the candidate's submitted lesson plan to provide context for the observation.
- Upon arrival at the school, the university supervisor checks in at the school office.
- The university supervisor talks briefly upon arrival in the classroom or shortly thereafter with the mentor teacher about the overall performance and general progress of the teacher candidate.
- Prior to the observation, the university supervisor talks briefly with the teacher candidate about the activity or lesson that will be observed.

- The university supervisor takes notes and utilizes the Clinical Rubric (see below) to document the teacher candidate's performance during the observation.
- After the observed lesson, the university supervisor confers with the teacher candidate, using their observation notes as a framework for a discussion that addresses lesson design, teaching skills, and classroom management, as appropriate to the level of the candidate. During this post-observation conference, the supervisor provides feedback to the candidate and aids the candidate in setting goals for the placement and/or for subsequent observations. During Residency, at least two of these conferences must include consultation with the mentor teacher.
- Within 48 hours of the completion of the observation, the university supervisor completes the Clinical Rubric and provides notes and feedback on each component of the rubric.

University Supervisor Role in Performance Assessment

The university supervisor is an official representative of the university, responsible for the direct supervision and evaluation of a teacher candidate. They serve as the liaison between the educator preparation program and the personnel of cooperating schools and agencies, including the mentor teacher. The university supervisor is responsible for evaluating the level of performance of the teacher candidate as demonstrated through scheduled observations of teaching. Chapter PI 34 of the Wisconsin Administrative Code requires that teacher candidates be formally observed in clinical placements and that written performance evaluations for each candidate are documented with the educator preparation program.

All teacher candidates in pre-Residency placements are evaluated using a modified version of the Charlotte Danielson Framework for Teaching rubric, called a Clinical Rubric. Different components of the Danielson Framework are emphasized on the Clinical Rubrics across clinical experiences as teacher candidates begin to develop competencies and dispositions for teaching. The university supervisor and mentor teacher both use this evaluation tool to frame their observations of teaching practice. The university supervisor must complete a Clinical Rubric after each observation visit. At the end of each semester, the university supervisor also completes a Dispositional Rubric for each teacher candidate.

Pre-Service Clinical Program Placement Process

Criminal Background Check Requirement and Procedures

The educator preparation program requires all teacher candidates enrolled in a course requiring clinical field experiences in a school or community setting pass a criminal background check (CBC) prior to beginning the placements.

Teacher candidates will not be given their placement assignments before the program receives the "passed" background check. Teacher candidates are responsible for all fees related to the CBC. Criminal background checks are valid for two years and must remain current through the entire duration of Residency. Teacher candidates are required to submit a Self-Reporting Statement each semester they are enrolled in a clinical field experience course during the period that the CBC is valid.

Teacher candidates completing the Criminal Background Check and/or Self-Reporting Statement must answer all questions truthfully and honestly. Falsification, omission, or misrepresentation on either of the forms may constitute grounds for denying admission to the program, program progression (dismissal), or admission to Residency.

A “passed” background check is:

- A criminal background check response that has no records
- A criminal background check that includes records that are not automatic denials by the Department of Public Instruction (see below)
- A criminal background check that includes records, but, after further review are not deemed to meet the definition of immoral conduct (see below)

The existence of criminal charges and/or a criminal record (misdemeanor or felony) does not automatically preclude candidates from admission to the program, program progression, or admission to Residency or endorsement of licensure. Each individual circumstance will be evaluated separately by the Chair of Teacher Education and the Certification Officer.

The following offenses will result in an automatic denial of a licensure application from the Department of Public Instruction as directed in Wisconsin Statute Chapter 118 and will be dismissed from the Educator Preparation Program immediately:

- Applicant is certified “delinquent” by the WI Department of Revenue for paying taxes
- A Class A, B, C, or D felony under ch. 940 or 948 for 6 years following the date of conviction
- A Class E, F, G, or H felony under ch. 940 or 948 that occurs after February 1, 2003.

The following may result in denial of a licensure application from the Department of Public Instruction as directed in Wisconsin Administrative Code PI 34:

- Applicant is “incompetent”
- Candidate has engaged in “immoral conduct” as defined in Wisconsin Statute Chapter 118. Immoral conduct means conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare or education of any pupil. “Immoral conduct” includes the intentional use of an educational agency’s equipment to download, view, solicit, seek, display, or distribute pornographic material.

The Chair of Teacher Education and Certification Officer in consultation with the Provost will review all cases where “incompetence” or “immoral conduct” are a concern. A written decision will be issued to the teacher candidate within two weeks of receiving the background check results.

The Clinical Coordinator will email instructions on how to complete the CBC to all teacher candidates. Candidates should visit <https://portal.castlebranch.com/UH42> to begin their background check.

Self-Reporting of Criminal (Felony/Misdemeanor) Charges

Teacher candidates are required to complete a Self-Reporting Statement during the first week of classes each semester. The forms will be distributed in the clinical seminar courses. Teacher candidates who do not complete the form within the first week of class will be administratively dropped from the course and will be required to meet with the Chair of Teacher Education if they wish to continue in the program.

Teacher candidates must report any criminal misconduct charges and/or convictions that occur after a completed criminal background check or submitted Self-Reporting Statement. Charges/convictions must be reported to the Chair of Teacher Education and the Certification Officer as soon as possible, but no

later than five business days, after the incident. Failure to report any incident may result in dismissal from the Teacher Education Program or failure of the candidate's seminar course.

Minor traffic incidents (speeding violations, parking tickets, etc.) are not required to be reported; however, any and all other legal violations should be reported to the teacher education program as soon as possible. When in doubt, it is better to report information than to find out later that it should have been reported.

Foundations of Co-Teaching Training Requirements

All participants in the clinical program after admission to the teacher education program, including teacher candidates, mentor teachers, university supervisors, and clinical seminar instructors, are required to complete a Foundations of Co-Teaching training. This training reviews the rationale for, benefits of, and strategies of co-teaching.

Mandatory Reporting Training Requirements

Candidates enrolled in EDU 100 must complete the online Wisconsin Department of Public Instruction's Mandatory Reporting of Child Abuse and Neglect training prior to beginning their first clinical experience. The training is free and takes approximately 30-45 minutes to complete. Completion of this training is required prior to beginning the first clinical placement in EDU 100. The training is available at https://media.dpi.wi.gov/sspw/av/child-maltreatment-part-1/story_html5.html; candidates should enter Mary Henderson as their supervisor and enter hendersm@uwp.edu as their supervisor's email.

Candidates who have completed Wisconsin mandatory reporting training through an employment or volunteer position should forward documentation of training completion to Mary Henderson at hendersm@uwp.edu.

Pre-Residency Clinical Courses

The number of clinical hours required for each pre-residency clinical seminar course varies across licensure areas and levels. The chart of required clinical hours is indicated below:

| Course | Number of Clinical/Field Experience Hours Required by Licensure Area | | | | | |
|-----------|--|----------------------|---------------------|---------------------------|-------------------|-----------------|
| | Art Education | Elementary Education | Secondary Education | Early Childhood Education | Special Education | Music Education |
| EDU 100 | 10 | 10 | 10 | N/A | 10 | N/A |
| EDU 200 | N/A | 20 | 20 | N/A | 20 | N/A |
| EDU 210 | N/A | 20 | N/A | 20 | 20 | N/A |
| EDU 300 | 30 | 30 | 30 | N/A | 30 | 25 |
| EDU 310 | 30 | 30 | 30 | N/A | 30 | 25 |
| EDU 430 | 40 | 60 | 40 | 60 | 60 | 40 |
| EDU 440 | 40 | 60 | 40 | 60 | 60 | 40 |
| Residency | Full Day, Full Time, Full Semester | | | | | |

EDU 100: Introduction to the Teaching Profession

EDU 100 examines the teaching profession and the multiple roles of teachers through structured observation and discussion of diverse school and classroom environments.

EDU 100 requires 10 hours of supervised and evaluated field experiences in local K-12 classrooms. Placement levels and locations are determined by the candidate's licensure level and requirements for licensure established by state rule. The teacher candidate's involvement in the class will be guided by the co-teaching model and appropriate to the candidate's field placement. Teacher candidates must log their clinical hours and have them approved by the mentor teacher by the final day of the seminar. There are no observation visits at the EDU 100 level.

EDU 200: Teaching the Whole Child

EDU 200 examines out-of-school influences on student learning and development and supports analysis of learning environments created by community initiatives and organizations representing the diverse racial, cultural, language, and economic groups within southeastern Wisconsin. The course also emphasizes the exploration of learning as a member of a community.

EDU 200 requires 20 hours of field experiences in local community organizations or school programs. Placements and placements locations are selected by teacher candidates from a pre-determined list, provided in the seminar class. Teacher candidates must log their field hours and have them approved by the mentor teacher or supervisor by the final day of the seminar class.

EDU 210: Exploring Equity in Education

EDU 210 addresses current topics in child and adolescent development emphasizing equity, culturally relevant pedagogy, and school environments. The seminar requires field experiences in elementary classrooms, focusing on diverse developmental contexts such as diversity by race, ethnicity, gender, sexual orientation, SES, and ability.

EDU 210 requires 20 hours of field experiences in local community organizations or school programs. Placements and placements locations are selected by teacher candidates from a pre-determined list, provided in the seminar class. Teacher candidates must log their field hours and have them approved by the mentor teacher or supervisor by the final day of the seminar class.

EDU 300: Creating Effective Learning Environments

EDU 300 explores human learning and development and the professional design of effective learning progressions and environments. This course introduces models and strategies of instruction derived from specific theoretical perspectives on human learning, development, and difference as they apply in educational practice.

EDU 300 requires 25 to 30 hours of supervised and evaluated field experiences in local K-12 classrooms. Placement levels and locations are determined by the candidate's licensure level and requirements for licensure established by state rule. The teacher candidate's involvement in their placement will be guided by the co-teaching model at a level appropriate to the placement. Teacher candidates must log their field hours and have them approved by the mentor teacher by the final day of the semester. Teacher candidates must complete a lesson plan and submit it no later than 24 hours prior to each visit by the university supervisor, and they must conference with the supervisor after each visit. Teacher candidates will be assessed by performance assessments completed by their supervisor and mentor teacher.

Teacher candidates will be observed twice by their university supervisor, and the supervisor will evaluate the candidate's performance during the observations according to an observation rubric based

on Danielson Framework components 1a, 1b, 2a, 3a, 3b, 4a, 4c, 4d, and 4f. The university supervisor will also assess the teacher candidate's dispositions in accordance with the WI Teacher Standards and the Danielson Framework. At the conclusion of the candidate's field experiences, the mentor teacher will also make a final evaluation of the teacher candidate based on Danielson Framework components 1a, 1b, 2a, 3a, 3b, 4a, 4c, 4d, and 4f as well as dispositional items. The university supervisor and mentor teacher will document all assessments.

EDU 310: Family, School, and Community Partnerships

EDU 310 focuses on the importance of communication and partnership with parents and other community members and organizations to support student success.

EDU 310 requires 25 to 30 hours of supervised and evaluated field experiences in local K-12 classrooms. Placement levels and locations are determined by the candidate's licensure level and requirements for licensure established by state rule. The teacher candidate's involvement in their placement will be guided by the co-teaching model at a level appropriate to the placement. Teacher candidates must log their field hours and have them approved by the mentor teacher by the final day of the semester. Teacher candidates must complete a lesson plan and submit it no later than 24 hours prior to each visit by the university supervisor, and they must conference with the supervisor after each visit. Teacher candidates will be assessed by performance assessments completed by their supervisor and mentor teacher.

Teacher candidates will be observed twice by their university supervisor, and the supervisor will evaluate the candidate's performance during the observations according to an observation rubric based on Danielson Framework components 1a, 1b, 2a, 3a, 3b, 4a, 4c, 4d, and 4f. The university supervisor will also assess the teacher candidate's dispositions in accordance with the WI Teacher Standards and the Danielson Framework. At the conclusion of the candidate's field experiences, the mentor teacher will also make a final evaluation of the teacher candidate based on Danielson Framework components 1a, 1b, 2a, 3a, 3b, 4a, 4c, 4d, and 4f as well as dispositional items. The university supervisor and mentor teacher will document all assessments.

EDU 430: Using Action Research to Improve Instruction

EDU 430 provides candidates with the opportunity to conduct an action research project to improve student outcomes.

EDU 430 requires 40 to 60 hours of supervised and evaluated field experiences in local K-12 classrooms. Placement levels and locations are determined by the candidate's licensure level and requirements for licensure established by state rule. The teacher candidate's involvement in their placement will be guided by the co-teaching model at a level appropriate to the placement. Teacher candidates must log their field hours and have them approved by the mentor teacher by the final day of the semester. Teacher candidates must complete a lesson plan and submit it no later than 24 hours prior to each visit by the university supervisor, and they must conference with the supervisor after each visit. Teacher candidates will be assessed by performance assessments completed by their supervisor and mentor teacher.

Teacher candidates will be observed twice by their university supervisor, and the supervisor will evaluate the candidate's performance during the observations according to an observation rubric based on Danielson Framework components 1a-1f, 2a-2b, 3a-3c, 4a, and 4d-4f. The university supervisor will also

assess the teacher candidate's dispositions in accordance with the WI Teacher Standards and the Danielson Framework. At the conclusion of the candidate's field experiences, the mentor teacher will also make a final evaluation of the teacher candidate based on Danielson Framework components 1a-1f, 2a-2b, 3a-3c, 4a, and 4d-4f as well as dispositional items. The university supervisor and mentor teacher will document all assessments.

EDU 440: Teacher Preparation Portfolio Design

EDU 440 provides support for development of capstone portfolio in the context of classroom experiences and preparation for the edTPA assessment.

EDU 440 requires 40 to 60 hours of supervised and evaluated field experiences in local K-12 classrooms. Placement levels and locations are determined by the candidate's licensure level and requirements for licensure established by state rule. The teacher candidate's involvement in their placement will be guided by the co-teaching model at a level appropriate to the placement. Teacher candidates must log their field hours and have them approved by the mentor teacher by the final day of the semester. Teacher candidates must complete a lesson plan and submit it no later than 24 hours prior to each visit by the university supervisor, and they must conference with the supervisor after each visit. Teacher candidates will be assessed by performance assessments completed by their supervisor and mentor teacher.

Teacher candidates will be observed twice by their university supervisor, and the supervisor will evaluate the candidate's performance during the observations according to an observation rubric based on Danielson Framework components 1a-1f, 2a-2b, 3a-3c, 4a, and 4d-4f. The university supervisor will also assess the teacher candidate's dispositions in accordance with the WI Teacher Standards and the Danielson Framework. At the conclusion of the candidate's field experiences, the mentor teacher will also make a final evaluation of the teacher candidate based on Danielson Framework components 1a-1f, 2a-2b, 3a-3c, 4a, and 4d-4f as well as dispositional items. The university supervisor and mentor teacher will document all assessments.

Pre-Residency Performance Assessment Process

During each clinical placement, teacher candidates will be evaluated by their mentor teacher and/or university supervisor on competencies and dispositions for teaching.

Pre-Residency Portfolio

Prior to application for Residency, teacher candidates will complete a portfolio of evidence of their development as a teacher, to be used as an assessment measure of their teaching abilities and performance. Throughout the educator preparation program, a series of signature assessments that are tied to one or more of the ten Wisconsin Teacher Standards will be completed; these signature assessments will be submitted along with a reflection to the portfolio as artifacts, or evidence that each standard has been met. During EDU 440, the seminar instructor will provide feedback on the portfolio to allow for revisions prior to the formal scoring after the semester. The candidate will use the feedback to update the portfolio prior to the formal review.

After the last day of the semester, two faculty members will review each candidate's portfolio. If the candidate earns a score of 20 points or higher (based on the Pre-Residency Portfolio Rubric), they will be eligible to apply for Residency. If the portfolio score is less than 20 points, they will need to make revisions based on assessor comments. No 0s are permitted in any standard. The two faculty who

review each portfolio will work with candidates on portfolio revision or remediation and help them resubmit the portfolio.

Information about specific portfolio requirements will be distributed in EDU 440.

Residency (Student Teaching)

Goals of the Residency Experience

The Residency experience is recognized as the capstone experience of the educator preparation program. It is a transitional period for teacher candidates. Following multiple clinical experiences, teacher candidates now have the opportunity to work full-time with teachers and learners in a classroom setting. As student teachers in a classroom setting, teacher candidates will receive ongoing guidance and support from certified mentor teachers and university faculty and staff.

The Residency experience:

- Provides opportunities for self-discovery and reflection with regard to areas of strength and further development;
- Encourages teacher candidates to analyze and reflect on their role as teacher leaders in a elementary, middle or high school setting; and
- Provides opportunities for teacher candidates to further develop their goals in becoming a professional educator.

With these goals in mind, we at UW-Parkside commit to supporting and preparing future educators.

Eligibility for Residency

The EPP believes that Residency is the most transformative experience in the educator preparation program. School partners and the EPP work together to provide high quality clinical residency experiences that will prepare teacher candidates to one day be the teacher of record in their own classrooms. Teacher candidates must fulfill the following requirements to be eligible for Residency:

- Complete an EDU major or equivalent (ART, ECE, ELED, MUSE, SCED, or SPED), content major (if applicable), minor (if applicable), and Bachelor's degree requirements with the exception of Residency semester courses. All students must complete all degree requirements prior to the Residency semester; any exceptions to this policy must be approved by the Chair of Teacher Education and the Certification Officer.
- Pass Praxis II Content Assessment for licensure area or meet requirements of the Content Knowledge Assessment Policy
- Have all clinical program hours completed and approved, with all assessments completed, reviewed, and approved
- Successfully complete the Pre-Residency Portfolio, assessed by two or more EPP faculty with a score of two or higher in each standard for minimum score of 20
- Have a cumulative GPA of 2.75
- Have an average EPP GPA of 3.0 or above in all required program courses, with no grade less than a C+
- Have a passed background check that will remain valid for the duration of Residency
- Complete and submit an Application for Residency

All requirements for admission to Residency must be completed and confirmed no fewer than 30 days prior to the start of the Residency placement. A candidate may have to wait at least one semester to begin Residency if any required materials or documentation are submitted less than 30 days prior to Residency start date.

Courses During Residency

EDU 420

As an accompaniment to student teaching, this seminar course will help teacher candidates navigate and make sense of the residency experience. Each week, the seminar will provide them with a forum to talk with other teacher candidates, to explore questions about teaching and learning, and provide them with opportunities to support the beginning of their professional careers as teachers. The requirements of this seminar are designed to support candidates' continued development as teachers, to help them gain confidence in asking questions, and to reflect on their teaching practices.

Although co-teaching and pedagogical knowledge assessments will be topics covered within seminar, the practical problems and immediate concerns of the teacher candidate will determine, to a large extent, many of the topics to be discussed during seminar. Attendance and active participation in this seminar is crucial as emphasis is placed on reflection and sharing, constructive conversation, and support during the residency experience.

EDU 425

This full-time classroom experience provides opportunity for full responsibility in a semester-long clinical evaluation of teaching practice in a K-12 school. This course is graded on a Credit/No Credit basis.

Roles and Responsibilities in Residency

Teacher Candidate Responsibilities

Teacher candidates at the University of Wisconsin-Parkside have two distinct roles to assume during Residency--both a university student and a faculty member of the school to which they have been assigned. They must meet the expectations of their mentor teacher as well as those of their university supervisor and instructors at UW-Parkside.

As a Faculty Member

During Residency, candidates will assume responsibility for most of the day-to-day professional educational practice of a teacher. They will work with their mentor teachers as part of a co-teaching team and will be given as much freedom to function fully as a teacher as the mentor teacher, the school administrator, and the UW-Parkside supervisor believe they can handle. As a professional, they are expected to apply professional ethics and standards of practice to all of the decisions that they will make during Residency.

The teacher candidate is expected, at all times, to conduct himself/herself in a professional manner. Such behavior should conform to the ethical standards of the National Education Association (which can be found at <http://www.nea.org/home/30442.htm>). Particular care shall be given to maintaining confidentiality during the Residency experience.

Chapter PI 34 of the Wisconsin Administrative Code identifies the ten standards that pertain to the professional practice of teaching in this state. Teacher candidates are expected to know and understand

these professional standards and to apply these standards to their own developing practice, including the evaluation of the impact of their teaching on student learning (Standard 8).

Each school district has policies and procedures that guide the professional practice of teachers, which specific expectations relating to communications, student evaluation, discipline, and other areas of educational practice. Individual schools also have specific policies and practices that provide an organizational structure around which their work is done. It is the teacher candidate's responsibility to learn and follow both district and school level policy and procedure.

Teacher candidates are expected to perform all of the professional duties and assignments of a professional educator. In the K-12 classroom, this includes the design and implementation of lessons, the assessment of the impact of teaching on student learning, and the maintenance of an environment that supports learning. In addition, candidates are expected to perform certain professional duties and assignments outside of the classroom, each of which contributes to creating a safe and effective learning environment for the students of the school.

As a University Student

Teacher candidates are officially enrolled in the educator preparation program at the University of Wisconsin-Parkside and are expected to follow university guidelines, policies and procedures at all times, even in the clinical placement setting. This includes those policies related to the submission, review, and evaluation of assigned work.

The Residency seminar, EDU 420, is designed to bring all teacher candidates together as a community of learners within a profession. It provides candidates with an opportunity to share important teaching events and outcomes, to reflect upon and learn from collective experiences, and to discuss current topics relevant to professional growth and development. Candidates are expected to attend each seminar unless there is a conflict with their professional duties and responsibilities. The seminar will also support the completion of pedagogical knowledge assessments and other requirements for licensure.

Candidates are expected to reflect routinely on their teaching. This is often accomplished by writing a daily reflection in a paper or electronic journal, but other critical reflective practices such as lesson study are also encouraged and supported. The seminar instructor will set expectations for the structure and format of reflection on practice during Residency.

Evidence of Proficiency in Residency

Residency is a significant learning experience. Each candidate's performance during Residency is assessed and evaluated by the mentor teacher and university supervisor, both who collaboratively make the final determination of a candidate's level of performance. The Residency seminar (EDU 420) is graded on a Credit/No Credit basis; the final grade is assigned by the university supervisor and is based on at least four formal observations and the recommendation of the mentor teacher. A grade of "CR" (Credit) in EDU 420 and 425, along with successful completion of the Residency semester and a score of two or above in all areas of the Final Residency Course Evaluation Rubric, are required to meet exit level proficiency for Residency.

Teacher candidates are responsible for working closely with their mentor teacher and university supervisor to schedule both informal and formal observations of teaching. Candidates are also

responsible for providing evidence of pre-planning, lesson designs and plans, reflection, and other aspects of practice as needed or required by their mentor teacher and university supervisor.

All teachers design learning experiences and create lesson plans that guide their practice. All lessons and unit plans that candidates design should be submitted to their mentor teacher in a timely manner prior to actual implementation. Candidates must also provide lesson plans to university supervisors at least 48 hours prior to each formal observation, which will allow sufficient time for critique, discussion, and modification.

Teacher candidates may be denied permission to continue in the licensure program if there is insufficient evidence of progress and/or demonstrated lack of knowledge, skills and dispositions for successful teaching. Demonstrating required proficiency in the knowledge, skills, and dispositions of the professional teacher is the responsibility of the candidate seeking licensure.

Mentor Teacher Responsibilities

Qualifications of a Mentor Teacher

Mentor teachers must:

- Hold a Wisconsin teaching license and have volunteered for assignment as a mentor teacher
- Have at least three years of teaching experience with at least one year of teaching experience in the school or district of current employment
- Have completed the UW-Parkside Foundations of Co-Teaching training workshop for instruction in the supervision of teacher candidates

Selection Process for Mentor Teachers

New mentor teachers are referred to the teacher education department by district personnel, school principals, or other qualified mentor teachers. Any teacher wishing to act as a mentor must first complete a Mentor Teacher Qualification Form to demonstrate that they meet the required qualifications. After a prospective mentor is deemed qualified, they must complete the Foundations of Co-Teaching training workshop. All mentor teacher placements must be approved by their school administrator.

Training and Orientation

The mentor teacher is responsible for creating a supportive learning environment for the teacher candidate, and for providing an initial orientation to the professional practice of teaching. Prior to the beginning of the Residency semester, the mentor teacher must attend a mandatory meeting that will introduce them to their Residency candidate and provide an overview of the Residency semester and its expectations.

Mentor teachers must also complete the Foundations of Co-Teaching training workshop before or during their first semester serving as a mentor. This training provides an overview of the co-teaching model and reviews expectations, policies, and procedures unique to mentor teachers.

Mentor Teacher Role in Performance Assessment

Providing professional assessment and critique of the teacher candidate's practice is an essential responsibility of the mentor teacher. We recommend that the mentor teacher and teacher candidate

follow this approach to assessment and feedback, as it involves both in setting goals and assessing performance:

- At an initial meeting, work together to identify the two to three areas of professional practice that will be the focus of early observations of the teacher candidate. Identify the Wisconsin Teacher Standard(s) that are most closely related to those areas of practice.
- Schedule time to confer regularly with the teacher candidate to discuss observations and to assess the candidate's current level of performance.
- The mentor teacher should provide assessment and feedback on significant teaching behaviors observed, including those that were unrelated to the pre-determined focus of the observation.
- Together, identify any emerging patterns of relative strength in the areas of focus and set goals for the candidate's future learning.

The mentor teacher will formally evaluate the teacher candidate's performance at two points during the Residency semester: a Midterm Evaluation (between the second and third supervisor observations), and a Final Evaluation (at the end of the semester). At both of these points, the mentor teacher will complete a Clinical Rubric, which contains all of the components of the Danielson Framework. The Final Evaluation also includes a Dispositional Rubric, to determine the candidate's dispositions for teaching.

As part of the final evaluation process, the mentor teacher and the university supervisor collaborate on a final grade for EDU 425; however, it is the university supervisor who assigns the grade and submits the grade to the Registrar. Any disagreement on the final grade should be addressed with the Clinical Coordinator, who will facilitate a consensus between the university supervisor and mentor teacher.

At the conclusion of the Residency experience, the mentor teacher, at the request of the teacher candidate, may write a letter of reference. A letter of reference from the Residency mentor teacher is considered one of the most important pieces of information included in a teacher candidate's credential file.

Additional roles and responsibilities of a mentor teacher during Residency are addressed in the Residency Handbook; please consult the Clinical Coordinator for more information.

University Supervisor Responsibilities

Qualifications of a University Supervisor

University supervisors must:

- Have a Master's degree or above
- Have at least three years of teaching experience (or equivalent as determined by the department) and expertise in a subject matter area and at the developmental level of the clinical placement that they will be supervising
- Have completed the UW-Parkside Foundations of Co-Teaching training workshop for instruction in the supervision of teacher candidates

Selection Process for University Supervisors

A continuous recruitment will be done each academic year through the UW-Parkside Human Resources website. A review will be completed of all applications received, and the department will determine its needs for the supervisor role prior to the start of each semester. Supervisors will be selected for each

semester based on meeting the required qualifications in the job description and the developmental levels and subject areas of the clinical placements of teacher candidates each semester.

Training and Orientation

At the beginning of each semester, supervisors are required to attend a mandatory semester welcome meeting. Meetings may take place throughout the semester and at the end of the semester as needed and as defined in the supervisor contract, renewed on a semester-by-semester basis. Supervisors must also complete the Foundations of Co-Teaching training workshop prior to their first student observation.

Responsibility for Supervision

The university supervisor is responsible for evaluating the level of performance of the teacher candidate during Residency as demonstrated through four scheduled observations of teaching. The evaluation procedures include conferences involving the teacher candidate, the mentor teacher, and the university supervisor. The minimum number of supervisory visits may be exceeded at either the university supervisor's discretion or upon the request of the teacher candidate, mentor teacher, or Clinical Coordinator.

During the Residency semester, the supervisor is directly responsible for the following:

- Establishing effective communication with teacher candidates and mentor teachers
- Working with mentor teachers as needed to assist in planning appropriate experiences for teacher candidates
- Providing necessary information for effective communication
- Conducting four observations of the teacher candidate
- Preparing an assessment of the teacher candidate's performance, which becomes part of the student's permanent file
- Providing a constructive critique of the teacher candidate's performance in a follow-up conference following each observation
- Helping the teacher candidate develop and use reflective self-evaluative techniques
- Assisting the mentor teacher and teacher candidate in evaluation
- Serving as a resource for both the mentor teacher and teacher candidate
- Writing professional recommendations for teacher candidates if requested and desired

The university supervisor is also responsible for communicating any concerns about the teacher candidate to the Clinical Coordinator as soon as these concerns arise. Where appropriate, these concerns are resolved in consultation with the mentor teacher, the teacher candidate, and/or the Clinical Coordinator. The university supervisor may also choose to complete a Teacher Candidate Progress Review Form to officially document these concerns.

In each case where it is not possible to address the concern or resolve the issue, the university supervisor must report the concern or conflict and the outcome of any attempts to resolve the issues to the Clinical Coordinator.

University Supervisor Role in Performance Assessment

The university supervisor is an official representative of the university, responsible for the direct supervision and evaluation of a teacher candidate. He or she serves as the liaison between the educator preparation program and the personnel of cooperating schools and agencies, including the mentor

teacher. The university supervisor is responsible for evaluating the level of performance of the teacher candidate as demonstrated through scheduled observations of teaching. Chapter PI 34 of the Wisconsin Administrative Code requires that teacher candidates be formally observed in clinical placements and that written performance evaluations for each candidate are documented with the educator preparation program.

During the Residency semester, the university supervisor completes four scheduled observations of the teacher candidate. Supervisors should work closely with teacher candidates and mentor teachers to schedule observations at convenient times for all parties. For all Residency observations, the following procedures should be followed:

- At least 48 hours prior to the observation, the teacher candidate provides the university supervisor with a detailed lesson plan for the lesson to be observed, following the UW-Parkside lesson plan format.
- On the day of the scheduled observation, the university supervisor checks in at the school office.
- The university supervisor must confer with the mentor teacher and teacher candidate after a minimum of two observations, as required by PI 34.
- The university supervisor takes notes and utilizes the Clinical Rubric (see below) to document the teacher candidate's performance during the observation.
- After the observed lesson, the university supervisor confers with the teacher candidate, using their observation notes as a framework for a discussion that addresses lesson design, teaching skills, and classroom management.
- During the course of the Residency semester, the mentor teacher, the teacher candidate, and the university supervisor should participate in a minimum of one triadic conference (if the teacher candidate has more than one placement) or two triadic conferences (if the teacher candidate has only one placement) to discuss candidate performance. A three-way conference should be held following the Midterm Evaluation and again after the Final Evaluation.

All teacher candidates in Residency are evaluated using the Charlotte Danielson Framework for Teaching rubric, called a Clinical Rubric. The university supervisor and mentor teacher both use this evaluation tool to frame their observations of teaching practice. The university supervisor must complete a Clinical Rubric after each observation visit. At the end of each semester, the university supervisor also completes a Dispositional Rubric for each teacher candidate.

Teacher candidates must demonstrate an acceptable level of performance or progress in the Midterm Evaluation. Teacher candidates must meet or exceed expectations for proficient demonstration of knowledge, skills, and dispositions relative to all ten Wisconsin Teacher Standards on the Final Evaluation in order to earn a grade of CR (Credit) for EDU 420 and EDU 425.

Co-Teaching Pacing Guide

Although Residency experiences vary by content area, Residency generally follows three co-teaching phases: assist, lead, and assist. The Residency triad (teacher candidate, mentor teacher, and university supervisor) will determine when it is appropriate to move from one phase to the next. The degree of teaching responsibility assigned to the teacher candidate is based on the principle of gradually increased participation. The teacher candidate's work should progress from assisting in duties, to small group instruction, to eventually being responsible for leading the entire class and then the class schedule.

The educator preparation program has set forth a co-teaching pacing guide; however, the teacher candidate, mentor teacher, and university supervisor will determine the pacing that best supports the teacher candidate and the needs of the students in the classroom. Teacher candidates are expected to assume responsibility for lead planning and teaching early in the experience. By the third and fourth week of the semester, the teacher candidate should be ready to teach two or three class periods or subject areas in the placement classroom. Full-time lead teaching for teacher candidates should be a minimum of six weeks; the timing will be determined by the mentor teacher and teacher candidate, based on the needs of the classroom setting.

The teacher candidate is expected to write lesson plans for each lesson taught. Lesson plans should be submitted to the mentor teacher well in advance of teaching the lesson. The co-teaching pair should consult each day or as often as necessary for appropriate planning. In addition to short and long range planning, the teacher candidate is expected to devise a system for recording student progress in each of the classes or subject areas.

The co-teaching pacing guide (below) indicates a progression through the semester that allows for the initial orientation so that the co-teaching pair can develop a relationship. During this assist period, teacher candidates should familiarize themselves with the curriculum and the students and observe the routines established by the mentor teacher. Following the assist phase, teacher candidates and mentor teachers then increase co-planning and co-teaching tasks as they move toward working as instructional partners during the second phase. As the teacher candidate takes on more lead responsibilities, the mentor teacher can step back to observe more independent teaching and to support differentiated instruction in the classroom. As the semester comes to a close, the teacher candidate shifts the lead co-teaching tasks back to the mentor teacher.

This pacing guide represents an example of how a co-teaching pair might assume instructional responsibilities across the residency period.

| Week(s) | Teacher Candidate Residency Experience |
|---------|--|
| 1 | Planning and orientation to school and classroom culture Assist with planning and instruction of students Set up orientation meeting with university supervisor Complete orientation meeting |
| 2 | Begin leading one class/group, if appropriate Plan and co-teach short lessons throughout the day |
| 3-5 | Plan and co-teach across most of the day Observe co-teacher using new approaches or strategies Complete first observation (Week 4-5) |
| 6-13 | Take the lead to co-plan and co-teach throughout the day Designate time for independent teaching with mentor observations Complete second observation (Week 7-8) |

| | |
|--------------------|---|
| | Complete Midterm Evaluation by Week 8 Complete third observation (Week 10-11) |
| 14-15 | Return to the assist role to co-plan and co-teach throughout the day Complete fourth observation |
| 16-18 (approx.) | If appropriate, reduce co-teaching as a way to return the class back to the mentor teacher Complete Final Evaluation during final two weeks |

Specific expectations for teacher candidates during each period and phase of co-teaching during Residency will be shared at the Residency orientation meeting and during the EDU 420 seminar.

Beginning the Residency Experience

During the first week of the Residency experience, the university supervisor will meet with the mentor teacher and teacher candidate to discuss expectations for the triad and set goals for the term. At this visit, teacher candidates should present a plan for future visits. The mentor teacher during the first weeks should enable the teacher candidate to conduct focused observations of the normal rhythms and routines of the classroom. Mentor teachers help the teacher candidate learn who their pupils are, how they respond to teaching, and how the learning environment in the classroom is created by design.

The mentor teacher can best support the teacher candidate during the first week or two by:

- Preparing students for the arrival of the teacher candidate
- Establishing the concept of two teachers in the classroom and the co-teaching experience
- Providing the teacher candidate with a desk or workspace, and access to curriculum materials and supplies

Mentor teachers bring teacher candidates into the heart of their own practice. In doing so, they:

- Provide access to information about curriculum goals and grade-level learning targets or standards,
- Provide access to curriculum materials, instructional tools and strategies, technologies and media necessary to support learning in the classroom,
- Demonstrate how to design effective lessons and provide examples of long-term and short-term lesson planning for the classroom,
- Model effective teaching practice, including the assessment of pupil learning, and
- Provide professional critique on the practice of the teacher candidate, with recommended actions to support further development.

It is highly recommended that the mentor teacher schedule an afternoon conference at some time during the first week, during which he or she will work with the teacher candidate to develop a general plan for the semester. This time spent in discussing the overall plan for the experience is useful in

identifying performance expectations for both the teacher candidate and the mentor teacher. Suggested topics for discussion during this meeting include:

- The long-term instructional plan for the semester
- The learning goals of the teacher candidate
- Expectations for lesson planning, including both short term (daily) and long term (unit) planning
- A regularly scheduled time to confer about observations of teaching, impact of teaching on pupil learning, and needed adjustments to long term plans based on assessment of pupil learning
- An expected timeline for the assumption of specific duties and responsibilities, leading to the assumption of full responsibility for teaching at least one subject or class by the beginning of the third week (subject to change based on individual considerations)

Exit Level Proficiency for all Programs Leading to Licensure

All students seeking licensure in the educator preparation program must meet the following exit level proficiency benchmarks in order to progress through the program and must demonstrate the knowledge, dispositions, and performances to substantiate competence in the Wisconsin Teacher Standards, which qualifies them for endorsement of a Wisconsin teacher license. Any exceptions to this policy must be approved by the Chair of Teacher Education and the Certification Officer.

Requirements to Move from Pre-Residency to Residency

| |
|--|
| Completion of EDU major, equivalent, or concentration (ART, ECE, ELED, MUSE, SCED, or SPED), content major (if applicable), minor (if applicable), and Bachelor's degree with the exception of Residency semester courses. All students must complete all degree requirements prior to the Residency semester. No courses may be taken during Residency with the exception of EDU 420 and EDU 425. |
| Passed Praxis II Content Assessment for licensure area or met requirements of the Content Knowledge Assessment Policy |
| All clinical program hours completed and approved, with all assessments completed, reviewed, and approved |
| Successful completion of the Pre-Residency Portfolio, assessed by two or more EPP faculty with a score of two or higher in each standard for minimum score of 20 |
| Cumulative GPA of 2.75 or above |
| EDU GPA of 3.0 or above in all required EDU program courses, with no grade less than a C+ |

All requirements for admission to Residency must be completed and confirmed no fewer than 30 days prior to the start of the Residency placement. A candidate may have to wait at least one semester to begin Residency if any required materials or documentation are submitted less than 30 days prior to Residency start date.

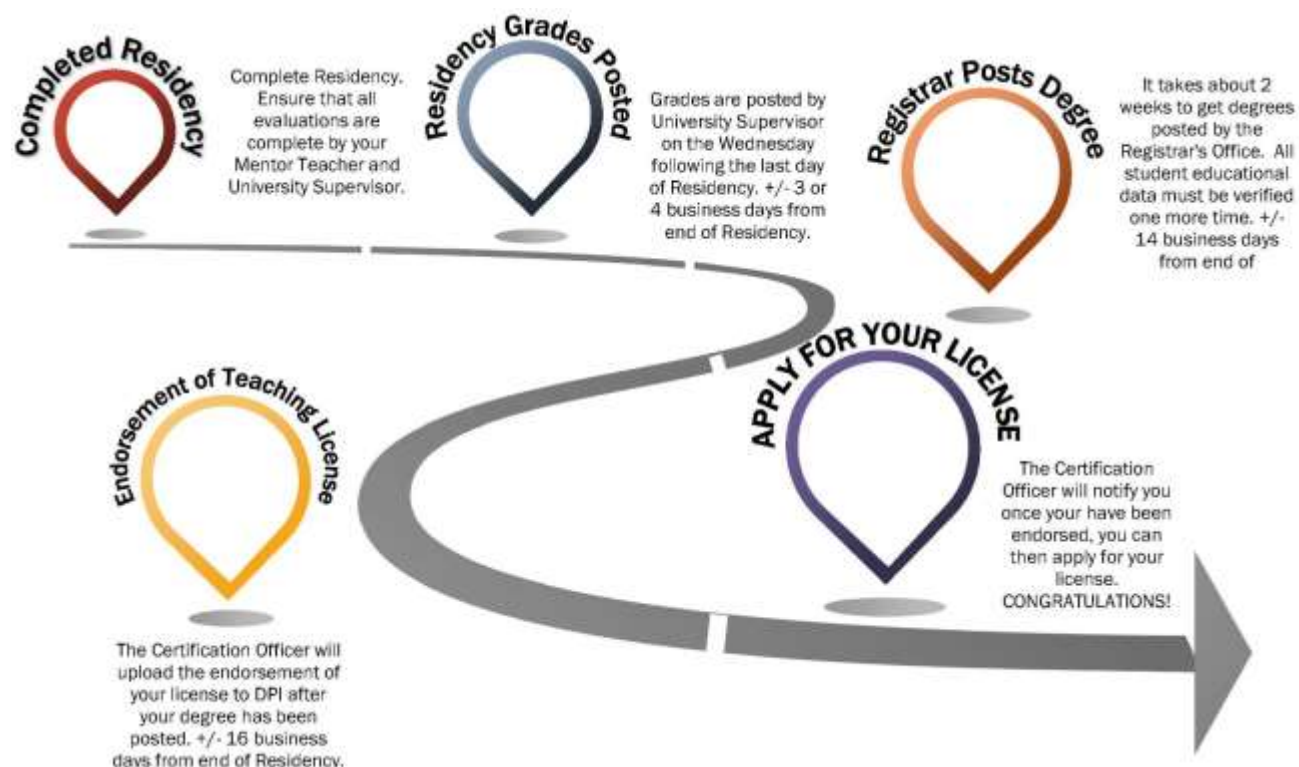
Requirements to Successfully Complete Residency

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|---|
| Successful completion of Residency semester (EDU 420 and 425), with Final Residency Course Evaluation Rubric from the university supervisor scoring two or above in all areas |
| Grade of Credit (CR) for EDU 420 and EDU 425 posted to SOLAR (grading is based on "CR" for credit and "NC" for no credit; NC and NR are considered failing) |

Requirements for Endorsement of Licensure

| |
|---|
| Successful completion of pedagogical knowledge assessment |
| Residency absence logs (if applicable) filed in candidate's clinical file |
| Passed Foundations of Reading Test (FORT), if applicable |
| Degree(s) posted in SOLAR |

Licensure Endorsement Timeline



Endorsement for an Educator License

Educators apply for Wisconsin Initial Licenses and Renewal Licenses in teaching, pupil services, administrator, and other license categories using the Educator Licensing Online (ELO) system. ELO allows educators to provide the information, supporting materials, and payment needed for DPI to process their license applications. The system streamlines the application process and allows the applicant to manage their own licensing information, including printing a copy of their license certificate and renewing their licenses when applicable. Information about Electronic Licensing Online is available at <https://dpi.wi.gov/tepd/elo>.

UW-Parkside will not upload a candidate's license approval until approximately one month after Residency has been completed. Candidates cannot begin the licensure application process until the EPP has uploaded their endorsement. Candidates will receive an email once this information has been uploaded.

Prior to Applying for a License

Prior to beginning a license application, candidates should review the following items:

Conduct and Competency Materials

As part of the application process, you will be asked to answer a series of Conduct and Competency questions. If you answer yes to any question, you will be required to upload documents written by yourself and/or court documents or supporting documents. Prepare any required documents and SCAN them so they can be attached during the application process. You will need to include a written explanation and court documents (when applicable). Preview the [Conduct and Competency questionnaire](#).

Degrees and New Majors

If you are earning your first Bachelor's degree at UWP, you should have already applied to graduate. The EPP cannot upload your license endorsement if this step is not completed. You must have a posted Bachelor's degree in order to be endorsed for licensure.

Fingerprints

Determine if you will need to submit electronic fingerprints. Not everyone is required to do these, so it is important that you know whether or not you will be required to submit them. If you do need to submit electronic fingerprints, we recommend taking care of this as soon as possible. You will need to go to an approved site in order to get them done, so follow these directions carefully. You can still apply for your license if you do not have them ready at the time of application, but your license application will not be processed until they are submitted. To find out if you will need to submit your fingerprints, visit this website: <https://dpi.wi.gov/tepd/licensing/fingerprint>

Military Waivers

For those eligible for the Veterans Licensure Fee Waiver Program (Act 209), obtain the voucher from the Wisconsin Department of Veterans Affairs through their website (<http://dva.state.wi.us/Pages/educationEmployment/FeeWaiver.aspx>). When you receive the voucher, you can use it to pay online when applying in the ELO system.

Name Accuracy

Check the way your name is listed on UW-Parkside SOLAR. If it is missing a space, a hyphen, is misspelled or has changed, or if you have changed your preference on your first name, email the Certification Officer no later than two weeks after the last day of the Residency semester with the corrected information with a note that you are scheduled to be licensed. The name the EPP uploads must be your legal name and is matched with what you enter into WAMS. The EPP uploads your name exactly as it is listed in the UW-Parkside SOLAR System. If there are errors in that system, your upload will be incorrect.

Out-of-State Licensure

All states have a different set of requirements for licensing. Most require passing scores on their tests in order to apply for their license, while some require your Wisconsin license first. Some require a signature from your EPP's Certification Officer; some require more than this. Most states require additional forms filled out by the UW-Parkside Certification Officer or Registrar. Please email that paperwork, already filled out by you, to the Certification Officer with your name, student ID number, and any special directions. Please follow the directions carefully. A list of all 50 states and their teacher licensing agencies is available at <http://2b.education.uky.edu/certification-requirements-by-state/>.

Payment

Make sure you have a credit card that can accept the \$125 fee. DPI only accepts MasterCard, Visa, or Discover. They cannot accept debit cards, unless you can use it as a credit card. If you do not have a credit card, you can go to a store and purchase a prepaid credit card.

Residency Evaluations

All Residency Evaluations must be turned in by your university supervisor and mentor teacher by no later than one week after the completion of the Residency semester. The EPP must have a copy of your Residency evaluations from all mentor teachers and university supervisors for you to be uploaded in the first batch of license endorsements. If we do not have your final evaluation by one week after the completion of Residency, we will remove you from our upload list and upload you at a later date. We upload licenses on a bi-weekly basis.

Application Process and Timeline

Timeline

One week after the completion of Residency, UW-Parkside education faculty will be submitting final Residency grades to the Office of the Registrar. If your Residency school district's fourth quarter goes beyond the date that grades are posted, you are still expected to continue your student teaching assignment until their final contracted day. Grades and degrees may be rescinded in cases where a student teacher is pulled or fails an assignment after this date.

Within two weeks after the completion of Residency, UW-Parkside's Office of the Registrar will post degrees (if grades are entered). It may take a few days before they are all posted, and we must wait for them all to be posted in order to proceed to the next step.

Within three to four weeks after the completion of Residency, once all grades and degrees are posted, the EPP will verify final grades, all courses/assessment requirements (including Praxis II, Foundation of Reading Test if applicable, and edTPA), degrees and new majors/minors, and all final Residency evaluations. All of these requirements must be met prior to the EPP's license approval.

Within four weeks after the completion of Residency, UW-Parkside will upload license approvals to DPI's website. This is a live upload. Once your license(s) is uploaded, we will email you at your UW-Parkside email address. If anything is missing, we will email you with any issues with your license approvals. After the first upload, licenses will be uploaded bi-weekly when necessary. It is the student's responsibility to inform the certification officer when all requirements have been met after the first upload. *NOTE: All requirements must be met, degrees posted, and all required assessments passed and received by the EPP in order for us to upload a license.*

Application Process

To apply for a teaching license, follow these steps:

1. **Apply for your license online at <http://dpi.wi.gov/tepd/elo/>.** Please *do not* go into DPI's system and start the application process until you have received an email from the EPP stating your license has been uploaded. It is up to you when you apply for your license, but we recommend applying right away after receiving our confirmation that the university upload is complete. If state legislation changes, you could fall under new requirements if you do not apply for your Wisconsin license immediately.

2. **Create a WAMS ID.** If you have not already done so, you will be asked to create a WAMS account. You cannot proceed through the application without a WAMS ID. To complete this step, follow the instructions at <http://dpi.wi.gov/files/wise/pdf/wams-guide.pdf>. Directions for first-time applications are also available at <https://dpi.wi.gov/tepd/elo/in-state/wi-teacher-tips>.
3. **Create a DPI Educator Licensing Online (ELO) account.** You will be required to create an account on DPI's website. As you go through the screens on DPI's website, you will be asked to answer many questions. Your responses must be accurate for successful approval. You must complete all sections and make a payment in order to be successful.
4. **Start a New "Initial-WI" Application for a New License.** Choose "First-time request for a teacher license or for adding a new subject/level to existing teaching license (T001-1020)."
 - a. Choose category – choose "1-Teacher Category"
 - b. Choose license type – choose "A-Teacher (including 5-year Sub) (T001)"
 - c. Choose application – choose "Teacher: Request New Educator-In-State WI Program (1020)"

Apply for a NEW LICENSE

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

| | |
|--|------------|
| 1-Teacher Category | |
| A-Teacher (including 5-Year Sub) [T001] | |
| Teacher: Request New Educator License - In-State WI Program [1020] | Go! |

5. **Complete the Contact Information Page.** You must use your complete legal name, not a preferred name or nickname. If this does not match what is on SOLAR, you will not be uploaded correctly, unless you have emailed the EPP's Certification Officer with the appropriate name to upload.
6. **Complete Entity Degree Information.** Report your major and/or minor information correctly. If you are unsure how to list major/minor information, check your "academics" tab in your SOLAR account for the text associated with the major/minor codes. Please note: Early Childhood Education majors should list EC as their major and Elementary Education majors should list MC-EA as their major. List all degrees earned; for most of you, the only degree you will select is a Bachelor's degree.
7. **Complete Self-Reported Work History.** If this is your first teaching license in Wisconsin, you do not have to fill out this section. If you are adding on a license to a current WI license, you must fill in this section.
8. **Complete Educator Preparation Program Information.** Data on this page will be submitted by the EPP Certification Officer. All teacher candidates must be finished with Residency, have degrees posted, have all assessments passed, and have program completion verified before we can submit completion data to DPI. If there is no data when you get to this page, you will not be able to finish the application. Save your work and contact the Certification Officer. Once data has been uploaded, check to make sure it is correct; if there are errors, contact the Certification Officer immediately.

- Check to make sure every license you are eligible for is listed. (see next page for screen shot example)
 - Check to make sure everything is listed correctly.
 - You must “select” each box for each application. If you do not, you will not be licensed in those fields.
 - At this point, hit “cancel” if something is incorrect and it will ask you if you want to save it. Make sure to say “yes.” If everything is accurate, hit “next” and continue with the process.
9. **Complete Additional Information.** In this section you will report on whether you have had phonics training and if you have successfully completed the WI Foundations of Reading Test. If you do not follow the directions in this section carefully, your application will go through and then be put on hold until DPI can get additional information from you. Remember, DPI is processing thousands of applications at the same time, so this could hold up your license by weeks or even months.
- *Phonics Training:* Required if you are seeking a license in Early Childhood Education, Elementary Education, or Special Education. You must check “I completed Phonics Training” (EDU 332 meets this requirement). All other majors should leave the box blank.
 - *WI Foundations of Reading Test:* Required if you are seeking a license in Early Childhood Education, Elementary Education, or Special Education. You must click the box by this statement “I passed the WI Foundation of Reading Test.” All other majors should leave the box blank.
10. **Application Attachments Information.** It is unlikely that you will need to submit any attachments in this section, unless you are a Family and Consumer Science major seeking additional licenses. You DO NOT need to attach a transcript.
11. **Complete License Requested Start Date.** Use whatever start date is listed on this page. Provisional licenses are issued by the default date.
12. **Verify the Summary Page.** Review your work and make sure everything is correct. “Edit” buttons will be provided in case you need to make any corrections. Once you have reviewed your application and all information is correct, select “submit.”
13. **Complete the Attestation.** You will be asked to verify the accuracy of the information in your application and that you are the applicant. (This is a Yes/No statement.)
14. **Pay the Fee and Complete the Summary Report.** You will see how to complete your application from here in an email. Follow the stated directions in that email for your next steps.
15. **Complete the Conduct and Competency Questionnaire.** This must be completed in one sitting; you will answer questions to determine whether fingerprinting is required. “Yes” responses to any conduct questions require you to upload an explanation and any court documents related to the offense. A “Preview of Conduct and Competency Questions” is posted on DPI’s website at <http://dpi.wi.gov/tepd/licensing/background>. You will complete this section by typing your full legal name; it will serve as your electronic signature.
16. **Entity Number.** The system will generate and assign an Entity Number to you. Write down this number; you will use the Entity Number any time you need to communicate with the DPI.
17. At this point, you will be asked to check if you are ready to check out, which will include a short checklist to review. When you have completed the application, remember to log off

and close your browser.

Once your application has been processed by DPI, you will receive an email from the DPI directing you to log back into your ELO account to print out your license. This may land in your JUNK or SPAM, so make sure you are checking all of your emails. The DPI will not mail a license to you after your application has been processed. If you need assistance on the application process itself, contact DPI at elo.help@dpi.wi.gov.

Policies and Procedures

Attendance and Absences

Pre-Residency Requirements

During all pre-residency clinical placements, teacher candidates are expected to establish a schedule of visits to their clinical placement sites, in collaboration with their mentor teacher. Regular and consistent attendance in all clinical placements is expected, and absences should be kept to an absolute minimum. If illness or emergencies arise, candidates should contact their mentor teacher and school office (if needed) as soon as possible to inform them of absences, along with their university supervisor if the absence is on a day when the supervisor is scheduled to complete an observation. Teacher candidates are responsible for obtaining contact information for mentor teachers and supervisors and for informing them of absences in a timely manner. Failure to attend a clinical placement regularly may result in a candidate's dismissal from the educator preparation program.

Residency Requirements

During Residency, teacher candidates are expected to be present every day. The maximum number of days a student teacher will be allowed to be absent is five days. After that, extension of the placement in the following term or termination of the placement will be considered. If a teacher candidate must be absent from Residency for any reason, they must inform the placement school, mentor teacher, university supervisor, and Clinical Coordinator as early as possible regarding an absence. Before the Residency placement begins, teacher candidates should confirm with the individuals on their team how to best communicate absences. In addition to communicating the absence, all teacher candidates must complete the Residency Absence Form and submit it to their university supervisor and the Clinical Coordinator. Teacher candidates should keep the following in mind:

- Work schedules must be made outside of Residency placement hours, which include all professional development days, parent/teacher conferences, and other required teacher work days.
- Personal appointments must be made outside of Residency hours.
- Job interviews are a reasonable request for absence; however, be cognizant regarding the total days absent.
- Absences that are preventable or planned will not be considered excused and will result in the program rescheduling your Residency to a later semester.
- If a teacher candidate has two placements during the semester, it is important for the Clinical Coordinator to be informed of the collective absences over the course of the two placements if they exceed five days.

Absences greater than five days in total during Residency will be reviewed by the mentor teacher, university supervisor, Clinical Coordinator, and Chair of Teacher Education to determine a plan of action where the impact of the absences on the ability of the teacher candidate to carry out Residency successfully will be discussed. A plan of action shall be developed, recorded, and shared with the teacher candidate. The plan of action may require an extension of the placement into the following semester or repeating the Residency assignment. The decision to require the teacher candidate to make up additional time in a classroom after the end of the semester will be the responsibility of the Clinical Coordinator in consultation with the university supervisor and the Chair of Teacher Education.

Student athletes are expected to follow the same procedures as other teacher candidates when they will be absent from Residency. Student athletes will not be excused from Residency for practice schedules. A student athlete's competition (game) schedule is a reasonable request for absence; however, student athletes should be cognizant regarding total absences from Residency. If a sport season will require the teacher candidate to be absent more than the five days allowed for absences, they should consider student teaching in a different semester.

Calendar

Pre-Residency Requirements

In all pre-residency clinical placements, teacher candidates will follow the UW-Parkside academic calendar while remaining cognizant of the academic calendar of their clinical placement site. School events such as testing days, district fall or spring breaks, field trips, or assemblies may prevent a teacher candidate from attending their clinical placement on a designated day, and candidates are expected to plan to avoid conflicts.

Residency Requirements

As required by state statute, student teaching shall be for full school days for a full semester following the daily schedule and semester calendar of the cooperating school (including professional development days, parent/teacher conferences, breaks, and holidays). The student teaching semester is not defined by the UW-Parkside semester. Teacher candidates are required to follow the calendar, vacation dates, and building policies of the building in which they are placed. Teacher candidates in Residency are required to follow the same rules as regular staff members of the school in terms of arrival and departure.

Changes in Clinical Placements

Clinical placements are made at the discretion of the UW-Parkside Clinical Coordinator, who is responsible for ensuring that placements are made appropriately to meet the Wisconsin Department of Public Instruction's requirements for specific licensure programs. Placement changes during a semester will only occur under rare and outstanding circumstances. Final decisions on clinical placements are made by the Clinical Coordinator and are non-negotiable.

Confidentiality

Student education records are protected by the [Family Educational Rights and Privacy Act \(FERPA\)](#). Teacher candidates are expected to maintain strict confidentiality of all student and staff information gained from their clinical placements. Confidentiality is governed by state law and ethical standards. Candidates should always refer questions about students to their mentor teacher and should never repeat any confidential information to other staff, students, friends, or community members. Student

work or information that is used for classwork or pedagogical knowledge assessments should be anonymized to protect student confidentiality. All video or audiotaping conducted by teacher candidates may require the use of parental consent forms.

Coursework During Residency

During the Residency semester, teacher candidates will enroll in EDU 420: Residency Seminar, which complements the Residency experience (EDU 425). Completing any other coursework at UW-Parkside or any other institution of higher education during Residency is not permitted. Except for EDU 420 and EDU 425, all coursework required for a degree or licensure must be completed prior to Residency. Any exceptions to this policy must be approved by the Chair of Teacher Education and the Certification Officer.

COVID-19 Program Accommodations

Due to the COVID-19 pandemic, the teacher education department has made temporary modifications and accommodations to certain programmatic and clinical requirements. These accommodations may affect clinical hours, placements, observations, or other requirements as stated in this Handbook. The most up-to-date accommodations will be communicated via email by the Clinical Coordinator, department chair, advisor, and/or Certification Officer. Please check with the teacher education office if you have questions or concerns regarding these accommodations.

Criminal Background Check Policy

The Institute of Professional Educator Development requires all teacher candidates enrolled in a course requiring a clinical placement in a school or community setting pass a criminal background check (CBC) prior to beginning the placement.

Teacher candidates will not be given their placement assignments before the educator preparation program receives the “passed” background check. Teacher candidates are responsible for all fees related to the CBC. Criminal background checks are valid for two years and must remain current through the entire duration of Residency. Teacher candidates are required to submit a Self-Reporting Statement each semester they are enrolled in a clinical field experience course during the period that the CBC is valid.

Teacher candidates completing the Criminal Background Check or Self-Reporting Statement must answer all questions truthfully and honestly. Falsification, omission, and misrepresentation on either of the forms may constitute grounds for denying admission to the program, program progression (dismissal), or admission to Residency.

A “passed” background check is:

- A criminal background check response that has no records
- A criminal background check that includes records that are not automatic denials by the Department of Public Instruction (see below)
- A criminal background check that includes records, but, after further review are not deemed to meet the definition of immoral conduct (see below)

The of criminal charges and/or a criminal record (misdemeanor or felony) does not automatically preclude candidates from admission to the program, program progression, and admission to Residency

or endorsement of licensure. Each individual circumstance will be evaluated separately by the Chair of Teacher Education and the Certification Officer.

The following offenses will result in an automatic denial of a licensure application from the Department of Public Instruction as directed in Wisconsin Statute Chapter 118 and will be dismissed from the Educator Preparation Program immediately:

- Applicant is certified “delinquent” by the WI Department of Revenue for paying taxes
- A Class A, B, C, or D felony under ch. 940 or 948 for 6 years following the date of conviction
- A Class E, F, G, or H felony under ch. 940 or 948 that occurs after February 1, 2003.

The following may result in denial of a licensure application from the Department of Public Instruction as directed in [Wisconsin Administrative Code PI 34](#):

- Applicant is “incompetent”
- Applicant has engaged in “immoral conduct” as defined in Wisconsin Statute Chapter 118. Immoral conduct means conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare or education of any pupil. “Immoral conduct” includes the intentional use of an educational agency’s equipment to download, view, solicit, seek, display, or distribute pornographic material.

The Chair of Teacher Education and Certification Officer in consultation with the university Provost will review all cases where “incompetence” or “immoral conduct” are a concern. A written decision will be issued to the teacher candidate within two weeks of receiving the background check results.

Dispositional Policy for Teacher Education

The teacher education department has established the Teacher Candidate Progress Review (TCPR) process to address a concern with a teacher candidate that has the potential to become a larger, more serious issue in their future, whether at the university level or in a future school district the candidate may be employed in.

The Teacher Candidate Progress Review is a support system for teacher candidates that can be implemented at any phase of the teacher preparation program. Filling out a TCPR form for a teacher education student is an opportunity to enlist the support of the EPP committee and the resources at UW-Parkside to ensure student success. Forms may be completed to address academic, dispositional, or other special concerns faculty, staff, advisors, supervisors, etc. may have regarding a student.

There are three types of TCPR referrals: a student flag, a notice of concern and a dispositional referral.

- A student flag is a way to document a potential concern and bring it to the attention of the teacher education advisor. Student flags do not require a meeting with the teacher candidate, although such a meeting can be requested. Completion of two student flags for the same issue will result in a notice of concern.
- A notice of concern is means to document an issue or concern that has surfaced in the classroom, field, or elsewhere. It is an opportunity for university faculty, staff, supervisors, the teacher education advisor, or the Chair of Teacher Education to address specific concerns in a formal way so that candidates are fully aware that the issue could become more serious if action is not taken to correct the concern. When a notice of concern is filed, a meeting (in person,

phone, or virtual) is required between the person filing the notice and the teacher candidate; others may also attend this meeting at the filer's request. Completion of two notices of concern for the same issue will result in a dispositional referral.

- A dispositional referral is for issues that are quite serious and require immediate support to remediate (e.g., if a teacher candidate is asked/required to leave a clinical placement assignment as a result of their own actions). A dispositional referral may be generated on its own for a serious issue and will be generated if a student receives a second notice of concern for the same dispositional concern as any previous notices of concern. Completion of a Dispositional Referral requires a meeting (in person, phone, or virtual) between the person making the referral, the teacher candidate, and the Chair of Teacher Education and/or EPP liaison, at a minimum.

If the teacher candidate receives a second dispositional referral for the same dispositional concern as any previous dispositional referrals, the referring person will notify the Chair of Teacher Education and the teacher education advisor and convene a meeting within 14 days of submitting the referral. If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared. The candidate, the referring person, and the Chair of Teacher Education will sign the agreed course of action to be taken. A copy of the dispositional referral and the actions to be taken will be placed in the candidate's file and sent to the Dean of Students for review. If the candidate does not take action or receives a third dispositional referral for the same dispositional concern, the candidate will be dismissed from the educator preparation program. This decision is final and will be filed with the educator preparation program and the Dean of Students.

If the teacher candidate receives dispositional referrals for two separate incidents, the referring person will notify the department chair and the candidate's advisor and convene a meeting within 14 days of submitting the referral. If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared. The candidate, the advisor, and the department chair will sign the agreed course of action to be taken. A copy of the concern and the actions to be taken will be placed in the candidate's file and sent to the Dean of Students for review.

If the candidate receives a dispositional referral for a third separate incident, the referring person will notify the Chair of Teacher Education and the teacher education advisor. The Chair will convene a dismissal meeting within 14 days which will include the teacher candidate, the Chair, the Dean of Students, the Dean of the College of Social Sciences and Professional Studies, and appropriate faculty and academic staff. The Chair will provide documentation regarding all three dispositional referrals, candidate action plans, and supervisor/mentor teacher evaluations from the candidate's file. The candidate will be asked to provide any other information in writing one week prior to the meeting. During this meeting, members will review the documentation provided and meet with the teacher candidate and the teacher education advisor. Following the meeting, the candidate will be provided with one of two recommendations: to continue in the program with a revised action plan, or to be dismissed from the program. This decision is final and will be filed with the educator preparation program and the Dean of Students.

A teacher candidate may be subject to expedited dismissal from the educator preparation program for an extreme violation of dispositional standards. Examples of possible extreme violations include but are not limited to: engaging in illegal or unethical conduct involving minor children; conduct which would be

grounds for dismissal from a teaching position; mishandling of private and confidential student information; or serious violations of the University of Wisconsin-Parkside Code of Student Conduct. The Chair of Teacher Education in consultation with the Dean of Students shall make the initial determination that an extreme violation has occurred. The Chair will notify the teacher candidate immediately that he/she is suspended from the educator preparation program, effective immediately.

The Chair of Teacher Education will convene a dismissal meeting within 14 days, which will include the teacher candidate, the department chair, the Dean of Students, the Dean of the College of Social Sciences and Professional Studies, and appropriate faculty and academic staff. The Chair will provide documentation regarding any previous dispositional referrals, candidate action plans (if applicable), and supervisor/mentor teacher evaluations from the candidate's file. The candidate will be asked to provide any other information in writing one week prior to the meeting. During this meeting, members will review the documentation provided and meet with the teacher candidate and the teacher education advisor. Following the meeting, the candidate will be provided with one of two recommendations: to continue in the program with a revised action plan, or to be dismissed from the program. This decision is final and will be filed with the educator preparation program and the Dean of Students.

Labor Disputes

If a strike or other work stoppage occurs at a partner school or district in which any teacher candidate is completing a clinical placement, the educator preparation program's policy is that all candidates placed in that school or district will be considered non-participants to all parties involved in the labor dispute. Teacher candidates, particularly those in Residency, should remain on standby during school or district closures until such a time when schools are declared open, with or without a resolution of the dispute. If an extended stoppage of work occurs within the school or district in which a candidate is placed, the Clinical Coordinator will arrange an alternate placement for the candidate.

Mentor Teacher Presence

Absence of the Mentor Teacher

If a mentor teacher is absent during the school day, a licensed substitute must be present in the classroom for a teacher candidate to participate at the clinical placement site. Teacher candidates are not permitted to act as substitute teachers in their clinical placement classrooms (see Teacher Candidate as a Substitute Teacher). If a mentor teacher is absent and a licensed substitute is not present, the teacher candidate may not participate in their clinical placement during that day and should communicate this absence to the Clinical Coordinator.

Mentor Teacher Leaving the Room

Mentor teachers must always be present to supervise a teacher candidate in the clinical placement classroom, without exception. Teacher candidates should never be left alone with K-12 students. If the mentor teacher must leave the classroom for any reason, another school employee should be asked to take responsibility for the K-12 students in the room.

Out-of-Area Placement Policy

Clinical placements are made within a 30-mile radius of the UW-Parkside campus. Requests for clinical placements outside of this radius must be made to the Clinical Coordinator and accompanied by supporting documentation that a placement within this radius would present an unsurmountable

hardship to the teacher candidate. The Clinical Coordinator has the final decision on any placements made outside of this radius.

Placement Procedures for Teacher Candidates

The Clinical Coordinator is responsible for determining all clinical placements. State rule mandates that teacher candidates participate in supervised pre-student teaching and student teaching clinical experiences that meet a specific set of requirements. The Clinical Coordinator intentionally places teacher candidates at a variety of grade levels and school sites to ensure that these requirements are sufficiently met for licensure. The Clinical Coordinator also considers special circumstances, including a candidate's home address and available transportation, when establishing clinical placements.

Teacher candidates may NOT be placed at clinical sites where there is a conflict of interest, including sites where a candidate:

- Has previously attended as a student (elementary, middle, or high school)
- Has a child or other family member currently employed or currently or formerly enrolled as a student
- Has a personal relationship with a mentor teacher or other school employee

If a teacher candidate receives a placement where one of these scenarios is present, they are required to inform the Clinical Coordinator as soon as they are aware of such a conflict. A candidate who fails to report a conflict of interest at a placement will be removed from the placement once the conflict becomes known, which may result in a delay of continuance in the teacher education program.

Candidates are not permitted to negotiate or secure their own clinical placements under any circumstances. If a teacher candidate receives a placement that presents an unsurmountable hardship to them, they must meet with the Clinical Coordinator and present supporting documentation of this hardship when requesting a change in placement. Final decisions on all clinical placements are made by the Clinical Coordinator. Turning down a clinical placement may result in a delay of continuance in the teacher education program.

Professional Conduct and Attire

During any clinical placement, it is expected that teacher candidates will exercise the highest degree of professional behavior. Professional conduct and attire are always expected while a candidate is present at their clinical placement.

Professional conduct includes:

- Maintaining consistent, on-time attendance for all clinical placements and school events
- Maintaining a positive attitude towards students, parents, and school staff
- Communicating professionally with students, parents, and school staff, including refraining from inappropriate language or cursing
- Actively listening and participating during clinical placements
- Using technology appropriately, including refraining from texting or unnecessary phone use during clinical placements
- Interacting safely and appropriately with K-12 students

- Maintaining ethical behaviors at all times, including maintaining confidentiality for student and staff information and accepting responsibility for personal behaviors and actions
- Following the code of conduct of the school in which the candidate is placed

Dressing professionally lends credibility to the teacher candidate and encourages respect from K-12 students and school colleagues. Professional attire should match the dress code of the school. Trousers/slacks, khaki pants, skirts that hit at or just above the knee, close-toed shoes, button-down shirts or polo shirts, or business casual shirts or blouses are all considered appropriate attire for a clinical placement. Items such as shorts, flip-flops, sweatpants or sweatshirts, or any clothing with political slogans or inappropriate or offensive language are never permitted in a clinical placement. Jeans and T-shirts are highly discouraged. Candidates with questions about professional attire or who would like support in obtaining professional clothing should contact the Clinical Coordinator.

Professional Liability

Teacher candidates receiving clinical placement assignments are covered for professional liability in the State of Wisconsin under provisions of S.S. 165.25(6) and 895.46 (1) of Chapter 81, Laws of 1975 for all UW-System teacher candidates, intern teachers, or for other assigned field experience. This coverage protects teacher candidates against claims from third parties for personal injury or property damage caused by the acts of teacher candidates while performing with the scope of duties, if the following conditions are met:

1. The program is sanctioned by the Provost/Vice Chancellor of the University of Wisconsin-Parkside.
2. Liability protection is extended only for the time specified by the placement site approved by UW-Parkside's Institute of Professional Educator Development. By statute, the university liability coverage is excess to any collectible insurance.
3. The program provides credit and is a requirement for graduation or is otherwise approved by the Institute of Professional Educator Development.
4. The candidate is a registered student in good standing.
5. The candidate was acting within the scope of the program at the time the incident. "Scope of the program" includes classroom teaching and other typical teaching assignments and professional activities including student supervision, school sponsored field trips and meetings (e.g. faculty, department, grade level, school board, union). "Scope of the program" does not include activities for which a candidate is paid (e.g. coaching, taking tickets at a school event, chaperoning). If a candidate is paid for an activity, liability is the responsibility of the employer.
6. The candidate reports any incident which may result in a claim or legal action to the building administrator at the placement site and to the Institute of Professional Educator Development.
7. Should the incident result in a claim or legal action naming the candidate or UW-Parkside staff, the candidate must cooperate fully and follow the instructions given by the UW System legal staff. If there should be legal action, legal representation will be assigned by the State of Wisconsin Attorney General.

Recommendations for Employment During Residency

Residency is a full-day, full-time, full-semester, immersive teaching experience. During Residency, teacher candidates are expected to remain fully engaged at their school for the full duration of the contracted hours of their mentor teacher. The teacher education department strongly discourages

teacher candidates from maintaining outside employment during the Residency semester. If a teacher candidate is unable to avoid outside employment, such employment may not interfere with the full-day, full-time, full-semester requirements of Residency, nor should it interfere with the candidate's ability to be fully present, prepared, and participatory at all times during school days. If outside employment is found to be negatively affecting the teacher candidate's performance, participation, or attendance during Residency, the candidate's Residency placement may be terminated (see Removal/Termination of Clinical Placement or Residency)

Removal/Termination of Clinical Placement or Residency

Pre-Residency Clinical Placements

The UW-Parkside Institute of Professional Educator Development reserves the right to remove a teacher candidate from a placement if he/she is not performing satisfactorily or if other circumstances warrant such action. UW-Parkside recognizes the right of the cooperating institution to terminate a candidate's participation for any reason. If, in the best judgment of the school principal, mentor teacher, and/or university supervisor, a teacher candidate is failing to meet his/her responsibilities to pupils, the teacher candidate may be removed from the classroom.

Such action will be taken only after appropriate consultation by the mentor teacher and university supervisor. The Chair of Teacher Education will be apprised of such a possibility as soon as possible. A second placement is not automatic, and the candidate must meet with the Clinical Coordinator to be considered for another placement. Candidates who consistently fail to appear at an assigned clinical placement and fail to notify their mentor teacher, university supervisor, and Clinical Coordinator will be considered to have voluntarily withdrawn from their seminar course.

Residency

It is our expectation that all Residency (student teaching) placements are successful. Sometimes the Residency experience does not go well for the teacher candidate and/or the mentor teacher. This may be due to issues of incompatibility; in other instances, it is discovered that the teacher candidate is performing at an unsatisfactory level. If the Residency placement is ended prematurely at the request of any member of the triad (mentor teacher, teacher candidate, or university supervisor):

- It is mandatory that the teacher candidate be in regular communication with the university supervisor, describing events of the week and seeking input about any matters of concern.
- If there is conflict between the mentor teacher and teacher candidate, the university supervisor should be informed and consider the type of intervention that should occur: three-way conference with the triad (if it is early in the placement and the supervisor determines that open communication could salvage the placement), OR requesting that the teacher candidate report to UW-Parkside for a conference to terminate the placement.
- If a conference is deemed necessary, the following people will be in attendance: the teacher candidate, the university supervisor, the teacher education advisor (if available and requested), the Clinical Coordinator, and the Chair of Teacher Education.
- If a teacher candidate is scoring one or more of the Danielson categories at an unsatisfactory level (Level 1), or the teacher candidate has demonstrated documented or undocumented dispositional issues, it will be determined that candidate is not meeting the expectations for a teaching license and there should be immediate intervention by the university supervisor.

- A supervisor with concerns about a Residency candidate should complete an appropriate TCPR Form (see Dispositional Policy for Teacher Education). Copies will be given to all members of the triad so that everyone is aware of what the teacher candidate needs to accomplish in order to achieve success.
- If the expectations outlined by the TCPR Form are not met, then the placement will be ended, and the teacher candidate will report to UW-Parkside for another conference. Those in attendance will be the same as listed above.
- In most cases, if a placement ends because the teacher candidate is not meeting one or more of the requirements, another opportunity to student teach will not be possible until the next semester, with the teacher candidate fulfilling whatever remediation activities determined by the conference members.
- If a mentor teacher finds it difficult to share classroom responsibilities and intimacies with a teacher candidate, the teacher candidate may be removed from this classroom and assigned to a placement where leadership opportunities are invited.
- If it is necessary to end a Residency placement for reasons outside of the candidate's control, it may be possible for the teacher candidate to be placed in another setting in the same semester, depending on the reason for the placement ending, the readiness of the teacher candidate, and the availability of another mentor teacher. These decisions are made by the Clinical Coordinator on a case-by-case basis.
- It is possible that the teacher candidate determines that he/she is unable to provide what is needed to successfully engage K-12 students and chooses not to pursue licensure. Other options will be presented to the UW-Parkside teacher candidates, with full understanding of the consequences of not completing the Residency course and seminar, any financial aid ramifications, alternate paths to graduation (if applicable), and other supportive options available to the student.

Residency Grading Policy

During their final semester in the educator preparation program, all teacher candidates will enroll in EDU 425: Residency and EDU 420: Residency Seminar. These courses are graded by the candidate's university supervisor/seminar instructor on a no credit/credit basis. Candidates must receive credit in EDU 420 and EDU 425 in order to be endorsed for licensure and complete requirements for the bachelor's degree.

Resolution of Problems at School Placements

During any clinical placement, problems may arise between a teacher candidate and mentor teacher; common problems may include inconsistent attendance by a teacher candidate, lack of teaching time provided for a teacher candidate, dispositional issues, or poor communication. If a teacher candidate or mentor teacher is experiencing problems during a clinical placement, they should first meet in person to discuss the problem and address a potential resolution. The university supervisor may be asked to attend this meeting to act as mediator or liaison. If such a meeting does not result in a resolution of the problem, the teacher candidate, mentor teacher, university supervisor, or any combination of these should contact the Clinical Coordinator as soon as possible to assist in mediating the issue. Any issues or problems should be addressed promptly as they arise.

Self-Reporting Policy

Teacher candidates are required to complete the Self-Reporting Statement form during the first week of classes each semester. The forms will be distributed in the clinical seminar courses. Teacher candidates who do not complete the form within the first week of class will be administratively dropped from the course and will be required to meet with the Chair of Teacher Education if they wish to continue in the program.

Teacher candidates must report any criminal misconduct charges and/or convictions that occur after a completed criminal background check or submitted Self-Reporting Statement. Charges/convictions must be reported to the Chair of Teacher Education and the Certification Officer as soon as possible, but no later than five business days, after the incident. Failure to report any incident may result in dismissal from the educator preparation program or failure of the candidate's seminar course.

Minor traffic incidents (speeding violations, parking tickets, etc.) are not required to be reported; however, any and all other legal violations should be reported to the teacher education program as soon as possible. When in doubt, it is better to report information than to find out later that it should have been reported.

Sexual Harassment Policy

All teacher candidates must abide by the UW-Parkside Sexual Violence and Sexual Harassment Policy ([Administrative Policy 36](#)). Per 36.02, "This policy prohibits acts of sexual violence and sexual harassment on university property, at university-sanctioned or university-affiliated events, and where off-campus conduct affects a member of the university community. This policy applies to all university students and employees." Any teacher candidate found in violation of this policy on campus or at a clinical site will be subject to disciplinary measures deemed appropriate by UW-Parkside.

Teacher Candidate as a Substitute Teacher

Teacher candidates are not permitted to serve as substitute teachers in their clinical placements or during Residency. If the mentor teacher is absent from the classroom, a licensed substitute teacher must be in attendance while the teacher candidate is in the classroom (see Mentor Teacher Presence). Teacher candidates should not be left alone with K-12 students in the classroom.

Wisconsin Internship Program

The [Wisconsin Improvement Program \(WIP\)](#) is a consortium of teacher preparation institutions and the Wisconsin Department of Public Instruction. The purpose of WIP is to promote and encourage the education and professional development of teachers throughout their career. Promising teaching interns are placed in school districts with experienced and welcoming mentor teachers for a full semester.

Via

Via is an important part of student success within the educator preparation program. The EPP has used an online portfolio and assessment tool since 2015. This tool, formerly called LiveText, is now called Via.

Teacher candidates use Via for online portfolios, submitting signature assignments, to submit documentation and collect feedback during the clinical program.

Faculty, mentor teachers, and university supervisors use Via for assessment of student learning outcomes and to provide formative feedback to students, both of which are key components in our continuous improvement cycle.

The educator preparation program uses Via for college-level reflection on programs, as well as reporting on student learning for state and national accreditation purposes.

Accessing your Via Account

To log into your Via account, even for the first time, go to www.vialivetext.com. If you have not had an account previously, the system will prompt you to set up your account. First-time account setup will require your UWP Ranger Email address; you will be provided directions on how to set up your account from the Clinical Coordinator. New accounts are good for seven years. To use your Via account in the future, use the same login link.

If you previously held a LiveText account, you may still access information in that account by logging in with your LiveText account login information at www.livetext.com.

Please contact the Clinical Coordinator with questions about Via.

Glossary

Assessment An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

Benchmark A description or example of candidate or institutional performance that serves as a standard of comparison for evaluation or judging quality.

Candidates Also *Teacher Candidates*. Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from *students* in K-12 schools.

Certification The process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association.

Clinical Faculty The professional education faculty responsible for instruction, supervision, and/or assessment of candidates during clinical field experiences. *See Professional Education Faculty.*

Clinical Field Experiences The clinical field experience and student teaching (Residency) that provide candidates with an intensive and extensive learning activity. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Clinical field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Teacher candidates will work in a co-teaching model with increasing opportunity for professional decision making as they progress through the clinical program.

Conceptual Framework An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Content The subject matter or discipline that educators are being prepared to teach at the elementary, middle, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, music, mathematics, etc.).

Disabilities As defined by the Americans with Disabilities Act and the Rehabilitation Act, a disability is a physical or mental impairment that substantially limits one or more major life activities. Such conditions include mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities that require special education or related services.

Dispositions *See Professional Dispositions.*

Diversity Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types

of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and K-12 students are stated in the rubrics for those elements.

Educator Preparation Program A planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.

Ethnicity Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry, language, shared history, traditions, values, and symbols—all of which contribute to a sense of distinctiveness among members of the group.

General Education Knowledge Theoretical and practical understanding generally expected of a well-rounded, educated person. General education includes developing knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social studies, from multicultural and global perspectives.

Initial Teacher Preparation Programs Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first license to teach. They include five-year programs, master's programs, and other post baccalaureate and alternate route programs that prepare individuals for their first license in teaching.

Licensure The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

Pedagogical Content Knowledge That interaction of the subject matter and effective teaching strategies which helps students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

Pedagogical Knowledge The general concepts, theories, and research about effective teaching, regardless of content areas.

Performance Assessment A comprehensive assessment through which candidates demonstrate proficiencies in subject, professional, and pedagogical knowledge, skills, and professional dispositions, including the ability to have positive effects on student learning.

Performance Data Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

Portfolio An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or other school professional. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by mentor teachers or internship supervisors, and samples of student work.

Professional Dispositions Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

Professional Education Faculty Those individuals employed by a college or university who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.

Professional Knowledge The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Professional Standards Professional standards refer to standards set by recognized national organizations/accrediting agencies that evaluate professional education programs (e.g., the National Association of Schools of Music).

Proficiencies Required knowledge, skills, and professional dispositions identified in the professional, state, or institutional standards.

Program Completers Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements.

Residency Pre-service clinical practice in K-12 schools for candidates preparing to teach. The Residency experience will be 18 weeks (a full semester following the calendar of the cooperating district) of full time assignment to a classroom with a specially trained mentor teacher with whom the candidate will co-teach.

Rubrics Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

School Faculty The licensed practitioners in K-12 schools who provide instruction, supervision, and direction for candidates during clinical field experiences.

School Partners The K-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

Standards Written expectations for meeting a specified level of performance.

Students Children and youth attending K-12 schools, as distinguished from teacher candidates.

Teacher Candidates Also Candidates. Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from students in K-12 schools.