

CLINICAL HANDBOOK

Institute of Professional Educator Development

2022-2023

Be at Parkside.

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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.

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

Conceptual Framework

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.

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 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 in their clinical seminar class each semester.

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 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:

	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 (EC)	Elementary Education (K-9)	Elementary Education and Special Education (MC-EA)	Secondary Education and Special Education (EA-A)	Art Education and Music Education (K-12)
Birth-4K 5K-Grade 1 Grade 2-Grade 3	4K-Grade 2 Grade 3-Grade 5 Grade 6-Grade 9	Grade 1-Grade 2 Grade 3-Grade 5 Grade 6-Grade 8	Grade 6-Grade 8 Grade 9-Grade 12	4K-Grade 5 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. 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 required mentor training.

University supervisors are 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 necessary 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 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.

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 they are 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 or social media exchanges. Personal contact with students outside of school requirements is 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 must 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 valid teaching license and have volunteered for the assignment as a mentor teacher
- Have at least three years of teaching experience with at least one year of teaching experience at the current place of employment
- Have completed a UW-Parkside training in the mentorship of teacher candidates, or the equivalent as determined by the Clinical Coordinator

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 training in the mentorship of teacher candidates. All mentor teacher placements must be approved by their school administrator.

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 as appropriate

At the end of each semester, mentor teachers are expected to complete a Final Evaluation and to 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

Selection Process for University Supervisors

Open supervisor positions will be posted as needed on 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

Annually or as needed, supervisors are required to attend mandatory kickoff meetings to review clinical program policies and procedures. Meetings may take place throughout the semester and at the end of the semester as needed.

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
- Conducting formal observations of the teacher candidate
- Providing a constructive critique of the teacher candidate's performance

- Completing an evaluation of the teacher candidate's performance, which becomes part of the student's permanent file
- Helping the teacher candidate develop and use reflective self-evaluative techniques
- Serving as a resource for both the mentor teacher and teacher candidate
- Writing professional recommendations for teacher candidates if requested.

The minimum number of supervisory visits for each course or level may be exceeded either at 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 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 the 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, independently or in collaboration with the Clinical Coordinator, 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. 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 tool to evaluate the candidate's 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 pass a criminal background check (CBC) prior to beginning their first clinical field experience in a school or community setting.

Teacher candidates will not be given their placement assignments without a valid criminal 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 each clinical placement and Residency. Teacher candidates are required to submit a Self-Reporting Statement each semester when they are participating in a clinical field experience. If any changes to the candidate's criminal background status occur during a semester, the candidate must inform the Clinical Coordinator immediately.

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 result in denial of admission to the program and/or Residency, dismissal from the program, or other disciplinary actions.

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 immediate dismissal from the Educator Preparation Program:

- 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 university administration 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 at the start of classes each semester. The forms will be distributed in the clinical seminar courses.

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 should 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 and/or failure of associated courses.

Minor traffic incidents (speeding violations, parking tickets, etc.) are not required to be reported; however, 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.

Mandatory Reporting Training Requirements

Candidates 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. The training is available at https://media.dpi.wi.gov/sspw/av/child-maltreatment-part-1/story_html5.html; candidates should enter UW-Parkside as their supervisor and enter teachereducation@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 teachereducation@uwp.edu.

Pre-Residency Clinical Courses

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. Teacher candidates must log their field hours and have them approved by the mentor teacher. Teacher candidates must complete a lesson plan and submit it no later than 48 hours prior to each visit by the university supervisor, and they will conference with the supervisor and/or mentor teacher after each visit.

Teacher candidates will be observed twice by their university supervisor, and the supervisor will evaluate the candidate's performance during the observations using a Clinical Rubric based on intentionally selected Danielson Framework components. At the conclusion of the candidate's field

experience, the mentor teacher will also make a final evaluation of the teacher candidate based on these components, as well as dispositional items. All assessments will be formally documented and added to the student's departmental file.

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. Teacher candidates must log their field hours and have them approved by the mentor teacher. Teacher candidates must complete a lesson plan and submit it no later than 48 hours prior to each visit by the university supervisor, and they will conference with the supervisor and/or mentor teacher after each visit.

Teacher candidates will be observed twice by their university supervisor, and the supervisor will evaluate the candidate's performance during the observations using a Clinical Rubric based on intentionally selected Danielson Framework components. At the conclusion of the candidate's field experience, the mentor teacher will also make a final evaluation of the teacher candidate based on these components, as well as dispositional items. All assessments will be formally documented and added to the student's departmental file.

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. Teacher candidates must log their field hours and have them approved by the mentor teacher. Teacher candidates must complete a lesson plan and submit it no later than 48 hours prior to each visit by the university supervisor, and they will conference with the supervisor and/or mentor teacher after each visit.

Teacher candidates will be observed twice by their university supervisor, and the supervisor will evaluate the candidate's performance during the observations using a Clinical Rubric based on intentionally selected Danielson Framework components. At the conclusion of the candidate's field experience, the mentor teacher will also make a final evaluation of the teacher candidate based on these components, as well as dispositional items. All assessments will be formally documented and added to the student's departmental file.

EDU 440: Teacher Preparation Portfolio Design

EDU 440 provides support for development of the Pre-Residency Portfolio in the context of classroom experiences.

EDU 440 requires 40 to 60 hours of supervised and evaluated field experience 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. Teacher candidates must log their field hours and have them approved by the mentor teacher. Teacher candidates must complete a lesson plan and submit it no later

than 48 hours prior to each visit by the university supervisor, and they will conference with the supervisor and/or mentor teacher after each visit.

Teacher candidates will be observed twice by their university supervisor, and the supervisor will evaluate the candidate's performance during the observations using a Clinical Rubric based on intentionally selected Danielson Framework components. At the conclusion of the candidate's field experience, the mentor teacher will also make a final evaluation of the teacher candidate based on these components, as well as dispositional items. All assessments will be formally documented and added to the student's departmental file.

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 zeroes 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. Up to two rounds of revisions are permitted.

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. While in Residency, teacher candidates will work full-day, full-time, for a full semester with teachers and learners in a classroom setting. Teacher candidates in Residency will receive ongoing guidance, feedback, and support from certified mentor teachers, university supervisors, and/or teacher education faculty and staff.

The Residency experience:

- Provides opportunities for reflective teaching practice to discover areas of strength and areas in need of further development

- Encourages teacher candidates to analyze and reflect on their role as teacher leaders in a elementary, middle, or high school setting
- Provides opportunities for teacher candidates to display their competency in the ten Wisconsin Teacher Standards
- Provides opportunities for candidates to consider and develop goals as they become a professional educator

Eligibility for Residency

Residency is the most transformative experience in the educator preparation program. School partners and the program work together to provide high quality Residency experiences that prepare teacher candidates to 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 (except for EDU 420 and EDU 425). 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 criminal 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: Residency Seminar

As an accompaniment to Residency, 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 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 largely determine many of the topics to be discussed during seminar. Attendance and active participation in this seminar are crucial as emphasis is placed on reflection and sharing, constructive conversation, and support during the Residency experience. This course is graded on a Credit/No Credit basis.

EDU 425: Residency

This full-day, full-time, full-semester classroom experience provides the 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 have two distinct roles to assume during Residency--both a university student and a member of the school community in the building to which they have been assigned. They must meet the expectations of their mentor teacher as well as those of their university supervisor and faculty and staff at UW-Parkside.

As a Member of the School Community

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 decisions that they will make during Residency.

The teacher candidate is expected always 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>). Maintaining confidentiality of student information during the Residency experience is essential.

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.

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 in Residency are expected to perform all 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 always to follow university guidelines, policies and procedures, 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. 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. Residency (EDU 425) 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. Teacher candidates must receive a score of two or above in all areas of the Final Residency Course Evaluation Rubric completed by the university supervisor to receive a grade of CR for EDU 425. A grade of CR in both EDU 420 and 425 is 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 valid teaching license and have volunteered for the assignment as a mentor teacher
- Have at least three years of teaching experience with at least one year of teaching experience at the current place of employment
- Have completed a UW-Parkside training in the mentorship of teacher candidates, or the equivalent as determined by the Clinical Coordinator

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 training in the mentorship of teacher candidates. 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 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 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 points, the mentor teacher will complete a Clinical Rubric, which contains all 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 to the Clinical Coordinator, who will facilitate a consensus between the university supervisor and mentor teacher.

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

Selection Process for University Supervisors

Open supervisor positions will be posted as needed on 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

Annually or as needed, supervisors are required to attend mandatory kickoff meetings to review clinical program policies and procedures. Meetings may take place throughout the semester and at the end of the semester as needed.

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
- Conducting formal observations of the teacher candidate
- Providing a constructive critique of the teacher candidate's performance
- Completing an evaluation of the teacher candidate's performance, which becomes part of the student's permanent file
- Helping the teacher candidate develop and use reflective self-evaluative techniques
- Serving as a resource for both the mentor teacher and teacher candidate
- Writing professional recommendations for teacher candidates if requested

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 each observation (PI 34 requires a minimum of two triadic post-conferences).
- 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 and mentor teacher, using their observation notes as a framework for a discussion that addresses lesson design, teaching skills, and classroom management.

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 tool to evaluate the candidate's 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.

Residency Pacing Guide

Although Residency experiences vary by content area, the Residency experience generally begins with the teacher candidate in a supportive role and transitions to the teacher candidate taking on a lead teaching role for the majority of the semester. The mentor teacher and teacher candidate will determine when it is appropriate to transition from a supportive to a lead role. 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.

The educator preparation program has set forth a Residency pacing guide as a suggestion for this transition; however, the teacher candidate and mentor teacher 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. Full-time lead teaching for teacher candidates should be a minimum of eight to ten 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. Daily lesson plans, including the key components of a high-quality lesson (standards, learning targets, assessment, differentiation, etc.), should follow a format agreed upon by the mentor teacher and teacher candidate and should be submitted to the mentor teacher in advance of teaching the lesson. The teacher candidate should consult with their mentor teacher 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 Residency pacing guide (below) indicates a progression through the semester that allows for an initial orientation so that the teacher candidate and mentor teacher can develop a professional and collaborative relationship. During this period, teacher candidates should familiarize themselves with the curriculum and the students and observe the routines established by the mentor teacher. As part of the transition to lead teacher, teacher candidates and mentor teachers then increase collaborative planning and teaching tasks as they move toward working as instructional partners. 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 may shift lead tasks back to the mentor teacher based on collaborative conversations (transition time may vary based on the semester of the Residency experience).

This pacing guide represents an example of how a teacher candidate 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 an initial meeting with university supervisor With mentor teacher, review curriculum materials and scope and sequence for the semester
2	Begin leading one or more classes or groups, following the lead of the mentor teacher
3-4	Transition to teaching multiple classes over the course of the day University Supervisor: Complete first observation (Week 4-5)
5-15	By the first day of Week 5, take the lead to plan and teach throughout the day (mentor teacher will be observing and providing feedback to candidate) University Supervisor: Complete second observation (Week 7-8)

	Mentor Teacher: Complete Midterm Evaluation by Week 8 University Supervisor: Complete third observation (Week 11-12)
16-18	As appropriate, transition back to supportive role (may be more applicable for Fall Residency candidates) University Supervisor: Complete fourth observation (Week 15-16) Mentor Teacher and University Supervisor: Complete Final Evaluation during final two weeks

Beginning the Residency Experience

During the first week of the Residency experience, the teacher candidate should contact their university supervisor to schedule their first observation. They should also set aside time to discuss expectations and goals with their mentor teacher and to become oriented to school and classroom culture, school policies, and building expectations. The mentor teacher during the first week should model routines and lessons for the teacher candidate as an introduction to 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. They should also share any necessary documents such as IEPs or 504 plans with the teacher candidate.

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
- Providing the teacher candidate with a desk or workspace, access to curriculum materials and supplies, and access to building policies, including staff handbook
- Providing the teacher candidate with access to necessary student documents and information
- Ensuring that the candidate knows the location of resources in the building
- Demonstrating how to design effective lessons and providing examples of long-term and short-term lesson planning for the classroom

Within the first week of the Residency experience or earlier, the mentor teacher and teacher candidate should set aside a designated time to develop a general plan for the semester. This time 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 end of the second week

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 fewer than 30 days prior to Residency start date.

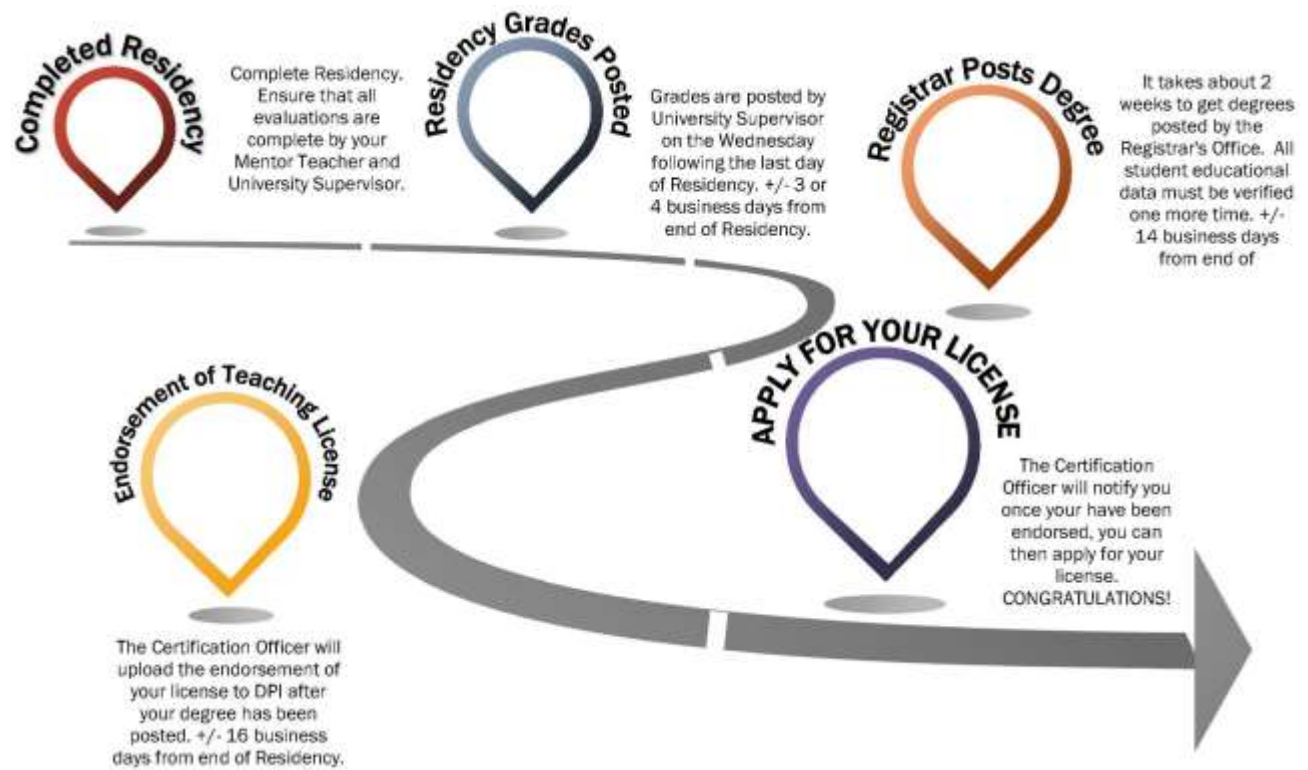
Requirements to Successfully Complete Residency

Successful completion of Residency semester (EDU 420 and 425), with Final Residency 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, not recorded, 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), or alternative for Special Education candidates, 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 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

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 upload your endorsement at a later date.

Application Process and Timeline

Timeline

One week after the completion of Residency, university supervisors will submit 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 from their placement 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 shotexample)
 - 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 your emails. The DPI will not mail a license to you after your application has been processed. If you need assistance with 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 best to communicate absences. In addition to communicating the absence, all teacher candidates must complete the Residency Absence Form and submit it to the Clinical Coordinator. Teacher candidates should keep the following in mind:

- Absences are documented as half days (1-4 hours) or full days (4-8+ hours) only.
- 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 may 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 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 repeat Residency will be the responsibility of the Clinical

Coordinator in consultation with the university supervisor, the Chair of Teacher Education, and any other teacher education faculty and/or staff as needed.

Student athletes are expected to follow the same procedures as other teacher candidates when they are 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. Turning down a clinical placement may result in a delay of continuance in the teacher education program.

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. Posting student photos, videos, or information to social media is a violation of student rights and may result in candidate removal from the clinical placement and/or dismissal from the program.

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 educator preparation program requires all teacher candidates pass a criminal background check (CBC) prior to beginning their first clinical field experience in a school or community setting.

Teacher candidates will not be given their placement assignments without a valid criminal 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 each clinical placement and Residency. Teacher candidates are required to submit a Self-Reporting Statement each semester when they are participating in a clinical field experience. If any changes to the candidate's criminal background status occur during a semester, the candidate must inform the Clinical Coordinator immediately.

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 result in denial of admission to the program and/or Residency, dismissal from the program, or other disciplinary actions.

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 university administration 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 or other licensed teacher 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 or other licensed teacher 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 and is still able to monitor the classroom (for example, sitting in the hallway), this is acceptable; however, if the mentor teacher is away from the classroom and unable to monitor the classroom environment, 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 insurmountable

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 may also consider 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. Any exceptions to this policy may be made by the Clinical Coordinator on a case-by-case basis. 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 insurmountable 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, clothing with rips or tears, or any clothing with political slogans or inappropriate or offensive language are never permitted in a clinical placement. Candidates who would like support in obtaining professional clothing should contact the Advising and Career Center.

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). Candidates are not permitted to substitute teach during 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 school 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, and 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 of absences will be considered to have voluntarily withdrawn from their clinical placement, which may result in a delay of continuance in the teacher education program.

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 to seek 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 with the Clinical Coordinator, department chair, and other necessary faculty and/or staff to terminate the placement.
- 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, Clinical Coordinator, and/or other university faculty/staff.

- A supervisor with concerns about a Residency candidate should contact the Clinical Coordinator to determine the appropriate steps in the TCPER process. The Clinical Coordinator will work with the supervisor, mentor teacher, and/or teacher candidate to determine appropriate next steps to remediate these concerns if possible. If the expectations set forth to remediate these concerns are not met, termination of the placement will be considered.
- In most cases, if a placement ends because the teacher candidate is not meeting one or more requirements or expectations, another opportunity to student teach will not be possible until the next semester, with the teacher candidate completing any applicable remediation activities as determined by the educator preparation program.
- If it is determined that a teacher candidate is unable or unwilling to carry out the responsibilities of a student teacher, the candidate will be presented with alternative options for completing their degree without teacher licensure, 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.
- 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.

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 a grade of CR (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 a Self-Reporting Statement at the start of classes each semester. The forms will be distributed in the clinical seminar courses.

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 should 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 and/or failure of associated courses.

Minor traffic incidents (speeding violations, parking tickets, etc.) are not required to be reported; however, 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.

Student Learning and Licensure (formerly Via)

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

Teacher candidates use Student Learning and Licensure for online portfolios and to submit documentation and collect feedback during their clinical experiences.

Faculty, mentor teachers, and university supervisors use Student Learning and Licensure 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 Student Learning and Licensure for college-level reflection on programs, as well as reporting on student learning for state and national accreditation purposes.

Accessing your Student Learning and Licensure Account

To log into your Student Learning and Licensure 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. Once admitted to the program, students enrolled in EDU 300 will be assessed a fee for their Student Learning and Licensure account, which will be added to their Parkside student account. New accounts are good for seven years. To use your Student Learning and Licensure 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 Student Learning and Licensure.