



MARQUETTE
UNIVERSITY

College of Education

Program Handbook for Undergraduate and Post-Baccalaureate Education Students: Field Experience, Student Teaching, Supervision, and Policies

Some sections adapted from Peabody College Department of Teaching and Learning Student Policy and Performance Assessment Handbook (Palmeri, Hardenbrook, & Yates, 2008)

Revised 3.9.2020

Questions About...	Who to Contact
<p>Undergraduate Programs:</p> <ul style="list-style-type: none"> • Advising for all new students • Course selection • Course registration • Academic progress and probation • Appeals • Program admission • Transfers in/out of College of Education • Assessments • Undergraduate form processing • Educational studies • Study abroad advising • Approval for non-Marquette and Study Abroad courses 	<p>Tina McNamara, Assistant Dean of Undergraduate Advising & Student Services (undergraduate students) tina.mcnamara@marquette.edu</p>
<p>Graduate Programs:</p> <ul style="list-style-type: none"> • Graduate course scheduling • Registration issues • Advising post-baccalaureate teacher education students • Transcript analysis process • Graduate form processing 	<p>Melissa Econom, Graduate Program Coordinator (post-baccalaureate students) melissa.econom@marquette.edu</p>
<p>Field Placements & Licensing:</p> <ul style="list-style-type: none"> • Field placements • Student teaching • Licensure • Background checks • Assessments • Program verification form requests 	<p>Kirsten Lathrop, Director of Field Placements & Licensure kirsten.lathrop@marquette.edu</p>
<p>Teacher Education:</p> <ul style="list-style-type: none"> • Curriculum issues • Program requirements/waivers • Academic probation issues • Internships 	<p>Dr. Terry Burant, Director of Teacher Education & Educational Studies theresa.j.burant@marquette.edu</p>

Table of Contents

Section I: Getting Started	4
Guiding Principles and Developmental Goals	5
Program Options	6
Program Checkpoints for Teacher Education Students	8
Program Assessments	11
Conflict Resolution	15
Final Grade Appeals	16
Academic Advising	16
Teacher Education Advising and Mentoring (TEAM) Committee	16
Resources and Organizations	17
Section II: Roles and Responsibilities of Program Stakeholders	19
Two Contexts of Apprenticeship: College Life and Professional Life	20
Understanding and Accepting Your Roles	20
Understanding the Contexts	21
Roles and Responsibilities	21
A Collaborative Approach	24
Section III: Field Experiences and Professional Obligations & Commitments	25
Foundational Coursework (Pre-Professional Program) Objectives	26
Advanced Coursework (Professional Program) Objectives	28
Assessment of Course-Based Professional Behaviors and Dispositions in the College Classroom ...	31
Assessment of Field-Based Professional Behaviors and Dispositions	33
Professional Dispositions Progress Letter	35
Performance Improvement Plan	36
How Field Placements Are Made	37
Considerations for Placements in School and Community Settings	38
Helpful Tips to Ensure a Successful Field Placement	39
Academic Integrity	41
Procedures for Addressing Student Behavior/Performance Concerns	42
Professional Code of Ethics for Teachers	45
Section IV (a): The Culminating Student Teaching Experience	46
Preparing to Be a Student Teacher	47
Cooperating Teacher Requirements	48
Cooperating Teacher Responsibilities	49
Continuation or Removal from Student Teaching	49
Withdrawing from Student Teaching	50
Labor Disputes	51
The Student Teaching Experience	51
Attendance Policy	52

Release of Teaching Responsibility Pacing Guide	53
Evaluation of Student Teachers	58
Initial Teacher Licensure (Tier-II, Provisional Teaching License)	59
Student Teaching Evaluation Rubric.....	59
Section IV (b): The Culminating Internship Experience	72
Preparing to be an Educational Studies Intern.....	73
Site Supervisor Responsibilities	74
Concerns with Behavior and/or Performance During Internship	74
The Internship Experience	74
Attendance Policy	76
Evaluation of Interns	76
Educational Studies Internship Evaluation Rubric	78
Internship Project Rubric.....	79
Appendix.....	80
Field Work Contract	81
Assessment of Course-Based Professional Behaviors and Dispositions in the College Classroom ...	82
Assessment of Field-Based Professional Behaviors and Dispositions	84
Professional Dispositions Progress Letter	86
Performance Improvement Plan	87
Field Experience Documentation & Hours Log.....	88
Student Teaching Contract	90
Student Teaching Evaluation Rubric.....	92
Educational Studies Internship Evaluation Rubric	105
Internship Project Rubric.....	106

Section I: Getting Started

- Guiding Principles & Developmental Goals
- Program Options
- Program Checkpoints for Teacher Education Students
- Program Assessments
- Conflict Resolution
- Final Grade Appeals
- Academic Advising
- Teacher Education Advising & Mentoring (TEAM) Committee
- Resources & Organizations
 - Career Services Center
 - Student Educational Services
 - Disability Services
 - Study Abroad
 - Honor Societies

Guiding Principles and Developmental Goals

Developing a Strong Foundation

A Marquette University teacher education or educational studies graduate is:

1. An **advocate and practitioner** of equity and justice in schools and communities.
2. A **designer and facilitator** of ambitious curriculum and pedagogy informed by theory, context, and students' thinking and experiences.
3. An **imaginative, critical thinker** who reflects on ways to improve teaching and learning.
4. A **compassionate professional** who embodies *cura personalis* and who empowers learners through reciprocal relationships of dignity and respect.

These goals, however, do not stand alone. They are complemented by broader professional standards that shape teacher education. You will become familiar with additional professional standards as you develop throughout our program. Some key standards you may encounter along the way include:

[InTASC Standards](#)

[Common Core State Standards](#)

[Wisconsin Academic Standards](#)

[Next Generation Science Standards](#)

[National Council of Teachers of Mathematics Principles and Standards](#)

[National Council of Teachers of English Standards](#)

[International Literacy Association Standards](#)

[National Council of the Social Studies Standards](#)

[World Language Standards \(Wisconsin\)](#)

[Technology Standards for Teachers \(ISTE\)](#)

Program Options

The Educational Policy and Leadership Department offers three majors. All majors involve work in field-based educational settings that are appropriate for the given major.

- Educational Studies,
- Middle Childhood—Early Adolescence (elementary/middle, grades 1—8), and
- Early Adolescence—Adolescence (middle/secondary, grades 6—12)

Educational Studies Option

The Educational Studies major does not prepare for teacher licensure. Within this major, students are able to participate in both classroom-based field experiences and community-based internships which allow them to focus on particular educational contexts reflective of their interests and long-term goals.

This option recognizes that many career paths require a rich and deep understanding of the processes of teaching and learning that occur in a wide variety of contexts but may not necessarily require teacher licensure.

Depending on the focus area chosen, students with a major in Educational Studies will be able to pursue careers in alternate learning environments (such as recreational programs, athletic programs, zoos, museums, ecology centers, religious education contexts, and international educational settings) as well as in a wide range of non-profit educational organizations and foundations with an interest in education. Students must complete the following components:

1. The Marquette Core Curriculum
2. An Educational Studies major which includes specific service learning/field requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication

Students interested in pursuing a major in Educational Studies should plan to meet with Assistant Dean of Undergraduate Advising and Student Services to discuss their career goals and to declare their other academic major.

Faculty instructors, cooperating teachers/site supervisors, and university supervisors overseeing your performance both in coursework and in field-based experiences will evaluate your demonstration of a variety of professional dispositions. These evaluations are then reviewed by the Teacher Education Advising and Mentoring (TEAM) Committee at the end of each academic semester. Feedback regarding any concerns will be communicated to you in writing by the Assistant Dean of Undergraduate Advising & Student Services. Additional information about [Educational Studies](#) can be found on the College of Education site.

Teacher Licensure Options

Two of the majors, **Middle Childhood—Early Adolescence** and **Early Adolescence—Adolescence**, have the potential to lead to initial teacher licensure in the State of Wisconsin. Students typically enter one of these programs with the intent of being a classroom teacher. However, enrolling in one of these majors does not guarantee that a potential student will choose to or qualify to remain in a licensure bearing program.

Both the Middle Childhood—Early Adolescence and Early Adolescence—Adolescence participate in classroom-based field experiences, culminating in a semester-long, full-day student teaching experience in 1st–5th grade (MC-EA) or 9th–12th grade (EA-A).

Current License Endorsements

Developmental Levels	Age Ranges	Typical Corresponding Grades
MC—EA	6—12 or 13	1—8
EA—A	10—21	6—12

Note: The Wisconsin Department of Public Instruction is in a lengthy process of transitioning the licenses from developmental levels of MC-EA and EA-A to grade level bands (Kindergarten—9th and 4th—12th, respectively). **This change will NOT affect the licensure you will receive. Your license endorsement will still reflect a MC—EA or EA—A developmental level, regardless of what you may see posted on DPI’s website.**

Both licensure programs are overseen by [Wisconsin's Department of Public Instruction](#). Teacher education programs lead to teacher certification in the following content majors/minors:

- Biology (secondary)
- Broad Field Science (secondary must minor in biology, chemistry, or physics)
- Chemistry (secondary)
- Communication Studies
- Economics (secondary)
- English
- French
- German
- History
- Journalism (secondary)
- Latin
- Mathematics
- Physics (secondary)
- Political Science
- Psychology
- Sociology (elementary)
- Spanish
- Theatre Arts

In addition to the previous majors, the following content areas can be added as a minor or area of certification:

Broad Field Social Studies: Candidates seeking an EA-A license in one of the social sciences (History, Political Science, Economics, Psychology, or Sociology) should also plan to obtain the Broad Field Social Studies minor during their course of study. This plan will enhance opportunities for employment as a social studies teacher in Wisconsin.

Bilingual-Bicultural: The following courses are required for Bilingual-Bicultural certification: EDUC 4240, EDUC 4230, EDUC 4277, and ENGL 4110. In addition, students must demonstrate second language proficiency through completion of an OPI (oral proficiency interview) Please see the [Undergraduate Bulletin](#) for the list of additional course requirements for completion of the minor.

English as a Second Language: The English as a Second Language minor allows students to deepen their knowledge of teaching English Language Learners. Second language fluency is not a requirement. The ESL minor is available for all Education majors and students in other colleges who are interested in obtaining the knowledge and skills for working with and understanding people who speak English as a second (or third) language.

Additional information about [undergraduate programs leading to teacher certification](#) can be found on the College of Education Website.

Program Checkpoints for Teacher Education Students

As teacher education students move through the program, progress will be monitored to ensure that they are on a path that will lead to their intended destination. In short, certain developmental milestones will be evaluated at various points along the program. These checkpoints allow for opportunities:

1. For students to pause and reflect on their professional growth
2. For teacher education faculty and supervisors to offer constructive feedback to students
3. To review the appropriateness of students' intended destinations

As a student within Marquette University's teacher certification program, you will pass through two checkpoints as you move through your program:

- Admission into the Professional Program during the semester of EDUC 2001.
- Admission to Student Teaching during the early part of the semester prior to student teaching.

Decisions about admissions are made by the TEAM Committee, which consists of faculty members who teach and interact with undergraduate and post-baccalaureate students regularly. The Committee determines your readiness for admission at these two checkpoints—at the end of the applicable semester— based on several aspects of your performance:

- ✓ Academic criteria—reflected in your coursework
- ✓ Performance criteria—reflected in your field work performance
- ✓ Professional dispositional criteria—reflected in the attitudes and habits of mind you bring to all aspects of your program

For those individuals intending to be teachers, all three aspects (knowledge, skills, and dispositions) are equally important to your growth as a professional educator and to your progression through the program.

Course & Field-Based Professional Disposition Reviews

Faculty instructors, cooperating teachers, and university supervisors overseeing your performance both in coursework and in field-based experiences will evaluate your demonstration of a variety of professional dispositions. These evaluations are then reviewed by the TEAM Committee at the end of each academic semester. Feedback regarding any concerns will be communicated to you in writing by the Assistant Dean of Undergraduate Advising & Student Services.

Checkpoint #1: Admission into the Professional Program

This checkpoint applies to undergraduate students seeking teacher licensure. Students apply to the professional program during the semester they take EDUC 2001: Teaching Practices I. This is typically during a candidate's sophomore year. This checkpoint is critical in determining whether or not candidates are permitted to continue to participate in upper level coursework and other required field-based experiences as part of the program.

This review, situated at the end of your first formal field experience, provides early evidence of your professionalism and capabilities in the professional context. Prospective teachers receiving

a letter of concern will be required to meet with the Director of Teacher Education to establish an appropriate *performance improvement plan*.

Criteria for admission into the professional program:

- Completion of 40 undergraduate credits
- 2.75 cumulative GPA **OR** 2.5-2.744 cumulative GPA with successful completion of basic skills test (Praxis CORE, ACT, SAT)
- Successful completion of EDUC 2001, including field experience
- Successful completion of dispositional assessments (student, cooperating teacher, university instructor)
- Satisfactory personal mission statement
- Review by TEAM Committee

Appeals for Admission into the Professional Program

Students with a 2.5—2.744 GPA but without a minimum score in any of the accepted basic skills assessments can appeal for admission into the Professional Program. The appeals procedure is as follows: Prepare a typed letter indicating and addressing the basic skills test appeal. This letter should communicate in detail your efforts to address the area of concern.

Checkpoint #2: Admission to Student Teaching

Like the professional program admission checkpoint, this transition checkpoint is specific to those who wish to pursue initial teacher licensure. The culminating experience of the licensure component is the student teaching semester. Thus, candidates will apply to student teach during the early part of the semester prior to the student teaching semester. In most cases, this will be during the fall of senior year, but it may also occur in the spring of senior year.

Criteria for admission to student teaching:

- Admission to the Professional Program
- Successful completion of all courses in major/minor areas of certification
- No grades of *Incomplete* when making application nor at the end of the semester for which you are making application.
- 2.75 cumulative GPA (3.00 for graduate students)
- 2.75 GPA in major/minor areas of certification (3.00 for graduate students)
- 2.75 GPA in education sequence (3.00 for graduate students)
- Successful completion of all courses in Education sequence with a minimum grade of C or better
- Successful completion of the appropriate Praxis Subject Assessment (content area examination) **OR** 3.0 GPA in content major (EA-A) or in Education major and overall GPA (MC-EA)
- Successful completion of the Foundations of Reading Test (MC-EA candidates only)
- Satisfactory completion of student teaching application
 - Electronic submission of application form
 - Letter of introduction to future cooperating teacher
 - Reflection essay
 - One-on-one interview with Director of Field Placements & Licensure
- Approval from the TEAM Committee, which has final responsibility for approval or denial of the applicants

- Satisfactory criminal background check
- Documentation of a negative tuberculin skin test—or if results are positive, results of a chest X-ray

Appeal Process for Student Teaching

Students with a 2.5—2.744 GPA in either their cumulative, major/minor areas, or education coursework may appeal for admission to Student Teaching. Students are eligible to appeal only ONE of their required GPAs. The appeals procedure is as follows: Prepare a typed letter indicating and addressing the grade point average appeal. This letter should communicate in detail your efforts to address the area of concern.

Checkpoint #3: Completion of Student Teaching & Licensure Recommendation

For those candidates pursuing teacher licensure, this final review determines whether or not a candidate will be recommended for initial teacher licensure in the State of Wisconsin. Such a recommendation is contingent upon faculty approval, which is determined by proficient fulfillment of all professional responsibilities and proficient completion of all requirements of the student teaching experience.

Students approved by the committee are then reviewed by the Director of Field Placements and Licensure to ensure that additional criteria set by the State of Wisconsin have been met before a final license endorsement to the state can be made.

Criteria for license endorsement:

- Bachelor of Science degree
- Successful completion of the full semester of student teaching experience including participation in student teaching seminar
- 2.75 GPA (cumulative, major/minor areas of certification, education sequence)
- Successful completion of the edTPA Performance Assessment
- Submission of the following to the Director of Field Placements and Licensure:
 - Evaluation rubrics from cooperating teacher(s)
 - Evaluation rubrics from university supervisor
 - edTPA score report
 - Program, cooperating teacher, and university supervisor evaluations/surveys

Passing Scores for edTPA

Effective September 1, 2016, initial licensure candidates must earn the following passing scores on the edTPA in order to be endorsed for an initial license:

- 38 for edTPA handbooks with 15 rubrics
- 32 for edTPA handbooks with 13 rubrics

Policy about edTPA Passing Score for Wisconsin Initial Licensure

An educator preparation program (EPP) may establish an exceptions policy granted to no more than 10% of the total number of students completing professional education programs leading to licensure in each graduation or program completion period. To be considered for an exception, the EPP must ensure that the candidate has earned a minimum score of no less than ½ Standard Error of Measure (SEM) below the passing score. The EPP must ensure the other indicators of readiness based on multiple measures over time designed or adopted by the School/College/Department (SCD).

The following scores are those that are ½ SEM below the required passing score:

- 35 for edTPA handbooks with 15 rubrics
 - Elementary Literacy
 - Secondary Mathematics
 - Secondary History/Social Studies
 - Secondary Science
 - Secondary English Language Arts
- 29 for edTPA handbooks with 13 rubrics
 - World Language

Program Assessments

It is important that students maintain the original score reports from all required exams in a personal file for future use. The College of Education does not make and disseminate copies of score reports for students who have misplaced or lost their test results.

Marquette Educator Portfolio

Each undergraduate student in the College of Education, starting with freshmen in the fall of 2019, will compile an electronic portfolio of documents reflecting the student's growth in the four key descriptors of a Marquette educator. A Marquette educator is:

1. An advocate and practitioner of equity and justice in schools and communities
2. A designer and facilitator of ambitious curriculum and pedagogy informed by theory, context, and students' thinking and experiences
3. An imaginative, critical thinker who reflects on ways to improve teaching and learning
4. A compassionate professional who embodies *cura personalis* and empowers learners through reciprocal relationships of dignity and respect

Over the course of the program, students need to:

1. Upload applicable pieces of evidence from each of the three distinctive levels of the program to the e-portfolio program (directions will be provided).
 - a. Foundations of Learning
 - b. Developing Practice
 - c. Enacting Practice

2. Using the chosen artifacts, write a reflection about their growth at the point specified below and upload it to their portfolio.

Level 1 Foundations of Learning	Level 2 Developing Practice	Level 3 Enacting Practice
<p>Students choose artifacts/evidence from each of the 3 foundations courses to exhibit their growth towards becoming a Marquette educator focusing on # 1 and #4.</p> <p>Students use their chosen artifacts to write a Foundations of Learning Reflection during the first two weeks of EDUC 2001.</p> <p>Peers in EDUC 2001 review the Foundations of Learning Reflections.</p>	<p>Students choose evidence, including video evidence, that shows their growth towards #2 and #3.</p> <p>Students use their chosen artifacts to write a Developing Practice Reflection.</p> <p>This reflection becomes part of the application for student teaching or senior internship.</p> <p>Faculty teams review the portfolios.</p>	<p>Students choose evidence, including video evidence, that shows their growth towards #1-4 at the end of the student teaching or internship semester.</p> <p>Students use their chosen artifacts to write an Enacting Practice Reflection.</p> <p>Faculty teams review the portfolios.</p>

Core Academic Skills for Educators

The Core Academic Skills for Educators Test, also referred to as the Praxis Core test, assesses basic knowledge in the areas of Reading, Writing and Mathematics. The Core test is required for Education students who do not have a minimum 2.75 overall GPA at the time of Professional Program admission and do not have ACT or SAT scores meeting the state of Wisconsin minimum scores. If the Core test is required, it must be taken before formal admission to the Professional Program. Scores on the Core test must meet the minimum scores as set by the state of Wisconsin.

Wisconsin cut-off scores for the Core test are as follows:

Core Academic Skills for Educators: Reading	156
Core Academic Skills for Educators: Writing	162
Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)	150

Go to [the ETS website](#) for information on registering for the test.

ACT/SAT

Students may use their ACT or SAT scores to count in place of the Core test if their test is no more than ten years old, and their scores are as follows:

License	College Entrance Exam name	Passing Score
All Wisconsin Teaching, Pupil Services, & Administrative Licenses	ACT® Plus Writing	Composite Score of ≥ 22 and combined English/Writing ≥ 20
	ACT® Test	Score of 23 with minimum sub scores of: <ul style="list-style-type: none">• 20 on English,• 20 on Math, and• 20 on Reading
All Wisconsin Teaching, Pupil Services, & Administrative Licenses	The SAT® Test	Minimum sub-scores: <ul style="list-style-type: none">• 520 on Mathematics• 510 on Critical Reading• 480 on Writing

Deadlines for Completing Required Content Area Assessments (Praxis)

- For those planning to teach during the **fall** semester, Praxis exam must successfully be passed by the **February 15th prior to the fall**.
- For those planning to teach during the **spring** semester, Praxis exam must successfully be passed by the **August 15th prior to the spring**.

Students must pass the appropriate test(s) by these designated dates. Any exceptions to the deadline must be approved by the Director of Field Placements and Licensure well in advance.

Praxis Subject Assessments

The State of Wisconsin requires that all candidates completing a teacher education program must provide evidence of content knowledge. Students can either successfully pass a Praxis Subject Assessment **OR** earn a 3.0 GPA in content major (EA-A) or 3.0 in Education coursework and 3.0 overall GPA (MC-EA). **Please note:** Secondary majors who are pursuing an additional area of licensure in an unrelated content area (i.e., English and history) must also demonstrate content knowledge by achieving either a 3.0 in their content major/minor or through a passing score on the appropriate PSA.

Please refer to the information on the next page for a list of all of the PSA content area tests. **Please be sure that you register for the correct test and that you satisfy this requirement in a timely basis.** Register for the test at the [ETS website](#).

Praxis Subject Assessment	ETS Test #	Specific License	Required Score
English Language Arts: Content Knowledge	5038	English Journalism	167
Mathematics: Content Knowledge	5161	Mathematics	160
Middle School: Content Knowledge *Elementary majors take this test.	5146	MC-EA (grades 1–8)	146
General Science: Content Knowledge *All secondary students with majors in broad field science, chemistry, physics, and biology minor take this test.	5435	Broad Field Science Biology Chemistry Physics	154
Social Studies: Content Knowledge *All secondary students with majors in History, Political Science, Psychology and Sociology take this test.	5081	Broad Field Social Studies Economics History Political Science Psychology Sociology	153
Theatre	5641	Theatre	157

ACTFL Tests: OPI and WPT for World Language Majors Only

World Language Education majors need to attain a score of **Intermediate High or above** on the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) prior to enrolling in Teaching World Language and Cultures (advanced methods course).

World Language majors must register to take the OPI and WPT tests via the [ACTFL website](#).

Marquette University’s College of Education reserves the right to withhold recommendation for licensure for any candidate who does not demonstrate competence on the content knowledge test required by DPI.

Wisconsin Foundations of Reading Test (FORT)

Effective January 31, 2014, all applicants applying for a Wisconsin teaching license in elementary education (PK-5), special education, or reading are required to pass the Foundations of Reading Test for Wisconsin, a test of reading instruction knowledge and skills administered by Pearson Education, Inc. This requirement is in addition to the current content testing requirements for each license. The passing score is 240.

See [the FORT website](#) for more information.

Deadlines for Completing Required Foundations of Reading Test (FORT)

- For all elementary candidates planning to student teach during the **fall** semester must initially take the FORT by February 15th **prior to the fall**.
- For all elementary candidates planning to student teach during the **spring** semester must initially take the FORT by August 15th **prior to the spring**.

Students must initially take the FORT by these designated dates. Any exceptions to the deadline must be approved by the Director of Field Placements and Licensure well in advance.

If the 1st attempt is not successful (less than 240), a candidate must retake within 6 weeks of their initial test date.

If the 2nd score is between 229—239, a candidate may be permitted to student teach—with the written agreement that they understand no license endorsement will be granted until a minimum score of 240 is achieved.

If the 2nd attempt results in a score that is less than 229, but the initial score was 229 or above, the student teacher candidate may be permitted to student teach—with the written agreement that they understand no license endorsement will be granted until a minimum score of 240 is achieved.

Upon successful completion of student teaching, the candidate may be eligible for the bachelor's degree; however, the license endorsement will not be granted until a passing FORT score is received by Marquette University.

Conflict Resolution

The following process is followed in the event that a conflict between a student and faculty member/administrator occurs. These conflicts might include grade-related concerns or other course-related interactions. However, there is a separate grade appeal process, which is addressed below.

1. The student schedules an appointment with faculty/administrator with whom the conflict arose.
2. If the conflict is not resolved to the student's satisfaction after that meeting, the student may write a formal letter to the department chair, Dr. Leigh van den Kieboom, outlining the concern(s) and the strategies undertaken thus far to resolve the conflict.
3. The department chair then responds to the student concern(s) either in writing or in person.
4. If the situation is still not resolved, the student may write a formal letter to the Dean of the College of Education.
5. The decision of the Dean will be considered final.

Throughout this process, the student is encouraged to consult with his or her advisor and/or Tina McNamara, Assistant Dean of Undergraduate Advising and Student Services.

Final Grade Appeals

The process for seeking a final grade appeal can be found in [Marquette University's Undergraduate Bulletin](#).

Academic Advising

All first-year students in the College of Education are advised by the [Assistant Dean for Undergraduate Advising & Student Services](#). Second year students, depending on their program and major, are typically assigned to a faculty advisor.

In addition to having an advisor in the College of Education, all students will be assigned an advisor in their content major department. Students should plan to consult with BOTH advisors throughout the year and especially during Registration.

As in any good relationship, the relationship between advisor and advisee is most effective when both parties share responsibility for its success. The Academic Advising Syllabus can be found [here](#).

Advisor Responsibilities:

- To be available to advisees during regular office hours and by appointment.
- To be knowledgeable about the policies and procedures of the College of Education and the University as a whole.
- To assist advisees to build on their strengths and develop goals and strategies to address areas needing improvement.
- To monitor the progress of advisees toward fulfilling graduation requirements.

Advisee Responsibilities:

- To know who their advisor is and how to contact that person.
- To be knowledgeable about the policies and procedures of the College of Education and the University as a whole.
- To come prepared to advising meetings by bringing records and other personal information.
- To seek assistance whenever questions and/or concerns arise.

Teacher Education Advising and Mentoring (TEAM) Committee

A Committee comprised of teacher education faculty and staff will address concerns about students that are submitted through the "student concern form." Students may also seek assistance from this Committee in instances when they are having difficulties navigating the program.

- Dr. Theresa Burant— theresa.j.burant@marquette.edu
- Dr. Leigh van den Kieboom— leigh.vandenkieboom@marquette.edu
- Dr. Karen Evans— karen.evans@marquette.edu
- Ms. Tina McNamara— tina.mcnamara@marquette.edu
- Ms. Kirsten Lathrop— kirsten.lathrop@marquette.edu

Resources and Organizations

Career Services Center

The entire staff is available to provide comprehensive [career education and employment services](#) for undergraduate students, graduate students, and alumni.

Student Educational Services

The [Office of Student Educational Services](#) is committed to contribute to the positive growth and development of students as they seek to obtain academic and personal success at the university. They specialize in academic support services that include:

- Tutoring
- Study skills help with:
 - Time management
 - Test taking
 - Textbook reading
 - Note-taking
 - Procrastination

Disability Services

Students with disabilities may require accommodations to ensure equal access to meet admission requirements or to participate in field experiences for the College of Education. Therefore, exceptions to or modifications of admission criteria or field placements will be determined on a case-by-case basis following the guidelines specified in the University's [official policy document](#).

If students have questions about their disability and how it may affect field placements or admission to the College of Education, they can contact the [Office of Disability Services](#) at 288-1645. A coordinator will work with students and the Director of Teacher Education to determine the need for accommodations and the manner in which accommodations will be made.

Norman H. Ott Memorial Writing Center

The [Norman H. Ott Memorial Writing Center](#) is a resource for all writers in the Marquette community and the surrounding Milwaukee neighborhood. The writing center is comprised of peer tutors—undergraduates, graduate students, and faculty from the humanities, sciences, and social sciences—who act as conversational partners for writers in all disciplines. The writing center is a place where writing is happening; we are writers, researchers, and presenters ourselves. We help people, from faculty and staff to first-year students, work towards excellence in their writing. What drives our conversations is the belief that writing is a life-long learning process.

Counseling Center

In support of the University's value for *Cura Personalis*, it is the MU [Counseling Center's](#) mission to promote a holistic approach to the psychological health and development of all students, which contributes to the attainment of their educational objectives at MU as well as responsible community membership.

Study Abroad

All Education students are encouraged to consider a study abroad opportunity. Please see the [study abroad website](#) for information about semester, summer, and short course programs. Students interested in studying abroad for a semester **MUST** start planning their experience during their freshman year, particularly if they still hope to finish their program in a four-year time frame. Ideally, students should plan to study abroad the second semester of sophomore year to avoid disruptions in Education coursework. Please schedule an appointment with Tina McNamara to begin the planning process.

Honor Societies

College of Education students are eligible to become members of Phi Beta Kappa, Alpha Sigma Nu, and Alpha Sigma Lambda as are any Marquette students who meet the qualifications for those academic honor societies. College of Education students are also eligible to join the honor societies established by academic departments if they meet the qualifications.

Section II: Roles and Responsibilities of Program Stakeholders

- Two Contexts of Apprenticeship—College Life & Professional Life
- Understanding & Accepting Your Roles
- Understanding the Contexts
- Roles and Responsibilities:
 - Field Student
 - School-Based Cooperating Teacher or Site-Based Supervisor
 - Marquette Course Faculty/Instructor
 - Marquette University Supervisor
 - Director of Field Placements & Licensure/Field Placement Coordinator
 - Director of Teacher Education & Educational Studies
- A Collaborative Approach

Two Contexts of Apprenticeship: College Life and Professional Life

Colleges of Education often face the challenge of preparing their students to develop the skills, knowledge, and dispositions they will need to succeed both as students in their university courses and as professionals in the field. These two tasks are not always congruent, and pre-service teachers sometimes feel a sense of being “caught in the middle” as they progress through their programs. This feeling of being “caught in the middle” reflects two very different roles played by the pre-service teachers as they move back and forth between the two contexts within which they live and learn.

The successful student is able to navigate these contexts and these roles by understanding the demands and norms of both contexts. This social and contextual understanding enables the student to seamlessly play the role of college student when on the university campus as well as the role of teacher when engaged in professional work in field-based settings.

The extent to which a student is able to successfully navigate this terrain is dependent on many things. First, students must be willing to recognize that they are simultaneously college students and young professionals. Second, students must be willing to accept the competing expectations and responsibilities placed on them in these varying roles. Third, faculty must be aware of these two contexts and recognize their potential to create a source of tension and conflict for students. Finally, students and faculty must actively engage one another in open discussions related to these contexts, roles, and tensions.

Understanding and Accepting Your Roles

Your apprenticeship as a student will serve as a starting point for your ultimate transition from college to professional work. During your field experiences, you will straddle and attempt to balance two very different cultures: your life as a college student and your life as a professional educator. During this initial transition and adaptation process, you may experience feelings of separation, uncertainty, and discomfort.

Initial Phase: During the initial phase, you may experience resistance to letting go of a comfortable and familiar lifestyle as a college student. In fact, some college student norms and practices may even jeopardize your professional success. As you work through this initial phase, you may find entering a new culture (that of school and professional work) to be challenging. Entering any new situation or experience requires some adjustments.

Adjustment Phase: During the adjustment phase, you may feel some uncertainty as you gain confidence through experience. It is important that you:

- Learn the art of being new,
- Learn the norms of the culture you are entering,
- Identify the unwritten cultural expectations and practices,
- Maintain a good impression,
- Shift your own perceptions and behaviors,
- Be savvy in your professional relationships,
- Understand the power and reward structures, and
- Learn how you are the most productive

Understanding the Contexts

The active research agendas of university contexts reflect a radically different orientation to teaching and learning than school contexts. In general, university research focuses on the modifiability of classrooms, thus bringing a “future-in-the-making” perspective to educational contexts. Schools and organizations, however, have a greater dependence on the present, day-to-day activities, and often rely on past occurrences to make predictions and decisions about a course of action. Perhaps influenced by this “future-in-the-making” orientation, university contexts are often focused on providing students with a critical awareness about school contexts and a mission to promote change, sometimes based on hypothetical assumptions about best practices without concern for bureaucratic constraints. School- or site-based settings, however, are more centered on concrete social relations shaped and directed by numerous constraints, held accountable for the achievement of their students, and operate largely based on evidence of performance.

In short, faculty will often structure campus-based experiences around the notions and ideals of *what could be*. In contrast, when entering school-or site-based settings, students encounter the stark reality of *what is*. Part of coming to understand the contexts in which you will be operating is being able to recognize various pathways with the potential of leading you from *what is* to *what could be*.

Roles and Responsibilities

Field Student—This label refers to you as the student enrolled in one of the Educational Policy and Leadership department programs (MC-EA, EA-A, or Educational Studies). Other labels used to refer to your role include pre-service teacher, prospective teacher, intern, and student teacher. A field student is responsible for:

- ✓ Completing, with appropriate participation, the minimum number of required hours of the given field experience
- ✓ Following the guidelines established for field participation
- ✓ Establishing professional relationships with the Field Placement Office personnel, cooperating teachers/site supervisors, and university supervisors
- ✓ Following the established procedures for reporting an absence
- ✓ Becoming familiar with the field site and its policies and procedures
- ✓ Researching the demographics of your field site and the population of learners that is served
- ✓ Learning students’ names and begin to identify learners’ diverse needs, seeking to understand how these needs can be met in the context of your field experience
- ✓ Collecting resources to support instruction
- ✓ Taking initiative in participating in the activities of the classroom/site
- ✓ Completing documentation and hours log, recording activities along with hours
- ✓ Communicating promptly and clearly with all stakeholders
- ✓ Maintaining appropriate professional confidentiality regarding students/clients, classroom, and school/organization issues
- ✓ Obtaining appropriate permission prior to collecting video, audio, or photographic documentation of classroom- or site-based activities and students/clients.

Due to the high risk of liability and responsibility for yourselves and your students/clients, we strongly discourage other social contacts with students/clients which might occur, for example, online/social media or in person in private homes, restaurants, cars, etc. Prior to beginning the field experience, field students are required to review and sign a field placement contract.

School-Based Cooperating Teacher or Site-Based Supervisor—The general title of cooperating teacher or site supervisor refers to the experienced professionals with whom you will work to complete field-based requirements. These individuals invite you to learn from and with them as they engage in their professional work.

Although we expect that you will establish collaborative working relationships with your cooperating teachers/site supervisors, it is important to remember that your cooperating teachers and supervisors retain their professional decision-making, obligations, and responsibilities even as you work collaboratively with one another. Thus, while you may not always agree with your cooperating teachers, it is important that you recognize and honor their authority. Recognizing that not all field experiences will be located in school settings, we will refer to individuals fulfilling this role as field partners or field mentors when applicable. The cooperating teacher/site supervisor supports the student by:

- ✓ Preparing students/clients for the student's arrival
- ✓ Introducing the student to students and to colleagues
- ✓ Acquainting the student with the school facility, including technology access and procedures for entering the building (student teaching)
- ✓ Providing objective insights into ways to navigate the school culture
- ✓ Familiarizing the student with the routines and management of the unique classroom
- ✓ Discussing unbiased background information of the students with whom the student will be working
- ✓ Sharing as much as possible about the classroom
- ✓ Involving the student in a variety of teaching activities
- ✓ Encouraging the student to ask questions
- ✓ Reviewing school policies and procedures, including dress code
- ✓ Providing constructive feedback throughout the field/student teaching experience
- ✓ Completing requested feedback and evaluation forms focusing on the student's development as a teacher and professional
- ✓ Discussing concerns or issues, *as they arise*, with the student and university supervisor (if applicable)

Per Wisconsin Department of Public Instruction; PI 34.023 (4) The clinical program may only use cooperating teachers and school-based supervisors who meet all of the following requirements:

- (a) Holds a valid Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
- (b) Volunteered for an assignment as a cooperating teacher or school-based supervisor.
- (c) Has at least 3 years of teaching experience, including one year of experience at the current place of employment, or at least 3 years of pupil services or administrator experience, including one year of experience at the current place of employment.
- (d) Has completed training in the supervision of clinical students and the applicable standards.

Marquette Course Faculty/Instructor—This individual teaches the course with which a field experience is associated. They determine the requirements of the field experience and provide instructional leadership by:

- ✓ Designing instruction to promote students' learning
- ✓ Articulating for all participants the requirements of the field experience
- ✓ Facilitating class meetings as productive learning experiences
- ✓ Consulting with university supervisors, cooperating teachers, and students regarding the performance of the students
- ✓ Appropriately guiding and resolving field issues using the procedures articulated in Section IV of this handbook

Marquette University Supervisor—The university supervisor is the university-based representative who will work most closely with you in the field. Not all field experiences include supervision. These individuals support both the student and the cooperating teacher by:

- ✓ Communicating the goals, purposes, requirements, and expectations of the field experience/student teaching experience to the cooperating teacher
- ✓ Observing a student's interactions and instruction in the field setting
- ✓ Facilitating the student's ability to examine, analyze, and reflect on the field experience through the lens of the focus of the course and field expectations as determined by the program and course instructor
- ✓ Facilitating conferences with the student and cooperating teacher (student teaching)
- ✓ Providing timely and constructive feedback and support
- ✓ Supporting the student and/or cooperating teacher in resolving issues related to the field experience

Director of Field Placements and Licensure/Field Placement Coordinator—These individuals directly oversee the administration, development, and implementation of field placements. Their responsibilities include but are not limited to:

- ✓ Maintaining relationships with partner districts/schools, administrators, and cooperating teachers
- ✓ Communicating with district placement specialists
- ✓ Collecting field placement request forms
- ✓ Recording and updating field placement data—current and historical
- ✓ Communicating with cooperating teachers and field students regarding assigned field experiences
- ✓ Communicating with course instructors/faculty regarding field placement assignments
- ✓ Fielding concerns and questions from all stakeholders
- ✓ Facilitating student teaching seminar

Director of Teacher Education and Educational Studies—This individual oversees the components of the teacher education and the educational studies programs. Changes in state laws or Department of Public Instruction directives are monitored and communicated by the Director. The Director may be invited to participate in meetings of concern at any level and will be a participant in any level three meetings of concern.

A Collaborative Approach

As you progress through the educator preparation program, it is important that you do so with the support of our supervisory team. Consider the following:

- At the **school/site level**, your daily interactions related to teaching and learning will be with your cooperating teacher/site supervisor. In working closely with your cooperating teacher, it is important that you create a professional relationship that is characterized by courtesy, open communication, teamwork, and accountability. Your cooperating teacher has committed to your professional development by inviting you as a pre-service teacher or educator into his/her classroom. Additionally, you have the opportunity to demonstrate your ability to relate to all students in a way that is appropriate, caring, and professional.
- At the **university level**, your university supervisor will offer you support through regular classroom observations, feedback about your teaching, and working collaboratively with you and your cooperating teacher to suggest ways that may further advance your understanding of teaching and to help you problem-solve issues that naturally arise as the result of field experiences.
- Your **educator preparation course work and student teaching/internship seminar** provide a group setting in which you form connections between theory and practice and engage in meaningful conversations that help you examine, analyze, and evaluate your current understanding of teaching and learning.

Marquette's Educator Preparation Program provides this network of support—cooperating teacher, university supervisor, and teacher education faculty—to guide you on your professional journey. Although the roles are similar across time, specific role expectations change over time to reflect the nature of your professional responsibilities as you move from observational experiences, to various field experiences, to student teaching or internships.

Section III: Field Experiences and Professional Obligations & Commitments

- Foundational Coursework (Pre-professional Program) Objectives
- Advanced Coursework (Professional Program) Objectives
- Assessment of Course-Based Professional Behaviors and Dispositions in the College Classroom
- Assessment of Field-Based Professional Behaviors and Dispositions
- Professional Dispositions Progress Letter
- Performance Improvement Plan
- How Field Placements Are Made
- Considerations for Placements in School and Community Settings
- Helpful Tips to Ensure a Successful Field Placement
- Academic Integrity
- Procedures for Addressing Student Behavior/Performance Concerns
- Professional Code of Ethics for Teachers

Foundational Coursework (Pre-Professional Program) Objectives

Field experiences and service learning at this level emphasize your beginning understanding of theories of learning and includes opportunities for you to see the practical application of those theories through exposure to and observation of students in diverse settings. Under the guidance of an experienced classroom teacher/site supervisor, you will gain exposure to an urban school environment or community organization and participate in the following activities.

EDUC 1210: Introduction to Schooling in a Diverse Society

Students must work with Marquette's Service Learning Program for field placements. Approved field sites can be found by course instructor [here](#).

Students are expected to:

- Observe and appreciate the complexity of the art and craft of teaching with respect to children, the teaching role, classrooms, and contexts
- Appreciate the possibilities for teaching for the common/public good in a pluralistic society
- Draw from a variety of resources
- Reflect on becoming a teacher

EDUC 1220: Psychology of Human Development in Children and Adolescents in a Diverse Society

Students must work with Marquette's Service Learning Program for field placements. Approved field sites can be [found by course instructor here](#).

Students in this course will critically examine physical, social, emotional, moral, and cognitive development of children and adolescents. Variables such as gender, socioeconomic status, race, ethnicity, and language will be explored.

EDUC 2001: Teaching Practices I—Instructional Design & Teaching Models

Students must request a field placement from the Field Placement Office by completing the online [Field Placement Request Form](#).

Students are expected to:

- Recognize and be prepared to discuss various teaching models in class
- Conduct structured observations to identify and understand:
 - Physical environment
 - Learning climate
 - Social interaction of students
 - Relationship building
 - Classroom management and behavioral expectations
 - Instructional methods
 - Routines and procedures
 - Meeting the needs of diverse students
 - Assessing student learning
 - Providing feedback to students

This field experience requires that students spend a total of 20 hours in the assigned classroom over the course of the semester. This means students must report to the assigned classroom once a week for two hours each visit.

Students should establish a regular presence in their classroom placement, rather than packing required hours into a shorter time period. Students can only build rapport and truly develop their skills over the weeks.

The EDUC 2001 faculty instructors and cooperating teachers/site supervisors overseeing your performance both in coursework and in the field-based experiences associated with this course evaluate your demonstration of a variety of professional dispositions.

Students also complete these two evaluation forms as part of their professional reflection. These evaluations are then reviewed by the TEAM Committee. Feedback regarding any concerns will be communicated to you in writing by the Assistant Dean of Undergraduate Advising & Student Services.

EDUC 2000: Educating Exceptional Learners (All Candidates)

Students must request a field placement from the Field Placement Office by completing the online [Field Placement Request Form](#). If students are taking both EDUC 4037/2000 in the same semester, one field placement will be assigned to complete 40 total hours (20 required hours per course).

Students are expected to:

- Work actively with students
- Focus on the individuality of students
- Determine the differentiation required to meet individual student needs
- Analyze which students may be at risk and what some underlying reasons may be (with the assistance of the cooperating teacher and other school support teachers)
- Pay special attention to students diagnosed with Exceptional Education Needs (EENs) or special needs
- Identify which interventions are utilized and the effectiveness of those strategies

This field experience requires that students spend a total of 20 hours in the assigned classroom over the course of the semester. Note: All 20 hours must be completed prior to exam week in order to successfully pass this course. The classroom must have at least one student who has an Individual Education Plan (IEP), or you must contact the Field Placement Office to seek a new placement.

Advanced Coursework (Professional Program) Objectives

Field experiences at the Professional Program level also occur in the Milwaukee area and provide opportunities for more active involvement and engagement in the student learning process. Field experience at this level emphasizes the application of pedagogical strategies learned in methods coursework. During various courses, you will participate in the following activities.

EDUC 4037: Literacy in the Content Area (EA-A Candidates)

Students must request a field placement from the Field Placement Office by completing the online [Field Placement Request Form](#). If students are taking both EDUC 4037/2000 in the same semester, one field placement will be assigned to complete 40 total hours.

Students are expected to:

- Conduct small group instructional activities
- Observe and analyze students' literacy practices
- Observe and analyze how the cooperating teacher utilizes literacy practices
- Conduct whole class instruction, with the preparation of approximately 3–4 lesson plans

This field experience requires that students spend a total of 20 hours in the assigned classroom over the course of the semester. Students should establish a regular presence in their classroom placement, rather than packing required hours into a shorter time period. Students can only build rapport and truly develop their skills over the weeks.

EDUC 4297: Teaching in the Middle School (All Students)

Students must request a field placement from the Field Placement Office by completing the online [Field Placement Request Form](#).

Students are expected to:

- Contribute to a positive learning environment that supports all students' engagement in learning
- Plan and implement rigorous, culturally relevant instruction
- Teach a minimum of four whole class lessons
 - Two lessons are observed by a university supervisor
 - Two lessons are recorded—one for peer review, discussion, and feedback from supervisor and one for review and feedback from instructor
- Assess students in classroom activities
- Provide effective feedback to students
- Integrate technology
- Collaborate with school faculty
- Identify own areas for growth and professional development

This field experience requires that students spend a total of 40 hours in the assigned classroom over the course of the semester. Students should establish a regular presence two times per week in their classroom placement, rather than packing required hours into one day or over a shorter time period. Students can only build rapport and truly develop their skills over the weeks.

Advanced Methods Courses (EA-A Candidates)

Students must request a field placement from the Field Placement Office by completing the online [Field Placement Request Form](#).

Students are expected to:

- Contribute to a positive learning environment that supports all students' engagement in learning
- Plan and implement rigorous, culturally relevant instruction
- Teach a minimum of four whole-class lessons
 - Three lessons are observed by a university supervisor
 - One lesson is recorded for peer review and feedback from instructor
- Assess students in classroom activities
- Use assessment data to plan and implement lessons and units of instruction
- Provide effective feedback to students
- Integrate technology
- Collaborate with school faculty
- Identify own areas for growth and professional development

This field experience requires that students spend a total of 40 hours in the assigned classroom over the course of the semester. Students should establish a regular presence in their classroom placement, rather than packing required hours into a shorter time period. Students can only build rapport and truly develop their skills over the weeks.

EDUC 4964 Practicum: Teaching Elementary Reading in the Hartman Literacy and Learning Center (MC-EA Candidates)

Unlike other field placements at area schools, this reading practicum is conducted on Marquette's campus at the Ralph C. Hartman Literacy and Learning Center, which the College of Education maintains as a training and research facility.

Students are expected to:

- Provide literacy intervention to small groups of children attending urban schools
- Provide direct services to students and families
- Assess reading skills of children
- Provide assistance to parents in promoting literacy development of their children
- Be observed three times by a university supervisor
- Use supervisor feedback to inform future instruction

This field experience requires that students spend a total of 30 hours (twice weekly for 10 weeks) tutoring school-age children in the Center. Attendance is crucial given that students are transported to Marquette for tutoring.

EDUC 4986 and 4987: Community-Engaged Internships I and II

EDUC 4986: Field experience in a community agency or educational site for the purpose of furthering the student's integration of theory and practice in a professional setting. Placement is for a minimum of 120 hours per semester under the supervision of site and University personnel and includes a weekly seminar.

EDUC 4987: Continuation of the internship experience (EDUC 4986). Placement is for a minimum of 120 hours per semester of supervised practice at the same site as the previous semester and includes a weekly seminar.

Interns will be expected to:

- Complete 120 or more hours in your internship site as verified by your site supervisor. These hours must be spread out over the semester.
- Hand in an evaluation from your site supervisor at the end of the semester and participate in a debriefing meeting with your site supervisor.
- Attend and participate in all seminars, including completion of all required course paperwork documenting your hours with your site.
- Compose and send email check-in reflections to your seminar instructor.
- Plan and coordinate a site visit from your instructor in consultation with your site.
- Develop, implement, and present on a project that adds value to the site.

To accomplish this, the intern will:

- Discuss ideas for a project with a site supervisor, noting both the needs of the agency and the goals of the intern.
- Create a timeline and expectations for the project with the supervisor: What will be done? What are the specific criteria for the project (using the rubric criteria as a guideline)? How will the supervisor and student know if the project meets expectations? When will it be completed? What is the shape, structure, or format of the project?
- Complete the project over the course of the internship.

The presentation will take place at the end of the semester and will be attended by people from the internship sites, Marquette faculty and staff, members of the Educational Studies Advisory Board, and other interested guests.

Possible activities that the intern might engage in at the site include:

- Talking with the staff about teaching, learning, diversity, planning, etc.
- Working with individual clients and small groups of clients
- Leading large group activities
- Assessing programs
- Preparing instructional materials
- Creating assessments
- Creating a bulletin board or display or media materials for the site
- Teaching lessons planned with the supervisor or others from the site
- Teaching lessons planned by the intern
- Observing other professionals at the site
- Talking with other professionals about the agency, its role in the community, etc.
- Talking with parents or other family members
- Attending professional conferences or other events with members from the agency

Assessment of Course-Based Professional Behaviors and Dispositions in the College Classroom

Student:

Course:

Instructor:

Semester, Year:

The formative assessment below consists of two contrasting behaviors for each indicator of course based professional dispositions. For each item, make a check mark in one of the spaces closest to the phrase that best describes the student's behavior during your course.

Professional Attributes & Characteristics	The student...	Circle the rating that is closest to your assessment of the student's performance.	The student...
Attendance & Punctuality	Has exemplary attendance and/or is consistently on time.	6 5 4 3 2 1	Has missed more than two class sessions and/or has been consistently late to class.
Work Habits	Submits work on time and with minimal guidance.	6 5 4 3 2 1	Often submits work late or requires extensive guidance.
Work Quality	Submits work that is consistently thoughtful and carefully prepared.	6 5 4 3 2 1	Submits work that lacks organization and/or thoughtfulness.
Oral Communication	Demonstrates excellent skills in articulating and expressing ideas during class discussions.	6 5 4 3 2 1	Frequently has difficulty expressing ideas clearly during class discussions.
Written Communication	Submits consistently organized, clearly expressed written work, with no grammatical errors.	6 5 4 3 2 1	Submits written work that lacks organization, clarity, and/or grammatical correctness.
Knowledge of Course Content	Has solid knowledge of course content and draws upon it in new and unique ways.	6 5 4 3 2 1	Has superficial knowledge of course content and/or hasn't fully internalized it.
Intellectual Independence	Submits work which exceeds course requirements and demonstrates an ability to connect big ideas and take risks independently.	6 5 4 3 2 1	Does what is asked but has difficulty conceptualizing and applying big ideas.

<p>Response to Multiple Perspectives</p>	<p>Evaluates multiple perspectives and makes well-considered decisions about integration into their own perspective.</p>	<p>6 5 4 3 2 1</p>	<p>Has difficulty considering perspectives that differ from their own.</p>
<p>Response to Critical Feedback</p>	<p>Actively solicits critical feedback and insights from others and acts on feedback from others.</p>	<p>6 5 4 3 2 1</p>	<p>Has difficulty accepting critical feedback and may be defensive and resistant to feedback.</p>
<p>Social Understanding</p>	<p>Exhibits a high level of understanding about what to do or say in order to maintain good relations with others and responds accordingly.</p>	<p>6 5 4 3 2 1</p>	<p>Has difficulty understanding what to do or say in the social context; does not consistently respond accordingly.</p>
<p>Interpersonal Skills & Collaboration</p>	<p>Appropriately and effectively collaborates with others; actively seeks to ensure collaborative efforts are successful; encourages equitable contributions from all group members.</p>	<p>6 5 4 3 2 1</p>	<p>Has difficulty collaborating with others; may excessively dominate or withdraw from collaborative activities; contributions hinder collaborative efforts.</p>
<p>Self-Confidence</p>	<p>Appropriately self-assured and poised; competently handles professional demands.</p>	<p>6 5 4 3 2 1</p>	<p>Often appears unsure, self-conscious, or is inappropriately self-assured.</p>

Assessment of Field-Based Professional Behaviors and Dispositions

Student:

School:

Cooperating Teacher:

Semester, Year:

The formative assessment below consists of two contrasting behaviors for each indicator of field based professional dispositions. For each item, make a check mark in the one space closest to the phrase that best describes the student's behavior during the field work experience.

Professional Attributes & Characteristics	The student...	Circle the rating that is closest to your assessment of the student's performance.	The student...
Attendance & Punctuality	Has exemplary attendance and/or is consistently on time.	6 5 4 3 2 1	Has missed scheduled field work and/or has been consistently late.
Professional Appearance	Maintains a professional appearance.	6 5 4 3 2 1	Wears inappropriate clothing and/or lacks hygiene.
Work Habits	Demonstrates excellent work habits and works independently.	6 5 4 3 2 1	Demonstrates emerging work habits and works effectively only with maximum guidance.
Work Quality	Submits work that is consistently thoughtful and carefully prepared.	6 5 4 3 2 1	Submits work that lacks organization and/or thoughtfulness.
Oral Communication	Demonstrates excellent skills in articulating and expressing ideas when speaking.	6 5 4 3 2 1	Frequently has difficulty expressing ideas clearly when speaking.
Written Communication	Consistently communicates through writing in an organized, clearly expressed way, with no grammatical errors.	6 5 4 3 2 1	Demonstrates a lack of organization, clarity, and/or grammatical correctness when writing.

Knowledge of Content Area	Works to deepen and seek understanding of the content material.	6 5 4 3 2 1	Demonstrates a surface understanding of the content material.
Interactions with Students	Initiates opportunities and establishes appropriate rapport with students.	6 5 4 3 2 1	Fails to establish rapport with students and/or appears timid, detached from them.
Response to Learners	Consistently responds to accommodate learning and social needs of all students.	6 5 4 3 2 1	Has difficulty responding to the needs of all students.
Response to Critical Feedback	Actively solicits critical feedback and insights from others and acts on feedback from others.	6 5 4 3 2 1	Has difficulty accepting critical feedback and may be defensive and resistant to feedback.
Planning	Consistently demonstrates effective planning and prepares thoughtfully.	6 5 4 3 2 1	Has difficulty with planning and/or fails to prepare for field work.
Classroom Management	Consistently is able to organize and manage the classroom activities and respond pro-socially to student behavior.	6 5 4 3 2 1	Has difficulty organizing and managing classroom activities and/or responds inappropriately to student behavior.
Collegiality	Appropriately and effectively collaborates with others at the school/site.	6 5 4 3 2 1	Demonstrates a lack of collaboration and/or interest in working with others at the school/site.
Self-Confidence	Appropriately self-assured and poised; competently handles professional demands.	6 5 4 3 2 1	Often appears unsure, self-conscious, or is inappropriately self-assured.
Ability to Reflect and Improve Performance	Works to deepen and use understanding of classroom practice and student learning.	6 5 4 3 2 1	Has difficulty reflecting and assessing own teaching abilities.

Professional Dispositions Progress Letter

Dear *Student*,

As a student within Marquette University's teacher certification program, you will pass through two checkpoints as you move through your program. The first one is Admission into the Professional Program during the semester of EDUC 2001. The second checkpoint is Admission to Student Teaching during the early part of the semester prior to student teaching.

Decisions about admissions are made by the TEAM Committee, which consists of faculty members who teach and interact with undergraduate and post-baccalaureate students regularly. The Committee determines your readiness for admission at these two checkpoints—at the end of the applicable semester— based on several aspects of your performance:

- ✓ Academic criteria—reflected in your coursework
- ✓ Performance criteria—reflected in your field work performance
- ✓ Professional dispositional criteria—reflected in the attitudes and habits of mind you bring to all aspects of your program

For those individuals intending to be teachers, all three aspects (knowledge, skills, and dispositions) are equally important to your growth as a professional educator and to your progression through the program.

The following research-based characteristics have been determined to be reflective of effective teachers who position themselves as lifelong learners. Concerns noted during the *semester* by one or more course instructors or university supervisors have been indicated by an "X" on the list below.

<input type="checkbox"/> Attendance & Punctuality	<input type="checkbox"/> Self-Confidence	<input type="checkbox"/> Written Communication
<input type="checkbox"/> Participation	<input type="checkbox"/> Reaction to Feedback	<input type="checkbox"/> Engagement in Learning Process
<input type="checkbox"/> Cooperation	<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Knowledge of Course Content
<input type="checkbox"/> Motivation	<input type="checkbox"/> Social Understanding	<input type="checkbox"/> Openness to New Ideas
<input type="checkbox"/> Work Habits	<input type="checkbox"/> Oral Communication	

If concerns have been noted, you must schedule a meeting with the Director of Teacher Education to discuss and establish an appropriate *performance improvement plan* prior to the start of the next semester. Any concerns or questions you may have will be addressed to help ensure your satisfactory progression through the program.

Sincerely,

Tina McNamara
Assistant Dean of Undergraduate Advising & Student Services

cc: Teacher Candidate's File, Advisor

Performance Improvement Plan

Date:

Meeting Called by:

Regarding Student:

Additional Individuals Present at Meeting of Concern:

Level of Concern: ___ Level II ___ Level III

Brief Description and Nature of the Concern: State the reason for the meeting. If appropriate, describe any previous attempts to address the concern.

Key Issues Discussed: Complete meeting notes may be attached.

Clearly articulated expectations with procedures and supports stated	Timeline and outcomes if expectations are not met

How Field Placements Are Made

In the semester before enrolling in a field placement, students must complete an [Online Field Placement Request Form](#). This form generates your placement for the following semester. Students should complete the required fields and click submit on the bottom.

A Field Placement Request Form is required each time you register for a course that includes a field experience. **Please get in the habit of submitting your request form as soon as you know you'll need a placement, even if you haven't officially registered.** Although students may make requests for certain placements, it is not always possible to honor the request being made. It is also important for students to know that typically field placements are made in urban areas, including Milwaukee Public Schools, other Milwaukee area public districts, Milwaukee area charter schools, and urban Catholic schools.

All field placements and student teaching assignments are arranged by the Field Placement Office. **Under no circumstances are students permitted to initiate contact with a school to arrange a placement independent of this office.** Any concerns regarding placement should be discussed immediately with the [Director of Field Placements & Licensure](#).

Field Experience Documentation & Hours Form

The [Field Experience Documentation and Hours Log](#) is an important document which verifies successful completion of the required number of hours at an assigned field placement. Students must present this form to the assigned cooperating teacher for his/her signature each time they are at the school. This form should not be left in the cooperating teacher's classroom during the semester. Students must keep track of the form and ask the teacher to sign and date at each visit. At the end of the semester, the cooperating teacher must provide a final signature and verify the number of completed hours on the form.

Field Experience Evaluation Forms

The cooperating teacher will be asked to complete a final evaluation of the student's performance near the end of the semester. This evaluation should be shared with the student (and university supervisor when applicable). The evaluation form is due to the course instructor by the last day of class or when indicated by the instructor. These forms are provided to students by the course instructors and/or university supervisors.

Considerations for Placements in School and Community Settings

Field experiences are an important component of many of the required courses in the educator education program. All field experiences are aligned with the educator preparation program's social justice mission and are designed to provide opportunities to work with students from diverse ethnic, racial, and socio-economic backgrounds in Milwaukee area schools and organizations.

Both pre-professional field experiences as well as professional field experiences are incorporated into Marquette's educator preparation program. Expectations and active involvement will increase as candidates progress from the pre-professional to the professional program or upper coursework level. For those seeking teacher licensure, this will culminate with progression to the full semester student teaching experience which occurs during the final semester of the program. At this level, students will be required to assume full responsibility for teaching under the supervision of a highly qualified teacher.

Throughout the College of Education program courses and field experiences, students will have many opportunities to reflect upon what it truly means to be an effective urban educator. Students will be challenged to critically assess issues related to diversity and social justice and to become agents of change with a moral purpose.

Field experiences are regulated by the Wisconsin Department of Public Instruction (DPI) and the DPI-approved teacher education program at Marquette University. As mandated by the Department of Public Instruction, field experiences at Marquette must comply with the following regulations as stated in the [Wisconsin Administrative Code PI 34.023](#):

Clinical program. The educator preparation program's conceptual framework shall include a clinical program that meets all of the following requirements:

(1) **Pre-student teaching.** Each student shall have onsite, supervised pre-student teaching clinical experiences which meet all of the following requirements:

(a) Are developmental in scope and sequence.

(b) Occur in a variety of variety of school settings.

(c) Result in the student being able to demonstrate knowledge and understanding of the standards under s. [PI 34.002](#), as demonstrated by the assessments required under s. [PI 34.021](#).

(d) Evaluates each student's performance by using at least 2 written evaluations based upon observations by the cooperating teacher or the program supervisor. The written evaluations shall be kept as part of the student file required under s. [PI 34.016 \(3\) \(b\)](#).

(2) **Student teaching.** For educator preparation programs leading to a teaching license, each student shall have student teaching experience which meets all of the following requirements:

(a) Is developmental in scope and sequence.

(b) Occurs in school settings.

(c) Meets the statutory requirements under s. [118.19 \(3\) \(a\)](#), Stats.

(d) Provides the student opportunities to interact with and adapt instruction for children with disabilities.

(e) Assigns the student a cooperating teacher or team of cooperating teachers.

(f) Has the following duration: For educator preparation programs leading to the student's first license, the student teaching shall be for full school days for a full semester of the cooperating school.

(g) Results in the student being able to demonstrate greater knowledge and understanding of the standards under s. [PI 34.002](#), as demonstrated by the assessments required under s. [PI 34.020](#).

(h) Evaluates each student's performance using all of the following:

1. A minimum of 3 classroom observations, either in person or real-time virtual, by a program supervisor with relevant teaching experience. At least one observation shall be in person.
2. At least 3 written evaluations of each student based upon classroom observations by the cooperating teacher or a supervisor approved by the educator preparation program. At least one written evaluation shall be done by the cooperating teacher. The procedures for the written evaluations shall include conferences with the student, cooperating teacher, and program supervisor. The student shall determine which evaluations are available to prospective employers. The written evaluations shall be kept as part of the student file required under s. [PI 34.016 \(3\) \(b\)](#).

Helpful Tips to Ensure a Successful Field Placement

Contacting a Cooperating Teacher or Site Supervisor

Students should email their assigned cooperating teacher/site supervisor as soon as they receive the placement information from the Field Placement Office or Service Learning Office. Emails should be written professionally and reviewed carefully for correct spelling, grammar, and information before sending.

Example Email Message:

Dear Mr. Jones,

I am the Marquette education student who has been assigned to complete ____ (# of) required hours of field work with you and your students this semester. Due to my class (and/or work) schedule, I am available on the following days and times:

Tuesday/Thursdays 11:00am—1:30pm or Fridays 7:30am—1:30pm

Might any of these timeframes be convenient for you? I look forward to meeting you and learning from you and your students/clients during my time in your classroom/organization this semester.

Sincerely,

Joe Carter

While you may write your email specific to you and your style, please include the following:

- ✓ Share the required number of hours per week you will be working at your site.
- ✓ Suggest the day(s) and time(s) that you are available and ensure this is convenient to the cooperating teacher/site supervisor.
- ✓ Share that field hours must be completed on the same day and same time each week in an effort to establish consistency.
- ✓ Inquire about the school/organization calendar—including days off and field trips in order to avoid conflicts with their field hours.
- ✓ Provide dates of Marquette breaks when you will not attend your regularly scheduled hours.

Reminder: Be prepared to check your Marquette email account at least once daily, if not more frequently, to keep up with any communications with your cooperating teacher/site supervisor, course instructor, and/or university supervisor.

- ❖ **Submit the school or site's required background check paperwork as soon as possible.** You are responsible for finding out what is required. These checks can sometimes take several days/weeks to process, and you don't want your field hours to be affected negatively.
- ❖ **Cell phones must be turned off and out of sight** when attending your field placement.
- ❖ Please **begin your field hours at the beginning of the semester.** If you have not been timely in scheduling your observations at the beginning of the semester, the teacher may not permit you to remain in his/her classroom. A new field placement will not be assigned to you if you fail to contact your cooperating teacher and lose your opportunity to complete your field experience.
- ❖ **Enjoy** your time out at your school site and consider putting in more time than required!
- ❖ **Attend your field placement regularly and consistently.** The field work component is a significant aspect of your course, and you run the risk of not passing successfully if you do not fulfill your field work hours and responsibilities.
- ❖ **If you are unable to report to the school due to illness, notify your cooperating teacher immediately.** Make every effort to make up the missed time quickly. The ability to perform in this area suggests a readiness to teach; a lack of performance in this area will be noted on field-based evaluation forms. This type of feedback, related to field performance, is reviewed by the faculty and informs decisions during the admission to student teaching checkpoint.
- ❖ **Showing enthusiasm, a willingness to learn, and commitment to the profession is expected.** The message conveyed to the cooperating teacher is: *"I really want to learn from you and work with the students in your classroom. Please tell me what you would like me to do today."* Although observation is an important component of all field experiences, students should avoid sitting in the back of the room taking notes and appearing to be disengaged in the activities of the classroom.
- ❖ **All field hours are completed at your assigned school and assigned cooperating teacher.** Please notify the [Field Placement Office](#) if you are directed to report to a teacher other than the one assigned to you.

- ❖ **Please be advised about digital permanence!** You are encouraged to be very careful about what you are putting on social media that could cast you in an unprofessional light. If you have any inappropriate material on social media, please take it down before you begin your field experience. In addition, the greeting on your voicemail should be reviewed for appropriateness.
- ❖ **Demonstrate a spirit of cooperation and interest** by volunteering to do something extra in the classroom. Teachers do notice and are impressed with field students who demonstrate their willingness to exceed normal expectations of the field experience.
- ❖ **Students are encouraged to circulate around the classroom** as students are engaged in group learning activities or independent seat work. Although teachers generally welcome this, students will want to first check with their cooperating teacher.
- ❖ **Students are encouraged to ask clarifying questions** at their field work sites. This reinforces a sincere interest in learning. However, students should find an appropriate time to have these conversations and refrain from interrupting teachers to ask questions when they are actively involved in teaching.
- ❖ While it may be easy to make judgments, remember that you are only visiting this classroom for relatively short, isolated periods of time. You're not always aware of what has happened prior to your arrival, so **remember you are there to learn and to help.**
- ❖ **Ask your cooperating teachers for feedback** as they observe you working in the classroom and be receptive to suggestions that are provided.
- ❖ **Be sure cooperating teachers have your phone number and/or e-mail address** in the event they need to contact you of a school closing or school event that may prevent your classroom participation.
- ❖ **Always remember to notify your cooperating teacher in the event of illness.** Inform the teacher that the missed hours will be made up and that you will be there the following week. **Do not presume that cooperating teachers will be aware of your Marquette calendar if breaks happen to fall on one of the days you are scheduled to report to your school.** It is your responsibility to alert the cooperating teacher to this.

Academic Integrity

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

Procedures for Addressing Student Behavior/Performance Concerns

A procedure has been implemented to address concerns about student behavior/performance in the course or the field placement. Each level represents an increased level of concern. Similarly, the action steps that correspond with each level of concern reflect the severity of the concern.

Depending upon the nature of the concern, responsive steps may be disciplinary or supportive in nature. In the event of a failure to fulfill responsibilities, responsive steps may be disciplinary. In line with the developmental lens we bring to teacher education, any action steps to address concerns stemming from performance will outline supports put in place to aid the student towards proficiency.

Level One Concerns:

These first level concerns focus on student behavior and/or performance that reflect poorly on the individual's commitment to the field experience and/or course-based responsibilities. Causes for responsive action related to level one concerns shall include, but shall not be limited to:

- Inappropriate cell phone, computer, and/or Internet usage
- Inappropriate dress
- Tardiness
- Absence without appropriate notification
- Lack of preparedness
- Neglect of responsibilities
- Failure to actively participate in field setting

University supervisors and our cooperating teachers are usually the first to notice and document such behaviors and performances through evaluations and/or conversations.

Action steps related to level one concerns shall follow the procedure below:

1. The university supervisor or field placement office personnel will document the rule or expectation that was violated and communicate the concern(s) to the student.
2. A copy of the documentation will be placed in the student file.

More often than not, these level one concerns stem from a student's struggle navigating the two contexts of apprenticeship appropriately. While lack of awareness—or appreciation for the professional expectations of the field experience—may help explain the source of some level one concerns that arise, it is hoped that the supportive nature of the related responsive action will provide a context to clarify expectations.

Level Two Concerns:

These second level concerns focus on student behavior and/or performance that threaten Marquette's relationship with the field site. Causes for action steps related to level two concerns shall include, but shall not be limited to:

- The same concern repeated multiple times or as one concern is addressed, a new concern arises.
- Inappropriate verbal interactions with students or school personnel
- Inappropriate written communication
- Willful disregard for directives from field site and/or Marquette personnel
- Violation of school or district policy
- Inefficiency in performance of duties

Responsive action related to level two concerns shall follow the following procedure:

1. A meeting of concern will be immediately scheduled with the student, the course instructor, the Assistant Dean for Undergraduate Advising, and the university supervisor (if applicable). This meeting should be held in advance of the next scheduled visit to the field site. If the meeting cannot be scheduled within this timeframe, the student *should not* return to the field site until the meeting has taken place.
2. The Assistant Dean for Undergraduate Advising will document the meeting of concern using the *performance improvement plan*.
3. The student will receive a copy of the *performance improvement plan*.
4. If appropriate, the university supervisor or Director of Field Placements will inform the cooperating teacher and/or school administrator of the outcomes of the meeting of concern.
5. A copy of the *performance improvement plan* and the full meeting of concern minutes will be included in the student's file.

Level two concerns may stem from poor professional judgment or from performances that are inadequate given the expectations of the field experience. In either case, the meeting of concern form requires the development of an action plan to remedy the situation. In cases stemming from poor professional judgment, the action plan will include an articulation of actions the student will take to repair the situation and clear and direct consequences should poor professional judgment continue.

In cases stemming from inadequate performance, the action plan will articulate specific strategies and suggestions to support the candidate in developing proficiency, benchmarks to be attained in order to proficiency, and support put in place to assist the candidate in attaining benchmark proficiency.

Level Three Concerns:

These most serious concerns reflect student behaviors that violate standards of ethical conduct or performances that are inadequate given the expectations of the field experience. Causes for responsive action related to level three concerns shall include, but not be limited to:

- Unresolved level two concerns
- Violation of Marquette University's Honor Code
- Violation of Marquette University's academic integrity policy
- Violation of school and/or district policies and guidelines regarding professional conduct
- Violation of professional code of ethics as articulated by professional organizations (see below)
- Ineffectiveness in performance of duties

Responsive action related to level three concerns shall follow the procedure below:

1. A meeting of concern will be immediately scheduled with the student, the Director of Teacher Education, the course instructor, the university supervisor (if applicable). This meeting should be held within one day of the infraction. The student *must not return* to the field site until the meeting has taken place.
2. An impartial observer will record minutes and otherwise document the meeting of concern.
3. The student will receive a copy of the *performance improvement plan*.
4. The Director of Teacher Education will write a follow-up letter to the candidate summarizing the concern(s), the action(s) to be taken, and how the issue(s) will be resolved (including restitution to repair the situation and/or support given to the candidate to address areas of insufficiency).
5. A copy of the *performance improvement plan*, the full meeting of concern minutes, and the Director of Teacher Education's letter will be included in the student's file. If appropriate, a copy of the Director's letter will be sent to the school administrator and cooperating teacher.

Level three concerns may stem from gross violations of professional standards and norms or from inadequate performance given the expectations of the field experience such that without intervention the candidate will not succeed in the placement. In either case, the meeting of concern requires one of three outcomes:

1. the development of an action plan to remedy the situation,
2. dismissal from the field placement and a failing grade for the course, or
3. dismissal from the teacher education or educational studies program.

In cases stemming from gross violations of professional standards and norms, and if the student is permitted to return to the field site, the action plan will include an articulation of actions the student will take to repair the situation, and clear and direct consequences should poor professional judgment continue.

In cases stemming from inadequate performance, the action plan will articulate specific strategies and suggestions to support the candidate in developing proficiency, benchmarks to be attained in order to proficiency, and support put in place to assist the candidate in attaining benchmark proficiency.

Professional Code of Ethics for Teachers

Principle I—Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II—Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the 1975 National Education Association Representative Assembly, amended 2010

Section IV (a): The Culminating Student Teaching Experience

- Preparing to be a Student Teacher
- Cooperating Teacher Requirements
- Cooperating Teacher Responsibilities
- Withdrawing from Student Teaching
- Labor Disputes
- The Student Teaching Experience
- Attendance Policy
- Release of Teaching Responsibility Pacing Guide
- Evaluation of Student Teachers
 - Observations
 - Evaluation Rubrics
 - edTPA Portfolios
- Initial Teacher Licensure
- Student Teaching Evaluation Rubric

Preparing to Be a Student Teacher

Graduation Information

All student teachers must complete and submit a graduation application online in CheckMarq to the Office of the Registrar in order for a degree to be conferred from Marquette University. Fall **and** spring student teachers who are planning to participate in the university's annual May commencement ceremony must submit an online graduation application by February 1st.

The Marquette Registrar's Office sets the deadlines for submission of graduation applications; the College of Education will send reminders to future student teachers during the academic year, along with graduation application instructions and information. You'll also receive information regarding transcripts and diplomas.

Registration Information

Student teaching is a course for which students must register, as a seminar accompanies the experience. The Wisconsin Department of Public Instruction (DPI) requires that students register for a course to be eligible for a teaching license. At Marquette, the student teaching course is taken for fifteen (15) credits at a flat rate at the undergraduate level and three (3) credits per usual credit cost at the graduate level.

Since student teaching is an actual course, candidates are required to demonstrate that they have acquired specific content knowledge as well as appropriate professional dispositions and skills. Students earn an *S (Satisfactory)* or a *U (Unsatisfactory)* grade for student teaching.

Occasionally a grade of *I (Incomplete)* may be assigned. As stated in the *Marquette University Undergraduate Bulletin*, a grade of *I* is "assigned by the instructor, normally on a pre-arranged basis, to allow completion of course assignments other than the final examination. It is understood that the student's performance in the course must merit this special concession." The Director of Field Placements and Licensure is the assigned instructor for student teaching courses and has final responsibility for assigning grades.

Eligibility to Student Teach

Student teacher candidates must make a formal application to student teach early in the semester preceding the one during which student teaching will occur. The student teaching deadline is announced in the student teaching informational meeting, which is scheduled by the Director of Field Placements and Licensure early each semester.

To be eligible to student teach, the student teacher candidate must meet the following criteria:

- Admission to the Professional Program
- Successful completion of all courses in major/minor areas of certification
- No grades of *Incomplete* when making application nor at the end of the semester for which you are making application.
- 2.75 cumulative GPA (3.00 for graduate students)
- 2.75 GPA in major/minor areas of certification (3.00 for graduate students)
- 2.75 GPA in education sequence (3.00 for graduate students)
- Successful completion of all courses in Education sequence with a minimum grade of C or better

- Successful completion of the appropriate Praxis Subject Assessment (content area examination) **OR** 3.0 GPA in content major (EA-A) or in Education major and overall GPA (MC-EA)
- Successful completion of the Foundations of Reading Test (MC-EA candidates only)
- Satisfactory completion of student teaching application
 - Electronic submission of application form
 - Letter of introduction to future cooperating teacher
 - Reflection essay
 - One-on-one interview with Director of Field Placements & Licensure
- Approval from the TEAM Committee, which has final responsibility for approval or denial of the applicants
- Satisfactory criminal background check submitted to Field Placement Office
- Documentation of a negative tuberculin skin test—or if results are positive, results of a chest X-ray submitted to Field Placement Office

Appeal Process for Student Teaching

Students with a 2.5—2.744 GPA in either their cumulative, major/minor areas, or education coursework may appeal for admission to Student Teaching. Students are eligible to appeal only ONE of their required GPAs. The appeals procedure is as follows:

1. Prepare a typed letter indicating and addressing the GPA appeal.
2. Gather letters of support from at least three individuals:
 - a faculty member in student’s major area (required if seeking major GPA appeal)
 - an education faculty member
 - a cooperating teacher in an upper division education course

Cooperating Teacher Requirements

Per Wisconsin Department of Public Instruction; PI 34.023 (4) The clinical program may only use cooperating teachers and school-based supervisors who meet all of the following requirements:

- (a) Holds a valid Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
- (b) Volunteered for an assignment as a cooperating teacher or school-based supervisor.
- (c) Has at least 3 years of teaching experience, including one year of experience at the current place of employment, or at least 3 years of pupil services or administrator experience, including one year of experience at the current place of employment.
- (d) Has completed training in the supervision of clinical students and the applicable standards

Cooperating Teacher Responsibilities

The general title of cooperating teacher refers to the experienced professionals with whom we place student teachers.

Although we expect that cooperating teachers will establish collaborative working relationships with our student teachers, we have made it clear that cooperating teachers retain their professional decision-making, obligations, and responsibilities even as they work collaboratively with student teachers. The cooperating teacher will support the student by:

- ✓ Preparing students/clients for the student's arrival
- ✓ Introducing the student to students and to colleagues
- ✓ Acquainting the student with the school facility, including technology access and procedures for entering the building (student teaching)
- ✓ Providing objective insights into ways to navigate the school culture
- ✓ Familiarizing the student with the routines and management of the unique classroom
- ✓ Discussing unbiased background information of the students with whom the student will be working
- ✓ Sharing as much as possible about the classroom
- ✓ Involving the student in a variety of teaching activities
- ✓ Encouraging the student to ask questions
- ✓ Reviewing school policies and procedures, including dress code
- ✓ Providing constructive feedback throughout the field/student teaching experience
- ✓ Completing requested feedback and evaluation forms focusing on the student's development as a teacher and professional
- ✓ Discussing concerns or issues, *as they arise*, with the student and university supervisor

Continuation or Removal from Student Teaching

Teacher candidates will be allowed to continue with their student teaching experience as long as they make satisfactory progress as determined by the cooperating teacher and university supervisor and receive favorable evaluations. However, the College of Education recognizes the right of the host school cooperating teacher, principal, or university supervisor to request the removal of a student from a student teaching position. If such a request is made, action will be taken immediately.

A teacher candidate may be removed from a student teaching assignment if the teacher candidate's performance or behavior is judged to be adversely affecting the pupils, the host school, or the university. If the teacher candidate demonstrates behaviors that would require a leave of absence or dismissal for someone on the regular teaching staff, the teacher candidate will be removed.

Teacher candidates who are not successful in their student teaching experience may be required to participate in a remediation program plan before College of Education approval may be granted to student teach in a subsequent semester.

Teacher candidates and cooperating teachers spend the most time with each other and have the greatest need and the greatest opportunity to communicate clearly and respectfully. First and foremost, students are to discuss concerns with their cooperating teachers. The key to resolution of minor concerns is communication. If teacher candidates and their cooperating teachers are unable to resolve their concerns, the university supervisors should be approached as facilitators.

The following general procedures should be followed if a major problem develops during student teaching:

1. The supervisor (cooperating teacher or university supervisor) who identifies the problem meets with or communicates concerns to the teacher candidate as soon as possible to identify the area(s) of concern and ways to correct or improve the situation.
2. If the problem is not resolved, the supervisory team proceeds as follows and documents the problem in written form. The supervisory team, including the Director of Field Placements & Licensure:
 - Meets with the teacher candidate to review the area(s) of concern.
 - Lists in writing what needs to be accomplished and sets a time frame for future action.
 - Decides what assistance will be provided to the teacher candidate by the team.
 - Identifies possible alternative action if the problem continues (i.e. remediation or termination of the student teaching experience).
3. The supervisory team provides feedback and keeps the teacher candidate informed of progress being made.
4. If the problem has not been resolved satisfactorily within the designated time frame, a second meeting is held and the alternative action that was planned in step two (above) is taken.

Withdrawing from Student Teaching

Teacher candidates may choose to withdraw themselves from student teaching for personal or professional reasons before the student teaching experience begins. Students considering doing so must discuss the matter with the Director of Field Placements and Licensure as soon as possible.

If a teacher candidate chooses to discontinue the student-teaching experience, s/he must inform the cooperating teacher, the university supervisor, and the Director of Field Placements and Licensure immediately. The teacher candidate will also need to submit a formal letter of termination and complete the necessary paperwork by the course withdrawal deadline date in order to receive a grade of *W (Withdrawn)*. If procedures are not followed and a grade of *W* is not assigned, a grade of *U (Unsatisfactory)* will be assigned. Contact the Assistant Dean of Undergraduate Advising & Student Services for assistance with the process.

Labor Disputes

In the event of a work stoppage in a cooperating school system where teacher candidates are placed, it is the policy of Marquette University that teacher candidates be non-participants. Teacher candidates are not to cross picket lines or participate in any school-related activities until the issues have been resolved between the school board and the local Teacher Education Association.

The Student Teaching Experience

The Marquette University College of Education has made a commitment to intellectual excellence, to the Jesuit, Catholic tradition, and to service to others. Marquette has identified itself as an urban institution committed to service in the Milwaukee urban area. Therefore, student teaching placements are designed in collaboration with Milwaukee public, charter, and Catholic schools. Currently, the Marquette University teacher preparation program works closely with several schools in the Metro Milwaukee area to ensure that teacher candidates will have the opportunity to further develop the knowledge, skills, and dispositions characteristic of effective professional practice in diverse settings.

Student teaching placements are arranged through the Director of Field Placements and Licensure. **Under no circumstance is an applicant for student teaching to initiate contact with a school to arrange his or her own placement independent of the Director of Field Placements and Licensure.**

In addition, students are typically **not** permitted to student teach in an elementary or high school they previously attended as a student. Student teaching applicants may list preferences for placements; however, there is no guarantee that any listed preferences can be honored. In addition, changes to a teacher's assignment or school may impact placements.

Middle Childhood through Early Adolescence teacher candidates are expected to accept responsibility for the full workload of a regular, full-time teacher for **a minimum of 7–9 full weeks**.

Early Adolescence through Adolescence teacher candidates are expected to carry the full workload of a regular teacher for the full school day for **a minimum of 7–9 full weeks** and observe the following guidelines:

- Students with a single major must teach at least four sections in the major (for example, English).
- Students with a major and minor must teach at least three classes in the major and one in the minor (for example, history and broad field social studies).
- Students with dual majors must teach at least two classes in each major. (This is less common.)
- If possible, students are expected to have lesson preparation for no more than three different courses.
- Students are expected to have no more than two cooperating teachers per placement.

Student teachers can be expected to participate in any activities and duties required by the contract of their cooperating teacher, including but not limited to:

- Assisting with duties around the school—recess, lunchroom, study hall...
- Observing and/or participating in faculty meetings and professional development days
- Attending and participating in parent-teacher conferences and any other required evening activities/events
- Observing an IEP meeting
- Observing and/or participating in a committee or professional learning community

Our program's goal is to provide appropriate supports while still holding high expectations of our teacher candidates. **Should concerns arise about a student teacher's performance, effort, or attendance, it is critical that the University Supervisor or [Director of Field Placements](#) be notified so that quick intervention can be taken.**

Attendance Policy

Student teachers follow the calendar of the regular teaching staff of the host school. They are expected to be at their school site for the entire day for the full semester, with the exception of illness or reasonable advance requests, explained below.

Illness

In the event of illness, teacher candidates must contact their cooperating teacher and university supervisor immediately using their preferred method of communication (email, text, phone call). It is also the responsibility of the student teacher to ensure that the cooperating teacher receives all required lesson plans before the school day begins. Teacher candidates are also expected to communicate their illness to their supervisor and to the Director.

Requested Release Time

Student teachers are permitted to request up to three days of release time over the course of the entire student teaching placement. These requests must be submitted by email to Kirsten Lathrop, Director of Field Placements and Licensure, at kirsten.lathrop@marquette.edu.

All requests should be requested as far in advance as possible, and failure to request release time more than one week in advance may result in a denial of the request.

Taking more than one day off due to illness will affect the number of requested days granted. You may have no more than four days of absences total, and all days should be reported to both your University Supervisor and the Director of Field Placements.

Excessive absenteeism is to be dealt with by the supervisory team. A teacher candidate who has more than four excused absences may be required to extend the student teaching experience into another semester in order to meet the equivalent of the full-day, full-semester requirement.

Release of Teaching Responsibility Pacing Guide

This guide serves to help both the cooperating teacher and student teacher navigate the introduction and pacing of various activities, tasks, and responsibilities associated with student teaching. It is not intended to offer an exhaustive list of responsibilities, as the expertise and professional judgments of cooperating teachers and university supervisors may dictate alternate pacing and responsibilities. In addition, every teacher candidate is unique and developmental readiness may vary.

All student teachers are required to assume full lead teaching responsibilities for a minimum of seven weeks, with more time encouraged. Student teachers should be teaching in some capacity for the entire semester even after the minimum requirement is met. A mutually agreed upon plan for *if and how* lessons will be released back to the cooperating teacher should be discussed well in advance.

Week 1	Goal/Highlights: The cooperating teacher and the student teacher discuss and come to a mutually agreed upon plan for gradual immersion into full-day teaching. Plans for participation in teaching lessons during week two are discussed. Determine clear expectations for submission of daily lesson plans as the student teacher takes on more teaching responsibilities.	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> • Introduces the student teacher to other school personnel, including but not limited to, grade level colleagues, special education team members, office staff, and administrative staff • Explains classroom routines, procedures, and systems as well as any school-wide policies • Ensures student teacher understands mandatory reporting process for suspected abuse • Provides policies, procedures, and locations of materials/supplies for preventing spread of infectious diseases • Secures access to necessary technology and building (identification card, logins, etc.) • Provides curriculum pacing guides, teacher materials, and other instructional resources • Models effective planning, instruction, and classroom management 	<ul style="list-style-type: none"> • Observes the cooperating teacher in various teaching situations • Learns about lesson and unit plan expectations from CT • Participates in the work of the classroom by: <ul style="list-style-type: none"> ○ learning the names of the students ○ taking part in class discussions ○ assembling or bringing necessary materials/resources ○ helping individual students with their work ○ helping distribute and collect papers and materials ○ taking attendance and keeping records ○ preparing instructional materials ○ operating technology (SmartBoard, document camera, etc.) • Copies and distributes permission forms for edTPA recording to students

Week 2	Goal/Highlights: The cooperating teacher and student teacher come to a clear agreement of how teaching responsibilities will be increased over the following weeks. They work together to identify an appropriate class (secondary) and determine the week that edTPA lessons will be delivered. A discussion of the central focus for edTPA lessons and plans for implementing/recording these lessons has occurred. The academic focus should be guided by curriculum pacing guides and typical instruction should not be interrupted by the edTPA teaching cycle. Should the student be starting their placement in advance of the start of seminar, this schedule can be adjusted.	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> Continues to model effective planning, differentiated instructional strategies, and assessment decisions Shares school calendar, including required events such as parent-teacher conferences, staff meetings, and professional development days 	<ul style="list-style-type: none"> Co-teaches and/or assists with lessons throughout the day Continues to observe cooperating teacher Observe additional master teachers Creates lesson plans and prepares to lead teach one (1) subject or class period in week three (3)
Week 3	Goal/Highlights: Discuss whether the communication of feedback is working effectively for both the cooperating teacher and the student teacher. If necessary, utilize a mutual journal or other tool for recording observations/suggestions (on the part of the cooperating teacher) and self-evaluation/ideas for future planning (on the part of the student teacher). The student teacher arranges the <u>first</u> observation with the university supervisor, making sure to communicate and confirm this with the cooperating teacher.	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> Provides regular feedback to student teacher—including strengths, areas for growth, and support Continues to model effective planning, differentiated instructional strategies, and assessment decisions 	<ul style="list-style-type: none"> Prepares plans for and lead teaches at least one (1) subject or class period Has taken complete responsibility for various daily routines (attendance, lunch, morning meeting, etc.) Creates lesson plans and prepares to lead teach one (1) additional subject in week four (4) Plans 3-5 edTPA lessons as part of a learning cycle for one central focus (follow curriculum pacing guide) Confirms all recording equipment is working properly in advance of edTPA lesson instruction Determines first observation date with university supervisor

Week 4	<p>Goal/Highlights: Both the cooperating teacher and student teacher review and discuss the evaluation rubric to ensure clear expectations and to determine that the student’s rate of progress is appropriate. The student teacher will take over lead teaching in two (2) subjects/class periods (50% load). During this week or week five, the student teacher will record 3–5 edTPA lessons with the selected class, as well as assess and collect selected assignment.</p> <p>Note: Midterm evaluation rubrics are completed by the cooperating teacher and the university supervisor at approximately week eight of the semester.</p>	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> Continues to involve student teacher in all whole group teaching activities throughout the day, regardless of lead teaching responsibilities Continues to provide feedback on a daily basis, with the option to document in a journal or other tool (confirm this option with university supervisor) 	<ul style="list-style-type: none"> Prepares plans for and lead teaches at least two (2) subjects or class periods Creates lesson plans and prepares to lead teach one (1) additional subject in week five (5) Continues to co-teach (or be involved with) all teaching opportunities throughout the day Teaches and records edTPA lesson sequence
Week 5	<p>Goal/Highlights: The student teacher will take over lead teaching in three (3) subjects/class periods (75% load). If not done in week four, the student teacher will record 3–5 edTPA lessons with the selected class, as well as assess and collect selected assignment.</p>	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> Reminds student teacher to maintain their record keeping/grading/posting. This means checking student assignments, following up on missing or late assignments, preparing and scoring assessments, and recording or documenting student performance. Continues to involve student teacher in all whole group teaching activities throughout the day, regardless of lead teaching responsibilities Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> Prepares plans for and lead teaches at least three (3) subjects or class periods Creates lesson plans and prepares to lead teach one (1) additional subject in week six (6) Continues to be involved with all teaching opportunities throughout the day Is current with record keeping/grading duties Teaches and records edTPA lesson sequence (if not completed during week 4)

Week 6	Goal/Highlights: The student teacher takes over lead teaching in four (4) subjects/class periods (100% load). The cooperating teacher can support the student teacher by helping with equipment and allowing time for the lessons to be taught.	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> Reminds student teacher to update their record keeping/grading/posting. This means checking student assignments, following up on missing or late assignments, preparing and scoring assessments, and recording or documenting student performance. Continues to involve student teacher in all whole group teaching activities throughout the day, regardless of lead teaching responsibilities Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> Is current with record keeping/grading duties Continues to plan for and teach four (4) subjects or class periods Continues to be involved with all teaching opportunities throughout the day Has been observed by university supervisor (Observation #1)
Weeks 7-8	Goal/Highlights: Lead teaching responsibilities for the full load have shifted to the student teacher. Note: In secondary settings, this means four content periods and in elementary settings, this is the full day. Continue to discuss how the communication of feedback is working among the student teacher, cooperating teacher, and university supervisor. Student teacher arranges the <u>second</u> observation with the university supervisor, making sure to communicate and confirm this with the cooperating teacher.	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> Reminds student teacher to update their record keeping/grading/ posting. This means checking student assignments, following up on missing or late assignments, preparing and scoring assessments, and recording or documenting student performance. Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> Is current with record keeping duties Ensures classroom displays are aligned with curriculum Continues to plan for and teach four (4) subjects or class periods

Weeks 9-12	<p>Goal/Highlights: During the next four weeks, student teacher leads instruction for their full course load with the cooperating teacher providing feedback and mentoring. Note: The university supervisors will continue scheduling observations during this time, <u>with Observation #2 occurring by the end of week ten (10).</u></p> <p>Midterm evaluation rubric is completed by end of week 10. Both members of the supervisory team—university supervisor and cooperating teacher— share their evaluation rubrics and associated feedback with one another. The student teacher is given an electronic copy of evaluators’ rubrics (cooperating teacher and university supervisor). Students complete their reflection assignment and submit to supervisor.</p>	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> • Completes midterm evaluation rubric, making comments. • Provides an electronic copy of the rubric to both the student teacher and the university supervisor • Continues to provide feedback on a daily basis, with the option to document in a journal or other tool 	<ul style="list-style-type: none"> • Clarifies midterm feedback on performance • Saves a copy of the rubrics for final documentation • Completes midterm reflection after analyzing midterm evaluations. (These are sent to supervisors.) • Continues to plan for and teaches four (4) subjects or class periods • Is current with record keeping duties • Has been observed by university supervisor (observation #2 by end of week 10)
Weeks 13-18	<p>Goal/Highlights: Both the cooperating teacher and student teachers revisit and discuss the evaluation rubric to ensure clear expectations and to determine that the student’s rate of progress is continuing appropriately.</p>	
	Cooperating Teacher	Student Teacher
	<p>Continues to provide feedback on a daily basis, with the option to document in a journal or other tool</p>	<ul style="list-style-type: none"> • Continues to stay active and engaged in the classroom, regardless of subjects or classes that have been released back to the cooperating teacher for lead instruction • Has been observed by university supervisor <ul style="list-style-type: none"> ○ Observation #3—by end of week 14 ○ Observation #4—by end of week 18

Weeks 19-20	Goal/Highlights: Final evaluation rubrics are completed by the cooperating teacher and the university supervisor by week 19 of the semester. Celebrate a successful semester of collaboration!	
	Cooperating Teacher	Student Teacher
	<ul style="list-style-type: none"> Models end-of-semester record-keeping duties such as grading, report cards, updating cumulative folders <u>In spring semester</u>, discusses end-of-year protocol for preparing classroom for summer 	<ul style="list-style-type: none"> Considers how to transition out of the classroom with students Continues to stay active and engaged in the classroom, regardless of whether some subjects or classes have been released back to the cooperating teacher for lead instruction

Evaluation of Student Teachers

Observations

Teacher candidates are observed a minimum of four times by the university supervisor and participate in a minimum of two triadic conferences involving the cooperating teacher and university supervisor.

In addition, any informal observations and subsequent feedback that cooperating teachers offer are welcomed.

Evaluation Rubrics

Student teachers will be evaluated by both the university supervisor and the cooperating teacher(s) using evaluation rubrics at the midterm and end of semester. The ratings at midterm and end of semester can be indicated on the same rubric, which will be provided electronically to the cooperating teacher(s). All ratings and accompanying feedback should be shared between the student teacher, the university supervisor, and the cooperating teacher(s).

At the midterm, should a student teacher earn a minimal score on any of the rubric indicators, a *performance improvement plan* will be drawn up by the Director of Field Placements and Licensure immediately. Failure to meet sufficient progress as stated in this written contract may result in an extended student teaching experience.

Note: Midterm evaluations will be completed by the university supervisor and cooperating teacher(s) only after the teacher candidate is teaching a full-day, full-course load. **This full takeover should begin no later than the start of the 8th week of the semester.**

edTPA Portfolios

In addition, a teaching performance assessment called the [edTPA](#) is now required for teacher licensure in the State of Wisconsin. This is a summative, subject-specific portfolio-based assessment of teaching performance which assesses readiness of a candidate to teach successfully. The edTPA assessment includes a "learning segment" of 3–5 lesson plans, video clips of instruction, samples of student work, and written commentaries.

It is the sole responsibility of the teacher candidate to implement the requirements of the edTPA performance assessment and should not involve additional time or responsibility for the cooperating teacher. However, teachers are asked to allow time in the classroom schedule for the teacher candidate to complete the edTPA teaching requirements. **Four full-day release times for edTPA writing boot camps are also scheduled. These dates will be communicated.**

Initial Teacher Licensure (Tier-II, Provisional Teaching License)

Upon successful completion of the student teaching semester, including successful completion of the edTPA portfolio and evaluation rubrics, student teacher candidates will be endorsed for their initial teacher license in the State of Wisconsin.

- Middle Childhood—Early Adolescence level means the approximate ages of 6 through 12 or 13. (Elementary/Middle levels, grades 1 through 8)
- Early Adolescence—Adolescence level means the approximate ages of 10 through 21. (Middle/Secondary levels, grades 6 through 12)

Student Teaching Evaluation Rubric

Directions for supervisors and cooperating teachers:

1. Complete this evaluation **at midterm** and **at the completion of student teaching**.
2. Review the evaluation form with the candidate.
3. Provide an electronic copy of this to the candidate and supervisor/cooperating teacher.

Teacher Candidate Name Click or tap here to enter text.	School Click or tap here to enter text.	Grade level and subject Click or tap here to enter text.
Name of individual completing this evaluation Click or tap here to enter text.	Role <input type="checkbox"/> Supervisor <input type="checkbox"/> Cooperating Teacher	Date of evaluation Click or tap to enter a date.

At the completion of student teaching, please confirm that the teacher candidate was in regular attendance for the full semester.

Teacher candidate was in regular attendance for the full semester of student teaching.

Cooperating Teacher Signature:

Date:

PI34.002 Teacher standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved educator preparation program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following standards.

(1) LEARNER DEVELOPMENT. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Designs and modifies instruction to meet learners’ needs in developmental areas (cognitive, linguistic, social, emotional, physical), scaffolds, and accounts for differences in prior knowledge. (1a)	Addresses only cognitive area with no attempt to scaffold; Does not account for differences in students’ prior knowledge.	In addition to level 1 rating, partial success at level 2.	Occasionally addresses cognitive area with an attempt to scaffold; Addresses students’ prior knowledge as a class, but individual differences are not considered.	In addition to level 2 rating, partial success at level 3.	Sufficiently addresses cognitive area along with social/emotional with some scaffolding; Accounts for individual differences in students’ prior knowledge and readiness for learning.	In addition to level 3 rating, partial success at level 4.	Effectively addresses cognitive and social/emotional areas with appropriate scaffolding; Accesses student readiness for learning and expands on individual students’ prior knowledge.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Supports student learning through developmentally appropriate instruction, considering individual learners’ strengths, interests, motivational needs. (1b)	Implements instruction that exceeds or does not match developmentally appropriate level for students.		Implements grade-level appropriate instruction but does not account for individual learners’ needs.		Implements developmentally appropriate instruction that accounts for learners’ strengths, interests, and needs.		Implements challenging learning experiences that recognize patterns of learning across cognitive, linguistic, social, emotional, and physical areas.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(2) LEARNING DIFFERENCES. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environment that enable each learner to meet high standards.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Makes appropriate and timely provisions (for example, pacing, task demands, communication, assessment, response modes) for individual students with specific learning differences or needs. (2b)	No evidence of instructional supports.	In addition to level 1 rating, partial success at level 2.	Some evidence of supports but not necessarily effective or developmentally-appropriate.	In addition to level 2 rating, partial success at level 3.	Evidence of sufficient developmentally-appropriate supports.	In addition to level 3 rating, partial success at level 4.	Evidence of effective developmentally-appropriate supports.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Uses knowledge of students' socioeconomic, cultural, linguistic, and ethnic differences to meet learning needs. (2d)	Demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs.		Demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs.		Demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance.		Anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural, and ethnic backgrounds.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Exhibits fairness and belief that all students can learn. (2i)	Communicates with all learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners.		Communicates with all learners in a mostly fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners.		Exhibits reasonable expectations for each learner; communicates with all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners.		Exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Creates a safe and respectful environment for learners. (3a, Danielson 2a)	Ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community; Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels.	In addition to level 1 rating, partial success at level 2.	Models safety and respect; Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels; Teacher attempts to respond to disrespectful behavior, with uneven results.	In addition to level 2 rating, partial success at level 3.	Consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including ages, cultures, and developmental levels; Teacher responds successfully to disrespectful behavior among students.	In addition to level 3 rating, partial success at level 4.	Collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community; Classroom interactions between teacher and students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Structures a classroom environment that promotes student engagement by organizing, allocating, and coordinating the resources of time, space, and learners’ attention. (3d, Danielson 2c)	Much instructional time is lost due to inefficient classroom routines and procedures; Little or no evidence of teacher’s management of instructional groups, transitions and/or handling of materials effectively; Little evidence that students know or follow established routines.		Some instructional time is lost due to partially effective classroom routines and procedures; Teacher’s management of instructional groups, transitions, and/or handling of materials are inconsistent, leading to some disruption of learning; With regular guidance and prompting, students follow established routines.		Little loss of instructional time due to effective classroom routines/procedures; Management of instructional groups, transitions, and handling of materials are consistently successful; With minimal guidance and prompting, students follow established classroom routines.		Instructional time is maximized due to efficient and seamless classroom routines and procedures; Students take initiative in the management of instructional groups, transitions, and/or the handling of materials; Routines are well understood and may be initiated by students.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence

CONT'D. (3) LEARNING ENVIRONMENTS.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Establishes standards of conduct and monitors and responds to student behavior. (Danielson 2d)	Appear to be no established standards of conduct, or students challenge them; Little or no teacher monitoring of student behavior; Teacher response to students' misbehavior is repressive or disrespectful of student dignity.	In addition to level 1 rating, partial success at level 2.	Standards of conduct appear to have been established, but their implementation is inconsistent; Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	In addition to level 2 rating, partial success at level 3.	Student behavior is generally appropriate; Teacher monitors student behavior against established standards of conduct; Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	In addition to level 3 rating, partial success at level 4.	Student behavior is entirely appropriate; Students take an active role in monitoring their own behavior and/or that of other students; Teacher monitoring of student behavior is subtle and preventive; Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Guides learners in using available technologies in appropriate, safe, and effective ways. (3m)	Needs assistance to use interactive technologies as a resource to support student learning; Rarely guides learners in using technology appropriately, safely, or effectively.		Attempts to use interactive technologies as a resource to support student learning; Guides learners in using technology appropriately, safely, and effectively.		Uses interactive technologies as a resource to support student learning; Guides learners in using technology appropriately, safely, and effectively.		Plans for and uses interactive technologies as a resource to support student learning; Anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely, and effectively.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches, and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Knows the content and effectively teaches the content by using multiple representations and explanations. (4a, 4j)	Displays minimal content knowledge; Instructional practices indicate little awareness of learning progressions, and practices are incomplete or inaccurate for the content. Uses one representation or explanation to teach content standard with key ideas missing.	In addition to level 1 rating, partial success at level 2.	Displays basic content knowledge; Instructional practices indicate some awareness of learning progressions; Practices are too often incomplete or inaccurate for the content. Inconsistent use of appropriate multiple representations/ explanations.	In addition to level 2 rating, partial success at level 3.	Instructional practices indicate understanding of content knowledge and learning progressions; Practices are complete and appropriate for content. Consistent use of multiple representations/exp lanations that capture key ideas.	In addition to level 3 rating, partial success at level 4.	Displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding. Consistent use of multiple representation s/explanations that capture key ideas and advances learner's achievement of content standards.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Guides mastery of content through meaningful learning experiences by encouraging learners to consider and question ideas from multiple perspectives. (4b)	Applies inappropriate strategies in instructional practice to engage learners in mastery of content; Considers only one perspective; Does not probe student responses.		Attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content; Considers only one perspective; Probes only some student responses.		Applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content; Elicits multiple perspectives and actively probes students to extend understanding.		Creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content; Elicits questions, ideas, and multiple perspectives from students, allowing them to extend and apply understanding.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Connects core content to relevant, real-life experiences and learning tasks through the lens of interdisciplinary themes. (5b)	Designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences.	In addition to level 1 rating, partial success at level 2.	Designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences.	In addition to level 2 rating, partial success at level 3.	Designs instruction related to the students' real-life experiences and relevant core content.	In addition to level 3 rating, partial success at level 4.	Designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Engages learners in challenging assumptions and creative problem solving in local and global contexts. (5d)	Provides no opportunities for students to challenge assumptions or engage in problem solving; Needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues.		Only sometimes challenges assumptions and engages students in problem solving; Accesses some content resources, including technologies, to build student awareness of local and global issues.		Challenges assumptions and engages students in problem solving; Uses content resources, including digital and interactive technologies, to build student awareness of local and global issues.		Frequently provides opportunities for students to challenge assumptions and engage in problem solving; Seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Develops and implements supports for learner literacy development across content areas. (5h)	No content literacy support is evident; Little evidence of developing literacy and communication skills.		Engages learners in developing literacy and communication skills that support learning in the content area(s).		Guides learners in understanding and applying literacy and communication skills in the content area(s) and helps learners reflect on how these skills support understanding of issues.		Provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Designs and uses multiple formative and summative assessments which match learning objectives and support, verify, and document learning. (6a, 6b)	Uses limited assessment methods and items are not aligned with learning objectives/standards.	In addition to level 1 rating, partial success at level 2.	Uses multiple assessments, but not all are aligned with the learning objectives/standards.	In addition to level 2 rating, partial success at level 3.	Uses multiple assessments that align with the learning objectives/standards; Assessments are sometimes differentiated to meet student needs.	In addition to level 3 rating, partial success at level 4.	Designs and modifies multiple formative and summative assessments that align with learning objectives; Assessments are consistently differentiated to meet student needs.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Provides students with effective descriptive feedback to guide next steps in their learning progress. (6d)	Feedback provided to students is not actionable, is unrelated to learning objectives or is developmentally inappropriate; Feedback may contain significant content inaccuracies.		Feedback provided to learners is actionable but does not necessarily improve the quality of the work; Feedback is general and does not address specific needs or strengths related to the learning objectives.		Provides effective feedback to learners that aids in the improvement of the quality of their work; Feedback is specific, meaningful, and addresses strengths or needs related to the learning objectives.		Feedback is specific, meaningful, and addresses both strengths and needs related to the learning objectives; Involves learners in self-assessment to improve their own work.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Effectively uses multiple and appropriate types of assessment data to identify patterns of student learning needs as well as each student’s learning needs and to develop differentiated learning experiences. (6g, 6l)	Uses assessments solely to determine a grade; No evidence that assessment data is used to guide planning and instruction.		Minimal analysis of assessment data to guide planning and identify student learning needs; Analysis may not be consistent with subsequent learning objectives.		Documents, analyzes, and interprets student assessment data gathered using multiple methods to guide planning and identify student learning needs.		Consistently documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to guide instruction.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Selects and creates learning experiences that are appropriate for learning objectives and content standards. (7a)	Learning experiences are not aligned with learning objectives or content standards.	In addition to level 1 rating, partial success at level 2.	Learning experiences are vaguely aligned learning objectives or content standards.	In addition to level 2 rating, partial success at level 3.	Learning experiences build on each other and are aligned with learning objectives and content standards.	In addition to level 3 rating, partial success at level 4.	Learning experiences build on each other and are clearly and consistently aligned with learning objectives and content standards.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Selects and uses materials and learning activities that are relevant to students' sociocultural backgrounds. (7b)	Materials and learning activities are not relevant to students' sociocultural backgrounds.		Materials and learning activities are superficially relevant to students' sociocultural backgrounds.		Materials and learning activities are relevant to students' sociocultural backgrounds.		Materials and learning activities are meaningful and consistently relevant to students' sociocultural backgrounds.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Plans collaboratively with professionals who have specialized expertise to design effective learning experiences to meet unique learning needs. (7e)	No evidence of collaborative planning for instruction with any other education professionals.		Participates in collaborative planning primarily with other regular classroom teachers—and rarely with additional support professionals—to design effective learning experiences.		Participates in collaborative planning with additional support professionals (special educators, related service providers, language learning specialists, media specialists) to design effective learning experiences.		Takes initiative to collaboratively plan with additional support professionals (special educators, related service providers, language learning specialists, media specialists) to design effective learning experiences that meet student needs.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Continuously monitors student learning, engages learners in assessing their progress, and adjusts and adapts instruction in response to student learning needs. (8a, 8b, Danielson 3d)	Teaches individual or small group learning experiences without differentiating instruction; Students are not aware of assessment criteria and do not self-assess.	In addition to level 1 rating, partial success at level 2.	Varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs; Students appear to be only partially aware of the assessment criteria and students rarely self-assess.	In addition to level 2 rating, partial success at level 3.	Varies instruction for individuals or small groups to create learning experiences that are well matched to student needs; Students are aware of assessment criteria before beginning assessment tasks and students sometimes self-assess.	In addition to level 3 rating, partial success at level 4.	Differentiates instruction in the best interests of the students; Students are aware of and have contributed to assessment criteria, frequently self-assess, and monitor their own progress.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Varies instructional strategies to engage learners based on their needs and interests (8c, 8d, 8h)	Utilizes only one instructional approach without consideration of learner needs and/or interests; Few students are actually engaged.		Uses a variety of instructional approaches but not matched to learner needs, interests, and goals; Strategies are primarily teacher-directed and many students are passive or compliant participants.		Varies role between instructor, facilitator, guide, and audience; Uses variety of instructional strategies that promote student engagement and active learning.		Integrates a variety of instructional approaches for all members of the classroom; Considers learners' needs, interests, and goals in determining learner-centered instructional strategies to engage students.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Engages all learners in developing higher order questioning skills and metacognitive processes and asks questions to stimulate discussion that serves different purposes (8f, 8i)	Primarily encourages lowest-level questioning strategies throughout lesson; No attention to metacognitive processes; Questions are of low cognitive challenge, with single correct responses.		Primarily encourages lower-level questioning strategies; Occasional or inconsistent encouragement; Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.		Primarily encourages higher-order questioning but not necessarily for all students; Some attention to metacognitive processes; While the teacher may use occasional low-level questions, many questions are designed to promote student thinking; Uses open-ended questions.		Consistently elicits higher-order questions/thinking from all students; Students frequently engage in metacognitive processes; Uses a variety of questions to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition; Builds on student responses to deepen student understanding.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: [Click or tap here to enter text.](#)

(9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning and uses evidence to continuously evaluate his/her practice, particularly his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Uses evidence, feedback, and self-reflection to evaluate and improve teaching practice and effectiveness. (9c)	Is unaware of whether a lesson was effective or achieved its instructional outcomes; Draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement; Resists feedback to improve teaching effectiveness.	In addition to level 1 rating, partial success at level 2.	Has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met; Makes general suggestions about how a lesson could be improved; May accept feedback to improve teaching effectiveness.	In addition to level 2 rating, partial success at level 3.	Makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment; Makes a few specific suggestions of what could be tried another time the lesson is taught; Accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness.	In addition to level 3 rating, partial success at level 4.	Thoughtfully and accurately assesses lesson effectiveness and the extent to which lesson achieved its instructional outcomes, citing many specific examples from the lesson; Offers specific alternative actions, complete with the probable success of different courses of action; Seeks multiple sources of feedback and takes responsibility for ongoing professional learning.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Reflects on personal biases and accesses resources to deepen understanding of cultural, ethnic, gender, socioeconomic, and learning differences to build stronger relationships and create more relevant learning experiences. (9e,9m)	Does not acknowledge the possible impact of these factors on students’ experiences of school.		Reflects on and describes the possible impact of these factors on students’ experiences of school using limited perspectives.		Reflects on and describes how these factors were evident in his/her teaching context, uses specific examples from the context, as well as references to support claims.		Thoughtfully reflects on and describes how these factors play a role in classroom and school life, using rich examples from the student teaching context, as well as theoretical and research perspectives to provide support or raise additional questions.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members, to ensure learner growth, and to advance the profession.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Works with other school professionals to improve student performance. (10b)	Avoids participation in a professional culture of inquiry and/or school events, resisting opportunities to become involved; Develops relationships with colleagues that are characterized by negativity.	In addition to level 1 rating, partial success at level 2.	Participates in the school’s culture of professional inquiry and school events when invited to do so; Develops cordial relationships with colleagues; Attempts to improve student performance	In addition to level 2 rating, partial success at level 3.	Actively participates in a culture of professional inquiry and school events; Develops supportive and collaborative relationships with colleagues that improve student performance.	In addition to level 3 rating, partial success at level 4.	Volunteers to participate in school events and projects, making a substantial contribution; Initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support the learner. (10d)	Makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication.		Maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms.		Collaborates to make information about instructional programs available, and communications are appropriate to families’ cultural norms.		Guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher’s communications are highly sensitive to families’ cultural norms.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

PROFESSIONALISM INDICATORS SPECIFIC TO PROGRAM.

Indicators	1—Unsatisfactory	2—Developing	3—Satisfactory	Midterm Score	Final Score
Consistently arrives to school, events, and/or appointments on time and prepared. (MU1)	Arrives late; Still preparing when school day begins; Excessive absences; Does not communicate and/or send plans	Most often punctual but some tardiness; Sometimes still preparing when school day begins; Some absences, but communicates and sends plans	Consistently punctual; Ready to teach; Strong attendance; Communicates professionally about appointments and attendance	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Consistently works until end of expected school day and communicates departure to cooperating teacher(s). (MU2)	Rushes out early; Skips required meetings; Leaves without notifying others	Sometimes leaves early; Usually attends required school meetings; Sometimes leaves without notifying others	Present for the entire teacher day; Attends required meetings; Communicates about departures	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Consistently submits complete lesson plans on time to cooperating teacher(s) and university supervisor. Plans daily for instruction, including learning intentions, success criteria/assessment, consideration of student needs, and detailed sequence of activities. Daily lesson plans are consistently provided to cooperating teacher and/or university supervisor. (MU3)	Neglects to provide lesson plans; Submits incomplete, “skeleton” plans; Elements of the Marquette lesson plan are consistently missing; Does not provide lesson plans to cooperating teacher and/or university supervisor on a consistent basis	Provides lesson plan to university supervisor but not in timely manner; Submits plans that sometimes omit elements of the Marquette lesson plan; Provides lesson plans to cooperating teacher and/or university supervisor on an inconsistent basis	Submits lesson plans to supervisor 24-48 hours in advance of observation; Submits complete Marquette lesson plan template (short form used in daily plans; long form used for all supervisor-observed lessons); Consistently makes plans available to cooperating teacher/university supervisor	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Communicates professionally with cooperating teacher(s), students, parents, school staff, and university supervisor. (MU4)	Communicates in an unprofessional or inappropriate manner; Does not respond to requests in a timely manner; Does not consider others’ preferred mode of communication	Communicates in a professional and respectful manner most of the time; Responds in a timely manner sometimes; Considers others’ preferred mode of communication inconsistently	Consistently communicates in a professional and respectful manner; Responds to requests in a timely and appropriate manner; Uses others’ preferred mode of communication	<input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Values planning as a collegial activity that takes into consideration the input of cooperating teacher(s) and university supervisor. (MU5)	Does not consider feedback in planning	Implements some feedback from cooperating teacher and university supervisor	Incorporates supervisor and cooperating teacher feedback into future plans	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)					

Comments: [Click or tap here to enter text.](#)

Documentation of Classroom Observations/Visits (for University Supervisors only):

Date and Time of Observation #1:

Date and Time of Observation #2:

Date and Time of Observation #3:

Date and Time of Observation #4:

Section IV (b): The Culminating Internship Experience

- Preparing to be an Educational Studies Intern
- Site Supervisor Responsibilities
- Concerns about Behavior &/or Performance During Internship
- The Internship Experience
- Attendance Policy
- Evaluation of Interns
 - Educational Studies Internship Documentation and Hours Log
 - Observations
 - Educational Studies Internship Evaluation Rubric
 - Senior Internship Project and Rubric

Preparing to be an Educational Studies Intern

Graduation Information

If your internship occurs during your final semester, you must complete and submit a graduation application online in CheckMarq to the Office of the Registrar in order for a degree to be conferred from Marquette University.

The Marquette Registrar's Office sets the deadlines for submission of graduation applications; the College of Education will send reminders to future graduates during the academic year, along with graduation application instructions and information. You'll also receive information regarding transcripts and diplomas.

Registration Information

Students must register for either EDPL 4986 or 4987 Senior Internship I and II (3 credits/S/U grading). Only one semester of internship is required; however, some students may choose to continue at their sites or participate in a second internship at a different site. In addition to the required 120-hour minimum at the site, a late afternoon/early evening seminar accompanies the experience (See the course schedule for the semester for the dates and times).

Since the internship is an actual course, interns are required to demonstrate that they have acquired specific content knowledge as well as appropriate professional dispositions and skills. Students earn an *S (Satisfactory)* or a *U (Unsatisfactory)* grade for the internship experience.

Occasionally a grade of *I (Incomplete)* may be assigned. As stated in the *Marquette University Undergraduate Bulletin*, a grade of I is "assigned by the instructor, normally on a pre-arranged basis, to allow completion of course assignments other than the final examination. It is understood that the student's performance in the course must merit this special concession." Either the Director of Teacher Education/Educational Studies Program Director or another course instructor is the assigned instructor for the internship courses and has final responsibility for assigning grades.

Eligibility for Internship

Internship candidates must submit the internship application to the Director of Teacher Education/Educational Studies Program Director during Advising Week of the semester prior to the internship.

To be eligible for the internship, the internship candidate must meet the following criteria:

- No grades of *Incomplete* when making application nor at the end of the semester for which you are making application.
- Successful completion of all courses in Education sequence with a minimum grade of C or better
- Satisfactory completion of internship application
- One-on-one interview with Director of Teacher Education/Educational Studies Program Director
- Approval from the TEAM Committee, which has final responsibility for approval or denial of the applicants
- Satisfactory criminal background check submitted as required by the agency where the internship takes place.

Site Supervisor Responsibilities

You will be supervised at your site by someone chosen by the staff at your site to oversee your experience. The supervisor will:

- ✓ Provide appropriate training and orientation to the site and to the duties of the internship
- ✓ Provide guidance and feedback
- ✓ Complete a midterm and final evaluation
- ✓ Verify the completion of the internship hours and sign the verification form.

Concerns with Behavior and/or Performance During Internship

The protocol for documenting and communicating concerns during the senior internship is the same as during the program. In Section IV: Professional Obligations and Commitments, the three levels of concern and corresponding corrective action(s) are outlined.

Internship candidates may choose to withdraw themselves the internship for personal or professional reasons before the internship experience begins. Students considering doing so must discuss the matter with the Director of Teacher Education/Educational Studies Program Director as soon as possible.

If an intern chooses to discontinue the internship experience, s/he must inform the Director of Teacher Education/Educational Studies Program Director immediately. The intern will also need to submit a formal letter of termination and complete the necessary paperwork by the course withdrawal deadline date in order to receive a grade of *W (Withdrawn)*. If procedures are not followed and a grade of *W* is not assigned, a grade of *U (Unsatisfactory)* will be assigned. Contact the Assistant Dean of Undergraduate Advising & Student Services for assistance with the process.

The Internship Experience

The Marquette University College of Education has made a commitment to intellectual excellence, to the Jesuit, Catholic tradition, and to service to others. Marquette has identified itself as an urban institution committed to service in the Milwaukee urban area. Therefore, internship placements are designed in collaboration with Milwaukee area agencies in order to further develop the knowledge, skills, and dispositions characteristic of effective professional practice in diverse settings.

Internship placements are arranged through the Teacher Education/Educational Studies Program Director and the Office of Service Learning at Marquette University. If you have a site in mind, you may discuss your interests with contacts at the site if the site is familiar to you. However, please do not make any promises to a site.

Educational Studies Program Goals

- Develop students who can use multiple frameworks of learning, assessment, and curricular planning to think critically and creatively about educational problems and dilemmas of practice in educational organizations and informal learning environments.
- Develop students who can demonstrate project management, strategic planning, collaborative planning, team-building, research skills, and critical reflection on practice
- Develop students with knowledge in learning and assessment who are able to design and deliver educational lessons and curriculum in human service organizations and informal-learning environments.

Intended Learner Outcomes for Internship Experience

1. Reflect critically and constructively on your internship experience to determine next steps for building your professional experiences
2. Develop self-awareness of your strengths, challenges, and practices as a professional
3. Plan, execute, and present the results of a project conducted at your internship site
4. Develop and use your professional network
5. Present yourself professionally to potential programs and employers

Intern Evaluation by Marquette University

The faculty member will:

- Meet with the intern at least 5 times during the semester during seminars on Tuesday afternoons
- Visit the site at least once
- Be available to the site supervisors for questions or concerns
- Send midterm and final evaluations to the site supervisor

Earning a satisfactory grade in internship consists of:

1. Successfully completing 120 or more hours in your internship site as verified by your site supervisor.
2. Handing in an evaluation from your site supervisor at the end of the semester and having a debriefing meeting with your site supervisor.
3. Attending and participating in all seminars, including completion of all required course paperwork documenting your agreements with your site.
4. Composing and sending three email check-in reflections to your seminar instructor.
5. Planning and coordinating a site visit from your instructor in consultation with your site.
6. Successful planning, implementing, and exhibiting of a project that adds value to the intern's site. This presentation will take place at the end of the semester and will be attended by people from the internship sites, Marquette faculty and staff, members of the Educational Studies Advisory Board, and other interested guests.

Attendance Policy

The minimum requirement for the internship semester is 120 hours. These hours need to be distributed throughout the semester.

Illness

In the event of illness, interns must contact their site supervisor and the Director of Teacher Education/Educational Studies Program Director immediately using their preferred method of communication (email, text, phone call).

Excessive absenteeism will be handled by the Director of Teacher Education/Educational Studies Program Director and the Site Supervisor.

Evaluation of Interns

Educational Studies Internship Documentation & Hours Log

Intern:

Major:

Course:

Course Instructor:

Seminar I or II:

Record your field experience visits and activities for each week of your internship.

120 Hours Required:

Total Hours Logged:

(Enter at end of placement.)

Weeks	Days	Times	Activities	Hours	Co-op Teacher Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Which of the following did you do during your internship experience? (Check any that apply.)

- Talked with the staff about teaching, learning, diversity, planning, etc
- Worked with individual clients
- Worked with small groups of clients
- Led one or more large group activities
- Assessed programs
- Prepared instructional materials
- Created assessments
- Created a bulletin board or display or media materials for the site
- Taught a lesson (or more) planned with my supervisor or others from the site
- Taught a lesson (or more) planned by myself
- Observed other professionals at the site
- Talked with other professionals at the site about the agency, its role in the community, etc.
- Talked with parents or other family members
- Attended professional conferences or other events with members from the agency

Internship Site Supervisor Name

Signature

Date

I verify that this intern completed all required hours in my agency.

I verify that the intern completed a project that met the project expectations and was of use or will be of use to our agency.

Comments:

Observations

Interns are observed at their sites at least once by a university supervisor or faculty member.

In addition, any informal observations and subsequent feedback that site supervisors would like to offer is welcome. Site supervisors are encouraged to contact the faculty member or university supervisor if they have concerns or questions.

Educational Studies Internship Evaluation Rubric

1. Complete this evaluation **at midterm** and **at the completion of the internship**.
2. Review the evaluation form with the candidate.
3. Provide an electronic copy of this to the candidate and the Marquette faculty member or supervisor.

Name of intern:		Term:	
Site:			
Name of person completing this form:			
The intern was required to spend 120 hours in service to your site. How many hours did the intern serve?			
	Does not meet expectations	Meets expectations	Exceeds expectations
The intern communicated promptly and professionally.			
The intern was reliable.			
The intern was proactive and engaged when present at the site.			
The intern consulted with the supervisor to identify a project to complete that added value to the work of the organization.			
The intern completed the project and it added value to the organization.			

1. Please feel free to comment below on the intern's contributions to the work of your organization.
2. Please comment on any areas of concern you've noticed when working with the intern.

Senior Internship Project

Students in the Educational Studies Senior Internship course will create a project that is of value to their site. Given the varied and individualized nature of the internship, there is considerable flexibility for determining what a useful project might look like. In some sites, a curriculum development project would be most valuable. In others, perhaps the project would involve teaching a class; creating promotional materials, social media, or an ad campaign for the site; or running aspects of a program.

Whatever the chosen project, interns need to:

1. Discuss ideas for a project with a site supervisor, noting both the needs of the agency and the goals of the intern.
2. Create a timeline and expectations for the project with the supervisor: What will be done? What are the specific criteria for the project (using the rubric criteria as a guideline)? How will the supervisor and student know if the project meets expectations? When will it be completed? What is the shape, structure, or format of the project?
3. Complete the project over the course of the internship.
4. Exhibit the project on the final night of class. This presentation will take place at the end of the semester will be attended by people from the site and members of our Educational Studies Advisory Board.

Internship Project Rubric

Concerns <i>Areas that Need Work</i>	Criteria <i>Standards for This Performance</i>	Advanced <i>Evidence of Exceeding Standards</i>
	Criteria #1: Addresses an identified need of the host agency.	
	Criteria #2: Provides context, rationale, and description of the project.	
	Criteria #3: Makes research-based decisions to guide project.	
	Criteria #4: Discusses future impact of the project on the host agency.	
	Criteria #5: Communicates professionally and clearly.	

Appendix

- Field Work Contract
- Assessment of Student Professional Behaviors and Dispositions
- Professional Dispositions Progress Letter
- Performance Improvement Plan
- Field Experience Documentation and Hours Log
- Student Teaching Contract
- Student Teaching Evaluation Rubric
- Educational Studies Internship Evaluation Rubric
- Internship Project Rubric



Field Work Contract

I acknowledge my ethical and professional responsibilities to students and to the profession and agree to abide by the principles of professional conduct, the Marquette University Honor Code, and the expectations for performance as articulated in this handbook.

I fully understand:

- that field experiences cannot be taken concurrently without permission in advance,
- that field experiences occur in the Milwaukee area only,
- the importance of contacting my cooperating teacher immediately and attending my field placement consistently each week, and
- all requirements expected of me during the field experience.

I understand that if I am directed to leave my field placement due to a lack of professionalism and/or due to nonperformance, I may jeopardize my standing in the program and recommendation for licensure.

Name (please print)

Signature

Date

Phone Number

Assessment of Course-Based Professional Behaviors and Dispositions in the College Classroom

Student:

Course:

Instructor:

Semester, Year:

The formative assessment below consists of two contrasting behaviors for each indicator of course based professional dispositions. For each item, make a check mark in one of the spaces closest to the phrase that best describes the student's behavior during your course.

Professional Attributes & Characteristics	The student...	Circle the rating that is closest to your assessment of the student's performance.	The student...
Attendance & Punctuality	Has exemplary attendance and/or is consistently on time.	6 5 4 3 2 1	Has missed more than two class sessions and/or has been consistently late to class.
Work Habits	Submits work on time and with minimal guidance.	6 5 4 3 2 1	Often submits work late or requires extensive guidance.
Work Quality	Submits work that is consistently thoughtful and carefully prepared.	6 5 4 3 2 1	Submits work that lacks organization and/or thoughtfulness.
Oral Communication	Demonstrates excellent skills in articulating and expressing ideas during class discussions.	6 5 4 3 2 1	Frequently has difficulty expressing ideas clearly during class discussions.
Written Communication	Submits consistently organized, clearly expressed written work, with no grammatical errors.	6 5 4 3 2 1	Submits written work that lacks organization, clarity, and/or grammatical correctness.
Knowledge of Course Content	Has solid knowledge of course content and draws upon it in new and unique ways.	6 5 4 3 2 1	Has superficial knowledge of course content and/or hasn't fully internalized it.

Intellectual Independence	Submits work which exceeds course requirements and demonstrates an ability to connect big ideas and take risks independently.	6 5 4 3 2 1	Does what is asked but has difficulty conceptualizing and applying big ideas.
Response to Multiple Perspectives	Evaluates multiple perspectives and makes well-considered decisions about integration into their own perspective.	6 5 4 3 2 1	Has difficulty considering perspectives that differ from their own.
Response to Critical Feedback	Actively solicits critical feedback and insights from others and acts on feedback from others.	6 5 4 3 2 1	Has difficulty accepting critical feedback and may be defensive and resistant to feedback.
Social Understanding	Exhibits a high level of understanding about what to do or say in order to maintain good relations with others and responds accordingly.	6 5 4 3 2 1	Has difficulty understanding what to do or say in the social context; does not consistently respond accordingly.
Interpersonal Skills & Collaboration	Appropriately and effectively collaborates with others; actively seeks to ensure collaborative efforts are successful; encourages equitable contributions from all group members.	6 5 4 3 2 1	Has difficulty collaborating with others; may excessively dominate or withdraw from collaborative activities; contributions hinder collaborative efforts.
Self-Confidence	Appropriately self-assured and poised; competently handles professional demands.	6 5 4 3 2 1	Often appears unsure, self-conscious, or is inappropriately self-assured.

Additional Comments:

Assessment of Field-Based Professional Behaviors and Dispositions

Student:

School:

Cooperating Teacher:

Semester, Year:

The formative assessment below consists of two contrasting behaviors for each indicator of field based professional dispositions. For each item, make a check mark in the one space closest to the phrase that best describes the student's behavior during the field work experience.

Professional Attributes & Characteristics	The student...	Circle the rating that is closest to your assessment of the student's performance.	The student...
Attendance & Punctuality	Has exemplary attendance and/or is consistently on time.	6 5 4 3 2 1	Has missed scheduled field work and/or has been consistently late.
Professional Appearance	Maintains a professional appearance.	6 5 4 3 2 1	Wears inappropriate clothing and/or lacks hygiene.
Work Habits	Demonstrates excellent work habits and works independently.	6 5 4 3 2 1	Demonstrates emerging work habits and works effectively only with maximum guidance.
Work Quality	Submits work that is consistently thoughtful and carefully prepared.	6 5 4 3 2 1	Submits work that lacks organization and/or thoughtfulness.
Oral Communication	Demonstrates excellent skills in articulating and expressing ideas when speaking.	6 5 4 3 2 1	Frequently has difficulty expressing ideas clearly when speaking.
Written Communication	Consistently communicates through writing in an organized, clearly expressed way, with no grammatical errors.	6 5 4 3 2 1	Demonstrates a lack of organization, clarity, and/or grammatical correctness when writing.

Knowledge of Content Area	Works to deepen and seek understanding of the content material.	6 5 4 3 2 1	Demonstrates a surface understanding of the content material.
Interactions with Students	Initiates opportunities and establishes appropriate rapport with students.	6 5 4 3 2 1	Fails to establish rapport with students and/or appears timid, detached from them.
Response to Learners	Consistently responds to accommodate learning and social needs of all students.	6 5 4 3 2 1	Has difficulty responding to the needs of all students.
Response to Critical Feedback	Actively solicits critical feedback and insights from others and acts on feedback from others.	6 5 4 3 2 1	Has difficulty accepting critical feedback and may be defensive and resistant to feedback.
Planning	Consistently demonstrates effective planning and prepares thoughtfully.	6 5 4 3 2 1	Has difficulty with planning and/or fails to prepare for field work.
Classroom Management	Consistently is able to organize and manage the classroom activities and respond pro-socially to student behavior.	6 5 4 3 2 1	Has difficulty organizing and managing classroom activities and/or responds inappropriately to student behavior.
Collegiality	Appropriately and effectively collaborates with others at the school/site.	6 5 4 3 2 1	Demonstrates a lack of collaboration and/or interest in working with others at the school/site.
Self-Confidence	Appropriately self-assured and poised; competently handles professional demands.	6 5 4 3 2 1	Often appears unsure, self-conscious, or is inappropriately self-assured.
Ability to Reflect and Improve Performance	Works to deepen and use understanding of classroom practice and student learning.	6 5 4 3 2 1	Has difficulty reflecting and assessing own teaching abilities.

Professional Dispositions Progress Letter

Dear *Student*,

As a student within Marquette University's teacher certification program, you will pass through two checkpoints as you move through your program. The first one is Admission into the Professional Program during the semester of EDUC 2001. The second checkpoint is Admission to Student Teaching during the early part of the semester prior to student teaching.

Decisions about admissions are made by the TEAM Committee, which consists of faculty members who teach and interact with undergraduate and post-baccalaureate students regularly. The Committee determines your readiness for admission at these two checkpoints—at the end of the applicable semester— based on several aspects of your performance:

- ✓ Academic criteria—reflected in your coursework
- ✓ Performance criteria—reflected in your field work performance
- ✓ Professional dispositional criteria—reflected in the attitudes and habits of mind you bring to all aspects of your program

For those individuals intending to be teachers, all three aspects (knowledge, skills, and dispositions) are equally important to your growth as a professional educator and to your progression through the program.

The following research-based characteristics have been determined to be reflective of effective teachers who position themselves as lifelong learners. Concerns noted during the *semester* by one or more course instructors or university supervisors have been indicated by an "X" on the list below.

<input type="checkbox"/> Attendance & Punctuality	<input type="checkbox"/> Self-Confidence	<input type="checkbox"/> Written Communication
<input type="checkbox"/> Participation	<input type="checkbox"/> Reaction to Feedback	<input type="checkbox"/> Engagement in Learning Process
<input type="checkbox"/> Cooperation	<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Knowledge of Course Content
<input type="checkbox"/> Motivation	<input type="checkbox"/> Social Understanding	<input type="checkbox"/> Openness to New Ideas
<input type="checkbox"/> Work Habits	<input type="checkbox"/> Oral Communication	

If concerns have been noted, you must schedule a meeting with the Director of Teacher Education to discuss and establish an appropriate *performance improvement plan* prior to the start of the next semester. Any concerns or questions you may have will be addressed to help ensure your satisfactory progression through the program.

Sincerely,

Tina McNamara
Assistant Dean of Undergraduate Advising & Student Services

cc: Teacher Candidate's File, Advisor

Performance Improvement Plan

Date:

Meeting Called by:

Regarding Student:

Additional Individuals Present at Meeting of Concern:

Level of Concern: ___ Level II ___ Level III

Brief Description and Nature of the Concern: State the reason for the meeting. If appropriate, describe any previous attempts to address the concern.

Key Issues Discussed: Complete meeting notes may be attached.

Clearly articulated expectations with procedures and supports stated	Timeline and outcomes if expectations are not met

Field Experience Documentation & Hours Log

Field Student:

Major:

Course:

Course Instructor:

Record your field experience visits and activities for each week of your placement.

Hours Required:

Total Hours Logged:

(Enter at end of semester.)

Weeks	Days	Times	Activities	Hours	Co-op Teacher Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

~Continued on Other Side~

Which of the following did you do during your field experience? (Check any that apply.)

- Talked with the teacher about teaching, learning, diversity, planning, etc.
- Worked with individual students
- Worked with small groups of students
- Led a class activity
- Assessed student work
- Prepared instructional materials
- Created an assessment (quiz, rubric, etc.)
- Put together a bulletin board or display
- Taught a lesson planned with my cooperating teacher
- Taught a lesson planned by myself
- Observed other teachers in the building
- Talked with other school professionals: administrator, special educ. teacher, counselor, etc.
- Talked with students' parents or other family members
- Helped with an extracurricular activity

Cooperating Teacher Name:

Date:

Cooperating Teacher's Signature:

*Please sign by hand—no electronic signatures accepted.

I verify that this field student completed all required hours in my classroom.

Additional Comments:



Student Teaching Contract

I acknowledge my commitment to excellence is demonstrated by meeting my professional obligations as articulated in this handbook and the student teaching handbook.

Roles and Responsibilities of the Student Teacher:

- Attend mandatory seminars and edTPA writing boot camps
- Become familiar with the school/district and its policies, regulations, procedures, and available resources
- Become familiar with the student teaching site, including the school, its community, faculty, organization, regulations, curriculum, and physical plant
- Communicate in a positive and prompt manner with all school personnel and Marquette faculty
- Attend to the quality of your oral and written communications
- Have a receptive attitude towards feedback and constructive criticism
- Adhere to the school/district calendar and all teacher-required days and activities
- Establish a professional relationship with your cooperating teacher and your university supervisor
- Prepare carefully and sufficiently for each day
- Plan for instruction under the direction of your cooperating teacher
- Assume increased responsibility for teaching and other responsibilities related to the classroom experience
- Maintain standards of personal grooming and dress; including cleanliness, tidiness, and appropriateness

Note: Termination of your school placement by school personnel constitutes a level three concern with appropriate remediation, which may interfere with your recommendation for licensure.

~ continued ~

The Student Teacher has the right to expect to:

- Be treated as a professional
- Be accepted as a co-worker on the teaching staff including the privilege of attending professional meetings
- Have guided access, within the school/district regulations, to confidential material concerning students with whom s/he works on an education need-to-know basis
- Be advised of policies, regulations, teaching materials, supplies, and technology
- Receive frequent feedback from the cooperating teacher concerning progress and assistance in self-evaluation
- Have equal access to school facilities; including required ID, door fobs, keys, codes, etc.
- Have the school secure a designated substitute teacher in the event of a cooperating teacher absence

I acknowledge my ethical and professional responsibilities to students and to the profession and agree to abide by the principles of professional conduct, the Marquette University Honor Code, and the expectations for performance as articulated in this handbook.

Name (please print)

Signature

Date

Phone Number

Student Teaching Evaluation Rubric

Directions for supervisors and cooperating teachers:

1. Complete this evaluation **at midterm** and **at the completion of student teaching**.
2. Review the evaluation form with the candidate.
3. Provide an electronic copy of this to the candidate and supervisor/cooperating teacher.

<p style="text-align: center;">Teacher Candidate Name</p> <p style="text-align: center; color: gray;">Click or tap here to enter text.</p>	<p style="text-align: center;">School</p> <p style="text-align: center; color: gray;">Click or tap here to enter text.</p>	<p style="text-align: center;">Grade level and subject</p> <p style="text-align: center; color: gray;">Click or tap here to enter text.</p>
<p style="text-align: center;">Name of individual completing this evaluation</p> <p style="text-align: center; color: gray;">Click or tap here to enter text.</p>	<p style="text-align: center;">Role</p> <p style="text-align: center;"> <input type="checkbox"/> Supervisor <input type="checkbox"/> Cooperating Teacher </p>	<p style="text-align: center;">Date of evaluation</p> <p style="text-align: center; color: gray;">Click or tap to enter a date.</p>

At the completion of student teaching, please confirm that the teacher candidate was in regular attendance for the full semester.

Teacher candidate was in regular attendance for the full semester of student teaching.

Cooperating Teacher Signature:

Date:

PI34.002 Teacher standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved educator preparation program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following standards.

(1) LEARNER DEVELOPMENT. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Designs and modifies instruction to meet learners' needs in developmental areas (cognitive, linguistic, social, emotional, physical), scaffolds, and accounts for differences in prior knowledge. (1a)	Addresses only cognitive area with no attempt to scaffold; Does not account for differences in students' prior knowledge.	In addition to level 1 rating, partial success at level 2.	Occasionally addresses cognitive area with an attempt to scaffold; Addresses students' prior knowledge as a class, but individual differences are not considered.	In addition to level 2 rating, partial success at level 3.	Sufficiently addresses cognitive area along with social/emotional with some scaffolding; Accounts for individual differences in students' prior knowledge and readiness for learning.	In addition to level 3 rating, partial success at level 4.	Effectively addresses cognitive and social/emotional areas with appropriate scaffolding; Accesses student readiness for learning and expands on individual students' prior knowledge.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Supports student learning through developmentally appropriate instruction, considering individual learners' strengths, interests, motivational needs. (1b)	Implements instruction that exceeds or does not match developmentally appropriate level for students.		Implements grade-level appropriate instruction but does not account for individual learners' needs.		Implements developmentally appropriate instruction that accounts for learners' strengths, interests, and needs.		Implements challenging learning experiences that recognize patterns of learning across cognitive, linguistic, social, emotional, and physical areas.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(2) LEARNING DIFFERENCES. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environment that enable each learner to meet high standards.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Makes appropriate and timely provisions (for example, pacing, task demands, communication, assessment, response modes) for individual students with specific learning differences or needs. (2b)	No evidence of instructional supports.	In addition to level 1 rating, partial success at level 2.	Some evidence of supports but not necessarily effective or developmentally-appropriate.	In addition to level 2 rating, partial success at level 3.	Evidence of sufficient developmentally-appropriate supports.	In addition to level 3 rating, partial success at level 4.	Evidence of effective developmentally-appropriate supports.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Uses knowledge of students' socioeconomic, cultural, linguistic, and ethnic differences to meet learning needs. (2d)	Demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs.		Demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs.		Demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance.		Anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural, and ethnic backgrounds.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Exhibits fairness and belief that all students can learn. (2l)	Communicates with all learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners.		Communicates with all learners in a mostly fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners.		Exhibits reasonable expectations for each learner; communicates with all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners.		Exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Creates a safe and respectful environment for learners. (3a, Danielson 2a)	Ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community; Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.	In addition to level 1 rating, partial success at level 2.	Models safety and respect; Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels; Teacher attempts to respond to disrespectful behavior, with uneven results.	In addition to level 2 rating, partial success at level 3.	Consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including ages, cultures, and developmental levels; Teacher responds successfully to disrespectful behavior among students.	In addition to level 3 rating, partial success at level 4.	Collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community; Classroom interactions between teacher and students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Structures a classroom environment that promotes student engagement by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (3d, Danielson 2c)	Much instructional time is lost due to inefficient classroom routines and procedures; Little or no evidence of teacher's management of instructional groups, transitions and/or handling of materials effectively; Little evidence that students know or follow established routines.		Some instructional time is lost due to partially effective classroom routines and procedures; Teacher's management of instructional groups, transitions, and/or handling of materials are inconsistent, leading to some disruption of learning; With regular guidance and prompting, students follow established routines.		Little loss of instructional time due to effective classroom routines/procedures; Management of instructional groups, transitions, and handling of materials are consistently successful; With minimal guidance and prompting, students follow established classroom routines.		Instructional time is maximized due to efficient and seamless classroom routines and procedures; Students take initiative in the management of instructional groups, transitions, and/or the handling of materials; Routines are well understood and may be initiated by students.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence

CONT'D. (3) LEARNING ENVIRONMENTS.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Establishes standards of conduct and monitors and responds to student behavior. (Danielson 2d)	Appear to be no established standards of conduct, or students challenge them; Little or no teacher monitoring of student behavior; Teacher response to students' misbehavior is repressive or disrespectful of student dignity.	In addition to level 1 rating, partial success at level 2.	Standards of conduct appear to have been established, but their implementation is inconsistent; Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	In addition to level 2 rating, partial success at level 3.	Student behavior is generally appropriate; Teacher monitors student behavior against established standards of conduct; Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	In addition to level 3 rating, partial success at level 4.	Student behavior is entirely appropriate; Students take an active role in monitoring their own behavior and/or that of other students; Teacher monitoring of student behavior is subtle and preventive; Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
	Guides learners in using available technologies in appropriate, safe, and effective ways. (3m)		Needs assistance to use interactive technologies as a resource to support student learning; Rarely guides learners in using technology appropriately, safely, or effectively.		Attempts to use interactive technologies as a resource to support student learning; Guides learners in using technology appropriately, safely, and effectively.		Uses interactive technologies as a resource to support student learning; Guides learners in using technology appropriately, safely, and effectively.	Plans for and uses interactive technologies as a resource to support student learning; Anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely, and effectively.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches, and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Knows the content and effectively teaches the content by using multiple representations and explanations. (4a, 4j)	Displays minimal content knowledge; Instructional practices indicate little awareness of learning progressions, and practices are incomplete or inaccurate for the content. Uses one representation or explanation to teach content standard with key ideas missing.	In addition to level 1 rating, partial success at level 2.	Displays basic content knowledge; Instructional practices indicate some awareness of learning progressions; Practices are too often incomplete or inaccurate for the content. Inconsistent use of appropriate multiple representations/ explanations.	In addition to level 2 rating, partial success at level 3.	Instructional practices indicate understanding of content knowledge and learning progressions; Practices are complete and appropriate for content. Consistent use of multiple representations/exp lanations that capture key ideas.	In addition to level 3 rating, partial success at level 4.	Displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding. Consistent use of multiple representation s/explanations that capture key ideas and advances learner's achievement of content standards.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
	Guides mastery of content through meaningful learning experiences by encouraging learners to consider and question ideas from multiple perspectives. (4b)		Applies inappropriate strategies in instructional practice to engage learners in mastery of content; Considers only one perspective; Does not probe student responses.		Attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content; Considers only one perspective; Probes only some student responses.		Applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content; Elicits multiple perspectives and actively probes students to extend understanding.	Creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content; Elicits questions, ideas, and multiple perspectives from students, allowing them to extend and apply understanding.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Connects core content to relevant, real-life experiences and learning tasks through the lens of interdisciplinary themes. (5b)	Designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences.	In addition to level 1 rating, partial success at level 2.	Designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences.	In addition to level 2 rating, partial success at level 3.	Designs instruction related to the students' real-life experiences and relevant core content.	In addition to level 3 rating, partial success at level 4.	Designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Engages learners in challenging assumptions and creative problem solving in local and global contexts. (5d)	Provides no opportunities for students to challenge assumptions or engage in problem solving; Needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues.		Only sometimes challenges assumptions and engages students in problem solving; Accesses some content resources, including technologies, to build student awareness of local and global issues.		Challenges assumptions and engages students in problem solving; Uses content resources, including digital and interactive technologies, to build student awareness of local and global issues.		Frequently provides opportunities for students to challenge assumptions and engage in problem solving; Seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Develops and implements supports for learner literacy development across content areas. (5h)	No content literacy support is evident; Little evidence of developing literacy and communication skills.		Engages learners in developing literacy and communication skills that support learning in the content area(s).		Guides learners in understanding and applying literacy and communication skills in the content area(s) and helps learners reflect on how these skills support understanding of issues.		Provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(6) ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Designs and uses multiple formative and summative assessments which match learning objectives and support, verify, and document learning. (6a, 6b)	Uses limited assessment methods and items are not aligned with learning objectives/standards.	In addition to level 1 rating, partial success at level 2.	Uses multiple assessments, but not all are aligned with the learning objectives/standards.	In addition to level 2 rating, partial success at level 3.	Uses multiple assessments that align with the learning objectives/standards; Assessments are sometimes differentiated to meet student needs.	In addition to level 3 rating, partial success at level 4.	Designs and modifies multiple formative and summative assessments that align with learning objectives; Assessments are consistently differentiated to meet student needs.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Provides students with effective descriptive feedback to guide next steps in their learning progress. (6d)	Feedback provided to students is not actionable, is unrelated to learning objectives or is developmentally inappropriate; Feedback may contain significant content inaccuracies.		Feedback provided to learners is actionable but does not necessarily improve the quality of the work; Feedback is general and does not address specific needs or strengths related to the learning objectives.		Provides effective feedback to learners that aids in the improvement of the quality of their work; Feedback is specific, meaningful, and addresses strengths or needs related to the learning objectives.		Feedback is specific, meaningful, and addresses both strengths and needs related to the learning objectives; Involves learners in self-assessment to improve their own work.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Effectively uses multiple and appropriate types of assessment data to identify patterns of student learning needs as well as each student’s learning needs and to develop differentiated learning experiences. (6g, 6l)	Uses assessments solely to determine a grade; No evidence that assessment data is used to guide planning and instruction.		Minimal analysis of assessment data to guide planning and identify student learning needs; Analysis may not be consistent with subsequent learning objectives.		Documents, analyzes, and interprets student assessment data gathered using multiple methods to guide planning and identify student learning needs.		Consistently documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to guide instruction.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Selects and creates learning experiences that are appropriate for learning objectives and content standards. (7a)	Learning experiences are not aligned with learning objectives or content standards.	In addition to level 1 rating, partial success at level 2.	Learning experiences are vaguely aligned learning objectives or content standards.	In addition to level 2 rating, partial success at level 3.	Learning experiences build on each other and are aligned with learning objectives and content standards.	In addition to level 3 rating, partial success at level 4.	Learning experiences build on each other and are clearly and consistently aligned with learning objectives and content standards.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Selects and uses materials and learning activities that are relevant to students' sociocultural backgrounds. (7b)	Materials and learning activities are not relevant to students' sociocultural backgrounds.		Materials and learning activities are superficially relevant to students' sociocultural backgrounds.		Materials and learning activities are relevant to students' sociocultural backgrounds.		Materials and learning activities are meaningful and consistently relevant to students' sociocultural backgrounds.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Plans collaboratively with professionals who have specialized expertise to design effective learning experiences to meet unique learning needs. (7e)	No evidence of collaborative planning for instruction with any other education professionals.		Participates in collaborative planning primarily with other regular classroom teachers—and rarely with additional support professionals—to design effective learning experiences.		Participates in collaborative planning with additional support professionals (special educators, related service providers, language learning specialists, media specialists) to design effective learning experiences.		Takes initiative to collaboratively plan with additional support professionals (special educators, related service providers, language learning specialists, media specialists) to design effective learning experiences that meet student needs.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Continuously monitors student learning, engages learners in assessing their progress, and adjusts and adapts instruction in response to student learning needs. (8a, 8b, Danielson 3d)	Teaches individual or small group learning experiences without differentiating instruction; Students are not aware of assessment criteria and do not self-assess.	In addition to level 1 rating, partial success at level 2.	Varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs; Students appear to be only partially aware of the assessment criteria and students rarely self-assess.	In addition to level 2 rating, partial success at level 3.	Varies instruction for individuals or small groups to create learning experiences that are well matched to student needs; Students are aware of assessment criteria before beginning assessment tasks and students sometimes self-assess.	In addition to level 3 rating, partial success at level 4.	Differentiates instruction in the best interests of the students; Students are aware of and have contributed to assessment criteria, frequently self-assess, and monitor their own progress.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Varies instructional strategies to engage learners based on their needs and interests (8c, 8d, 8h)	Utilizes only one instructional approach without consideration of learner needs and/or interests; Few students are actually engaged.		Uses a variety of instructional approaches but not matched to learner needs, interests, and goals; Strategies are primarily teacher-directed and many students are passive or compliant participants.		Varies role between instructor, facilitator, guide, and audience; Uses variety of instructional strategies that promote student engagement and active learning.		Integrates a variety of instructional approaches for all members of the classroom; Considers learners' needs, interests, and goals in determining learner-centered instructional strategies to engage students.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Engages all learners in developing higher order questioning skills and metacognitive processes and asks questions to stimulate discussion that serves different purposes (8f, 8i)	Primarily encourages lowest-level questioning strategies throughout lesson; No attention to metacognitive processes; Questions are of low cognitive challenge, with single correct responses.		Primarily encourages lower-level questioning strategies; Occasional or inconsistent encouragement; Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.		Primarily encourages higher-order questioning but not necessarily for all students; Some attention to metacognitive processes; While the teacher may use occasional low-level questions, many questions are designed to promote student thinking; Uses open-ended questions.		Consistently elicits higher-order questions/thinking from all students; Students frequently engage in metacognitive processes; Uses a variety of questions to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition; Builds on student responses to deepen student understanding.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning and uses evidence to continuously evaluate his/her practice, particularly his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Uses evidence, feedback, and self-reflection to evaluate and improve teaching practice and effectiveness. (9c)	Is unaware of whether a lesson was effective or achieved its instructional outcomes; Draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement; Resists feedback to improve teaching effectiveness.	In addition to level 1 rating, partial success at level 2.	Has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met; Makes general suggestions about how a lesson could be improved; May accept feedback to improve teaching effectiveness.	In addition to level 2 rating, partial success at level 3.	Makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment; Makes a few specific suggestions of what could be tried another time the lesson is taught; Accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness.	In addition to level 3 rating, partial success at level 4.	Thoughtfully and accurately assesses lesson effectiveness and the extent to which lesson achieved its instructional outcomes, citing many specific examples from the lesson; Offers specific alternative actions, complete with the probable success of different courses of action; Seeks multiple sources of feedback and takes responsibility for ongoing professional learning.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Reflects on personal biases and accesses resources to deepen understanding of cultural, ethnic, gender, socioeconomic, and learning differences to build stronger relationships and create more relevant learning experiences. (9e,9m)	Does not acknowledge the possible impact of these factors on students’ experiences of school.		Reflects on and describes the possible impact of these factors on students’ experiences of school using limited perspectives.		Reflects on and describes how these factors were evident in his/her teaching context, uses specific examples from the context, as well as references to support claims.		Thoughtfully reflects on and describes how these factors play a role in classroom and school life, using rich examples from the student teaching context, as well as theoretical and research perspectives to provide support or raise additional questions.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

(10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members, to ensure learner growth, and to advance the profession.

Indicators	1—Not Acceptable	1.5	2—Below Expectations	2.5	3—Meets Expectations	3.5	4—Exceeds Expectations	Midterm Rating	Final Rating
Works with other school professionals to improve student performance. (10b)	Avoids participation in a professional culture of inquiry and/or school events, resisting opportunities to become involved; Develops relationships with colleagues that are characterized by negativity.	In addition to level 1 rating, partial success at level 2.	Participates in the school’s culture of professional inquiry and school events when invited to do so; Develops cordial relationships with colleagues; Attempts to improve student performance	In addition to level 2 rating, partial success at level 3.	Actively participates in a culture of professional inquiry and school events; Develops supportive and collaborative relationships with colleagues that improve student performance.	In addition to level 3 rating, partial success at level 4.	Volunteers to participate in school events and projects, making a substantial contribution; Initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support the learner. (10d)	Makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication.		Maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms.		Collaborates to make information about instructional programs available, and communications are appropriate to families’ cultural norms.		Guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher’s communications are highly sensitive to families’ cultural norms.	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence	<input type="checkbox"/> 4 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2 <input type="checkbox"/> 1.5 <input type="checkbox"/> 1 <input type="checkbox"/> No evidence
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)									

Comments: Click or tap here to enter text.

PROFESSIONALISM INDICATORS SPECIFIC TO PROGRAM.

Indicators	1—Unsatisfactory	2—Developing	3—Satisfactory	Midterm Score	Final Score
Consistently arrives to school, events, and/or appointments on time and prepared. (MU1)	Arrives late; Still preparing when school day begins; Excessive absences; Does not communicate and/or send plans	Most often punctual but some tardiness; Sometimes still preparing when school day begins; Some absences, but communicates and sends plans	Consistently punctual; Ready to teach; Strong attendance; Communicates professionally about appointments and attendance	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Consistently works until end of expected school day and communicates departure to cooperating teacher(s). (MU2)	Rushes out early; Skips required meetings; Leaves without notifying others	Sometimes leaves early; Usually attends required school meetings; Sometimes leaves without notifying others	Present for the entire teacher day; Attends required meetings; Communicates about departures	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Consistently submits complete lesson plans on time to cooperating teacher(s) and university supervisor. Plans daily for instruction, including learning intentions, success criteria/assessment, consideration of student needs, and detailed sequence of activities. Daily lesson plans are consistently provided to cooperating teacher and/or university supervisor. (MU3)	Neglects to provide lesson plans; Submits incomplete, “skeleton” plans; Elements of the Marquette lesson plan are consistently missing; Does not provide lesson plans to cooperating teacher and/or university supervisor on a consistent basis	Provides lesson plan to university supervisor but not in timely manner; Submits plans that sometimes omit elements of the Marquette lesson plan; Provides lesson plans to cooperating teacher and/or university supervisor on an inconsistent basis	Submits lesson plans to supervisor 24-48 hours in advance of observation; Submits complete Marquette lesson plan template (short form used in daily plans; long form used for all supervisor-observed lessons); Consistently makes plans available to cooperating teacher/university supervisor	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Communicates professionally with cooperating teacher(s), students, parents, school staff, and university supervisor. (MU4)	Communicates in an unprofessional or inappropriate manner; Does not respond to requests in a timely manner; Does not consider others’ preferred mode of communication	Communicates in a professional and respectful manner most of the time; Responds in a timely manner sometimes; Considers others’ preferred mode of communication inconsistently	Consistently communicates in a professional and respectful manner; Responds to requests in a timely and appropriate manner; Uses others’ preferred mode of communication	<input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Values planning as a collegial activity that takes into consideration the input of cooperating teacher(s) and university supervisor. (MU5)	Does not consider feedback in planning	Implements some feedback from cooperating teacher and university supervisor	Incorporates supervisor and cooperating teacher feedback into future plans	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Average Rating for Standard (Add indicator ratings and divide by number of indicators.)					

Comments: [Click or tap here to enter text.](#)

Documentation of Classroom Observations/Visits (for University Supervisors only):

Date and Time of Observation #1:

Date and Time of Observation #2:

Date and Time of Observation #3:

Date and Time of Observation #4:

Educational Studies Internship Evaluation Rubric

1. Complete this evaluation **at midterm** and **at the completion of the internship**.
2. Review the evaluation form with the candidate.
3. Provide an electronic copy of this to the candidate and the Marquette faculty member or supervisor.

Name of intern:	Term:		
Site:			
Name of person completing this form:			
The intern was required to spend 120 hours in service to your site. How many hours did the intern serve?			
	Does not meet expectations	Meets expectations	Exceeds expectations
The intern communicated promptly and professionally.			
The intern was reliable.			
The intern was proactive and engaged when present at the site.			
The intern consulted with the supervisor to identify a project to complete that added value to the work of the organization.			
The intern completed the project and it added value to the organization.			

1. Please feel free to comment below on the intern's contributions to the work of your organization.

2. Please comment on any areas of concern you've noticed when working with the intern.

Internship Project Rubric

The University Supervisor or Faculty Instructor completes the rubric after project presentation and submission.

Name of intern:	Term:	
Site:		
Name of person completing this form:		
Concerns <i>Areas that Need Work</i>	Criteria <i>Standards for This Performance</i>	Advanced <i>Evidence of Exceeding Standards</i>
	Criteria #1: Addresses an identified need of the host agency.	
	Criteria #2: Provides context, rationale, and description of the project.	
	Criteria #3: Makes research-based decisions to guide project.	
	Criteria #4: Discusses future impact of the project on the host agency.	
	Criteria #5: Communicates professionally and clearly.	