



# MARQUETTE UNIVERSITY

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## **College of Education** Educational Policy and Leadership

# Program Handbook for Undergraduate and Graduate 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)

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# Getting Started

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# 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:

[Interstate New Teachers Assessment and Support Consortium \(InTASC\) Standards](#)

[Common Core State Standards \(CCSS\)](#)

[Wisconsin Academic Standards](#)

[Next Generation Science Standards \(NGSS\)](#)

[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 the Director of Educational Studies and/or the 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 candidates participate in classroom-based field experiences, culminating in a semester-long, full-day student teaching experience in 1<sup>st</sup>–5<sup>th</sup> grade (MC-EA) or 9<sup>th</sup>–12<sup>th</sup> grade (EA-A). There is an option to complete student teaching in a middle school grade, but this must be discussed with the Director of Field Placements and Licensure.

### 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 the process of transitioning the licenses from developmental levels of MC-EA and EA-A to grade level bands (Kindergarten—9<sup>th</sup> and 4<sup>th</sup>—12<sup>th</sup>, 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.

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 Practice 1. 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 passing basic skills test
- Successful completion of EDUC 2001, including field experience
- Successful completion of dispositional assessments in EDUC 2001
- Satisfactory background check ([CastleBranch Website](#)) in EDUC 2001
- 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 GPA 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 background recheck ([CastleBranch Website](#))
- Completion of Tuberculosis (TB) Screening Form in your [MU Patient Portal](#)

## 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)
- Growth and overall proficiency on the student teaching evaluation rubric
- Submission of the following to the Director of Field Placements and Licensure:
  - Evaluation rubric from cooperating teacher(s)
  - Evaluation rubric from university supervisor
  - Program surveys

## 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.

### 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:

<a href="#">Core Academic Skills for Educators: Reading</a>	156
<a href="#">Core Academic Skills for Educators: Writing</a>	162
<a href="#">Core Academic Skills for Educators: Mathematics</a> ( <a href="#">On-screen four-function calculator provided.</a> )	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 $\geq 22$ and combined English/Writing $\geq 20$
	ACT® Test	Score of 23 with minimum sub scores of: <ul style="list-style-type: none"><li>• 20 on English,</li><li>• 20 on Math, and</li><li>• 20 on Reading</li></ul>
All Wisconsin Teaching, Pupil Services, & Administrative Licenses	The SAT® Test	Minimum sub-scores: <ul style="list-style-type: none"><li>• 520 on Mathematics</li><li>• 510 on Critical Reading</li><li>• 480 on Writing</li></ul>

### 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 15<sup>th</sup> prior to the fall**.
- For those planning to teach during the **spring** semester, Praxis exam must successfully be passed by the **August 15<sup>th</sup> 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 Praxis Subject Assessment. 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](#).

<b>Praxis Subject Assessment</b>	<b>ETS Test #</b>	<b>Specific License</b>	<b>Required Score</b>
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, or 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 or 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). Documentation of these results must be provided to the Director of Field Placements and Licensure prior to the start of advanced methods.

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)

Per the Wisconsin State Legislature, 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 15<sup>th</sup> **prior to the fall**.
- For all elementary candidates planning to student teach during the **spring** semester must initially take the FORT by August 15<sup>th</sup> **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 1<sup>st</sup> attempt is not successful (less than 240), a candidate must retake within 6 weeks of their initial test date.

If the 2<sup>nd</sup> 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 2<sup>nd</sup> 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 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 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 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.

## Academic Advising

All students in the College of Education are advised by the [Assistant Dean for Undergraduate Advising & Student Services](#). 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](#).

## Final Grade Appeals

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

## Resources and Organizations

### **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](mailto:theresa.j.burant@marquette.edu)
- Dr. Jeff LaBelle— [jeffrey.labelle@marquette.edu](mailto:jeffrey.labelle@marquette.edu)
- Ms. Tina McNamara— [tina.mcnamara@marquette.edu](mailto:tina.mcnamara@marquette.edu)
- Ms. Kirsten Lathrop— [kirsten.lathrop@marquette.edu](mailto:kirsten.lathrop@marquette.edu)

### **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 which help with
  - time management
  - test taking
  - textbook reading
  - note-taking
  - procrastination

### **Career Services Center**

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

## **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.

# 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 Faculty
  - Marquette University Supervisor
  - Director of Field Placements & Licensure
  - Director of Teacher Education
  - Director of 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

**Per s. [48.981](#), Stats. Students in licensure programs are NOT mandatory reporters of abused or neglected children and abused unborn children.**

**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.

**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.

**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.

**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 field student's arrival and making introductions
- ✓ Acquainting the field 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 field student with the routines and management of the unique classroom
- ✓ Discussing unbiased background information of the students with whom the field student will be working
- ✓ Sharing as much as possible about the classroom
- ✓ Involving the field student in a variety of teaching activities
- ✓ Encouraging the field 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 field student's development as a teacher and professional
- ✓ Discussing concerns or issues, *as they arise*, with the field student and university supervisor (if applicable)

**Marquette Faculty**—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 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**—This individual directly oversees the administration, development, and implementation of field placements. 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**—This individual oversees the components of the teacher education. 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 and finally to student teaching or internships.

# 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
- 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 1000: Educational Inquiry 1—Critical Perspectives on Education**

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 1001: Psychological Development—Children and Adolescents**

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 Practice 1—Instructional Design & Teaching Models**

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

This course is designed to introduce and provide and opportunities for practice in the fundamental skills necessary for effective teaching in varied contexts of practice (K-12 schools, community agencies, businesses). Prereq: EDUC 1210; EDUC 1220 or PSYC 3101, which may be taken concurrently. **(All Candidates)**

- Field students will arrange one 2-hour visit per week for approximately ten weeks of semester at a mutually agreed upon time with their cooperating teacher.
- Field students are assigned in pairs to one cooperating teacher (3+ years of experience with at least a tier-II, provisional license required.) We find that pairing our students at this level provides students with built-in opportunities for reflection and conversation and helps them challenge and possibly disrupt their preconceived ideas of what teaching practice should look like based on their experiences as students.
- Field students must teach at least one whole-class lesson in a content area to be determined in concert with their cooperating teacher.
- We encourage mentor teachers to treat Marquette students as apprentices being introduced to the multifaceted work of teaching across the domains of practice. We invite conversations about planning, environment, school policies, instructional decision-making, instruction,

assessment, relationships with parents and families, collaboration with colleagues, and other related topics. We also want students to have opportunities to take responsibility in their classroom placements for increasingly challenging “teaching” tasks (teaching a small part of a lesson, performing small leadership roles, weighing in on some instructional materials and decision-making, etc.).

- Marquette field students will be able to (at an introductory level):
  - Articulate the elements of a functional learning environment.
  - Align state standards with curriculum content.
  - Write measurable learning outcomes matched to assessments.
  - Determine and justify selection of appropriate teaching models based on content and learning objectives.
  - Select instructional materials aligned to content and student needs.
  - Identify big ideas when planning and designing instruction.
  - Demonstrate methods for eliciting student prior knowledge and newly acquired knowledge.
  - Demonstrate instructional moves effectively and appropriately.
  - Represent and model concepts in multiple, culturally relevant ways.
- Since this is a foundational level course that students take in their second year of their education program at Marquette, the outcomes above are formatively assessed in the course.
  - Standard 1– Learner Development; The field student is committed to using learners’ strengths as a basis for growth and their misconceptions as opportunities for learning. (1i)
  - Standard 3—Learning Environments; The field student communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (3f)
  - Standard 4 – Content Knowledge; The field student understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (4j)
  - Standard 7 – Planning for Instruction; The field student individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. (7a)
  - Standard 7 – Planning for Instruction; The field student selects and uses materials and learning activities that are relevant to students’ sociocultural backgrounds. (7b)
  - Standard 8 – Instructional Strategies; The field student engages all learners in developing higher order questioning skills and metacognitive processes. (8f)
  - MU Professionalism 1; Consistently arrives to school and/or appointments on time and prepared.
  - MU Professionalism 2; Communicates professionally.
- Assessment of Field-Based and Course-Based Professional Behaviors and Dispositions completed in EDUC 2001.

## 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 4367: Integrated Science, Technology, Engineering, and Math (STEM) Methods**

This course is designed to Prepare pre-service teachers to enact core teaching practices supporting ambitious STEM instruction in grades 4-9 classrooms. Topics include core teaching practices supporting ambitious STEM instruction: (1) Identifying a "Big Idea"; (2) selecting worthwhile STEM tasks; (3) using representations to model STEM concepts, (4) eliciting and building on student thinking; (4) facilitating whole class discussion. Students are provided multiple opportunities to integrate theory with practice through analysis and reflection on their own teaching in STEM classrooms. Prereq: EDUC 2001 and admission into the professional program.

#### **(MC-EA Candidates)**

- Field students will arrange two 2-hour visits per week for approximately ten weeks of semester at a mutually agreed upon time with their cooperating teacher.
- Field students are assigned to one cooperating teacher (3+ years of experience with at least a tier-II, provisional license required.).
- Field students must teach at least three whole-class lessons in either math or science, scheduled in concert with their cooperating teacher.
- We also encourage mentor teachers to provide students with opportunities to evaluate, critique, select, and develop STEM curriculum materials including preparation of labs. We invite conversations about: planning in multiple time frames for STEM instruction (e.g. curriculum maps for the grade level and content area; semester-long calendars, unit plans, lesson plans, etc.); classroom environment particularly related to the content areas in STEM, safety with science materials; school policies relevant to STEM instruction; teacher decision-making about instruction, assessment, relationships with parents and families, collaboration with colleagues, and other related topics. We also want students to have opportunities to develop confidence in taking leadership for classroom routines (so that they aren't just "observing" but are participating in more helpful ways).
- Marquette field students will understand:
  - Methods for teaching STEM that engage students in diverse classrooms.
  - Key concepts in STEM and how students come to learn them.
  - Common misconceptions held by learners in STEM content and design curriculum to challenge those misconceptions.
  - Alignment to CCSS in mathematics and NGSS to plan units of study in STEM.
  - Teach lessons in STEM consonant with current theories and principles of STEM learning and teaching.
  - Create and apply valid, reliable assessments of student learning in STEM.
  - Use assessment data to adapt future instruction in STEM.
  - Critically reflect on teaching practice and development as an effective STEM teacher.

- Identify professional and community resources available to support teaching and ongoing professional growth.
- Since this is a professional level course that students typically take at the beginning of their third year of their education program at Marquette, the outcomes above are formatively assessed in the course.
  - Standard 1– Learner Development; The field student is committed to using learners’ strengths as a basis for growth and their misconceptions as opportunities for learning. (1i)
  - Standard 3—Learning Environments; The field student communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (3f)
  - Standard 4 – Content Knowledge; The field student understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (4j)
  - Standard 7 – Planning for Instruction; The field student individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. (7a)
  - Standard 7 – Planning for Instruction; The field student selects and uses materials and learning activities that are relevant to students’ sociocultural backgrounds. (7b)
  - Standard 8 – Instructional Strategies; The field student engages all learners in developing higher order questioning skills and metacognitive processes. (8f)
  - MU Professionalism 1; Consistently arrives to school and/or appointments on time and prepared.
  - MU Professionalism 2; Communicates professionally.
- Assessments of Field-Based and Course-Based Professional Behaviors and Dispositions are completed in EDUC 4367.

### **EDUC 4307: Early Childhood Development: Cognition, Numeracy, & Literacy**

This course is designed to focus on understanding the characteristics and needs of young children in grades K4-2 and the multiple influences on children’s development and learning in order to create environments that are healthy, respectful, supportive, and challenging for all children and addresses systems of inequality and racism that permeate the early childhood ecosystem. Prereq: EDUC 2001 and admission into the professional program. **(MC-EA Candidates)**

- Field students will arrange one 30-minute visit per week for approximately ten weeks of semester at a mutually agreed upon time with their cooperating teacher.
- Field students are assigned to one cooperating teacher (3+ years of experience with at least a tier-II, provisional license required.).

- Field students must tutor a student one-on-one in literacy and math (one subject for first five weeks, followed by the other for five weeks), scheduled in concert with their cooperating teacher.
- We encourage mentor teachers to treat Marquette students as apprentices being introduced to the multifaceted work of teaching across the domains of practice in early childhood classrooms. We invite conversations about planning, environment, school policies, instructional decision-making, instruction, assessment, relationships with parents and families, collaboration with colleagues, and other related topics. In addition to their one-on-one tutoring in math and literacy, we also want students to have opportunities as appropriate to take responsibility in their classroom placements for increasingly challenging “teaching” tasks (teaching a small part of a lesson, performing small leadership roles, weighing in on some instructional materials and decision-making, etc.).
- Marquette field students will be able to:
  - Use knowledge of child and adolescent development in planning instruction.
  - Anticipate and address possible learner misconceptions in the discipline to ensure accurate student learning.
  - Create learning experiences that are aligned to measurable learning objectives and content standards and represent high-level learning in the discipline.
  - Select materials and resources that promote rigorous and relevant learning.
  - Design learning experiences that are cognitively, socially, and emotionally engaging for students.
  - Elicit and build on student prior knowledge and thinking.
- Since this is a professional level course that students typically take at the end of their second year of their education program at Marquette, the outcomes above are formatively assessed in the course.

### **EDUC 4357: Foundational Principles and Practices of Teaching Reading**

This course is designed to focus on understanding reading processes and effective instructional strategies for supporting composition for children in grades 3-9. Field experiences occur in grades 4-5. Prereq: EDUC 2001 and admission into the professional program. **(MC-EA Candidates)**

Field students will arrange one 30-minute visit per week for approximately ten weeks of semester at a mutually agreed upon time with their cooperating teacher.

- Field students must instruct a small group of 2 to 4 students in “reading to learn” skills, scheduled in concert with their cooperating teacher.
- We encourage mentor teachers to treat Marquette students as apprentices being introduced to the multifaceted work of teaching across the domains of practice in elementary classrooms. We invite conversations about planning, environment, school policies, instructional decision-making, instruction, assessment, relationships with parents and families, collaboration with colleagues, and other related topics. In addition to planning and teaching literacy skills, we also want students to have opportunities as appropriate to take responsibility in their classroom placements for increasingly challenging “teaching” tasks (teaching a small part of a lesson, performing small leadership roles, weighing in on some instructional materials and decision-making, etc.).

- Marquette field students will understand:
  - Theory and research provide a solid foundation for best practice in reading instruction.
  - Cognitive, social, and cultural factors influence children’s reading development.
  - Cognitive modeling of mental processes is a crucial component of effective reading instruction.
- Since this is a professional level course that students take in their third year of their education program at Marquette, the outcomes above are formatively assessed in the course.

### **EDUC 4047: Advanced Teaching Practice in the Middle and High School**

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

The field component of this course takes place in a middle school classroom. This course is designed to examine the history, contexts, practices, and complexities of secondary education and their intersection with adolescent development. It focuses on development of skills for effective teaching in secondary schools including interdisciplinary planning and teaching, contextually and culturally relevant practices, functioning as members of learning communities and collaborative teams, analyzing and reflecting on instructional practices that matter for adolescents, and facilitating discussions and promoting deeper understanding. This course also meets the DPI Act 31 requirement for secondary majors. Prereq: EDUC 2001 and admission into the professional program. **(EA-A Candidates)**

- Field students will arrange two 2-hour visits per week for approximately ten weeks of semester at a mutually agreed upon time with their cooperating teacher.
- Field students are assigned to one cooperating teacher (3+ years of experience with at least a tier-II, provisional license required.).
- Field students must teach at least three whole-class lessons in their major content area, scheduled in concert with their cooperating teacher, with at least one of these lessons focused on leading discussion.
- Given that part of the course focuses on developing skill in leading discussions with large and small groups, as well as discussions about challenging, contemporary topics, it would be helpful if students were exposed to advisory periods or homeroom settings where discussions happen in schools.
- Since this class also focuses on the varied forms and reforms of secondary schooling, we encourage mentors to talk with students about why their school is the way it is (e.g. if the school is an IB school, how did that happen? What does that mean? What does it mean to be a teacher in an IB school? What is it like for students? What can new teachers expect from school leaders in this type of school?)
- We encourage mentor teachers to treat Marquette students as more advanced apprentices developing more sophisticated understandings of the multifaceted work of teaching across the domains of practice in middle schools and high schools. We invite conversations about planning, environment, school policies, instructional decision-making, instruction,

assessment, relationships with parents and families, collaboration with colleagues especially about interdisciplinary learning and teaching, adolescent development and other related topics. In addition to their whole-class lessons, we also want students to have opportunities as appropriate to take responsibility in their classroom placements for increasingly challenging “teaching” tasks (teaching parts of lessons or taking leadership for class routines), weighing in on some instructional materials and decision-making, etc.).

- Marquette field students will understand:
  - Schools and classrooms are part of an ecological system that requires careful organization and orchestration.
  - Educators function most effectively as part of a learning community and collaborative teams.
  - Effective educators analyze their own instructional practices and reflect on ways to improve these.
  - Asking high level questions is critical for effective discussion and deeper level of understanding.
  - Effective educators incorporate and enact core practices drawing from knowledge of pedagogy and context.
- Since this is an advanced level course that students take in their third year of their education program at Marquette, the outcomes above are formatively assessed in the course.
  - Standard 1—Learner Development; The field student creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (1b)
  - Standard 2—Learning Differences; The field student brings multiple perspectives to the discussion of the content, including attention to learners’ personal, family, and community experiences and cultural norms. (2d)
  - Standard 3—Learning Environments; The field student collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, and inquiry. (3a)
  - Standard 3—Learning Environments; The field student communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (3f)
  - Standard 4—Content Knowledge; The field student stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences. (4d)
  - Standard 5—Application of Content; The field student develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. (5e)

- Standard 5—Application of Content; The field student develops and implements supports for learner literacy development across content areas. (5h)
- Standard 7—Planning for Instruction; The field student individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. (7a)
- Standard 7—Planning for Instruction; The field student selects and uses materials and learning activities that are relevant to students’ sociocultural backgrounds. (7b)
- Standard 8—Instructional Strategies; The field student varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. (8d)
- Standard 8—Instructional Strategies; The field student uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. (8h)
- Standard 8—Instructional Strategies; The field student asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). (8i)
- MU Professionalism 1; Consistently arrives to school and/or appointments on time and prepared.
- MU Professionalism 2; Communicates professionally.
- Assessments of Field-Based and Course-Based Professional Behaviors and Dispositions are completed in EDUC 4047.

## **Advanced Teaching Methods**

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

These courses are designed to allow for application of teaching methods to various content areas in middle and high schools. Field experiences occur in grades 9-12. Prereq: EDUC 2001 and admission into the professional program. **(EA-A Candidates)**

- Field students will arrange two 2-hour visits per week for approximately ten weeks of semester at a mutually agreed upon time with their cooperating teacher.
- Field students are assigned to one cooperating teacher (3+ years of experience with at least a tier-II, provisional license required.).
- Field students must teach at least four whole-class lessons in their major content area, scheduled in concert with their cooperating teacher.
- We encourage mentor teachers to treat Marquette students as more advanced apprentices developing more sophisticated understandings of the multifaceted work of teaching across the domains of practice in middle schools and high schools. We invite conversations about planning, environment, school policies, instructional decision-making, instruction,

assessment, relationships with parents and families, collaboration with colleagues, and other related topics. In addition to their whole-class lessons, we also want students to have opportunities as appropriate to take responsibility in their classroom placements for increasingly challenging “teaching” tasks (teaching parts of lessons or taking leadership for class routines), weighing in on some instructional materials and decision-making, etc.).

- Marquette field students will understand:
  - Effective educators bring deep disciplinary and pedagogical knowledge to planning and delivery of instruction.
  - Effective instructional designers think and plan in units, not just lessons, in order to purposefully move students along a learning trajectory.
  - Assessment is a central part of instructional design, both in terms of backwards planning (what students should be able to do) and scaffolding/differentiating (what students can do).
- Since this is an advanced level course that students typically take in their fourth year of their education program at Marquette, the outcomes above are formatively assessed in the course.
  - Standard 1—Learner Development; The field student is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning. (1i)
  - Standard 2—Learning Differences; The field student designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (2c)
  - Standard 2—Learning Differences; The field student understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (2j)
  - Standard 3—Learning Environments; The field student manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention. (3d)
  - Standard 4—Content Knowledge; The field student effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards. (4a)
  - Standard 4—Content Knowledge; The field student stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences. (4d)
  - Standard 4—Content Knowledge; The field student recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. (4e)
  - Standard 6—Assessment; The field student balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (6a)

- Standard 6—Assessment; The field student designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (6b)
- Standard 6—Assessment; The field student engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. (6d)
- Standard 6—Assessment; The field student effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences. (6g)
- Standard 7—Planning for Instruction; The field student individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. (7a)
- Standard 7—Planning for Instruction; The field student selects and uses materials and learning activities that are relevant to students’ sociocultural backgrounds. (7b)
- Standard 7—Planning for Instruction; The field student plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. (7d)
- Standard 8—Instructional Strategies; The field student engages all learners in developing higher order questioning skills and metacognitive processes. (8f)
- Standard 8—Instructional Strategies; The field student asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). (8i)
- MU Professionalism 1; Consistently arrives to school and/or appointments on time and prepared.
- MU Professionalism 2; Communicates professionally.

### **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.
- Since this is an advanced level course that students typically take in their fourth year of their education program at Marquette, the outcomes above are formatively assessed in the course.
  - Standard 1—Learner Development; The reading tutor regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. (1a)
  - Standard 1—Learner Development; The reading tutor creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (1b)
  - Standard 1—Learner Development; The reading tutor is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning. (1i)
  - Standard 2—Learning Differences; The reading tutor designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (2c)
  - Standard 2—Learning Differences; The reading tutor understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (2j)
  - Standard 3—Learning Environments; The reading tutor collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, and inquiry. (3a)
  - Standard 3—Learning Environments; The reading tutor manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention. (3d)
  - Standard 3—Learning Environments; The reading tutor communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (3f)
  - Standard 4—Content Knowledge; The reading tutor effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards. (4a)

- Standard 5—Application of Content; The reading tutor develops and implements supports for learner literacy development across content areas. (5h)
- Standard 6—Assessment; The reading tutor balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (6a)
- Standard 6—Assessment; The reading tutor designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (6b)
- Standard 6—Assessment; The reading tutor effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences. (6g)
- Standard 7—Planning for Instruction; The reading tutor individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. (7a)
- Standard 7—Planning for Instruction; The reading tutor plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. (7d)
- Standard 8—Instructional Strategies; The reading tutor engages all learners in developing higher order questioning skills and metacognitive processes. (8f)
- Standard 8—Instructional Strategies; The reading tutor uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. (8h)
- MU Professionalism 1; Consistently arrives to tutoring sessions on time and prepared.
- MU Professionalism 2; Communicates professionally with instructor, supervisor, program coordinator, parent coordinators, and students.

### **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:

University 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.

<b>Professional Attributes &amp; Characteristics</b>	The student...	Circle the rating that is closest to your assessment of the student’s performance.	The student...
<b>Attendance &amp; Punctuality</b>	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.
<b>Work Habits</b>	Submits work on time and with minimal guidance.	6 5 4 3 2 1	Often submits work late or requires extensive guidance.
<b>Work Quality</b>	Submits work that is consistently thoughtful and carefully prepared.	6 5 4 3 2 1	Submits work that lacks organization and/or thoughtfulness.
<b>Oral Communication</b>	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.
<b>Written Communication</b>	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.
<b>Knowledge of Course Content</b>	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.
<b>Intellectual Independence</b>	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.

<b>Response to Multiple Perspectives</b>	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.
<b>Response to Critical Feedback</b>	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.
<b>Social Understanding</b>	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.
<b>Interpersonal Skills &amp; Collaboration</b>	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.
<b>Self-Confidence</b>	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.

# Assessment of Field-Based Professional Behaviors and Dispositions

Student:

School:

Site-Based Cooperating Teacher/Supervisor:

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.

<b>Professional Attributes &amp; Characteristics</b>	The student...	Circle the rating that is closest to your assessment of the student's performance.	The student...
<b>Attendance &amp; Punctuality</b>	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.
<b>Professional Appearance</b>	Maintains a professional appearance.	6 5 4 3 2 1	Wears inappropriate clothing and/or lacks hygiene.
<b>Work Habits</b>	Demonstrates excellent work habits and works independently.	6 5 4 3 2 1	Demonstrates emerging work habits and works effectively only with maximum guidance.
<b>Work Quality</b>	Submits work that is consistently thoughtful and carefully prepared.	6 5 4 3 2 1	Submits work that lacks organization and/or thoughtfulness.
<b>Oral Communication</b>	Demonstrates excellent skills in articulating and expressing ideas when speaking.	6 5 4 3 2 1	Frequently has difficulty expressing ideas clearly when speaking.
<b>Written Communication</b>	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.

<b>Knowledge of Content Area</b>	Works to deepen and seek understanding of the content material.	6 5 4 3 2 1	Demonstrates a surface understanding of the content material.
<b>Interactions with Students</b>	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.
<b>Response to Learners</b>	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.
<b>Response to Critical Feedback</b>	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.
<b>Planning</b>	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.
<b>Classroom Management</b>	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.
<b>Collegiality</b>	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.
<b>Self-Confidence</b>	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.
<b>Ability to Reflect and Improve Performance</b>	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.

## 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 if your site does not accept the results of your CastleBranch background check. 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 a *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

# The Culminating Student Teaching Experience

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# 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 1<sup>st</sup>.

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
  - 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 background check ([CastleBranch Website](#))
- Completion of Tuberculosis (TB) Screening Form in your [MU Patient Portal](#)

### 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 such as:
  - 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 a 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](mailto: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.**

## 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 Rubric

Student teachers will be evaluated by both the university supervisor and the cooperating teacher(s) using the evaluation rubric at the midterm and end of semester. The ratings at midterm and end of semester are 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* may 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 8<sup>th</sup> week of the semester.**

Student teachers will be assessed on the following indicators within each of the ten InTASC standards:

- Standard 1—Learner Development
  - The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. (1a)
  - The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning. (1b)
  - The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. (1i)
- Standard 2—Learning Differences
  - The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (2a)
  - The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (2c)
  - The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. (2d)
  - The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (2j)
- Standard 3—Learning Environments
  - The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (3a)
  - The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (3d)
  - The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. (3f)

- Standard 4—Content Knowledge
  - The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards. (4a)
  - The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences. (4d)
  - The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. (4e)
  - The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (4j)
- Standard 5—Application of Content
  - The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. (5e)
  - The teacher develops and implements supports for learner literacy development across content areas. (5h)
- Standard 6—Assessment
  - The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (6a)
  - The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (6b)
  - The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. (6d)
  - The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences. (6g)
- Standard 7—Planning for Instruction
  - The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (7a)
  - The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. (7d)
- Standard 8—Instructional Strategies
  - The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. (8d)
  - The teacher engages all learners in developing higher order questioning skills and metacognitive processes. (8f)
  - The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. (8h)
  - The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). (8i)
- Standard 9—Professional Learning and Ethical Practice
  - The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)

- The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (9e)
- The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities. (9k)
- Standard 10—Leadership and Collaboration
  - Works with other school professionals to improve student performance. (10b)
- MU Professionalism Indicators
  - 1—Consistently arrives to school, events, and/or appointments on time and prepared.
  - 2—Communicates professionally with cooperating teacher(s), students, parents, school staff, and university supervisor.
  - 3—Consistently works until end of expected school day and communicates departure to cooperating teacher(s).
  - 4—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.
  - 5—Values planning as a collegial activity that takes into consideration the input of cooperating teacher(s) and university supervisor.

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

Upon successful completion of the student teaching semester, including successful completion of the 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)

# 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 Educational Studies Program Coordinator 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 Educational Studies Program Coordinator 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 Educational Studies Program Coordinator
- Approval from the TEAM Committee, which has final responsibility for approval or denial of the applicants
- Satisfactory 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 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 Educational Studies Program Coordinator as soon as possible.

**If an intern chooses to discontinue the internship experience**, s/he must inform the Educational Studies Program Coordinator 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 Educational Studies Program Coordinator 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 during the semester during seminars
- 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 Educational Studies Program Coordinator immediately using their preferred method of communication (email, text, phone call).

**Excessive absenteeism** will be handled by the Educational Studies Program Coordinator 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?			
	<b>Does not meet expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
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

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