



Student Teaching Handbook

College of Education and Human Services | 2022-2023



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SECTION I: PREPARATION FOR STUDENT TEACHING

TEACHER LICENSURE PROGRAM... AND BEYOND

The University of Wisconsin Oshkosh has been preparing teachers since opening its doors in 1871 as the Oshkosh Normal School. Graduates of the University of Wisconsin Oshkosh's teacher education program have a strong history of serving students and communities throughout Wisconsin, in almost every U.S. state and in many countries across the world. The Student Teaching experience is the culmination of your work towards your initial licensure and entrance into the teaching profession.

However, your learning does not stop with your initial licensure. The University of Wisconsin Oshkosh can continue to provide you opportunities as your career develops. Our the [Center for Additional Teaching Licenses](#) provides options to help teachers broaden their ability to teach in different areas. Master's degree programs are available in a variety of areas to provide educators with the opportunity to earn advanced licenses or administrative licenses, to meet the teaching requirements of dual-credit programs, and to meet your professional goals. UWO also offers a Doctoral program leading to superintendent licensure.

DEPARTMENT OF PUBLIC INSTRUCTION LICENSURE

The Wisconsin Department of Public Instruction (DPI), under the State Superintendent of Public Instruction, is responsible for outlining the rules and regulations for educator licensure. Wisconsin Administrative Code for Teacher Education Program Approval and Licensing or [PI 34](#) is the policy manual for the state's educators.

The [DPI website](#) is an excellent resource to remain abreast of any licensure changes implemented by the state.

CURRENT DPI LICENSURE LEVELS:

EC-MC = Early Childhood through Middle Childhood (birth-age 11/PK-grade 6)

MC-EA = Middle Childhood through Early Adolescence (ages 6-14/grades 1-8)

EA-A = Early Adolescence through Adolescence (ages 10-21/grades 5-12)

EC-A = Early Childhood through Adolescence (birth-age 21/grades PK-12)

PK-12 = Cross Categorical Special Ed only (ages 4-21/ grades K-12)

CURRENT UW OSHKOSH PROGRAM OFFERINGS:

ELEMENTARY EDUCATION

EC-MC: Elementary Education

MC-EA: Elementary Education (with minor)

Note: **EC-MC + MC-EA** is an option

SECONDARY EDUCATION

EA-A (Science, English, Social Science, Mathematics)

EC-A (Art, ESL, World Languages, Music, and Physical Education)

SPECIAL EDUCATION CROSS CATEGORICAL: ID, SLD, EBD

ECSE Early Childhood Special Education

PK-12 Cross Categorical (Teacher candidates in 2021-22 may also graduate with either an MC-EA or EA-A Cross Categorical Special Education License)

ELEMENTARY EDUCATION & SPECIAL EDUCATION

EC-MC Elementary Education with Early Childhood Special Education ECSE (Birth-age 8)

MC-EA Elementary Education with MC-EA Special Education Cross Categorical (Choose emphasis area)

STUDENT TEACHING PLACEMENTS

The student teaching office determines what type of field placement(s) is required for each candidate based upon their previous fieldwork, departmental protocols and requirements, and DPI licensing requirements.

PLACEMENT TIMING AND CONSIDERATIONS

- Student teaching shall be **full school days for the full semester** of a host district (18+ weeks), as per the Wis. Admin. Code PI 34
- Teacher candidates are guests in their placement class and school and must adhere to district and school guidelines. In addition, teacher candidates should follow expectations outlined by their cooperating teacher, building administrators, and their university supervisor.
- All Teacher candidates must conduct a minimum of three weeks of independent full time teaching during the Student Teaching experience.
- Fall candidates are encouraged to attend in-service meetings provided by the school district prior to the start of the school year (typically mid-late Aug.)
- The college does not place candidates in a school where family members or close relatives are engaged, or in the high school from which they graduated, due to potential with objectivity. This policy may be waived in certain circumstances, especially in rural school districts.

ACCOMMODATIONS

Students who have a documented disability as outlined in the [Americans with Disabilities Act](#) (ADA) should contact either [Disability Services](#) in the Dean of Students Office or [Project Success](#) to request reasonable accommodations during student teaching. **Students are also required to make a note of any such special needs on their application to student teaching.**

The student teaching office will work with the candidate, the Dean of Students Office/Project Success and the assigned cooperating teacher and building principal to ensure reasonable and proper accommodations are provided in the school sites. University supervisors should be made aware of the accommodations by the candidate.

DISTRICT REQUIREMENTS FOR PLACEMENTS

Processes for teacher candidate acceptance vary by district and can include but are not limited to an additional application, criminal background check, TB test or an informal interview. Students need to comply with each respective district's expectations to be endorsed prior to the beginning of the experience. A notification will be provided by the student teaching office or the district office regarding additional requirements prior to acceptance and placement.

SERVICE REGION & OUT OF AREA REQUESTS

The COEHS service region includes many districts near Oshkosh. Students do have the option to request a student teaching experience out of the service region. Refer to the 'Out of Area' student teaching policy for additional information.

RURAL GRANT

CESA has sponsored a Rural School Teacher Talent Grant in recent years to encourage candidates to student teach and work in rural districts. A complete list of districts included in the grant is included in the student teaching application. Students who participate in the grant are eligible for a stipend. Note, this grant is not guaranteed to be available. Rural placements are also not guaranteed for those who request them.

STUDENT TEACHING OPTIONS

The college offers several options to the standard field placements for eligible candidates. All these experiences satisfy the Wisconsin statute requiring one full semester (18 weeks minimum) of student teaching. These special options require a separate additional application, additional GPA requirements, positive field experience, resume, letter of interest, letters of recommendation, and departmental approval.

ON-THE-JOB PLACEMENT

In certain cases, students already possessing a bachelor's degree and in good standing at UW Oshkosh may be considered for an On-The-Job (OTJ) opportunity. An OTJ assignment typically leads to permanent employment with the school district. To be considered for an OTJ placement:

- Candidate must inform the student teaching office of a potential job opportunity
- Candidate must receive permission from the college department chair and, when applicable, the respective college graduate program coordinator.
- When applicable, candidate must graduate non-licensure.
- The respective school district must request a [Tier 1 \(former emergency\) license](#) from the DPI and justify the need for a non-licensed teacher.
- OTJ candidates are then employed by a district on an approved Tier One- License With Stipulations 1 (LWS) license to fulfill a specific instructional assignment.

OTJ candidates have a university and must complete all required student teaching tasks, assignments, assessments, etc. However, OTJ candidates may not have to attend mandatory on-campus meetings depending upon their academic and licensure situation.

SECTION II: STUDENT TEACHING EXPERIENCE

STUDENT TEACHING LOGISTICS & IMPORTANT CONSIDERATIONS

COMMUNICATION

Checking your UWO email daily is a professional responsibility and will ensure responsiveness to pertinent information. It is critical that you respond promptly to emails from the student teaching office, your supervisor, and your cooperating teacher.

CANVAS COURSE

Please refer to the Student Teaching Canvas course throughout the semester for important information, resources, and announcements. Most of the general questions you may have regarding student teaching are already covered in the course.

ASSIGNMENTS

During the semester prior to student teaching and during the student teaching semester, candidates are required to complete several assignments. Please see a few general assignments below (NOTE: this may not be a complete list):

Student Teaching Canvas Course	Tk20 Field Experience Binder	Career and Professional Development	Supervisor and Department
Handbook Acknowledgement and Quiz External Commitment	Observation Lesson Plans 1-4 (uploads) Independent Professional Development Activity form (IPDA) Field Experience Evaluation: Student Form(s)	Resume upload Mock Interview	Many supervisors require additional assignments in their respective Canvas course. Some departments have additional Tk20 assignments

PLACEMENT WORKLOAD

The student teaching experience is a full-time commitment for the length of a school district's entire semester. A full semester in Wisconsin is approximately 18 weeks, but your experience could be more.

- The candidate's teaching workload should be cooperatively agreed upon by the cooperating teacher, teacher candidate, and university supervisor in the opening triad conference.
- It is important that some regular time be set aside in the teacher candidate's daily and weekly schedule for planning, evaluating, reflecting, and conferencing with the cooperating teacher.
- A teacher candidate must assume a full teaching load for at least two weeks in each 9-week placement (4-weeks total), and a minimum of three weeks in an 18-week placement. (suggested timelines are posted in the Student Teaching Canvas course). However, a teacher candidate should seek to teach as frequently as allowed by the cooperating teacher.
- The seminar component of the semester involves both large group and small groups (supervisor) gatherings.

SUBSTITUTE TEACHING DURING PLACEMENT

Teacher candidates may not serve as substitute teachers, regardless of previous employment or license. This is a policy enacted by the Wisconsin Department of Public Instruction.

ABSENCES

Daily attendance is required during the full school semester. Teacher candidates do not have personal days like contracted teachers. Every effort should be made to schedule personal appointments outside the teaching day. Excused absences may include personal illness or a family emergency.

In the event of an unavoidable absence, candidates must:

- Discuss any planned absence with cooperating teacher and university supervisor prior to the absence.
 - NOTE: one or two days away from your classroom to interview for a job is reasonable, but must be requested and approved by CT and university supervisor beforehand.
- Inform the cooperating teacher and university supervisor of an unplanned absence as early as possible
- Inform the student teaching office (in addition to CT and supervisor) of any absence greater than three days.

In the case of an extended absence or repeated absences, the impact of absences on the ability of the candidate to carry out their field experience successfully will be discussed by the triad. If needed, an action plan shall be developed, recorded and shared with all pertinent parties. A plan of action might require additional time at the placement or a special arrangement to make up the missing days prior to endorsing teacher licensure.

IN-SCHOOL TEACHER DUTIES

Involvement in extra activities related to school functions but outside of the regular classroom curriculum/ instruction (e.g. school clubs) can enhance a student teaching experience. It is recommended that the triad has an early discussion about ways a candidate might get involved in the school above and beyond classroom teaching.

OFF-SITE ACTIVITIES

Student teaching in a learning setting outside of the classroom can be part of the expectation for a field experience student – particularly in the special education arena. District approved policies and procedures should be provided to ensure legal liability is covered and student safety maintained. In addition, oversight should be provided by a professional who is familiar with district policy and procedures and who has the authority to respond to a range of emergency situations. Sufficient training in emergency procedures and policies is important in this scenario.

NON-SCHOOL BASED ACTIVITIES OR HEAD COACHING

Extensive participation in external commitments can place a strain on a candidate’s performance. The focus for the semester needs to be on the teaching experience as it is a performance-based assessment leading to potential licensure. Teacher candidates must indicate any significant external commitments (10+ hr./week) in the External Commitment assignment.

MILITARY DUTY

Students who are called to active duty during the student teaching experience are required to contact the student teaching office immediately upon receiving their orders to discuss their options.

JURY DUTY

In the event that a candidate is summoned to jury duty, the student will need to follow the directive to serve. We counsel students to plead their case to the judge during the selection process stating that they are currently engaged in a required full-time field experience which is part of an academic teaching licensure program. A student selected to act as a juror must notify the student teaching office, cooperating teacher, and university supervisor. A plan for making up extensive missing days may need to be developed.

RELIGIOUS OBSERVANCES

Teacher candidates requesting absence from a student teaching assignment because of religious observance should notify the cooperating teacher and university supervisor as soon as possible (or at the first triad meeting). Strategies for making up missed time, if deemed necessary, should be formulated by the triad and shared with the student teaching office.

LEGAL CONSIDERATIONS

CRIMINAL BACKGROUND CHECK

A Criminal Background Check (CBC) is required for admission into the teacher education program and again for admission to student teaching. More information regarding CastleBranch and DCF background checks is provided as part of the student teaching application process.

TEACHER CANDIDATE LIABILITY

Wisconsin law provides liability protection for actions taken within the scope of the placement of teacher candidates [Wis. Stat. 895.46](#). This means that University students who are sued for actions within the scope of their placement are entitled to legal representation (or the payment of private attorney's fees). This statute thus protects teacher candidates against claims from third parties for personal injury or property damage caused while performing their assigned duties in the field experience.

Professional liability insurance coverage is also available with policies offered by such sources as [Aspiring Educators](#). It is ***strongly recommended*** that individuals take advantage of this additional coverage by joining this [student organization](#).

AGREEMENT WITH SCHOOL DISTRICTS

The university of Wisconsin Oshkosh has an affiliation agreement with each school district or entity that provides basic protections for Teacher Candidates and university supervisors.

TRANSPORTATION

The teacher candidate is responsible for their own method of transportation for the student teaching assignment. Do not transport students during the student teaching assignment. The University does not provide insurance coverage.

HEALTH INSURANCE

Health Insurance is not provided by the University of Wisconsin Oshkosh or the school district. Be sure that your personal health insurance is in effect and will cover you when you are on location at the school. See [Campus Health Services](#) for information on short-term policy options.

WORKERS COMPENSATION

Teacher candidates are considered to be in a "volunteer status" during their field experience, and most school districts do not provide workers' compensation to volunteers. Each district's liability carrier would need to review a claim and determine the district's liability. There is no coverage by the UW Oshkosh for the cost of medical treatment for a student who should become ill or injured during the field experience program. Interns may be protected by district health insurance but need to check with the Human Resource office of the district to confirm this.

MENTAL HEALTH SUPPORT

Student teaching can be an intense and stressful time in a candidate's life. It may take concerted and thoughtful effort to achieve the type of work/life balance you will need to have during your career as an educator. The [UW Oshkosh Counseling Center](#) is available to assist any student needing advice or

support. Our counselors are professional and discreet and have been part of many former teacher candidates' support systems. Please do not feel shame for a request for help.

BLOOD BORNE PATHOGEN POLICY

Be aware of the following recommendations regarding bloodborne pathogens:

- [DPI Exposure Control Plan](#)
- The cooperating teacher is responsible for clarifying the blood borne pathogen policy of the school and procedures used in his/her classroom.
- If an accident should occur, the teacher candidate should take the role of secondary caregiver rather than the primary one. If the cooperating teacher is not in the classroom, the teacher candidate should follow district policy to the best of their ability.

CONFIDENTIALITY LAWS (FERPA/HIPAA)

As a new educator, the teacher candidate will be responsible for all state and federal confidentiality laws including **FERPA (Family Educational Rights and Privacy Act)**, **HIPAA (Health Insurance Portability and Accountability Act)** and school district's policies and procedures relating to these laws. **Teacher candidates must be discreet when discussing any information related to students or colleagues.** Follow your Cooperating Teacher's advice and their lead regarding these laws. Professionals respect the dignity and privacy of their constituents.

Note: Images of children/students cannot be shared or shown on any type of social media.

FERPA involves disclosure of student educational records beyond "directory information". For a more complete explanation of this law, please refer to [Student Records and Confidentiality](#) on the DPI website, or view the [FERPA law](#) on the U.S. Department of Education website and please take the time to see the [UWO policy regarding FERPA](#).

The [HIPAA Privacy Rule](#) "protects the privacy of individually identifiable health information." Most people are familiar with this rule if they have received medical attention and have been asked to sign the requisite "privacy form" prior to treatment. UW System requires the university to make all students aware of this federal law.

CONFIDENTIALITY FORM:

Teacher candidates may be required to video record observation lessons to submit to their university supervisor. Teacher candidates who plan to record lessons should confer with their district/school to see if the recordings are covered under the district's confidentiality permission forms. If needed, teacher candidates can distribute and collect this [COEHS Confidentiality Form](#). Please note, any students without signed permission must be excluded from any video recordings.

MANDATORY REPORTING

In a situation where there is reasonable cause to suspect that a child has been abused, neglected or threatened with abuse or neglect, the candidate should immediately confer with the cooperating teacher and building principal. **This is a serious matter requiring professional action and discretion.**

The State of Wisconsin requires individuals who work in certain professions to report child abuse and neglect. [Wisconsin State Statute 48.981\(2\) \(a\)](#) lists school teachers (14) as individuals who are mandatory reporters. Teacher candidates are not mandatory reporters for purposes of this statute but follow-up with your CT is required and perhaps university supervisor based upon the individual case. As part of

application to student teaching, teacher candidates are required to complete a DPI sponsored [webinar training](#) on Mandatory Reporting of Child Abuse and Neglect. You can certainly add this training to your resume.

COVID-19 ACCOMMODATIONS

All teacher candidates must comply with school district policies related to the COVID-19 pandemic. The COEHS Teacher Education Office (PEP Office) will provide regular updates on issues related to the COVID-19 pandemic on a regular basis during the semester through the student teaching Canvas course and e-mail.

If your placement school is disrupted (e.g. closes or moves to online-only instruction) contact studentteaching@uwosh.edu immediately. We will provide you with additional information. If your placement is disrupted, continue working with your cooperating teacher on their same schedule. This is critical to ensure that you remain compliant with DPI student teaching requirements.

STUDENT TEACHING CONCERNS AND WITHDRAWALS

CHANGE OF PLACEMENT

Either the school district or the university may change or terminate the assignment of any teacher candidate when it is considered to be in the best interests of the students, cooperating teacher, or teacher candidate.

Teacher candidates may not initiate a change in placement. If a candidate has significant concerns about their placement, they must bring concerns to the attention of the university supervisor. In extreme situations, the supervisor may contact the student teaching office to request a change of placement on the student's behalf.

WITHDRAWAL FROM STUDENT TEACHING

If a candidate decides to withdraw from student teaching at any time after submitting the student teaching application, the candidate must inform the student teaching office **immediately**. The student teaching office will facilitate the process to formally withdraw.

Once a teacher candidate begins the student teaching experience, withdrawing from student teaching will affect all parties involved, including the children in the classroom. A student's withdrawal from student teaching after the start of a placement should occur only under the most serious circumstances.

SERIOUS CONCERNS POLICY

In the event of professional, performance, or dispositional concerns during the student teaching semester, a teacher candidate may be required to work through the procedures outlined in the serious concerns policy and the development of an action plan. Serious concerns may lead to removal from the student teaching placement and a failing grade in the student teaching experience. The policy describes documentation to ensure appropriate records to display fair and neutral processes to all concerned and minimize any subsequent reactions and/or legal concerns. Teacher candidates must be informed of a serious concern, or action plan, by either the university supervisor, the appropriate department chair, or the associate dean.

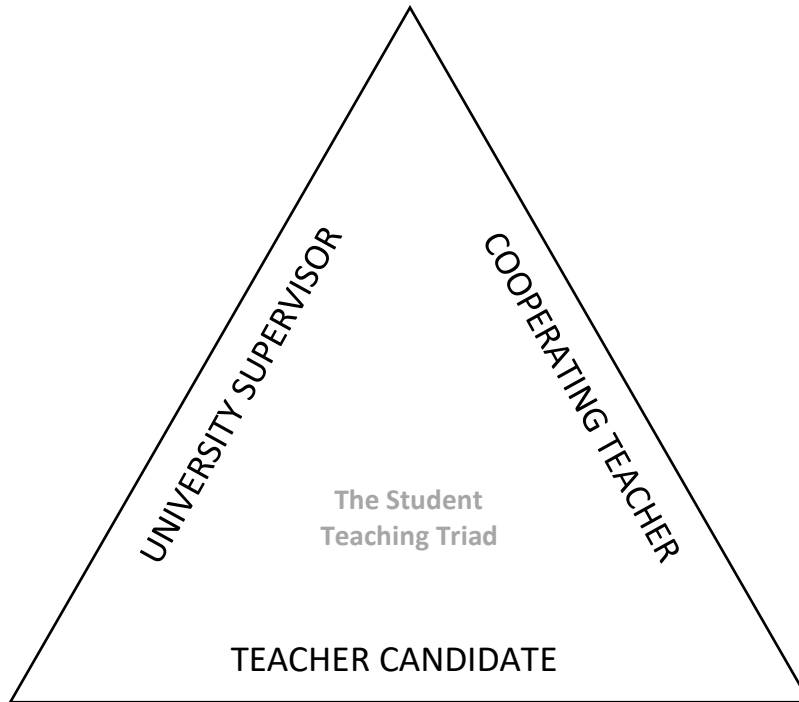
These concerns could involve issues such as: attendance, instructional performance, planning, lesson appropriateness, professional dispositions, relationships with students and school personnel and/or response to feedback. The policy is not referencing periodic issues that might commonly arise in experiences novel to a teacher candidate, but where the concerns are repetitive and demonstrate inability or resistance to changing behaviors. The university supervisor in consultation with the cooperating teacher and appropriate department chair determine when the Serious Concerns policy should be enacted.

Although the Serious Concerns policy sound ominous, the development of an action plan does not, in itself, mean that a teacher candidate will fail student teaching. The Action Plan should be viewed as a tool to provide clear steps for continued improvement of skills and dispositions, with potential consequences for not showing progress.

See the Serious Concerns policy and Action Plan process for more information.

THE TRIAD – EXPECTATIONS AND RESPONSIBILITIES

Teacher Candidate + Cooperating Teacher + University Supervisor



TRIAD ROLES

Teacher Candidate: The teacher candidate is the active learner in the triad. Focus will be on the suitability of your knowledge, skills, and dispositions for the complex job of teaching. At this point a candidate should be completely finished with all required coursework, completed any exams required for licensing, and have the required GPAs for the last capstone piece of the respective licensure program.

Cooperating Teacher: The cooperating teacher is an integral part of the Professional Education Program and strategic to the development of each candidate in the education program. Willingness to serve as mentor is greatly valued and appreciated. Please use the university supervisor assigned to your classroom as a liaison to the university. Ask questions, be open and honest with any concerns and remember supervisors are available to support you as well as the candidate.

University Supervisor: The university supervisor is selected by the respective department to observe, assess and advocate for the teacher candidate. This person has content and grade level expertise to enable them to objectively evaluate and coach the respective candidates. Their role is strategic to accurate and open communications between the university, district employees and the teacher candidate

TRIAD EXPECTATIONS

- Student teaching is a collaborative endeavor and provides an action research setting within which the candidate seeks to gain practical understanding of the act of teaching.
- The student teaching triad works together to create a strong supportive structure to enhance learning and success for the teacher candidate.
- At the outset, it is strategic to discuss and establish common expectations among members of the triad. As the placement continues on-going discussions regarding expectations is warranted. Communication is vitally important!

TRIAD CONFERENCES

Informal and formal conferences occur throughout the student teaching experience. The purpose of these conferences is to provide support, give suggestions, and assist in reflective analysis within the triad. Conferences typically include lesson feedback, reevaluation of contact time and schedule, issues of management, providing didactic help, providing techniques for teacher self-improvement, and developing incentives for self- analysis.

Initial Conference

This is to be accomplished prior to or very early in the student's placement. Issues to address:

- Daily and weekly schedules along with a long-term timeline
- Schedule for the teacher candidate to take over classes (see suggested timelines)
- Plans to meet various support staff and administrators
- Conferencing and plans for providing feedback
- Lesson planning—format, frequency, timing. Unit planning format.
- Involvement in parent-teacher conferences, reporting to parents, IEP meetings, etc.
- Strategies related to differentiation for diverse learners
- Professional involvement in faculty meetings, team meetings, conventions, in-service, duties
- Pupil assessment – both formative and summative
- Participation in required university seminars and assignments

Final Conference

Academic and Personal Disclosure (Suggested to do the day of the final observation). Issues to address:

- Use the college evaluation form as a common tool to verbally assessing the candidate.
- Suggest ideas for further professional growth.
- Ensure all final narratives are completed and signed for inclusion in the credential file.
- Concur on final grade(s).

ROLE OF TEACHER CANDIDATE

EXPECTATIONS PRIOR TO STUDENT TEACHING

- Start with an introductory email to the cooperating teacher (CT). Include your contact information and times/dates you are available to meet prior to the start of your assignment.
- Familiarize yourself with the information in this Handbook to understand associated roles, responsibilities, ethical considerations, policies and procedure.
- Find out as much as possible about the school and community. Obtain a school handbook, calendar, map and parking information, and district ID (if required). You may find it helpful to use the [School Familiarization Form](#) to collect pertinent information.
- Consider how you will introduce yourself to parents and students.
- Locate supplies, textbooks, relevant curriculum guides and resource materials.
- Collaborate with your university supervisor and CT to arrange the first Triad Conference.

SUGGESTED TIMELINES

Suggested timelines for 9- and 18-week placements are located in the Student Teaching Canvas course for your reference. Be sure to discuss an appropriate timeline with your cooperating teaching.

PROFESSIONAL AND ETHICAL CONSIDERATIONS

Please make yourself aware of these important Professional and Ethical Considerations as you prepare for a successful and enjoyable semester of student teaching:

- Appearance and conduct are important. Follow the lead of the faculty CT and their colleagues in the building as for as dress code. Use mature judgment with your choices and be respectful, so as not to distract from learning.
- Clean up any social networking sites that might give parents, pupils or teachers a negative impression.
- Arrive and leave at the same time as your cooperating teacher. Be on time for meetings and seminars.
- Confidentiality with information concerning students and colleagues is imperative. Be discreet with conversations both in and out of the school environment.
- Student teaching is a full-time task. Jobs and course work should be avoided or kept at a minimum. This will be addressed with the External Commitment Form.
- Look for ways to become involved in the classroom and school. Initiative is noticed and expected.
- You are part of a professional team with the cooperating teacher and university supervisor. Communication is vital. Your cooperating teacher and university supervisor are there to help, provide guidance, and deal with questions. Ask for their suggestions and advice.
- Develop a receptive attitude toward suggestions and criticisms offered. Constructive dialogue is essential for your continued growth as a professional teacher.
- You are a role model. Look and act like someone a child or adolescent could emulate.
- Liability and health insurance will provide you a peace of mind that all professionals deserve. Explore ways to enroll yourself in policies that can follow you into your career.
- Respect the seniority and expertise of your mentors including the cooperating teachers, university supervisor, classroom aids, principal, support staff, security, and other professionals. Remember, you are in a “volunteer” status for legal purposes and “learner” status for academic purposes.

ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO CONSIDER:

- Observe several other teachers in different content and grades.
- Participate in a teacher duty schedule/study halls/playground duties, and so on.
- Review student records (IEP) for special needs.
- Attend parent conferences, observe the cooperating teacher and participate if approved by CT.
- Correct and access student work in a variety of ways (grades, report cards, etc.).
- Attend staff and team meetings with the cooperating teacher.
- Create a learning center/bulletin board/teacher-made game, etc.
- Request the building principal stop in and observe you teach.
- Keep a journal/reflection diary.

STUDENT TEACHING SEMINAR

LARGE GROUP

The Professional Education Preparation (PEP) team and the licensing departments of the college organize large group on- campus seminars. Dates and times will be provided via email.

- Orientation (approx. three hours) is held in early August or January prior to the student teaching experience. It is an opportunity to meet with the whole student teaching cohort to provide announcements, expectations and encouragement.
- Mock Interviews will be required of all candidates and is offered by Career and Professional Development about midway through the semester. This is often the first opportunity for a meeting of the candidate and supervisor.
- Department meetings to review expectations, progress, and provide congratulations
- The Independent Professional Development Activity is a documented activity of your choice that will enhance professional development. It takes the place of one on-campus large group seminar and should last a minimum of three hours.

SMALL GROUP

The university supervisor conducts the small group seminar. The small group seminar is scheduled for approximately 16 hours during the semester. Your university supervisor will provide meeting details.

- Supervisors provide a course syllabus and confirm times and venue.
- Typical topics include: teaching challenges, classroom management, differentiation ideas, curriculum sharing, professional growth, planning and evaluation, and job searching.
- This is an opportunity to discuss any required assignments.
- If you have two university supervisors, each one will run their respective quarter-long seminar and provide a grade for that one-credit course.

Section III: Teacher Licensing & Job Market

GRADUATION

Students WHO HAVE APPLIED FOR GRADUATION and successfully completed their academic program will be officially graduated post student teaching. The **date of graduation is always the last day of the UW Oshkosh 17-week semester**. Note: commencement is not the official graduation date. Students receive their diploma in the mail approximately six weeks after the official graduation date. They also will receive a voucher for on copy of their official transcript which they access online. The normal cost for an official transcript is currently \$12.

TEACHER LICENSING PROCESS

The [Wisconsin DPI website](#) is an excellent resource for all types of questions related to licensure. Get familiar with this informative site. Your Frequently Asked Questions (FAQs) can often be answered on the DPI webpages.

PROCESS FOR LICENSURE APPLICATION:

1. All prerequisite courses must be completed and grades entered.
2. The student teaching experience, qualifying exams, seminar, field experience, and all other requirements need to be successfully completed.
3. All student teaching paperwork including the university supervisor and cooperating teacher evaluations must be uploaded in Tk20.
4. If a name change occurs and you would like your new name to appear on your teaching license, please notify the Certifying Officer for the college prior to graduation. If your name changes after graduation, you will need to contact DPI directly.
5. The Registrar Office (graduation examiner) posts the degree (BSE, BFA, etc.) when all university requirements have been met.
6. Once steps 1-5 are complete, the Certifying Officer reviews and verifies that a candidate is eligible for licensure.
7. The Certifying Officer submits candidate Endorsed Candidate for Licensure (ECL) data to the DPI. Candidate is notified and provided instructions for how to apply for licensure.
8. The candidate applies for a Wisconsin license using the [ELO website](#).
9. Once the application is submitted the candidate can check if it is being processed by checking the "License Lookup" feature on the DPI website. Along with the teaching license, each teacher is provided with a state identification number that is used for reference throughout their teaching career.

You are responsible for the teaching licensure requirements in place when you apply for your license. If there is a delay between graduation and your licensure application, you may be responsible for completing any new requirements enacted by the Department of Public Instruction. It is advantageous to apply for your license soon after graduation so that you are 'locked into' the current PI34 licensing requirements. In addition, your teaching license allows you to substitute teach and is an asset when applying for teaching jobs in Wisconsin or out of the state (or country).

EDUCATOR LICENSING ONLINE (ELO)

The [Educator Licensing Online \(ELO\)](#) system is a portal for all things related to Wisconsin teacher licensure. You will use this portal to apply for a new license, renew a license, change an existing license, and track the status of your application. The portal does provide step-by-step directions and includes an excellent section of [Frequently Asked Questions](#).

Licenses in Wisconsin use a tier system, ranging from Tier 1 to Tier 4 to identify different stages in a teaching career. This [graphic](#) describes the Wisconsin licensing system for teachers, administrator and pupil services professionals.

SUBSTITUTE TEACHING LICENSE

Your teaching license also allows you to substitute teach. You do not need a separate substitute teaching license and you do not need to complete the substitute teacher training identified for a substitute teaching license. However, some districts may require additional training for substitute teaching. This [DPI FAQ](#) is very helpful for those students who are interested in working for school districts as a substitute.

OUT OF STATE LICENSES

If you are planning to teach in a state other than Wisconsin, check the requirements for that state. Most states require proof that applicants have completed a teacher preparation program. Provide the UWO Certifying Officer (studentteaching@uwosh.edu) with the appropriate state form. In some states (e.g. Illinois), a valid Wisconsin teaching license may be used to obtain a teaching license for that state. However, you must still apply for licensure in that state.

These websites provide guidance regarding out—of-state licensing and links to state licensing offices and requirements. Refer to the appropriate state department of education website to make sure that you are using the current requirements and processes.

- <https://www.nasdtc.net/page/InterstateAgreements>
- <https://www.teaching-certification.com/reciprocity-certification.html>

LOAN FORGIVENESS AND CANCELLATION

Teachers receiving employment in low-income schools and/or in designated shortage areas could be eligible for loan forgiveness (a variety of loans including Stafford) or loan cancellation (Federal Perkins Loans). Please refer to this helpful DPI [website](#) if you procure a job in these special categories and have college loan debt.

Some candidates will be interested in applying for teaching positions prior to completion of student teaching. If a district requests a verification of your future program completion, use the verification letter that you received the semester before student teaching from the college that states you will be eligible for a teaching licensure upon successful completion of your student teaching semester.

The DPI provides a very detailed [Frequently Asked Questions](#) site related to state requirements for criminal background reviews. You will fill out a conduct and competency form and complete a CBC for Wisconsin teaching licensure and any employment within a school system. Note: not all teaching positions will require an CBC.

CAREER AND PROFESSIONAL DEVELOPMENT

Applying for a teaching position can be overwhelming. Career & Professional Development aims to make this process easier by providing candidates with up-to-date, industry-specific information and resources. Through professional development workshops, resume feedback, a mock interview experience, and advising appointments, candidates will have the opportunity to explore and ask questions regarding a number of topics:

- **WECAN and national/international job searches**
- **Developing and editing resumes and cover letters**
- **Interview tips and tricks, including conducting one-on-one practice interviews**
- **Negotiating and accepting job offers**
- **Alternative careers to teaching**

Students can also take 4 free items per semester from the **Career Closet**. Area businesses, stores and community members donate clothing, and it's a great way to begin building a professional wardrobe. Students can drop-in any time the office is open to access the Career Closet or use the contact information below to set-up an appointment with an advisor.

UWO's Career and Professional Development office will continue to assist you with employment services after you graduate.

Education Career Advisors:

Jaime Page-Stadler – pagestad@uwosh.edu

Megan Kirkhart – kirkhart@uwosh.edu

Career & Professional Development Hours:

Monday - Thursday: 8:00 am – 5:00 pm

Friday: 8:00 am – 3:00 pm 920.424.218

THE JOB SEARCH

- **Wisconsin:** WECAN is the primary portal for PK-12 education positions in Wisconsin. Make sure to update your WECAN information when you apply for your teaching license and when your license is approved by DPI. For the upcoming school year, most districts will begin posting on [WECAN](#) in the beginning of March and continue to add open positions year round. Teaching candidates are encouraged to apply for positions *before* officially obtaining a license.
- **International:** The University of Northern Iowa hosts an [Overseas Recruiting Fair](#) each February where schools worldwide hire candidates to teach their licensure area.

JOB APPLICATIONS

While application procedures vary by district, a typical position requires a combination of the following: *cover letter, resume, transcripts, professional references and recommendation letters.*

- **Unofficial Transcripts** may be used until final grades are posted and official copies can be ordered from the Registrar's Office. Further details can be found [here](#).
- An example of an education-specific cover letter, resume and reference page can be found [here](#).

REFERENCES & RECOMMENDATION LETTERS

WECAN requires candidates to list 3 references in the standard application, and many districts will also request recommendation letters during the application process. Candidates should start soliciting letters from cooperating teachers, supervisors, principals, and instructors early in student teaching. At least one of your references should include someone that has observed you teach independently.