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COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK AND ACADEMIC FOCUS

Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors, and administrators to demonstrate a commitment to social justice through their work. This commitment is expressed first through our undergraduate and graduate students becoming excellent professionals who exhibit a deep knowledge and understanding of their disciplines as well as how children, adolescents, and adults learn and develop. The commitment is further realized as students master the requisite skills of their profession.

Taken together, their knowledge and skill enable Marquette students to be effective communicators whose pedagogy, administration, counseling practice, or professional psychology meets the intellectual, social, emotional, cultural, and physical needs of those they aspire to help. In effect, their practice takes the form of planning, instruction or intervention, assessment, and the shaping of learning environments, all done with the race, social class, gender, ethnicity, and ability of their students or clients in mind.

Marquette students also exhibit dispositions that support lifelong learning and an appreciation for research and professional growth. They continually reflect on their practice and role in society, as well as attempt to enhance the learning and general well being of those they serve. In all of these endeavors, they grow in their engagement with critical analysis and advocacy around structural inequities in society and in education.

All College of Education programs foster personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. Respectful of these underpinnings, our learning community values the balancing of theory, research, and practice and emphasizes active engagement, critical thinking, and social critique. Our students develop strongly held ideals of care, respect, and advocacy for the well-being of all humankind under the guidance of faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service. Our faculty members aim to nurture the transformation of students into individuals who will grow continuously in their application of the ideals of social justice -- in the practice of their profession, in their personal and collective involvement in society, and in their interactions and relationships with students, parents and guardians, clients, families, colleagues, school personnel, and community partners.
FINANCIAL AID INFORMATION FOR TEACHER CANDIDATES

Because the cost of attendance is much lower than a traditional semester at school, there is a possibility that you will qualify for less financial aid. *All* teacher candidates receiving financial aid should meet with a Financial Aid Counselor to plan for any financial aid adjustments occurring as a result of student teaching.

GRADUATION INFORMATION

All student teachers must complete and submit a graduation application to the Office of the Registrar in order to be awarded a degree from MU. Spring student teachers who are planning to participate in the university’s annual May commencement ceremony must submit an online graduation application by the start of the spring term. Fall student teachers who are planning to participate (walk) in the university’s May commencement ceremony before their degree completion must submit a graduation application during the spring term prior to student teaching. The Registrar’s office sets the deadlines for submission of graduation applications; the College of Education will convey those dates to future student teachers during the academic year, along with graduation application instructions and information.

You’ll also be receiving information regarding transcripts and diplomas.

Preparing to Student Teach

INTRODUCTION TO STUDENT TEACHING

Student teaching is the capstone experience in the professional education sequence. Through this experience, candidates are able to test ideas, receive feedback from professionals, and carry the full responsibilities of a teacher. Planning, teaching, managing, and reflecting over an extended period of time enables the teacher candidate to recognize more clearly both the responsibilities and the joys of teaching. Student teaching is the transition between being a student of teaching and being a teacher. The degree to which the student teaching experience is successful depends on the efforts of the individual teacher candidate as well as the advice and feedback provided by the university supervisor and cooperating teacher. It is the hope of the College of Education that all teacher candidates will achieve their full potential and enjoy this final stage of the teacher preparation program.

Student teaching is an actual course for which students must register. 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 the undergraduate level and three (3) credits 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.” University supervisors are the assigned instructors for student teaching courses and have final responsibility for assigning grades.
ELIGIBILITY FOR STUDENT TEACHING

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

- Admission to the Professional Program
- Successful completion of all courses in major/ minor areas of certification
- 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)
- There can be 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
- Successful completion of the appropriate Praxis Subject Assessment (content area examination)
- Successful completion of the Foundations of Reading Test (elementary candidates only)
- Satisfactory completion of performance assessments – Level 2
- Approval by the major department (middle/secondary candidates)
- Approval from the College of Education Committee on Admission and Advancement which has final responsibility for approval or denial of the applicants
- Satisfactory criminal background check
- Documentation of a negative tuberculin skin test, or if results are positive, results of a chest X-ray

FORMAL APPLICATION PROCESS

Candidates must make separate and formal application to student teach early in the semester preceding the one during which student teaching will occur. The student teaching application deadline is announced in the teacher candidate information session, which is scheduled by the Director of Field Placements and Licensure early each semester.

The formal application process includes the following required steps:

1. Completion and submission of the student teaching application forms by the designated due date. Submission of an application which contains fraudulent information will result in a denial of the request to student teach. Submission of a late application may result in denial of the request to student teach in the intended semester.

2. Participation in an interview with the Director of Field Placements and Licensure. Reminder: Candidates must schedule an appointment for an interview with the Director of Field Placements and Licensure at the information session.

3. Completion of a letter to the designated cooperating teacher. The letter must be computer generated and must not exceed one page in length. The letter must be submitted to the Director of Field Placements and Licensure at the time of the interview. Upon completion of all eligibility requirements, a copy of the letter will be sent to the designated cooperating teacher.

4. Completion of a background check. Every candidate MUST sign an official form giving the Office of Teacher Education permission to complete a background check. Candidates may be required to pay an additional fee to cover the cost of the background check.

5. Documentation of a negative tuberculin skin test, or if the results of the test are positive, the date of a chest x-ray, and results. This form must be submitted to Pat Bolter, Records Coordinator, by December 1, 2015 (for spring 2016 teacher candidates) and by February 1, 2016 (for fall 2016 teacher candidates).
STUDENT TEACHING APPROVAL PROCESS

1. The Office of Teacher Education submits the applications of Early Adolescence/Adolescence students to the departments of their respective majors and minors for initial review and approval as part of the approval process.

Denial of approval by a candidate’s major and/or minor department is unusual, but it can happen. Candidates should be in regular contact with their departmental advisors to ensure that all criteria have been met. If a major and/or minor department denies a candidate’s application, the candidate may choose to appeal that decision to the College of Education Appeals Committee. The student must follow the appeal process as outlined on page 8. Information packets about the appeals process are also available from Tina McNamara, Assistant Dean for Undergraduate Advising.

2. Appeal is possible because departmental approval is one of several steps in the teacher candidate application approval process. It is the responsibility of the College of Education to oversee this process. The College of Education has the final responsibility for supporting or overruling the major and/or minor departmental decision.

3. Following completion of the initial review and approval process by the Director of Field Placements and Licensure, the Admission and Advancement Committee conducts a formal review and approval of all teacher candidate applications and notifies candidates in writing of their approval status. The committee has final responsibility for approval or denial of candidates.

GRADE POINT APPEALS FOR STUDENT TEACHING

The Wisconsin Department of Public Instruction has established a 10% exception rule which allows each teacher education institution to approve undergraduate candidates to student teach even if they have not met the 2.75 QPA requirement. Under that rule, no one need be admitted, but the number admitted may not exceed 10% of the number of candidates who apply to student teach and do not need to appeal. The College of Education Appeals Committee reviews the records of those who apply for an appeal shortly after the mid-term date of the semester preceding student teaching.

Candidates who wish to apply for an appeal must have a grade of C or better in all required education sequence courses, including advanced methods courses.

Students may apply for a grade point appeal in one area only: major, minor, or cumulative.

The Appeals Process

The following procedures must be followed to submit an appeal:

1. The candidate must contact the Assistant Dean for Undergraduate Advising to obtain an appeals information packet at the time application to student teaching is made.

2. The candidate must prepare a computer generated letter which includes a return address. The letter should state clearly the reason for seeking an appeal to be approved to student teach. The letter should also clearly explain:
   i. Reasons for not meeting the 2.75 GPA standard in the area of appeal.
   ii. Steps that have been taken to improve the GPA.

3. The candidate must submit three letters of support from faculty and/or field supervisors to the Director of Field Placements and Licensure by the announced due date. It is important that at least one letter of support be from someone in the department of the low GPA area of appeal.

4. The candidate must submit all letters in a packet to the Director of Field Placements and Licensure by the designated due date.

Appeals will NOT be considered if ANY of the following apply:
   • Late submission of appeal materials
   • Submission of incomplete packets of materials
   • An appeal/waiver was previously granted
5. The College of Education Appeals Committee will meet to review candidate appeal requests and make decisions to approve or deny requests to student teach.

6. The candidate will be informed in writing of the decision made by the Appeals Committee.

The Student Teaching Experience

STUDENT TEACHING PLACEMENTS

The Marquette University College of Education has made a commitment to intellectual excellence, to the Judeo-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, private, and parochial schools. Student teaching placements will not be made outside of the Milwaukee area. Currently, the Marquette University teacher preparation program works closely with several schools in the 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. Doing so may result in the denial of the student teaching application.

In addition, students are not permitted to student teach in an elementary or high school they previously attended as a student. Student teaching applicants may list preferences for placements; however, there is no guarantee that any listed preferences can be honored. Changes of a teaching assignment within a school, transfers of teachers from school to school or district to district, or restructuring are just some of the variables which may affect the availability of school sites and of teachers.

INITIAL TEACHING LICENSES

*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)

REQUIREMENTS OF TEACHER CANDIDATES DURING STUDENT TEACHING

The requirements for Marquette University teacher candidates include those mandated by the Department of Public Instruction. Unless officially and specifically notified by the Director of Field Placements and Licensure, all teacher candidates must meet the following requirements:

1. Teacher candidates follow the calendar for the regular teaching staff of the host school. Students do not follow the Marquette University calendar except for any class they attend at Marquette after their student teaching day. Students are expected to be at the host school for the entire day, each school day of the entire semester. Absences are excused only for such reasons as illness or if the student has received prior written permission from the supervisory team to attend in-service or other professional activities.

   In the event of illness, teacher candidates must contact their cooperating teacher and university supervisor.

   It is also the responsibility of the teacher candidate to ensure that the cooperating teacher receives the lesson plan before the school day begins in the case of illness or other absence.
2. Teacher candidates have only the scheduled vacation days of the regular teaching staff of the host school. Teacher candidates do not have discretionary "personal days." Excessive absenteeism is to be dealt with by the supervisory team. A teacher candidate who has excessive 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.

3. Teacher candidates are to be exposed to and participate in non-teaching activities and duties of teachers such as:
   - Observing and assisting with hall duty and study hall monitoring.
   - Meeting with other school personnel (e.g., administrator, school nurse) to identify different roles and functions within the school community.
   - Observing and/or participating in faculty meetings and parent conferences.
   - Meeting with parent organizations and attending school board meetings.
   - Attending special after-school student activities.

4. Teacher candidates observe all the policies, rules, and regulations (e.g., dress codes) that apply to the regular teaching staff at the student teaching site.

5. Teacher candidates must demonstrate professional behavior at all times and maintain confidentiality in professional discussions related to all aspects of the student teaching experience.

6. Teacher candidates must participate in weekly seminars organized by the university supervisors as well as in any scheduled common seminars.

7. 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.

8. Teacher candidates carry out appropriate assignments and requests of the cooperating teacher and university supervisor, even those that go beyond actual teaching activities.

Failure on the part of the teacher candidate to meet any of the above requirements is justification for terminating student teaching or for assigning a grade of U for student teaching. According to mandates of the state of Wisconsin, a teacher candidate may not:

1. Receive payment for teaching during the regular school day while student teaching unless the student has been allowed to teach as an experienced teacher. Teacher candidates may be paid for their involvement in extra-curricular activities.

2. Serve as a substitute teacher. This policy protects the cooperating school system and its students as well as the teacher candidate.

Enrollment in other formal course work during the semester of student teaching is discouraged. Teacher candidates who do enroll in additional course work are reminded that course work cannot interfere with the student teaching experience. The following apply for those who do enroll in course work:
   - Teacher candidates are not permitted to leave their assigned schools early to attend class on campus.
   - Teacher candidates cannot leave weekly seminar early to attend another class.

Teacher candidates who work as coaches or maintain other types of employment are further reminded that student teaching is to be considered their first priority. Outside employment cannot interfere with the requirements of student teaching.

In addition to the above requirements, a number of other directives guide the Marquette teacher preparation program. These directives should be considered by the supervisory team as they develop the semester plan for a teacher candidate. It is through the semester plan that the directives are carried out.
Middle Childhood/Early Adolescence teacher candidates are expected to accept responsibility for the full workload of a regular, full-time teacher for a minimum of seven to nine full weeks.

Early Adolescence/Adolescence teacher candidates observe the following directives:

- Teacher candidates with a single major must teach at least four periods in the major.
- Teacher candidates with a major and minor must teach at least three classes in the major and one in the minor.
- Teacher candidates with dual majors must teach at least two classes in each major.
- Teacher candidates are expected to have no more than three different preparations.
- Teacher candidates are expected to carry the full workload of a regular teacher for the full school day for a minimum of seven to nine full weeks.

**PERFORMANCE ASSESSMENTS**

In compliance with the Wisconsin Department of Public Instruction (DPI), the faculty and administration of the College of Education have designed an assessment system which aligns course assignments with teaching standards and indicators. These course assignments called “performance assessments” have been integrated throughout the undergraduate teacher education program to provide opportunities for students to demonstrate the knowledge, skills, and dispositions related to effective teaching. During the student teaching experience, candidates are required to complete all Level 3 Performance Assessments. Knowledge proficiencies are demonstrated by completing written assignments which are authentic and relevant to the student teaching situation. Skills and dispositions are assessed by means of classroom observation. As student teaching is the culminating experience in the education program, students must demonstrate proficiency in all Level 3 Performance Assessments.

A new teaching performance assessment called the edTPA will now be required by the State of Wisconsin. This is a performance based assessment of teaching effectiveness that all pre-service teacher candidates must pass in order to receive their teaching license effective in fall 2015. This is a classroom based assessment that occurs during the student teaching semester. The readiness of a candidate to teach successfully is the focus of the edTPA assessment which includes written documents, video clips, samples of student work, and written teacher candidate reflections.

**E-PORTFOLIO**

During the student teaching experience, students assemble a portfolio of documents, most of which are performance assessments specifically related to student teaching. These documents provide teacher candidates with the opportunity to demonstrate their attainment of knowledge, skills, and dispositions related to effective teaching. The Wisconsin Department of Public Instruction requires that all persons seeking to be licensed present a portfolio as evidence of their ability to meet the InTASC Model Core Teaching Standards. Please see Appendix A.

**THE SUPERVISORY TEAMS FOR TEACHER CANDIDATES**

The supervisory teams for teacher candidates are composed of university supervisors and cooperating teachers. University supervisors are professionals who have extensive experience in education. Cooperating teachers serve as on-site mentors who are valued for their continuing classroom experience and their willingness to invest time and energy to help beginning professionals develop their knowledge, skills, and dispositions. Cooperating teachers are the most influential members of the supervisory team because they are the professionals who work with the teacher candidates on a daily basis.

One of the primary tasks of supervisory teams is to develop a semester plan for the progression of the student teaching experience. That plan is to reflect the abilities and strengths of the teacher candidate, the level of licensure being pursued, and the length of time the teacher candidate will be at the school. Another important task of the teams is to support one another and the teacher candidate as the student teaching semester progresses. Individual semester plans for individual teacher candidates may vary.
THE PROGRESSION OF THE STUDENT TEACHING EXPERIENCE

The student teaching experience includes three phases: orientation, induction, and independent teaching. Supervisory team members, especially cooperating teachers, are instrumental in guiding the teacher candidate successfully through each of these phases.

Orientation

During the first phase, teacher candidates act as assistants to cooperating teachers and are expected to become more at ease in the classroom, become familiar with the students, observe teacher and student behaviors including classroom management techniques, and become familiar with the philosophy and objectives of the school, the department, and the cooperating teacher.

During the orientation phase, teacher candidates need to learn the policies, procedures and location of materials and supplies for preventing the spread of infectious diseases (especially those spread by blood-borne pathogens), which are specific to the student teaching site. It is not possible to know who may be the carrier of an infectious disease or what germs may be present.

Persons with infections do not always have outward signs and often are not aware themselves of being infected. Contact with bodily fluids presents a risk of infection by a variety of infectious agents. "Bodily fluids" include blood; drainage from scabs, cuts and open lesions; urine; respiratory secretions (e.g., nasal discharge); and saliva.

During the orientation phase, teacher candidates are also expected to learn the policies and procedures specific to the student teaching site for dealing with suspected child abuse. Specifically, they must know to whom such cases should be reported and in what manner.

Induction

During the induction phase, teacher candidates assume actual teaching duties on a limited basis. These teaching activities may include such activities as small group instruction or presentation of single lessons. While actual teaching is critical for teacher candidates, observing cooperating teachers and other teachers at the site who model effective teaching behaviors is also important to the overall success of the student teaching experience.

Teacher candidates often enter classroom situations where important decisions have already been made regarding the teaching process. It is important that teacher candidates understand why and how these decisions regarding curriculum, methods and classroom procedures were made and how these decisions affect teaching. During the induction phase, cooperating teachers help teacher candidates begin to gain that understanding.

Independent Teaching

Independent teaching is the final and longest phase of student teaching. Teacher candidates assume responsibility for regular teaching duties that include managing a classroom, preparing and implementing lesson plans, designing instructional units, participating in parent-teacher conferences, collaborating with school faculty, and reflecting on teaching practice. The pace at which these responsibilities are assumed will vary based on the needs and strengths of the individual teacher candidate and the length of the experience at the site. Ideally, the assumption of responsibilities will be gradual enough so that the teacher candidate will be challenged, but not overwhelmed. It is important for the teacher candidate to adjust to added responsibilities and to experience the workload of a regular full-time teacher.

While teaching independently, teacher candidates must demonstrate the knowledge, skills, and dispositions expected of beginning teachers. Feedback from cooperating teachers and university supervisors on planning, delivery, assessment, management, and professionalism becomes very important during this phase. The ability to locate and use a variety of appropriate materials is essential as is the ability to effectively evaluate one’s own performance. While teacher candidates are learning how to function effectively in a specific student teaching environment, they are also preparing for a career that will go beyond that specific environment. Thus, teacher candidates must learn how to make important on-going decisions regarding curriculum and instruction.
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 will be required to participate in a remediation program plan before College of Education approval will 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:
   a. Meets with the teacher candidate to review the area(s) of concern.
   b. Lists in writing what needs to be accomplished and sets a time frame for future action.
   c. Decides what assistance will be provided to the teacher candidate by the team.
   d. 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, part d (above) is taken.

If the supervisory team thinks involving a third party would be wise, the Director of Field Placements and Licensure should be contacted to assist in resolving the problem. If the continuation status of a teacher candidate is in question, the Director of Teacher Education will be notified.

NOTE: Although a teacher candidate is welcome to meet with the Director of Field Placements and Licensure at any time during student teaching to discuss concerns, he/she is required to discuss concerns with the university supervisor and cooperating teacher(s) before asking the Director of Field Placements and Licensure to take any official action.

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 self-terminate during the student-teaching experience, he/she 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.
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.

Initial Licensure

ELIGIBILITY FOR LICENSURE

Middle Childhood/Early Adolescence and Early Adolescence/Adolescence

All teacher candidates pursuing Wisconsin licensure must have successfully completed all of the following requirements:

1. Bachelor’s Degree
2. Professional education coursework, including student teaching and attendance at weekly student teaching seminar
3. GPA of 2.75 cumulative (overall) (3.00 for graduate students)
4. GPA of 2.75 in major, minor and education coursework (3.00 for graduate students)
5. Praxis Subject Assessments
6. Foundations of Reading Test (Elementary majors only)
7. Portfolio of Level 3 Performance Assessments and work samples
8. Completion of the edTPA

In addition to the above, all teacher candidate evaluation materials must be submitted to the Director of Field Placements and Licensure before application for licensure can be made. Teacher candidates must also submit the verification form from the cooperating teacher(s) stating that the teacher candidate did, indeed, complete the full semester of student teaching. Teacher candidates must also upload all teacher candidate evaluation rubrics to their e-portfolios.

When all of the required documentation has been received, the Director of Field Placements and Licensure reviews the records to determine if all requirements have been met. Marquette University College of Education has the authority to endorse or refuse to endorse a candidate for Wisconsin licensure. This authority is granted by the Wisconsin Department of Public Instruction in Madison.

Endorsement by the university indicates that the candidate has satisfactorily completed the DPI approved professional education program of the Marquette University College of Education. The Wisconsin Department of Public Instruction grants or denies a license.

A Verification of Program Completion Certificate will be issued to all teacher licensure applicants AFTER all of the above requirements have been satisfied. Soon after graduates have received their certificates, they will receive an email notification with further instructions for making application for Wisconsin licensure.

The State of Wisconsin uses an electronic license application process, Educator Licensing Online (ELO), which is located at http://tepdl.dpi.wi.gov/licensing/elo. This web site includes the latest information about ELO and is the starting point for all ELO applications and questions.

For purposes of licensure, Marquette students are considered an “in-state” applicant even though they might be returning to live and work in their home state.

Payment for the license is required at the time of application. The fee is $100, which must be paid by credit card.
Candidates planning to seek licensure in states other than Wisconsin are directed to contact the departments of public instruction or state certification offices in those states to determine the procedures that will lead to licensure. In some states, more requirements may need to be met, but often a temporary license is available after evaluation of records by the licensing office. The College of Education has responsibility for Wisconsin licensure programs; it is the student’s responsibility to ensure that licensure requirements for other states are understood and addressed.

The University of Kentucky, College of Education (https://2b.education.uky.edu/certification-requirements-by-state/) maintains a website that seeks to provide the most up to date teacher certification requirements for all 50 states. Contact information for each state can be accessed through this site.

Individuals seeking licensure in Illinois can visit the following website: http://www.isbe.net/licensure/default.htm

**CONDUCT AND COMPETENCY REVIEW**

A Conduct and Competency Review is a required component of the license application process. The review begins with the applicant responding to the twelve questions which follow and are part of the form.

1. Have you ever been disciplined for alleged misconduct in the course of any employment or as a member of any licensed or regulated profession, including but not limited to verbal, physical, or sexual abuse or harassment?

2. Have you ever resigned, been disciplined, or dismissed from any teaching or other school position, in part, for alleged immoral conduct or incompetence?

3. Have you ever had a certificate or license to teach or perform other school duties denied, revoked, or suspended?

4. Is disciplinary action of your educationally related license or employment currently pending in any jurisdiction?

5. Have you ever been convicted of violating any civil law, local ordinance, state law, or federal laws for actions involving sexual conduct, physical abuse of a child, and/or contributing to the delinquency of a child?

6. Have you ever been convicted of any criminal offense (including criminal traffic matters, not general traffic violations) in any jurisdiction? Felony ____ or Misdemeanor ____

7. Have you ever participated in a deferred prosecution program resulting from a criminal investigation?

8. Are you currently on probation in any jurisdiction?

9. Have you ever been acquitted or found not guilty of a criminal offense involving sexual conduct, or harm or threat of harm to another, for reasons of insanity, mental disease or defect, diminished mental capacity, or comparable legal defense or basis?

10. Is any criminal charge or investigation currently pending against you in any jurisdiction?

11. Have you (or a school district you worked) ever been a party to a civil settlement, award, or agreement of any kind that involved an allegation concerning your conduct as an educator or in an educationally related position?

12a. Have you previously submitted fingerprint cards to the Department of Public Instruction?

12b. If yes, have you worked, resided, or attended college in a state other than Wisconsin since then? (If yes, you are required to submit new fingerprint cards to the DPI with this application. If no, fingerprint cards are not required at this time.)

12c. If no, have you worked, resided, or attended college in a state other than Wisconsin within the last twenty (20) years, since age 17? (If yes, you are required to submit digital fingerprints to the DPI as part of your online application. (If no, fingerprint cards are not required at this time.)
An applicant who answers “Yes” to any of the questions needs to attach a detailed written explanation and certified copies of any criminal complaint. All such violations will be reported on the background check from the investigating agencies, so it is important that such offenses be acknowledged on the application. If the applicant was convicted, a copy of the criminal judgment must also be submitted. Any other relevant court documents pertinent to any of the questions raised would need to be submitted. Answering “yes” to a question would not necessarily mean an application would be denied, but further investigation might be conducted. As usual, honesty is expected and any intentional misrepresentation of facts may result in denial of licensure by the DPI and falsification of statements on and with the licensure application may be punishable by law.

In addition to answering the above questions, each applicant will be checked through the Wisconsin Criminal Investigation Bureau (C.I.B.). Nonresident applicants must also submit digital fingerprint which are available on the DPI web site. Nonresident applicants will be checked through both the C.I.B. and the FBI. For our purposes, “nonresident applicants” are defined as applicants who have their license sent to themselves at out-of-state addresses. According to s. 118.19 (10)(c), Wis. Stats., issuance of a license is conditional upon the receipt of a satisfactory background investigation. Wisconsin law requires that all information received from the FBI and the Wisconsin Justice Department as part of a background check remains confidential.

When a license is issued, it will be emailed directly to the applicant by the DPI. The process may take several weeks. The applicant can best facilitate the process by carefully and thoroughly following all directions and by completing all forms. DPI processes applications in the order in which they receive them.

**University Policies and Procedures**

Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, age, sexual orientation, religion, disability, veteran’s status or national origin in its educational programs or activities, including employment and admissions. Federal laws (Titles VI, VII and IX; the Age Discrimination Act in Employment of 1967 as amended, the Rehabilitation Act of 1973 as amended, the Veteran’s Readjustment Assistance Act of 1974, and the Americans with Disabilities Act of 1990) prohibit such discrimination.

Student inquiries concerning the application of Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 may be referred to the Office of Student Educational Services, Alumni Memorial Union, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-1645, V/T.

Student inquiries concerning the application of Titles VI, VII, IX and the Age Discrimination Acts of 1967 as amended, as well as Executive Order 11246 as amended may be referred to the Affirmative Action Officer, P.O. Box 1881, Milwaukee, WI 53201-1881, (414) 288-3430. The Marquette University Board of Trustees approved the Affirmative Action Program, formalizing the university’s position toward human rights. This program reaffirms and specifies action programs to continue the pledge of promotion and equal opportunity for all qualified persons.

The provisions of this bulletin are subject to change at any time by Marquette University in its sole discretion.

**DISABILITY SERVICES**

Marquette University strives to integrate qualified students with disabilities as fully as possible into all aspects of university life. The Office of Disability Services, located within Student Educational Services, has been designated to coordinate this process in accordance with the university’s compliance responsibilities under the law. Accommodations for all students with identified and documented disabilities will be made on a case-by-case basis. Examples of possible accommodations or services provided to students with disabilities include taping of textbooks, locating interpreters and note takers, providing orientation to campus, informal counseling, arranging for alternative tests, and advocating for students. A policies and procedures document containing more detailed information about accessibility for all students with disabilities at Marquette is available from the coordinator of disability services.
Questions Frequently Asked by Teacher Candidates

1. **Who gives my student teaching grade?** The university supervisor is the teacher of record for the teacher candidate and has the final responsibility for assigning the grade for student teaching. The final grade, however, is assigned after the university supervisor considers the recommendation of the cooperating teacher(s).

2. **What are grounds for terminating me or for assigning me a grade of U for student teaching?** You may be terminated or assigned a grade of U if you do not fulfill the requirements of student teaching and/or have not made necessary progress to achieve a satisfactory grade in the professional judgment of the supervisory team.

3. **If I am not successful, can I withdraw from student teaching and later repeat the student teaching experience?** You must follow Marquette’s procedures for withdrawing from a course or from the university. If you withdraw from student teaching or receive an unsatisfactory grade, you can reapply to student teach at a future date. The reasons for withdrawal or unsatisfactory performance along with the possible additional (new) requirements will be reviewed by the Director of Field Placements and Licensure and the Director of Teacher Education in determining if your reapplication should be approved.

4. **Whose semester schedule should I follow?** You follow the schedule of the regular teachers at your student teaching site.

5. **Do I get vacation days?** You are to be at the site each school day. You do not have discretionary “personal days” as a regular teacher might.

6. **Can I leave early because of a job, or can I leave school after I finish my last teaching period of the day?** NO... the state of Wisconsin mandates that you and all teacher candidates complete the entire day and the entire semester of the host school. Your daily times of arrival and departure are to be the same as those usually required of regular, full-time teachers at that location.

7. **Can I be left alone in the classroom?** Each cooperating teacher should check the school policy regarding your being left alone with students. Though you need the opportunity to teach a class on your own in order to assess your full potential as a first-year teacher, the judgment of the cooperating teacher or supervisory team determines whether or not you have demonstrated the ability to teach on your own.
Appendix A: InTASC Model Core Teaching Standards

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Lesson Plan Template

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title</td>
<td>Subject/Grade Level/Lesson Duration</td>
</tr>
</tbody>
</table>

Section A. Lesson Preparation

**Rationale** – Why is it important for students to learn the content of the lesson?

**Description of Learners** – What factors must be considered in order to accommodate the diversity of learners in your class?


2. How can the personal/cultural/community assets of your students can be utilized in this lesson?

3. What prior knowledge, skills, and understanding must students have in order to successfully engage in this lesson?

4. What misconceptions/misunderstandings/errors might students have about the concepts in this lesson?

5. What are individual learning needs in this class? What supports/modifications/accommodations to instruction or assessment may need to be made? (Content? Process? Product?)

6. What might be common misconceptions/errors/misunderstandings relating to the content of this lesson? How will you identify and address them in this lesson?

**Objectives/Learner Outcomes and Assessments** (formal and informal)

1. List the measurable learning outcomes (knowledge, skills, dispositions) that students are expected to demonstrate as a result of the lesson?

2. For each of the above outcomes, what ASSESSMENTS will you use to evaluate each of your learning outcomes? (Give a brief description).

**Standards Addressed** – What Core State Standards (English/Language Arts, Math, Disciplinary Literacy) or Wisconsin model academic standards (Science, Social Studies, Foreign Language) are specifically addressed in the lesson? Please list the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).

**Materials/Resources/Technology** – List all materials/resources/technology needed to support instructional procedures in this lesson.
Section B: Introduction to Lesson
Purpose – How will you state the purpose of the lesson?

Prior learning – What do students know? What can they do? What are they learning to do? How will you make connections to prior learning?

Connections to personal/cultural/community assets – How will you make connections to your students’ strengths as a way to motivate students to engage in the learning activities you have planned? (HOOKS)

Section C: Content/Procedures/Sequence (Include estimated time for each activity)

<table>
<thead>
<tr>
<th>Content outline</th>
<th>Instructional strategies/learning tasks/sequence of activities (include what you and the students will be doing that supports diverse student needs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Section D: Closure

Summary of lesson – How will you bring the lesson to a close? (One-two statements that you will say at the end of the lesson)

Assignment – What independent work will be assigned?

Section E: Self-Assessment and Reflection (To be completed only if and after you teach the lesson)

1. Was the lesson successful? What DATA or EVIDENCE support your conclusions?

2. Based on your conclusion above about what your students know and are able to do (individually and collectively), what next steps in instruction are you planning?

   a. For the class as a whole:

   b. For individuals with specific learning needs within the class:
Appendix C
Marquette University – College of Education
Student Teacher Evaluation Form
ITL/P KEY Summative Performance Assessment #8
Teaching Observation

Directions:
1. Complete the evaluation form, sign, and date.
2. Review the evaluation form with the candidate.
3. Ask candidate to sign and date form to indicate that the evaluation has been reviewed.
4. The descriptor indicates what is expected for a satisfactory rating.

Individual Completing the Evaluation ____________________________ Teacher Candidate ____________________________

School ____________________________ Grade/Subject ____________________________

University Supervisor ____________________________ Cooperating Teacher ____________________________

Please Circle: Midterm Evaluation OR Final Evaluation OR Observation # ______

Observation Debriefing Date with Teacher Candidate ____________________________

Teacher Candidate's Signature ____________________________

University Supervisor's Signature ____________________________

Cooperating Teacher's Signature ____________________________
### Marquette University – College of Education

**Student Teacher Evaluation Form**

**Directions:** Please evaluate the candidate on the following standards and indicators using this scoring rubric. When scoring the rubric please use **ALL** sources of information from the candidate (i.e., lesson plan, observation, debriefing, seminar discussion, etc.). The score on the rubric should be **cumulative in nature and reflect your total knowledge about the candidate**.

**KSPA #8: Teaching Observation**

<table>
<thead>
<tr>
<th>InTASC Indicator</th>
<th>1—Minimal</th>
<th>2—Basic</th>
<th>3—Proficient</th>
<th>4—Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Regularly designs and modifies instruction to meet learners’ needs in at least two areas of development (cognitive plus one other: linguistic, social, emotional, physical) and scaffolds the next level of development.</td>
<td>Addresses only cognitive area of development with no scaffolding.</td>
<td>Addresses only cognitive area of development with limited scaffolding</td>
<td>Addresses cognitive and one other area of development (social or emotional) with scaffolding in one area.</td>
<td>Addresses cognitive and one other area of development and scaffolding in both areas</td>
</tr>
<tr>
<td>1b Creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, motivational needs and that enables each learner to advance and accelerate his/her learning.</td>
<td>In planning, individual learners’ strengths, interests, and motivational needs are not addressed.</td>
<td>In planning, individual learners’ strengths, interests, and motivational needs are addressed but not necessarily related to the intended learning outcome(s).</td>
<td>In planning, individual learners’ strengths, interests, and motivational needs are addressed and related to the intended learning outcome(s).</td>
<td>In planning, individual learners’ strengths, interests, and motivational needs are addressed in ways that will enable learners to advance and accelerate their learning.</td>
</tr>
<tr>
<td>2b Enacts developmentally appropriate supports for students including those with particular learning differences or needs (students with IEPs/504 plans, ELL’s, struggling readers, more able learners).</td>
<td>No evidence of instructional supports.</td>
<td>Some evidence of supports but not necessarily developmentally appropriate.</td>
<td>Evidence of developmentally appropriate supports.</td>
<td>Evidence of developmentally appropriate supports for more than one area of learning differences/needs.</td>
</tr>
<tr>
<td>2e Uses strategies for making content accessible to English language learners and dialect speakers (if applicable).</td>
<td>No evidence of strategies used.</td>
<td>Occasional use of a limited number of strategies.</td>
<td>Consistent use of a limited number of strategies.</td>
<td>Consistent use of a variety of strategies.</td>
</tr>
<tr>
<td>4a Effectively uses multiple representations and explanations that capture key ideas in the discipline and promote each learner’s achievement of content standards.</td>
<td>Uses one representation or explanation to teach content standard with key ideas missing.</td>
<td>Inconsistent use of appropriate multiple representations/explanations.</td>
<td>Consistent use of multiple representations/explanations that capture key ideas.</td>
<td>Consistent use of multiple representations/explanations that capture key ideas and advances learner’s achievement of content standards.</td>
</tr>
<tr>
<td>InTASC Indicator</td>
<td>1—Minimal</td>
<td>2—Basic</td>
<td>3—Proficient</td>
<td>4—Advanced</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>4b Encourages learners to understand, question, and analyze ideas from multiple</td>
<td>Considers only one perspective. No probing of student responses.</td>
<td>Considers only one perspective. Some probing of student responses.</td>
<td>Elicits multiple perspectives from students.</td>
<td>Elicits multiple perspectives from students and actively probes students to extend understanding of the content.</td>
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<tr>
<td>perspectives so that they master the content.</td>
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<tr>
<td>4d Stimulates learner reflection on prior content knowledge, links new concepts</td>
<td>Does not attempt to connect to learners’ prior knowledge, link new concepts to familiar concepts, and makes connections to learners’ experiences.</td>
<td>Limited connection to prior knowledge or previous lessons with little or no attempt to elicit students’ own experiences.</td>
<td>Encourages students to reflect on prior content knowledge, make links between new and familiar concepts, and connect to their experiences but is primarily teacher directed.</td>
<td>Consistent evidence of students reflecting on relevant prior content knowledge, making links between new and familiar concepts, and connecting to their experiences.</td>
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<td>to familiar concepts, and makes connections to learners’ experiences.</td>
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<td>4e Recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</td>
<td>No recognition of misconceptions or misconceptions are equated with students’ lack of knowledge in content area.</td>
<td>Some recognition of misconception but no attempt to use misconceptions to build accurate conceptual understanding.</td>
<td>Some recognition of misconceptions and some use of misconceptions to build accurate conceptual understanding.</td>
<td>Consistent recognition of misconceptions and consistent use of misconceptions to build accurate conceptual understanding.</td>
</tr>
<tr>
<td>4h Creates opportunities for students to learn, practice, and master academic</td>
<td>Language supports are missing or are not aligned with the language demand(s) for the learning task.</td>
<td>Language supports primarily address one language demand (vocabulary, function, syntax, discourse).</td>
<td>General language supports address use of one or more language demands (vocabulary, function, syntax, discourse).</td>
<td>Targeted language supports address use of vocabulary, language function AND either discourse or syntax.</td>
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<td>language demands in their content (vocabulary, function, syntax, discourse).</td>
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<tr>
<td>5b Engages learners in applying content knowledge to real world problems or “big</td>
<td>No reference to real world problems or big ideas.</td>
<td>Teacher identifies real world problems or big ideas without engaging students in discussion.</td>
<td>Teacher identifies and facilitates student engagement with real world problems or big ideas.</td>
<td>Teacher frequently provides opportunities for students to identify and extend the discussion of applying content to real world problems or big ideas.</td>
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<td>ideas”/interdisciplinary themes (e.g., environment, justice).</td>
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<tr>
<td>5d Engages learners in challenging assumptions and creative problem solving in</td>
<td>No opportunities for students to challenge assumptions or engage in problem solving.</td>
<td>Teacher challenges assumptions without engaging students in problem solving.</td>
<td>Teacher challenges assumptions and engages students in problem solving.</td>
<td>Teacher frequently provides opportunities for students to challenge assumptions and engage in problem solving.</td>
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<td>local and global contexts.</td>
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<tr>
<td>5h Develops and implements supports for learner literacy development across</td>
<td>No content literacy support is evident.</td>
<td>Some planning for content literacy support with minimal implementation.</td>
<td>Some planning for content literacy support and some implementation evident.</td>
<td>Consistent planning for content literacy support and consistent implementation evident.</td>
</tr>
<tr>
<td>content areas.</td>
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<tr>
<td>6l Analyzes formative and summative assessments to understand patterns and gaps</td>
<td>No evident use of assessment data to guide planning or instruction.</td>
<td>Minimal analysis or analysis is not consistent with subsequent learning objectives.</td>
<td>Consistent analysis of data and is appropriately used to guide planning and instruction including some differentiation.</td>
<td>Consistent analysis of multiple sources of data to guide planning and instruction, including differentiation for a variety of learners.</td>
</tr>
<tr>
<td>InTASC Indicator</td>
<td>1—Minimal</td>
<td>2—Basic</td>
<td>3—Proficient</td>
<td>4—Advanced</td>
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<tr>
<td>6b Designs assessments that match learning objectives.</td>
<td>Disconnect between assessments and learning objectives.</td>
<td>Only some of the learning objectives are addressed in the planned assessments.</td>
<td>All learning objectives are addressed and tied to the planned assessments.</td>
<td>All learning objectives are addressed and tied to the planned assessments and include opportunities for differentiation.</td>
</tr>
<tr>
<td>6d Provides students with effective descriptive feedback to guide their learning progress.</td>
<td>Feedback is unrelated to the learning objectives or is developmentally inappropriate. OR Feedback contains significant content inaccuracies.</td>
<td>Feedback is general and addresses needs AND/OR strengths related to the learning objectives.</td>
<td>Feedback is specific and addresses either needs OR strengths related to the learning objectives.</td>
<td>Feedback is specific and addresses both strengths AND needs related to the learning objectives.</td>
</tr>
<tr>
<td>8b Engages learners in assessing their progress. (Danielson 3d)</td>
<td>Students are not aware of assessment criteria and do not self-assess.</td>
<td>Students appear to be only partially aware of the assessment criteria and students rarely self-assess.</td>
<td>Students are aware of assessment criteria before beginning assessment tasks and students sometimes self-assess.</td>
<td>Students are aware of and have contributed to assessment criteria, and frequently self-assess and monitor their own progress.</td>
</tr>
<tr>
<td>7a Selects and creates learning experiences that are aligned to learning objectives and content standards.</td>
<td>Learning experiences are not aligned with learning objectives or content standards.</td>
<td>Learning experiences are vaguely aligned learning objectives or content standards.</td>
<td>Learning experiences build on each other and are aligned with learning objectives and content standards.</td>
<td>Learning experiences build on each other and are clearly and consistently aligned with learning objectives and content standards.</td>
</tr>
<tr>
<td>7b Selects and uses materials and learning activities that are relevant to students’ sociocultural backgrounds.</td>
<td>Materials and learning activities are not relevant to students’ sociocultural backgrounds.</td>
<td>Materials and learning activities are superficially relevant to students’ sociocultural backgrounds.</td>
<td>Materials and learning activities are relevant to students’ sociocultural backgrounds.</td>
<td>Materials and learning activities are meaningful and consistently relevant to students’ sociocultural backgrounds.</td>
</tr>
<tr>
<td>7e Plans collaboratively with available professionals who have specialized expertise (special educators, related service providers, language learning specialists, librarians, specialists) to design effective learning experiences.</td>
<td>No evidence of collaborative planning for instruction.</td>
<td>Teacher rarely participates in collaborative planning to design effective learning experiences.</td>
<td>Teacher participates in collaborative planning to design effective learning experiences.</td>
<td>Teacher takes initiative to collaboratively plan with available professionals to design effective learning experiences.</td>
</tr>
<tr>
<td>8b2 Monitors student learning in the context of individual, small group, and whole class settings and adjusts instruction accordingly.</td>
<td>Teacher stands in one place in room, minimal or no awareness of student understanding, no checks for student understanding, or rigid adherence to lesson plan.</td>
<td>Limited movement around room, lack of awareness of student understanding in small group or individual work, generic checks for understanding to the whole group, limited flexibility in implementing lesson plan.</td>
<td>Targeted movement around room with awareness of whole group, small group and individual understanding, meaningful checks for understanding; uses checks to make adjustments in lesson.</td>
<td>Purposeful movement around room with continuous awareness of whole group, small group and individual understanding, consistent meaningful checks for understanding which result in adjustments in instruction that extend students’ understanding.</td>
</tr>
<tr>
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</tr>
<tr>
<td>8f Engages all learners in developing higher order thinking and questioning skills (analyzing, evaluating, creating) and metacognitive processes.</td>
<td>Primarily encourages lowest-level (remembering, recall) questioning strategies throughout lesson. No attention to metacognitive processes.</td>
<td>Primarily encourages lower-level (understanding, applying) questioning strategies; occasional or inconsistent encouragement of higher order questioning and metacognitive processes.</td>
<td>Primarily encourages higher-order questioning but not necessarily for all students. Some attention to metacognitive processes.</td>
<td>Consistently elicits higher-order questions and thinking from all students. Students frequently engage in metacognitive processes (e.g., justify/explain their thinking and problem solving).</td>
</tr>
<tr>
<td>8g Promotes responsible learner use of interactive technologies to develop deep understanding of content and build skills to apply knowledge in meaningful ways.</td>
<td>Does not attempt to utilize available technology for learning.</td>
<td>Infrequent or ineffective use of available technology for learning (e.g., students using computers to complete low cognitive level activity).</td>
<td>Promotes appropriate learner use of available technology for some deeper level learning.</td>
<td>Promotes consistent and appropriate learner use of available technology to create representations of deep understanding of content (e.g., students use technology tools to create original presentations of learning).</td>
</tr>
<tr>
<td>8h Uses a variety of instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction) to engage students in learning.</td>
<td>Instructional strategies lack variety and few students are intellectually engaged.</td>
<td>Uses some variety of instructional strategies but strategies primarily teacher directed and many students are passive or compliant participants.</td>
<td>Uses variety of instructional strategies that promote student engagement and active learning (e.g., cooperative learning, discovery learning, inquiry, simulation).</td>
<td>Consistently uses variety of learner-centered instructional strategies (e.g., cooperative learning, discovery learning, inquiry, simulation) and virtually all students are actively engaged in learning.</td>
</tr>
<tr>
<td>8i 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). (Danielson 3b)</td>
<td>Teacher’s questions are of low cognitive challenge, with single correct responses. Only a few students dominate the discussion.</td>
<td>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Teacher calls on many students but only a small number participate.</td>
<td>While the teacher may use occasional low-level questions, s/he poses questions designed to promote student thinking and understanding. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Many students actively engage in the discussion.</td>
<td>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Teacher builds on and uses student responses to questions in order to deepen student understanding. Virtually all students are engaged in the discussion.</td>
</tr>
<tr>
<td>InTASC Indicator</td>
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<td>3—Proficient</td>
<td>4—Advanced</td>
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<tr>
<td><strong>9c</strong> Uses evidence to evaluate and change teaching practice. (Danielson 4a)</td>
<td>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</td>
<td>The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</td>
<td>The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
</tr>
<tr>
<td><strong>10b</strong> Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. (Danielson 4d)</td>
<td>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or projects.</td>
<td>Teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and projects when specifically asked.</td>
<td>Teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and projects, making a substantial contribution.</td>
<td>The teacher volunteers to participate in school events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</td>
</tr>
<tr>
<td><strong>10d</strong> Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. (Danielson 4c)</td>
<td>No evidence of communication with families.</td>
<td>Teacher makes sporadic attempts to communicate with families or communication may not be culturally sensitive to those families.</td>
<td>Teacher communicates regularly with families in a culturally sensitive manner.</td>
<td>Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.</td>
</tr>
</tbody>
</table>
Marquette University
College of Education

TEACHER CANDIDATE HANDBOOK VERIFICATION FORM

My signature on this form serves to verify that I have read the contents of the Student Teaching Handbook.

I fully understand all of the following:

• the eligibility criteria for student teaching
• the appeal process
• the deadline for submission of letters of appeal
• all requirements expected of me during the student teaching experience
• the eligibility criteria for licensure

I further understand and accept that, if my academic status should change and I no longer meet the eligibility criteria or if I fail to adhere to any of the requirements as outlined in the Student Teaching Handbook, I will be terminated from student teaching and/or denied licensure.

______________________________________________   ________________
STUDENT SIGNATURE   DATE