Teacher Education
Student Handbook
2018-2019
Teacher Education Student Handbook

INTRODUCTION
This handbook is designed primarily to assist students, faculty, supervisors, cooperating teachers and administrators in planning for students enrolled in the Teacher Education program at St. Norbert College. It answers questions regarding policies, procedures and responsibilities of the pre-service teacher attending St. Norbert College. This handbook is not intended to be all-inclusive, but rather to supplement the more specific guidelines established by the Teacher Education Faculty. It should be consulted for specific information about the teacher certification programs, pre-student teaching experiences and student teaching. In addition, the Handbook outlines the specific requirements students must meet to be approved for continuation in the teacher education program, student teaching and certification. All College policies supersede these policies as it relates to graduation requirements and Core Curriculum requirements. The Handbook is intended to be used in conjunction with the College Catalog. This document will be updated regularly to ensure compliance with regulations regarding certification set by the Wisconsin Department of Public Instruction (DPI). Please note that all students majoring or getting certified in education will henceforth be identified as teacher candidates.

Finally, the Teacher Education faculty members are available to answer questions you may have about our program or to talk with you about career opportunities in teaching. Please call, email or stop by to see one of the Teacher Education Faculty, to discuss pursuing a teaching license at St. Norbert College.

CONCEPTUAL FRAMEWORK
At the intersection of theory and practice we challenge, lead, teach and provide diverse experiences for teacher candidates as they become education professionals.

STANDARDS FOR TEACHING
St. Norbert teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules “PI 34,” mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards, based on the Wisconsin Standards for Teaching, that must be met by all students completing a licensing program.

The teacher education program at St. Norbert College is based upon eleven standards that provide the foundation for student learning outcomes used to determine a teacher candidate’s proficiency to teach. The first ten standards are the same as the Wisconsin Standards for Teaching and the eleventh standard reflects the philosophy unique to the St. Norbert College mission and vision.
Ten Wisconsin Standards for Teacher Development and Licensure

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.

3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem-solving and performance skills.

5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

11. Teachers have the appropriate foundation to become agents of change. Teachers understand the fundamental purpose of schooling in a democratic society and pursue teaching as a transformative experience for the promotion of social justice and the common good.

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CERTIFICATION PROGRAM

**Early Childhood-Middle Childhood (birth- approximately 11 years old)**
Candidates seeking this certification will major in Elementary Education with a minor in Early Childhood Education. Individuals are eligible to teach in early childhood settings through 5th grade. Teacher candidates may complete additional minor(s), however it may require more than 8 semesters of coursework.

**Middle Childhood-Early Adolescence (approximately 6-12 years old)**
Students seeking this certification will major in Elementary Education but must choose either an approved academic/teaching minor or certification minor. Individuals seeking this certification may also choose to minor in the St. Norbert College-University of Wisconsin - Oshkosh Special Education Collaborative Certification option program.

**Early Adolescence- Adolescence (approximately 10-21 years old)**
Students seeking this certification must have an approved academic major for which SNC is approved to certify by the Wisconsin DPI.

**Early Childhood through Adolescence (birth-21 years old)**
Students seeking this certification must have an approved academic major for which SNC is approved to certify by the Wisconsin DPI.

PROGRAM REQUIREMENTS

**Grade Point Average**
All teacher candidates must maintain a minimum 2.75 overall cumulative GPA and 3.00 GPA in professional education courses to remain in the program. Students who do not meet the minimum overall cumulative GPA of 2.75 are ineligible to register for Pre-Student Teaching Experience and the concurrent courses. If the aforementioned GPA requirements are not met then the teacher candidate will not be approved to student teach.

**Background Checks**
The St. Norbert College Teacher Education program requires students in the program to undergo a criminal background check at various points in their educational experience. The checks are done previous to experiences in the field in K-12 schools to ensure protection to our partner schools and pupils. The candidate is responsible for paying for all background checks. St. Norbert College adheres to local district policies regarding background check outcomes.

**Dispositions**
The St. Norbert College teacher-education discipline adopted a set of dispositions we believe reflect qualities graduates of the program must possess. These dispositions represent a general set of attributes that are relevant to each of the Wisconsin Standards for Teaching, as well as the additional standard adopted by the St. Norbert College teacher education discipline.
The teacher is:

- Dedicated
- Principled
- Creative
- Proactive
- Enthusiastic
- Strategic
- Inquisitive
- Courageous
- Empathetic
- Open-minded
- Equitable
- Respectful

Human Relations Program Requirements

Candidates for certification to teach will acquire human-relations skills to reduce provincialism and prejudice, understand the need for an open, honest and trusting posture in interpersonal relationships and develop an ability to write, speak and listen with sensitivity to the feelings and needs of others. This goal is consonant with the Christian values to which the collegial community at St. Norbert College commits itself.

Teachers interact with many persons of diverse backgrounds and abilities, perspectives, attitudes and beliefs. Through the human-relations program students will engage in particular courses and field activities to develop human-relations skills and cultural competence. The human-relations program must be completed by every student at St. Norbert College who seeks certification as a teacher in order to develop cultural awareness, sensitivity and humility skills.

In addition to coursework, each prospective teacher must engage in 50 hours (referred to as HR hours) of opportunities that focus on three target populations (people of color within the United States, “low SES” working families and individuals with special needs). Twenty-five of these hours are to be spent attending seminars, conventions or speaking engagements that focus on topics related to the aforementioned identified underrepresented groups. These type of HR hours are called Part A and are approved by the Teacher Education Co-Chair. The remaining 25 hours, called Part B, are to be acquired through direct involvement with K-12 students from the aforementioned groups.

By the completion of sophomore block, teacher candidate must have 16 HR hours (8 hours for part A and 8 hours for part B) submitted to and retained by Teacher Education in their student records. As part of the application for student teaching teacher candidates must have documented and submitted at least 36 HR hours in the student file (18 hours for part A and 18 hours for part B). Finally, by program completion, teacher candidates must have 50 HR hours (25 hours for part A and 25 hours for part B). Opportunities to participate in human-relations activities appear on the education listserv and the Teacher Education calendar.

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CERTIFICATION TESTING AND ASSESSMENT REQUIREMENTS

**Competency in Basic Skills Tests: Reading, Writing, and Mathematics**
Wis. Admin. Code PI 34 requires that all students applying for admission to an educator preparation program in a Wisconsin college/university or alternative program must demonstrate competency in reading, writing and math. Teacher candidates can demonstrate basic skill competency in one of three ways:

1) providing a copy of qualifying ACT or SAT scores **or**
2) earning a B or better in the SNC Teacher Education designated set of courses **or**
3) meeting the Wisconsin DPI passing scores on the Praxis Core Academic Skills for Educator tests.

Detailed basic skills competency information can be found on the Teacher Education Program Requirements webpage.

Students must provide evidence of having successfully met the basic skills competency prior to registering for Sophomore Block courses. Students will not be allowed to continue in the teacher-education program without successfully demonstrating basic skill competency.

**Content / Subject Area Competency**
To skillfully teach a subject or grade level, teacher candidates must demonstrate competency in that area. Hence, the Wisconsin DPI requires teacher candidates to demonstrate content competency in the subject(s) in which a teacher candidate will be certified. Content competence varies depending on the certification. In each certification area, content competence can be demonstrated either by meeting a minimum GPA in a prescribed set of courses or by passing the associated subject area assessment(s). The set of courses and the subject area assessments associated with each content area can be found on the Certification Testing and Assessment Requirements webpage.

Approval to student teach is contingent upon demonstrating satisfactory progress on content competency as per Gate 3 program requirements. For teacher candidates applying to student-teach in the fall semester, content competency (per Gate 3) must be demonstrated by the January prior to student teaching. For those applying to student-teach in the spring semester, content competency (per Gate 3) must be demonstrated by the August prior to student teaching. No exceptions are granted for content competency.

**NOTE:** For licensure, Elementary Education teacher candidates are required to pass the Wisconsin Foundations of Reading Test (FORT). It is recommended that students take this test immediately after EDUC 350: Developmental Reading and Language Arts to ensure a passing score prior to student teaching. No exceptions are granted for the FORT.

**Capstone Professional Performance Assessment (EdTPA)**
In PI 34.02 teacher standards, it is stated “to receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge,
skills and dispositions under” the Wisconsin Standards for Teacher Development and Licensure. Proficiency in the areas of planning, engagement and instruction, and assessment will be assessed using the performance-based assessment, edTPA. All candidates for initial licensure in Wisconsin are required to pass edTPA. Retakes are permitted for candidates who do not earn a passing score.

At SNC, edTPA is completed in the first student teaching placement. To complete the edTPA, candidates choose a learning segment of 3-5 lessons in one class, collect artifacts (lesson plans, instructional materials, teaching videos, assessments and sample student work), write commentaries in response to prompts in the subject-specific edTPA handbook, and submit their artifacts and commentaries for professional scoring. Scorers rate candidate performance in planning, instruction and assessment using rubrics in the edTPA handbooks.

POLICIES

Substitutions
Course level substitutions must be approved and signed by the Co-chair of Teacher Education. Signed substitutions forms are the responsibility of the teacher candidate and must be submitted to the Registrar’s office. The Registrar makes the final approval on all course substitutions.

Federal Education Right to Privacy Act (FERPA) Agreements
Teacher candidates are required to abide by all FERPA policies.

ADVICEMENT

A strong advising system is key to the strong retention of students at St. Norbert College. Students are expected to meet with their advisor to plan, ensure progression in the program, and review their overall academic progress and progress in meeting the expectations of the teacher education program. The advising process initiates and sustains strong connections between students and faculty.

The various certification programs account for the 128 credits required for graduation at St. Norbert College, the advising process is particularly crucial for teacher-education students. Students should begin to plan how they will meet all certification requirements during their freshman year or as soon as the student knows that he/she wants to pursue a teaching license.

Every effort will be made to assign all students seeking a teaching license to an advisor from the teacher-education faculty (if elementary) or their major (if secondary education or music education). Secondary education students are assigned 2 advisors; one in the major (primary advisor) and one in education (secondary advisor).
Changes in state requirements for teacher education certification and licensure will require accompanying changes in the St. Norbert College teacher-certification program. It is essential that the student communicate regularly with her/his advisor.

**Preparing for Advisement**

Education students are required to meet with their advisors each semester prior to registration, but are encouraged to confer with them regularly about curriculum, career and individual concerns. It is your responsibility as an education student to do the following:

- Understand the requirements for the certification
- Familiarize yourself with academic policies outlined in the student handbook, college catalog and timetable
- Provide your advisor with current information about your needs and interests such as studying abroad or student teaching abroad
- Communicate with advisor regarding being licensed in another state
- Use campus resources for your intellectual and personal development
- Accept responsibility for making good progress toward your degree

**PROGRAM REQUIREMENTS YEAR BY YEAR**

This section of the handbook details what is required at each year in the program. Please note that the year in the program may not have a direct correlation to your academic standing at the College (first year, sophomore, junior, or senior).

**Gate 1: prior to registering for Sophomore Block**

- Complete the SNC Teacher Certification Intent Form
- Earn a minimum 2.75 overall GPA
- Successful completion of Foundations of Education- EDUC 125 and Educational Psychology- EDUC 130
- Provide evidence of basic skills competency (knowledge and skills needed to be successful in a teacher preparation program). Competence can be demonstrated by providing evidence from one of the three options below. Exceptions will not be granted if evidence does not meet any of the options' criteria.
  - Option 1- Qualifying ACT (or SAT) score minimums: 23 composite, 20 English, 20 math and 20 reading (scores must be from a single test administration)
  - Option 2- Verification of course based competency – earning a B or better in each of the following courses:
    - Theological Foundations - THRS 117
    - Philosophical Foundations in the Study of Human Nature - PHIL 120
    - Numbers and Operations - Math 120 (elementary education majors only) or Quantitative Reasoning course
    - Introduction to Literary Studies -ENGL 150 or Expression and Interpretation

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If ENGL 150 is not taken and none of the above courses are writing intensive, then the course that satisfies the college's writing intensive requirement must also be a grade of B or better.

Option 3- Pass the Praxis® Core Academic Skills for Educators test:
- Math (150)
- Reading (156)
- Writing (162)

- Evidence of St. Norbert College teacher dispositions
- Successful completion of a criminal background check
- Successful completion of embedded signature assessments (specified assignments from particular courses that are used for evidence of competence in the standards)

Gate 2: by the completion of Sophomore Block

- Earn a minimum 2.75 overall GPA
- Earn a minimum 3.00 GPA in professional education courses
- Satisfactory completion of all Sophomore Block courses
- Satisfactory cooperating teacher and supervisor evaluations from Pre-Student Teaching placement
- Evidence of St. Norbert College teacher dispositions
- Human-relations hours (8 hours each, part A and part B)
- Successful completion of a criminal background check
- Successful completion of “embedded signature assessments” (specified assignments from particular courses that are used for evidence of competence in the standards)

Gate 3: prior to applying to student-teach (Dec. 1 of the year prior to student teaching)

- Earn a minimum 2.75 overall GPA.
- Earn a minimum 3.00 GPA in professional education courses.
- Provide evidence of content competency (knowledge and skills relative to the content the candidate will be certified to teach). Content competence varies depending on the certification. In each certification area, content competence can be demonstrated in one of two ways.\textsuperscript{1,2}:
  - Elementary Education content competency for major (Early Childhood/Middle Childhood and Middle Childhood/Early Adolescence)
    - Option 1: Earn a 3.25 GPA in the following set of elementary education content courses:
      - Introduction to Literary Studies- ENGL 150 or Expression and Interpretation
      - Numbers and Operations - MATH 120
      - Children’s Literature - EDUC 262
      - Developmental Reading and the Language Arts - EDUC 350
      - \textit{One course from the following}:
        - Western Tradition
        - Beyond Borders

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- Physical and Natural World
- Principles of Algebra and Data - Math 212 or Principles of Geometry - 220
  - Option 2- Earn a Wisconsin passing score on the Praxis® Subject Assessment at the highest developmental level associated with the certification and achieve a minimum GPA of 2.75 in the course content in Option 1 above.

Elementary Education content competency for minors(s) including Special Education:
  - Option 1- Earn a 3.0 GPA in the certification/academic minor(s).
  - Option 2- Those seeking ESL and/or Modern Language minors for certification may alternatively demonstrate content competence by earning a Wisconsin passing score on the Praxis® Subject Assessment or ACTFL OPI/WPT associated with the add on certification/minor and earn a minimum GPA of 2.75 in the relevant certification minor.

Academic major/minor content competency for Early Adolescence/Adolescence & Early Childhood/Adolescence certification:
  - Option 1- Earn a 3.0 GPA in major(s) and/or minor(s) based on at least 5 courses (20 credits) in each major and/or 3 courses (12 credits) in each minor for which the pre-service teacher intends to be certified.
  - Option 2- Earn a Wisconsin passing score on the Praxis® Subject Assessment or ACTFL OPI/WPT associated with each major/minor in which the pre-service teacher intends to be certified and achieve a minimum GPA of 2.75 in each major/minor for which the pre-service teacher intends to be certified.

- Student-teaching application submitted by Dec. 1 of the year prior to student teaching
- Evidence of St. Norbert College teacher dispositions
- Human-relations hours completed (18 hours each, part A and part B)
- Successful completion of a criminal background check
- Evidence the Wisconsin Foundations of Reading Test has been taken or scheduled by providing a score or confirmation of registration (for licensure in Early Childhood/Middle Childhood and Middle Childhood/Early Adolescence)
- Successful completion of embedded signature assessments (specified assignments from particular courses that are used for evidence of competence in the standards)

**Gate 4: by program completion**

- Earn a minimum 2.75 overall GPA.
- Earn a minimum 3.00 GPA in professional education courses.
- Provide evidence of content competency (knowledge and skills relative to the content the candidate will be certified to teach). Content competence varies depending on the certification. In each certification area, content competence can be demonstrated in one of two ways. 

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Elementary Education content competency for major (Early Childhood/Middle Childhood and Middle Childhood/Early Adolescence)

- Option 1: Earn a 3.25 GPA in the following set of elementary education content courses:
  - Introduction to Literary Studies - ENGL 150 or Expression and Interpretation
  - Numbers and Operations - MATH 120
  - Principles of Algebra and Data - Math 212 or Principles of Geometry - 220
  - Children’s Literature - EDUC 262
  - Developmental Reading and the Language Arts - EDUC 350
  - The Writing Process: Socio/Psycholinguistic Elements - EDUC 373
  - Reading Improvement in the Elementary/Middle School - EDUC 386
  - Western Tradition
  - Beyond Borders
  - Physical and Natural World

- Option 2: Earn a Wisconsin passing score on the Praxis® Subject Assessment at the highest developmental level associated with the certification and achieve a minimum GPA of 2.75 in the course content indicated in Option 1 above.

Elementary Education content competency for minor(s) including Special Education

- Option 1: Earn a 3.0 GPA in the certification/academic minor(s).
- Option 2: Those seeking ESL and/or Modern Language minors for certification may alternatively demonstrate content competence by earning a Wisconsin passing score on the Praxis® Subject Assessment or ACTFL OPI/WPT associated with the add on certification minor and earn a minimum GPA of 2.75 in the relevant certification minor.

Academic major/minor content competency for Early Adolescence/Adolescence & Early Childhood/Adolescence certification

- Option 1: Earn a 3.0 GPA in major(s) and/or minor(s) for which the pre-service teacher intends to be certified.
- Option 2: Earn a Wisconsin passing score on the Praxis® Subject Assessment or ACTFL OPI/WPT associated with each major/minor in which the pre-service teacher intends to be certified and a minimum GPA of 2.75 in each major/minor for which the pre-service teacher intends to be certified.

- Successful completion of student-teaching experiences
- Satisfactory cooperating teacher and supervisor evaluations for both student teaching placements
- Evidence of successfully passing edTPA
- Human-relations hours completed (25 hours each, part A and part B)
- Evidence of St. Norbert College teacher dispositions

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Successful completion of degree requirements
Evidence of successfully passing the Wisconsin Foundations of Reading Test (for licensure in Early Childhood/Middle Childhood and Middle Childhood/Early Adolescence)

1. Advanced Placement course credit fulfills course based requirements and will be weighted as follows:
   - Score of a 3=3.0 (B)
   - Score of a 4=3.5 (AB)
   - Score of a 5=4 (A)

2. There are no exceptions/waivers for GPA.
3. GPA for Special Education Collaborative Licensure Program will be calculated using grades received from UW-Oshkosh transcripts.
4. If a 3.0 in the EC/MC and/or MC/EA minor (excluding ESL and Modern Languages) is not achieved, the pre-service teacher can request to meet with the Co-Chair(s) to agree upon a portfolio to provide as an alternative source of evidence of content competence in the minor. The minimum GPA in a certification minor shall not be below 2.75.

**Sophomore Block Experience**

The Sophomore Block Experience (pre-student teaching) is integral to the development of teacher candidates at SNC. Sophomore Block, as the name suggests, is a block of concurrent courses typically taken during sophomore year. One of the courses is Pre-Student Teaching, taken during the last 5-6 weeks of the semester. In this practicum experience teacher candidates participate in a variety of activities that will expose them to many aspects of the teaching profession. A teacher candidate is assigned to a classroom teacher, referred to as the cooperating teacher. A teacher candidate is required to assist the cooperating teacher with specific tasks that will be outlined for each field experience and eventually teach lessons to small groups and possibly to the whole class. Teacher candidates participate in a seminar experience held once a week on campus with a St. Norbert instructor.

**Requirements**
Teacher candidates are eligible to register for sophomore block if they have fulfilled the [Gate 1 program requirements](#).

**Placement**
Students enrolled in sophomore block will be placed at a school and at a grade level within the developmental level of the certification area. The Director of Field Placements will place all students enrolled in Sophomore Block. Field placements are generally within 30 miles from St. Norbert College, although in some instances they may be farther away. Students are responsible for their own transportation.
**Evaluations**
At the end of the Sophomore Block placement, students will be evaluated by both their supervisor and cooperating teacher regarding their performance. These evaluations are used to determine if students will move forward in the program. If students are successful in the pre-student teaching experience and they meet Gate 2 program requirements they are formally accepted into the Teacher Education program.

**Scheduling Conflicts**
Scheduling conflicts may arise, however the only approved conflicts are those that are approved by Teacher Education. Elementary Education majors should not have any course conflicts as the teacher candidate is only enrolled in education course work. Secondary certification teacher candidates take one course in their major. This course must be taken as the first course in the time sequence or after 3pm.

**STUDENT TEACHING**

**The Student Teaching Experience**
Student teaching is the culminating experience of the teacher preparation program. All teacher candidates are required by the Wisconsin Department of Public Instruction to student teach for a “full semester, full-time, following the daily schedule of a cooperating teacher.” Teacher candidates are assigned two placements. All teacher candidates are required to attend the Student Teaching Seminar, which is scheduled during the student teaching semester. Student teaching does not follow the St. Norbert College calendar, but the academic calendar of your placement sites. Teacher candidates are responsible for providing their own transportation.

**The Framework for Student Teaching Placements**
Professional educators are qualified to teach all students. Placements are made with the intention of giving the teacher candidates multiple experiences that will shape their professional development. Teacher candidates are placed according to their certification area(s) and major and minor.

To avoid potential conflicts of interest, teacher candidates will not be placed in schools where their family members or close friends attend/ed or are employed - or with which they or their family members or close friends have/have had an affiliation as part of a related organization (i.e. school board, district partner organization).

Placements are secured by the Director of Field Experiences and announced near the end of the semester preceding student-teaching. It is strictly prohibited for students to contact schools regarding arranging placements in any way. Schools and districts depend on the St. Norbert College Teacher Education department to complete the details of the placement process, with the teacher candidate’s needs in mind, to contact the appropriate personnel and to follow district and/or school protocol. These guidelines have been developed to adhere to state accreditation standards and ensure your preparedness as professional educator.

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The majority of placements are made within Brown County, with some ranging to within a 30-mile radius of the St. Norbert College campus. In rare cases, a placement may be farther away from campus.

**Student Teaching Application Requirements**

Applications are approved based on the teacher candidate meeting the [Gate 3 program requirements](#). These requirements are monitored by the Office of Teacher Education, advisors, and the teacher candidate. The Teacher Education discipline collectively reviews student teaching applications, verifies requirements have been met and makes an approval decision. Teacher candidates will receive notification of the application approval decision via letter.

**Applying for Student Teaching**

Student teaching applications are due December 1 of every academic year; the year prior to student teaching, regardless of whether you intend to student teach in the fall or spring. A completed application must be completely filled out, printed and delivered in person with applicable fees to the Teacher Education Office before the close of business (4:30 pm) on December 1 of the academic year prior to student teaching. Each student will receive a receipt indicating submission of and payment of fees for one's student teaching application. If you have not met all the [Gate 3 program requirements](#) including not providing evidence of taking or registering for the FORT, not meeting the overall and professional GPA requirements and/or not demonstrating content competency you will not be approved to student teach.

**Your Responsibilities as a Student Teacher**

There are no “sick days” or “personal days” in student teaching, absences from your placement may be excused for personal illness and/or death(s) in your immediate family. Absences from your placement must be reported the morning of the absence to your Cooperating Teacher, Supervisor, and Director of Field Experience (3 calls/emails). A record of absences is kept— if absences from student teaching result in completion of less than the full semester of student teaching required by the Wisconsin DPI, the Director of Field Experience will contact the student, cooperating teacher, and supervisor to arrange an extension of the placement if possible (other plans will be necessitated during Spring semester student teaching experiences).

The only excused absences from Student Teaching Seminar are for functions at the student teacher’s placement site. Even in this event, the student teacher must complete the mandatory make-up sessions. These make-up sessions must be completed by the end of your Student Teaching semester. Failure to do this will result in receiving a grade of incomplete, which makes the teacher candidate ineligible for licensure.

Job interviews should be scheduled late afternoons or early mornings.

**Transportation For Student Teaching**

Transportation to and from the placement is the responsibility of the student-teacher. The following conditions associated with transportation issues apply:

- Assignment to schools will not be contingent on whether or not the student-teacher has access to a vehicle.

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- The student-teacher will have to provide for his/her own transportation, and assignments will not be changed once they are contracted with the principals and cooperating teachers based upon transportation issues.
- Though car-pooling with other student-teachers is an alternative, student-teachers are not encouraged to depend exclusively upon other student-teachers for transportation, since problems may arise if the driver is unable to attend school on one or more occasions.
- In the event that transportation to an assigned school is not possible, the student-teacher will be advised to withdraw from student-teaching and delay it until suitable transportation can be ensured.

**Registering For Student Teaching**

Student-teaching is a full-day, full public/private school semester commitment including a weekly seminar held at St. Norbert College. Student-teachers should enroll in the student-teaching courses for each certification listed below to ensure proper verification on the final transcript.

- EDUC 440 – Student-Teaching: Early Childhood
- EDUC 445 – Student-Teaching: Middle Childhood
- EDUC 450 – Student-Teaching: Early Adolescence
- EDUC 455 – Student-Teaching: Adolescence
- EDUC 469 – Student-Teaching: General Music
- EDUC 470 – Student-Teaching: Choral Music
- EDUC 475 – Student-Teaching: Instrumental Music
- EDUC 476 – Student-Teaching: Instrumental Music II
- EDUC 477 –Student-Teaching Abroad (See applicable Course Timetable for specific regions/countries)

**Student Teaching Seminar**

All student teachers are required to attend weekly seminars conducted on the St. Norbert College campus one afternoon per week from 3:30-5:30 p.m. This may require some student-teachers to make special arrangements to leave early on seminar days. Because visiting lecturers are present for these seminars, it is absolutely necessary that students be on time. The main purposes of these seminars are threefold:

1. It is an opportunity for student-teachers and college supervisors to keep each other current on events and progress in student-teacher growth and various needs, as well as to schedule in-class observations and evaluations.
2. They offer an excellent opportunity for student-teachers and their supervisors to conduct high-quality, critical, creative and reflective discourse activities with each other. The opportunity for this kind of discourse among student-teachers is important in alerting individual student-teachers and college supervisors about questions, issues and growth opportunities occurring in various classrooms.
3. It is an opportunity to present certain important content areas and information related to the certification process. Often, off-campus professionals with expertise in specific areas are brought in to speak and conduct discussions on specific topics.

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Attendance at all of these seminars is a strict college and Wisconsin Department of Public Instruction requirement. Student-teachers should be aware of this. Permission to miss a seminar is given by the college supervisor only to accommodate extraordinary circumstances.

It should also be added that cooperating teachers are welcome to attend any of the various seminar programs. A calendar of seminar events is made available to each student-teacher early in the semester.

**Role of the Cooperating Teacher**
The cooperating teacher is the key person in the student teaching program. The cooperating teacher is a mentor who models effective teaching practices for the teacher candidate.

The cooperating teacher serves a dual function: teaching students and supervising the work of a teacher candidate. More specifically, the role of the cooperating teacher is summarized in the following list of activities. The cooperating teacher should:

- Plan for the initial orientation of the teacher candidate to the classroom and the school.
- Create an accepting atmosphere of the teacher candidate among the students, faculty and community.
- Provide opportunities for professional growth through attendance at professional and staff meetings.
- Acquaint the teacher candidate with instructional materials.
- Introduce the teacher candidate to classroom routines and instructional procedures.
- Communicate how various time and class responsibilities will be assumed by student-teachers.
- Provide a separate desk or worktable for the student teacher. The personal work and storage space is an essential need for both student teacher and cooperating teacher.
- Complete two formal evaluations of the teacher candidate, a midterm evaluation and a final evaluation.

**Role of the Student Teacher**
Student teaching is the culminating experience where the acquired skills and knowledge are further refined. Student teaching is an opportunity to plan, practice, reflect and adjust teaching strategies under the guidance of the cooperating teacher. In this immersive role, student teachers are expected to complete all teaching functions associated with their placement. Some responsibilities of the student teacher are:

- Upon notification of placements, meet with cooperating teacher to plan for the student teaching semester.
- Adhere to the calendar of the placement school, not the SNC academic calendar.
  Participate in conferences, training and other meetings as deemed appropriate by the cooperating teacher.
- Assume responsibility for knowing and following the policies of the placement school.
- Participate in weekly seminar.
- Exemplify professionalism and expected teacher dispositions at all times.
A typical week by week immersion into student-teaching can be viewed in the Immersion into Classroom Teaching Schedule.

**Role of the St. Norbert College Supervisor**
The supervisor is the most important connection for the student teacher. The supervisor serves as a liaison between the site school and the College. In addition, the supervisor ensures the teacher candidate is given the opportunity to demonstrate skills as a reflective decision maker. The teacher candidate must be given ample opportunity to reflect upon the myriad of decisions and performances that come with student teaching. The decisions and reflections should occur with appropriate doses of evaluation. Simply stated, the supervisor should ensure that the pre-service is given every opportunity to succeed.

Student-teachers will be observed and evaluated at least four times by their college supervisor during the student-teaching semester. In addition, at least two conferences must take place involving the student, cooperating teacher and the college supervisor. A report of these observations and conferences is retained by Teacher Education.

During visits to the school, the supervisor will discuss with the cooperating teacher the work of the teacher candidate; observe the student teacher in a classroom situation and conference after the observation.

**Student Teaching Evaluation**
In week 5 Cooperating teachers complete the midterm evaluation form and discuss assessments with student-teachers. The Teacher Candidate Evaluation Rubric is developed to demonstrate growth. The Cooperating Teacher will complete final (summative) evaluations via the Evaluation of Teaching Experience form. A copy of these reports will be given to the student at the midterm and final meetings.

**Global Student Teaching/ Student Teaching Abroad**
Pre-service teachers at St. Norbert College have the opportunity to be in two completely different student-teaching placements, within and outside of the United States. The second placement, teaching in another country, is an extraordinary professional and personal experience for the prospective teacher. Choosing to teach and live in a country that is rich with differences and antiquity, governed by traditions and history in the field of learning and culture, naturally enhances the education and total development of the student-teacher.

Global Student Teaching requires rigorous preparation on the part of the student-teacher in the form of research and application. The student who plans to teach abroad must also see themselves as an ambassador and St. Norbert College representative to their host country.

Students indicate their interest in student teaching abroad by filling out the supplemental section of the Student Teaching Application. There are additional fees associated with this experience and they are the responsibility of the student teacher. Because of the limited placements abroad, student-teaching abroad placements are not guaranteed. Additionally, the opportunity to
student-teach abroad is conditional upon your success in your first student-teaching placement. For more information, please contact the Director of the Global Student Teaching.

Student teachers must register for the Student Teaching Abroad (EDUC 477) seminar in addition to the other the student-teaching courses.

**AWARDS AND STUDENT RECOGNITION**

*Catherine Schmitz Jacobs Scholarship*
These scholarships honor outstanding St. Norbert College Sophomore Block Students. Candidates are selected on the basis of performance (including grades) in education courses and practicum, the quality of overall preparation to teach, and the candidate's commitment to exemplary teaching and public service.

Catherine taught 3rd and 4th grade in Ashwaubenon Public Schools during her long service as an educator. Catherine is also a charter member of the Sophomore Block program. She served as one of the cooperating teachers for an education student during the very first sophomore block program when it was designed and initiated under the inspiration of Sister Sally Ann Brickner and Mr. Mural Adams in the early 70's. Catherine has inspired thousands of students during her career as a teacher. In recognizing our outstanding sophomores, these awards, in effect, extend a tradition of competence, zeal, selflessness, dedication, leadership, and commitment, which describes Catherine Jacobs’s professional life.

*Reverend E.J. La Mal Award*
The teacher education discipline recognizes the outstanding scholarship of a senior education major at St. Norbert College. The award to an outstanding young educator is named after Reverend E.J. La Mal, O.Praem., who coordinated and guided the St. Norbert College teacher preparation program to a position of stature and strength among Catholic and public colleges and universities in the Midwest. For more than thirty years, Father La Mal distinguished himself in the field of education through service to many professional education associations. It is fitting that an outstanding young educator at St. Norbert College be honored with an award designated after a person of such personal integrity and professional distinction.

*Mary Greenlaw Leader in Exceptional Attitudes and Dispositions Award (LEAD)*
The teacher-education discipline recognizes education students whose dispositions reflect qualities that graduates of the program must possess. Dr. Mary J. Greenlaw (1950-2012) served as Chair of Teacher Education at St. Norbert College from 2004 to 2011. Mary was passionate about her career and with great integrity demonstrated a commitment to her work and to the Teacher Education Program. She initiated the L.E.A.D. Award (Leader in Exceptional Attitudes and Dispositions) in 2007.

*Wisconsin Association of Colleges for Teacher Education Awards*
St. Norbert College Participates in the Wisconsin Association of Colleges for Teacher Education (WACTE) Awards. WACTE is a professional organization representing teacher preparation programs in Wisconsin. It is a state affiliate of the Association of Colleges for Teacher Education.
Education (AACTE). Every year the St. Norbert College Teacher Education program selects one winner for the Pre-Service Mentor Educator Award and one for the Early Career Educator Awards.

**WACTE Pre-Service Mentor Educator Award**
This award is presented to an outstanding educator who has demonstrated a sustained pattern of mentoring pre-service educators for at least five years. The award recipient will be selected based on attributes such as: the ability to model professional responsibility, evidentiary assessment, effective classroom management, the ability to mentor pre-service teacher candidates in developing their capacity to be a leader; and the ability to nurture candidates as they face a wide range of issues.

**WACTE Early Career Educator Award**
This award is presented to an outstanding educator within the first three years of her/his professional career. The award recipient will be selected based on any combination of the following: positive impact individual has on schools or communities; innovation in designing learning experiences, and advocacy for students.