



Student Teacher Guidelines

As part of a professional licensure requirement, student teaching is designed to provide student teachers with the opportunity to learn the principles of practice in classroom settings by developing a range of effective teaching strategies in collaboration with cooperating teachers.

PROCEDURES AND FORMS

Cooperating Teacher

1. **Interview:** Prior to accepting a student teacher, a cooperating teacher must conduct a personal interview with the prospective student teacher and introduce him or her to the appropriate building principal.
2. **Complete Student Teacher Form - click [here](#):** The student teacher assignment form must be completed and submitted to the Human Resources Director **prior to** the student teacher assignment. Once your form is submitted, it is automatically routed to your Principal who electronically signs it and shares it with Human Resources.

No student teacher will be allowed to work with students in any capacity until a WCSD criminal background check has been completed, and the results are satisfactory.

3. **Collect ID Badge:** The cooperating teacher is responsible for collecting the student teacher's ID badge at the end of their assignment and sending it to the District Office.

Student Teacher

1. **Complete WCSD's free criminal background check form.** Human Resources staff will email the student teacher a link to complete this form.
2. **Obtain ID Badge.** Human Resources staff will email the student teacher information on how and where to obtain an ID badge **after** they completed a criminal background check and the results are satisfactory.

Withdrawal/Removal of a Student Teacher

It is the responsibility of Waunakee Community School District's administrators and teachers to ensure that the best interests of the children of the district are the first priority.

It is required that the student teacher be kept informed of their progress during student teaching. If the progress of the student teacher is determined to be unsatisfactory at any time, the program supervisor is to be notified by the cooperating teacher or principal. Arrangements are to be made for the program supervisor to immediately visit the school for observation or consultation. Until such a visit occurs, the student teacher is to be involved in classroom observation only.

Any time the student teacher's performance endangers the personal, emotional or physical well-being of the children of the Waunakee Community School District, the student teacher will be immediately removed from the classroom. The principal will contact the Director of Human Resources and the program supervisor. Arrangements will be made for the program supervisor to immediately visit the school for an exit conference. At that time, the reasons for removal will be outlined for the program supervisor and student teacher.

PROGRAM PARTICIPANTS

Student Teacher

The student teacher is a student enrolled in a professional licensure program participating in a school-based clinical experience. The student teacher will assume an increasing degree of responsibility in a real classroom under the supervision of a qualified classroom teacher and college or university mentor. The student teacher should be able to apply knowledge of educational theory in terms of human growth and development, integrate subject matter in a classroom experience, and further prepare personally and professionally to assume a role as a beginning teacher.

Program Supervisor

The program supervisor is a college or university professor responsible for the overall planning, management, supervision and evaluation of the student teacher experience. The program supervisor will support the cooperating teacher by formulating the criteria for a successful field experience.

Cooperating Teacher

The cooperating teacher is the professional teacher who serves as the supervisor of the student teacher. The cooperating teacher monitors the student teacher's progress and provides opportunities for the student teacher to improve. The cooperating teacher is an experienced

professional who will assist the beginning student teacher. A Waunakee Community School District cooperating teacher **must have a minimum of three years of teaching experience in the district** and may serve as a cooperating teacher a maximum of one (1) semester every other school year.

Principal

The principal will support the preparation of student teachers by defining school-wide expectations (e.g. share the school handbook, discuss attendance at after school meetings and/or night functions, student supervision, arrival/dismissal times, procedures for absenteeism, parent-teacher conferences and rules about cooperating teachers leaving students alone in the classroom) and explaining school-wide policies and student behavior expectations (e.g. discipline procedures for students).

TIPS FOR THE COOPERATING TEACHER

- Be very clear about the expectations you have of the student teacher.
- Assist them in setting up specific goals that you expect them to achieve during the course of the student teaching experience.
- Give the student teacher a clear idea of the hours they will be expected to work each week.
- Provide the student teacher with an introduction to the culture of the district (e.g.; dress code, management style, etc.).

The more information you provide to the student teacher at the beginning of their experience, the less chance there is for confusion and misunderstanding throughout the student teaching experience.

STUDENT TEACHER EXPERIENCE PHASES

The student teacher experience can be divided into four (4) phases. The time that each student teacher spends at each phase should be determined collaboratively and should meet the requirements of the college or university that the student teacher is attending.

Orientation Phase

The orientation phase is the period during which the student teacher gets to know the students, establishes a professional bond with the cooperating teacher, and learns about the classroom environment and curriculum materials. At the end of this phase, the student teacher should be aware of the daily routine of the classroom and understand the expectations that the cooperating teacher has for their students. In addition, it is helpful for the student teacher and cooperating teacher to have developed a general plan for involving the student teacher in the work of the

classroom. This plan should be flexible and fit the style of the cooperating teacher within the context of the classroom as well as the needs of the student teacher.

Shared Responsibility Phase

Subsequent to the orientation phase is the shared responsibility phase. During this phase, the cooperating teacher and student teacher are engaged in collaborative lesson planning, team teaching and assessment of student work. The student teacher might begin this phase by following the teacher's plan or assisting in instruction. However, a major goal of this phase is to assist student teachers in developing skills necessary for planning. To achieve this, the following is recommended: team planning and teaching with cooperating teacher, developing lesson plans to be reviewed by the cooperating teacher before implementation, studying curriculum materials, and observing other teachers (including teachers in other content areas) to learn pacing, transitions and a variety of methods and strategies. The format of the planning is flexible and should be agreed upon by the cooperating teacher and student teacher.

Major Responsibilities Phase

The third phase of the student teacher experience is referred to as the major responsibility phase. In this phase, the student teacher may be evolving into extensive planning and instructional roles during his or her full-time teaching experience. There will likely be variation among student teachers as to the best time to move into this phase. However, no matter when the student teacher assumes major responsibility, this is not to be interpreted as a time when the cooperating teacher must exit the classroom. This decision should be made jointly with the principal, program supervisor and cooperating teacher. While the student teacher might be in action much of the time, the cooperating teacher might function as a consultant or even continue as a team teacher. This is the time of the experience that a productive collaborative relationship develops between the cooperating teacher and student teacher. The amount of responsibility that the student teacher assumes is dependent upon the judgment of the cooperating teacher and principal. Lead teaching weeks may not exceed two weeks per quarter or four weeks per semester.

Winding Down Phase

During the winding down phase, the student teacher should be concluding major instructional responsibilities such as grading and assessment of student work. During this time the student teacher should be reflecting on what they learned in the placement and establishing goals for continued professional growth. Because student teachers have had experience teaching by this time, observations of other teachers (as time permits) may take on new meaning. The student teacher should also have had a conference with the program supervisor and cooperating teacher.

Staff and Student Interactions

District staff members are expected to conduct themselves in a manner that promotes the health, safety, and wellbeing of students, including by establishing and maintaining role-appropriate communicative, physical, emotional, and social boundaries in their interactions with students. This requires every staff member to consistently exercise sound judgment that is context dependent and that gives due consideration to the staff member's District-assigned role and responsibilities.

No staff member may engage in any activity, conduct, or communication in the staff member's interactions with students that constitutes, encourages, or invites either unlawful conduct or conduct that would unreasonably endanger the safety or well-being of any person. For the avoidance of doubt, any conduct that constitutes an assault, the abuse of a child, or that reflects the elements of a crime defined under Chapter 948 of the Wisconsin Statutes is, of course, prohibited, as is any relationship between a non-student staff member and a student that is or that a reasonable person would perceive as being sexual or romantic in nature.

Further, the District prohibits staff members from engaging in conduct or communications, or any course of conduct or any pattern of behavior or communication, that manipulates, coerces, or grooms a student to engage in, or to consider engaging in, an inappropriate relationship (including a sexual relationship with the staff member) or other inappropriate behavior that endangers the welfare of a student. For these purposes:

- Grooming includes communications that are part of any course of conduct or pattern of behavior that a reasonable person would view as conditioning, seducing, soliciting, luring, or enticing a student to engage in, or to consider engaging in, inappropriate behavior.
- Grooming can occur, for example, by exploiting a student's vulnerabilities, by creating inappropriate emotional dependence, or by normalizing or desensitizing the student to inappropriate conduct. Grooming often involves, but is not limited exclusively to, sexual or romantic contexts.
- Specific examples of conduct or behaviors that might be part of a violation that involves prohibited manipulation, coercion, or grooming of a student include the following:
 1. Written, electronic, or digital communications, including using text messages, emails, social media, or online platforms, to seduce, solicit, lure, or entice a student.
 2. The provision or promise of gifts, favors, privileges, inordinate special attention, or other items of value with the intent to lower a student's inhibitions, gain and exploit trust, or create emotional dependence.
 3. An act intending to isolate a child, or to encourage a child to separate, from family, peers, or guardians.

4. Verbal comments, suggestions, or conversations of a sexual nature directed toward a student, such as exchanging information about a student's or an adult's sexual experiences or communicating other sexually-explicit content or sexualized subject matter.
5. Exploiting a power dynamic, such as by offering improper benefits or privileges or by inappropriately threatening to impose negative consequences in a quid quo pro posture.
6. Inappropriate or sexualized physical contact or attempts to initiate such contact.
7. Using threats, bribery, fear, intimidation, harassment, embarrassment, or guilt to encourage inappropriate secrecy in the conduct or relationship or to facilitate the start or continuation of an inappropriate relationship or other inappropriate conduct.
8. Soliciting or encouraging secrecy or concealment to avoid detection, oversight, or accountability for inappropriate communication or inappropriate conduct.