



MARQUETTE
UNIVERSITY

College of Education
Educational Policy and
Leadership

**Program Handbook for Undergraduate
and
Graduate Teacher Education Students:
Field Experience, Student Teaching,
Supervision, and Policies**

Some sections adapted from Peabody College Department of Teaching and Learning Student Policy and Performance Assessment Handbook (Palmeri, Hardenbrook, & Yates, 2008)

Table of Contents

Guiding Principles and Developmental Goals	2
Program Options	2
Program Checkpoints for Teacher Education Students	4
Background Check Requirements.....	7
Program Assessments	9
Conflict Resolution	12
Academic Advising	12
Final Grade Appeals	12
Resources and Organizations	12
Roles and Responsibilities of Program Stakeholders.....	15
Two Contexts of Apprenticeship: College Life and Professional Life	16
Understanding and Accepting Your Roles	16
Understanding the Contexts	17
A Collaborative Approach	17
Roles and Responsibilities	17
Field Experiences and Professional Obligations & Commitments	21
Foundational Coursework (Pre-Professional Program) Objectives.....	22
Advanced Coursework (Professional Program) Objectives.....	22
How Field Placements Are Made	22
Considerations for Placements in School and Community Settings	23
Assessment of Course-Based Professional Behaviors & Dispositions	25
Assessment of Field-Based Professional Behaviors and Dispositions	26
Helpful Tips to Ensure a Successful Field Placement	27
Academic Integrity.....	29
Procedures for Addressing Student Behavior/Performance Concerns	30
Professional Code of Ethics for Teachers	33
The Culminating Student Teaching Experience	34
Preparing to Be a Student Teacher.....	35
Cooperating Teacher Requirements.....	36
Cooperating Teacher Responsibilities.....	37
Continuation or Removal from Student Teaching	37
Withdrawing from Student Teaching.....	38
Labor Disputes	38
The Student Teaching Experience	39
Attendance Policy	40
Evaluation of Student Teachers	40
Initial Teacher Licensure (Tier-II, Provisional Teaching License)	41
The Culminating Internship Experience	42

Guiding Principles and Developmental Goals

Developing a Strong Foundation

A Marquette University teacher education or educational studies graduate is:

1. An **advocate and practitioner** of equity and justice in schools and communities.
2. A **designer and facilitator** of ambitious curriculum and pedagogy informed by theory, context, and students' thinking and experiences.
3. An **imaginative, critical thinker** who reflects on ways to improve teaching and learning.
4. A **compassionate professional** who embodies *cura personalis* to create learning environments and to empower learners through reciprocal relationships of dignity and respect.

These goals, however, do not stand alone. They are complemented by broader professional standards that shape teacher education. You will become familiar with additional professional standards as you develop throughout our program. Some key standards you may encounter along the way include:

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

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

[Wisconsin Academic Standards](#)

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

[National Council of Teachers of Mathematics Principles and Standards](#)

[National Council of Teachers of English Standards](#)

[International Literacy Association Standards](#)

[National Council of the Social Studies Standards](#)

[World Language Standards \(Wisconsin\)](#)

[Technology Standards for Teachers \(ISTE\)](#)

Program Options

The Educational Policy and Leadership Department offers three majors. All majors involve work in field-based educational settings that are appropriate for the given major.

- Educational Studies
- Elementary and Middle School Teacher Education (K–9)
- Middle and High School Teacher Education (4–9)

Educational Studies Option

The Educational Studies major does not prepare for teacher licensure. Within this major, students can participate in both classroom-based field experiences and community-based internships which allow them to focus on educational contexts reflective of their interests and long-term goals.

This option recognizes that many career paths require a rich and deep understanding of the processes of teaching and learning that occur in a wide variety of contexts but may not necessarily require teacher licensure.

Depending on the focus area chosen, students with a major in Educational Studies will be able to pursue careers in learning environments such as recreational programs, athletic programs, zoos, museums, ecology centers, religious education contexts, and international educational settings, as well as in a wide range of non-profit educational organizations and foundations with an interest in education. Students must complete the following components:

1. The Marquette Core Curriculum
2. An Educational Studies major which includes specific service learning/field requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication

Students interested in pursuing a major in Educational Studies should plan to meet with the Coordinator of Educational Studies and/or the Assistant Dean of Undergraduate Advising and Student Services to discuss their career goals and to declare their other academic major.

Faculty instructors, cooperating teachers/site supervisors, and university supervisors overseeing your performance both in coursework and in field-based experiences will evaluate your demonstration of a variety of professional dispositions. These evaluations are then reviewed by The Education Advising and Mentoring (TEAM) Committee at the end of each academic semester. Feedback regarding any concerns will be communicated to you in writing by the Assistant Dean of Undergraduate Advising & Student Services. Additional information about [Educational Studies](#) can be found on the College of Education site.

Teacher Licensure Options

Two of the majors, **Elementary and Middle School Teacher Education (K–9)** and **Middle and High School Teacher Education (4–9)**, have the potential to lead to initial teacher licensure in the State of Wisconsin. Students typically enter one of these programs with the intent of being a classroom teacher. However, enrolling in one of these majors does not guarantee that a potential student will choose to or qualify to remain in a licensure-bearing program.

Both the Elementary and Middle School Teacher Education (K–9) and Middle and High School Teacher Education (4–12) candidates participate in classroom-based field experiences, culminating in a semester-long, full-day student teaching experience.

Current License Endorsements

- Elementary and Middle School Teacher Education (K–9)
- Middle and High School Teacher Education (4–12)

Both licensure programs are overseen by [Wisconsin's Department of Public Instruction](#). Teacher education programs lead to teacher certification in the following content majors/minors:

- Elementary and Middle School K–9 (all majors)
- English Language Arts 4–12
- Mathematics 4–12
- Science 4–12 (biology or chemistry majors)
- Social Studies 4–12 (economics, history, political science, psychology, or sociology majors)
- Theatre K–12
- World Languages PreK–12 (secondary majors only)
- Classics PreK–12 (secondary majors only)

Program Checkpoints for Teacher Education Students

As teacher education students move through the program, progress will be monitored to ensure that they are on a path that will lead to their intended destination. In short, certain developmental milestones will be evaluated at various points along the program. These checkpoints allow for opportunities:

1. For students to pause and reflect on their professional growth
2. For teacher education faculty and supervisors to offer constructive feedback to students
3. To review the appropriateness of students' intended destinations

As a student within Marquette University's teacher certification program, you will pass through two checkpoints as you move through your program:

- Admission into the Professional Program during the semester of EDUC 2001: Teaching Practice 1.
- Admission to Student Teaching during the early part of the semester prior to student teaching.

Decisions about admissions are made by the TEAM Committee, which consists of faculty members who teach and interact with undergraduate and post-baccalaureate students regularly. The Committee determines your readiness for admission at these two checkpoints—at the end of the applicable semester— based on several aspects of your performance:

- ✓ Academic criteria—reflected in your coursework and assessments
- ✓ Performance criteria—reflected in your clinical field work performance
- ✓ Professional dispositional criteria—reflected in the attitudes and habits of mind you bring to all aspects of your program

For those individuals intending to be teachers, all three aspects (knowledge, skills, and dispositions) are equally important to your growth as a professional educator and to your progression through the program.

Course & Field-Based Professional Behaviors and Disposition Reviews

Faculty instructors, cooperating teachers, and university supervisors overseeing your performance both in coursework and in field-based experiences will evaluate your demonstration of a variety of professional behaviors and dispositions. These evaluations are

then reviewed by the TEAM Committee at the end of each academic semester. Feedback regarding any concerns will be communicated to you in writing by the Assistant Dean of Undergraduate Advising & Student Services.

Checkpoint #1: Admission into the Professional Program

This checkpoint applies to undergraduate students seeking teacher licensure. Students apply to the professional program during the semester they take EDUC 2001: Teaching Practice 1. This is typically during a candidate's sophomore year. This checkpoint is critical in determining whether or not candidates are permitted to continue to participate in upper-level coursework and other required field-based experiences as part of the program.

This review, situated at the end of your first formal field experience, provides early evidence of your professionalism and capabilities in the professional context. Prospective teachers receiving a letter of concern will be required to meet with the Director of Teacher Education to establish an appropriate *performance improvement plan*.

Criteria for admission into the professional program:

- Completion of 40 undergraduate credits
- 2.75 cumulative GPA **OR** 2.5-2.744 cumulative GPA with passing basic skills test
- Successful completion of EDUC 2001, including successful field experience
- Successful completion of behavioral and dispositional assessments in EDUC 2001
- Satisfactory background check ([CastleBranch](#)) in EDUC 2001
- Review by TEAM Committee

Appeals for Admission into the Professional Program

Students with a 2.5—2.744 GPA but without a minimum score in any of the accepted basic skills assessments can appeal for admission into the Professional Program. The appeals procedure is as follows: Prepare a typed letter indicating and addressing the basic skills test appeal. This letter should communicate in detail your efforts to address the area of concern.

Checkpoint #2: Admission to Student Teaching

Like the professional program admission checkpoint, this transition checkpoint is specific to those who wish to pursue initial teacher licensure. The culminating experience of the licensure component is the student teaching semester. Thus, candidates will apply to student teach during the early part of the semester prior to the student teaching semester. In most cases, this will be during the fall of senior year, but it may also occur in the spring of senior year.

Criteria for admission to student teaching:

- Admission to the Professional Program
- Successful completion of all courses in major/minor areas of certification
- No grades of *Incomplete* when making application nor at the end of the semester for which you are making application.
- 2.75 cumulative GPA (3.00 for graduate students)
- 2.75 GPA in major/minor areas of certification (3.00 for graduate students)
- 2.75 GPA in education sequence (3.00 for graduate students)
- Successful completion of all courses in Education sequence with a minimum grade of C or better

- Successful completion of the appropriate Praxis II Content Knowledge Exam (content area examination) **OR** 3.0 GPA in content major (Middle and High School candidates) or in overall GPA (Elementary and Middle School candidates)
- Minimum score of 221* on Wisconsin Foundations of Reading Test Version 190 (Elementary and Middle School candidates only)
- Satisfactory completion of student teaching application
 - Electronic submission of application form
 - Letter of introduction to future cooperating teacher
 - Reflection essay
 - One-on-one interview with Director of Field Placements & Licensure
- Approval from the TEAM Committee, which has final responsibility for approval or denial
- Satisfactory background recheck through [CastleBranch](#) website
- Completion of [Tuberculosis \(TB\) Screening Form](#)

***See Foundations of Reading Test details in the Program Assessments section.**

Alternative Measures for Program Completion

Per PI 34.018 (4) Completion Standards, our program has developed alternative measures for determining program completion requirements for all teacher education candidates. If a student teacher candidate does not meet overall minimum GPA of 2.75, the candidate is eligible to student teach by meeting all the following criteria:

- Submission of personal statement outlining reason(s) for the circumstances leading to the GPA deficiency.
- Minimum GPAs of 2.5 (overall, education, and content area major)
- Evidence of Content Knowledge
 - Minimum GPA of 2.5 and passing score on applicable Praxis Content Knowledge Exam
- Evidence of Pedagogy
 - Minimum average rubric scores of 2 points (out of 3-point scale) on course instructor performance assessments.
 - Measured during EDUC 2001, EDUC 4367 or 4047, and EDUC 4964 or Advanced Methods
- Evidence of Clinical Experience
 - Minimum average rubric scores of 4 points (out of 6-point scale) on Assessment of Field-Based Professional Behaviors and Dispositions
 - Measured during EDUC 2001 and EDUC 4367 or 4047
 - Minimum average rubric scores of 2 points (out of 3-point scale) on course instructor performance assessments.
 - Measured during EDUC 4964 or Advanced Methods

Completion of Student Teaching & Licensure Recommendation

For those candidates pursuing teacher licensure, this final review determines whether a candidate will be recommended for initial teacher licensure in the State of Wisconsin. Such a recommendation is contingent upon faculty approval, which is determined by proficient fulfillment of all professional responsibilities and proficient completion of all requirements of the student teaching experience.

Students approved by the committee are then reviewed by the Director of Field Placements and Licensure to ensure that criteria set by the State of Wisconsin's Department of Public Instruction have been met before a final license endorsement to the state can be made.

Criteria for license endorsement:

- Bachelor of Science degree
- Successful completion of the full semester of student teaching experience including participation in student teaching seminar
- 2.75 GPA (cumulative, major/minor areas of certification, education sequence)
- Required 233 passing score on Wisconsin Foundations of Reading Test Version 190 (Elementary and Middle School candidates)
- Growth and overall proficiency on the student teaching evaluation rubric
- Submission of final evaluations to the Director of Field Placements and Licensure

Background Check Requirements

Criminal Background checks are required of candidates at two points in the teacher education program:

- **Checkpoint #1:** Program Admission (occurs during the EDUC 2001 course)
- **Checkpoint #2:** Advancement to Student Teaching (complete the background check the semester before student teaching)

The Director of Field Placements & Licensure will email instructions completing a Criminal Background Check (CBC) to all teacher candidates at these points in the program. Candidates should visit [CastleBranch](#) to begin the background check.

Results of criminal background checks may be shared with school districts where students are placed for clinical field experiences. **Some districts may require additional criminal background investigations beyond what is provided through Castlebranch and these additional requirements might include additional costs to students.**

A "passed" background check is:

- A criminal background check response that has **NO** records
- A criminal background check that includes records that are **not automatic denials** by the Department of Public Instruction (see automatic denials below)
- A criminal background check that includes records, but, after further review are not deemed to meet the definition of **immoral conduct** (see description below).

In the case of a flagged background check:

The existence of criminal charges and/or a criminal record (misdemeanor or felony) **does not** automatically preclude candidates from admission to the program, program progression, admission to student teaching, or endorsement for licensure.

Each individual circumstance will be evaluated by the Director of Teacher Education, the Director of Field Placements & Licensure, and the Teacher Education Advising and Mentoring (TEAM) Committee.

The following offenses, however, will result in an **automatic denial** of a licensure application from the Department of Public Instruction as directed in Wisconsin Statute Chapter 118.

Therefore, if candidates' records indicate any of the following items, the candidate will be dismissed from the Educator Preparation Program immediately:

- Applicant is certified "delinquent" by the WI Department of Revenue for paying taxes
- A Class A, B, C, or D felony under ch. 940 or 948 for 6 years following the date of conviction
- A Class E, F, G, or H felony under ch. 940 or 948 that occurs after February 1, 2003.
- The following *may* result in denial of a licensure application from the Department of Public Instruction as directed in Wisconsin Administrative Code PI 34:
- Applicant is "incompetent"
- Candidate has engaged in "immoral conduct" as defined in Wisconsin Statute Chapter 118. Immoral conduct means conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare or education of any pupil. "Immoral conduct" includes the intentional use of an educational agency's equipment to download, view, solicit, seek, display, or distribute pornographic material.

The Director of Teacher Education and The Director of Field Placements and Licensure in consultation with the Department Chair and Associate Dean of the College of Education will review all cases where "incompetence" or "immoral conduct" are a concern.

A written decision will be issued to the teacher candidate within two weeks of receiving background check results that exhibit records.

Please note that even though a teacher candidate might be allowed to continue in the program, it is possible that some school districts might not allow the candidate to complete a field placement in their schools.

Self-Reporting of Criminal (Felony/Misdemeanor) Charges

Teacher candidates are required to complete the **Self-Reporting Statement** before the first week of classes each semester. This statement is included in the Field Placement Request Form. Students will not receive field placement information until this form has been submitted.

Teacher Education candidates must also report any alleged criminal misconduct charge they receive *after* their background check for program admission and/or student teaching is completed or *after* completion of the self-reporting statement. This is true regardless of where the alleged criminal misconduct occurs: on campus, off campus, in state or out of state. Minor traffic incidents (speeding violations, parking tickets, etc.) are not required to be reported; however, any and all other legal violations should be reported to the teacher education program as soon as possible. When in doubt, it is better to report information than to find out later that it should have been reported.

Failure to report one's alleged criminal misconduct may result in the termination of the student from the Teacher Education Program.

Charges/convictions must be reported to the Director of Teacher Education and the Director of Field Placements and Licensure as soon as possible, but no later than five business days, after the incident. If a student intends to report to a school for a field placement, the student must contact the Director of Teacher Education and the Director of Field Placements and Licensure **BEFORE** attending the placement.

Failure to report any incident may result in dismissal from The Teacher Education Program or failure of the candidate's education courses.

Review Committee: The Education Advising and Mentoring Committee (TEAM), composed of Teacher Education faculty and staff members, will meet to review the student's Self-Reporting statement, and decide on the student's progress/continuation in the Teacher Education Program.

Further Review or Termination: The student, the student's adviser, the Director of Teacher Education, and the Department Chair will be notified in cases where further review is required or where termination is recommended.

Appeal: To appeal the committee's decision, a student must contact the Associate Dean to initiate an appeal.

Program Assessments

Core Academic Skills for Educators

The Core Academic Skills for Educators Test, also referred to as the Praxis Core test, assesses basic knowledge in the areas of Reading, Writing and Mathematics. The Core test is required for Education students who do not have a minimum 2.75 overall GPA at the time of Professional Program admission and do not have ACT or SAT scores meeting the state of Wisconsin minimum scores. If the Core test is required, it must be taken before formal admission to the Professional Program. Scores on the Core test must meet the minimum scores as set by the state of Wisconsin.

Core Academic Skills for Educators: Reading	156
Core Academic Skills for Educators: Writing	162
Core Academic Skills for Educators: Mathematics	150

Go to [the ETS website](#) for information on registering for the test.

ACT/SAT

Students may use their ACT or SAT scores to count in place of the Core test if their test is no more than ten years old, and their scores are as follows:

License	College Entrance Exam name	Passing Score
All Wisconsin Teaching, Pupil Services, & Administrative Licenses	ACT® Plus Writing	Composite Score of ≥ 22 and combined English/Writing ≥ 20
	ACT® Test	Score of 23 with minimum sub scores of: <ul style="list-style-type: none"> • 20 on English, • 20 on Math, and • 20 on Reading

License	College Entrance Exam name	Passing Score
All Wisconsin Teaching, Pupil Services, & Administrative Licenses	The SAT® Test	Minimum sub-scores: <ul style="list-style-type: none"> • 520 on Mathematics • 510 on Reading • 480 on Writing & Language

Deadlines for Completing Required Content Area Assessments (Praxis)

- For those planning to teach during the **fall** semester, Praxis exam must be taken by the **February 15th prior to the fall semester**. Failure to pass by June 1st may result in postponement of student teaching for fall candidates.
- For those planning to teach during the **spring** semester, Praxis exam must be taken by the **August 15th prior to the spring semester**. Failure to pass by December 1st may result in postponement of student teaching for spring candidates.

Students must attempt the appropriate test(s) by these designated dates. Any exceptions to the deadline must be approved by the Director of Teacher Education or the Director of Field Placements and Licensure well in advance.

Praxis II Content Knowledge Exams

The State of Wisconsin requires that all candidates completing a teacher education program must provide evidence of content knowledge. Students can either successfully pass a Praxis II Content Knowledge Exam **OR** earn a 3.0 GPA in content major (Middle and High School candidates) or 3.0 in education coursework AND 3.0 overall GPA (Elementary and Middle School candidates).

Please note: Secondary majors who are pursuing an additional area of licensure in an unrelated content area (i.e., English and history) must also demonstrate content knowledge by achieving either a 3.0 in their content major/minor or through a passing score on the appropriate Praxis II Content Knowledge Exam. Please refer to the information on the next page for a list of all the PSA content area tests. **Please be sure that you register for the correct test.** Register for the test at the [ETS website](#).

Praxis II Content Knowledge Exam Tests Required in Wisconsin

Specific License	Praxis II Content Knowledge Exam	ETS Test #	Required Score
Elementary and Middle School K–9	Middle School: Content Knowledge (Calculator allowed)	5146	146
English Language Arts 4–12	English Language Arts: Content Knowledge	5038	167
Mathematics 4–12	Mathematics (On-screen graphing calculator provided)	5165	159
Science 4–12	General Science: Content Knowledge	5436	141
Social Studies 4–12	Social Studies: Content Knowledge	5081	153
Theatre PreK–12	Theatre	5641	157

ACTFL Tests: OPI and WPT for World and Classics Language Majors Only

World Language Education majors need to attain a score of **Intermediate High or above** on the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) **prior to** enrolling in Teaching World Language and Cultures (advanced methods course). Documentation of these results must be provided to the Director of Field Placements and Licensure prior to the start of advanced methods.

World Language majors must register to take the OPI and WPT tests via the [ACTFL website](#). Marquette University’s College of Education reserves the right to withhold recommendation for licensure for any candidate who does not demonstrate competence on the content knowledge test required by DPI.

Wisconsin Foundations of Reading Test (FORT) Version 190

Per the Wisconsin State Legislature, all applicants applying for a Wisconsin teaching license in elementary education are required to pass the Foundations of Reading Test for Wisconsin, a test of reading instruction knowledge and skills administered by Pearson Education, Inc. This requirement is in addition to the current content testing requirements for each license. The passing score is 233. See [the FORT website](#) for more information.

Deadlines for Completing Required Foundations of Reading Test (FORT)

- For all elementary candidates planning to student teach during the **fall** semester must take the FORT by February 15th **prior to the fall semester**.
- For all elementary candidates planning to student teach during the **spring** semester must take the FORT by August 15th **prior to the spring semester**.

Students must initially take the FORT by these designated dates. Any exceptions to the deadline must be approved by the Director of Field Placements and Licensure well in advance.

If the 1st attempt is not successful (less than 233), a candidate must retake within 6 weeks of their initial test date.

If the 2nd score is between 221—232, a candidate may be permitted to student teach—with the written agreement that they understand no license endorsement will be granted until a minimum score of 233 is achieved. If the 2nd attempt results in a score that is less than 221, but the initial score was 221 or above, the student teacher candidate may be permitted to student teach—with the written agreement that they understand no license endorsement will be granted until a minimum score of 233 is achieved.

Upon successful completion of student teaching, the candidate may be eligible for the bachelor's degree; however, the license endorsement will not be granted until a passing FORT score is received by Marquette University.

Conflict Resolution

The following process is followed if a conflict between a student and faculty member occurs. These conflicts might include grade-related concerns or other course-related interactions. However, there is a separate grade appeal process, which is addressed below.

1. The student schedules an appointment with faculty with whom the conflict arose.
2. If the conflict is not resolved to the student's satisfaction after that meeting, the student may write a formal letter to the Department Chair outlining the concern(s) and the strategies undertaken thus far to resolve the conflict.
3. The Department Chair then responds to the student concern(s) either in writing or in person.
4. If the situation is still not resolved, the student may write a formal letter to the Associate Dean of the College of Education.
5. The decision of the Associate Dean will be considered final.

Throughout this process, the student is encouraged to consult with his or her advisor and/or Tina McNamara, Assistant Dean of Undergraduate Advising and Student Services.

Academic Advising

All students in the College of Education are advised by the [Assistant Dean for Undergraduate Advising & Student Services](#). As in any good relationship, the relationship between advisor and advisee is most effective when both parties share responsibility for its success. [The most recent Academic Advising Syllabus can be found here.](#)

Final Grade Appeals

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

Resources and Organizations

The Education Advising and Mentoring (TEAM) Committee

A Committee comprised of teacher education faculty and staff will address concerns about students that are submitted through the “student concern form.” Students may also seek assistance from this Committee in instances when they are having difficulties navigating the program.

- Dr. Theresa Burant— theresa.j.burant@marquette.edu
- Dr. Jeff LaBelle— jeffrey.labelle@marquette.edu
- Ms. Tina McNamara— tina.mcnamara@marquette.edu
- Ms. Kirsten Lathrop— kirsten.lathrop@marquette.edu

Student Educational Services

The [Office of Student Educational Services](#) is committed to contribute to the growth and development of students as they seek to obtain academic and personal success at the university. They specialize in academic support services that include:

- Tutoring
- Study skills which help with time management, test taking
 - textbook reading
 - note-taking
 - procrastination

Career Services Center

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

Disability Services

Students with disabilities may require accommodations to ensure equal access to meet admission requirements or to participate in field experiences for the College of Education. Therefore, exceptions to or modifications of admission criteria or field placements will be determined on a case-by-case basis following the guidelines specified in the University’s [official policy document](#).

If students have questions about their disability and how it may affect field placements or admission to the College of Education, they can contact the [Office of Disability Services](#) at 288-1645. A coordinator will work with students and the Director of Teacher Education to determine the accommodation needs.

Norman H. Ott Memorial Writing Center

The [Norman H. Ott Memorial Writing Center](#) is a resource for all writers in the Marquette community and the surrounding Milwaukee neighborhood. The writing center is comprised of peer tutors—undergraduates, graduate students, and faculty from the humanities, sciences, and social sciences—who act as conversational partners for writers in all disciplines. We help people, from faculty and staff to first-year students, work towards excellence in their writing. What drives our conversations is the belief that writing is a life-long learning process.

Counseling Center

In support of the University’s value for *Cura Personalis*, it is the Marquette University [Counseling Center's](#) mission to promote a holistic approach to the psychological health and

development of all students, which contributes to the attainment of their educational objectives at Marquette University as well as responsible community membership.

Study Abroad

All Education students are encouraged to consider a study abroad opportunity. Please see the [study abroad website](#) for information about semester, summer, and short course programs. Students interested in studying abroad for a semester **must** start planning their experience during their freshman year, particularly if they still hope to finish their program in a four-year time frame. Ideally, students should plan to study abroad the second semester of sophomore year to avoid disruptions in Education coursework. Please schedule an appointment with Assistant Dean of Undergraduate Advising and Student Services to begin the planning process.

Honor Societies

College of Education students are eligible to become members of Phi Beta Kappa, Alpha Sigma Nu, and Alpha Sigma Lambda as are any Marquette students who meet the qualifications for those academic honor societies. College of Education students are also eligible to join the honor societies established by academic departments if they meet the qualifications.

Roles and Responsibilities of Program Stakeholders

- Two Contexts of Apprenticeship—College Life & Professional Life
- Understanding & Accepting Your Roles
- Understanding the Contexts
- Roles and Responsibilities:
 - Field Student
 - School-Based Cooperating Teacher or Site-Based Supervisor
 - Marquette Faculty
 - Marquette University Supervisor
 - Director of Field Placements & Licensure
 - Director of Teacher Education
 - Director of Educational Studies
- A Collaborative Approach

Two Contexts of Apprenticeship: College Life and Professional Life

Colleges of Education often face the challenge of preparing their students to develop the skills, knowledge, and dispositions they will need to succeed both as students in their university courses and as professionals in the field. These two tasks are not always congruent, and pre-service teachers sometimes feel a sense of being “caught in the middle” as they progress through their programs. This feeling of being “caught in the middle” reflects two very different roles played by the pre-service teachers as they move back and forth between the two contexts within which they live and learn.

The successful student can navigate these contexts and these roles by understanding the demands and norms of both contexts. This social and contextual understanding enables the student to seamlessly play the role of college student when on the university campus as well as the role of teacher when engaged in professional work in field-based settings.

The extent to which a student can successfully navigate this terrain is dependent on many things. First, students must be willing to recognize that they are simultaneously college students and young professionals. Second, students must be willing to accept the competing expectations and responsibilities placed on them in these varying roles. Third, faculty must be aware of these two contexts and recognize their potential to create a source of tension and conflict for students. Finally, students and faculty must actively engage one another in open discussions related to these contexts, roles, and tensions.

Understanding and Accepting Your Roles

Your apprenticeship as a student will serve as a starting point for your ultimate transition from college to professional work. During your field experiences, you will straddle and attempt to balance two very different cultures: your life as a college student and your life as a professional educator. During this initial transition and adaptation process, you may experience feelings of separation, uncertainty, and discomfort.

Initial Phase: During the initial phase, you may experience resistance to letting go of a comfortable and familiar lifestyle as a college student. In fact, some college student norms and practices may even jeopardize your professional success. As you work through this initial phase, you may find entering a new culture (that of school and professional work) to be challenging. Entering any new situation or experience requires some adjustments.

Adjustment Phase: During the adjustment phase, you may feel some uncertainty as you gain confidence through experience. It is important that you:

- Learn the art of being new,
- Learn the norms of the culture you are entering,
- Identify the unwritten cultural expectations and practices,
- Maintain a good impression,
- Shift your own perceptions and behaviors,
- Be savvy in your professional relationships,
- Understand the power and reward structures, and
- Learn how you are the most productive

Understanding the Contexts

The active research agendas of university contexts reflect a radically different orientation to teaching and learning than school contexts. In general, university research focuses on a long view, with a “future-in-the-making” perspective to educational contexts. Schools and organizations, however, have a greater dependence on the present, day-to-day activities, and often rely on past occurrences to make predictions and decisions about a course of action. Perhaps influenced by this “future-in-the-making” orientation, university contexts are often focused on providing students with a critical awareness about school contexts and a mission to promote change, sometimes based on hypothetical assumptions about best practices without concern for bureaucratic constraints. School- or site-based settings, however, are more centered on concrete social relations shaped by numerous constraints, held accountable for the achievement of the students, and operate based on evidence of performance.

In short, faculty will often structure campus-based experiences around the notions and ideals of *what could be*. In contrast, when entering school-or site-based settings, students encounter the stark reality of *what is*. Part of coming to understand the contexts in which you will be operating is being able to recognize various pathways with the potential of leading you from *what is* to *what could be*.

A Collaborative Approach

As you progress through the educator preparation program, it is important that you know you have the support of our program faculty, staff, and partners. Marquette’s Educator Preparation Program provides this network of support—cooperating teacher, university supervisor, and teacher education faculty—to guide you on your professional journey. Although the roles are similar across time, specific role expectations change over time to reflect the nature of your professional responsibilities as you move from observational experiences to various field experiences and finally to student teaching or internships.

Roles and Responsibilities

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

Due to the high risk of liability and responsibility for yourselves and your students/clients, we strongly discourage other social contacts with students/clients which might occur, for example, online/social media or in person in private homes, restaurants, cars, etc. Prior to beginning the field experience, field students are required to review and sign a field placement contract.

Field Student

This label refers to you as the student enrolled in one of the Educational Policy and Leadership department programs (Elementary and Middle School, Middle and High School, or Educational Studies). Other labels that may be used to refer to your role include pre-service teacher, prospective teacher, intern, and student teacher.

A field student is responsible for:

- ✓ Completing, with appropriate participation, the minimum number of required hours
- ✓ Following the guidelines established for field participation
- ✓ Establishing professional relationships with the Field Placement Office personnel, cooperating teachers/site supervisors, and university supervisors
- ✓ Following the established procedures for reporting an absence
- ✓ Becoming familiar with the field site and its policies and procedures
- ✓ Researching the demographics of your field site and the population of learners that is served
- ✓ Learning students' names and begin to identify learners' diverse needs, seeking to understand how these needs can be met in the context of your field experience
- ✓ Collecting resources to support instruction
- ✓ Taking initiative in participating in the activities of the classroom/site
- ✓ Completing documentation and hours log, recording activities along with hours
- ✓ Communicating promptly and clearly with all stakeholders
- ✓ Maintaining appropriate professional confidentiality regarding students/clients, classroom, and school/organization issues
- ✓ Obtaining appropriate permission prior to collecting video, audio, or photographic documentation of classroom- or site-based activities and students/clients.

School-Based Cooperating Teacher or Site-Based Supervisor

The general title of cooperating teacher or site supervisor refers to the experienced professionals with whom you will work to complete field-based requirements. These individuals invite you to learn from and with them as they engage in their professional work. Although we expect that you will establish collaborative working relationships with your cooperating teachers/site supervisors, it is important to remember that your cooperating teachers and supervisors retain their professional decision-making, obligations, and responsibilities even as you work collaboratively with one another.

Thus, while you may not always agree with your cooperating teachers, it is important that you recognize and honor their authority. Recognizing that not all field experiences will be in school settings, we will refer to individuals fulfilling this role as field partners or field mentors when applicable.

The cooperating teacher/site supervisor supports the student by:

- ✓ Preparing students/clients for the field student's arrival and making introductions
- ✓ Providing objective insights into ways to navigate the school culture
- ✓ Acquainting the field student with the school facility, including technology access and procedures for entering the building (student teaching)
- ✓ Familiarizing the field student with the routines and management of the unique classroom
- ✓ Discussing unbiased background information of students with whom field student will be working

- ✓ Sharing as much as possible about the classroom
- ✓ Involving the field student in a variety of teaching activities
- ✓ Encouraging the field student to ask questions
- ✓ Reviewing school policies and procedures, including dress code
- ✓ Providing constructive feedback throughout the field/student teaching experience
- ✓ Completing requested feedback and evaluation forms focusing on the field student's development as a teacher and professional
- ✓ Discussing concerns or issues, *as they arise*, with the field student and university supervisor

Marquette Faculty

This individual teaches the course with which a field experience is associated. They determine the requirements of the field experience and provide instructional leadership by:

- ✓ Making connections between course content and field experiences
- ✓ Designing instruction to promote students' learning
- ✓ Articulating for all participants the requirements of the field experience
- ✓ Facilitating class meetings as productive learning experiences
- ✓ Consulting with university supervisors, cooperating teachers, and students regarding the performance of the students
- ✓ Appropriately guiding and resolving field issues using the procedures articulated in this handbook

Marquette University Supervisor

The university supervisor is the university-based representative who will work most closely with you in the field. Not all field experiences include supervision.

These individuals support both the student and the cooperating teacher by:

- ✓ Communicating the goals, purposes, requirements, and expectations of the field experience/student teaching experience to the cooperating teacher
- ✓ Observing a student's interactions and instruction in the field setting
- ✓ Facilitating the student's ability to examine, analyze, and reflect on the field experience through the lens of the focus of the course and field expectations as determined by the program and course instructor
- ✓ Facilitating conferences with the student and cooperating teacher (student teaching)
- ✓ Providing timely and constructive feedback and support
- ✓ Supporting the student and/or cooperating teacher in resolving issues related to the field experience

Director of Field Placements and Licensure

This individual directly oversees the administration, development, and implementation of field placements. Responsibilities include but are not limited to:

- ✓ Maintaining relationships with partner districts/schools, administrators, and cooperating teachers
- ✓ Communicating with district placement specialists
- ✓ Collecting field placement request forms
- ✓ Recording and updating field placement data—current and historical

- ✓ Communicating with cooperating teachers and field students regarding assigned field experiences
- ✓ Communicating with course instructors/faculty regarding field placement assignments
- ✓ Fielding concerns and questions from all stakeholders
- ✓ Facilitating student teaching seminar
- ✓ Documenting and reviewing assessment results

Director of Teacher Education

This individual oversees all facets of the teacher education. Changes in state laws or Department of Public Instruction directives are monitored and communicated by the Director. The Director may be invited to participate in meetings of concern at any level and will be a participant in any level three meetings of concern.

Field Experiences and Professional Obligations & Commitments

- Foundational Coursework (Pre-professional Program) Objectives
- Advanced Coursework (Professional Program) Objectives
- How Field Placements Are Made
- Considerations for Placements in School and Community Settings
- Assessment of Course-Based Professional Behaviors and Dispositions in the College Classroom
- Assessment of Field-Based Professional Behaviors and Dispositions
- Helpful Tips to Ensure a Successful Field Placement
- Academic Integrity
- Procedures for Addressing Student Behavior/Performance Concerns
- Professional Code of Ethics for Teachers

Foundational Coursework (Pre-Professional Program) Objectives

Field experiences and service learning at this level emphasize your beginning understanding of theories of learning and includes opportunities for you to see the practical application of those theories through exposure to and observation of students in diverse settings. Under the guidance of an experienced classroom teacher/site supervisor, you will gain exposure to an urban school environment or community organization and participate in the following activities.

Advanced Coursework (Professional Program) Objectives

Field experiences at the Professional Program level also occur in the Milwaukee area and provide opportunities for more active involvement and engagement in the student learning process. Field experience at this level emphasizes the application of pedagogical strategies learned in methods coursework. During various courses, you will participate in the following activities.

How Field Placements Are Made

In the semester before enrolling in a field placement, students must complete an [Online Field Placement Request Form](#). This form generates your placement for the following semester. Students should complete the required fields and click submit on the bottom.

A Field Placement Request Form is required each time you register for a course that includes a field experience. **Please get in the habit of submitting your request form as soon as you know you'll need a placement, even if you haven't officially registered.** Although students may make requests for certain placements, it is not always possible to honor the request being made. It is also important for students to know that typically field placements are made in urban areas, including Milwaukee Public Schools, other Milwaukee area public districts, Milwaukee area charter schools, and urban Catholic schools.

All field placements and student teaching assignments are arranged by the Field Placement Office. **Under no circumstances are students permitted to initiate contact with a school to arrange a placement independent of this office.** Any concerns regarding placement should be discussed immediately with the [Director of Field Placements & Licensure](#).

Field Experience Documentation & Hours Form

The Field Experience Documentation & Hours Log is an important document which verifies successful completion of the required number of hours at an assigned field placement. Students must present this form to the assigned cooperating teacher for his/her signature each time they are at the school and should not be left in the cooperating teacher's classroom during the semester. At the end of the semester, the cooperating teacher must provide a final signature and verify the number of completed hours on the form.

Field Experience Evaluation Forms

The cooperating teacher will be asked to complete a final evaluation of the student's performance near the end of the semester. This evaluation should be shared with the student (and university supervisor when applicable). The evaluation form is due to the course instructor by the last day of class or when indicated by the instructor. These forms are provided to students by the course instructors and/or university supervisors.

Considerations for Placements in School and Community Settings

Field experiences are an important component of many of the required courses in the educator education program. All field experiences are aligned with the educator preparation program's social justice mission and are designed to provide opportunities to work with students from diverse ethnic, racial, and socio-economic backgrounds in Milwaukee area schools and organizations.

Both pre-professional field experiences as well as professional field experiences are incorporated into Marquette's educator preparation program. Expectations and active involvement will increase as candidates progress from the pre-professional to the professional program or upper coursework level. For those seeking teacher licensure, this will culminate with progression to the full semester student teaching experience which occurs during the final semester of the program. At this level, students will be required to assume full responsibility for teaching under the supervision of a highly qualified teacher.

Throughout the College of Education program courses and field experiences, students will have many opportunities to reflect upon what it truly means to be an effective urban educator. Students will be challenged to critically assess issues related to diversity and social justice and to become agents of change with a moral purpose.

Field experiences are regulated by the Wisconsin Department of Public Instruction (DPI) and the DPI-approved teacher education program at Marquette University. As mandated by the Department of Public Instruction, field experiences at Marquette must comply with the following regulations as stated in the [Wisconsin Administrative Code PI 34.023](#):

Clinical program. The educator preparation program's conceptual framework shall include a clinical program that meets all of the following requirements:

(1) **Pre-student teaching.** Each student shall have onsite, supervised pre-student teaching clinical experiences which meet all of the following requirements:

- (a) Are developmental in scope and sequence.
- (b) Occur in a variety of variety of school settings.
- (c) Result in the student being able to demonstrate knowledge and understanding of the standards under s. [PI 34.002](#), as demonstrated by the assessments required under s. [PI 34.021](#).
- (d) Evaluates each student's performance by using at least 2 written evaluations based upon observations by the cooperating teacher or the program supervisor. The written evaluations shall be kept as part of the student file required under s. [PI 34.016 \(3\) \(b\)](#).

(2) **Student teaching.** For educator preparation programs leading to a teaching license, each student shall have student teaching experience which meets all of the following requirements:

(a) Is developmental in scope and sequence.

(b) Occurs in school settings.

(c) Meets the statutory requirements under s. [118.19 \(3\) \(a\)](#), Stats.

(d) Provides the student opportunities to interact with and adapt instruction for children with disabilities.

(e) Assigns the student a cooperating teacher or team of cooperating teachers.

(f) Has the following duration: For educator preparation programs leading to the student's first license, the student teaching shall be for full school days for a full semester of the cooperating school.

(g) Results in the student being able to demonstrate greater knowledge and understanding of the standards under s. [PI 34.002](#), as demonstrated by the assessments required under s. [PI 34.020](#).

(h) Evaluates each student's performance using all of the following:

1. A minimum of 3 classroom observations, either in person or real-time virtual, by a program supervisor with relevant teaching experience. At least one observation shall be in person.

2. At least 3 written evaluations of each student based upon classroom observations by the cooperating teacher or a supervisor approved by the educator preparation program. At least one written evaluation shall be done by the cooperating teacher. The procedures for the written evaluations shall include conferences with the student, cooperating teacher, and program supervisor. The student shall determine which evaluations are available to prospective employers. The written evaluations shall be kept as part of the student file required under s. [PI 34.016 \(3\) \(b\)](#).

Assessment of Course-Based Professional Behaviors & Dispositions

The formative assessment below consists of two contrasting behaviors for each indicator of course-based professional dispositions. Circle the rating closest to the phrase that best describes the student's behavior during your course.

Professional Attributes & Characteristics	The student...	Circle rating based on your assessment.	The student...
Attendance & Punctuality	Has exemplary attendance and/or is consistently on time.	6 5 4 3 2 1	Has missed more than two classes and/or has been consistently late to class.
Work Habits	Submits work on time and with minimal guidance.	6 5 4 3 2 1	Often submits work late or requires extensive guidance.
Work Quality	Submits work that is consistently thoughtful and carefully prepared.	6 5 4 3 2 1	Submits work that lacks organization and/or thoughtfulness.
Oral Communication	Demonstrates excellent skills in articulating and expressing ideas during class discussions.	6 5 4 3 2 1	Frequently has difficulty expressing ideas clearly during class discussions.
Written Communication	Submits consistently organized, clearly expressed written work, with no grammatical errors.	6 5 4 3 2 1	Submits written work that lacks organization, clarity, and/or grammatical correctness.
Knowledge of Course Content	Has solid knowledge of course content and draws upon it in new and unique ways.	6 5 4 3 2 1	Has superficial knowledge of course content and/or hasn't fully internalized it.
Intellectual Independence	Submits work which exceeds course requirements and demonstrates an ability to connect big ideas and take risks independently.	6 5 4 3 2 1	Does what is asked but has difficulty conceptualizing and applying big ideas.
Response to Multiple Perspectives	Evaluates multiple perspectives and makes well-considered decisions about integration into their own perspective.	6 5 4 3 2 1	Has difficulty considering perspectives that differ from their own.
Response to Critical Feedback	Actively solicits critical feedback and insights from others and acts on feedback from others.	6 5 4 3 2 1	Has difficulty accepting critical feedback and may be defensive and resistant to feedback.
Social Understanding	Exhibits a high level of understanding about what to do or say in order to maintain good relations with others and responds accordingly.	6 5 4 3 2 1	Has difficulty understanding what to do or say in the social context; does not consistently respond accordingly.
Interpersonal Skills & Collaboration	Appropriately and effectively collaborates with others; actively seeks to ensure collaborative efforts are successful; encourages equitable contributions from all group members.	6 5 4 3 2 1	Has difficulty collaborating with others; may excessively dominate or withdraw from collaborative activities; contributions hinder collaborative efforts.
Self-Confidence	Appropriately self-assured and poised; competently handles professional demands.	6 5 4 3 2 1	Often appears unsure, self-conscious, or is inappropriately self-assured.

Assessment of Field-Based Professional Behaviors and Dispositions

The formative assessment below consists of two contrasting behaviors for each indicator of course-based professional dispositions. Circle the rating closest to the phrase that best describes the student's behavior during the field experience.

Professional Attributes & Characteristics	The student...	Circle rating based on your assessment.	The student...
Attendance & Punctuality	Has exemplary attendance and/or is consistently on time.	6 5 4 3 2 1	Has missed scheduled field work and/or has been consistently late.
Professional Appearance	Maintains a professional appearance.	6 5 4 3 2 1	Wears inappropriate clothing and/or lacks hygiene.
Work Habits	Demonstrates excellent work habits and works independently.	6 5 4 3 2 1	Demonstrates emerging work habits and works effectively only with significant guidance.
Work Quality	Submits work that is consistently thoughtful and carefully prepared.	6 5 4 3 2 1	Submits work that lacks organization and/or thoughtfulness.
Oral Communication	Demonstrates excellent skills in articulating and expressing ideas when speaking.	6 5 4 3 2 1	Frequently has difficulty expressing ideas clearly when speaking.
Written Communication	Consistently communicates through writing in an organized, way, with no grammatical errors.	6 5 4 3 2 1	Demonstrates a lack of organization, clarity, and/or grammatical correctness when writing.
Knowledge of Content Area	Works to deepen and seek understanding of the content material.	6 5 4 3 2 1	Demonstrates a surface understanding of the content material.
Interactions with Students	Initiates opportunities and establishes appropriate rapport with students.	6 5 4 3 2 1	Fails to establish rapport with students and/or appears timid, detached from them and/or is inappropriate with them.
Response to Learners	Consistently responds to accommodate learning and social needs of all students.	6 5 4 3 2 1	Has difficulty responding to the needs of all students.
Response to Critical Feedback	Actively solicits critical feedback and insights from others and acts on feedback from others.	6 5 4 3 2 1	Has difficulty accepting critical feedback and may be defensive and resistant to feedback.
Planning	Consistently demonstrates effective planning and prepares thoughtfully.	6 5 4 3 2 1	Has difficulty with planning and/or fails to prepare for field work.
Classroom Management	Consistently can organize and manage the classroom activities and respond pro-socially to student behavior.	6 5 4 3 2 1	Has difficulty organizing and managing classroom activities and/or responds inappropriately to student behavior.
Collegiality	Appropriately and effectively collaborates with others at the school/site.	6 5 4 3 2 1	Demonstrates a lack of collaboration and/or interest in working with others at the school/site.
Self-Confidence	Appropriately self-assured and poised; competently handles demands.	6 5 4 3 2 1	Often appears unsure, self-conscious, or is inappropriately self-assured.
Ability to Reflect and Improve Performance	Works to deepen and use understanding of classroom practice and student learning.	6 5 4 3 2 1	Has difficulty reflecting and assessing own teaching abilities.

Helpful Tips to Ensure a Successful Field Placement

Contacting a Cooperating Teacher or Site Supervisor

Students should email their assigned cooperating teacher/site supervisor as soon as they receive the placement information from the Field Placement Office or Service-Learning Office. Emails should be written professionally and reviewed carefully for correct spelling, grammar, and information before sending.

Example Email Message:

Dear Mr. Jones,

I am the Marquette education student who has been assigned to complete ____ (# of) required hours of field work with you and your students this semester. Due to my class (and/or work) schedule, I am available on the following days and times:

Tuesday/Thursdays 11:00am—1:30pm or Fridays 7:30am—1:30pm

Might any of these time frames be convenient for you? I look forward to meeting you and learning from you and your students/clients during my time in your classroom/organization this semester.

Sincerely,

Joe Carter

While you may write your email specific to you and your style, please include the following:

- ✓ Share the required number of hours per week you will be working at your site.
- ✓ Suggest the day(s) and time(s) that you are available and ensure this is convenient to the cooperating teacher/site supervisor.
- ✓ Share that field hours must be completed on the same day and same time each week to establish consistency.
- ✓ Inquire about the school/organization calendar—including days off and field trips to avoid conflicts with their field hours.
- ✓ Provide dates of Marquette breaks when you will not attend your regularly scheduled hours.

Reminder: Be prepared to check your Marquette email account at least once daily, if not more frequently, to keep up with any communications with your cooperating teacher/site supervisor, course instructor, and/or university supervisor.

Additional Reminders:

- ❖ **Submit the school or site's required background check paperwork as soon as possible.** You are responsible for finding out what is required if your site does not accept the results of your CastleBranch background check. These checks can sometimes take several days/weeks to process, and you don't want your field hours to be affected negatively.
- ❖ **Cell phones must be turned off and out of sight** when attending your field placement.
- ❖ Please **begin your field hours at the beginning of the semester**. If you have not been timely in scheduling your observations at the beginning of the semester, the teacher may not permit you to remain in his/her classroom. A new field placement will not be assigned to you if you fail to contact your cooperating teacher and lose your opportunity to complete your field experience.
- ❖ **Enjoy** your time out at your school site and consider putting in more time than required!
- ❖ **Attend your field placement regularly and consistently.** The field work component is a significant aspect of your course, and you run the risk of not passing successfully if you do not fulfill your field work hours and responsibilities.
- ❖ **If you are unable to report to the school due to illness, notify your cooperating teacher immediately.** Make every effort to make up the missed time quickly. The ability to perform in this area suggests a readiness to teach; a lack of performance in this area will be noted on field-based evaluation forms. This type of feedback, related to field performance, is reviewed by the faculty, and informs decisions during the admission to student teaching checkpoint.
- ❖ **Showing enthusiasm, a willingness to learn, and commitment to the profession is expected.** The message conveyed to the cooperating teacher is: *"I really want to learn from you and work with the students in your classroom. Please tell me what you would like me to do today."* Although observation is an important component of all field experiences, students should avoid sitting in the back of the room taking notes and appearing to be disengaged in the activities of the classroom.
- ❖ **All field hours are completed at your assigned school and assigned cooperating teacher.** Please notify the [Field Placement Office](#) if you are directed to report to a teacher other than the one assigned to you.
- ❖ **Please be advised about digital permanence!** You are encouraged to be very careful about what you are putting on social media that could cast you in an unprofessional light. If you have any inappropriate material on social media, please take it down before you begin your field experience. In addition, the greeting on your voicemail should be reviewed for appropriateness.
- ❖ **Demonstrate a spirit of cooperation and interest** by volunteering to do something extra in the classroom. Teachers do notice and are impressed with field students who demonstrate their willingness to exceed normal expectations of the field experience.

- ❖ **Students are encouraged to circulate around the classroom** as students are engaged in group learning activities or independent seat work. Although teachers generally welcome this, students will want to first check with their cooperating teacher.
- ❖ **Students are encouraged to ask clarifying questions** at their field work sites. However, students should find an appropriate time to have these conversations and refrain from interrupting teachers to ask questions when they are actively involved in teaching.
- ❖ While it may be easy to make judgments, remember that you are only visiting this classroom for relatively short, isolated periods of time. You're not always aware of what has happened prior to your arrival, so **remember you are there to learn and to help.**
- ❖ **Ask your cooperating teachers for feedback** as they observe you working in the classroom and be receptive to suggestions that are provided.
- ❖ **Be sure cooperating teachers have your phone number and/or e-mail address** in the event they need to contact you of a school closing or school event that may prevent your classroom participation.
- ❖ **Always remember to notify your cooperating teacher in the event of illness.** Inform the teacher that the missed hours will be made up and that you will be there the following week. **Do not presume that cooperating teachers will be aware of your Marquette calendar if breaks happen to fall on one of the days you are scheduled to report to your school.** It is your responsibility to alert the cooperating teacher to this.

Academic Integrity

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

Procedures for Addressing Student Behavior/Performance Concerns

A procedure has been implemented to address concerns about student behavior/performance in the course or the field placement. Each level represents an increased level of concern. Similarly, the action steps that correspond with each level of concern reflect the severity of the concern. Depending upon the nature of the concern, responsive steps may be disciplinary or supportive in nature. In the event of a failure to fulfill responsibilities, responsive steps may be disciplinary. In line with the developmental lens we bring to teacher education, any action steps to address concerns stemming from performance will outline supports put in place to aid the student towards proficiency.

Level One Concerns:

These first level concerns focus on student behavior and/or performance that reflect poorly on the individual's commitment to the field experience and/or course-based responsibilities. Causes for responsive action related to level one concerns shall include, but shall not be limited to:

- Inappropriate cell phone, computer, and/or Internet usage
- Inappropriate dress
- Tardiness
- Absence without appropriate notification
- Lack of preparedness
- Neglect of responsibilities
- Failure to actively participate in field setting

University supervisors and our cooperating teachers are usually the first to notice and document such behaviors and performances through evaluations and/or conversations.

Action steps related to level one concerns shall follow the procedure below:

1. The university supervisor or field placement office personnel will document the rule or expectation that was violated and communicate the concern(s) to the student.
2. A copy of the documentation will be placed in the student file.

Often, these level one concerns stem from a student's struggle navigating the two contexts of apprenticeship appropriately. While lack of awareness—or appreciation for the professional expectations of the field experience—may help explain the source of some level one concerns that arise, it is hoped that the supportive nature of the related responsive action will provide a context to clarify expectations.

Level Two Concerns:

These second level concerns focus on student behavior and/or performance that threaten Marquette's relationship with the field site. Causes for action steps related to level two concerns shall include, but shall not be limited to:

- The same concern repeated multiple times or as one concern is addressed, a new concern arises.
- Inappropriate verbal interactions with students or school personnel

- Inappropriate written communication
- Willful disregard for directives from field site and/or Marquette personnel
- Violation of school or district policy
- Inefficiency in performance of duties

Responsive action related to level two concerns shall follow the following procedure:

1. A meeting of concern will be immediately scheduled with the student, the course instructor, the Assistant Dean for Undergraduate Advising, and the university supervisor (if applicable). This meeting should be held in advance of the next scheduled visit to the field site. If the meeting cannot be scheduled within this timeframe, the student *should not* return to the field site until the meeting has taken place.
2. The Assistant Dean for Undergraduate Advising will document the meeting of concern using a *performance improvement plan*.
3. The student will receive a copy of the *performance improvement plan*.
4. If appropriate, the university supervisor or Director of Field Placements will inform the cooperating teacher and/or school administrator of the outcomes of the meeting of concern.
5. A copy of the *performance improvement plan* and the full meeting of concern minutes will be included in the student's file.

Level two concerns may stem from poor professional judgment or from performances that are inadequate given the expectations of the field experience. In either case, the meeting of concern form requires the development of an action plan to remedy the situation. In cases stemming from poor professional judgment, the action plan will include an articulation of actions the student will take to repair the situation and clear and direct consequences should poor professional judgment continue.

In cases stemming from inadequate performance, the action plan will articulate specific strategies and suggestions to support the candidate in developing proficiency, benchmarks to be attained to proficiency, and support put in place to assist the candidate in attaining benchmark proficiency.

Level Three Concerns:

These most serious concerns reflect student behaviors that violate standards of ethical conduct **or** performances that are inadequate given the expectations of the field experience. Causes for responsive action related to level three concerns shall include, but not be limited to:

- Unresolved level two concerns
- Violation of Marquette University's Honor Code
- Violation of Marquette University's academic integrity policy
- Violation of school and/or district policies and guidelines regarding professional conduct
- Violation of professional code of ethics as articulated by professional organizations (see below)
- Ineffectiveness in performance of duties

Responsive action related to level three concerns shall follow the procedure below:

1. A meeting of concern will be immediately scheduled with the student, the Director of Teacher Education, the course instructor, the university supervisor (if applicable). This meeting should be held within one day of the infraction. The student *must not return* to the field site until the meeting has taken place.
2. An impartial observer will record minutes and otherwise document the meeting of concern.
3. The student will receive a copy of the *performance improvement plan*.
4. The Director of Teacher Education will write a follow-up letter to the candidate summarizing the concern(s), the action(s) to be taken, and how the issue(s) will be resolved (including restitution to repair the situation and/or support given to the candidate to address areas of insufficiency).
5. A copy of the *performance improvement plan*, the full meeting of concern minutes, and the Director of Teacher Education's letter will be included in the student's file.

Level three concerns may stem from gross violations of professional standards and norms or from inadequate performance given the expectations of the field experience such that without intervention the candidate will not succeed in the placement. In either case, the meeting of concern requires one of three outcomes:

1. the development of an action plan to remedy the situation,
2. dismissal from the field placement and a failing grade for the course, or
3. dismissal from the teacher education or educational studies program.

In cases stemming from gross violations of professional standards and norms, and if the student is permitted to return to the field site, the action plan will include an articulation of actions the student will take to repair the situation, and clear and direct consequences should poor professional judgment continue.

In cases stemming from inadequate performance, the action plan will articulate specific strategies and suggestions to support the candidate in developing proficiency, benchmarks to be attained to proficiency, and support put in place to assist the candidate in attaining benchmark proficiency.

Professional Code of Ethics for Teachers

Principle I—Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II—Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the 1975 National Education Association Representative Assembly, amended 2010

The Culminating Student Teaching Experience

- Preparing to be a Student Teacher
- Cooperating Teacher Requirements
- Cooperating Teacher Responsibilities
- Withdrawing from Student Teaching
- Labor Disputes
- The Student Teaching Experience
- Attendance Policy
- Evaluation of Student Teachers
 - Observations
 - Evaluation Rubric
- Initial Teacher Licensure

Preparing to Be a Student Teacher

Graduation Information

All student teachers must complete and submit a graduation application online in CheckMarq to the Office of the Registrar for a degree to be conferred from Marquette University. Fall **and** spring student teachers who are planning to participate in the university's annual May commencement ceremony must submit an online graduation application by February 1st.

The Marquette Registrar's Office sets the deadlines for submission of graduation applications; the College of Education will send reminders to future student teachers during the academic year, along with graduation application instructions and information. You'll also receive information regarding transcripts and diplomas.

Registration Information

Student teaching is a course for which students must register, as a seminar accompanies the experience. The Wisconsin Department of Public Instruction (DPI) requires that students register for a course to be eligible for a teaching license. At Marquette, the student teaching course is taken for fifteen (15) credits at a flat rate at the undergraduate level and three (3) credits per usual credit cost at the graduate level.

Since student teaching is an actual course, candidates are required to demonstrate that they have acquired specific content knowledge as well as appropriate professional dispositions and skills. Students earn an *S (Satisfactory)* or a *U (Unsatisfactory)* grade for student teaching.

Occasionally a grade of *I (Incomplete)* may be assigned. As stated in the *Marquette University Undergraduate Bulletin*, a grade of I is "assigned by the instructor, normally on a pre-arranged basis, to allow completion of course assignments other than the final examination. It is understood that the student's performance in the course must merit this special concession." The Director of Field Placements and Licensure is the assigned instructor for student teaching courses and has final responsibility for assigning grades.

Eligibility to Student Teach

Student teacher candidates must make a formal application to student teach early in the semester preceding the one during which student teaching will occur. The student teaching deadline is announced in the student teaching informational meeting, which is scheduled by the Director of Field Placements and Licensure early each semester.

To be eligible to student teach, the student teacher candidate must meet the following criteria:

- Admission to the Professional Program
- Successful completion of all courses in major/minor areas of certification
- No grades of *Incomplete* when making application nor at the end of the semester for which you are making application.
- 2.75 cumulative GPA (3.00 for graduate students)
- 2.75 GPA in major/minor areas of certification (3.00 for graduate students)
- 2.75 GPA in education sequence (3.00 for graduate students)
- Successful completion of all courses in Education sequence with a minimum grade of C or better

- Successful completion of the appropriate Praxis II Content Knowledge Exam **OR** 3.0 GPA in content major (Middle and High School candidates) or in overall GPA (Elementary and Middle School candidates)
- Successful completion of the Foundations of Reading Test Version 190 (Elementary and Middle School candidates only)
- Satisfactory completion of student teaching application
 - Electronic submission of application form
 - Letter of introduction to future cooperating teacher
 - One-on-one interview with Director of Field Placements & Licensure
- Approval from the TEAM Committee, which has final responsibility for approval or denial of the applicants
- Satisfactory background check ([CastleBranch Website](#))
- Completion of [Tuberculosis \(TB\) Screening Form](#)

Alternative Measures for Program Completion

Per PI 34.018 (4) Completion Standards, our program has developed alternative measures for determining program completion requirements for all teacher education candidates. If a student teacher candidate does not meet overall minimum GPA of 2.75, the candidate is eligible to student teach by meeting all the following criteria:

- Submission of personal statement outlining reason(s) for the circumstances leading to the GPA deficiency.
- Minimum GPAs of 2.5 (overall, education, and content area major)
- Evidence of Content Knowledge
 - Minimum GPA of 2.5 and passing score on applicable Praxis II Content Knowledge Exam
- Evidence of Pedagogy
 - Minimum average rubric scores of 2 points (out of 3-point scale) on course instructor performance assessments.
 - Measured during EDUC 2001, EDUC 4367 or 4047, and EDUC 4964 or Advanced Methods
- Evidence of Clinical Experience
 - Minimum average rubric scores of 4 points (out of 6-point scale) on Assessment of Field-Based Professional Behaviors and Dispositions
 - Measured during EDUC 2001 and EDUC 4367 or 4047
 - Minimum average rubric scores of 2 points (out of 3-point scale) on course instructor performance assessments.
 - Measured during EDUC 4964 or Advanced Methods

Cooperating Teacher Requirements

Per Wisconsin Department of Public Instruction; PI 34.023 (4)

The clinical program may only use cooperating teachers and school-based supervisors who meet all of the following requirements:

- (a) Holds a valid Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
- (b) Volunteered for an assignment as a cooperating teacher or school-based supervisor.

- (c) Has at least 3 years of teaching experience, including one year of experience at the current place of employment, or at least 3 years of pupil services or administrator experience, including one year of experience at the current place of employment.
- (d) Has completed training in the supervision of clinical students and the applicable standards.

Cooperating Teacher Responsibilities

The general title of cooperating teacher refers to the experienced professionals with whom we place student teachers.

Although we expect that cooperating teachers will establish collaborative working relationships with our student teachers, we have made it clear that cooperating teachers retain their professional decision-making, obligations, and responsibilities even as they work collaboratively with student teachers. The cooperating teacher will support the student by:

- ✓ Preparing students for the student's arrival
- ✓ Introducing the student to students and to colleagues
- ✓ Acquainting the student with the school facility, including technology access and procedures for entering the building (student teaching)
- ✓ Providing objective insights into ways to navigate the school culture
- ✓ Familiarizing the student with the routines and management of the unique classroom
- ✓ Discussing unbiased background information of the students with whom the student will be working
- ✓ Sharing as much as possible about the classroom
- ✓ Involving the student in a variety of teaching activities
- ✓ Encouraging the student to ask questions
- ✓ Reviewing school policies and procedures, including dress code
- ✓ Providing constructive feedback throughout the field/student teaching experience
- ✓ Completing requested feedback and evaluation forms focusing on the student's development as a teacher and professional
- ✓ Discussing concerns or issues, *as they arise*, with the student and university supervisor

Continuation or Removal from Student Teaching

Teacher candidates will be allowed to continue with their student teaching experience as long as they make satisfactory progress as determined by the cooperating teacher and university supervisor and receive favorable evaluations. However, the College of Education recognizes the right of the host school cooperating teacher, principal, or university supervisor to request the removal of a student from a student teaching position. If such a request is made, action will be taken immediately.

A teacher candidate may be removed from a student teaching assignment if the teacher candidate's performance or behavior is judged to be adversely affecting the pupils, the host school, or the university. If the teacher candidate demonstrates behaviors that would require a leave of absence or dismissal for someone on the regular teaching staff, the teacher candidate will be removed.

Teacher candidates who are not successful in their student teaching experience may be required to participate in a remediation program plan before College of Education approval may be granted to student teach in a subsequent semester.

Teacher candidates and cooperating teachers spend the most time with each other and have the greatest need and the greatest opportunity to communicate clearly and respectfully. First and foremost, students are to discuss concerns with their cooperating teachers. The key to resolution of minor concerns is communication. If teacher candidates and their cooperating teachers are unable to resolve their concerns, the university supervisors should be approached as facilitators.

The following general procedures should be followed if a major problem develops:

1. The supervisor (cooperating teacher or university supervisor) who identifies the problem meets with or communicates concerns to the teacher candidate as soon as possible to identify the area(s) of concern and ways to correct or improve the situation.
2. If the problem is not resolved, the supervisory team proceeds as follows and documents the problem in written form. The supervisory team, including the Director of Field Placements & Licensure:
 - Meets with the teacher candidate to review the area(s) of concern.
 - Lists in writing what needs to be accomplished and sets a time frame for future action.
 - Decides what assistance will be provided to the teacher candidate by the team.
 - Identifies possible alternative action if the problem continues (i.e. remediation or termination of the student teaching experience).
3. The supervisory team provides feedback and keeps the teacher candidate informed of progress being made.
4. If the problem has not been resolved satisfactorily within the designated time frame, a second meeting is held and the alternative action that was planned in step two (above) is taken.

Withdrawing from Student Teaching

Teacher candidates may choose to withdraw themselves from student teaching for personal or professional reasons before the student teaching experience begins. Students considering doing so must discuss the matter with the Director of Field Placements and Licensure as soon as possible. **If a teacher candidate chooses to discontinue the student-teaching experience**, s/he must inform the cooperating teacher, the university supervisor, and the Director of Field Placements and Licensure immediately. The teacher candidate will also need to submit a formal letter of termination and complete the necessary paperwork by the course withdrawal deadline date to receive a grade of *W (Withdrawn)*. If procedures are not followed and a grade of *W* is not assigned, a grade of *U (Unsatisfactory)* will be assigned. Contact the Assistant Dean of Undergraduate Advising & Student Services for assistance with the process.

Labor Disputes

In the event of a work stoppage in a cooperating school system where teacher candidates are placed, it is the policy of Marquette University that teacher candidates be non-participants. Teacher candidates are not to cross picket lines or participate in any school-related activities until the issues have been resolved between the school board and the local Teacher Education Association.

The Student Teaching Experience

The Marquette University College of Education has made a commitment to intellectual excellence, to the Jesuit, Catholic tradition, and to service to others. Marquette has identified itself as an urban institution committed to service in the Milwaukee urban area. Therefore, student teaching placements are designed in collaboration with Milwaukee public, charter, and Catholic schools. Currently, the Marquette University teacher preparation program works closely with several schools in the Metro Milwaukee area to ensure that teacher candidates will have the opportunity to further develop the knowledge, skills, and dispositions characteristic of effective professional practice in diverse settings.

Student teaching placements are arranged through the Director of Field Placements and Licensure. **Under no circumstance is an applicant for student teaching to initiate contact with a school to arrange his or her own placement independent of the Director of Field Placements and Licensure.**

In addition, students may not be permitted to student teach in a school they previously attended as a student. Student teaching applicants may list preferences for placements; however, there is no guarantee that any listed preferences can be honored.

In addition, **all student teachers** are expected to be actively involved with planning, teaching, assessing, and monitoring students for the entire semester. However, the lead teaching role is taken on through a gradual release of responsibility model, with a full teaching day achieved by the start of the 8th week at the latest. The full day is defined as teaching all subject areas for K–9 candidates or teaching four traditional class sections for 4–12 candidates.

Student teachers can be expected to participate in any activities and duties required by the contract of their cooperating teacher, including but not limited to:

- Assisting with duties around the school—recess, lunchroom, study hall...
- Observing and/or participating in faculty meetings and professional development days
- Attending and participating in parent-teacher conferences and any other required evening activities/events
- Observing an IEP meeting
- Observing and/or participating in a committee or professional learning community

Our program's goal is to provide appropriate supports while still holding high expectations of our teacher candidates. **Should concerns arise about a student teacher's performance, effort, or attendance, it is critical that the University Supervisor or [Director of Field Placements](#) be notified so that quick intervention can be taken.**

Attendance Policy

Student teachers follow the calendar of the regular teaching staff of the host school. They are expected to be at their school site for the entire day for the full semester, with the exception of illness or reasonable advance requests, explained below.

Illness

In the event of illness, teacher candidates must contact their cooperating teacher and university supervisor immediately using their preferred method of communication (email, text, phone call). It is also the responsibility of the student teacher to ensure that the cooperating teacher receives all required lesson plans before the school day begins. Teacher candidates are also expected to communicate their illness to their supervisor and to the Director.

Requested Release Time

Student teachers are permitted to request up to three days of release time over the course of the entire student teaching placement. These requests must be submitted by email to Kirsten Lathrop, Director of Field Placements and Licensure, at kirsten.lathrop@marquette.edu.

All requests should be requested by the student teacher as far in advance as possible, and failure to request release time more than one week in advance may result in a denial of the request.

Taking more than one day off due to illness will affect the number of requested days granted. You may have no more than four days of absences total, and all days should be reported to both your University Supervisor and the Director of Field Placements.

Excessive absenteeism is to be dealt with by the supervisory team. A teacher candidate who has more than four excused absences may be required to extend the student teaching experience into another semester to meet the equivalent of the full-day, full-semester requirement.

Evaluation of Student Teachers

Observations

Teacher candidates are observed a minimum of four times by the university supervisor and participate in a minimum of two triadic conferences involving the cooperating teacher and university supervisor. In addition, any informal observations and subsequent feedback that cooperating teachers offer are welcomed.

Evaluation Rubric

Student teachers will be evaluated by both the university supervisor and the cooperating teacher(s) using the evaluation rubric at the midterm and end of semester. All ratings and accompanying feedback should be shared between the student teacher, the university supervisor, and the cooperating teacher(s).

At the midterm, should a student teacher earn a minimal score on any of the rubric indicators, a *performance improvement plan* may be drawn up by the Director of Field Placements and Licensure immediately. Failure to meet sufficient progress as stated in this written contract may result in an extended student teaching experience.

Note: Midterm evaluations will be completed by the university supervisor and cooperating teacher(s) only after the teacher candidate is teaching a full-day, full-course load. **This full takeover should begin no later than the start of the 8th week of the semester.**

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

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

Upon successful completion of the student teaching semester, including successful completion of the evaluation rubrics, student teacher candidates will be endorsed for their initial teacher license in the State of Wisconsin.

- Elementary and Middle School Teacher Education (K—9)
- Middle and High School Teacher Education (4—12)

The Culminating Internship Experience

- Preparing to be an Educational Studies Intern
- Site Supervisor Responsibilities
- Concerns about Behavior &/or Performance During Internship
- The Internship Experience
- Attendance Policy
- Evaluation of Interns
 - Educational Studies Internship Documentation and Hours Log
 - Observations
 - Educational Studies Internship Evaluation Rubric
 - Senior Internship Project and Rubric

Preparing to be an Educational Studies Intern

Graduation Information

If your internship occurs during your final semester, you must complete and submit a graduation application online in CheckMarq to the Office of the Registrar in order for a degree to be conferred from Marquette University.

The Marquette Registrar's Office sets the deadlines for submission of graduation applications; the College of Education will send reminders to future graduates during the academic year, along with graduation application instructions and information. You'll also receive information regarding transcripts and diplomas.

Registration Information

Students must register for either EDUC 4986 or 4987 Senior Internship I and II (3 credits/S/U grading). Only one semester of internship is required; however, some students may choose to continue at their sites or participate in a second internship at a different site. In addition to the required 120-hour minimum at the site, a late afternoon/early evening seminar accompanies the experience (See the course schedule for the semester for the dates and times).

Since the internship is an actual course, interns are required to demonstrate that they have acquired specific content knowledge as well as appropriate professional dispositions and skills. Students earn an *S (Satisfactory)* or a *U (Unsatisfactory)* grade for the internship experience.

Occasionally a grade of *I (Incomplete)* may be assigned. As stated in the *Marquette University Undergraduate Bulletin*, a grade of I is "assigned by the instructor, normally on a pre-arranged basis, to allow completion of course assignments other than the final examination. It is understood that the student's performance in the course must merit this special concession." Either the Educational Studies Program Coordinator or another course instructor is the assigned instructor for the internship courses and has final responsibility for assigning grades.

Eligibility for Internship

Internship candidates must submit the internship application to the Educational Studies Program Coordinator during Advising Week of the semester prior to the internship.

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

- No grades of *Incomplete* when making application nor at the end of the semester for which you are making application.
- Successful completion of all courses in Education sequence with a minimum grade of C or better
- Satisfactory completion of internship application
- Approval from the TEAM Committee, which has final responsibility for approval or denial of the applicants
- Satisfactory background check submitted as required by the agency where the internship takes place.

Site Supervisor Responsibilities

You will be supervised at your site by someone chosen by the staff at your site to oversee your experience. The supervisor will:

- Provide appropriate training and orientation to the site and to the duties of the internship
- Provide guidance and feedback on intern performance and project
- Complete a midterm and final evaluation
- Verify the completion of the internship hours and sign the verification form

Concerns with Behavior and/or Performance During Internship

The protocol for documenting and communicating concerns during the senior internship is the same as during the program. In Professional Obligations and Commitments, the three levels of concern and corresponding corrective action(s) are outlined.

Internship candidates may choose to withdraw themselves from the internship for personal or professional reasons before the internship experience begins. Students considering doing so must discuss the matter with the Educational Studies Program Coordinator as soon as possible.

If an intern chooses to discontinue the internship experience, s/he must inform the Educational Studies Program Coordinator immediately. The intern will also need to submit a formal letter of termination and complete the necessary paperwork by the course withdrawal deadline date in order to receive a grade of *W (Withdrawn)*. If procedures are not followed and a grade of *W* is not assigned, a grade of *U (Unsatisfactory)* will be assigned. Contact the Assistant Dean of Undergraduate Advising & Student Services for assistance with the process.

The Internship Experience

The Marquette University College of Education has made a commitment to intellectual excellence, to the Jesuit, Catholic tradition, and to service to others. Marquette has identified itself as an urban institution committed to service in the Milwaukee urban area. Therefore, internship placements are designed in collaboration with Milwaukee area agencies in order to further develop the knowledge, skills, and dispositions characteristic of effective professional practice in diverse settings.

Internship placements are arranged through the Educational Studies Program Coordinator and the Office of Service Learning at Marquette University. Students will interview with potential site placements a few weeks before the semester starts. If you have a site in mind, you may discuss your interests with contacts at the site if the site is familiar to you. However, please do not make any promises to a site. All sites and placements must be approved by the Educational Studies Program Coordinator.

Educational Studies Program Goals

- Develop students who can use multiple frameworks of learning, assessment, and curricular planning to think critically and creatively about educational problems and dilemmas of practice in educational organizations and informal learning environments.
- Develop students who can demonstrate project management, strategic planning, collaborative planning, team building, research skills, and critical reflection on practice
- Develop students with knowledge in learning and assessment who are able to design and deliver educational lessons and curriculum in human service organizations and informal-learning environments.

Intended Learner Outcomes for Internship Experience

1. Reflect critically and constructively on your internship experience to determine next steps for building your professional experiences
2. Develop self-awareness of your strengths, challenges, and practices as a professional
3. Plan, execute, and present the results of a project conducted at your internship site
4. Develop and use your professional network
5. Present yourself professionally to potential programs and employers

Intern Evaluation by Marquette University

The faculty member will:

- Meet with the intern during the semester during seminars
- Visit the site at least once during the semester
- Be available to the site supervisors for questions or concerns
- Send midterm and final evaluations to the site supervisor

Earning a satisfactory grade in internship consists of:

1. Successfully completing 120 or more hours in your internship site as verified by your site supervisor and the Office of Service Learning
2. Attending and participating in all seminars, including completion of all required course paperwork documenting your agreements with your site.
3. Completing 1 seminar facilitation based on your project topic and 3 project development posts.
4. Planning and coordinating a site visit from your instructor in consultation with your site.
5. Successful planning, implementing, and exhibiting of a project that addresses an issue and adds value to the intern's site. This presentation will take place at the end of the semester and will be attended by people from the internship sites, Marquette faculty and staff, members of the Educational Studies Advisory Board, and other interested guests.
6. Write a 3-page reflection paper on the internship experience and skills developed throughout project development and implementation.

Attendance Policy

The minimum requirement for the internship semester is 120 hours. These hours need to be distributed throughout the semester. Students are responsible for arranging a schedule with their site supervisor that meets the 120 hours in a semester requirement.

Illness

In the event of illness, interns must contact their site supervisor and the Educational Studies Program Coordinator immediately using their preferred method of communication (email, text, phone call).

Excessive absenteeism will be handled by the Educational Studies Program Coordinator and the Site Supervisor. Please be aware that excessive absenteeism that is unexcused will result in a U (unsatisfactory) grade.

Evaluation of Interns

Educational Studies Internship Documentation & Hours Log

Students are responsible for logging all their hours on [MU Engage](#). A tutorial on how to log hours will be given in seminar and any technical problems should be addressed with the Office of Service Learning. At the end of the semester the Office of Service Learning will verify all hours logged by the student intern with their site supervisor. Through MU Engage students are encouraged to record the activities/duties they have completed every week. If students have an issue with the completion of their hours, they must schedule an office hour appointment with the Educational Studies Coordinator as soon as possible.

Observations

Interns are observed at their sites at least once by a university supervisor or faculty member. In addition, any informal observations and subsequent feedback that site supervisors would like to offer is welcome. Site supervisors are encouraged to contact the faculty member or university supervisor if they have concerns or questions.

Educational Studies Intern Mid-Semester Supervisor Check-In

Thank you for supervising one of our Educational Studies students as your intern this semester. We are grateful to have you as one of our partners. We would like your feedback through this questionnaire and if it's possible for Dr. Ventura to do a site visit, she will be happy to discuss any additional feedback you may have. Thank you in advance for your time and feedback!

* Required

1. Your Name *

2. Your Email *

3. Your Educational Studies Intern Name: *

Evaluation of Educational Studies Intern

Please rate and comment on your intern's performance so far:

4. How would you rate the communication with your student intern in the following areas: *

Mark only one oval per row.

	Poor	Fair	Good	Very Good	Excellent
Project Ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How would you rate your student intern's leadership and initiative? *

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

6. How would you rate your student intern's organization, timeliness, and management practices:

Mark only one oval.

	1	2	3	4	5	
Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

7. Overall assessment of your Educational Studies Intern performance: *

**Educational
Studies
Showcase
& Future
Interns**

At the end of the semester, our Educational Studies Students will present their internship projects during an in-person Poster Showcase. We would love for you to attend. We would also like to know if you would want to keep working with our Educational Studies interns in the future.

Educational Studies Internship Evaluation End of Semester Evaluation

1. Complete this evaluation **at the completion of the internship.**
2. Review the evaluation form with the candidate.
3. Provide an electronic copy of this to the candidate and the Marquette faculty member or supervisor.

Name of intern:	Term:		
Site:			
Name of person completing this form:			
The intern was required to spend 120 hours in service to your site. How many hours did the intern serve?			
	Does not meet expectations	Meets expectations	Exceeds expectations
The intern communicated promptly and professionally.			
The intern was reliable.			
The intern was proactive and engaged when present at the site.			
The intern consulted with the supervisor to identify a project to complete that added value to the work of the organization.			
The intern completed the project, and it added value to the organization.			

1. Please feel free to comment below on the intern's contributions to the work of your organization.
2. Please comment on any areas of concern you've noticed when working with the intern.

Senior Internship Project

Students in the Educational Studies Senior Internship course will create a project that is of value to their site. Given the varied and individualized nature of the internship, there is considerable flexibility for determining what a useful project might look like. In some sites, a curriculum development project would be most valuable. In others, perhaps the project would involve teaching a class; creating promotional materials, social media, or an ad campaign for the site; or running aspects of a program.

Whatever the chosen project, interns need to:

1. Discuss ideas for a project with a site supervisor, noting both the needs of the agency and the goals of the intern.
2. Create a timeline and expectations for the project with the supervisor: What will be done? What are the specific criteria for the project (using project guidelines provided in seminar)? How will the supervisor and student know if the project meets expectations? When will it be completed? What is the shape, structure, or format of the project?
3. Complete the project over the course of the internship. Provide updates on progress through Project Development Posts.
4. Exhibit the project at the end of the semester. This presentation will be attended by people from the site and members of our Educational Studies Advisory Board.

Internship Project Rubric

Project Rubric	Developing	Met Expectations	Exceeds Expectations
Context & Rationale for Project	The context, rational, and description of the project are not addressed.	Briefly described the context, rational and description of the project.	Thoroughly described the context, rational and description of the project.
Identification of Site Need	Does not explain how a site need was identified and how the project addressed that need.	Briefly explains how a site need was identified and how the project addressed that need.	Explains how a site need was identified and how the project addresses that need.
Project Decision-making	Decision-making while developing the project is not addressed. Research-based decisions did not guide the project.	Decision-making in developing the project is briefly explained. Unclear if and how research-based decisions guided project.	Appropriate changes or suggestions offered. Clear how suggestions would enhance project outcome.
Project impact	Impact not described or not connected to initial relevance of project.	Impact briefly described and connected to initial relevance of project.	Impact of the project on the site thoroughly described and clearly connected to initial relevance of project.
Communication & Organization	Does not communicate professionally or clearly in delivery of the presentation. Presentation is not well organized.	Communication is a bit unclear, and presentation has some issues with organization.	Communicates professionally and clearly in delivery of the presentation. Presentation is well organized.