



TEACHER
EDUCATION

Teacher Education Student Handbook

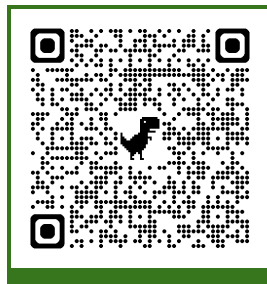


Table of Contents

INTRODUCTION.....	2
KEY CONTACTS.....	2
CERTIFICATION PROGRAM.....	2
Elementary and Middle School (grades kindergarten through 9).....	2
Middle and High School (grades 4 through 12).....	3
Kindergarten through Grade 12.....	3
CONCEPTUAL FRAMEWORK.....	3
TED Mission.....	3
TED Vision.....	4
PROGRAM REQUIREMENTS.....	4
Arch 1: Admission to Teacher Education Program:.....	4
Arch 2: Admission to Student Teaching:.....	4
Arch 3: Endorsement for Wisconsin Licensure:.....	5
STANDARDS FOR TEACHING.....	6
DISPOSITIONS.....	7
TEACHER EDUCATION POLICIES & EXPECTATIONS.....	8
Admission into the Teacher Education Program.....	8
Admission into Student Teaching.....	8
Athletics/Extracurriculars & Student Teaching.....	9
Attendance Policy.....	9
Background Checks.....	10
Code of Conduct.....	11
Continuance in Teacher Education Program.....	12
Course Substitutions.....	12
Experiential Learning Cloud (ELC).....	12
Federal Education Right to Privacy Act (FERPA) Agreements.....	12
The Framework for Clinical Field Experience Placements.....	13
Immediate Termination of Clinical Experience or Student Teaching Placement.....	13
Liability.....	13
Licensing.....	14
Mandatory Reporting.....	14
Mock Interview Relay for Teachers (MIRT).....	14
Responsible Use of Generative Artificial Intelligence (AI) Guidance.....	14
Self-Reporting Misconduct.....	16
Substitute Teaching Policy.....	17
Transportation to and from School-based Field Experiences.....	17
Tuberculosis (TB) Testing.....	18
Withdrawal From Teacher Education Program.....	18
CLINICAL EXPERIENCES.....	18
Pre-Student Teaching.....	18
Student Teaching Experience.....	18
Global Student Teaching/ Student Teaching Abroad.....	19
ADVISEMENT.....	19
AWARDS AND STUDENT RECOGNITION.....	20
Catherine Schmitz Jacobs Scholarship.....	20
Mary Greenlaw Leader in Exceptional Attitudes and Dispositions Award (LEAD).....	20
Sister Sally Ann Brickner Award.....	20

INTRODUCTION

This handbook is designed primarily to assist students currently enrolled in the Teacher Education program at St. Norbert College or prospective students interested in being admitted. It answers questions regarding policies, procedures and responsibilities of the pre-service teacher attending St. Norbert College. This handbook is not intended to be all-inclusive, but rather to supplement the more specific guidelines established by the Teacher Education faculty. In addition, the Handbook outlines the specific requirements students must meet to be approved for continuation in the teacher education program, student teaching and certification. All College policies supersede these policies as it relates to graduation requirements and Core Curriculum requirements. The Handbook is intended to be used in conjunction with the SNC College Catalog. ***This document will be updated regularly*** to ensure compliance with regulations regarding certification set by the Wisconsin Department of Public Instruction (DPI).

Finally, the Teacher Education faculty members are available to answer questions you may have about our program or to talk with you about career opportunities in teaching. Please call us at (920) 403-3004, email us at education@snc.edu, or stop by the Teacher Education office in Cofrin Hall Third Floor, to speak with one of the Teacher Education faculty or staff about pursuing a teaching license at St. Norbert College.

KEY CONTACTS

Director of Teacher Education	Dr. Michelle Falter	michelle.falter@snc.edu (920) 403-3142
Associate Director of Clinical Experiences & Certification Officer (Licensure Q&As)	Ms. Elizabeth Mayenschein	elizabeth.mayenschein@snc.edu (920) 403-3268
Program Administrative Assistant	Ms. KC Garania	kc.garania@snc.edu (920) 403-3004
Dean of School of Arts & Sciences	Dr. Jamie Lynch	jamie.lynch@snc.edu (920) 403-2939

CERTIFICATION PROGRAM

Some licensure areas have been discontinued (this means that remaining students will graduate and be certified in this area, but this licensure area will not be offered starting Fall 2025 students)

We do not currently offer other licensures besides those listed below.

Elementary and Middle School (grades kindergarten through 9)

Students seeking this major in K-9 Education means you will be licensed by the state of WI through the Department of Instruction to teach any subject in grades kindergarten through 9th grade. Typically this is your traditional elementary or middle grades program with knowledge gained across content areas of math, science, language arts, and social studies. Individuals seeking this major will be required to have a

language arts minor in order to meet the evolving literacy needs of elementary/middle students in the state of WI.

Middle and High School (grades 4 through 12)

Students seeking this major in 4-12 Education means you will be licensed by the state of WI through the Department of Instruction to teach one content area that WI DPI has approved SNC to certify you for grades fourth grade through twelfth grade. This major is for those who are interested in becoming a subject expert and teach older students. Individuals seeking this major will always also be a double major with Math, Natural Sciences, or Broadfield Social Studies. Students who wish to double major in an adjacent field like Biology, Chemistry, Psychology, Sociology, Political Science, Economics, may do so, but they will only be certified by the state of WI in teaching Science or Social Studies, respectively, and will be required to demonstrate broadfield knowledge through an additional required test.

We are approved to offer WI teaching licenses for grades 4-12 in:

- English (4-12)
- Science (4-12)
- Math (4-12)
- Social Studies (4-12)

Kindergarten through Grade 12

Students seeking this major in k-12 Education means you will be licensed by the state of WI through the Department of Instruction to teach one content area that WI DPI has approved SNC to certify you for grades kindergarten through twelfth grade. This major is for those who are interested in becoming a specialized subject expert and teach students across any age band. Individuals seeking this major will always also be a double major with Music Education, Art*, or Spanish*

We are approved to offer WI teaching licenses for grades K-12 in:

- Music (k-12) - this includes instrumental and choral
- Art (k-12)*
- Spanish (k-12)*

CONCEPTUAL FRAMEWORK

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

TED Mission

The St. Norbert College Education program develops teachers at the intersection of theory and practice. We explore critical issues and practices that cultivate life-long learning through innovative pedagogy in diverse content areas. Pre-service teachers are immediately immersed in multiple, structured, PK-12 experiences to support program outcomes and community needs. We engage pre-service teachers in the Catholic, liberal arts, and Norbertine intellectual traditions through the conscious integration of social justice practices, service-learning endeavors, and interdisciplinary pursuits. We believe that excellence in education requires a commitment to equity, social justice, and response to community needs.

TED Vision

We believe that equity in education requires a personal and institutional commitment to social justice and responsiveness to community needs. We strive to prepare racially conscious, culturally responsive, sensitive, and humble teachers who demonstrate a lifetime commitment to social action and advocacy. We also believe that excellence in education requires deep subject matter knowledge combined with pedagogical and critical thinking skills. We aspire to be the premier teacher education program in the State of Wisconsin by providing candidates with the knowledge, skills, and dispositions to ensure that each child is successful regardless of their external or internal, social or cultural contexts.

PROGRAM REQUIREMENTS

This section of the handbook details what is required at key milestones in the program. We call these “arches” that you pass through as you meet the requirements. Please note that the year in the program may not have a direct correlation to your academic standing at the College (first year, sophomore, junior, or senior).

Arch 1: Admission to Teacher Education Program:

Students who meet all Arch 1 criteria will be admitted into the Teacher Education program. If you do not initially meet the requirements, you may reapply once you have met them.

- Complete the Teacher Education Program Admission Application (to be done after EDUC 101/102/103)
- Earn a minimum 2.75 overall GPA
- Earn a minimum 2.75 average GPA in the courses below with no single grade lower than a C:
 - EDUC 101: Foundations of Education 1
 - EDUC 102: Foundations of Education 2
 - Or EDUC 103 in place of EDUC 101/102¹
 - And in at least one of the following courses:
 - Quantitative Reasoning course (K-12 or 4-12 majors) or MATH 120: Numbers and Operations (K- 9 majors) **or**
 - Expression and Interpretation course or ENGL 150: Introduction to Literary Studies (with writing intensive focus)
- On the First Year rubric, earn a minimum score of 2 (developing) or higher on each individual item on the rubric, with no ratings of 1 (emerging). ²
- Pass a criminal background check

Arch 2: Admission to Student Teaching:

Students who meet all Arch 2 criteria, and have no unresolved disposition and human relations concerns, will be admitted into Student Teaching. If you do not initially meet the requirements, you may reapply once you have met them.

¹ EDUC 103 is a hybrid version of EDUC 101 & 102 for candidates entering the program second semester first year or later.

² Note: If students do not meet the required rubric scores in pre-student teaching clinical field experiences, students may be able to demonstrate growth in areas they are deficient through a remediation plan (if discipline approves)

- Complete Student Teaching Application (to be completed after all methods courses have been taken)
- Earn a minimum 2.75 overall GPA
- Earn a minimum 3.00 GPA in education major courses, with no grade less than C
- Completion of method(s) courses
- Successful Completion of all Pre-Student Teaching Clinical Experiences, as defined by:
 - Sophomore Block rubric, earn a minimum score of 2 (developing) or higher on each individual item on the rubric, with no ratings of 1 (emerging)²
 - Junior Experience rubric, earn a minimum rating of 3 (proficient) for at least 50% of the individual items on the rubric with no ratings of 1 (emerging).²
- Content competency (knowledge and skills relative to the content the candidate will be certified to teach). Content competence varies depending on the certification. In each certification area, content competence can be demonstrated in one of two ways:
 - Elementary-Middle School License
 - Option 1: Earn 3.0 GPA in completed courses from the following set of elementary education content courses with no grade less than C:
 - MATH 120 Numbers and Operations
 - MATH 212 Principles of Algebra and Data or MATH 220 Principles of Geometry
 - EDUC 200 Emergent Literacy
 - EDUC 308 Intermediate Literacy
 - EDUC 311 Indigenous Peoples
 - SSCI 301 Environment and Society
 - Option 2- Earn a Wisconsin passing score on the Praxis ® Subject Assessment, Middle School Content Knowledge, and achieve a minimum GPA of 2.75 in the course content in Option 1 above
 - Middle-High School License; Kindergarten through grade 12 License
 - Option 1: Earn a 3.0 GPA³ in content courses in major(s)/minor(s) for which the candidate intends to be certified with no grade less than C
 - Option 2: Earn a Wisconsin passing score on the Praxis ® Subject Assessment or ACTFL OPI/WPT associated with each major/minor for which the candidate intends to be certified and achieve a minimum GPA of 2.75 in the content of each major/minor for which the candidate intends to be certified.
- Evidence the Wisconsin Foundations of Reading Test has been taken or scheduled by providing a score or confirmation of registration (for k-9 only)
- Pass a criminal background check

Arch 3: Endorsement for Wisconsin Licensure:

Students who meet all program/degree requirements, have no unresolved disposition and human relations concerns, and have met all of the following conditions, can be endorsed for licensure in WI upon graduation.

- Successful completion of degree requirements

³ Advanced Placement course credit fulfills course based requirements and will be weighted as follows:

Score of a 3=3.0 (B)

Score of a 4=3.5 (AB)

Score of a 5=4 (A)

- Earn a minimum 2.75 overall GPA
- Earn a minimum 3.00 GPA in education major courses, with no grade less than C
- On the Final Student Teaching rubric, earn a minimum rating of 3 (proficient) for at least 80% of the individual rubric items, with no ratings of 1 (emerging).²
- Receive a minimum passing score on each of the six sections of the Teacher Work Sample performance-based assessment.
- Content competency (knowledge and skills relative to the content the candidate will be certified to teach). Content competence varies depending on the certification. In each certification area, content competence can be demonstrated in one of two ways:
 - Elementary-Middle School License
 - Option 1: Earn 3.0 GPA in the following set of elementary education content courses with no grade less than C:
 - MATH 120 Numbers and Operations
 - MATH 212 Principles of Algebra and Data or MATH 220 Principles of Geometry
 - EDUC 200 Emergent Literacy
 - EDUC 308 Intermediate Literacy
 - EDUC 311 Indigenous Peoples
 - SSCI 301 Environment and Society
 - Option 2: Earn a Wisconsin passing score on the Praxis ® Subject Assessment, Middle School Content Knowledge, and achieve a minimum GPA of 2.75 in the course content in Option 1 above
 - Middle-High School License; Kindergarten through grade 12 License
 - Option 1: Earn a 3.0 GPA³ in content courses in major(s)/minor(s) for which the candidate intends to be certified with no grade less than C.
 - Option 2: Earn a Wisconsin passing score on the Praxis ® Subject Assessment or ACTFL OPI/WPT associated with each major/minor for which the candidate intends to be certified and achieve a minimum GPA of 2.75 in the content of each major/minor for which the candidate intends to be certified.
- Evidence of successfully passing the Wisconsin Foundations of Reading Test (for k-9 licensure in Elementary-Middle School)

STANDARDS FOR TEACHING

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

St. Norbert College Teacher Education Program employs the [Wisconsin Teacher Standards](#) as the framework for the curriculum and the stipulations for effective knowledge, skills, and dispositions. Specifically, we subdivided each standard into two separate standards, creating 20 standards that serve as the basis for the Education program’s assessment system. By the end of the program, students will have been formally assessed on each standard two times with the goal of demonstrating growth and proficiency by the time one completes student teaching.

Teacher Standards

- Standard 1A: Understands learners' cognitive, linguistic, social, emotional and physical development.
- Standard 1B: Designs and/or implements developmentally appropriate and challenging learning experiences.
- Standard 2A: Acts on their understanding of individual differences and diverse cultures, communities and perspectives.
- Standard 2B: Maintains high standards for all learners.
- Standard 3A: Creates inclusive learning environments that support individual and collaborative learning.
- Standard 3B: Encourages positive social interaction, active engagement in learning and self-motivation.
- Standard 4A: Understands the central concepts, tools of inquiry and structures of the discipline(s) they teach.
- Standard 4B: Creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.
- Standard 5A: Uses differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving.
- Standard 5B: Relates concepts to authentic local and global issues.
- Standard 6A: Uses multiple methods of assessment to engage learners in their own growth.
- Standard 6B: Uses assessment to monitor learner progress and to guide the teacher's and learner's decision making.
- Standard 7A: Plans instruction that supports every student in meeting rigorous learning goals.
- Standard 7B: Uses knowledge of learners, content, curriculum, cross-disciplinary skills, and pedagogy when planning instruction.
- Standard 8A: Uses a variety of instructional strategies to help learners develop deep content understanding.
- Standard 8B: Uses teaching strategies to help students learn to apply knowledge in meaningful ways.
- Standard 9A: Continually learns, using evidence to evaluate their practice, particularly the effects of their actions on others.
- Standard 9B: Adapts and improves their practice to meet the needs of each learner.
- Standard 10A: Seeks leadership roles to take responsibility for student learning.
- Standard 10B: Seeks opportunities to collaborate with learners, families, colleagues, and community members to ensure learner growth and to advance the profession.

DISPOSITIONS

It is very important for all educators and teacher education students to possess (1) in depth **content knowledge** of the discipline they teach, (2) a thorough understanding of **pedagogical knowledge** so that they can teach the content in an effective, clear, and challenging way, and (3) **professional knowledge** and **communication skills** to enable them to reflect upon the teaching-learning process and to consider the context in which this process is embedded. Besides these types of knowledge and skills, a candidate must also possess (4) **appropriate dispositions** (attitudes, beliefs, and values) toward children and education, and display professional behaviors and (5) **human relations** that characterize professional, equitable, effective, and successful educators. Teacher education programs have an ethical responsibility to prepare candidates who appear to possess these elements necessary to support all learners (Da Ros-Voseles & Moss, 2007) and is a required component of all WI educator Preparation programs by Wisconsin Department of Public Instruction as outlined in WI Administrative Code [PI 34.021](#).

SNC Teacher Ed Program Assesses the following Dispositions and Human Relations behaviors:

- | | | |
|--|--|--|
| ☐ Empathy | ☐ Ethics | ☐ Self and Social Awareness |
| ☐ Equity-Mindedness | ☐ Communication | ☐ Collaboration |
| ☐ Open-Mindedness | ☐ Cultural Humility | ☐ Leadership |
| ☐ Proactivity | ☐ Rapport | |

At **any time** in the Pre-Service teacher's program, an instructor, staff, cooperating teacher, field supervisor, or other stakeholder has the obligation to complete a [Dispositional Concerns Referral Form](#) on a candidate if they show concerning dispositional or human relations behaviors.

Note: *In some circumstances, a single dispositional concern may trigger a stop in a teacher candidate's progress toward program completion. Such action is considered and implemented only in unusual circumstances. These would be severe breaches of disposition and human relations expectations. If a student wishes to appeal a decision of stoppage, delay, or removal from the program, they may file a formal appeal in writing within 30 days to the Director of Teacher Education detailing: Name, Date, Signature, email address and phone number, the act or decision being challenged, a rationale for why one believes the act or decision is unjust, and documentation to support the appeal. Writing an appeal does not guarantee reinstatement or change in decision.*

TEACHER EDUCATION POLICIES & EXPECTATIONS

Admission into the Teacher Education Program

Students apply at the end of their first year, after completing EDUC 102 or 103. Applications are submitted digitally through ELC and include a background check. To be admitted, students must meet all Arch 1 requirements. Applicants receive one of four responses:

- Fully Admitted: All Arch 1 requirements met.
- Conditionally Admitted: GPA requirements met; a small component missing which students will need to rectify within the next academic semester.
- Not Admitted, Encouraged to Reapply: A requirement not met but close; student may retake courses and reapply when all Arch 1 requirements have been met.
- Not Admitted: Requirements not met and unlikely to be; student should discuss other majors with their advisor.

Decisions are final and not subject to change or appeal as these are mandated by WI law.

Admission into Student Teaching

Student teaching applications will be submitted in either April or October, during the semester **prior** to student teaching. A completed application must be completely filled out and sent digitally through ELC. In order to be admitted into student teaching, you will need to have provided evidence of meeting all the Arch 2 program requirements, including evidence of taking or registering for the FORT (k-9 only), GPA and content competency benchmarks, and passing a federal background check, among other things. If

you do not meet these requirements, you will not be approved to student teach until you do. And if it is not possible, you will need to switch into the Education Studies (non-licensure) major path.

Athletics/Extracurriculars & Student Teaching

Student teaching is a full-time professional commitment. Pre-service teachers should expect and plan for an intensive and highly immersive experience for this semester in which they will need to limit other employment and extracurricular activities in order to successfully complete this state-mandated criterion for licensure. *Whenever possible, SNC pre-service teachers should work with their academic advisors to plan their schedules so that the requisite student teaching semester does not conflict with athletic commitments or extracurricular activities.* External employment, athletics, and/or other extracurricular activities cannot interfere with the placement school's calendar or evening student teaching seminars on campus.

Student teachers may not miss any school day/school time to participate in extracurricular activities as governed by the state statute (PI 34.023) and must:

- Have all lessons, materials and equipment ready for the next day before leaving school
- Prioritize communication and planning time with cooperating teacher
- Participate in PLC, dept. or grade level, and staff meetings at assigned placement(s)
- Be available for afternoon and evening meetings, parent/teacher conferences, events and other school activities
- Participate in student teaching seminar (e.g., EDUC 499)
- Student teachers are required to arrive at school at or before the contracted time for teachers (not students) and are not to leave school before the contracted time teachers are allowed to leave the school grounds.
- Student teachers must follow district calendar for assigned placement(s). Student-teacher athletes will not be excused from fieldwork hours for practice schedules.

ANY exceptions to this requirement MUST be noted on the [*Student Teacher-Athlete Agreement*](#) form. Once all individuals have signed the document, no changes will be made. Any student teacher-athlete who does not submit the *Student Teacher-Athlete Agreement* will not be able to participate in both student teaching and the athletic team during the student teaching semester.

Attendance Policy

Prompt and regular attendance is an expectation of a professional educator; in an Education class at SNC, the student is considered a member of the teaching profession, where attendance is a contractual and ethical commitment. Education courses are built on discussion, modeling, and rehearsal of teaching practice that cannot be replicated by reviewing notes. Even excused absences cost essential content: research shows that chronic absenteeism (missing 10% or more of instruction) severely diminishes academic success and endangers course outcomes, licensure exams, and required professional dispositions.

Program Expectations:

Attendance and punctuality. Candidates attend every scheduled class session, in any modality, and all attached field experiences, arriving promptly and remaining for the full class. In the case of an *excused* absence, it is the student's responsibility to secure missed materials and arrange make-up work with the

instructor. Individual instructors determine specific grading structures, late-work policies, and exact unexcused attendance consequences in their courses. Each instructor's syllabus states the course's attendance parameters, thresholds, penalties, and make-up procedures and deadlines are set by the instructor.

Professional notification. Notify the instructor before class begins using the instructor's preferred contact method; a message relayed through a classmate does not count. For field experiences, directly contact both your field supervisor and the cooperating teacher well before the school's start time, or the school office if the teacher is unreachable.

Examples of Excused vs. Unexcused Absences:

Excused (verification at instructor discretion) documented medical absence (not routine appointments); flu/virus that could spread; wedding/funeral for a close friend or relative; SNC-sanctioned events/games approved by the College (not practices or rehearsals); court appearance or jury duty; motor vehicle incident; active military service; and religious observance (written notice within the first two weeks of term when possible).

Not excused: vacations or travel scheduled outside official college breaks; employment, including substitute teaching; oversleeping; controllable travel delays; tests or work for other courses without prior approval; completing field experience hours instead of attending a class meeting; forgetting the course schedule; routine appointments and errands (haircuts, dental cleanings, DMV, banking); and club or intramural sports, Greek, or student-organization events.

Note: Any matters of a personal nature, not explicitly listed above, may be excused in consultation with the instructor.

Program Level Escalation:

A pattern of unexcused absence or chronic tardiness/early departures requires a meeting with the Instructor(s) of the course(s) and the Director of Teacher Education to identify causes and connect the candidate with support. This pattern may be formally documented on a Disposition Referral Form in your permanent record; Attendance and dispositional records are reviewed at admission to Teacher Education, approval for student teaching, and final recommendation for licensure, and a documented pattern of **poor attendance may delay or deny advancement regardless of GPA**. Unexcused absence or failure to communicate during field experiences may result in immediate removal from the placement and failure of the field component. Approved ADA or Title IX accommodations supersede this policy where they conflict.

Background Checks

The St. Norbert College Teacher Education program requires students in the program to undergo a criminal state and federal background check at various points in their educational experience.

Checkpoint #1: Program Admission (typically after one completes EDUC 102/103 at Arch 1)

Checkpoint #2: Advancement to Student Teaching (complete the background check the semester before when applying for student teaching at Arch 2)

The Teacher Education program requires background checks as a condition of admission and at student teaching because 1) students have significant interaction with minors and vulnerable populations and 2) students who cannot successfully complete a background check may not, in some instances, be eligible

for licensure or employment upon graduation. This is also a required stipulation by law in WI code PI.34.

The teacher candidate is responsible for paying for all background checks. Students completing their background checks must answer all questions truthfully and honestly. Falsification, omission, and misrepresentation on any form may constitute grounds for denying admission into the program, program progression (dismissal), or admission into student teaching. St. Norbert College reserves the right to request an additional background check at any point in a student's program of enrollment in teacher education. We adhere to local district policies regarding background check outcomes.

Code of Conduct

Effective July 1, 2026, Wisconsin adopted a Code of Ethics for Educators, [Wis. Admin. Code ch. PI 34, subch. XIII](#). It states professional expectations for educators new to the profession, offers guidance for professional practice, and sets an aspiration toward excellence. The code names five responsibilities: (1) to the profession, (2) for professional competence, (3) to students, (4) to the school community, and (5) in the responsible and ethical use of technology. Teacher candidates at St. Norbert College should familiarize themselves with this code and are expected to demonstrate its principles in coursework and clinical placements. Our SNC Code of Conduct puts these responsibilities into practice for teacher candidates at St. Norbert College through the following guidelines:

1. Do no harm. Teacher Education students are placed in classrooms to assist and facilitate the growth, learning, and development of the students in schools.
2. Demonstrate cultural competency. Respect all children, families, and colleagues. Treat all children, families, and colleagues with care and professional courtesy.
3. Maintain the St. Norbert College Honor Code.
4. Read and follow the faculty handbook of any placement school. All teacher candidates must abide by the guidelines and code of ethics established by the school administration and SNC.
5. Maintain confidentiality at all times. Information related to students' behavior, academic performance, social interactions, or family must be confidential. Federal guidelines are used to inform all decisions related to the confidentiality of student records.
6. Project professionalism in all areas at all times. As another adult in a classroom, teacher candidates function as role models for students and represent St. Norbert College.
7. Be prepared. Whether it's your SNC classes or your clinical experiences, prepare appropriately. Add to the learning experience in the classroom.
8. Arrive and depart punctually to school placements. As an adult and representative of the Teacher Education program, your arrival and departure times should occur in a timely fashion that reflects your interest. Signing in at inaccurate times is a violation of the honor code.
9. Communicate appropriately. Language is a powerful tool, and professional, child-first language should be used at all times. Be cognizant of what you put on your private social media accounts that could be considered inappropriate to school communities (i.e. drinking, profanity, clothing choices).

10. Dress professionally. As adults in the schools, Teacher Education students are required to dress appropriately.

Continuance in Teacher Education Program

Teacher education candidates who have been admitted into our teacher education programs must continue to meet all criteria required for admission throughout their course of study (as outlined in the program requirements: i.e. Arches). Failure to maintain the standards of academic performance (including GPA) and/or failure to demonstrate skills, behavior, and dispositions specified by the respective program and the teacher education unit may result in probationary status or dismissal from the program.

Course Substitutions

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

Experiential Learning Cloud (ELC)

Experiential Learning Cloud (ELC for short) is an online field management system used by students, staff, faculty, cooperating teachers, and college supervisors for timekeeping and documentation management throughout a pre-service teachers' time at St. Norbert College. Teacher Education students are expected to complete all documentation tasks/assignments related to clinical experiences in ELC. There is a one-time lifetime charge per student for this assessment system that is assessed to your tuition bill during EDUC 101 or EDUC 103. Students will use this system to search, develop, record, and submit program requirements. All teacher candidate documentation and electronic records are kept secure and confidential by the College and Department of Education/Educator Preparation Program (EPP) and within ELC. Each user has a specific role and set of privileges, and the system meets all of SNC, HIPAA, and FERPA data security standards.

To ensure that our programs align with critical state and national standards, the Teacher Education Program at St. Norbert College uses ELC to monitor and assess the progress of our candidates. In some courses, key assessments are submitted and graded through ELC. All field experience evaluations, student teaching evaluations, dispositional assessments, and many other forms and major assessments are completed through ELC.

Federal Education Right to Privacy Act (FERPA) Agreements

The Family Educational Rights and Privacy Act (FERPA) protects all students, including St. Norbert College students. Faculty, Cooperating Teachers, and Supervisors may have access to student records that contain information about their academic history, their student teaching progress, and other personal information. The Family Educational Rights and Privacy Act of 1974 prohibits disclosure of such information to those other than authorized personnel who have a legitimate educational interest. The intentional disclosure of protected information by anyone violates FERPA and the St. Norbert College's policy of confidentiality. An exception to the above is that student information may be disclosed if an SNC student signs a statement of permission for specific information to be released. Because SNC students are over 18 years old, students must expressly give permission in writing to disclose information to parents. In addition, SNC teacher candidates are also required to abide by all FERPA policies as it relates to the students they work with in clinical field experiences.

The Framework for Clinical Field Experience Placements

Professional educators are qualified to teach all students. Placements are made with the intention of giving the teacher candidates multiple and varied experiences that will shape their professional development across their certification grade bands and demographics (urban, rural, public, private). Teacher candidates are placed according to their areas of endorsement for licensure. To avoid potential conflicts of interest, teacher candidates will typically not be placed in schools where their family members or close friends attend/ed or are employed - or with which they or their family members or close friends have/have had an affiliation as part of a related organization (i.e. school board, district partner organization).

All placements are secured by the Associate Director of Clinical Experiences and it is strictly prohibited for students to contact schools regarding arranging placements in any way on your own. Schools and districts depend on the St. Norbert College Teacher Education department to complete the details of the placement process, with the teacher candidate's needs in mind, to contact the appropriate personnel and to follow district and/or school protocol. *Pre-student teaching* placements are typically made within a 20-mile radius of St Norbert College campus, with some exceptions. *Student teaching* placements are typically made within a 35-mile radius of the St. Norbert College campus. In rare cases, a placement may be farther away from campus.

Immediate Termination of Clinical Experience or Student Teaching Placement

The St. Norbert College Teacher Education program reserves the right to remove teacher candidates from any placement if they are determined by the program to be acting in a way that is harmful to children. In addition, we recognize the right of the cooperating institution and teacher to terminate a SNC student's participation for any reason.

Liability

Education majors must be cognizant of the liability issues that they may encounter when working with learners in an educational setting. Because we live in a litigious society that can often misinterpret good intentions, the St. Norbert College Teacher Education program encourages special vigilance in the following areas:

- Use of a personal automobile to transport *k-12* learners to school events or otherwise is absolutely forbidden.
- Personal social networking sites (such as Facebook, Twitter, Instagram, etc.) should not be shared with *k-12* learners under any circumstances.
- Individual or small group meetings with learners can take place in a school setting; however, education students must be prudent with keeping doors open and lights on and should inform supervisors about the activity.
- The language we use and the topics we discuss can easily be taken out of context, thus damaging relationships with learners, colleagues, and potentially future employers. Therefore, education students should choose words and expressions carefully.
- Cooperating teachers should always be available (nearby) during the time you are in their classroom, or a substitute teacher should be assigned if they are absent.

Licensing

Upon completion of a licensure program, including testing requirements, the Certification/Licensure officer will endorse graduates for a Provisional License (Tier 2) with DPI. Program completers can advance to a Lifetime License (Tier 3) after completing 6 semesters of full-time teaching. Graduates who complete a licensure program, but not testing requirements, are eligible for a 1-year License with Stipulations (Tier 1) which can be advanced to a Provisional License (Tier 2) upon successful completion of testing requirements.

Mandatory Reporting

All St. Norbert College Teacher Education preservice teachers will complete the WI DPI trainings *Mandatory Reporting of Child Abuse and Neglect* and *Mandatory Reporting of Threats of School Violence* prior to admittance into teacher education. Although preservice teachers are not mandatory reporters, it is important you know the signs of child maltreatment, or signs of serious and imminent threats to the health or safety of others, and what to do if you encounter it. Preservice teachers who suspect or become aware of child maltreatment, abuse or neglect, or potential for violent acts should immediately inform their cooperating teacher or building administrator.

Mock Interview Relay for Teachers (MIRT)

The Mock Interview Relay for Teachers (MIRT) is an annual required event for senior education majors seeking licensure, although juniors (on occasion) can join if they graduate at the end of the Fall semester. At this event, education majors take part in practice interviews with area school administrators and receive constructive feedback about interviewing skills, develop confidence with the interview process and have the opportunity to network with school administrators. Each student will meet with area school administrators, take part in a typical teacher candidate interview, and receive immediate feedback from the administrator. This event takes place annually in March. Exceptions to the requirement will be made on a case-by-case basis by the Associate Director of Clinical Experiences.

Responsible Use of Generative Artificial Intelligence (AI) Guidance

Generative artificial intelligence (AI) is becoming an increasingly common tool in education and professional practice. If you choose to use AI, you are expected to do so ethically, responsibly, and in accordance with the expectations of your instructor, the St. Norbert College Teacher Education program, St. Norbert College, and your clinical placement school or district. Some instructors may also require the use of AI when it supports the learning objectives of a course or assignment. AI can be a valuable tool, but it should **support, not replace**, the development and demonstration of your professional knowledge, judgment, and competence. The program's interest in AI is not only whether your work is honest and competent, but whether your use of these tools contributes to your formation as a teacher and to the flourishing of the students you will serve.

Whether AI is appropriate depends on the purpose of the assignment or professional task. Because you are preparing to become a teacher, there will be times when you are expected to demonstrate your own knowledge, skills, and professional judgment without relying on AI. In general, AI may be appropriate when it helps you learn, generate ideas, revise your work, or improve your practice. However, AI should not complete work or make professional decisions that you are expected to develop, justify, or demonstrate independently. ***You remain fully responsible for the accuracy, quality, integrity, and originality of all work you submit, teach, or use in educational and professional settings, regardless of whether AI contributed to it.***

Ask yourself before using AI: *Note: If any answer is unclear, seek guidance before proceeding.*

- **Purpose.** What am I using AI to help me do?
- **Learning.** Is AI supporting my learning, or is it doing the thinking or work I am expected to learn to do?
- **Formation.** Am I becoming a more capable teacher through this use, or only producing a more finished product?
- **Privacy.** Am I entering anything that could identify a student, family, colleague, or school?
- **Judgment.** Have I critically evaluated the output rather than simply accepted it?
- **Accuracy.** Have I verified facts, standards, sources, and citations?
- **Equity.** Is the information/content appropriate, inclusive, and free from bias, stereotypes, and harmful assumptions?
- **Relationship.** Does this use strengthen or substitute for my relationships with students, families, and colleagues? Would I be comfortable if the person on the other end knew AI produced this?
- **Responsibility.** Am I willing to take professional responsibility for the final product/decision?
- **Transparency.** Have I followed disclosure expectations?
- **Context.** Is this permitted by my instructor, the Teacher Education program, SNC, and (in placements) the school or district?

Faculty members may establish assignment-specific expectations for AI use in their courses.

Assignments may be designated as  **AI-Supported**,  **AI-Limited**, or  **AI-Free**, and you are expected to follow the expectations identified for each assignment.

- **AI-Supported** means that generative AI is a broadly permitted tool for this assignment. You may choose how to use generative AI to support your work, provided your use aligns with the assignment, assessment, or task expectations.
- **AI-Limited** means that generative AI is permitted only for the specific purposes identified by the instructor. Any use beyond those expectations is not permitted.
- **AI-Free** means that you are not permitted to use AI in any way at any stage of this assignment, assessment, or task unless your instructor approves an exception. This designation is used when you are independently demonstrating the knowledge, skills, or professional judgment the assignment assesses.

Below is a chart that takes the Teacher Education guidance and maps it onto the St. Norbert College guidance for AI use. You will notice they are similar:

	SNC Level of AI Use	Full Description	Teacher Education Equivalency
0	No AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that students rely solely on their own knowledge, understanding, skills, and creativity.	AI-Free
1	AI-Assisted Editing	AI can be used to make improvements to the clarity or quality of student created work to improve the final output. No new content can be created using AI.	AI-Limited
2	AI-Assisted Idea Generation and Structuring	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.	
3	AI for Specific Task	AI is used to complete certain elements of the task, as specified by the instructor. This level requires critical	

	Completion	engagement with AI generated content and evaluating its output. You are responsible for providing <u>human oversight</u> and evaluation of all AI generated content.	
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a ‘co-pilot’ to enhance human creativity. You are responsible for providing <u>human oversight</u> and evaluation of all AI generated content.	AI-Supported

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In addition, instructors may require an **AI Disclosure** statement with submitted work. A disclosure should briefly identify the AI tool used (if any), describe how it was used, and explain how you reviewed, revised, or built upon the AI-generated content before submitting your work.

Examples of Student-Written AI Disclosure Statements:

- AI was used:
I used Google Gemini to generate possible ideas for a student rhythm activity. I reviewed and adapted the suggestions to align with the learning goals, grade level, and needs of my students.
- AI was not used:
No generative AI was used in the completion of this assignment.

Undisclosed AI use, or representing substantially AI-generated work as one's own, will be addressed through the St. Norbert College academic integrity policy and, where professional conduct is implicated, the program's professional dispositions referral process. The program does not treat the output of AI-detection software as sufficient evidence of misconduct on its own, and it holds candidates to the same standard in their work with K-12 students.

As a future educator, you are also responsible for protecting the privacy and confidentiality of K–12 students, families, school personnel, and educational records. Do not enter identifiable student information, student work, grades, IEPs, 504 plans, photographs, audio or video recordings, or other confidential information into unapproved AI tools. During field experiences and student teaching, you must also follow the AI policies and expectations of your cooperating teacher, school, and district. Your instructor may require you to disclose how you used AI in coursework or clinical experiences. If you are unsure whether a particular use of AI is appropriate, ask your instructor or clinical supervisor before using it. *When expectations differ, always follow the most restrictive applicable policy.*

AI-Disclosure: This handbook section was drafted with assistance from generative AI tools (ChatGPT, GPT-5.5, and Claude, Fable 5), which supported brainstorming and language revision; all content was critically reviewed, revised, and approved by Teacher Education program faculty, and the final language reflects the professional judgment of the program based on current scholarship and professional guidance on the responsible use of generative AI in education/teacher preparation.

Self-Reporting Misconduct

Teacher Education students must self-report any alleged criminal misconduct charge they receive before or after their federal & state background check for program admission and/or student teaching

admission. 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.

Charges/convictions must be reported to the Director of Teacher Education and/or the Associate Director of Clinical Experiences 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 TED program BEFORE attending the placement. *Note: Failure to report any incident may result in dismissal from The Teacher Education program or failure of the candidate's education courses.*

Substitute Teaching Policy

The St. Norbert College Teacher Education program recognizes that there are often shortages of substitute teachers in area WI schools. As such the Teacher Education program has adopted the following policy to allow teacher candidates to serve as substitute teachers, if they choose. Teacher candidates enrolled in Teacher Education who work as a substitute teacher at a school site must abide by the following guidelines:

1. Substitute teaching cannot conflict with the teacher candidate's regularly scheduled St. Norbert College classes. Substitute teaching does not constitute an excused absence from class.
2. Substitute teaching cannot substitute for required clinical experiences. Time requirements for observations and other clinical experiences must be met separately from substitute teaching.
3. The teacher candidate must complete the regular application and hiring procedures for the school district in order to serve as a substitute teacher. A teacher candidate is not allowed to serve as a substitute teacher unless they have been duly identified as a substitute teacher by the school district. The teacher candidate must follow all requirements of the local school district when identified and hired as a substitute teacher. Remuneration is the responsibility of the school district.
4. Prior to the student teaching experience, St. Norbert College does not place restrictions on the number of times, the locations, the courses, or the grade levels in which a teacher candidate may serve as a substitute teacher.
5. During the student teaching experience, the teacher candidate may not substitute teach unless they have completed the requirements of student teaching, as determined by the Associate Director of Clinical Experiences, the Director of Teacher Education, and appropriate TED faculty.

Transportation to and from School-based Field Experiences

Transportation to and from any school clinical placement is the responsibility of the preservice teacher (SNC student) only. The following conditions associated with transportation issues apply:

- Assignment to schools will not be contingent on whether or not the preservice teacher has access to a vehicle. However, we will do our best to accommodate a closer school.

- The preservice teacher will have to provide for their own transportation, and assignments will not be changed once they are contracted with the principals and cooperating teachers based upon transportation issues.
- Though carpooling with other student teachers is an alternative, preservice teachers are not encouraged to depend exclusively upon other students for transportation, since problems may arise if the driver is unable to attend school on one or more occasions.

Tuberculosis (TB) Testing

The Wisconsin Department of Health requires that all students placed in schools provide evidence that they are free of TB. SNC preservice teacher must submit verification of a TB screening immediately preceding the starting date of their sophomore clinical experience. TB screening/testing is administered at the Student Health and Wellness Center on campus.

Withdrawal From Teacher Education Program

If you were formally admitted to the Teacher Education Program and have decided to withdraw from the program, please let the Teacher Education program know through email education@snc.edu. Should you decide to pursue teaching in the future at St. Norbert College, you will have to contact the Teacher Education Office to determine whether you will need to reapply.

CLINICAL EXPERIENCES

Pre-Student Teaching

Pre-service teachers engage in two formal clinical experiences prior to student teaching. The first formal pre-student teaching clinical component begins in a three-week (minimum), substantive placement assigned during the sophomore block set of courses. Because Sophomore Block focuses on understanding the nature and unique needs of children and adolescents, candidates will work with individual students and groups to identify their characteristics and then consider strategies to support their needs. This is a multi-week, formally supervised and evaluated experience. The evaluation of candidates' performance in this course is completed by both their college professor(s) and cooperating teacher (or school based-supervisor) using a rubric built around communications, dispositions, human relations, and teacher standards.

The second formal pre-student teaching clinical experience occurs for most candidates during the junior year through methods and content course pairings that include a four to five-week supervised placement coordinated by the Associate Director of Clinical Experiences and formally supervised by a program supervisor or college professor. The evaluation of candidates' performance in this pre-student teaching experience is completed by the college professor, supervisor, and cooperating teacher using a rubric focused on teacher standards.

In addition to these two formal clinical experiences, many of our courses also have mini-experiences in which St. Norbert College pre-service teachers may be working in schools with a student or group of students. For example, in EDUC 101, 102, and 103, you will work closely in a community-engaged project with a local school. Or, in our K-9 major, students learn about doing reading and writing conferences with students, and then apply their learning by doing it with actual children in a nearby school.

Student Teaching Experience

Student teaching is the culminating experience of the teacher preparation program. All teacher candidates are required by the Wisconsin Department of Public Instruction to student teach for a full semester, full-time. Candidates follow the academic calendar of the cooperating school and the daily schedule of the cooperating teacher. Teacher candidates are either assigned one or two placements depending upon their licensure grade bands and needs. All teacher candidates are required to attend the Student Teaching Seminar, which is scheduled one evening a week during the student teaching semester. In addition, students will complete the **Teacher Work Sample (TWS)**, which is a culminating assessment for the teacher education program leading to endorsement for licensure. Students will need to successfully complete all evaluations of teaching, in addition to the Teacher Work Sample, which combines teaching reflections with lesson planning, data analysis, and more.

Global Student Teaching/ Student Teaching Abroad

Pre-service teachers at St. Norbert College have the opportunity to be in two completely different student-teaching placements, within and outside of the United States. The second placement, teaching in another country, is an extraordinary professional and personal experience for the prospective teacher. Choosing to teach and live in a country that is rich with differences and antiquity, governed by traditions and history in the field of learning and culture, naturally enhances the education and total development of the student-teacher. Global Student Teaching requires rigorous preparation on the part of the student-teacher in the form of research and application. The student who plans to teach abroad must also see themselves as an ambassador and St. Norbert College representative to their host country.

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

ADVISEMENT

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

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

Every effort by the Advising Office will be made to assign all students seeking a teaching license to an advisor from the teacher-education faculty (if elementary-middle) or their major (if middle-high school or kindergarten-grade 12) starting in their second year at SNC. Middle-high school and kindergarten-grade 12 certification students are typically assigned 2 advisors; one in the content major (primary advisor) and one in education (secondary advisor).

Changes in state requirements for teacher education certification and licensure will require accompanying changes in the St. Norbert College teacher-certification program. It is essential that the student communicate regularly with their advisors.

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

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

AWARDS AND STUDENT RECOGNITION

Catherine Schmitz Jacobs Scholarship

These scholarships honor outstanding St. Norbert College Sophomore Block Students. Candidates are selected on the basis of performance (including grades) in education courses and practicum, the quality of overall preparation to teach, and the candidate's commitment to exemplary teaching and public service. Catherine taught 3rd and 4th grade in Ashwaubenon Public Schools during her long service as an educator. Catherine is also a charter member of the Sophomore Block program. She served as one of the cooperating teachers for an education student during the very first sophomore block program when it was designed and initiated under the inspiration of Sister Sally Ann Brickner and Mr. Mural Adams in the early 70's. Catherine has inspired thousands of students during her career as a teacher. In recognizing our outstanding sophomores, these awards, in effect, extend a tradition of competence, zeal, selflessness, dedication, leadership, and commitment, which describes Catherine Jacobs's professional life.

Mary Greenlaw Leader in Exceptional Attitudes and Dispositions Award (LEAD)

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

Sister Sally Ann Brickner Award

This award recognizes the outstanding scholarship of a senior education major at St. Norbert College. Sister Sally Ann Brickner coordinated and guided the St. Norbert College teacher preparation program to a position of stature and strength among Catholic and public colleges and universities in the Midwest. It is fitting that an outstanding young educator at St. Norbert College be honored with an award designated after a person of such personal integrity and professional distinction.