School of Education Academic and Career Advising Center

The School of Education Academic and Career Advising Center is home to all students interested in teaching. Advisers are here to assist students in meeting their academic and career goals. Advisers assess students’ progress within the Professional Education Program, assist in course selection, provide insight into career exploration and answer questions.

**Meeting with a School of Education Adviser**

- To schedule a meeting with an adviser in the School of Education Academic and Career Advising Center, please call the center at 715-346-2040. Appointments cannot be made by email.

- For quick questions (1-10 minutes), students are encouraged to utilize Open Advising hours. Open Advising is on a first come, first served basis. See the School of Education Academic and Career Advising Center website for dates/times: [https://www.uwsp.edu/education/Pages/CurrentUndergrad/UndergraduateAdvise/openAdvisinghours.aspx](https://www.uwsp.edu/education/Pages/CurrentUndergrad/UndergraduateAdvise/openAdvisinghours.aspx)

**What to Bring to an Advising Appointment**

Students are expected to come prepared to an advising appointment. It is expected that students bring the following items to every meeting with an adviser:

- Undergraduate Advising Guide
- Current Degree Progress Report
- Graduation plan (if the student has one)

**Advising Assignments by Major**

<table>
<thead>
<tr>
<th>Major</th>
<th>Advising Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education, Elementary Education, Physical Education and Special Education</td>
<td>Students will be advised by an professional their fourth semester. Once admitted, students will be assigned a faculty adviser or to a professional academic adviser.</td>
</tr>
<tr>
<td>All other Secondary Education and K-12 majors</td>
<td>Students should officially declare their intent to teach by scheduling a “teaching intent meeting” with the School of Education Academic and Career Advising Center. During this meeting, students will receive information about state requirements, application requirements and other important information regarding the Professional Education Program. Once admitted to the Professional Education Program, students will be assigned a faculty adviser in the School of Education. CSD majors will be advised by the professional adviser in their major.</td>
</tr>
</tbody>
</table>
Choosing a Major or Minor

The University of Wisconsin-Stevens Point offers certification in many majors (√), secondary education minors (■), elementary education minors (●) and “add-on” areas. Make sure that you are following the requirements for the “teaching” major or minor in the UWSP catalog. While examining the list of available majors, minors and add-on certifications, keep your academic strengths and interests in mind.

**NOTE:** Grade levels were realigned by the Department of Public Instruction to age levels for licensure after August 2004. Job assignments will ultimately be determined by school districts.

New license categories:

- **Early Childhood Education Major**
  - Minor - Requires an Early Childhood Special Education minor at UWSP
  - Licensed to teach - Early Childhood Level, ages 0-8, regular education and Early Childhood Special Education (~grades PK-3)

- **Elementary Education Major**
  - Minor - Requires a 22 credit minor. The minors from the “elementary minor” column “teacher certifiable minors” and are highly recommended, especially for those interested in middle school. A list of ALL approved minors is available on the Elementary Education Planning Sheet.
  - Licensed to teach - Middle Childhood through Early Adolescence Level, ages 6-13, (~grades 1-8).

- **Special Education Major**
  - Requires a minor in one or two specialties: Intellectual Disabilities (I.D.) [formerly Cognitive Disabilities], Emotional/Behavioral Disabilities and/or Specific Learning Disabilities (L.D.) [formerly Learning Disabilities]
  - Licensed to teach – Middle Childhood through Early Adolescence Level, ages 6-13 (~grades 1-8), Cross Categorical and two specialties,
  - OR Early Adolescence through Adolescence Level, ages 10-21 (~grades 5-12), Cross Categorical Special Education and one specialty,
  - OR Middle Childhood through Adolescence Level, ages 6-21 (~grades 1-12) in Cross Categorical Special Education and one specialty.

- **Secondary/K-12 teaching majors**
  - Major - Requires a teaching major in the content subject of licensure and additional courses for teacher certification
  - Licensed to teach - Either Early Adolescence through Adolescence Level, ages 10-21, (~grades 6-12), OR Early Childhood through Adolescence, ages 0-21 (~grades PK-12), depending on availability of grade level

After choosing your major and/or minor, please consult with your adviser in the appropriate academic department and review the UWSP Undergraduate Catalog. If you are undecided, but are still interested in the Professional Education Program, consult the curricular planning sheets provided and the UWSP Undergraduate Catalog, so you choose classes which are common to many areas. You are now ready to prepare for advising!
<table>
<thead>
<tr>
<th>Area</th>
<th>Major</th>
<th>Secondary Minor</th>
<th>Elementary Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual/Bicultural available as add-on to ESL minor</td>
<td>✓</td>
<td>(add on)</td>
<td>(add on)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Communication Sciences and Disorders</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Speech/Language Pathology and Audiology)</td>
<td></td>
<td>(Master’s Degree Required)</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education (not minor) - ages 0-8</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood – Middle Childhood Education – ages 0-11 available as add-on to Early Childhood major after graduation</td>
<td>✓</td>
<td>(add on) summer</td>
<td></td>
</tr>
<tr>
<td>Earth Science (Earth/Space)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education-Ages 6-13</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (optional Broadfield Language Arts license also available)</td>
<td>✓</td>
<td>✓</td>
<td>●</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Family &amp; Consumer Sciences Education</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>*German</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Health Education</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>History</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>*Music Education, General</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Music Education, Instrumental</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Music Education, Choral</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science (Broadfield Science)</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>*Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Physical Education for Exceptional Ind.</td>
<td>✓</td>
<td></td>
<td>(add on)</td>
</tr>
<tr>
<td>Physics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science (Broadfield Social Science)</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Sociology</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>*Spanish</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Special Education w/ specialization in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Special Ed – Required as a minor for the Early Childhood major OR available as an add-on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ages 0-8 once a person has completed their Elementary or Special Education major.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Disabilities (formerly Cognitive Disabilities) &amp; Cross</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Categorical 6-13, 6-21, or 10-21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional /Behavioral Disabilities &amp; Cross Categorical 6-13, 6-21, or 10-21</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Specific Learning Disabilities (formerly Learning Disabilities) &amp; Cross</td>
<td>✓</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Categorical 6-13, 6-21, or 10-21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Indicates licensure level will be ages 0-21 if it is an initial teaching major.

NOTES: Teaching minors or second majors – licensure age level will match the ages of the initial major.
Applications for the Professional Education Program are only processed two times a year. Applications are available outside 469 CPS or online at www.uwsp.edu/education/Documents/stuRes/Appsoe.pdf. The following requirements must be met BEFORE applying to the Professional Education Program. Use this as a checklist to help you gauge what you need to accomplish before applying to the program.

**Deadlines:** February 22 and September 22 (due the Friday prior the deadline if the deadline falls on a Saturday or Sunday).

- 24 Credits completed
  
  Pass/fail credits, and courses below the 100 level are not included in the 24 credit requirement. Advanced Placement (AP), CLEP, retroactive credits and credits by exam are included in the 24 credit requirement (if approved at UWSP).

- 2.75 Cumulative GPA from all accredited institutions attended

- Current enrollment at UWSP

  Students not currently enrolled at UWSP must include proof of admittance to UWSP with the application.

- Freshman English Requirement

  - Receive a B- or better in English 101 or 150 OR
  - Receive a 2.50 in English 101/102 or 101/202 OR
  - Receive a B- or better in English 250 OR
  - Test out of English 101 through department test-out exam or receive credit by examination. This does not include AP credit for English 101 if English 150 is required. OR
  - Complete the required work in the Professional Competency Program-Writing. See personnel in Room 469 CPS to sign up.
  - A completed bachelor’s degree.

- Communication Skills Including Emerging Technology

  - Receive a passing grade in Education 205 lecture portion (or transfer equivalent)
  - OR
  - Receive a passing grade in Communication 101 (or transfer equivalent)

  **One of these courses must be completed in order to apply to the program. Courses “In Progress” do not meet the application requirement.**
Criminal Background Check – you must submit either a or b with your application to the Program

a) Request, print and attach a Wisconsin Department of Justice (Wisconsin DOJ) background check: https://recordcheck.doj.wi.gov/ We will accept a previous check that is no older than 6 months from the date you turn in your application. There is a small fee associated with this. It may take a few days to get this. Directions: https://www.uwsp.edu/education/Documents/fieldExp/Practicum/DOJ_PublicAccess.pdf

OR

b) If you have worked in a child care center and have had the DCF (Department of Children and Families) background check performed, including electronic fingerprints, you can attach your “letter of eligibility” from DCF if it is dated within the last 6 months from the date you turn in the application.

Major/Minor Department Requirements

It is the student’s responsibility to see the department of major(s) and minor(s) for additional requirements. More information can be found online at http://www.uwsp.edu/education/Pages/CurrentUndergrad/EnrollmentCap/default.aspx

*All Application Requirements must be met and results received prior to application.*

Conduct Disclosure

Please be aware that you will be asked to self-disclose previous conduct-related matters during the Professional Education Program application process. Complete the self-disclosure questionnaire honestly and accurately. Students who have questions regarding whether or not previous conduct situations should be included on the questionnaire should contact the agency that handled the situation (example: courthouse or campus conduct officers). The existence of on-campus behavioral issues and/or a criminal record do not constitute an automatic bar to admission and will be considered only as it/they substantially relate(s) to the duties and responsibilities of the program and eventual licensure.

It is strongly recommended that students seeking admission to the Professional Education Program practice positive role-modeling behavior early in, and consistently throughout, their student career. It is important to note that students are responsible for their own behavior, as well as the behavior of their guests on campus.

Students with multiple, recent, and/or serious conduct histories may be required to meet with a committee in the Professional Education Program to discuss their behavior in order to determine admission status.

Disposition Expectations

Students admitted to the Professional Education Program will be expected to meet disposition expectations throughout the academic program. Students will submit a Statement of Understanding for the Disposition Expectations at the time of application to the Program.
Exceptions Policy

If you meet the following criteria you may apply for an exception of the 2.75 grade point by using the formal Exceptions Application available in the School of Education Academic and Career Advising Center. If granted, this exception allows you to apply to the Professional Education Program without meeting the requirement.

Deadlines for exception requests are September 11 and February 7. If a deadline falls on a weekend, the applications are due the Friday prior.

The Department of Public Instruction limits us to granting exceptions to 10% of our PEP admitted student population.

1. Students will be ranked using 50% overall GPA and 50% largest score deviation.
2. Final exception decisions will be determined by the SOE. Exception decisions are not appealable.

Exception Applications can be found outside 469 CPS or online at: www.uwsp.edu/education/Pages/CurrentUndergrad/UndergraduateAdvise/waiverpolicy.aspx

<table>
<thead>
<tr>
<th>Exception Type</th>
<th>Exception Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Point</td>
<td>a. You have completed at least 24 credits with a grade point of 2.75 or better.</td>
</tr>
<tr>
<td>Exception Requirement</td>
<td>b. Your grades show significant improvement over a minimum of two consecutive semesters (3.00 or higher).</td>
</tr>
<tr>
<td></td>
<td>c. You have attached a letter explaining your reasons for requesting an exception.</td>
</tr>
</tbody>
</table>

Results will be mailed within 5 working days of deadlines. Requests with incomplete paperwork will not be processed. If you do not receive a response within 5 working days, please contact the School of Education Academic and Career Advising Center immediately.
**Application Process**

- You should be ready to apply for the Professional Education Program and have completed the application requirements by the completion of 24 credits.
- Applications are available in the SOE Academic and Career Advising Center, 469 College of Professional Studies.
- The application and a copy of your current Degree Progress Report must be submitted to room 469 CPS by the Professional Education application deadlines. Some students may need to submit unofficial transcripts from every university attended. See application for details. Applications will not be processed at any other time.
- **DEADLINES: SEPTEMBER 22 AND FEBRUARY 22 by 4:30 p.m.** (If a deadline falls on a Saturday or Sunday, all applications are due to the SOE Academic and Career Advising Office, room 469 CPS, the Friday prior to the deadline.)
- Admission responses are emailed within 4 weeks of the application deadline.
- Students denied from the program will have the opportunity to appeal this decision.
- Students may only apply to a program twice.
- Early Childhood and Elementary Education majors: Students may only be admitted to one of these two majors. Double majors in ECE and Elementary Education are not allowed.

**Appeals Process**

Very few appeals are accepted each semester. Each major program with a student appeal has at least one faculty representative on the committee. Prior to the meeting, copies of the appeals are sent to the committee member representing that program area. If an appeal is granted, students will be allowed to pre-register, after the deadline, for School of Education courses requiring admission. (Appeals do not count against the limit of 2 program applications.)

**Students who are denied admission can choose to submit a Letter of Appeal that includes the following:**

1. **Required Information:**
   a. Name, address, phone number
   b. 1st or 2nd denial
   c. Major/Minor program denied
   d. Semester you would be student teaching (Plan this out – do not guess)

2. **You may choose to include some of the following:**
   a. Why are you appealing
   b. Why you feel you would be a good teacher
   c. Extenuating circumstances that may have influenced any of the criteria used for admission ranking in your major (i.e. illness, death in the family, etc.)
   d. Any new information that would speak for your specific situation
   e. Experience working with children
   f. Resubmit revised materials you may have submitted to the department of your major (Secondary majors/minors only)
   g. Reference Letters
      i. Most students include reference letters from someone knowledgeable about the teaching profession
      ii. Secondary students also often include reference letters from someone who can recommend them in their field of study.

**Appeal deadlines vary, however, students who are denied admission will be notified of the appeal deadline in their letter of denial. Late Letters of Appeal will not be accepted.**
Student Completion Requirements (PI34.14(2))

Wisconsin Teacher Certification rules, referred to as PI34 throughout this document, and additional state-adopted mandates, state that all students must meet the following program completion requirements to be approved for a teaching license:

- **Cumulative GPA Requirements**: Maintain a minimum cumulative GPA of 2.75 (3.00 for Communication Sciences and Disorders students).

- **Additional GPA Requirements**: Maintain a minimum GPA of 2.75 in all teaching majors, teaching minors and teacher certification coursework. Some majors and minors require a higher GPA.

- **Minimum Grade Requirement**: Receive a grade of “C-” or better in all courses with prefix “ECED, EDUC, and PHED.” Effective catalog year fall 2013 or later.

- **Professional Education Portfolio**: The Professional Education Portfolio has specific performance tasks incorporated that exemplify your proficiency related to the ten InTASC Core Teaching Standards. Courses and signature assessments will provide you with materials to develop your portfolio. As you go through the PEP, you will receive assistance in the development of your electronic portfolio, culminating in a capstone experience, resulting in PEP approval. More information:
  [http://www.uwsp.edu/education/Pages/PortfolioResources/default.aspx](http://www.uwsp.edu/education/Pages/PortfolioResources/default.aspx)

Transfer Students:
You are responsible for creating comparable signature assessments for the courses completed at other schools for the development of your Professional Education Portfolio.

- **Content Knowledge Requirement**: Demonstrate content knowledge by either 1) obtaining a 3.00 or higher in each teaching major and teaching minor or 2) submit passing scores on the required Praxis Subject Assessment exams. Students must meet one of the above requirements for teacher licensure.

NOTE: Any student seeking a teaching license in French, German or Spanish are required to pass the ACTFL OPIC and WPT exams, regardless of their major/minor GPA.

- **Foundation of Reading Test for Wisconsin**: Early Childhood, Elementary and Special Education majors/minors must demonstrate knowledge of reading methodology by receiving passing scores on the Foundations of Reading Test for Wisconsin (FoRT). Deadlines for passing scores: no later than March 1 for student teaching approval for the following fall semester and October 15 for student teaching approval the following spring semester. Students who have taken the FoRT by the deadline and do not pass may apply for an extension. More information on this test, test preparation and registration:
  [http://www.uwsp.edu/education/Pages/ReadingTest.aspx](http://www.uwsp.edu/education/Pages/ReadingTest.aspx)

- **Education Teacher Performance Assessment**: Demonstrate the knowledge, dispositions, and performances that substantiate competence in the standards at required exit level proficiency through multiple measures over time, culminating in assessment during student teaching, internships or practicums including a Professional Education Portfolio and Education Teacher Performance Assessment (edTPA). *Not required for Communication Sciences and Disorders.*

- **Course Currency Requirement**: ECED and EDUC courses taken more than 10 years prior to student teaching may not be applied to the program requirements. Students may appeal the currency of courses. The ADSOE will convene a review panel of appropriate faculty/advising staff to make a decision about that appeal. Catalog year Fall 2013 or later.

- **Disclaimer**: State licensing rules may change at any time due to legislative or licensing changes.
Praxis Subject Assessments

- Website/information? www.ets.org/praxis

- What test(s) does my major/minor require?
  The chart found on the next few pages will direct you to the appropriate test(s) required.

- When should I take this test?
  The answer to this question varies by student. Only students who do not obtain a 3.00 GPA or higher in their teaching majors and teaching minor are required to take the Praxis Subject Assessment. Students should consult a professional adviser in the School of Education Academic and Career Advising Center with questions.

- Are special accommodations available?
  Yes. Students with documented disabilities and ESL students may request special accommodations. Special paperwork found at the ETS website must be filed with Educational Testing Services at least 2-3 months prior to taking this test. Accommodations are not available on every test date/site. Plan ahead.

- When do I have to have the test completed and passed?
  Passing scores for all teaching majors and minors must be received by the SOE Academic and Career Advising Center for license approval.

- How do I register?
  Availability: Most tests are offered year-round; however, some are only offered 3-7 times per year and not every site offers tests on all dates. Registration is available online at the Praxis Series website: www.ets.org/praxis. Registration is on a first-come, first-served basis, depending on seating availability at a given testing site. There are also deadlines to register for these tests.

- Is there a Fee Waiver available for this test?
  Yes. ETS offers a limited number of Fee Waivers for the Praxis Subject Assessment test. Eligibility is largely determined by family income. Fee Waiver eligibility requirements and application forms can be found at the Praxis Series Web-site: www.ets.org/praxis. Search for “FEE WAIVERS” in the search tool.

- Are there study materials available?
  Praxis Subject Assessment Study Guides are available at the UWSP LRC Reserve Desk and may still be called Praxis II Study Guides.
  Flash Cards for all majors/minors are available for check out through the SOE Academic and Career Advising Center.

How will UWSP get my score(s)?
  Use code 1919 as the “Score Recipient” when registering for the test.
  o The student is responsible for checking their Degree Progress Report to make sure SOE Academic and Career Advising Center has the scores. If the scores are not found on the DPR within one week of a student receiving his/her scores, UWSP has not received the scores and the student should bring a color copy of their score report to the School of Education Academic and Career Advising Center, 469 College of Professional Studies.
  o NOTE: ETS does not mail Praxis SA scores. Students have about a year window in which you can get your scores from their website. After that, ETS charges a significant fee. We recommend downloading your score report to your computer, a back-up system and print a few copies with colored ink. Also, please be aware that ETS only keeps score reports for 10 years.
ACTFL OPlc and WPT Assessments

- This assessment is required for all French, German and Spanish teaching majors and minors regardless of major/minor GPA.

- Website/information? www.languagetesting.com (LTI)

- What test(s) does my major/minor require?
  The chart found on the next few pages will direct you to the appropriate test(s) required.

- When should I take this test?
  We suggest taking these tests immediately following your experience abroad or in the spring of your junior year, whichever comes first.

- Are special accommodations available?
  Yes. Students with documented disabilities may request special accommodations. Special paperwork found at the LTI website must be filed with the LTI company at least one month prior to taking this test. Plan ahead.

- When do I have to have the test completed and passed?
  Passing scores for all teaching majors and minors must be received by the SOE Academic and Career Advising Office no later than March 1 if student teaching in the fall and October 15 if student teaching in the spring. NOTE: It takes 2-4 weeks to be able to print scores from the LTI website. Retakes of these tests are allowed every 90 days; however, LTI recommends waiting 180 days between retakes.

- How do I register?
  Registration is available at the LTI website, www.languagetesting.com. LTI needs at least 10 business days from the date you submit a completed application and Proctor form to set up your testing. UWSP students should meet with Dr. Tobias Barske, Department of World Languages and Literatures, or Dr. John Gaffney, School of Education, to arrange a time to take the exams prior to registering for the test. The OPI and OPlc tests take 15-40 minutes. The WPT test takes 40-80 minutes.

- Are there study materials available?
  Because these tests measure your oral and written proficiencies, not facts about the subject, study guides are not available for this test. We recommend reviewing “Policies & FAQs” available at LTI’s website. The FAQs give helpful tips in preparing for the test and taking the test.

- How will UWSP get my score?
  UWSP should be able to download your scores from the LTI website only for those students who list UWSP as a score recipient. It is imperative that students list UWSP as a score recipient.
  - The student is responsible for checking their Degree Progress Report to make sure SOE Academic and Career Advising Center has the scores. If the scores are not found on the DPR within three weeks of a student receiving his/her scores, UWSP has not received the scores and the student must bring the original score report to the School of Education Academic and Career Advising Center, 469 College of Professional Studies.
  - **NOTE:** LTI does not mail scores unless the student pays the addition fee for a certified copy, which is recommended. You will be able to check the status of your test on the LTI website using your LTI ID and password given to you: www.languagetesting.com/individual. Once the final rating is posted, the test status will be completed and you will have an option to print out a certificate. Make sure to print your certificate out for your records.
  - Students who do not have their tests proctored through UWSP will be required to inform the SOE Academic and Career Advising Center of the date they take these tests.
<table>
<thead>
<tr>
<th>Majors/Minors</th>
<th>Major/Minor GPA Requirement</th>
<th>Test Code/Name</th>
<th>Passing Score Requirement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences and Disorders</td>
<td>3.00 GPA</td>
<td>5331: Praxis SA Speech-Language Pathology</td>
<td>162</td>
<td>Must be passed prior to license application. Take during Graduate Program. 0330 or 5330 test code if taken prior to fall 2014 (score 600)</td>
</tr>
<tr>
<td>Early Childhood &amp; ECSE</td>
<td>3.00 GPA</td>
<td>5018: Praxis SA Elementary Education: Content Knowledge</td>
<td>157</td>
<td>#5014 test code if taken prior to Sept. 2016 (score 147)</td>
</tr>
<tr>
<td>Elementary Majors</td>
<td>3.00 GPA</td>
<td>5146: Praxis SA - Middle School: Content Knowledge</td>
<td>146</td>
<td>Former paper version #0146</td>
</tr>
<tr>
<td>Elementary Majors with teaching minors in early childhood special education, ESL, and health education</td>
<td>3.00 GPA in minor</td>
<td>Appropriate Praxis Subject Assessment for your minor subject area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education Majors with minors in English, CD, ED, LD, BFSS, Env. ED., History, Math, any science minor and/or any social science minor</td>
<td>3.00 GPA in minor</td>
<td>5146: Praxis SA - Middle School: Content Knowledge</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Elementary Education majors with teaching majors or minors in French, German or Spanish</td>
<td>No GPA replaces the need for the ACTFL exam.</td>
<td>Must take ACTFL OPIc and WPT in your language</td>
<td>Intermediate High (IH)</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3.00 GPA</td>
<td>5038: Praxis SA English Language Arts</td>
<td>167</td>
<td>0041 or 5041 test code if taken prior to fall 2014 (score 160)</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>3.00 GPA</td>
<td>5362: Praxis SA English to Speakers of Other Languages</td>
<td>149</td>
<td>0360 test code if taken prior to Sept 2010 (score 530). 5361 test code if taken prior to Sept 2016 (score 143).</td>
</tr>
<tr>
<td>Family and Consumer Sciences Education</td>
<td>3.00 GPA</td>
<td>5122: Praxis SA Family &amp; Consumer Sciences</td>
<td>153</td>
<td>0120 test code if taken prior to Sept. 2008 (score 590). 5121 test code if taken prior to Sept. 2015 (score 159.)</td>
</tr>
<tr>
<td>Majors/Minors</td>
<td>Major/Minor GPA Requirement</td>
<td>Test Code/Name</td>
<td>Passing Score Requirement</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>French</td>
<td>No GPA replaces the need for the ACTFL exam.</td>
<td>ACTFL Oral Proficiency Interview I (OPI) or ACTFL Oral Proficiency Interview by Computer (OPIc) and ACTFL Writing Proficiency Test (WPT)</td>
<td>Intermediate High (IH)</td>
<td>Praxis II test #0173 test code if taken prior to Sept 2011 (score 156) For the OPIc test, we recommend the “OPIc to Advanced” test</td>
</tr>
<tr>
<td>German</td>
<td>No GPA replaces the need for the ACTFL exam.</td>
<td>ACTFL Oral Proficiency Interview I (OPI) or ACTFL Oral Proficiency Interview by Computer (OPIc) and ACTFL Writing Proficiency Test (WPT)</td>
<td>Intermediate High (IH)</td>
<td>Praxis II test #0181 test code if taken prior to Sept 2011 (score 153) For the OPIc test, we recommend the “OPIc to Advanced” test</td>
</tr>
<tr>
<td>Health Education</td>
<td>3.00 GPA OR 5551: Praxis SA Health Education</td>
<td>151</td>
<td></td>
<td>If taken prior to 09/2013 - Test #0550 OR Test #5550 - score required = 610</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.00 GPA OR 5161: Praxis SA Mathematics</td>
<td>160</td>
<td></td>
<td>0061 or 5061 test code if taken prior to fall 2014 (score 135)</td>
</tr>
<tr>
<td>Music Education</td>
<td>3.00 GPA OR 5113: Praxis SA Music: Content Knowledge</td>
<td>150</td>
<td></td>
<td>Former paper version #0113.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3.00 GPA OR 5091: Praxis SA Physical Education: Content Knowledge</td>
<td>150</td>
<td></td>
<td>Former paper version #0091</td>
</tr>
<tr>
<td>Science</td>
<td>3.00 GPA OR 5435: Praxis SA General Science: Content Knowledge</td>
<td>154</td>
<td>“Sciences” includes majors/minors in Biology, Chemistry, Earth Science, Natural Science, Physics, Resource Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Former paper version #0435</td>
</tr>
<tr>
<td>Social Science</td>
<td>3.00 GPA OR 5081: Praxis SA Social Studies: Content Knowledge</td>
<td>153</td>
<td>“Social Studies” includes majors/minors in Broadfield Social Sciences, Economics, Geography, History, Political Science, Psychology and Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Former paper version #0081</td>
</tr>
<tr>
<td>Spanish</td>
<td>No GPA replaces the need for the ACTFL exam.</td>
<td>ACTFL Oral Proficiency Interview I (OPI) or ACTFL Oral Proficiency Interview by Computer (OPIc) and ACTFL Writing Proficiency Test (WPT)</td>
<td>Intermediate High (IH)</td>
<td>Praxis II test #0191 test code if taken prior to Sept 2011 (score 158) For the OPIc test, we recommend the “OPIc to Advanced” test</td>
</tr>
<tr>
<td>Special Education majors and minors in CD, ED and LD</td>
<td>3.00 GPA OR 5146: Praxis SA Middle School: Content Knowledge</td>
<td>146</td>
<td></td>
<td>Former paper version #0146</td>
</tr>
</tbody>
</table>
Student Teaching

The student teaching experience is coordinated through the School of Education Office of Field Experiences.

Student teaching is completed during a student’s final semester in the program.

When do I apply for student teaching?
Applications for student teaching are taken by the Office of Field Experiences (OFE) at a meeting held in the first month of the semester preceding the one when you plan to student teach. Watch for announced dates and places. In the meantime, you are welcome to stop by the Office of Field Experiences with your questions.

What locations can I request for my student teaching?
**Traditional Student Teaching:** The Office of Field Experiences website has a map with the most up-to-date student teaching “zones.” [https://www.uwsp.edu/education/Pages/fieldExp/Students.aspx](https://www.uwsp.edu/education/Pages/fieldExp/Students.aspx)

**Student Teaching Abroad:** In conjunction with Educators Abroad, some student teaching assignments may be overseas, which also entail additional fees. Such requests will be considered only in conjunction with a quarter of student teaching in Wisconsin. Students interested in a placement abroad should consult the Director of Field Experiences well in advance of their student teaching experience.

**Institute for Urban Education:** UWSP also places teacher candidates with the UW-System Institute for Urban Education. This program makes placements in urban settings in Wisconsin; participants are supported in a collaborative seminar. Interest in such a placement should be expressed early in the application process by meeting with the Director of Field Experiences.

**Bush Alaska:** UWSP students have an option to spend half of their student teaching experience in rural, bush Alaska. Students will be placed in the Lower Kuskokwim School District (LKSD) and will be provided with a round-trip airline ticket and housing. For more information on LKSD: [http://www.lksd.org/](http://www.lksd.org/)

**Internships:** Internships are assignments in which student teachers are given temporary certification from the WI DPI and partial contracts from the sponsoring school district. Students are paid a stipend for this experience.

What do I need to know as I plan ahead for my semester of student teaching?
Teacher candidates should be aware that the semester of student teaching follows the calendar of the host school district. This means that you will start before the UWSP semester and/or extend beyond it, depending upon the semester of your experience. Wisconsin school district calendars typically require teachers to report during the last week in August. The end of the school year is usually in early June. Teacher candidates must be in attendance for all teacher work days. Vacation days also follow the host school district calendar. Do not plan personal events that cause conflicts with this requirement.

Additional Questions?
More frequently asked questions can be found online: [https://www.uwsp.edu/education/Pages/fieldExp/Students.aspx](https://www.uwsp.edu/education/Pages/fieldExp/Students.aspx)
InTASC Core Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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

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

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

Content
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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

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

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

Professional Responsibility
Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
The University of Wisconsin-Stevens Point (UWSP) School of Education (SOE) faculty, staff, and school-based partners believe that well prepared teacher candidates understand and effectively demonstrate the knowledge, skills and dispositions of the teaching profession. According to the National Council for Accreditation of Teacher Education (2008, p. 89-90), professional dispositions are defined as:

- professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

We have the responsibility of assessing future educators’ application of knowledge, skills, and dispositions in coursework and school settings to ensure effectiveness in their teaching. Candidates are expected to conduct themselves in a manner consistent with the highest degree of professionalism. It is important for candidates to recognize when their own dispositions may need to be modified and develop plans to do so.

Effective educators come from diverse backgrounds, and have varied opinions, interests, abilities, and personalities. However, we believe that some effective educator qualities are common to all good educators. These qualities include: adapting to social, cultural, economic and demographic patterns; skillfully using technology and other educational tools to promote teaching and learning; and acting in caring, fair, professional, respectful and responsible ways.

Therefore, all UWSP professional education candidates are assessed on and expected to show growth in the following dispositions throughout their teacher preparation program (see Figure 1):

1. Inclusive Excellence
2. Responsibility for Self and the Fostering of Collaborative Relationships
3. Reflectivity about Teaching, Learning, and Interactions
4. Creativity and Critical Thinking in Teaching, Learning and Problem Solving
5. Perseverance for Excellence
6. Professionalism in Teaching, Learning and Interactions
Process for Implementation

1. When students declare their intent to teach, they receive the UWSP SOE Undergraduate Advising Guide. The Professional Dispositions Policy is included in this guide.

2. Upon admission to the Professional Education Program (PEP), students read and sign the Dispositions Statement of Understanding, indicating their agreement to work with and demonstrate these dispositions as teacher candidates. This document (along with other application materials) is maintained in the student’s file in the Academic and Career Advising Center.

3. Throughout the PEP, teacher candidates have opportunities to connect with and reflect upon professional dispositions. Faculty and staff encourage students’ cultivation of professional dispositions in the context of course work, practicum experiences and other professional activity. A documented self-assessment of professional dispositions occurs at these points in the PEP: introductory courses, fundamentals block courses, methods courses, application to student teach and throughout student teaching.

4. When the professional (faculty, staff, or school-based partner) observes significant and/or repeated discrepancies between dispositions demonstrated by the teacher candidate and those required by the profession, the following steps are initiated:

   **Step 1** The professional meets with the teacher candidate to discuss the behaviors or actions they have observed. During the meeting, the Step 1 Form is completed to document a growth plan which will be monitored for successful implementation.

   **Step 2** In the event the teacher candidate is not successfully implementing the growth plan, the professional and at least two other professionals meet with the teacher candidate and an advocate, if so desired. During the meeting, the Step 2 Form is completed to document an agreed upon intervention plan. In severe cases, a decision may be made to move immediately to Step 3.

   **Step 3** The professional and at least two other professionals (including the Associate Dean of the SOE) meet with the teacher candidate to recommend removal from the PEP (Step 3 Form).
Professional Education Program
Teacher Candidate Dispositions
Figure 1
Adopted 11/29/10

Dispositions
(WiTe Teaching Standards & InTASC Core Teaching Standards)

Emerging

Inclusive Excellence
(WT 2,3,5,7,10) (MT 1,2,3,7,10)
Recognizes democratic values; demonstrates awareness of diversity
Explains and demonstrates collaborative, respectful behavior; articulates personal responsibility within a group setting
Acknowledges one’s strengths and limitations; develops metacognition
Values creative approaches to problem-solving

Responsibility for Self and the Fostering of Collaborative Relationships.
(WT 5, 6, 10) (MT 1,5,8,10)
Explores responsibility to self in relation to others
Understands and articulates interpersonal relationships across coursework, life experiences and their impact on one’s learning
Articulates and demonstrates creative multiple problem-solving strategies
Explores the meaning of excellence in the contexts of teaching and learning

Reflectivity about Teaching, Learning and Interactions
(WT 2,3,8,9) (MT 1,2,4,9,10)
Values creative approaches to problem-solving

Creativity and Critical Thinking in Teaching, Learning and Problem Solving
(WT 1,2,3,4,7) (MT 1,2,4,5,7,8)

Perseverance for Excellence
(WT 1-10) (MT 1-10)

Professionalism in Teaching, Learning and Interactions
(WT 6,9,10) (MT 3,8,9,10)

Comprehending

Allows multiple perspectives and accepts forms of diversity in non-threatening manner in actions, speaking and writing
Inclusive in group work; demonstrates responsibility for success of the group; collaborates in respectful ways with others.
Listens attentively to, accepts, considers, and appropriately responds to alternate perspectives and constructive criticism; views oneself as a professional
Demonstrates critical thinking, flexibility and creativity in problem-solving; seeks and respects the perspectives of others
Takes initiative to do what needs to be done and seeks input and resources to ensure greater success

Integrating

Differentiates instruction; advocates for and supports teaching and learning of diversity; sustains democratic classroom climate; reflexivity in practice.
Seeks wisdom and help when needed; mentors others wisely.
Ongoing integration of awareness and careful consideration to inform practice; accepts responsibility for self and others; demonstrates reflexivity and “withness”
Models flexibility, creativity and critical thinking in all aspects of teaching and learning; inspires students and others to think critically and creatively when problem-solving
Establishes and pursues an ongoing professional growth agenda that fosters success for self and others

Mastering

Models professionalism in interactions with others; uses current and best practices in content and methods of the profession; committed to and engages in life-long learning