

Professional Education Program

Undergraduate Advising Guide



University of Wisconsin

Stevens Point



College of Professional Studies University of Wisconsin - Stevens Point

Our Values

- Our college attracts and builds bonds with individuals who care about the well-being of people.
- We promote personal and organizational growth through deep understanding, inventive solutions and focused action.

Our Mission

- We prepare undergraduate and graduate students for successful professional careers, while we emphasize critical thinking, leadership skills, ethics and lifelong learning.
- We stress research and analytic practice among faculty and students to transform our professions, communities and the world.
- We collaborate with our professional colleagues to sharpen best practices and to enhance student performance in the fields.

Our Vision

- To expand opportunities for bachelor's and advanced degrees and for research/development that contributes to a vibrant economy and flourishing communities.
- To infuse college programs with the commitment to individual, family and community wellness.
- To support international experiences, incorporating our knowledge of the peoples of the world in new ways.
- To explore new, and deepen existing, mutually beneficial partnerships.



College of Professional Studies University of Wisconsin-Stevens Point

Welcome to the Professional Education Program at UW-Stevens Point!

We are pleased that you have chosen the Professional Education Program at University of Wisconsin-Stevens Point. UW-Stevens Point began in 1894 as the Stevens Point Normal School, whose primary purpose was to prepare teachers. We have continued to maintain education as a primary mission throughout the years. The faculty in the Professional Education Program is dedicated to providing you with the newest innovations in teaching methods and technology. We strongly believe that teacher candidates should have frequent experiences in classrooms and we strive to provide this opportunity in all phases of the teacher preparation program. Advisers are also available to provide assistance to you throughout your studies. The quality of our program is reflected in our success with placing graduates in educational positions. We hope you will take advantage of all that the University of Wisconsin-Stevens Point Professional Education Program has to offer and that you enjoy your time with us.

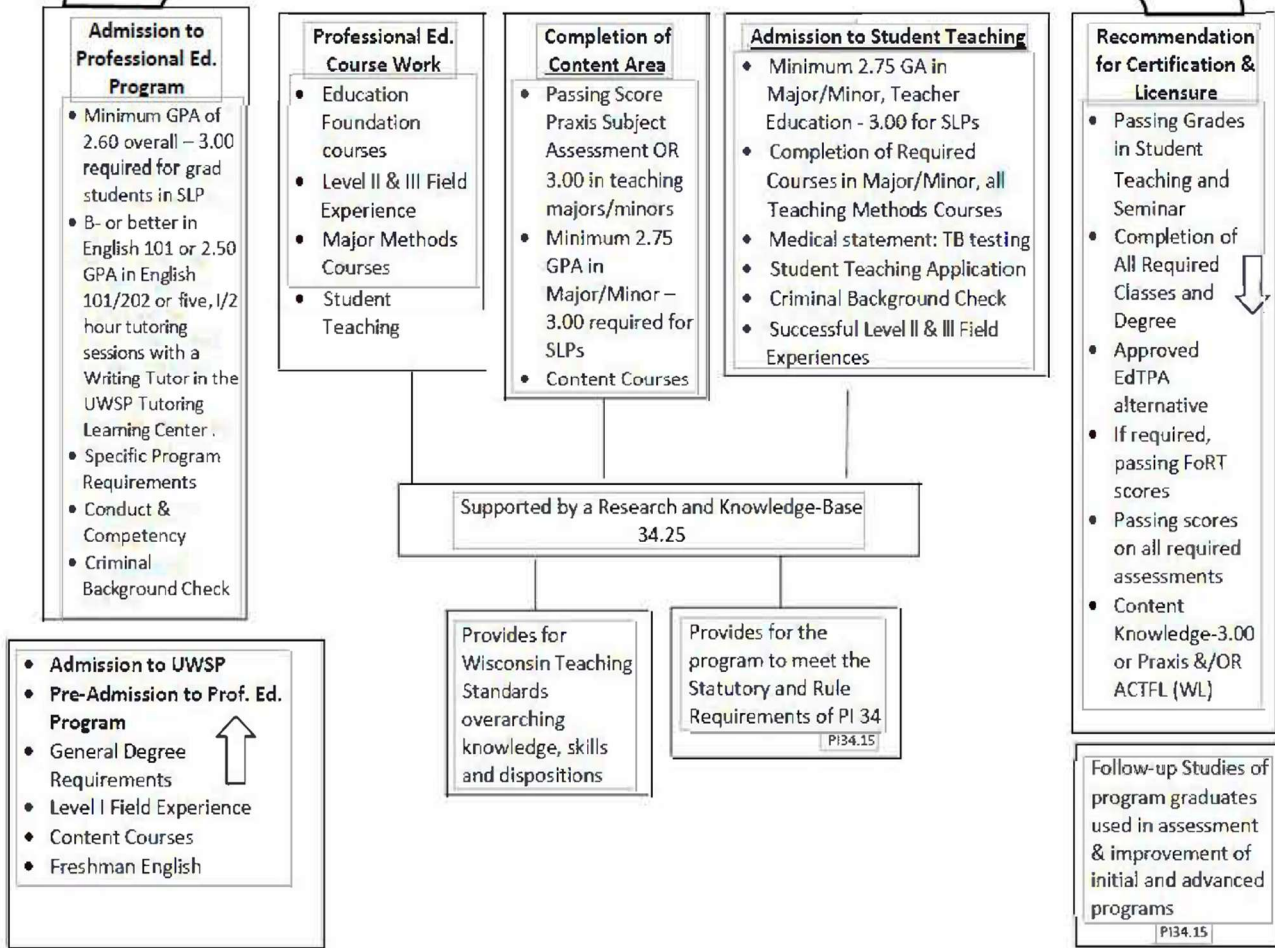
The Professional Education Program Undergraduate Handbook is designed to guide you through the different phases of the Professional Education Program. Information regarding our conceptual framework, Wisconsin teaching standards, advising, choosing a major and minor, Professional Education Program application procedures, Education Programs, scholarships, student involvement opportunities, and résumé resources are included to assist you in devising a personal plan of action for your time with us. By examining the booklet thoroughly, you will pass through the stages of the Professional Education Program more smoothly and efficiently, making your progress more enjoyable.

Best wishes to you for your educational success!

Dr. Katie Anderson-
Pence

Assistant Dean & Head
School of Education

UWSP Professional Education Program Conceptual Framework



OVERARCHING ASSESSMENT PLAN

Stage in Program of Study	Requirement	Task
Entrance to UWSP	<ul style="list-style-type: none"> See UWSP Admissions website 	
Pre-Admission Coursework	<ul style="list-style-type: none"> General degree requirements Content courses Freshman English Comp 	<ul style="list-style-type: none"> Level I Field Exp.
Admission to Professional Education Program	<ul style="list-style-type: none"> Minimum 2.60 GPA overall Minimum grade of B- or better in English 101 or 150, OR 2.50 in English 101/202 OR five, ½ hour tutoring sessions with a Writing Lab Tutor through the Tutoring Learning Center OR bachelor's degree, be currently enrolled in ENGL 101 or 150 and earn a B- or better by the end of that semester for full admission Complete Conduct and Competency Disclosure Agree to Dispositions Policy Criminal Background Check no more than 6 months prior to application Meet specific additional program area requirements 	
Completion of Professional Education Coursework	<ul style="list-style-type: none"> All required courses completed 	<ul style="list-style-type: none"> Approved assessments to meet WI Teaching standards 1-8 Level II Field Experience Level III Field Experiences
Completion of Content Area Course of Study	<ul style="list-style-type: none"> Passing score on required Praxis Subject Assessment OR 3.00 or higher in teaching majors and teaching minors Passing Score for World Language teaching majors -ACTFL WPI and OPI tests Minimum GPA of 2.75 in major/minor; some majors require 3.00 	
Admission to Student Teaching - for all programs, including undergraduate and graduate.	<ul style="list-style-type: none"> Minimum GPA of 2.75 in major/minor, teacher education, and overall GPA, some majors require 3.00 Completion of all required courses in major/minor Completion of all teaching methods courses Present medical statement re: TB testing Submit application for student teaching Obtain Criminal Background Check no more than 6 months prior to the start of student teaching Successful Level I-III Field Experiences Mandatory Reporting Training must be completed through DPI and reported from DPI to Office of Field Experiences prior to placement 	<ul style="list-style-type: none"> Evidence of minimum of 2, pre-student teaching evals based on 10 Wisc. Teaching Standards
Prior to UWSP Recommendation for Certification and Licensure	<ul style="list-style-type: none"> Successful completion of student teaching as documented by UWSP Supervisor Completion of all required courses and assessments Content Knowledge Requirement met 	<ul style="list-style-type: none"> Positive student teaching evaluation based upon 10 Wisconsin Teaching Standards (Level IV Field Experience) Minimum GPA of 2.75 in major/minor, teacher education, and overall GPA

		<ul style="list-style-type: none">• Completion signature assessments to include specified performance tasks as evidence of proficiency in standards 1-10 Wisconsin Teaching Standards and evidence related to subject knowledge
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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 and weekly newsletter for dates, times and directions:
<https://www.uwsp.edu/education/Pages/CurrentUndergrad/UndergraduateAdvise/openAdvisinghours.aspx>

School of Education
 Academic and Career Advising Center
 469 College of Professional Studies
 Stevens Point, WI 54481

715-346-2040 (phone)
education.office@uwsp.edu

Office hours
 8:00a.m.-noon and 1:00-4:30 p.m.
 Monday through Friday

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
- Printed graduation plan (if the student has one)

Advising Assignments by Major

Major	Advising Responsibilities
Early Childhood Education, Elementary Education Physical Education and Special Education	First-year students will be advised by a professional adviser in University College in their first 3 semesters of college. In their fourth semester they will be assigned a faculty adviser or to a professional academic adviser. Transfer students are assigned to a professional adviser in the School of Education until admission to the Professional Education Program.
All other Secondary Education and K-12 majors	Students will be advised by a professional adviser in University College in their first 3 semesters of college. In their fourth semester they will be assigned a faculty adviser in the Department of their major.

All students: 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. Students are invited to see the professional adviser in the School of Education for assistance with specific questions involving teacher education requirements and licensing.

Choosing a Major or Minor

The University of Wisconsin-Stevens Point offers teacher certification in many majors and minors. 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.

The Wisconsin Department of Public Instruction (DPI) has recently realigned all teaching licenses to grade levels. This started in Fall 2020. UWSP has now been approved for all new teaching licenses programs with just two minors pending final approval. Final approval should be formalized before the start of Spring 2022. Job assignments will ultimately be determined by school districts.

UW-Stevens Point Teaching Majors and Minors

UWSP Teaching Majors and Minors

Area	Major	Minor
Bilingual/Bicultural Education- grade levels align with major.		Certificate – requires ESL minor
*Communication Science and Disorders License: Speech Language Pathology K-12 th grade	Undergraduate major – *requires master’s degree for license	
Early Childhood Education License: birth-3 rd grade regular education	X	
Early Childhood Special Education License – birth-3 rd grade	X	X
Elementary Education License: K-9 th grade regular education including 4 year old kindergarten	X	
English License: English and Language Arts 4 th -12 th grade – license allows the teacher to teach all areas of English and language arts	X	
English as a Second Language License: ESL K-12		X
Family and Consumer Science License: K-12 th grade	X	
German License: K-12 th grade	X	
Health Education License: K-12 th grade		X
History and Social Studies License: Social Studies 4 th -12 th grade – license allows the teacher to teach all areas of history and social studies	X	
Mathematics License: Mathematics 4 th -12 th grade	X	X

Music Education License: Music grades K-12 th grade - license allows the teacher to teach all areas of music	X	
Natural License: Science 4 th -12 th grade – license allows the teacher to teach all areas of science	X	
Social Work License: K-12 School Social Worker	Undergraduate major – *requires master’s degree for license	
Physical Education License: Physical Education PK-12 th grade Optional License: Adaptive Physical Education -7 additional credits	X	
Spanish License: K-12 th grade	X	
Special Education K-12SE Cross Categorical Special Education– does include 4year old kindergarten	X	X

PROFESSIONAL EDUCATION PROGRAM APPLICATION REQUIREMENTS – This includes undergraduate and graduate programs

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

Advanced Placement (AP), CLEP, retroactive credits and credits by exam are included in the 24 credit requirement (if approved at UWSP).

2.60 Cumulative GPA from all accredited institutions attended

Please note that an overall Cumulative GPA is required in order to student teach.

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 at least five, ½ hour sessions in the UWSP Tutoring Learning Center, specifically in the Writing Workshop. These sessions must be completed since you completed either English 101 or English 150. Sign-up – contact the Tutoring Learning Center, 715-346- 3568, room 018 Albertson Hall, tlctutor@uwsp.edu. OR
- A completed bachelor’s degree.
- Be currently enrolled in English 101 or 150 (if you apply using this criteria, you can only be conditionally admitted to the Program and must receive a B- or better by the end of the semester for full admission to the Program).

Background Check – you must create an account and pay for this check prior to submitting your application.

All applicants must have a completed Viewpoint screening no more than 6 months prior, a “Pre-Clinical Background Check” (or Recheck) <https://www.viewpointscreening.com/uwsp>

There is a fee associated with this. If you need the link to “Recheck” in Viewpoint, email request to soeacac@uwsp.edu. If your pre-clinical background check is more than 6 months old, do a recheck. A recheck costs less than a second pre-clinical background check. This background check is in compliance with Department of Public Instruction requirements, which includes state and national background checks.

PI34.018 (2)(c) Convictions for crimes which would lead to the automatic revocation of teacher licensure under s. [115.31 \(2g\)](#), Stats., shall result in additional review prior to program admission.

- Students denied from the program can appeal this decision. UW-Stevens Point School of Education will consult with the Department of Public Instruction on any denials or appeals.

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

Exception Type	Exception Requirements
Grade Point Exception Requirement	<ol style="list-style-type: none">a. You have completed at least 24 credits with a grade point of 2.60 or better.b. Your grades show significant improvement over a minimum of two consecutive semesters (3.00 or higher).c. You have attached a letter explaining your reasons for requesting an exception.

Results will be emailed 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 via Education.Office@uwsp.edu 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.

Appeals Process

Due Dates: April 1 and November 1 – If the deadline falls on a Saturday or Sunday, application is due the Friday prior to the deadline. 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, and those who do not have all requirements met by the regular deadlines, or have missed the deadline, 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. Reason for appeal
(Note: If you have missed the deadline, please explain why this happened and what you will do to ensure you will not miss future deadlines.)
- 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). DPI Approved Alternative Measures the 2.75 overall gpa requirement for Program Completion for UW-Stevens Point teacher candidates in all undergraduate and post-bacc programs can be found later in this advising guide.
- 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, HLED and PHED.” Effective catalog year fall 2013 or later.
- Wisconsin Teaching Standards:** Students will demonstrate standards 1-8 through a series of assignments within required courses with a score of 80% or higher on those specific assignments for a passing grade in those courses. For a list of standards, courses, and assignments, please see chart later in this guide.
- 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 (Fees required if needed. Testing information found later in this advising guide.). Students must meet one of the above requirements for teacher licensure.

NOTE: Any student seeking a teaching license in German or Spanish are required to pass the ACTFL OPIC and WPT exams, regardless of their major/minor GPA. These exams must be passed prior to applying to student teaching. (Fee required. Testing information found later in this advising guide.).

- 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) – (Fees required). A passing score is required for full teacher licensure, but not for graduation. For more information on this test, test preparation, registration and the UWSP FoRT alternative for licensure in special education: <https://www3.uwsp.edu/education/Pages/fort/default.aspx> Students should take this test towards the end of the semester in which they take Educ 309. Register at least 6 weeks in advance.

NOTE: If you are earning a teaching major in special education, UWSP offers a DPI approved UWSP FoRT alternative ([see website](#)). If you are seeking a secondary/K-12 teaching major in regular education major with a special education minor or major, you may not need FoRT or the FoRT Alternative ([see website](#)).

- 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.
- ACT 20 -** Act 20 is a Wisconsin state law that requires all Wisconsin public schools and private institutions to instruct 4K to 3rd-grade students in science-aligned literacy and all public schools to assess reading levels to achieve proficiency in reading before 4th grade. This includes programs in Early Childhood regular education, K-9 Elementary/Middle level regular education, K-12 cross categorical special education and early childhood special education, reading teacher and reading specialist.

ACT 31
§118.19(8), Wis Stats.

Teacher certificates and licenses.

(8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

Undergraduates take EDUC 205 - Pluralism for Educators

Graduate secondary students take EDUC 790 - Analysis and Improvement of Educational Programs with the subtopic “Pluralism”

Graduate ACEE Elementary and CWIC Special Education take EDUC 724 - Diversity and Development

Background Checks: The UWSP School of Education uses Viewpoint Screening to facilitate background checks. Viewpoint’s background checks include the following:

- Statewide Criminal Records (Wisconsin); including BID Form as required by the Wisconsin Department of Justice’s WORCS system’s Caregiver background check.
- Nationwide Address History/SSN Validation
- County Criminal Records (All Jurisdictions Outside of State of Residence; Nationwide Scope)
- Nationwide Crime Database
- Nationwide Sexual Offender Registry

Background Checks Throughout the Program:

Students are required to complete a background check via Viewpoint Screening at specific milestones during their participation in the program. Additionally, students may be required to complete additional background checks depending on their course field experience schedule and placements. These additional background checks may be completed through Viewpoint Screening or an outside agency’s own service/process, depending on field placements.

Required background checks:	Additional background checks:
1. PEP application (admission to the program)	<ul style="list-style-type: none"> • Required for field experience in a partnering district <ul style="list-style-type: none"> ○ Students seeking placement in a partnering district must have a Viewpoint Screening background check verified by the OFE and completed no more than 6 months prior to placement
2. Student teaching application (semester prior to student teaching)	<ul style="list-style-type: none"> • As requested by school district and/or agency <ul style="list-style-type: none"> ○ Students seeking placement where district or agency-specific background checks are required complete those with assistance from OFE

Mandatory Reporting Training: Must be completed through DPI and reported from DPI to Office of Field Experiences at time of student teaching application. Placement requests will not be sent out without this.

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 and pass 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 Test Prep Materials are available through the Praxis website: <https://praxis.ets.org/#> choose "test prep"
Flash Cards for each specific test are available through Mometrix Media: <https://www.mometrix.com/>

How will UWSP get my score(s)?

Use code 1919 as the "Score Recipient" when registering for the test.

- 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.
- **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 OPIc 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 OPIc 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: <https://www.languageTesting.com> . 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.

Content Knowledge Requirement

Majors/Minors	Major/Minor GPA Requirement		Test Code/Name	Passing Score Requirement	Notes
Communication Sciences and Disorders	3.00 GPA	OR	5331: Praxis SA Speech-Language Pathology	162	Must be passed prior to license application. Take during Graduate Program. 0330 or 5330 test code if taken prior to fall 2014 (score 600)
Early Childhood & ECSE	3.00 GPA	OR	5018: Praxis SA Elementary Education: Content Knowledge	157	#5014 test code if taken prior to Sept. 2016 (score 147)
Elementary Majors	3.00 GPA	OR	5001:Praxis Elementary Education: multiple subjects	157 lang arts and math, 155 social studies, 159 science	All subtests must be passed. Subtests can be taken separately.
Elementary Majors with teaching minors in early childhood special education, ESL, and health education	3.00 GPA in minor	OR	Appropriate Praxis Subject Assessment for your minor subject area.		
Elementary Education majors with teaching majors in German or Spanish	<i>No GPA replaces the need for the ACTFL exam.</i>		Must take ACTFL OPic and WPT in your language (German or Spanish)	Intermediate High (IH)	
English	3.00 GPA	OR	5038: Praxis SA English Language Arts	167	0041 or 5041 test code if taken prior to fall 2014 (score 160)
English as a Second Language	3.00 GPA	OR	5362: Praxis SA English to Speakers of Other Languages	149	0360 test code if taken prior to Sept 2010 (score 530). 5361 test code if taken prior to Sept 2016 (score 143).
Family and Consumer Sciences Education	3.00 GPA	OR	5123: Praxis SA Family & Consumer Sciences	151	5122 test code if taken prior to Sept. 2025 (score 153)

Majors/Minors	Major/Minor GPA Requirement		Test Code/Name	Passing Score Requirement	Notes
German	<i>No GPA replaces the need for the ACTFL exam.</i>		ACTFL Oral Proficiency Interview I (OPI) or ACTFL Oral Proficiency Interview by Computer (OPIC) and ACTFL Writing Proficiency Test (WPT)	Intermediate High (IH)	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
Health Education	3.00 GPA	OR	5551: Praxis SA Health Education	151	If taken prior to 09/2013 - Test #0550 OR Test #5550 - score required = 610
History and Social Studies Educ.- Catalog Fall 2020 and later	3.00 GPA	OR	5581: Praxis SA Social Studies: Content Knowledge	153	
Mathematics	3.00 GPA	OR	5165: Praxis SA Mathematics	159	5161 test code if taken prior to September 2022 (score 160), OR 0061 or 5061 test code if taken prior to fall 2014 (score 135)
Music Education	3.00 GPA	OR	5113: Praxis SA Music: Content Knowledge	150	#0113 (score 150).
Natural Science	3.00 GPA	OR	5436: Praxis SA General Science: Content Knowledge	141	5435 or 0435 test code if taken prior to September 2023 (score 154)
Physical Education	3.00 GPA	OR	5091: Praxis SA Physical Education: Content Knowledge	150	#0091 (Score 150)
Social Science- Catalog prior to Fall 2020	3.00 GPA	OR	5081: Praxis SA Social Studies: Content Knowledge	153	#0081 (Score 153)
Spanish	<i>No GPA replaces the need for the ACTFL exam.</i>		ACTFL Oral Proficiency Interview I (OPI) or ACTFL Oral Proficiency Interview by Computer (OPIC) and ACTFL Writing Proficiency Test (WPT)	Intermediate High (IH)	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
Special Education majors	3.00 GPA	OR	5146: Praxis SA Middle School: Content Knowledge	146	Former paper version #0146

Wisconsin 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: Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard #2: Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil 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 each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils 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 pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

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

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. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

WISCONSIN TEACHING STANDARDS

Students will demonstrate standards 1-8 through a series of assignments within required courses with a score of 80% or higher on those specific assignments for a passing grade in those courses.

Standard #	Course(s)	Assessment	Rubric	Minimum score required to meet standard (Quantitative, not letter grades)
Standard #1 Learner Development.	<u>UNDERGRADS:</u> <u>Educ 381</u> Educational Psychology	Teaching Philosophy Essay	In files See bottom of Directions	26/32 (80%)
	<u>GRADS:</u> <u>Educ 755</u> - Foundations of Special Education	IEP Analysis and Lesson Accommodation Assignment	In files	Need 48/60 points on assignment rubric
Standard #2 Learning Differences.	<u>UNDERGRADS:</u> <u>Educ 205</u> Pluralism for Educators	Cultural Competence Assessment	In files	11 out of 15 on assessment-teaching-conclusion
	<u>UNDERGRADS:</u> <u>Educ 351</u> Educating Students with Special or Other Needs in the General Education Environment NOTE: Phy Ed majors <u>take PEX 400</u> instead	Book Project	In files	Need 4/5 on Classroom Expectations/Procedures
	<u>GRADS:</u> <u>Educ 755</u> - Foundations of Special Education	IEP Analysis and Lesson Accommodation Assignment	In files	Need 48/60 points on assignment rubric
	<u>SPECIAL ED GRADS:</u> <u>Educ 756</u> – Special Education Assessment	Specialist’s Report	In files	Student needs to earn 8/10 or higher on the science lesson plan.

				Course syllabus will include requirement that student must achieve 8/10 or more on this assignment to earn a passing grade in the course.
Standard #3 Learning Environments.	<u>UNDERGRADS:</u> <u>Educ 351</u> Educating Students with Special or Other Needs in the General Education Environment	Book Project	In files	Need 24/30 on Description of Adaptations Need 24/30 on Rationale for Adaptations
	<u>UNDERGRADS:</u> <u>Educ 382</u> Managing Learning Environments	First Week Plan	In files See bottom of Directions	26/32 (80%)
	<u>SPECIAL ED GRADS:</u> <u>Educ 704</u> - Strategies for Discipline and Classroom Management	Classroom Management Plan	In files	Need 80/100 on scoring rubric
	<u>GRADS:</u> <u>Educ 755</u> Foundations of Special Education	Book Project	In files	Need 24/30 on Description of Adaptations Need 24/30 on Rationale for Adaptations
Standard #4 Content Knowledge.	<u>ALL PROGRAMS:</u> <u>UNDERGRADUATE AND GRADUATE-</u> 3.00 in teaching majors and teaching minors OR 2.75 <u>AND</u> passing score on appropriate Praxis Subject Assessment			

	NOTE: French, German and Spanish teaching majors must pass the ACTFL OPI and WPT			
Standard #5 Application of Content.	<u>UNDERGRADS: EARLY CHILDHOOD ED, ELEMENTARY ED, GERMAN, HISTORY/SOC STUD, NATURAL SCIENCE, SPANISH AND SPECIAL ED-</u> <u>Educ 331</u> Educational Technology NOTE: English Ed, FCS, Math and Music incorporate this course into their methods courses	Google Site e-Portfolio Development	In files	Quantitative score of 12 out of 15
	<u>NATURAL SCIENCE UNDERGRADS:</u> <u>Educ 337</u> Techniques in Secondary Education - Science	Unit Plan 1, 2, 3	In files	40/50
	<u>UNDERGRADS: FAMILY CONSUMER SCI, GERMAN, HISTORY/SOC SCI, MATH, MUSIC, NATURAL SCI, PHYSICAL ED, SPANISH AND SPECIAL ED-</u> <u>Educ 386</u> Literacy in the Secondary Schools	Identify one to two learning objectives related to one topic in your content area. Prepare a text set (a group of 6 texts* about one topic in your content area) that will guide your students to develop a deeper understanding of the content and the identified learning objectives. Explain your thinking about why you have included each text* and how each will contribute to support students in meeting the learning objectives. *texts - consider a wide range of text Rubric (Attached) Minimum score required to meet standard (Quantitative, not letter grades) types. Fiction/nonfiction, children's	In files	10-14 points

	literature, articles, professional texts, etc. Multimedia: only 1 may be visual, 1 may be a video.		
<u>SPECIAL ED-UNDERGRAD:</u> <u>Educ 369</u> Curriculum and Methods for Teaching Students with Disabilities II	Science Lesson Plan	In files	Student needs to earn 80% or higher on the science lesson plan. Course syllabus will include requirement that student must achieve 80% or more on this assignment to earn a passing grade in the course.
<u>SPECIAL ED-GRAD:</u> <u>Educ 769</u> Curriculum and Instruction for Students with Disabilities II	Science Lesson Plan	In files	Student needs to earn 8/10 or higher on the science lesson plan. Course syllabus will include requirement that student must achieve 8/10 or more on this assignment to earn a passing grade in the course.
<u>GRAD:</u> <u>Educ 773</u> - Technology Foundations in Teaching	Final Project	In files	Need 48/60 points on assignment rubric
<u>ENGLISH UNDERGRAD:</u> <u>ENGL 355/555</u> – Methods of Teaching Composition	Culpa Project	In files	80% or higher (520/650 points)
<u>ENGLISH UNDERGRAD</u> <u>ENGL 356/556</u> – Methods of Teaching Literature	Culpa Project	In files	80% or higher (520/650 points)
<u>FCS UNDERGRAD</u>	Teaching and Learning Plan	In files	80/100

FCS 392 – Program Planning and Assessment in Family Consumer Sciences			
HISTORY/SOC STUD UNDERGRAD HIED 405 – Methods in History and Social Studies Education	Curriculum Portfolio	In files	60 points
MUSIC ED UNDERGRAD MUED 400 – Seminar on Teaching	Conducting Video and Musical Skills Diagnostic Error Test	In files	85/100
PHYSICAL ED UNDERGRAD PHED 331 – Teaching Methods in Elementary Physical Education	Unit Plan	In files	61/76 (80%)
PHYSICAL ED UNDERGRAD PHED 370 – Curriculum Design and Implementation in PreK-12 Physical Education Unit Plan	In files	In files	61/76 (80%)
FAMILY AND CONSUMER SCIENCE GRAD FCS 791 – Curriculum in Family and Consumer Sciences	Teaching and Learning Plan	In files	80/100
EARLY CHILDHOOD ED UNDERGRAD EDUC 324 – Techniques in Elementary School-Social Science EDUC 325 – Techniques in Elementary School-Science	Integrated Unit Plan	In file	80%
ELEMENTARY UNDERGRAD EDUC 324 – Techniques in Elementary School-Social Science EDUC 325 – Techniques in Elementary School-Science	Integrated Unit Plan	In file	80%
ELEMENTARY GRAD	Integrated Unit Plan	In file	80%

	EDUC 733 – Methods in Elementary and Middle Level science and Environmental Education EDUC 734 – Methods in Elementary and Middle Level Social Studies			
	<u>GERMAN AND SPANISH UNDERGRAD</u> FLED 333 – Teaching Second Languages	Practicum Reflection Lesson Planning Teaching Analysis	In files	Score of 3
	<u>MATH UNDERGRAD</u> MED 334 - Technology Tools for Math Teachers.	Students will create a lesson plan on problem solving by using spreadsheet. The assignment will be around a challenging real- life word math problem and the solution will involve the use of spreadsheet. Students will pick the topic based on the levels of interest for teaching.	In files	80 point required
Standard #6 Assessment.	<u>SPECIAL ED UNDERGRAD Educ 356</u> (Special Ed) Individual Assessment	Specialists Report	In files	Student needs to earn an 80% or higher for the Specialists Report to show understanding of Assessment
	<u>SCIENCE UNDERGRAD Educ 337</u> Techniques in Secondary Education - Science	Unit Plan 1, 2, 3	In files	40/50

<u>ECE AND ELEMENTARY ED UNDERGRAD</u> <u>Educ 383</u> Educational Assessment NOTE: English Ed, Music Ed, and Phy Ed do not take this course	Summative Assessment Assignment I and Classroom Formative Assessment II	In files	80%
<u>SPECIAL ED GRAD</u> <u>Educ 704</u> - Strategies for Discipline and Classroom Management	Data Collection/ Functional Behavior Assessment/Behavior Intervention Plan	In files	Need a 24/30 on scoring rubric
<u>SPECIAL ED GRAD</u> <u>Educ 756</u> – Special Education Assessment	Specialist’s Report	In files	Student needs to earn 80% (48/60) or higher as a final grade on the Specialist’s Report
<u>ENGLISH UNDERGRAD</u> <u>ENGL 355/555</u> – Methods of Teaching Composition	Culpa Project	In files	80% or higher (520/650 points)
<u>ENGLISH UNDERGRAD</u> <u>ENGL 356/556</u> – Methods of Teaching Literature	Culpa Project	In files	80% or higher (520/650 points)
<u>FAMILY AND CONSUMER SCI UNDERGRAD</u> <u>FCS 392</u> – Program Planning and Assessment in Family Consumer Sciences	Teaching and Learning Plan	In files	80/100
<u>HISTORY/SOC STUD UNDERGRAD</u> <u>HIED 405</u> – Methods in History and Social Studies Education	Curriculum Portfolio	In files	60 points
<u>MUSIC ED UNDERGRAD</u> <u>MUED 400</u> – Seminar on Teaching	Musical Skills Diagnostic Error Test and Sample	In files	85/100

		Assessment with Accompanying Rubric		
	<u>PHYSICAL ED UNDERGRAD PHED 331</u> – Teaching Methods in Elementary Physical Education	Unit Plan	In files	61/76 (80%)
	<u>PHYSICAL ED UNDERGRAD PHED 370</u> – Curriculum Design and Implementation in PreK-12 Physical Education	Unit Plan	In files	61/76 (80%)
	<u>FAMILY AND CONSUMER SCI GRAD</u> FCS 791 – Curriculum in Family and Consumer Sciences	Teaching and Learning Plan	In files	80/100
	<u>EARLY CHILDHOOD ED UNDERGRAD</u> EDUC 324 – Techniques in Elementary School-Social Science EDUC 325 – Techniques in Elementary School-Science	Integrated Unit Plan	In file	80%
	<u>ELEMENTARY UNDERGRAD</u> EDUC 324 – Techniques in Elementary School-Social Science EDUC 325 – Techniques in Elementary School-Science	Integrated Unit Plan	In file	80%
	<u>ELEMENTARY GRAD</u> EDUC 733 – Methods in Elementary and Middle Level science and Environmental Education EDUC 734 – Methods in Elementary and Middle Level Social Studies	Integrated Unit Plan	In file	80%
	<u>GERMAN AND SPANISH UNDERGAD</u> FLED 333 – Teaching Second Languages	Practicum Reflection Lesson Planning Assessment Assignment Teaching Analysis	In files	Score of 3

	<u>MATH UNDERGRAD</u> MED 350 – Teaching Probability and Statistics	Teacher candidates will create a lesson plan with an activity that involves probability. They will implement that activity with 2 – 4 students and use two tools for assessment. One tool will be a non-graded/formative assessment. The second tool will be a summative assessment. The teacher candidate will also provide feedback to the students on their assessment. Finally, the teacher candidate will reflect on their plan, assessments and feedback.	In file	19.2 points required
Standard #7 Planning for Instruction.	<u>NATURAL SCIENCE UNDERGRAD</u> <u>Educ 337</u> Techniques in Secondary Education - Science	Unit Plan 1, 2, 3	In files	40/50
	<u>SPECIAL ED UNDERGRAD</u> <u>Educ 364</u> Curriculum and Methods for Teaching Students with Disabilities I	Instructional Plan	Instructional Plan Rubric	Student needs to earn 88 points or more for their final grade on the instructional plan
	<u>ALL PROGRAMS UNDERGRAD</u> <u>Educ 381</u> Educational Psychology -Major Methods course(s)	Teaching Philosophy Essay	In files See bottom of Directions	26/32 (80%)

<u>SPECIAL ED GRADUATE</u> <u>Educ 756</u> - Special Education Assessment	Specialist's Report	In files	Student needs to earn 80% (48/60) or higher as a final grade on the Specialist's Report	
<u>SPECIAL ED GRADUATE</u> <u>Educ 764</u> Curriculum and Instruction for Students with Disabilities I	Instructional Plan	In files	Student needs to earn 88 points or more for their final grade on the instructional plan	
<u>ENGLISH UNDERGRAD</u> <u>ENGL 355/555</u> – Methods of Teaching Composition	Culpa Project	In files	80% or higher (520/650 points)	
<u>ENGLISH UNDERGRAD</u> <u>ENGL 356/556</u> – Methods of Teaching Literature	Culpa Project	In files	80% or higher (520/650 points)	
<u>FAMILY AND CONSUMER SCI UNDERGRAD</u> <u>FCS 392</u> – Program Planning and Assessment in Family Consumer Sciences	Teaching and Learning Plan	In files	80/100	
<u>HISTORY/SOC STUD UNDERGRAD</u> <u>HIED 405</u> – Methods in History and Social Studies Education	Curriculum Portfolio	In files	60 points	
<u>MUSIC ED UNDERGRAD</u> <u>MUED 400</u> – Seminar on Teaching	Sample Set of 3-5 Lesson Plans or a Unit Plan and Sample Teaching Reflection	In files	85/100	
<u>PHYSICAL ED UNDERGRAD</u> <u>PHED 331</u> – Teaching Methods in Elementary Physical Education	Unit Plan	In files	61/76 (80%)	
<u>PHYSICAL ED UNDERGRAD</u>	Unit Plan	In files	61/76 (80%)	

	<u>PHED 370</u> – Curriculum Design and Implementation in PreK-12 Physical Education			
	<u>FAMILY AND CONSUMER SCI GRAD</u> FCS 791 – Curriculum in Family and Consumer Sciences	Teaching and Learning Plan	In files	80/100
	<u>EARLY CHILDHOOD ED UNDERGRAD</u> EDUC 324 – Techniques in Elementary School-Social Science EDUC 325 – Techniques in Elementary School-Science	Integrated Unit Plan	In file	80%
	<u>ELEMENTARY UNDERGRAD</u> EDUC 324 – Techniques in Elementary School-Social Science EDUC 325 – Techniques in Elementary School-Science	Integrated Unit Plan	In file	80%
	<u>ELEMENTARY GRAD</u> EDUC 733 – Methods in Elementary and Middle Level science and Environmental Education EDUC 734 – Methods in Elementary and Middle Level Social Studies	Integrated Unit Plan	In file	80%
	<u>GERMAN AND SPANISH UNDERGAD</u> FLED 333 – Teaching Second Languages	Pracitum Reflection Lesson Planning Teaching Analysis	In files	Score of 3
	<u>MATH UNDERGRAD</u> MED 340 – Teaching Geometry	Students will design a lesson plan. They will work any particular proof in secondary level geometry topic from MED 340 content list. There will be an emphasize	In file	80 points required

		on students' instructional design on the van Hiele levels of geometric understanding.		
Standard #8 Instructional Strategies.	<u>UNDERGRADS: EARLY CHILDHOOD ED, ELEMENTARY ED, GERMAN, HISTORY/SOC STUD, NATURAL SCIENCE, SPANISH AND SPECIAL ED-</u> <u>Educ 331</u> Educational Technology <u>NOTE:</u> English ED, FCS, Math and Music incorporate this course into their methods courses	Google Site e-Portfolio Development	In files	Quantitative score of 12 out of 15
	<u>SCIENCE UNDERGRAD</u> <u>Educ 337</u> Techniques in Secondary Education - Science	Unit Plan 1, 2, 3	In files	40/50
	<u>UNDERGRADS: ELEMENTARY ED, ENGLISH, GERMAN, HISTORY/SOC STUD, NATURAL SCIENCE, SPANISH AND SPECIAL ED-</u> <u>Educ 385</u> Teaching the Early Adolescent <u>NOTE:</u> ECE, FCS, Music Ed and Physical Ed majors do not take this course	Middle Level School Construct	In files	80%

	<p><u>UNDERGRADS: FAMILY CONSUMER SCI, GERMAN, HISTORY/SOC SCI, MATH, MUSIC, NATURAL SCI, PHYSICAL ED, SPANISH AND SPECIAL ED-</u> <u>Educ 386</u> Literacy in the Secondary School <u>NOTE:</u> English Ed does not take this course</p>	<p>Student and an assigned partner(s) will teach a 20-minute lesson using a short text. Students will integrate reading and writing strategies to build background knowledge, identify background knowledge, and assess lesson learning. This will be an interactive activity that must engage all in the learning process. A lesson plan template will be provided.</p>	<p>In files</p>	<p>13/18 possible points</p>
	<p><u>SPECIAL ED UNDERGRAD</u> <u>Educ 369</u> Curriculum and Methods for Teaching Students with Disabilities II</p>	<p>Learning Strategies Instruction</p>	<p>In files</p>	<p>Student must earn 80% or higher (20/25) for their grade on the Learning Strategies Instruction assignment. Course syllabus will include requirement that student must achieve 80% (20/25) or more on this assignment to earn a passing grade in the course</p>
	<p><u>SPECIAL ED GRAD</u> <u>Educ 764-</u> Curriculum and Instruction for Students with Disabilities II</p>	<p>Instructional Plan</p>	<p>In files</p>	<p>Student needs to earn 88 points or more for their final grade on the instructional plan</p>

<u>SPECIAL ED GRAD</u> <u>Educ 773</u> - Special Education Technology Foundation	Final Project	In files	Need 48/60 points on assignment rubric
<u>ENGLISH UNDERGRAD</u> <u>ENGL 355/555</u> – Methods of Teaching Composition	Culpa Project	In files	80% or higher (520/650 points)
<u>ENGLISH UNDERGRAD</u> <u>ENGL 356/556</u> – Methods of Teaching Literature	Culpa Project	In files	80% or higher (520/650 points)
<u>FAMILY AND CONSUMER SCI UNDERGRAD</u> <u>FCS 392</u> – Program Planning and Assessment in Family Consumer Sciences	Teaching and Learning Plan	In files	80/100
<u>HISTORY/SOC STUD UNDERGRAD</u> <u>HIED 405</u> – Methods in History and Social Studies Education	Curriculum Portfolio	In files	60 points
<u>MUSIC ED UNDERGRAD</u> <u>MUED 400</u> – Seminar on Teaching	Sample Teaching Reflection and Video of Exemplary Teaching	In files	85/100
<u>PHYSICAL ED UNDERGRAD</u> <u>PHED 331</u> – Teaching Methods in Elementary Physical Education	Unit Plan	In files	61/76 (80%)
<u>PHYSICAL ED UNDERGRAD</u> <u>PHED 370</u> – Curriculum Design and Implementation in PreK-12 Physical Education	Unit Plan	In files	61/76 (80%)
<u>FAMILY AND CONSUMER SCI GRAD</u> FCS 791 – Curriculum in Family and Consumer Sciences	Teaching and Learning Plan	In files	80/100
<u>EARLY CHILDHOOD ED UNDERGRAD</u>	Integrated Unit Plan	In file	80%

	EDUC 324 – Techniques in Elementary School-Social Science EDUC 325 – Techniques in Elementary School-Science			
	<u>ELEMENTARY UNDERGRAD</u> EDUC 324 – Techniques in Elementary School-Social Science EDUC 325 – Techniques in Elementary School-Science	Integrated Unit Plan	In file	80%

BLOCK PROGRAM

A number of the required “Education” courses have been put into a framework called the Block Program for purposes of scheduling, team teaching and sequencing. Not all required courses fall within the block framework. The following section outlines the sequence in which you should take the blocks in your area and also discusses the practicum experiences involved. The blocks cannot be split up without permission and only under extenuating circumstances.

Early Childhood Majors – catalog year fall 2020 and later

Be sure to plan your schedule according to course offerings in other departments. Many courses in this major require admission to the Professional Education Program in order to enroll. Also note that many courses are offered only every other semester.

Fundamentals Courses Courses may be taken in different semesters. However, Educ 351 must be taken at least 4 semesters prior to student teaching if pursuing a minor or double major in special education.

Education 302 – 3 credits

Education 331 - 3 credits

Education 351 - 3 credits

Education 381 - 2 credits – take same semester and same section # as Education 382

Education 382 - 1 credit - take same semester and same section # as Education 382

ECED

Early Childhood Education 262 - 3 credits

Early Childhood Education 301 - 3 credits

Early Childhood Education 368 - 3 credits

Early Childhood Education 372 - 1 credit

Early Childhood Education 460 - 3 credits

Elementary Methods Block – Spring only (to be taken the spring prior to student teaching)

Education 310 - 3 credits

Education 323 - 3 credits

Education 324 - 3 credits

Education 325 - 3 credits

Education 383 – 3 credits

ECSE minor course if applicable – 3 credits

NOTE: Additional credits beyond the 15-18 in the Integrated Curriculum Block are not recommended. Courses scheduled after 4:00 p.m. are the only other courses you may register for during this Block, and only with permission. This block is scheduled so that there will be a commitment to go out into area schools full-time for 6-8 weeks during the last part of the semester. Students admitted to the Program are required to commit to the semester in which they will take this Block and must get written permission to switch, if available. Integrated Curriculum Block practicum experiences must be completed in Stevens Point.

Elementary Education Majors – Catalog year fall 2020 and later

Fundamentals Courses (Courses can be taken in different semesters. However, Educ 351 must be taken at least 4 semesters prior to student teaching if pursuing a minor or double major in special education.)

Education 302 – 3 credits

Education 331 - 3 credits

Education 351 - 3 credits

Education 381 - 2 credits – take same semester and same section # as Education 382

Education 382 - 1 credit - take same semester and same section # as Education 382

Education 385 – 3 credits (offered summer and winterim only)

Elementary Methods Block (EMB) (1 semester prior to student teaching – courses cannot be taken separately)

Education 310 - 3 credits

Education 322 - 2 credits

Education 323 – 3 credits

Education 324 - 3 credits

Education 325 - 3 credits

Education 383 - 3 credits

NOTE: Additional credits beyond these 17 in EMB are not recommended. Courses scheduled after 4:00 p.m. are the only other courses you may register for during EMB. This block is scheduled so that there will be a commitment to go out into the area schools full-time for 6-8 weeks during the last part of the semester. Students admitted to the Program are required to commit to the semester in which they will take this Block and must get written permission to switch, if available.

Student Teaching (See the student teaching section for details)

Special Education Major/Minor

Be sure to plan your schedule according to these offerings. These courses are strategically sequenced and must be taken in order. Courses within the blocks may not be taken separately without permission, but may be taken with other courses.

Fundamentals Block (Courses can be taken in different semesters. However, Educ 351 must be taken at least 4 semesters prior to student teaching if pursuing a minor or double major in special education.)

Education 302 – 3 credits

Education 331 - 3 credits

Education 351 - 3 credits

Education 381 - 2 credits – take same semester and same section # as Education 382

Education 382 - 1 credit - take same semester and same section # as Education 382

Education 385 – 3 credits (offered summer and winterim only)

Spring Only Courses

Education 309 – 3 credits

Education 323 – 3 credits

Education 314 – 2 credits (also available Winterim)

Block II (2nd semester admitted to Professional Education)

Education 356 – 3 credits

Education 364 – 3 credits

Education 373 – 3 credits

Block III (3rd semester admitted to Professional Education)

Education 362 – 3 credits

Education 369 – 3 credits

Education 397 – 3 credits

Student Teaching (See the student teaching section for details)

Secondary and K-12 Majors

Fundamentals Courses – not all secondary and K-12 majors require all of these courses. See Degree Progress Report and secondary/K-12 planning sheet for details. Communicative Sciences Disorders majors-see adviser.

Education 205 – 2 credits

Education 300 – 1 credit – must be taken one semester prior to student teaching

Education 331 - 3 credits (also available in summer)

Education 351 - 3 credits (also available in summer)

Education 381 - 2 credits – take same semester and same section # as Education 382 (also available winterim)

Education 382 - 1 credit – take same semester and same section # as Education 382 (also available winterim)

Education 386 – 3 credits

Education 385 – 3 credits -only offered summer and winterim

Student Teaching (See the student teaching section for details)

CLINICAL AND CLINICAL FIELD EXPERIENCE REGULATIONS

Clinical field experiences, or practica, are regulated by the Wisconsin Department of Public Instruction (WDPI) and the DPI approved teacher education program at the University of Wisconsin-Stevens Point. Pre-clinical at UWSP are administered by the Office of Field Experiences (OFE), in conjunction with program areas designated as approved for majors or minors leading to certification.

Clinical and clinical field experiences at UWSP conform to DPI regulations as stated in Wisconsin Administrative Code PI 4.10. Those experiences which precede student teaching must meet the following mandated standards:

1. The program shall require onsite supervised pre-clinical experiences which are developmental in scope and sequence and occur in a variety of school settings.
 2. The pre-clinical field experiences shall result in students demonstrating knowledge and understanding of Wisconsin Teacher Standards.
 3. Successful performance shall be measured using both of the following:
 - a. At least 2 written evaluations of each student based upon observations by the cooperating teacher or by the SCD supervisor.
 - b. The student portfolio required under s.PI34.13 (3) (b).
- Sites for clinical field experiences must be approved school programs with affiliation agreements mutually developed with UWSP.
 - Objectives, policies, and procedures governing clinical field experiences must be provided to all participants. Criteria for admission, evaluation and retention must also be published.

CLINICAL EXPERIENCE LEVELS

Clinical Experience Levels for Initial Certification

Structured experiences in actual classrooms involve observation of instructional programs, participation in instruction and responsibility for curriculum and instruction. These experiences are integrated throughout the Professional Education Program and may be called “practicum” experiences, “laboratory” experiences or “practice teaching.” The syllabus of each pedagogical methods course should state whether clinical field experience is required and specify its level and criteria.

Clinical experiences in teacher education programs at UWSP follow expectations established by the American Association of Colleges for Teacher Education.

Clinical Experience I. (Typically 10-20 hours)

Pre-service teachers at this level are expected to attend all arranged sessions. The primary duty is to observe instructional programs in progress. These observations may involve limited participation, such as preparing materials or tutoring students. Participation must be under the direct supervision of a host teacher, preferably in a classroom setting. Documentation of hours by the host teacher is required. The course instructor will direct reflection and learning based on the practicum experiences.

Clinical Experience II. (Typically 20-40 hours)

Upon completion of at least one experience at the preceding level, pre-service teachers may assume further responsibilities, such as instructing small groups or large groups for all or parts of lessons. Lesson content and materials may be prepared by the pre-service teacher along with beginning experience with assessment of student work, subject to approval and guidance by the host teacher. Participation must be under the direct supervision of a host teacher. Documentation of hours by the host teacher is required. The course instructor will direct reflection and learning based on the practicum experiences.

Clinical Experience III. (As determined by the program)

Building upon successful practicum level I and II experiences, pre-service teachers will, over time and at the discretion of the host teacher, assume additional responsibilities including planning for, instructing and assessing student learning. Participation must be under the direct supervision of a host teacher in prekindergarten through grade 12 school settings. Evaluation based upon observations by the host teacher or a university supervisor of pre-service teacher performance is required. [Pl.34.15(5)(a)] The course instructor will direct reflection and learning based on the practicum experiences.

At this level, some certification requirements *may* be met if supervised and documented by a university supervisor and a qualified cooperating teacher. This is subject to advance approval by the Office of Field Experiences.

Clinical Experience IV.

Student teaching, as required and described in Pl.34.15 (5)(b).

NOTE: Students may be required to complete additional background checks depending on their course field experience schedule and placements. These additional background checks may be completed through Viewpoint Screening or an outside agency's own service/process, depending on field placements. Student teaching does require a background check.

MINIMUM CLINICAL EXPERIENCE REQUIREMENTS – Catalog Year fall 2020 and later

Elementary Education Hours		Secondary Education Hours	
<u>Course</u>	<u>Minimum Hours</u>	<u>Course</u>	<u>Minimum Hours</u>
Non-Block	53+	Non-Block	20+
ECED 301	10	EDUC 205	12*
EDUC 205	12*	EDUC 386	10
EDUC 302	10	Nat. Res. 370	6
EDUC 309 (during schedule class)	10	(for specific majors)	
Nat. Res. 370	6		
Health Ed. 280	3		
Fundamentals	10	Fundamentals	10
EDUC 351	10	EDUC 351	10
Elementary Methods Block	300	Other	50
Must be completed in SP		Methods	50
EDUC 310			
EDUC 322			
EDUC 323			
EDUC 324			
EDUC 325			
EDUC 383			
TOTAL	363+	TOTAL	80+

*Clinical experiences at UWSP meet human relations requirements mandated by DPI as detailed in Wisconsin Administrative Code PI 34.15 (2a2 and 4c).

Early Childhood Education Hours

Special Education Hours

Course	Minimum Hours	Course	Minimum Hours
Pre/Non-Block	60	Pre/Non-Block	40+
ECED 262	12	EDUC 205	12*
ECED 301	10		
EDUC 205	12*		
EDUC 302	10	EDUC 302	10
EDUC 309 (during scheduled class)	10	EDUC 309 (during scheduled class)	10
Nat. Res. 370	6	EDUC 310	0-10
Fundamentals	10	Fundamentals	10
EDUC 351	10	EDUC 351	10
		Block II	30
		EDUC 356	15
		EDUC 364	15
		EDUC 373	0
Elementary Methods Block	300	Block III	45
EDUC 310		EDUC 362	15
EDUC 323		EDUC 369	0
EDUC 324		EDUC 397	30
EDUC 325			
EDUC 383			
ECSE minor if applicable		Clinical experience hours in the regular classroom are required per DPI mandates.	
TOTAL	357-387	TOTAL	115+

*Clinical experiences at UWSP meet human relations requirements mandated by DPI as detailed in Wisconsin Administrative Code PI 34.15 (2a2 and 4c).

STUDENT TEACHING

**** Clinical Experience IV.** Upon admission to this level, pre-service teachers attend schools daily over the course of a full semester, sharing responsibility for 50% of a full-time teacher's load at most. Student teachers must conduct entire units of instruction in a co-teaching model, during that time, or at least 40 contiguous hours of direct instruction also called lead teaching. This is required for initial certification and must be supervised, documented and evaluated by a university supervisor and a qualified cooperating teacher. Clinical Experience IV is required for initial certification.

Application Requirements

- ◇ Admission to the Professional Education Program.
- ◇ 2.75 GPA in Professional Education courses and overall GPA, as well as every subject area for which licensure is sought: major, minor or concentration. Some majors require 3.00.
- ◇ Internships require a minimum 3.00 cumulative GPA, a 3.00 GPA in your major and a 3.00 GPA in your minor if you want to teach it.
- ◇ World Language teaching majors - Passing scores on the state mandated ACTFL tests. Passing scores must be received by the SOE Advising, Recruitment & Retention Office no later March 1 for fall student teachers and October 15 for spring student teachers.
- ◇ Completion of all teaching methods and techniques courses, including any required pre-student teaching field experiences.
- ◇ Written approval from designated administrators for each program area for which licensure is sought, as well as the Undergraduate Advising Coordinator.
- ◇ Criminal Background check to be conducted through Viewpoint Screening.
- ◇ Mandatory Reporting Training: Must be completed through DPI and reported from DPI to Office of Field Experiences at time of student teaching application. Placement requests will not be sent out without this.

An application for student teaching may be obtained in the Office of Field Experiences, College of Professional Studies, Room 464. Applications for fall placement will be accepted through the middle of the preceding February and applications for spring placement through the end of September. There will be deadlines posted for each term; late applications may not be accepted. Mandatory student teaching meetings will run within the first two weeks of the semester prior to the semester you plan on student teaching or interning and again during finals week the semester prior to the semester you plan on student teaching or interning.

Intern applications are solicited once a year but may be taken anytime.

Answers to frequently asked questions (FAQ) about student teaching can be found online.

<http://www.uwsp.edu/education/Pages/fieldExp/default.aspx>.

**The Handbook for Student Teaching
describes the steps and
responsibilities involved in your
student or intern teaching
experience, as well as application for
teacher certification.**

It is available on the UWSP Office of
Field Experience Home Page at:
www.uwsp.edu/education/Pages/fieldExp

Student Teaching

The student teaching experience is coordinated through the School of Education Office of Field Experiences. (Additional fees required.)

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. You will be expected to give us three school districts, in order of preference, that would work for you during student teaching.

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>

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/>

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 workdays. 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>

School of Education
Office of Field Experiences
464 College of Professional Studies
Stevens Point, WI 54481

715-346-2449 (phone)
Field.Experiences.Office@uwsp.edu

Office hours
9-12:30 a.m. and 1:30-4:30 p.m.
Monday through Friday

DPI Approved Alternative Measures for Program Completion for UW-Stevens Point teacher candidates in all undergraduate and post-bacc programs.

This does not include the administrative license in Reading Specialist and the Speech Language Pathologist teaching license pathways.

If a candidate does not meet the requirement of a cumulative GPA of 2.75 or higher, including transfer courses, they must be approved through these alternative measures for licensure approval. All other licensing requirements, as approved in our Appendix A, must be met for full licensure.

1. Content - 2.75 gpa in DPI approved program (teaching majors and teaching minors).

Content Requirement: Either pass the appropriate Praxis Subject assessment or earn a 3.00 in the content area(s), as approved in our Appendix A.

2. Pedagogy –
 - a. Two pre-student teaching clinical evaluations from a classroom teacher, administrator or faculty member who have observed the teacher candidate's teaching. The evaluations (see rubric below) must address the following:
 - i. Assess the candidates pedagogical knowledge as ready or "ready" or "not ready" to student teach.
 - ii. Assess the ability of the candidate to apply their content knowledge within their teaching practice as ready or "ready" or "not ready" to student teach.
 - b. Lesson Planning – Complete and submit five lesson plans. These documents will be reviewed by a committee of faculty and staff with content and/or pedagogical expertise in the area of certification (see rubric below).
3. Student Teaching Clinical Evaluations (See rubric below)- must meet all 10 Wisconsin Educator Standards as "Ready" as approved in our Appendix A.

University of Wisconsin Stevens Point Alternative Measures for Program Completion – Lesson Planning

One requirement for licensure of students who do not have an overall GPA of 2.75, including all transfer courses, is to complete five lesson plans. These documents will be reviewed by a committee of faculty and staff with content and/or pedagogical expertise in the areas of certification. The following provides a description of the lesson plan requirements, a scoring rubric, and a sample lesson plan format:

1. The Wisconsin Department of Public Instruction [DPI] outlines ten teaching standards (see Table 1) in their Student Teacher Clinical Assessment document. Each of the submitted lesson plans will need to address elements of these standards as indicated by the following focal areas:
 - (a) Standards-Based Learning,
 - (b) Pedagogical Content Knowledge,
 - (c) Principles of Assessment,
 - (d) Accessibility, and
 - (e) Cohesive Instructional Planning.

The review committee will examine and evaluate each of the submitted lesson plans using these criteria. Although there is not a required lesson plan format for this assignment, a template will be provided that can be adapted for submission purposes.

2. Any student intending to submit lesson plans must contact their UW-Stevens Point Advisers, as well as the School of Education Teacher Certification Officer, within the first two weeks of the semester to arrange this process. All materials must be submitted for review at least six weeks prior to the end of the semester in which they are assigned to student teach to provide adequate time for the reviewers to make their determination. Evaluations, including any potential feedback, will be compiled and reported back to the student at least two weeks prior to the end of the semester.

Table 1. Wisconsin Teaching Standards, Wisconsin Department of Public Instruction

Standard	Standard Description
1 Pupil Development	The teacher candidate 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.
2 Learning Differences	The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3 Learning Environments	The teacher candidate 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.
4 Content Knowledge	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5 Application of Content	The teacher candidate 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.
6 Assessment	The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.
7 Planning for Instruction	The teacher candidate 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.
8 Instructional Strategies	The teacher candidate 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.
9 Professional Learning and Ethical Practice	The teacher candidate 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.
10 Leadership and Collaboration	The teacher candidate 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.

<https://dpi.wi.gov/education-workforce/prepare/educator-preparation-programs/wi-educator-preparation-standards>

Lesson Plan Components

Each content area requires slightly different planning elements for effective teaching. With this understanding, there is not a required lesson plan format for these five lesson plans. There are several critical elements which should be evident in any lesson planning. The five areas listed previously address these areas and connect directly with DPI's Wisconsin Teacher Standards. Each of these areas will be described here to assist students in understanding what will be looked for during the evaluation process.

Standards-Based Learning (Wisconsin Teaching Standards 4 & 7)

The academic content standards detail the content to be addressed at every grade level. In a lesson plan all learning objectives or learning targets should be created based on information found within the Wisconsin Content Standards. These standards provide grade-appropriate content and illustrate an aligned sequence of learning. A teacher's knowledge of the standards demonstrates a commitment to ensuring student success at the classroom level and beyond. A successful lesson plan will include the grade level, the content standards addressed (include the full standard description), and measurable lesson objectives. The lesson plan should clearly articulate these somewhere near the beginning of the lesson document. Some lessons will include standards from different content areas.

Pedagogical Content Knowledge (Wisconsin Teaching Standards 4, 5, & 8)

Through the lesson planning process, teachers demonstrate their understanding of grade level content and how to deliver that knowledge in a meaningful way for students. Shulman (1987) used the term *Pedagogical Content Knowledge* to describe a teacher's understanding of the intersection between knowing content and their ability to teach lessons at a given grade level. This involves selecting appropriate instructional practices specific to a content area. Lesson plans should employ instructional methodologies that align to best practices

in a particular subject area. Instructional techniques should encourage student exploration of content while providing opportunities for engagement with the classroom community. The Wisconsin State Content Standards provide detailed descriptions of subject specific practices (e.g. the Standards for Mathematical Practice). A successful lesson plan demonstrates a teacher’s pedagogical content knowledge through a detailed description of the lesson and the implementation of content specific instructional techniques that promote student understanding of the topic. Any materials used in the lesson not created by the teacher should be properly cited.

Principles of Assessment (Wisconsin Teaching Standard 6)

Judging the impact of a lesson requires the collection and analysis of student data; this may be done formally or informally. A successful lesson plan must include a description of how student data will be measured and how this data addresses lesson objectives or learning targets. Data collection can be either formative (designed to provide feedback to the student and/or teacher) or summative in nature. Lesson plans should also include a rationale for how the data collected will be useful either to the teacher or to the students. It is understood that the purpose of assessment is not inherently evaluative and that quality assessments may simply surface student misconceptions which can be addressed through subsequent instruction. Likewise, teachers understand that the use of self-assessment by students is a valuable tool for growth. Each lesson plan should include a section that details what assessments will be performed, how data will be analyzed, and what impact the conclusions will have on future instruction.

Accessibility (Wisconsin Teaching Standards 1, 2, & 3)

Successful lesson plans anticipate the needs of all learners and utilize instructional techniques that promote diverse opportunities for developing knowledge and skills. Lesson plans should focus on inclusionary designs that encourage greater equity and access in the classroom. Teachers must plan for how they will create learning environments that support every student’s cognitive ability, social emotional needs, cultural differences, economic status, linguistic challenges, and physical restrictions to create an equitable learning experience for all. Using a Universal Design for Learning lens, teachers should structure their lesson plans to account for potential differences in student needs and create instruction that is engaging for every student. There should be a section in every lesson plan that details how a diverse set of student needs are being met in an intentional way.

Cohesive Instructional Planning

Successful lesson plans have a coherent structure and provide sufficient direction for enacting meaningful instruction. Lesson plans should clearly articulate pertinent information and be written in a professional manner. A lesson plan should at minimum include the grade level, a topic description and/or title, a list of the standards addressed, lesson objectives based on the standards, a lesson description that explains the lesson in sufficient detail including activities and resources, a section describing assessment procedures, and an accessibility section detailing how the lesson will support all learners. The table below shows a sample structure for creating a lesson plan. You can copy this table and paste it into a word document to create your lesson plan, or you can create your own version.

Student Name:	Email:
Lesson Title:	Grade/Class:
Standards: Copy the standards here.	
Learning Targets: Write your lesson objectives here.	

Lesson Description:

Write a thorough description of your lesson procedures in this space. Include all phases of the lesson. This should be significantly longer than other sections of your lesson.

Assessment Description:

Describe the assessment you will be using, how you will analyze data collected during the assessment, and how this assessment will benefit either you or your students. Your assessment should be designed to address the learning objectives you have chosen for this lesson.

Access and Accessibility:

Detail how you will provide equitable learning opportunities for all students in your classroom. Describe how you will create a learning environment that supports the needs of diverse learners.

Rubric for Assessing Lesson Plans

Student Name:				
Focus Area	Expectation	Did the teacher candidate meet expectations?		Evidence
		Yes	No	
Standards-Based Learning	The lesson plan clearly includes all required elements. The learning targets are directly tied to selected content standards and are measurable.			
Pedagogical Content Knowledge	The lesson plan demonstrates an understanding of the content, how students learn, and acceptable practices in the content area. The teacher is committed to supporting all learners and provides opportunities for meaningful engagement in the content area. The plan provides sufficient detail to fully understand the lesson and the purpose for various activities.			
Principles of Assessment	The teacher candidate has selected meaningful assessment techniques based on the learning objectives and the needs of students. There is a clear rationale for how the data will be collected, how data will be analyzed, and a rationale for how the data will be useful.			
Accessibility	The teacher candidate demonstrates an intentional commitment to providing access to all students. The teacher provides opportunities for students to explore content, with opportunity for collaboration. The teacher has addressed student needs and focused on meaningful engagement.			
Cohesive Instructional Planning	The teacher candidate provides a coherent and professionally written lesson plan that addresses all required elements. The lesson structure is clear in most areas, but there may be a few typos.			

Professional Dispositions of UWSP Teacher Candidates

Statement of Dispositions

Statement of Dispositions

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. Within a teacher education program, dispositions can be thought of as, “values, beliefs, attitudes, knowledge, or personality traits of their teacher candidates” (Saltis, Giancaterino, & Pierce, 2021, p. 117-118). While effective educators come from diverse backgrounds and have varied opinions, interests, abilities, and personalities; some effective educator qualities are common to all good educators. These qualities include thriving within social, cultural, economic and demographic changes; skillfully using technology and other educational tools to promote teaching and learning; and acting in caring, fair, professional, respectful and responsible ways.

The Council for the Accreditation of Educator Preparation (CAEP) requires teacher education programs to assess teacher candidates’ application of knowledge, skills, and dispositions. Thus, teacher candidates are expected to conduct themselves in a manner consistent with the highest degree of professionalism in UWSP courses and within Pre-Kindergarten through 12th grade educational settings. Additionally, it is important for teacher candidates to recognize when their own dispositions may need to be modified and develop plans to do so. All UWSP professional education candidates are assessed on and expected to show growth in the following dispositions throughout their teacher preparation program in the School of Education (see Figure 1):

1. Professionalism
2. Perseverance for Excellence
3. Commitment to Inclusivity
4. Self-Reflexivity
5. Collaboration and Communication

Understanding the Value of Teacher Candidate Professional Dispositions

The National Council for the Advancement of Educator Ethics (NCAEE) cites a movement for teacher education programs “to ensure educators and prospective educators understand how professional decision-making can impact all aspects of the schooling community” (NASDTEC 2023, p.1). As such, the School of Education has the responsibility to foster an environment in which to nourish the growth and motivation of teacher candidates. Similarly, the SOE Professional Education Program teacher candidate dispositions have been developed in alignment with the [Wisconsin Department of Public Instruction Teacher Standards](#) (as noted as WTS under the name of each disposition on the framework). Teacher candidates need to demonstrate professional dispositions throughout the program when engaging in practicum, collaboration with classmates, communicating with professors, and completing student teaching. Furthermore, these Teacher Candidate Professional Dispositions exemplify the behaviors, values, and skills necessary to build relationships with families, complete progress reports, contribute within Professional Learning Communities,

and collaborate with other professionals. By prompting self-evaluation, providing feedback from professors and cooperating teachers, and holding teacher candidates accountable for Teacher Candidate Professional Dispositions, the SOE will graduate teacher candidates who have the ability to have a successful and promising career in education.

Integration of Teacher Candidate Dispositions in the Professional Education Program

Teacher Candidate Self-Evaluation Embedded in the Following Courses:

- EDUC 110
- EDUC 351 and PEX 400/401
- Student Teaching

Professor Evaluation of Teacher Candidate Dispositions Embedded in the Following Courses:

- EDUC 351 and PEX 400/401

Cooperating Teacher Evaluation of Teacher Candidate Dispositions Embedded in the Following Courses:

- EDUC 351 and PEX 400/401

*Teacher Candidate Self-Evaluations, Professor Evaluations, and Cooperating Teacher Evaluations may be stored in a teacher candidate's unofficial student file, accessible by SOE faculty and staff and any teacher candidate dispositions committees in accordance with FERPA and confidentiality guidelines.

Professional Education Program

Teacher Candidate Dispositions

	Emerging (starting to grow)	Integrating (making connections)	Proficient (Consistently applying)	Distinguished (Exceptional)
Professionalism WTS: 9, 10	<ul style="list-style-type: none"> Often late, absent, or unprepared for class or fieldwork. Demonstrates little to no awareness of ethical guidelines or professional boundaries. Rarely participates in professional development/activities. 	<ul style="list-style-type: none"> Sometimes punctual and prepared; attendance is inconsistent. Shows limited understanding of ethical standards; and may cross professional boundaries. Occasionally participates in professional development/activities. 	<ul style="list-style-type: none"> Consistently on time, attends regularly, and usually prepared. Understands and upholds ethical guidelines and professional boundaries. Regularly participates in professional development/activities. 	<ul style="list-style-type: none"> Always on time and fully prepared. Consistently models ethical behavior and maintains professional boundaries. Actively seeks out and contributes to professional activities.
Perseverance for Excellence WTS: 1- 10	<ul style="list-style-type: none"> Avoids acknowledging challenges. Shows limited self-awareness and resists new ideas. Fails to recognize teaching methods. 	<ul style="list-style-type: none"> Mentions challenges but needs support to address. Occasionally shows self-awareness and openness to feedback. Uses limited teaching methods. 	<ul style="list-style-type: none"> Shows willingness to learn and adapt from challenges. Demonstrates consistent self-awareness and openness to feedback. Uses a variety of teaching methods. 	<ul style="list-style-type: none"> Uses challenges as learning opportunities. Always demonstrates strong self-awareness and a positive attitude. Consistently uses a wide range of teaching methods.
Commitment to Inclusivity WTS: 1, 2, 3, 4, 5, 7	<ul style="list-style-type: none"> Designs instruction with no or little consideration of diverse learners. Fails to recognize culturally and linguistically sustaining practices. Fails to recognize developmental needs. 	<ul style="list-style-type: none"> Attempts to design instruction with consideration of diverse learners. Shows growing awareness of culturally and linguistically sustaining practices. Shows a basic awareness of developmental needs, but struggles to apply in practice. 	<ul style="list-style-type: none"> Shows thoughtful planning when designing instruction with differentiation included. Demonstrates a solid understanding of culturally and linguistically sustaining practices. Shows clear understanding of developmental needs and applies in practice. 	<ul style="list-style-type: none"> Instruction is thoughtfully differentiated to support diverse learners. Consistently integrates culturally and linguistically sustaining practices. Demonstrates deep understanding of developmental needs and consistently applies in practice.
Self Reflexivity WTS: 2, 3, 8, 9	<ul style="list-style-type: none"> Rarely reflects on teaching experiences. Teaching philosophy is undeveloped or vague. 	<ul style="list-style-type: none"> Attempts to reflect on teaching experiences when supported. Teaching philosophy includes some basics. 	<ul style="list-style-type: none"> Regularly reflects on teaching experiences. Teaching philosophy clearly expresses core educational values. 	<ul style="list-style-type: none"> Consistently reflects on teaching experiences to improve. Teaching philosophy is well-developed and grounded.
Collaboration & Communication WTS: 9, 10	<ul style="list-style-type: none"> Rarely speaks or is unclear. Does not work with others Writing is unclear or unprofessional. 	<ul style="list-style-type: none"> Speaks clearly sometimes. Attempts to work with others, but may need support. Writing shows some organization but lacks polish. 	<ul style="list-style-type: none"> Speaks regularly and clearly. Often works well with others. Writing is organized and professional. 	<ul style="list-style-type: none"> Speaks professionally and respectfully. Regularly seeks others and works well in a team. Writing is polished, professional, and effective.

Professional Education Program

Teacher Candidate Dispositions Glossary of Terms

Term or Phrase	Definitions
Adapt Instruction	The ability to modify teaching strategies and materials to meet the diverse needs of all learners effectively.
Advocacy/Advocates	Actively supporting and prompting the rights, needs, and interests of students.
Boundaries	Clear limits maintained in professional relationships to ensure respectful and appropriate interactions.
Collaboration & Communication	Working effectively with colleagues, students, families, and the community through open, respectful dialogue and shared goals.
Culturally & Linguistically Sustaining Practices	Teaching practices that respect, value, and build on students' cultures, experiences, and languages.
Diverse Learners	Students who differ in abilities, backgrounds, learning styles, and needs; requiring varied instructional approaches.
Ethical	Acting in accordance with moral principles and professional standards that guide professional actions.
Ethical Behavior	Consistently demonstrating honesty, fairness, integrity, and respect in all professional actions.
Ethical Conduct	Upholding the code of ethics established by the teaching professional in decision making.
Inclusive Excellence	Creating learning environments that value diversity and equity, enabling all students to succeed.
Perseverance for Excellence	Sustained commitment to continuous improvement and high standards in teaching and learning.
Professionalism	Exhibiting behaviors, attitudes, and values that reflect the standards and responsibilities of the teaching profession.
Professional Development	Engaging in ongoing learning and reflective practices to enhance teaching knowledge, skills, and dispositions.
Self Reflexivity	The habit of critically reflecting on one's own beliefs, biases, and practices to improve teaching effectiveness.
Respectful	Treating others with consideration, valuing their ideas, perspectives, and dignity.
Responsibility	Accountability for one's actions, choices, and commitments.
Self-Awareness	Understanding one's own emotions, values, biases, and how they influence ones actions or interactions.
Teaching Philosophy	Personal statement that outlines a teacher's core beliefs, values, and approaches to education and student learning.