



University of Wisconsin-Stevens Point
School of Education

**Central Wisconsin Alliance for
Early Childhood Education
Program Handbook**



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College of PROFESSIONAL STUDIES

Proactive · Resourceful · Connected · Caring

VALUES, MISSION, VISION

Our Values: What Guides Us

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

Our Mission: What We Do

- Prepare undergraduate and graduate students for successful professional careers with emphasis on critical thinking, leadership skills, ethics, and lifelong learning.
- Stress research and analytic practice among faculty and students to transform our professions, communities, and the world.
- Collaborate with our professional colleagues to sharpen best practices and to enhance student performance in the field.

Our Vision: Where We Are Going

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

School of Education

Division of Interior Architecture

School of Health Promotion and Human Development

Dietetics • Family & Consumer Sciences • Health Promotion

School of Communicative Disorders

Department of Health Sciences

Clinical Laboratory Science • Health Science

School of Health, Exercise Science, & Athletics

Physical Education • Athletic Training

Division of Business and Economics

Business • Accounting • Economics

Department of Military Science

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Introduction

Conceptual Framework

WI Teaching Standards



University of Wisconsin-Stevens Point
School of Education

WELCOME to the Professional Education Program at UWSP!

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. The quality of our program is reflected in our success with placing graduates in educational positions.

We are excited to be collaborating with the Wisconsin Technical Colleges to provide the Central Wisconsin Alliance for Early Childhood Education Program. We believe that the CWAEC program allows committed professionals an opportunity to earn a Bachelor's Degree and teaching certification, while enhancing the education that they have already received. We hope you will take advantage of all that the CWAEC Program has to offer and that you enjoy your time with us.

The Central Wisconsin Alliance for Early Childhood Education Handbook is designed to guide you through the different phases of the Program. Information regarding our conceptual framework, Wisconsin teaching standards, advising, course guides, Professional Education Program application procedures, scholarships, student involvement opportunities, and career planning 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 CWAEC Program more smoothly and efficiently, making your progress more enjoyable.

Best wishes to you for your educational success!

Dr. Patricia Shaw
Associate Dean & Head
School of Education

Maggie Beeber
Undergraduate Advising
Coordinator & Teacher
Certification Officer

John Gaffney
Recruitment & Retention
Coordinator

Central Wisconsin Alliance for Early Childhood Education Program

The Central Wisconsin Alliance for Early Childhood Education is a cohort-based program designed to assist professionals with an Associate Degree in Early Childhood Education planning on earning a Bachelor's Degree and teacher certification in Early Childhood Education and Early Childhood Special Education. As a group, students admitted to the CWAEC Program will complete teaching methods coursework through UWSP, via distance learning (Nicolet College, Northcentral Technical College, & Mid-State Technical College/UW-Stevens Point sites). Some face-to-face meetings and online work will be expected. In addition, specific UWSP General Degree Requirements will be taken outside of the cohort group, at a time and school that works best for the individual student. Upon completion of all required coursework, a semester of student teaching (following the school district's calendar) will be required.

Who will benefit from the program?

The Central Wisconsin Alliance for Early Childhood Education Program will provide opportunities for working professionals to pursue a Bachelor's Degree and teacher certification in both Early Childhood and Early Childhood Special Education, ages 0-8.

The program will:

- Allow individuals with an Associate Degree in Early Childhood Education from a Wisconsin Technical College System school (WTCS) to pursue a Bachelor's degree and Wisconsin teacher certification close to home.
- Allow required credits from the Associate Degree to dovetail with the existing UWSP Early Childhood Program.
- Provides flexibility in scheduling additional UWSP General Degree Requirements.
- Offer support from both UWSP and WTCS faculty and staff.

Program Details

The program consists of three areas of coursework to complete the program:

- Required courses from the WTCS Early Childhood Associate Degree (27-30* transferable credits to UW-Stevens Point). Additional General Degree courses may also transfer.
- UWSP Core Education Courses (52 credits with an additional 13 credits of student teaching). Participating students will work in a cohort setting. Courses will be offered in non-traditional formats (ITV**, online, and some face-to-face meetings) to accommodate practicing professionals.
- Required UWSP General Degree Requirements to be taken through a variety of campuses (49-55 credits).

*Students who have completed WTCS Early Childhood Education courses prior to Fall 2006 MAY require additional UWSP courses, pending a review of the course syllabi.

**ITV sites include:

1. Nicolet College (Rhineland campus)
2. Northcentral Technical College (Wausau campus)
3. Either Mid-State Technical College (Wisconsin Rapids or Stevens Point campus) OR UWSP campus

**UNIVERSITY OF WISCONSIN - STEVENS POINT
PROFESSIONAL EDUCATION PROGRAMS**

CONCEPTUAL FRAMEWORK and WISCONSIN TEACHING STANDARDS

MISSION

The basic mission of the University of Wisconsin – Professional Education Programs (UWSP - PEP) is to provide quality pre-service training to undergraduates in early childhood, elementary and secondary education and to provide quality graduate, credit and non-credit, learning opportunities to educators in Central Wisconsin. It is the vision of the Professional Education Programs that students of our programs will encounter *rich multicultural experiences, varied and meaningful opportunities for experimentation* within classrooms, a sound *understanding of educational pedagogy and knowledge of the most current views regarding educational practices*. Part of our vision for our students is that they become *reflective practitioners*, capable of anticipating future needs and changes within the professional arena, and capable of *assuming roles of leadership*.

The PEP faculty and staff are dedicated to the creation of new partnerships between the University and the schools in this service area to enable teachers, students and schools to meet or exceed *world-class standards*. To further these goals, the PEP will strive to use the *most advanced concepts of distance learning, computer technology, and other innovations in technology* to extend our campus into every district in Central Wisconsin.

These new partnerships, professional development alliances, will be embedded throughout the undergraduate program and will be a model of excellence for teacher certification programs. Implicit in this view of alliances is the vision of the educator (both public school and higher education faculty) as the *professional who engages in life-long learning, professional development and personal growth*.

Research supports this mission as follows:

Rich, Multicultural Experiences.

According to Lynch and Hanson (1998) understanding of cultural beliefs and behavior changes, because culture is not static. Cultural beliefs, language, economic status, and degree of acculturation are continually influenced by sociopolitical boundaries and changing demographics. One of the important goals of multicultural education is to help all students to acquire the knowledge, attitudes and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good (Banks, 1995). Based upon an examination of research related to the effects of multicultural education, an important implication that Banks notes “is that teachers must be provided with training and opportunities that will enable them to examine their feelings, attitudes and values, and helped to develop attitudes consistent with a democratic society” (1995).

Opportunities for Experimentation within Classrooms.

Experimentation implies movement away from students merely functioning as passive recipients of information. At the core of the active learning argument is the idea that the students must act on information in particular ways in order to “make what they learn a part of themselves” (Cerbin, 1995, p.1). Active learning may be created through the application of collaborative and cooperative learning strategies. According to Gerlach (1994), effective collaborative strategies involve the teacher becoming a task setter, classroom manager and synthesizer. While collaborative learner activities vary widely, they are all centered on the students’ processes of investigation, discovery and application, not the teacher’s presentation (Smith & MacGregor, 1992). Knowledge and skills are of little use if a student cannot apply them in cooperative interactions with others. Smith (1985) believes the use of cooperative learning approximates more closely the activity of real world employment, found within many of the practicum offerings.

Understanding of Educational Pedagogy and Knowledge of Current Views of Educational Practices.

We have long been aware of the importance of interaction between students and students and teacher in learning experiences. Dewey (1902) placed the learner at the center of the learning process and indicated the greater the depth of interaction with others the better the learning, and thus the experience. A synthesis of the literature on pedagogy and educational practices supports the following classroom strategies: 1) Allow students to write and discuss what they are learning; 2) Encourage teacher/student contact inside and outside the classroom; 3) Have students working with others on substantive tasks inside and outside of class; 4) Give prompt and frequent feedback to students; 5) Communicate high expectations; 6) Make standards and grading criteria explicit; 7) Help students achieve to their highest ability; 8) Respect diverse talents and ways of learning; 9) Motivate through posed problems, questions, means of inquiry, rather than merely content coverage; 10) Focus on assignments and help students successfully complete assignments (Astin 1985; Bonwell & Eison, 1991; Chickering & Gamson, 1987; Drummond, 1997; Erickson, 1984; Frost, 1991; Kurfiss, 1987; Light, 1992; McKeachie, 1986; Pascarella & Terenzini, 1991; Penrose, 1992.)

In 1987, Chickering & Gamson presented their widely accepted Seven Principles of Good Practice in Undergraduate Education for use in teaching and learning environments on campuses across the country. The Education Commission of the States (ECS) through the American Association of Higher Education (AAHE) expanded on these principles in developing the “ECS Dozen” (AAHE, 1996). The “ECS Dozen” is based on extensive research conducted in response to changing student needs. There is strong evidence indicating that colleges and universities systematically engaging in the employment of these practices demonstrating improved student performance and satisfaction (AAHE, 1996).

Becoming Reflective Practitioners Capable of Assuming Roles of Leadership.

It has been said that all teachers, formally or informally, engage in the process of reflection. Specifically, reflection-in-action, reflection-of-action, and reflection-on-practice (Schon, 1983, 1987). Any type of reflection on practice, pedagogy, and process allows for teachers to continue to learn and grow as professionals and as people. This reflection may be purposeful or incidental but is typically ongoing and powerful. Ideally, reflection-on-action is a shared process that presents an opportunity for discussion of practice with peers. If reflection is a normal process for teachers, we need to teach pre-professionals to reflect critically on their teaching to continue to grow and learn about self, their students and the teaching profession. Brookfield (1995) believes many teachers fail to reflect critically on their teaching practices, not because of a lack of sincerity or a strong sense of purpose, but because they fail to fully understand the effect of their actions on their students. Critically reflective teachers regularly inquire into how students are perceiving the learning environment (Brookfield, 1995).

PEP Enabling Students to Meet World Class Standards.

Wisconsin Model Academic Standards, which align with discipline-specific national standards, form a framework for content and pedagogical study within each certification area in UWSP Professional Education Programs. These standards are used in the creation of classroom lesson plans, consideration of appropriate learning strategies, examination of current discipline-specific research and practicum and student teaching experiences. See <http://dpi.wi.gov/tepd/standards.html>

PEP Using Advanced Concepts of Technology.

Understanding the most effective use of distance education continues to evolve with its on-going usage. Many schools currently are using technology as an aide to accomplishing traditional prescriptive approaches. As we progress toward maturity with these new tools, a more constructivist approach involving collaboration, authentic methodologies and the development of higher level thinking skill development and problem solving is emerging through careful attention to broad ranging assessment technique. Researchers such as Hawkes (1996), Rowland et. al.(1996) emphasize the evaluation of program components by the faculty and students in order to determine further refinement and development. Therefore, the Professional Education Program makes alterations to their courses using varying distance education technologies.

Vision of the Professional Engaging in Life-long Learning, Professional Development and Personal Growth

Every person is a product of his/her life experiences. These life experiences play heavily in shaping and determining an individual style of teaching. Developmental psychology, cognitive psychology and motivation research have been examined to better understand forces that shape development of a preferred style of teaching (Bain, 1998; Shrank, 1998). Not surprisingly, professional development training and practices are more beneficial for people with a high self-esteem (Riordan, 1993; Lindley, 1993; Kalivoda, 1995; and Showers, Joyce and Bennett, 1987). In many cases, much of what we learn is incidental through either observation and/or trial and error, making it difficult to describe, understand and/or appreciate (Marsick & Watkins, 1990).

A great deal of research has been done to better understand conditions essential for the successful implementation of any professional development plan or strategy for improvement of teaching practices. (Borko & Putnam, 1995; Hargreaves & Dawes, 1989; Kahn, 1993; Eraut, 1994; Schon, 1983, 1987; Brookfield, 1995; Shulman, 1993; Smylie, 1995; Guskey, 1995; Harnish & Wild, 1994; Quinlan, 1995; Zeichner, 1993.)

WISCONSIN TEACHING STANDARDS

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

NOTE: See Wisconsin DPI Content Guidelines for each certification program for Knowledge, Skills and Dispositions related to subject knowledge.

Web-site: [http://www.uwsp.edu/Education/Undergraduate/Portfolio Resources](http://www.uwsp.edu/Education/Undergraduate/Portfolio%20Resources)

2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.

Knowledge:

Teacher candidate describes theoretical frameworks for understanding and identifying patterns of intellectual, social and personal development.

Skills:

Teacher candidate plans learning experiences that consider patterns of pupils' individual and group development.

Dispositions:

Teacher candidate values, accepts, and honors diverse personalities, abilities, socio-economic, cultural/religious, and gender differences.

3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Knowledge:

Teacher candidate identifies a variety of learning approaches for pupils with diverse needs.

Skills:

Teacher candidate designs, selects and implements instructional strategies to accommodate specific pupil needs.

Dispositions:

Teacher candidate believes all pupils can learn.

4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

Knowledge:

Teacher candidate defines and applies elements in critical thinking, problem solving, and performance.

Teacher candidate identifies various instructional strategies appropriate to his/her discipline and instructional context.

Skills:

Teacher candidate selects appropriate instructional strategies to meet curricular goals and pupils' needs.

Teacher candidate appropriately utilizes technology in his/her instruction.

Teacher candidate effectively incorporates a variety of learning strategies to support performance skills, problem solving and critical thinking.

Dispositions:

Teacher candidate values a wide range of strategies for meeting instructional goals and needs of pupils.

Teacher appreciates the importance of using a variety of classroom techniques to encourage pupils to think critically and deeply.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge:

Teacher candidate describes the influence of the learning environment to pupil achievement.

Teacher candidate identifies developmental influences and differences among pupils.

Teacher candidate identifies techniques and pedagogical practices to accommodate learner differences.

Teacher candidate describes the principles of effective group structure and dynamics.

Skills:

Teacher candidate creates a learning environment that supports social interaction, active engagement, and pupil achievement.

Teacher candidate creates materials to accommodate diverse learning needs.

Teacher candidate demonstrates effective group facilitation.

Teacher candidate varies tempo and pacing of instruction.

Dispositions:

Teacher candidate values teaching as a craft.

Teacher candidate appreciates change, modifications and adaptations.

6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.

Knowledge:

Teacher candidate identifies instructional media to foster an interactive classroom.

Teacher candidate describes strategies that create a supportive environment.

Skills:

Teacher candidate demonstrates ability to foster a respectful, safe, supportive instructional environment.

Teacher candidate creates classroom activities that support discussions, open-ended questions, collaboration, communication and active inquiry.

Teacher candidate uses a variety of instructional techniques, media and technology to foster and support discovery/authentic learning.

Dispositions:

Teacher candidate values the importance and role of collaborative and interactive learning.

Teacher values the importance of verbal and non-verbal communication in establishing an interactive classroom.

Teacher candidate realizes that, as a teacher, listening is often more important than speaking.

7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

Knowledge:

Teacher candidate identifies the Wisconsin Model Academic Standards.

Skills:

Teacher candidate integrates trends and research that impact curriculum reform into instructional design.

Teacher candidate writes lessons that align with the Wisconsin Model Academic Standards.

Teacher candidate designs instruction consistent with the nature of the specific discipline.

Dispositions:

Teacher candidate values the importance of building school and community collaborations.

Teacher candidate appreciates student interests and parental and community values and concerns.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Knowledge:

Teacher candidate identifies a variety of formal and informal assessment strategies.

Teacher candidate describes and explains how assessment is effectively used to monitor pupil progress and instruction.

Skills:

Teacher candidate creates and uses both formal and informal assessments.

Teacher candidate creates assessment criteria for evaluating knowledge and performance.

Teacher candidate interprets data for use in decision-making about instruction and pupil learning.

Teacher candidate creates, utilizes, explains and modifies assessment measures such as: checklists, rubrics, performance tasks, problem solving exercises and simulations.

Dispositions:

Teacher candidate appreciates the need for continuous, on-going assessment to modify instruction to meet pupil needs.

9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Knowledge:

Teacher candidate explains the impact of his/her choices, beliefs and actions on pupils.

Teacher candidate identifies resources for professional development in the school, community and beyond.

Skills:

Teacher candidate critically evaluates lessons and make necessary adjustments.

Teacher candidate critiques and modifies teaching based on reflections.

Teacher candidate identifies personal and professional strengths and builds on them.

Dispositions:

Teacher candidate appreciates the importance of reflection to improve the teaching and instructional environment.

Teacher candidate values professional growth and development.

Teacher candidate values and seeks advice and direction of others.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Knowledge:

Teacher candidate describes the importance of the community's political structure or climate.

Teacher candidate identifies the impact of home and community on pupil learning and performance.

Teacher candidate identifies relevant community resources, agencies and issues.

Skills:

Teacher candidate examines the relationship between community characteristics and the functioning of the school.

Teacher candidate develops positive relationships with students, parents, colleagues and community members.

Dispositions:

Teacher candidate views the school within its larger community context.

Teacher candidate understands the importance of building effective relationships within the community.

Teacher candidate honors his/her position as a role model.

Teacher candidate values behaving with integrity, fairness and in an ethical manner.

Teacher candidate values and seeks positive relationships with the community.

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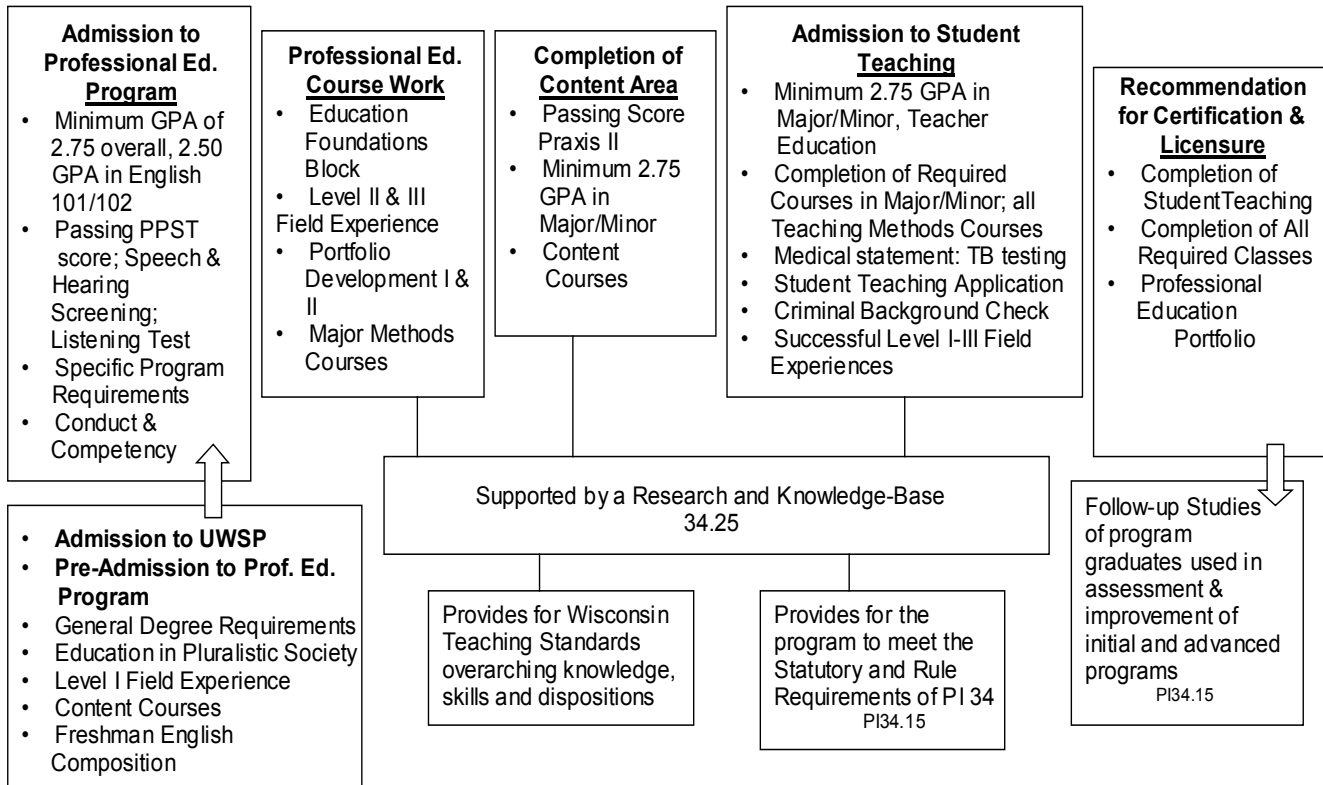
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UWSP Professional Education Program Conceptual Framework



OVERARCHING ASSESSMENT PLAN

Stage in Program of Study	Requirement	Task
Entrance to UWSP	<ul style="list-style-type: none"> Graduation from recognized high school High School GPA 3.0 or above Minimum ACT score of 21 or minimum high school rank in top 40% 	
Pre-Admission Coursework	<ul style="list-style-type: none"> General degree requirements Education in a Pluralistic Society Content courses Freshman English Comp 	<ul style="list-style-type: none"> Students meet technology competency requirement through Ed in a Pluralistic Society Level I Field Exp.
Admission to Professional Education Program	<ul style="list-style-type: none"> Minimum 2.75 GPA overall Minimum 2.50 GPA in English 101 and 102 Passing score on PPST Complete Speech and Hearing Screening Score of 50% or better on Watson Barker Listening Test Meet specific additional program area requirements Complete Conduct and Competency Background Check 	
Completion of Professional Education Coursework	<ul style="list-style-type: none"> Portfolio Development Courses I & II Education Foundations Block Major Methods Courses 	<ul style="list-style-type: none"> Development and review of portfolio to include educational foundations performance tasks Level II Field Experience Level III Field Experiences
Completion of Content Area Course of Study	<ul style="list-style-type: none"> Passing Score Praxis II Minimum GPA of 2.75 in major/minor 	
Admission to Student Teaching	<ul style="list-style-type: none"> Minimum GPA of 2.75 in major/minor, teacher education, and overall GPA 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 Successful Level I-III Field Experiences 	<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 Successful performance as demonstrated through Professional Development Portfolio in Portfolio Development III (ED 400) 	<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 Completion of -Professional Development Portfolio to include specified performance tasks as evidence of proficiency in 10 Wisconsin Teaching Standards and evidence related to subject knowledge

STUDENT COMPLETION REQUIREMENTS (PI34.14(2))

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

- _____ Maintain a minimum cumulative GPA of 2.75 (3.00 for Communicative Disorders students)
- _____ Maintain a minimum GPA of 2.75 in all teaching majors, teaching minors and teacher certification coursework
- _____ Demonstrate the knowledge, dispositions, and performances that substantiate competence in the standards at required exit level proficiency through multiple measures over time, culminating in assessment during student teaching, internships or practicums. (see “Professional Education Portfolio” later in this section)
- _____ Demonstrate content knowledge by passing scores on standardized tests. Praxis II is the approved standardized test Wisconsin will be using for licensure approval. (see “Praxis II - Content tests” later in this section)

PROFESSIONAL EDUCATION PORTFOLIO

The Professional Education Portfolio has specific performance tasks incorporated that exemplify your proficiency related to the ten Wisconsin Teaching Standards. Courses and performance tasks will provide you with materials to develop your portfolio. As you go through the PEP, Education 200, 300 and 400 (or department equivalents) will assist you in the development of your electronic portfolio, culminating in a capstone experience, resulting in PEP approval. The SOE also offers an open computer lab with assistants available one night a week for 12 weeks a semester. See the SOE Newsletter for dates/times: <http://www.uwsp.edu/education/CurrentUndergrad/Newsletter/NewsSOEResources.aspx>

TRANSFER STUDENTS:

You are responsible for creating comparable performance tasks for the courses completed at other schools for the development of your Professional Education Portfolio.

REFERENCES:

The School of Education website has all of the elements to help you in the development of your Professional Education Portfolio: <http://www.uwsp.edu/education> (first choose “Current Students”, then “Student Resources” and then “Portfolio Resources”):

- Wisconsin Teaching Standards
- Course Standard Matrices – This is a grid, per major/minor area, of the standards and how they are met in each course.
- Performance Tasks – Choose your major/minor area to see the projects/assignments that meet these standards.
- Questions for Portfolio Development – these questions will assist you in starting to think about your portfolio.
- Sample Portfolio Pieces

PRAXIS II - CONTENT TESTS

State Required Content Test(s) – These tests must be completed/passed prior to student teaching.

Frequently asked questions:

- *Web-site/information?* www.ets.org/praxis
- *What test(s) does my major/minor require?*

The Early Childhood Education major and Early Childhood Special Education minor require the "Elementary Education: Content Knowledge" test #0014 (paper) or test #5014 (computer) with a score of 147 or higher.
- *When should I take this test?*

Spring 2012
- *Are special accommodations available?*

Yes, students with documented disabilities and ESL students may request special accommodations. Special paperwork found at the ETS web-site must be filed with the ETS company 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 Advising Recruitment & Retention Office no later than March 1 if student teaching in the fall and October 15 if student teaching in the spring. NOTE: It takes 6 weeks to receive scores from ETS.
- *How do I register?*

Paper Version: These tests are only offered 3-7 times per year and not every site offers the tests on all dates. Registration is available on-line at the Praxis Series Web-site: 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.

Computer Version: ETS is slowly phasing in computer versions of some Praxis II tests. Registration is available online at www.ets.org/praxis.
- *Is there a Fee Waiver available for this test?*

Yes. ETS offers a limited number of Fee Waivers for the Praxis II 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?*

Yes, there are study materials available:

 - Tests at a Glance** are available for review and download at the Praxis Series Web-site. This site offers test descriptions, sample questions with answers and test-taking strategies.
 - Praxis II Study Guides** are available at the UWSP LRC Reserve Desk.
 - Group Study Sessions** – The School of Education offers a group study session (typically once a semester) for Early Childhood, Elementary, and Exceptional Education majors. It is recommended that you attend this study session during the Spring 2011 semester.
- *Is there a computer version of this test?*

ETS is slowly phasing in computer versions of some Praxis II tests; however, the majority of Praxis II tests are only offered in the paper format.
- *How will UWSP get my score?*

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 Advising, Recruitment & Retention Office 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 must bring the original score report to 469 CPS.
 - **NOTE: ETS does not mail Praxis II scores.** Students have a 30 day window in which you can get your scores from their website. After that, they charge a pretty hefty 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 the company only keeps them for 10 years.

LICENSING STAGES

For all students completing a teaching licensure program after August 2004, licenses will be issued in three different stages: Initial Educator, Professional Educator, and Master Educator.

License Stage - Initial Educator

Wisconsin Standards	Proficiency in all applicable standards
Prerequisites	Performance-based training program endorsed by IHE/passing scores on standardized test
Professional Development Plan Learning Goals Identified Activities Timelines Evidence of Collaboration Assessment Plan	Yes
Length of License	5 year non-renewable, 3 year minimum
Who Approves, Monitors, and Assesses the Professional Development Plan	Team: 3 members to include administrator, IHE staff, peer (not mentor)
Support	Mentor and feedback from Team

License Stage - Professional Educator

Wisconsin Standards	Proficiency in all applicable standards – but focus on one or more
Prerequisites	Successful completion of initial educator requirements
Professional Development Plan Learning Goals Identified Activities Timelines Evidence of Collaboration Assessment Plan	Yes
Length of License	5 year renewable
Who Approves, Monitors and Assesses the Professional Development Plan	Team: District professional development team of peers
Support	Feedback from Team

License Stage - Master Educator (Optional)

National Board Certification accepted in lieu of these requirements

Wisconsin Standards	Mastery of all applicable standards
Prerequisites	5 years teaching experience, complete 1 successful cycle as professional educator, contributions to profession, and related Master's Degree
Professional Development Plan Learning Goals Identified Activities Timelines Evidence of Collaboration Assessment Plan	Yes +demonstration of exemplary performance through video or on-site observation
Length of License	10 year renewable
Who Approves, Monitors and Assesses the Professional Development Plan	Team: Three educators with similar responsibilities, trained by department, nominated by professional organizations, approved by state superintendent
Support	Feedback from Team



Advising

ECE Planning Sheet & Course Guide

Important Contacts

ADVISING

Advisors are here to maintain complete student records and to provide you with information and assistance within your educational area. Advisors assess your progress within the Professional Education Program; assist in determining what courses you need, and answer questions. The School of Education (SOE) Advising, Recruitment & Retention Office (469 College of Professional Studies) is available for advising questions. Students are responsible for following the UWSP catalog and requirements.

NOTE: Prior to advising you are responsible for reading and following the UWSP Undergraduate Catalog and the Central Wisconsin Alliance for Early Childhood Education Program Handbook. You should be prepared with a tentative list of courses to take and questions you have.

MEETING WITH AN ADVISOR

Students in the CWAEC Program are required to meet with a UWSP Education advisor prior to registration each semester. Advising appointments can be held in person or via the telephone. Students should contact the UWSP Education Advising, Recruitment & Retention Office at 715-346-2040 to schedule an appointment, at least two weeks in advance. Appointments cannot be made via email. **Please indicate that you are a member of the CWAEC Program when making an appointment.**

Advising discussions may include:

- Progress in the CWAEC Program
- Course options (both in and out of the cohort courses)
- Additional teacher certification requirements
- Student questions and/or concerns

Advising materials needed for appointments:

- CWAEC Program Handbook
- CWAEC Planning Sheet/Program Plan
- Current Degree Progress Report (available at UWSP MyPoint, under the “Academics” section)
- List of questions and/or concerns

Advising Timeline:

- Students will be informed of advising dates via email and course announcements.

Utilizing your UWSP Mentor:

- Students in the CWAEC Program have been assigned a student mentor.
- Mentors are available for questions and help, but should not be utilized as a replacement of an academic advisor.
- Keep in contact with your student mentor.

Important Contact Information

School of Education

JoAnne Katzmarek, CWAEC Program Coordinator
 437 College of Professional Studies
 715-346-3292
jkatzmar@uwsp.edu

Maggie Beeber, Advisor
 469 College of Professional Studies
 715-346-2040
mbeeber@uwsp.edu

John Gaffney, Advisor
 469 College of Professional Studies
 715-346-2040
jgaffney@uwsp.edu

College of Professional Studies Continuing Education

Cathy Scheder
 100 College of Professional Studies
 715-346-3801
cscheder@uwsp.edu

Other Offices	Location	Phone Number
Bursar's Office	007 Student Services Center	715-346-2088
Career Services	134 Old Main	715-346-3226
Disability Services	130 Student Services Center	715-346-3365
Financial Aid	106 Student Services Center	715-346-4771
Learning Resource Center	Library	715-346-3038
Multicultural Affairs	202 Student Services Center	715-346-3829
Nontraditional Student Services	064 Dreyfus University Center	715-346-5327
Registration and Records	101 Student Services Center	715-346-4301
Testing Services	3 rd Floor Delzell Hall	715-346-4472
Tutoring/Learning Center	018 Learning Resource Center	715-346-3568
University Store/Text Rental	Dreyfus University Center	715-346-3431
Veteran's Affairs Office	101 Student Services Office	715-346-8947



Early Childhood Education Planning Sheet (See Catalog Description)
Bachelor of Science OR Bachelor of Arts Degree - College of Professional Studies
University of Wisconsin - Stevens Point

Effective: July 1, 1999

Enrollment caps are in effect for Early Childhood Education and may change at any time.

Certification: Early Childhood Level –Regular Education and Early Childhood Special Education (0-8 years old – approximately Pre-Kindergarten - Third Grade) The Early Childhood Special Education minor is required.

Note: 2.75 GPA in the major, minor and overall GPA are required for student teaching. A portfolio and content tests are required for certification for all students who will complete the Program after August 31, 2004.

The following courses meet General Degree Requirements and Department of Public Instruction Requirements.

Freshman English

- ___ English 101(3 credits)
 ___ English 102(3 credits) **OR** ___ English 150 (3 credits)

Writing Emphasis

- ___P Education 310 (3 credits) (on back of this planning sheet) **OR** an elective
 ___P ECE 368 (3 credits) (on back of this planning sheet)

Communication

- ___ Communication 101 (2 credits)

Mathematics

- ___ Math 90 (3 credits - if needed – does not meet gdr requirement)
 ___ Math 100 (3 credits - if needed)
 ___ *Math 228 -3 credits Pre-requisite: Math 100 and 2.50 overall GPA
 ___ Math 338 - 3 credits - Pre-requisite: Math 228
 *Math 228 does not meet the Math GDR. Math/Math Ed 338 meets the math GDR)

Natural Science

Choose one from each area. Maximum of one 100 course. At least two courses must be 5-credit labs. (Total: 13-15 credits)
 Not all 100 science courses are offered every semester.

- ___ **Physical Science:** Chemistry 100-3 crs, 101-5 crs; Physics 100-3 crs, 101-5 crs; Astr. 100-3 crs, 205-4 crs, 206-4 crs, 311-3 crs
 ___ **Earth Science:** Geography 100-3 crs, 101-5 crs; Geology 100-3 crs
 ___ **Life Science:** Biology 100-3 crs, 101-5 crs

Minority Studies and Non-Western Culture

Students should try to take Social Science or Humanities electives that fits these requirements.

- ___ _____ Minority Studies (3 credits)
 ___ _____ Non-Western Culture (3 credits)

History (courses in parenthesis are course numbers prior to Fall 2008)

- ___ History 177 (212) (3 credits)
 ___ Select One (3 credits): History 176 (211), 285 (385*), 288 (130*), 292 MNS (382*), 393 (388*) (Hist 120* and 379* are no longer offered) (*does not meet the History GDR requirement for other majors.) MUST BE HISTORY 176 (211) FOR B.A. DEGREE.

FOREIGN LANGUAGES – 8 CREDITS REQUIRED FOR B.A. DEGREE ONLY. (OR TEST OUT OF 101 AND 102)

Humanities and Social Science (Combined total of 18 credits)

Humanities (6 credits)

- ___ English (Area 2) Select One: English 211, 212, 213, 214 (3 credits) Pre-requisite: English 101/102 or 150
 ___ _____ Elective (Area 1) (3 crs) May be area 3 or 4 if a fine arts course is completed. If needed: should also be Minority Studies or Non-Western Culture. MUST TAKE AREA 1 AND AREA 3 IF B.A. DEGREE.

Social Science (12 credits)

- ___ Human Development 261 **OR** 265 (or Psych 260 if completed) (3 credits) Pre-requisite for HD 261: Psych 110
 ___ Human Development 367 Family Structure & Interaction (3 credits)
 ___ Political Science 101 **OR** Political Science 201 (3 credits)
 ___ Psychology 110 (3 credits)

Environmental Literacy

- ___P Natural Resources 370 (3 credits)

Wellness (Must complete at least 1 credit of Aerobic Activity and 1 credit of Health Enhancement and a third credit in either area)

- ___ Wellness 123 1st Aid and CPR (1 credit) (Meets 1 credit of WLNS/HE requirement if taken as a credit on campus **OR** 1 credit of “Health Enhancement” will be waived when Red Cross 1st Aid and CPR cards are brought to SOE Advising Office.)
 ___ Wellness/AA (1 credit) See timetable or catalog for options (Met if Phy Ed 231 taken prior to Spring 2010) _____
 ___ Wellness – (1 credit) Either “AA” or “HE” (Met if Phy Ed 231 taken prior to Spring 2010)– See timetable or catalog for options

- ___ Education 370: CWAECE Bridge Course – 3 credits – spring 2011
- ___ Communicative Disorders 266 Normal Development of Human Communicative Behavior (3 credits)
- ___ Early Childhood Education 262 Programs for Children and Families (3 credits) – Pre-requisite: HD 261 or 265. Fall Only.
- ___P Early Childhood Education 366 Curriculum and Methods for the Emergent Reader (2 credits)
Pre-requisite: ECE 262 – This course is part of the “Integrated Curriculum Block” - Spring only.
- ___P Early Childhood Education 368W Curriculum and Methods in Expressive Arts for Young Children (3 credits) – Pre-requisite: ECE 262 – This course is part of the “Literacy Block” - Fall only.
- ___P Early Childhood Education 460 Home, School, Community Agencies (3 credits) – Pre-requisite: ECE 262– This course is part of the “Integrated Curriculum Block” - Spring only.
- ___P Education 200 - 1 credit - Professional Portfolio Development
- ___ Education 205 Education in the Pluralistic Society (1 credit – lecture only!)
- ___P Education 300 - 1 credit - Professional Portfolio Development II – Pre-Requisite: Educ 200
- ___P Education 302 Methods and Materials for Teaching Reading I (3 credits) (Required Fall 2001)
- ___P Education 309 Methods and Materials for Teaching Reading II (3 credits) – Pre-req: Educ 302 – This course is part of the “Literacy Block” - Fall Only.
- ___P Education 310W Methods and Materials for Teaching Language Arts (3 credits) (Also listed under Writing Emphasis) – Pre-requisite: Educ 302 – This course is part of the “Literacy Block” - Fall only.
- ___P Education 324 Elementary Social Study Techniques (3 credits) - This course is part of the “Integrated Curriculum Block” - Spring only.
- ___P Education 325 Elementary Science Techniques (3 credits) – This course is part of the “Integrated Curriculum Block” - Spring only.
- ___P Education 331 Educational Technology (*formerly Instructional Resources 331*) (3 credits) Block I
- ___P Education 351 Teaching the Exceptional Child (3 credits) Block I
- ___P *Education 381 Educational Psychology (3 credits) Block I
- ___P Early Childhood Education 398 – Pre-Kindergarten (3 credits) To be taken with the “Integrated Curriculum Block”
- ___P Education 398 Student Teaching -Student Teaching (4 credits ECSE, 4 credits Kindergarten, 4 credits Primary)
- ___P Education 400 Seminar in Student Teaching (1 credit) (taken during student teaching semester)
- ___ English 274 Literature for Early Childhood (3 credits) Fall Only
- ___ Human Development 360 Infant & Toddler Development (3 credits)
- ___ Human Development 466 Guidance of Children and Adolescents (3 credits)
- ___ Math Education 228 Teaching Elementary Math I (1 credit) (Math Ed 229 for transfer students who have completed Math 228 at another institution - Math Ed 229 offered Fall Only)
- ___ Math Education 338 Teaching Early Childhood Math (1 credit) (Math Ed 339 for transfer students who have completed Math 338 at another institution- Math Ed 339 offered Fall Only) Pre-requisite: Math Ed 228 or 229
- ___P Physical Education 231 – Elementary Phy Ed (2 credits) (Meets 2 credits of WLNS/AA requirement if taken prior to Spring 2010)

Early Childhood Special Education Minor

- ___P **Education 365 Assessment and Intervention Strategies for Infants and Toddlers with Disabilities and Their Families (3 credits) – Pre-requisite: Education 351 – offered every 3 semesters**
 - ___P **Education 366 Assessment and Intervention Strategies for Preschool Children with Disabilities and Their Families (3 credits) – Pre-requisite: Education 351 – Offered every 3 semesters – Part of a Block.**
 - ___P **Education 367 Assessment and Intervention Strategies for Children with Disabilities in the Primary Grades (3 credits) – Pre-requisite: Education 351 – Offered every 3 semesters – Part of a Block.**
 - ___P **Education 398 (4 credits) – Student teaching in EC:SE – to be taken in conjunction with regular student teaching**
- NOTE: Education 365, 366, 367 may be taken with other blocks. These courses rotate one per semester, each every 3 semesters.**

Competencies

- ___ *EDUC 370 - Transforming Conflict (1 cr) is required for all students who have taken Educ 381 at another institution **OR** have taken Educ 381 at UW-SP prior to Fall 1995. Call 715-346-3801 to get on Credit Mailing List. Spring offering.
- ___ 40 credits of 300 and 400 level credits
- ___ All students seeking certification after June 30, 2004 will be required to pass a state mandated test to student teach.

Notes:

- **"P" in front of a course number indicates that student must be accepted into the Professional Education Program in order to enroll in the course.**
- **UWSP requires 120 credits to graduate. You are responsible for taking elective courses to meet this requirement, if necessary.**
- **Block I must be taken PRIOR to the “Literacy Block” and the “Integrated Curriculum Block.**

6/04/2009



Central Wisconsin Alliance for Early Childhood Education
Bachelor of Science Degree
 UW-Stevens Point
 School of Education

NOTE: The Math and Science requirements stay the same for both the BA and BS due to Department of Public Instruction requirements for teacher certification. It is quicker to pursue the BS Degree.

Part I - Courses Completed through the WTCS Early Childhood Education Associate’s Degree since Fall 2006:

UWSP Course	WTCS Courses offered since Fall 2006*
English 101 Freshman English I	801-198 Written Communication
ECE 262 Programs for Children and Families	307-148 ECE: Foundations of Early Childhood Education
ECE 366 Curriculum & Methods for the Emergent Reader/Writer	307-178 ECE: Art, Music & Language Arts
ECE 460 Home, School and Community Agencies	307-195 ECE: Family and Community Relationships
Education 351 Teaching Children and Youth with Exceptional Needs in the General/Regular Classroom	307-187 ECE: Children with Differing Abilities
Education 398 Student Teaching in Pre-Kindergarten (Approval required by Y. Ogunnaike-Lafe and P. Marinac – If not approved, course will be required)	307-174, 192, 197, 199 ECE: Practicum 1, 2, 3, and/or 4 Practicum must be with a DPI certified teacher and must include a summative evaluation similar to UWSP’s evaluation tool.
Human Development 261 Child Growth and Development	307-179 ECE: Child Development
Human Development 360 Infant and Toddler Development	307-151 ECE: Infant and Toddler Development
Human Development 466-3 Guidance of Children and Adolescents	307-188 ECE: Guiding Children’s Behavior
Minority Studies	809-172: Race Ethnic and Diversity

*Note: ECE courses taken prior to Fall 2006 will be evaluated through syllabi review. Components missing from coursework will need to be taken outside of cohort through UWSP.

Part II – Central Wisconsin Alliance for Early Childhood Education Courses. These courses must be taken as part of the cohort. Course sequence is subject to change.

Spring 2011

Bridge Course – 3 credits (Needs course number yet)

Education 205 Education in the Pluralistic Society – 1 credit

Total – 4 credits

NOTES:

- Math 90 should be taken here if needed (not part of cohort).
- English 102 should be taken here or summer 2011 (not part of cohort).

Summer 2011

- Math 100 should be taken here if needed (not part of cohort).
- English 102 should be taken here or Spring 2011 (not part of cohort).

Fall 2011 (must apply to Prog)

Communicative Disorders 266 Normal Language Development - 3 credits

English 274 Children's Literature – 3credits

TOTAL: 6 credits

NOTE:

- Math 228 or 338 should be taken here or earlier if possible.

Spring 2012 - Praxis II test will be taken here.

Education 200 Professional Portfolio Development I– 1 credit

Education 381 Educational Psychology– 3 credits

Early Childhood Education 368 WE Curriculum and Methods in Expressive Arts for Young Children– 3 credits

TOTAL: 7 credits

NOTE:

- Math 228 or 338 should be taken here or earlier if possible.

Fall 2012

Education 302 Methods and Materials for Teaching Reading I – 3 credits

Education 331 Educational Technology – 3 credits

Physical Education 231 Physical Education for Early Childhood/Elementary Teacher – 2 credits

TOTAL – 8 crs

Winterim 2012/2013

Education 365 Assessment and Intervention Strategies for Infants and Toddlers with Disabilities and Their Families – 3 credits

TOTAL: 3 credits

Spring 2013

Education 324 – Elementary Social Study Techniques – 3 credits

Education 325 – Elementary Science Techniques – 3 credits

Natural Resources 370 Environmental Methods for Teachers – 3 credits

TOTAL: 9 credits

Summer 2013

Education 366 Assessment and Intervention Strategies for Preschool Children with Disabilities and Their Families

TOTAL: 3 credits

NOTE:

- Math 228 and 338 must be completed by end of summer 2013.

Fall 2013

Educ 300 Professional Portfolio Development II – 1 credit

Educ 309 Methods and Materials for Teaching Reading II – 3 credits

Educ 310WEMethods and Materials for Teaching Language Arts – 3 credits

Math Education 229 Teaching Elementary School Mathematics I – 1 credit

Math Ed 339_Teaching Elementary School Mathematics II – 1 credit

TOTAL: 9

NOTES:

- Students will apply to student teach in September if eligible to student teach in Spring.
- Praxis II test must be passed by October 15 to be eligible to student teach in Spring.

Winterim 2013/2014

Education 367 Assessment and Intervention Strategies for Children with Disabilities in the Primary Grades – 3 credits

TOTAL: 3 credits

Spring 2014 – Student Teaching

Education 398 Student Teaching – 12 credits

Education 400 Seminar in Student Teaching – 1 credit

TOTAL: 13 credits

NOTE- the following requirements must be met to student teach:

- Overall, major and minor GPAs must be 2.75 or higher to be eligible to student teach.
- Praxis II must be passed by the deadline to apply to student teach.
- All other coursework must be completed to be eligible to student teach.
- The state of Wisconsin requires student teaching for an entire semester, following the calendar of the district in which you will student teach.

Part III - Additional coursework that must be completed prior to student teaching. These courses are not part of the Central Wisconsin Alliance cohort.

UWSP Course	Pre-Requisite	Courses Approved from Other Institutions
Communications 101 – Fundamentals of Oral Communication.	NONE	<p>WTCS Courses: 801-198 Speech</p> <p>Nicolet College: 801-198 Speech 810-201 Fundamentals of Speech</p> <p>2-Year UW-Colleges or UW-Colleges Online: Comm 103 Intro to Public Speaking</p>
English 102 – Freshman English	English 101 (Part of Associate’s degree) This course must be completed prior to Fall 2011.	<p>Nicolet College: 801-223 English Composition II</p> <p>2-Year UW-Colleges: English 102 English Composition II</p> <p>UW-Colleges Online or UW-Colleges Online: English 102 Composition II</p> <p>Louisiana State University: English 2001 Advanced English Composition</p>
History 176 – United States to 1877		<p>Nicolet College: 803-215 History of American People to 1877 803-240 History of Ethnic America</p> <p>2-Year UW-Colleges or UW-Colleges Online: History 101 UW History to Civil War</p> <p>UW-Independent Learning: History 101 American History 1492-1965</p> <p>Louisiana State University: History 2055 US to 1865</p>
History 177 – United States Since 1877		<p>Nicolet College: 803-219 History of American People from 1877</p> <p>2-Year UW-Colleges or UW-Colleges Online: 803-102 US History Since Civil War</p> <p>UW-Independent Learning: History 102 American History 1865 to Present</p> <p>Louisiana State University: Hist 2057 US History from 1865 to Present</p>

<p>Human Development 367 – Family Structure and Interaction</p>		<p>WTCS Courses: 809-128 Marriage & Family Relationships</p> <p>Nicolet College: 809-128 Marriage & Family Relationships</p> <p>2-Year UW-Colleges or UW-Colleges Online: Sociology 120 Marriage & the Family</p> <p>Louisiana State University: Sociology 2505 Marriage and Family</p>
<p>Humanity Area 1 This course could also meet the Non-Western Or Minority Studies course requirement if chosen correctly</p>		<p>Nicolet College: Any course that will transfer to UWSP as a “Humanity Area 1:” Art 815-201 (also NWC requirement), 225, 226, 227, 230, 280, 285, Music 805-201, 215, Speech 810-204 or 207</p> <p>2-Year UW-Colleges or UW-Colleges Online: Any course that will transfer to UWSP as a “Humanity Area 1:” Art 260, 175, 180, 181, 183, 185, 187, 188, 290, Com 130, 218, Engl 277, Hist 198, 208, Mus 171-174, 271, 272, 273, 274, 276, 278, 285 (also NWC), 285 (also NWC), Wom 203 or 295</p> <p>UW-Independent Learning: Art 102, 131, Art History 105, 106, 201, 202, Music 101, 102, 103 (also NWC), 151, 308, 497 (also NWC)</p> <p>Louisiana State University: Any course that will transfer to UWSP as a “Humanity Area 1:” Mus 1751 Music Appreciation (course on HOLD) Theater 1020 Intro. to Theatre (course on hold)</p>
<p>Humanity Area 2 –English 211, 212, 213 or 214 (Literature)</p>	<p>English 102 at most schools</p>	<p>Nicolet College: Any Literature course that will transfer to UWSP as a “Humanity Area 2:” English 801-231, 235, 239, 243, 247, 248, or 255</p> <p>2-Year UW-Colleges or UW-Colleges Online: Any Literature course that will transfer to UWSP as a “Humanity Area 2:” AIS 242, Com 230, Eng 202, 242, 250, 251, 253, 255, 260, 261-267, 268 (also NWC), 269 (also NWC), 270, 272, 273, 274, 275 (also NWC), 276, 278, 279, 280, 281, 282, 285, 286, 287, 288, 351, 353, 355, 370, 380, or Wom 279</p> <p>UW-Independent Learning: African American Studies 268, Classics 313, 370, English 151, 167, 168, 201, 203, 204, 207, 208, 217, 218, 219, 220, 249, 268, 269, or 270</p>

		<p>Louisiana State University: Any Literature course that will transfer to UWSP as a “Humanity Area 2.” English 2025, 2927 (course on hold), 2175, 3020, 3022, 3070, 3072, 3124 (course on hold), 3593</p>
<p>Math 90 – Beginning Algebra <i>(if needed)</i></p>	<p>See school at which you plan on taking Math 228 and 338. If you are planning on taking your math courses at UWSP, the Math Placement Test should be taken immediately (715-346-2441 for test dates)</p>	<p>WTCS Courses: 804-110 Elem. Algebra with Applications 804-114 College Technical Math 1b 804-115 College Technical Math 1</p> <p>Nicolet College: 804-110 Elem. Algebra with Applications 804-114 College Technical Math 1b 804-115 College Technical Math 1</p> <p>2-Year UW-Colleges or UW-Colleges Online: Math 90 (may have pre-requisite) Basic Mathematics Math 95 (may have pre-requisite) Elementary Algebra Math 97 (may have pre-requisite) Elementary Algebra</p>
<p>Math 100 – College Algebra <i>(if needed)</i></p>	<p>See school at which you plan on taking Math 228 and 338. At UWSP, Math 90 is the pre-requisite for this course and Math Placement Test should be taken immediately (715-346-2441 for test dates)</p>	<p>WTCS Courses: 804-116 College Technical Math 2 804-118 Intermediate Algebra with Applications 804-195 College Algebra with Applications 804-197 College Technical Math 1b</p> <p>Nicolet College: 804-116 College Technical Math 2 804-118 Intermediate Algebra with Applications 804-195 College Algebra with Applications 804-197 College Technical Math 1b 804-220 Intermediate Algebra</p> <p>2-Year UW-Colleges or UW-Colleges Online: Math 105 Intro to College Algebra</p> <p>UW-Independent Learning: Math 101 Intermediate Algebra</p>

<p>Math 228 – Fundamental Mathematical Concepts for Elementary Teachers I - <i>(Taken with Math Ed 228 if taken through UWSP. Math Ed portion is part of Program for those taking Math 228 through another college.)</i> This course must be completed prior to fall 2013.</p>	<p>Math 100 or test out. Students should immediately contact the school at which they will take this course to find out what the pre-requisites are, which semesters it is offered, and how to take the math placement test, if needed.</p>	<p>Nicolet College: 804-227 Elementary Math Education I</p> <p>2-Year UW-Colleges or UW-Colleges Online: Math 130 Math for Elementary Teachers (not offered on every campus and not offered every semester)</p> <p>Louisiana State University: Math 1009 Math for Prospective Elementary School Teachers (this class is currently on hold)</p>
<p>Math 338 – Fundamental Mathematical Concepts for Elementary Teachers II - <i>(Taken with Math Ed 338 if taken through UWSP. Math Ed portion is part of Program for those taking Math 338 through another college.)</i> This course must be completed prior to fall 2013.</p>	<p>At UWSP, Math 228 is the pre-requisite of this course. At some schools, this pre-requisite is different. Students should immediately contact the school at which they will take this course to find out what the pre-requisites are, which semesters it is offered, and how to take the math placement test, if needed.</p>	<p>Nicolet College: 804-237 Elementary Math Education II</p> <p>2-Year UW-Colleges or UW-Colleges Online: Math 132 Geometry for Elementary Teachers (not offered on every campus and not offered every semester)</p> <p>Louisiana State University: Math 1010 Math for Prospective Elementary School Teachers II (this class is currently on hold)</p>
<p>Non-Western Culture (NWC)</p>		<p>Nicolet College: Art 815-201, Hist 803-225, 239, 256, 258, 259, SocSci 809-215, 216, 280, or 283</p> <p>2-Year UW-Colleges or UW-Colleges Online: Any course that will transfer to UWSP as a “Non-Western Culture:” AIS 314, Anth 100, 102, 104, 200, 204, 222, 250, 300, 314, 322, 325, 343, 350, Eng 268, 269, 275, Geog 101, 110, 115, 300, 324, 347, 348, Hist 118, 127, 161, 162, 213, 218, 219, 222, 273, 274, 275, Mus 285, Phil 201, 203, 258, Pol 160, Rel 201, 203, 258, 343, Soc 170, 270, or Wom 250</p> <p>Louisiana State University: Any course that will transfer to UWSP as a “Non-Western Culture:” Anth 1003 Intro do Cultural and Social Anthropology</p>

<p>Political Science 101 – American Politics</p>		<p>WTCS Courses: 809-122 Intro to American Government</p> <p>Nicolet College: 809-122 Intro to American Government Hist 803-227 American Government</p> <p>2-Year UW-Colleges or UW-Colleges Online: Poli Sci 104 American Government & Politics</p> <p>UW-Independent Learning: Political Science 101 American National Government</p> <p>Louisiana State University: - Poli 2051 American Government</p>
<p>Psychology 110 – Introduction to Psychology</p>		<p>WTCS Courses: 809-198 Intro to Psychology (not direct equivalent but acceptable for major due to transfer of Human Development 261)</p> <p>Nicolet College: 809-198 Intro to Psychology (not direct equivalent but acceptable for major due to transfer of Human Development 261) SOC 809-251 Intro to Psychology</p> <p>2-Year UW-Colleges or UW-Colleges Online: Psych 201 or 202</p> <p>UW-Independent Learning: Psychology 202 Introduction to Psychology</p> <p>Louisiana State University: Psych 2000 Intro to Psychology</p>
<p>Wellness – Aerobic Activity – 1 credit (lots of options available through UWSP)</p>		<p>Nicolet College: PhyEd 807-216, 217, 218, 221, 223, 230, 234, 235, 250 or 251</p> <p>2-Year UW-Colleges or UW-Colleges Online: Any course that will transfer to UWSP as a “Wellness/AA:” PED 001-010, 012, 014-019, 022, 024, 026-033, 037, 038, 041-044, 047, 048, 055, 056, 061, 062, 101, 102, 104-110, 113-118, 141-144, 190,</p>

<p>Wellness – Any – 1 credit (lots of options available through UWSP)</p>		<p>Nicolet College: See Wellness Aerobic Activity above AND PhyEd 807-201, 210, 237 or 245</p> <p>2-Year UW-Colleges or UW-Colleges Online: Any course that will transfer to UWSP as a “Wellness/AA” above or any of the following: Ant 300, 350, PhyEd 046, 058, 124, 127, 150, 206, 209, 220, 160 or Wom 210</p> <p>UW-Independent Learning: Health Education 265 or Nutritional Science 132</p>
<p>Wellness 123 – Standard First Aid and CPR. 1 credit. <i>(meets 1 credit of Health Enhancement)</i></p>		<p>Nicolet College: PhyEd 807-213</p> <p>2-Year UW-Colleges or UW-Colleges Online: PhyEd 123 or 213</p> <p>OR Both First Aid and CPR through the Red Cross is acceptable as long as UWSP School of Education receives a copy of both Red Cross cards prior to graduation.</p>
<p>Physical Science – Astronomy *100-3 crs, 205-4 crs, 311-3 crs, Chemistry *100-3 crs, 101-5 crs, Physics *100-3 crs, 101-5 crs (12 credits of approved sciences must be completed, including one Physical, one Earth and one Life) *No more than one course transferring as a UWSP science numbered “100” will be accepted.</p>	<p>Check with UWSP advisor prior to registering for science courses.</p>	<p>WTCS Courses: 806-134 General Chemistry 806-154 General Physics 1</p> <p>Nicolet College: 806-134 General Chemistry 806-154 General Physics NATSCI 806-170, 192, 240, 241, 242, 245, 249, 271, 276, or 286</p> <p>2-Year UW-Colleges or UW-Colleges Online: Astr 100, 101, 105, 106, 200, Chem 123, 124, 125, 145, Phy 107, 110, 115, 120, 141, 201,</p> <p>UW-Independent Learning: Astronomy 100, 199, Chemistry 103 or Physics 103</p> <p>Louisiana State University: Physical Science 1001 (course on hold), 1002, or Physics 2001</p>
<p>Earth Science - *Geography 100-3 crs, 101-5 crs (12 credits of approved sciences must be completed, including one Physical, one Earth and one Life) *No more than one course transferring as a UWSP science numbered “100” will be accepted.</p>	<p>Check with UWSP advisor prior to registering for science courses.</p>	<p>Nicolet College: NatSci 806-207, 208, 230, or 231</p> <p>2-Year UW-Colleges or UW-Colleges Online: Geo 104, 106, 120, 121, 123, 124, 125, 130, 170, GLG 100, 101, 102, 104, 107, 130, 135, 170, 180, MLG 100,</p> <p>UW-Independent Learning: Geography 120, Geology 100, Meteorology 100</p> <p>Louisiana State University: Geol 1001 General Geology: Physical</p>

<p>Life Science - *Biology 100-3 crs, 101-5 crs (12 credits of approved sciences must be completed, including one Physical, one Earth and one Life) *No more than one course transferring as a UWSP science numbered "100" will be accepted.</p>	<p>Check with UWSP advisor prior to registering for science courses.</p>	<p>WTCS Courses: 806-114 General Biology 806-177 Gen Anatomy & Physiology 806-186 Intro to Biochemistry 806-197 Microbiology</p> <p>Nicolet College: 806-114 General Biology 806-177 Gen Anatomy & Physiology 806-186 Intro to Biochemistry 806-197 Microbiology NATSCI 806-140, 195, 201, 209, 210, 213, 218, 222</p> <p>2-Year UW-Colleges or UW-Colleges Online: Anth 105, 303, Bac 101, Biol 109, 130, 151, 152, 160, 250, 260, Bot 100, 130, 240, PHS 170, 202, Wom 130, Zoo 101, 105, 140, 170,</p> <p>UW-Independent Learning: Botany 100</p> <p>Louisiana State University: Biol 1001 General Biology</p>
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NOTES:

- Some courses may already be completed, pending transcript evaluation.
- Additional course options will be added to this list as we learn of them.
- Work with a UWSP advisor to make sure course choices are correct.
- UWSP will be the financial aid granting institution. Consortium agreements are available for students who wish to apply UWSP financial aid to other institutions. Consortium agreements are available through UWSP Financial Aid Office, 715-346-4771, and must be signed by both Maggie Beeber at UWSP and the other school(s) attended. They are subject to approval by both schools. Deadlines must be met for this process.

Contact information for schools listed above:

- WTCS Schools – Any Wisconsin Technical College
- Nicolet College – Some of these courses are available online
- 2-Year UW-College – There are 13 UW-Colleges located in Wisconsin, including UW-Marshfield/Wood County and UW-Marathon in Wausau. <http://www.uwc.edu/>
- UW-Colleges Online – Many of the courses offered through the 2-Year UW-Colleges are also available online through UWColleges Online <http://www.online.uwc.edu/> (registration deadlines are earlier than most)
- UW-Independent Learning – <http://learn.wisconsin.edu/il>
- Louisiana State University: Some courses are offered online and some are available only as a mail course. www.outreach.lsu.edu/idl
- The “Transfer Information System” for Wisconsin Colleges and Universities will be a great tool for you to use as well: <http://tis.uwsa.edu/index.html>



Professional Education Program ...

Application Requirements & Application Process

PROFESSIONAL EDUCATION PROGRAM APPLICATION REQUIREMENTS

Deadline: November 1, 2011

Students admitted to the Early Childhood Education: Central Wisconsin Alliance Program must formally apply to the Professional Education Program. **All application requirements must be met prior to applying.**

Note:

- **The directions and timelines below are specific to students admitted to the Central Wisconsin Alliance for Early Childhood Education Program.**

Application Requirements:

40 Credits completed

Pass/fail credits, and courses below the 100 level are not included in the 40 credit requirement. Advanced Placement (AP), CLEP, retroactive credits and credits by exam are included in the 40 credit requirement (if approved at UW-SP). Students under 54 credits are granted “conditional admission” and are required to submit report cards until 54 credits are attained.

2.75 Cumulative GPA from all accredited institutions attended

Current enrollment at UWSP

2.5 GPA in Freshman English courses 101 and 102 OR

- Receive a C or better in English 150 **OR**
- Receive a B- or better in English 250 **OR**
- Test out of both courses through department test-out exam or receive credit by examination for both courses **OR**
- Test out of one course (or receive credit by examination for it) and receive a grade of C or better in the other **OR**
- Receive a passing score on the reading and writing portion of the Pre-Professional Skills Test (PPST) and receive grades of at least a B in two Writing Emphasis courses **OR**
- Complete the required work in the Professional Writing Competency Program. See personnel in Room 469 CPS to sign up.

Listening Competency Test (February 2011 or September 2011)

DESCRIPTION: Videotape with questions included on screen.

The test is available at the beginning of every semester (see personnel in room 469 CPS for dates, times, locations, and to repeat when permissible).

Fifty percent or better is a passing score.

NOTE: Students with documented disabilities and ESL students may request special accommodations.

Speech and Hearing Screening (February 2011 or September 2011)

DESCRIPTION: The speech portion involves a brief conversation and a short oral reading. Your hearing is then screened. A passing score is not required.

The screening is available at the beginning of every semester (see personnel in room 469 CPS for dates, times, and locations).

□ **Praxis I Test (Take by mid-July 2011)**

DESCRIPTION: See the [ETS web-site](http://www.ets.org/praxis) (www.ets.org/praxis)

Current Cost: \$130-170 for all three portions, including registration fee.

Registration information is available at the [ETS web-site](http://www.ets.org/praxis) listed above. There is a cost involved. **The written version** of this test is only offered on certain dates and has application deadlines for each test date available at their web-site. **The computer version** of this test is available by appointment only, either by phone or on-line at the ETS web-site. The web-site also has a list of computer-based testing sites available and the phone numbers for each. The Stevens Point computer site is at UW-SP Testing Service, (715)346-4472. It is suggested to register at least 4 weeks prior to taking the computer version of the test.

Students with documented disabilities or English as a Second Language may request special accommodations. Special paperwork must be filed with the ETS company at least 2-3 months prior to taking this test.

ETS offers a limited number of Fee Waivers for the Praxis I test. Eligibility is largely determined by family income. Fee Waiver eligibility requirements and application forms can be found at the [Praxis Series Web-site](http://www.ets.org/praxis). Search for "FEE WAIVERS" in the search tool. Results are mailed 2 to 6 weeks after the test date.

You are only allowed to take the PPST once per calendar month if taken on the computer.

PPST Passing scores required:

Reading 175

Writing 174

Math 173

Students who do not meet this requirement should request a Waiver Application from Maggie Beeber.

□ **Pre-Professional Interview (Summer 2011)**

Current Cost: \$30

DESCRIPTION: The Pre-Professional Interview is a personal, tape-recorded, structured interview designed to measure personal style, attitudinal traits, and "teacherness" talents of prospective education students.

The interview is ONLY required of students seeking admittance into Early Childhood, Elementary Education, Exceptional Education and Physical Education majors. A score of 15 or higher is required (Max score of 26). You may retake the Interview once if you have a score below 15.

Appointments are available during the academic year and in June. Students should complete the interview within the 4 months prior to applying to the Professional Education Program. Call 715-346-2040 for an interview time.

Students who do not meet this requirement should request a Waiver Application from Maggie Beeber.

- **Technology Requirement (Education 205 will be offered Spring 2011 as part of the cohort program.)**
The Technology Requirement can be met in a variety of ways. 1. Complete EDUCATION 205 at UWSP with a grade of B- or better. Education 205 is a required course for all education programs, and is the recommended way to meet the Technology Requirement. 2. Complete one section of CIS 102 – Internet Research, Power Point, Word Processing AND Spreadsheet sections only. 3. Complete the Technology Workshop Session - see personnel in 469 CPS for times and dates.
- **Conduct Disclosure**
Please be aware that you will be asked to self-disclose previous conduct-related matters during the School of Education application process. 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.

****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 School of Education 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.

WAIVER POLICY

Waivers for the Pre-Professional Interview, PPST and GPA requirements are granted prior to application to Professional Education and do not change your scores or grade point average. Waivers allow a student to apply without meeting minimum requirements. Minimum requirements on either PPST scores or GPA must be met to request a waiver of the other. Waiver requests are reviewed at the beginning of every semester for students with extenuating circumstances. Waiver forms with **deadline** dates of February 7 and September 11 are due to room 469 CPS by 4:30 p.m. of the date.

If you meet the following requirements see the SOE Advising, Recruitment & Retention Office, room 469 CPS, for the waiver form.

Waiver Type	Waiver Requirements
PPST Score Waiver Requirements	<ul style="list-style-type: none"> a. You have taken and received scores for the PPST at least twice. b. Your scores do not exceed a 9 point deviation from the cut off. c. You have grades of 3.0 or above in related coursework. d. You have an overall GPA from all institutions of at least 2.75. e. You have completed 40 credits of instruction. f. You have attached copies of your latest PPST results and transcripts from all institutions attended. g. You have attached a letter explaining your reasons for requesting a waiver.
Grade Point Waiver Requirement	<ul style="list-style-type: none"> a. You have passed all three parts of the PPST. b. You have completed at least 40 credits of instruction with a grade point of 2.75 or better. c. Your grades show significant improvement over a minimum of two consecutive semesters. d. You have attached copies of your latest PPST results and transcripts from all institutions attended. e. You have attached a letter explaining your reasons for requesting a waiver.
Pre-Professional Interview Waiver Requirements	<ul style="list-style-type: none"> a. You have taken and received failing scores for the Interview at least twice. b. You have an overall gpa from all institutions of at least 2.75. c. You have attached copies of the latest PPST results and transcripts from all institutions attended. d. You have attached a letter explaining reasons for requesting waiver.

Results will be mailed within 5 working days of deadlines. Requests with incomplete paperwork will not be processed. If you do not receive a response within 5 working days, please contact the School of Education Advising, Recruitment & Retention Office immediately.



Practicum Requirements

Student Teaching

PRACTICUM 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. Practica 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 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-student teaching clinical experiences which are developmental in scope and sequence and occur in a variety of school settings.
 2. The pre-student teaching 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.

PRACTICUM LEVELS

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 UW-SP follow expectations established by the American Association of Colleges for Teacher Education.

Practicum I. Shortest term (10 hours minimum, usually 2 hours per day for 5 days).

Pre-service teachers at this level are expected to attend all scheduled sessions. Their primary duty is to observe instructional programs in progress. These observations may involve limited participation, such as preparing materials or tutoring students. Any such participation must be under the direct supervision of a cooperating teacher, preferably in a classroom setting. Supervision and documentation by a cooperating teacher are required.

Practicum II. Short term (20 hours minimum, usually 2 hours per day for 10 days).

Upon completion of at least one field experience at the preceding level, pre-service teachers may assume further responsibilities, such as instructing small groups for entire lessons, or large groups for parts of lessons. Materials may be selected by the pre-service teacher, subject to explicit advance approval by the cooperating teacher. Supervision and documentation by the cooperating teacher are necessary.

Practicum III. Longer term (40 hours minimum).

Following successful completion of practica at levels I and II, pre-service teachers may assume responsibility for planning curriculum, selecting materials, and instructing entire lessons in sequence, often over a span of school days. 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, Room 464 CPS.

Clinical Field Experience Reports should be filled out by you and your cooperating teacher for every required practicum experience. You are responsible for keeping one copy for yourself and giving one copy to the faculty member requiring the hours. (See pgs. 83-85 for a copy of this report or SOE Advising Office, room 469 CPS).

MINIMUM PRACTICUM REQUIREMENTS

Early Childhood Education Practicum Hours

Course	Minimum Hours
ECE 368	30
ECE 398 (pre-k – 3 credits)	
Ed. 205	15*
Ed. 302	2
Ed. 309	0-10
Ed. 310	0-10
Ed. 324	
Ed. 325	
Ed. 331	0
Ed. 365, 366, 367	20 each
Ed. 381	0-10
Math Ed. 228	8
Math Ed. 338	8
Nat. Res. 370	8

STUDENT TEACHING

****Practicum 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 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. Practicum IV is required for initial certification.

Pre-Kindergarten, Kindergarten, grades 1-3 and ECSE student teaching are required.

*ECSE minors must have a placement in ECSE, which may be included in the PK or K placement

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.
- ◇ 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.
- ◇ Passing scores on the state mandated content tests in the area of all teaching majors and minors. 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 UWSP Protective Services.

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 middle of the preceding October. There will be deadlines posted for each term; late applications may not be accepted. Mandatory student teaching meetings will run within the first three 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.

Frequently Asked Questions about Student Teaching

When do I apply for Student Teaching?

Applications for student teaching are taken by the Office of Field Experiences (OFE) at a meeting held in the first month of the semester preceding the one when you plan to student teach. Watch for posted dates and places. In the meantime, you are welcome to stop by our office at 464 CPS with any questions.

Where are policies and procedures published?

The School of Education Handbook is available in room 469 CPS and on the web at

<http://www.uwsp.edu/education/stuRes/studentHandbook.aspx/>

The Handbook for Student Teaching is also on-line [here](#).

It is also for sale at the University Bookstore. You may get a copy whenever you wish. The more familiar you are with its contents, the greater your chances of success in carrying out student teaching, preparing professional credentials, obtaining a license and pursuing a teaching position.

What are the prerequisites?

To apply for student teaching, you must have a g.p.a. of at least 2.75 in every program for which you would be seeking certification. To student teach for initial certification, you must have completed 100% of the pedagogical methods courses in your major, 100% of the courses in any minor (or minors) for which you plan to apply for certification, as well as passing grades in Praxis II test(s). For adding endorsements to an existing license, rules vary depending upon program area.

How many assignments must I have?

You must student teach in your major in order to graduate and obtain initial certification, in most cases. As you explore various options, please bear in mind that quantity of experiences does not replace quality of experience. It is a policy in some programs that student teachers can assume only two assignments per semester, including coursework and work-study as well as additional endorsements. For all student teachers, one or two good experiences are better than many mediocre ones.

What is lobbying?

Under no circumstances does UWSP condone actively seeking a student teaching assignment through unwelcome contacts with cooperating school administrators, teachers, or staff. If you do not appropriately meet with cooperating professionals, any contacts you pursue by such so-called "lobbying" could lead to denial of your application for student teaching as well as refusal by a cooperating school or agency, not only of your application but those of others.

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/cps/field/

What are conflicts of interest?

Student teachers may not be assigned in cooperating schools and classrooms where the following conflicts occur: the student teacher has a child in that school building; the student teacher has a direct relative in that school building in a teaching or administrative capacity, or a direct relative in that school district in an administrative capacity; the school district has explicitly stated a policy regarding former students of that district's schools returning as student teachers. It is the policy of the OFE to defer to UWSP program area policies and local school district policies regarding assigning former students as student or intern teachers. The OFE may terminate any student teaching assignment in which a conflict of interest is found to occur, in

accordance with the termination clause in the Handbook for Student Teaching and the affiliation agreements under which it is implemented in cooperating districts.

What locations can I request for my student teaching?

For student teaching assignments, the UWSP service area ranges from Interstate Highway 90-94 in the south to Rhinelander in the north, Greenwood in the west to Appleton/Neenah/Menasha in the east/southeast. Any requests for assignments outside that range or outside the state must be made in person to the Director of Field Experiences (DFE), whose approval may depend on clearance from other teacher education programs in the area of the request. If the DFE and cooperating programs approve, there will be a fee for supervision services rendered, to offset unanticipated costs assumed by UWSP at the student's choice. Supervision fees are entailed for urban teaching in the Milwaukee Public Schools, for which it is strongly recommended that student teachers have prior experience in urban living and teaching. Some student teaching assignments may be overseas, which also entail supervision fees. Such requests will be considered only in conjunction with at least one-half semester of student teaching in Wisconsin. For information about overseas student teaching, ask the OFE.

What are internships and how are they assigned?

Internships are assignments in which student teachers are given temporary certification and partial contracts. Following guidelines made by the Wisconsin Improvement Program (see <http://www.dpi.wi.gov/tepd/wip.html>) internship requests originate from school districts to meet various needs such as staff development or temporary staff shortages. As such, they may be posted anytime. Applications for internships may be submitted anytime. Nominations may also be taken anytime by the OFE from program areas. If you wish to apply for an internship, you should have a cumulative g.p.a. of at least 3.0; upon applying, you may have an interview with the Director of Field Experiences, followed by interviews at one or more schools or agencies. There are many uncertainties about internships. We at the OFE cannot be sure of the content and timing of any such assignment, but will make every effort to assure you that your application will be fully considered and fairly handled.



Career Planning

Job Placement

Career Services Office

134 Old Main Building, Stevens Point, WI 54481

Phone: 715/346-3226; Fax: 715/346-3724

Home Page: www.uwsp.edu/career

E-mail address: career@uwsp.edu

Walk-in Hours: Typically Thursdays from 1:00-4:00 PM – time reserved for quick questions

Congratulations, you are almost ready to begin your career as a teacher. Before you embark on this new and exciting journey, make sure you are familiar with the Career Services Office and the services and information they provide. Following is an outline of services and resources for Education majors:

Career and Job Search Assistance/Resources

Individualized/Tailored Assistance:

Career Specialists are at your service to answer questions (e.g. provide information on supply & demand), and assist with resume, cover letter, job search and other career/employment needs. Take advantage of this service and schedule an appointment early on before you begin student teaching.

Education Workshops and Sponsored Seminars:

Workshops for Education majors are presented each semester addressing various aspects of the job search process. To see the current schedule of workshops, visit the Career Services home page and select, “Calendar of Events.” By attending workshops, you will receive samples of resumes, information on cover letters, interviewing, job fairs, the application process, and sources for locating employment. Additionally, there are seminars on “Hiring tips from school administrators” and teaching overseas.

Co-Sponsor of Educational Fairs:

Career Services has historically co-sponsored the Educational Fairs held in Wisconsin (WI Teacher Interview Day -- WTID, and the WI Educational Recruitment Fair -- WERF). Co-sponsorship means that UWSP students may pre-register at a reduced cost to attend these fairs. Wisconsin school districts are in attendance in addition to out-of-state schools with positions they are looking to fill.

Career Library/Publications:

The career library houses several shelves of information for Education majors. Subjects include resumes, cover letters, portfolios, and the interviewing process. There are directories of schools in Wisconsin and the US, books discussing the first year teaching, and career alternatives. One shelf is dedicated to traveling, studying, working, and teaching overseas and includes TIE: The International Educator.

Be sure to visit Career Services to pick up your complimentary copy of the *AAEE Job Search Handbook for Educators*, and a *Career Planning Guide*.

A few popular web sites for locating teaching positions in WI:

Wisconsin Department of Public Instruction (DPI): <http://www.wisconsin.gov>

The Wisconsin Education Career Access Network (WECAN): an electronic application system many WI school districts are jointly using. Candidates need only complete one application which can then be used to apply for positions in any WECAN-user district. <http://services.education.wisc.edu/wecan/>

CareerPoint: the UWSP Career Services Office database. View openings, link to employer information, upload your resume for referral to employers. <https://www.myinterfase.com/uwsp/student>

For teaching positions out-of-state:

The Job Search Handbook for Educators contains a list of all 50 states job search websites along with certification/licensing offices. Be sure to visit individual school district websites as well. Career Services receives a publication entitled “Job Fairs for Educators” listing fairs held throughout the United States.

Follow-up Studies of Former Graduates (placement reports):

The Career Services Office is responsible for producing the official follow-up reports on UWSP graduates, tracking their employment or continued education. These reports can be found at:

<http://www.uwsp.edu/career/staffAndServices/annualReports.aspx>

Applying for Teaching Positions:

Terminology – as you apply for teaching positions, schools may ask for any of the following:

- Letter of application (sometimes referred to as a cover letter)
- Resume (no longer than two pages)
- References (also referred to as Letters of Recommendation or Credentials)
- Transcript (Most school district accept unofficial copies; if an official copy is requested, you should send an official transcript from each college you have attended. A degree progress report does not suffice as a transcript!)
- Copy of your teaching license (the Letter of Intent provided by the Office of Field Experiences suffices until you receive your teaching license)
- NEVER SEND YOUR ORIGINAL COPIES OF REFERENCES – MAKE COPIES WHEN REQUESTED

Read and follow instructions: it could be a test! If it says “hand write,” do not type, if it states, “send three letters,” send only three letters. Be sure to spell check everything multiple times.

The Portfolio for Employment Purposes:

General consensus among school district hiring personnel supports the preference for a short and condensed portfolio for employment purposes. The portfolio should contain a variety of samples of your best work as a teacher. Ideally, samples of teaching lessons include those you have already used in the classroom so that you can discuss those experiences in greater detail during an interview.

Employers strongly discourage applicants from sharing any type of personal information early in the hiring process, including personal pictures, as employers must remain in compliance with Equal Employment Opportunity and Affirmative Action employment laws.



Professional Education Program

Job Placement Data

The following chart represents our success in placing Education graduates from 2001-2007.

“Full-Time” and “Part-Time” data represents graduates who have been placed in positions in their field. Students who had a 4-year degree prior to seeking a teaching license are not included.

Major Program Area	2003	2004	2005	2006	2007	2008	2009
Early Childhood							
- Full-time	59%	56%	64%	69%	71%	82%	53%
- Part-time	41	28	13	22	21	12	21
TOTAL	100%	84%	77%	91%	92%	94%	74%
Elementary Education							
- Full-time	61%	61%	54%	61%	60%	56%	43%
- Part-time	38	20	24	20	27	28	34
TOTAL	99%	81%	78%	81%	87%	84%	77%
Exceptional Education							
- Full-time	88%	90%	72%	90%	68%	60%	46%
- Part-time	8	0	7	0	14	10	15
TOTAL	96%	90%	79%	90%	82%	70%	61%
English							
- Full-time	54%	50%	72%	33%	90%	50%	50%
- Part-time	23	39	22	33	5	30	50
TOTAL	77%	89%	94%	66%	95%	80%	100%
Family and Consumer Ed							
- Full-time	57%	86%	80%	67%	100%	88%	50%
- Part-time	29	14	20	17	0	12	17
TOTAL	86%	100%	100%	84%	100%	100%	67%
Foreign Languages							
- Full-time	100%	84%	60%	0%	100%	100%	60%
- Part-time	0	0	20	0	0	0	40
TOTAL	100%	84%	80%	0%	100%	100%	100%
Mathematics							
- Full-time	88%	67%	78%	50%	58%	74%	100%
- Part-time	0	25	22	25	0	16	0
TOTAL	88%	92%	100%	75%	58%	90%	100%
Music							
- Full-time	75%	63%	75%	57%	62%	57%	30%
- Part-time	25	0	0	33	15	22	20
TOTAL	100%	63%	75%	90%	77%	79%	50%

<u>Major Program Area</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Physical Education							
- Full-time	56%	48%	52%	77%	92%	61%	62%
- Part-time	33	39	19	15	0	23	19
TOTAL	99%	87%	71%	92%	92%	84%	81%
Science Majors							
- Full-time	76%	53%	56%	60%	69%	33%	29%
- Part-time	12	20	6	20	15	0	43
TOTAL	88%	73%	62%	80%	84%	33%	72%
Social Science Majors							
- Full-time	28%	53%	27%	47%	53%	36%	31%
- Part-time	50	26	32	24	29	36	62
TOTAL	78%	79%	59%	71%	82%	72%	93%

PLEASE NOTE:

- Percentages are calculated based on the total number of first-time graduates seeking employment - not the total number of first time certifications.
- Placement data can be greatly affected by a graduate's ability/willingness to relocate to another area of Wisconsin other than Stevens Point or their home town.



Student Involvement

Volunteer Opportunities

STUDENT INVOLVEMENT & VOLUNTEER OPPORTUNITIES

EDUCATION

Association for the Education of Young Children (AEYC)

The Association for the Education of Young Children is a local affiliate for the National Association for the Education of Young Children (NAEYC). Membership is open to students and others in the central Wisconsin area who are interested in the education of young children.

The purpose of AEYC is to unite early childhood professionals and others dedicated to improving the quality of services for young children and their families.

The Stevens Point chapter of the AEYC meets twice monthly, one business meeting and one professional program meeting. Both are attended by students.

As a member of AEYC, you are given opportunities to:

- ◇ interact with others who are interested in early childhood education
- ◇ participate in community service activities such as Family Fun Night
- ◇ attend professional conferences
- ◇ participate in fundraising activities to provide for scholarship funds and to pay for conference attendance
- ◇ win scholarships given by AEYC to the most active members
- ◇ build a history of professional involvement

Membership fees of \$35 yearly include membership in the Wisconsin Early Childhood Association, the National Association for the Education of Young Children, and a subscription to the Journal of the NAEYC, Young Children.

For more information contact:

UWSP AEYC

473 CPS – Phone: 715/346-4689

<http://www.uwsp.edu/stuorg/aeyc/>

Dr. Patty Caro

438 CPS – Phone: 715/346-3248

College Days for Kids

The Network for Gifted Education offers undergraduate volunteers the opportunity to escort sixth graders to enrichment classes across campus on several spring Fridays.

If interested contact:

Cheryl Nook

409 CPS

715/346-4356

In addition to the Education-related organizations listed here, UWSP offers over 180 student organizations. For a complete listing, visit the Student Involvement and Employment Office website at <http://www.uwsp.edu/centers/sieo>

Kappa Delta Pi (KDP)

Kappa Delta Pi, International Honor Society in Education, is dedicated to scholarship and excellence in education. The Society as a community of scholars pledged to worthy ideals:

- Recognizes scholarship and excellence in education,
- Promotes the development and dissemination of worthy educational ideas and practices,
- Enhances the continuous growth and leadership of its diverse membership,
- Fosters inquiry and reflection on significant educational issues, and
- Maintains a high degree of professional fellowship.

Our members make up the top 10 percent of those entering the field of education and include award-winning and outstanding practicing educators. As a member, you are a part of an international network of the world's finest educators. With 60,000 members in 550 university, college, and alumni chapters located in the United States and other countries, you will have access to the ideas, research, insights, and expertise of the field's most prestigious educators—including the Laureate Chapter, National State Teachers of the Year, The American Teacher Award winners, National Teacher Hall of Fame members, and Golden Apple Teachers. A membership fee is involved.

For more information about becoming a KDP member, contact:

UWSP KDP		Dr. Pat Shaw
473 CPS	or	449 CPS
Phone: 715/346-4689		Phone: 715/346-3720
Email: kdp@uwsp.edu		Email: pshaw@uwsp.edu
http://www.uwsp.edu/stuorg/kdp/		

Student Wisconsin Education Association (StWEA)

The Student WEA is a statewide pre-professional organization for all prospective teachers. It is your bridge to a career as a professional educator and link with practicing teachers in your community. StWEA offers many membership benefits and provides many programs and activities throughout the year. The UWSP local chapter is the largest in the state and has received the National Award for the Outstanding Chapter of the Year for seven of the past nine years. A membership fee is involved.

If interested contact:

UWSP StWEA		Maggie Beeber
473 CPS	or	Student WEA Co-Advisor
715/346-4869		715/346-2040
swea@uwsp.edu		
http://www.uwsp.edu/education/stwea/index.shtm		

Youth in College

The Network for Gifted Education sponsors a two-week summer enrichment program for high-ability students in grades K-8. There are a few openings for education majors who wish to serve as teacher assistants in these classrooms.

If interested contact:

Cheryl Nook
409 CPS
715/346-4356

SPECIAL EDUCATION

STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN (SCEC)

The Student Council for Exceptional Children is a local affiliate of the Council for Exceptional Children. The Council for Exceptional Children is the primary national organization supporting professionals who teach children with learning and behavioral exceptionalities. This includes children with:

- Cognitive Disabilities
- Learning Disabilities
- Emotional/Behavioral Disabilities
- Early Childhood Special Education Needs
- Giftedness
- and other exceptionalities...

SCEC is dedicated to improving the education of children with exceptionalities, raising awareness among the general population about children with exceptionalities, and establishing a network of pre-service teachers who intend to educate children with learning and behavioral exceptionalities.

If interested contact:

Dr. Lisa Bardon
437 College of Professional Studies
(715) 346-4947
lbardon@uwsp.edu
<http://www.uwsp.edu/stuorg/scec/>

VOLUNTEER OPPORTUNITIES

Student Involvement and Employment Center

The Student Involvement and Employment Center (SIEO) is located in the lower level of the Dreyfus University Center. SIEO is an office that organizes leadership, involvement, volunteerism, and employment opportunities for UWSP students. SIEO offers numerous opportunities to become more involved on campus and in the Stevens Point Community. Involvement Fairs and Employment Fairs are usually held at the beginning of every semester. For more information, visit their website at <http://www.uwsp.edu/centers/sieo/>.



Scholarships

Financial Aid

FINANCIAL SUPPORT

SCHOOL OF EDUCATION SCHOLARSHIPS

Each year, the School of Education offers scholarships to students who have officially declared their intent to teach. The scholarships recognize students for high scholastic achievement and dedication to the profession of teaching. In recent years, the average amount of scholarship money awarded to student has ranged from \$30,000 to \$50,000. These scholarships are made possible by people involved and interested in the welfare of education.

Applications and detailed descriptions of each scholarship offered will be emailed to all “teaching intent” students each year. Scholarship information can also be found online at <http://www.uwsp.edu/Education/Scholarships/index.aspx>.

The School of Education strongly encourages students to review the scholarship materials when they are made available and apply for those scholarships they qualify for.

FINANCIAL AID

The School of Education does not provide direct financial aid.

We encourage students to complete a FAFSA (Free Application for Student Aid). After a student completes a FAFSA, UWSP’s Financial Aid Office can determine what (if any) financial assistance is available. You can complete a FAFSA online at <http://www.fafsa.ed.gov/>.

Financial Aid Office
106 Student Services Center
Stevens Point, WI 54481
715-346-4771
finaid@uwsp.edu
www.uwsp.edu/finance/

Most common forms of Financial Assistance:

Grants - Grants are a form of financial aid, based on need, which you do not have to repay.

Loans - An education loan is a form of financial aid that must be repaid, with interest.

Scholarships - Undergraduate scholarships and graduate fellowships are forms of aid that help students pay for their education. Unlike student loans, scholarships and fellowships do not have to be repaid. Hundreds of thousands of scholarships and fellowships from several thousand sponsors are awarded each year.

Generally, scholarships and fellowships are reserved for students with special qualifications, such as academic, athletic or artistic talent. Awards are also available for students who are interested in particular fields of study, who are members of underrepresented groups, who live in certain areas of the country or who demonstrate financial need.

Work Study Student Employment – Work study allows a student to apply for an on-campus job and earn an income without a student’s wages counting against his/her financial aid package.

Before work-study will be included on a student’s award (1) the student has to indicate on the FAFSA interest in work-study, (2) the student must meet the current UWSP qualifications, and (3) work-study money must be available. If awarded work-study, the student must work with the Student Involvement and Employment Office to secure a job. It is beneficial for students to work on this program because, unlike other forms of employment, CWSP does not reduce grant and other need-based aid eligibility the next year (“need-based” wages are excluded from the analysis of need).



Clinical Field Experience Report



University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

Stevens Point WI 54481-3897
715-346-4430; Fax 715-346-4846
www.uwsp.edu/education

Clinical Field Experience Report

Student _____

Cooperating Teacher _____

School/City _____

Subject/Grade Level _____

SUMMARY:

Signature - Cooperating Teacher

Signature - Student

Date:

STANDARDS INFORMATION (Required for Practica III; optional for Practica I & II)

Wisconsin Standards Addressed: _____

EVALUATION:

CATEGORIES	Unacceptable	Acceptable	Outstanding
1. Communication skills			
2. Human relations and professional dispositions			
3. Content knowledge			
4. Pedagogical knowledge			
5. Teaching practice			