

Professional Education Program
Undergraduate
Advising Guide
Supplement



College of Professional Studies University of Wisconsin - Stevens Point

Our Values

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

Our Mission

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

Our Vision

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



University of Wisconsin
Stevens Point

Introduction

Conceptual Framework

WI Teaching Standards



School of Education
College of Professional Studies
University of Wisconsin-Stevens Point

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

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

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

Best wishes to you for your educational success!

Dr. Lynda Fernholz
Associate Dean & Head
School of Education

Maggie Beeber
Undergraduate Advising
Coordinator & Teacher
Certification Officer

**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.

For decades now, educators have been calling for increased culturally relevant pedagogy. That is, pedagogy that “empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. These cultural referents are not merely vehicles for explaining the dominant culture; they are aspects of the curriculum in their own right” (Ladson-Billings, 2009, p. 20). Culturally relevant pedagogy (beliefs, attitudes, curriculum materials, instructional practices, etc.) should be implemented in all classrooms, regardless of age level, ethnic make-up, gender representation, and so on. Ladson-Billings (2021) writes, “The three primary components of culturally relevant pedagogy are academic achievement or student learning, cultural competence, and sociopolitical or critical consciousness” (p.4). Teacher education has the responsibility to use culturally relevant pedagogy within its practices, as well as to teach future educators how to make it a part of their teaching practices. In order to increase school achievement at all levels, educators will need to recognize, honor, and incorporate the uniqueness of students and who they are into instruction, assessment, and the classroom as a whole (Gay, 2018).

Opportunities for Experimentation and Collaboration within Classrooms.

Experimentation and classroom collaboration implies movement away from students merely functioning as passive recipients of information. According to Kizilaslan, et al. (2021), hands-on, practical work in the classroom promotes the engagement and interest and curiosity of students, and develops a range of skills, knowledge, and conceptual understanding. Experimentation and active learning may be created through the application of collaborative and cooperative learning strategies. Herrera-Pavo (2021) found that the need for careful planning, an adequate dynamic to form collaborative groups, the relevance of student practices related to everyday use of technologies, teacher facilitation, and student autonomy are all integral components for successful collaborative strategies. Knowledge and skills are of little use if a student cannot apply them in cooperative interactions with others. Liebech-Lien & Sjolie (2021) state that the ability to collaborate is a central competence that students need to be taught, in order to prepare them for the social and work realities that they will face in the 21st century.

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. Literature on pedagogy and educational practices supports the following classroom strategies: 1) Incorporating social learning; 2) Using a gradual release of responsibility model; 3) Planning utilizing a backwards design, or Understanding by Design, framework; 4) Implementing Universal Design for Learning, including Multiple Means of Engagement, Multiple Means of Action and Expression, and Multiple Means of Representation; 5) Teaching in students' Zone of Proximal Development; 6) Including a mixture of summative and formative assessments; 7) Teaching Twenty-First Century Skills; 8) Providing Standards-Based Education; 9) Building strong teacher-student relationships; and 10) Communicating high expectations. (Bandura & Walters, 1977; McCombs, 1986; Meyer, Rose, & Gordon, 2014; NASNRC, 2012; National Commission on Excellence in Education, 1983; Pearson & Gallagher, 1983; Rosenthal & Jacobsen; 1968; Scriven, 1967; Vygotsky, 1978; Wiggins & McTighe, 1998) The American Association of Colleges and Universities (AACU) endorsed eleven High-Impact Educational Practices for institutions of higher education to utilize in order to elicit high levels of learner success, as developed by Kuh (2008). These practices include: 1) First-Year Experiences; 2) Common Intellectual Experiences; 3) Learning Communities; 4) Writing-Intensive Courses; 5) Collaborative Assignments and Projects; 6) Undergraduate Research; 7) Diversity/Global Learning; 8) Service Learning, Community-Based Learning; 9) Internships; 10) Capstone Courses and Projects; 11) ePortfolios. "These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts" (AACU, 2022). UW-SP promotes the use of these high-impact practices.

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. Professional Education Programs typically encourage teachers to improve their reflective practices (Marcos, Sanchez, & Tillema, 2010). 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 teaching 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-service teachers to reflect critically on their teaching to continue to grow and learn about self, their students and the teaching profession. According to Shandomo (2010), the inclusion of critical reflection components for pre-service teachers results in greater understanding of their teaching styles, enhancement of their ability to challenge the traditional mode of practice, growth toward greater effectiveness as teachers, as well as a significant improvement in their ability to relate to their students.

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.htm>

PEP Using Advanced Concepts of Technology.

Understanding the most effective use of distance education continues to evolve with its ongoing usage. Due to the rapid advancements in technology, students could expose to virtual environments that are not common in regular classrooms (Schunk, 2012). Many schools currently are using technology as an aide to accomplishing traditional prescriptive approaches. Schools and districts incorporate educational technology in student learning. Since the pandemic, there has been a rapid and huge transformation in distance learning. As we progress toward maturity with these new tools, a more constructivist approach involving collaboration, authentic methodologies, and the development of higher-level thinking skills development and problem-solving is emerging through careful attention to broad-ranging assessment techniques. Researchers such as Chyung (2015), Spaulding, (2014), Tatum (2019) 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. Professional competence is a critical factor in teaching (Campbell et al., 2004). Professional development courses or self-initiated learning activities could increase teachers' professional knowledge (Desimone, 2009; Dunn & Shriner, 1999). Not surprisingly, there is an association between professional knowledge and student achievement (Baumert et al., 2010). 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 the conditions essential for the successful implementation of any professional development plan or strategy for the improvement of teaching practices. (Buczynski & Hansen, 2010; Darling-Hammond et al., 2017; Desimone & Garet, 2015; Taylor et al., 2017).

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Wisconsin InTASC Core Teaching Standards

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

The Learner and Learning

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

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

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

- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers

understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

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

- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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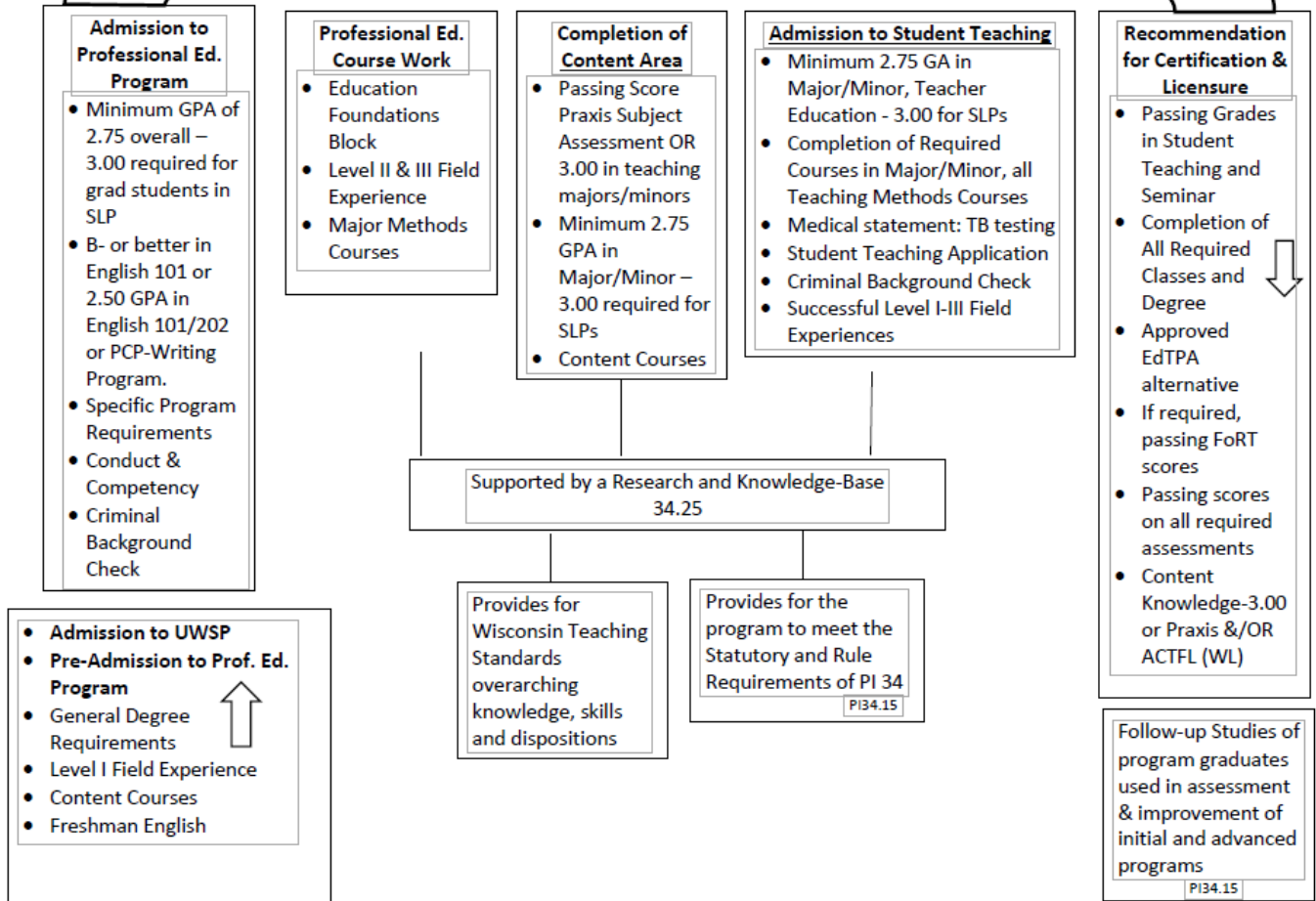
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UWSP Professional Education Program Conceptual Framework



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 • Content courses • Freshman English Comp 	<ul style="list-style-type: none"> • Level I Field Exp.
Admission to Professional Education Program	<ul style="list-style-type: none"> • Minimum 2.75 GPA overall • Minimum grade of B- or better in English 101 or 150, OR 2.50 in English 101/202 OR PCP-Writing Program OR bachelor's degree • Meet specific additional program area requirements • Complete Conduct and Competency Background Check • Criminal Background Check 	
Completion of Professional Education Coursework	<ul style="list-style-type: none"> • Approved EdTPA alternative • Education Foundations Block • Major Methods Courses 	<ul style="list-style-type: none"> • Approved assessments to meet WI InTASC standards 1-8 • Level II Field Experience • Level III Field Experiences
Completion of Content Area Course of Study	<ul style="list-style-type: none"> • Passing score on required Praxis Subject Assessment OR 3.00 or higher in teaching majors and teaching minors • Passing Score for World Language teaching majors -ACTFL WPI and OPI tests • Minimum GPA of 2.75 in major/minor, some majors require 3.00 	
Admission to Student Teaching	<ul style="list-style-type: none"> • Minimum GPA of 2.75 in major/minor, teacher education, and overall GPA, some majors require 3.00 • Completion of all required courses in major/minor • Completion of all teaching methods courses • Present medical statement re: TB testing • Submit application for student teaching • Obtain Criminal Background Check • 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 and assessments • Successful performance as demonstrated through approved alternative to EdTPA 	<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 signature assessments to include specified performance tasks as evidence of proficiency in standards 1-10 Wisconsin InTASC Teaching Standards and evidence related to subject knowledge

LICENSING STAGES

For all students completing a teaching licensure program after August 2018, licenses will be issued in two different stages: Provisional License and Lifetime License.

License Stage – Provisional License

Wisconsin Standards	Proficiency in all applicable standards
Prerequisites	Performance-based training program endorsed by Institute of Higher Education/passing scores on standardized test
Length of License	5 years, 3 year minimum - Renewable
Moving to Lifetime License Stage	An educator with six semesters of successful experience in a position meeting a set of criteria may be eligible for a Lifetime Educator License

License Stage - Lifetime Educator License

Wisconsin Standards	Proficiency in all applicable standards – but focus on one or more
Prerequisites	<p>Experience completed in the license area while holding a provisional educator license.</p> <p>Six semesters of successful experience in a position meeting a set of criteria may be eligible for a Lifetime Educator License. This experience must be completed in the five years immediately preceding the July 1 start date of the lifetime license.</p> <p>Experience must be providing direct services to students in a pre-kindergarten through grade 12 setting in the license area of the provisional license, verified as successful experience by an educational entity in Wisconsin.</p>
Length of License	5 year renewable with required background check via DPI's online educator licensing portal.

License Stage - Master Educator (Optional)

National Board Certification accepted in lieu of these requirements

Wisconsin Standards	Mastery of all applicable standards
Prerequisites	<p>Hold, or qualify to hold, Wisconsin educator license as a lifetime license in the area (i.e. subject/level) that they are pursuing master education license.</p> <p>Apply for and successfully complete a national board certification (NBPTS) or Wisconsin master educator assessment process (WMEAP).</p>
Length of License	5 year renewable with required background check via DPI's online educator licensing portal.
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

One-Year License with Stipulations: Teachers with a bachelor's degree who have completed all coursework in a WI approved program, but who have not met all WI approved program requirements: <https://dpi.wi.gov/licensing/apply-educator-license/one-and-three-year>



University of Wisconsin
Stevens Point

Course Sequences and Block Programs

BLOCK PROGRAM

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

Early Childhood Majors – catalog year fall 2020 and later

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

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

Education 302 – 3 credits

Education 331 - 3 credits

Education 351 - 3 credits

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

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

Fall only courses

Early Childhood Education 262 – 3 credits

Early Childhood Education 368 - 3 credits

Spring only courses

Early Childhood Education 372 - 1 credit

Early Childhood Education 460 - 3 credits

Integrated Curriculum Block – Spring only (to be taken the spring prior to student teaching)

Education 310 – 3 credits

Education 323 – 3 credits

Education 324 - 3 credits

Education 325 - 3 credits

Education 383 – 3 credits

ECSE minor course if applicable – 3 credits

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

Elementary Education Majors – Catalog year fall 2020 and later

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

Education 302 – 3 credits

Education 331 - 3 credits

Education 351 - 3 credits

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

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

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

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

Education 310 - 3 credits

Education 322 - 2 credits

Education 323 – 3 credits

Education 324 - 3 credits

Education 325 - 3 credits

Education 383 - 3 credits

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

Student Teaching (See the student teaching section for details)

Special Education Major/Minor

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

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

Education 302 – 3 credits

Education 331 - 3 credits

Education 351 - 3 credits

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

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

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

Spring Only Courses

Education 309 – 3 credits

Education 323 – 3 credits

Education 314 – 2 credits (also available Winterim)

Block II (2nd semester admitted to Professional Education)

Education 356 – 3 credits

Education 364 – 3 credits

Education 373 – 3 credits

Block III (3rd semester admitted to Professional Education)

Education 362 – 3 credits

Education 369 – 3 credits

Education 397 – 3 credits

Student Teaching (See the student teaching section for details)

Secondary and K-12 Majors

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

Education 205 – 2 credits

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

Education 331 - 3 credits (also available in summer)

Education 351 - 3 credits (also available in summer)

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

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

Education 386 – 3 credits

Education 385 – 3 credits -only offered summer and winterim

Student Teaching (See the student teaching section for details)



University of Wisconsin
Stevens Point

Pre-Clinical Experience Requirements and Student Teaching

PRE-CLINICAL AND CLINICAL FIELD EXPERIENCE REGULATIONS

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

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

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

PRE-CLINICAL EXPERIENCE LEVELS

Pre-Clinical Experience Levels for Initial Certification

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

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

Pre-Clinical Experience I. (Typically 10-20 hours)

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

Pre-Clinical Experience II. (Typically 20-40 hours)

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

Pre-Clinical Experience III. (As determined by the program)

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

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

Clinical Experience IV.

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

MINIMUM PRE-CLINICAL EXPERIENCE REQUIREMENTS – Catalog Year fall 2020 and later

Elementary Education Hours		Secondary Education Hours	
<u>Course</u>	<u>Minimum Hours</u>	<u>Course</u>	<u>Minimum Hours</u>
Non-Block	53+	Non-Block	20+
Ed. 205	12*	Ed. 205	12*
Ed. 302	10	Ed. 386	10
Ed. 309 in-class hours	10	Nat. Res. 370	8
Nat. Res. 370	8	(for specific majors)	
Health Ed. 280	3		
Fundamentals	10-20	Fundamentals	10-20
Ed. 351	10	Ed. 351	10
Ed. 381	0-10	Ed. 381	0-10
Ed. 331	0	Ed. 331	0
Elementary Methods Block	300	Other	50
Must be completed in SP		Methods	50
Ed. 310			
Ed. 322			
Ed. 323			
Ed. 324			
Ed. 325			
Ed. 383			
TOTAL	363+	TOTAL	80+

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

Early Childhood Education Hours

Special Education Hours

Course	Minimum Hours
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Pre/Non-Block	75
ECED 368	15
ECED 460	10
Ed. 205	12*
Ed. 302	10
Ed. 309 in-class hours	10
Nat. Res. 370	8

Fundamentals	10-20
Ed. 351	10
Ed. 381	0-10
Ed. 331	0

Integrated Curriculum Block	300
Ed. 310	
Ed. 323	
Ed. 324	
Ed. 325	
Ed. 383	
ECE 398 (pre-k – 3 credits)	

TOTAL **357-387**

Course	Minimum Hours
--------	---------------

Pre/Non-Block	30+
Ed. 205	12*
Ed. 302	10
Ed. 309 in-class hours	10
Ed. 310	0-10
Nat. Res. 370	8

Fundamentals	10+
Ed. 351	10
Ed. 381	0-10
Ed. 331	0

Block II	30
Ed. 356	15
Ed. 364	15
Ed. 373	0

Block III	45
Ed. 362	0
Ed. 369	30
Ed. 373	15

Pre-clinical experience hours in the regular classroom are required per DPI mandates.

TOTAL **115+**

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

STUDENT TEACHING

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

Application Requirements

- ◇ Admission to the Professional Education Program.
- ◇ 2.75 GPA in Professional Education courses and overall GPA, as well as every subject area for which licensure is sought: major, minor or concentration. Some majors require 3.00.
- ◇ Internships require a minimum 3.00 cumulative GPA, a 3.00 GPA in your major and a 3.00 GPA in your minor if you want to teach it.
- ◇ World Language teaching majors - Passing scores on the state mandated ACTFL tests. Passing scores must be received by the SOE Advising, Recruitment & Retention Office no later March 1 for fall student teachers and October 15 for spring student teachers.
- ◇ Completion of all teaching methods and techniques courses, including any required pre-student teaching field experiences.
- ◇ Written approval from designated administrators for each program area for which licensure is sought, as well as the Undergraduate Advising Coordinator.
- ◇ Criminal Background check to be conducted through 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 end of September. There will be deadlines posted for each term; late applications may not be accepted. Mandatory student teaching meetings will run within the first two weeks of the semester prior to the semester you plan on student teaching or interning and again during finals week the semester prior to the semester you plan on student teaching or interning.

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

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

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

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

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



University of Wisconsin
Stevens Point

Career Planning
Job Placement

Academic and Career Advising Center

320 Albertson Hall (ALB), Stevens Point, WI 54481

Phone: 715/346-3226

Home Page: <https://www.uwsp.edu/ACAC/Pages/default.aspx>

E-mail address: acac@uwsp.edu

Congratulations, you are almost ready to begin your career as a teacher. Before you embark on this new and exciting journey, familiarize yourself with the Career services and resources offered through the campus Academic and Career Advising Center. The following is an outline of services and resources for Education majors:

Career Preparation Resources

Your Career Specialist offers you personalized preparation assistance, answers your job and career questions, and connects you with resources/tools that can get you to a point where you are ready to search, apply, and interview for teaching positions. Take advantage of UWSP Career service, resources, and support; find out what we have to offer by scheduling an appointment with your Career Specialist!

The Career team offers Education students:

- Sponsored Career Preparation discussions and workshops each semester
- Resume / Cover letter review and optimization
- Job search assistance and Access to the Handshake internship and job search platform
- Co-sponsored Education Job Fair and Job Fair Preparation Resources
- WECAN Q&A discussions and reviews
- Group interview practice with Education-focused student organizations
- Access to *BigInterview*, UWSP's virtual, practice interviewing platform and/or One-on-One Practice Interviewing sessions with your Career Specialist

Job Search Assistance

Wisconsin

The Wisconsin Education Career Access Network (WECAN): <https://wecan.education.wisc.edu/#/> An electronic application system many Wisconsin school districts jointly use to post position openings and solicit applications. Complete one application which can be used to apply for posted positions.

The State of Wisconsin: <http://wisc.jobs/public/index.asp> Interested in working with adult-learner populations, educational policy, or with a state agency like the Department of Public Instruction, the Department of Corrections, or the Historical Society? Check out the job postings with the State of Wisconsin to find out more.

Illinois

Illinois Education Job Bank (IASA): <https://www.illinoiseducationjobbank.org/> An electronic application system many Illinois school districts jointly use to post position openings and solicit applications.

Minnesota

EdPost: <https://edpost.stcloudstate.edu/> St. Cloud State University hosts the top job posting site for Education positions within the state of Minnesota.

National / International

Handshake: uwsp.joinhandshake.com UWSP's Internship and Job Search platform for all types of educator positions all over the world

K12JobSpot: <https://www.k12jobspot.com/> If your job search isn't limited to Wisconsin, consider using K12JobSpot. The site hosts educator job postings for positions all over the country

MyTEFL: <https://mytefl.com/tefl-jobs/> If your job search isn't limited to this country, consider reviewing the resources and opportunities posted on MyTEFL.

Thinking of pursuing an outreach / community-need based opportunity, consider reviewing opportunities with the following organizations:

AmeriCorps <https://www.nationalservice.gov/programs/ameri-corps/ameri-corps-programs> (Which includes the program, *College Possible* <https://collegepossible.org/>)

CityYear <https://cityyear.wd5.myworkdayjobs.com/CityYear/jobs>

PeaceCorps <https://www.peacecorps.gov/>

Other types of educational paths or industries include:

- Educational Software companies
- Rehabilitative Centers / Programs
- Literacy Councils / Organizations

Sharing the Good news! Reporting your “First Destination” after Graduation via the UWSP FDS Survey

The Career service team oversees the campus *First Destination Survey* (FDS) which asks our soon-to-be and new graduates to share their “first destination” after graduation. The brief survey takes about 2 minutes to complete and allows campus to report on our graduate’s employment or continued education. Graduation Outcome reports can be found at: <https://www.uwsp.edu/acac/Pages/follow-up-studies-graduates.aspx>

Job Placement

Job placement in a full-time teaching job, within the first year after graduation, has been running from 75-100% in the majority of our teaching programs.



**University of Wisconsin
Stevens Point**

Student Involvement Volunteer Opportunities

STUDENT INVOLVEMENT & VOLUNTEER OPPORTUNITIES

Websites for student organizations can be found at <https://www.uwsp.edu/education/Pages/stuOrgs.aspx>

EDUCATION

Aspiring Educators https://spin.uwsp.edu/organization/aspiring_educators

Association for the Education of Young Children (AEYC) <https://spin.uwsp.edu/organization/AEYC>

College Days for Kids <https://www.uwsp.edu/education/Pages/talent/CDK/default.aspx>

Kappa Delta Pi (KDP) International Honor Society in Education <https://spin.uwsp.edu/organization/KDP>

Youth in College <https://www.uwsp.edu/education/Pages/talent/YouthInCollege/default.aspx>

Youth Teaching Academy

<https://www.uwsp.edu/education/Pages/talent/YouthInCollege/teachingAssistantInfo.aspx>

FAMILY AND CONSUMER SCIENCES

Stevens Point Association of Family and Consumer Sciences <https://spin.uwsp.edu/organization/spafcs>

MUSIC EDUCATION

American Choral Directors Association (ACDA) <https://acda.org/>

American String Teachers Association (ASTA) : <https://www.astastrings.org/>

Delta Omicron International Fraternity <https://delta-omicron.org/index.html>

National Association for Music Education Collegiate (NafME Collegiate)

<https://www.uwsp.edu/music/Pages/ForStudents/stuorgs.aspx>

PHYSICAL EDUCATION

Students for Health, Physical Education and Recreation Club (SHAPER) <https://spin.uwsp.edu/organization/SHAPER>

SPECIAL EDUCATION

Student Council for Exceptional Children (SCEC) <https://spin.uwsp.edu/organization/SCFEC>

Puzzles - <https://spin.uwsp.edu/organization/puzzles>

STATE AND NATIONAL ORGANIZATIONS

National Student Speech Language Hearing Association <https://spin.uwsp.edu/organization/nsslha>

SHAPE America Midwest District <https://www.shapeamerica.org/about/districts/midwest/>

Wisconsin Health and Physical Education (WHPE) <http://whpe.us/>

Wisconsin State Reading Association <https://www.wsra.org/>

JOB & VOLUNTEER OPPORTUNITIES

Campus Activities and Student Engagement

In addition to the Education-related organizations listed here, UWSP offers over 200 student organizations. The Campus Activities and Student Engagement Office is located in the lower level of the Dreyfus University Center- Room 050.

Campus Activities and Student Engagement (CASE) offers opportunities for University of Wisconsin-Stevens Point students to develop as leaders, volunteers and employees. CASE is home to the 200+ [student organizations](#) UW-Stevens Point has to offer. They help students find [employment](#) opportunities on and off campus. The office also coordinates [volunteer](#) opportunities throughout the greater community and coordinates service opportunities across the nation and abroad. CASE is part of the [Division of Student Affairs](#) and the [University Centers](#) and is dedicated to providing opportunities at UW-Stevens Point that extend beyond the classroom.

“We offer transformative [leadership](#) opportunities that help students become change agents to improve their campus, community and the world.”

For more information, visit their website at <https://www.uwsp.edu/centers/CASE/pages/default2.aspx>.

School of Education Newsletter

The School of Education (SOE) emails our weekly SOE Newsletter during the academic year to all students who have a teaching major indicated in accesspoint. This newsletter includes weekly advice, advising information, announcements, student organization events, job and volunteer opportunities, and resources.