



# **TEACHER EDUCATION STUDENT HANDBOOK**

for

**Elementary Education Majors**

and

**Secondary and K-12 Certification Students**

For updated information on the Teacher Education Programs,  
review this handbook online at

<http://www.uwsuper.edu/acaddept/ed>

**TEACHER EDUCATION DEPARTMENT**

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**REVISIONS included in November 2008 Edition**

ALL Teacher Education students:

Pg. 9 Review Monitoring Policy, item 4

Pg. 7-8 If you are Transferring in TED 200, see item 6 under TED Program Admission Requirements and the TED Policies and Procedures on page 8.

ELEMENTARY EDUCATION majors:

Pg. 11-12 See updates to General Ed and Liberal Education coursework requirements, particularly Natural and Physical Sciences requirements in this handbook.

Pg. 14 See relevant sections of the University Catalog for minor requirements, except for the following minors detailed in this edition of the TED Student Handbook:

- Early Childhood (pg. 14-15)
- Reading/Language Arts (some electives removed. pg.15-16))
- Science (new requirements, pg.16)
- Social Studies (pg. 17)
- Adaptive Education – Special Education (new coordinator and revised coursework, pg. 17-18)

SECONDARY & K-12 CERTIFICATION students

Pg. 3, 8, 20-22 Check with your content area advisor and see the current University Catalog for Liberal Education and content area requirements. Also meet with Dr. Kropid in the TED Department.

Pg. 22 Starting Fall 2008, TED 338 and TED 339 will be offered only in the Fall semesters. It is recommended that TED 253, 270 and 300 be taken prior to TED 338/339.

Pg. 17 Minor in Adaptive Education – Special Education (new coordinator and revised coursework)

**REVISIONS added in March 2009**

Pg. 19 Health Education is not a licensable/teachable minor for secondary certification students other than for Physical Education majors and Elementary Education majors.

Page 33 Added at the FORMS link:

- Student Teaching Interview – Main Questions
- Student Teaching Observation Sheet

**MAY 2009 Update:** Page 31 ... updated Certification contact information

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## **INTRODUCTION**

This handbook presents the procedures and policies of the Teacher Education (TED) Department. By following these procedures and policies, you can expect to fulfill graduation requirements with a minimum of difficulty. It is the responsibility of the student, **not his/her advisor**, to monitor his/her attainment of all requirements and **to meet any changes in procedures or documents should they occur**. Through class attendance and regular contact with your educational advisor, you should be able to maintain the necessary awareness. You are also advised that completion of the coursework in a time of financial restraint both at the university and school system level does *not* guarantee an automatic placement for student teaching, and that because the elementary education program represents requirements within and outside the campus (Wisconsin Department of Public Instruction) and depends on minors selected (and courses transferred), it can take more than 4 years to complete the program.

## **MISSION, VISION AND PHILOSOPHY**

### **Mission Statement**

The mission of the University of Wisconsin-Superior Teacher Education Department is to prepare teachers who provide high quality instruction for the diverse preK-16 student population of the regional community, the state, and the nation. All Teacher Education programs work to serve traditional and nontraditional graduate and undergraduate students in a challenging yet supportive environment.

### **Vision Statement**

The vision of the University of Wisconsin-Superior Teacher Education Department is to graduate teachers who are recognized and respected as

- dynamic leaders,
- independent and collaborative decision makers,
- critical thinkers;
- caring and knowledgeable individuals who are:
- accepting of change,
- able to address the needs of all students; and who
- value the profession and give back to it.

In developing these attributes, graduates of the University of Wisconsin-Superior Teacher Education programs will demonstrate that they meet the state and national standards for professional teacher development and licensure.

## Philosophy Statement

In as much as we believe that education is a vital part of a democratic society, and that all students have the right to learn in a supportive environment, the University of Wisconsin-Superior Teacher Education Department asserts the following:

- Teachers must know the content they teach.
- Teachers have the responsibility to provide learning experiences which actively engage students.
- Teachers must be able to select assessments which provide the most relevant information affecting their teaching and students' learning.
- Teachers must create and maintain effective learning environments.
- Teachers must be aware of and respect diversity among people.
- Teachers must be able to demonstrate and integrate within learning environments an awareness and respect for diversity among people.
- Teachers must engage in teaching and learning as reflective, collaborative processes.
- Teachers must realize that they as professionals are engaged in a collaborative endeavor among families, schools, and society.
- Teachers must engage in professional development as a continuous process across the career span.

The development of teachers consistent with this philosophy is a responsibility we share with public and private schools, the Department of Public Instruction, professional organizations, and the broader institution of higher education.

## OVERVIEW OF THE TEACHER EDUCATION PROGRAM

The Teacher Education Programs at UW-Superior are performance based. Students enter the programs and enroll in teacher education (T ED) coursework as Elementary Education majors or as other majors seeking certification in broad range or secondary content areas.

**Elementary education majors** take coursework leading to certification at one of two levels.

For the **Middle Childhood through Early Adolescence (MC-EA) licensure level**, students are engaged in coursework to teach “regular education” to children ages 6 through 12 and choose at least one minor. Minors certified at the MC-EA level and offered through the Teacher Education Department include reading/language arts, mathematics, science, social studies, and adaptive/special education; other minors licensable at the MC-EA level that are offered through various other departments include geography, German, Spanish, health education and library science.

For the **Early Childhood through Middle Childhood (EC-MC) licensure level**, students are engaged in coursework to teach “regular education” to children from birth through age 11 and must take a minor in early childhood education, offered through the Teacher Education Department.

“Secondary education” students take coursework leading to certification at one of two levels.

For the **Early Adolescence through Adolescence (EA-A) licensure level**, students major in one licensable content area while engaging in Teacher Education coursework to teach to children ages 10 to 21 (grades 5 through post-high school). At the EA-A licensure level, students must choose another major or at least one teaching minor. Please check with your advisor and the current University Catalog for licensable minors. Coaching is acceptable as a minor for secondary certification students.

For the **Early Childhood through Adolescence (EC-A) licensure level**, students major in one the following wide-range content areas while engaging in Teacher Education coursework to teach to children from birth to age 21: art, choral music, general music, instrumental music, or physical education. At the EC-A licensure level a minor is generally not required. Physical education majors may choose to minor in adaptive physical education.

All elementary education and secondary certification students complete one semester of supervised student teaching (approximately 700 hours) following many and various professional experiences.

The elementary education program won the 2005 and 2006 Promising Practice Wisconsin PK-16 Leadership Council Award which stated the following: “This program provides an authentic school setting in which university students can apply understanding of research based reading techniques and practical implementation suggestions in an atmosphere of support and continuous feedback.”

Teacher Education Program Standards for the elementary education major and secondary certification program are provided at the website indicated below. These standards represent those knowledges, dispositions and performances which are associated with effective and efficient teaching. These standards also serve as the guiding framework for the competencies and assessments developed within specific TED courses.

*(See [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted) for listing of all Knowledges, Dispositions and Performances)*

## **ADMISSION TO THE TED PROGRAM**

Admission to the Teacher Education Programs is a privilege earned by demonstrating certain competencies. The Admission process is conducted in two stages. The Pre-admission stage involves requirements that must be fulfilled before the student may participate in TED 200—Introduction to Education. The Admission stage involves requirements that should be met while enrolled in TED 200.

The questions posed below are those usually asked about the requirements for admission to the Teacher Education Programs. Meeting these requirements fully and in a timely fashion leads to admission to the Teacher Education Program, avoids unnecessary exclusion from required courses, and helps avoid any delays in graduation.

### **Why do I need to be admitted to the Teacher Education Programs?**

The Teacher Education Department has the responsibility of certifying to the Wisconsin state Department of Public Instruction (and to other states where the student may apply for licensure) that those students graduating from its education programs have successfully shown competence with regard to certain required program standards and criteria as required in Wisconsin. The admission process allows the Teacher Education Programs to have a checkpoint early in the university career of the student. At this point potential problems may be addressed. Also because of this checkpoint, students become familiarized with other procedures and policies necessary for graduation and ultimately for licensure.

### **When will I be admitted to the Teacher Education Programs?**

You will be admitted to the TED program once you:

- 1) meet the Pre-Admission requirements,
- 2) complete TED 200 with a grade of B- or higher,
- 3) meet the Admission requirements, and
- 4) *strongly consider and are sure that education is the right vocation for you.*

Items 1 through 3 are explained in greater detail below.

In order to help you understand item 4—whether or not education is right for you—you are required to take TED 200 (Introduction to Education). This course is intended to help you explore your feelings about education and to investigate the various issues involved in education, including specific Wisconsin and UW-S Program expectations and requirements, as well as starting the TED Portfolio. Because of all that is covered in this course, it is best not to transfer in TED 200.

## **PRE-ADMISSION REQUIREMENTS**

Pre-admission requirements are those that **must be fulfilled before you may participate in TED 200** – Introduction to Education. Use the **Pre-Admission form** available at the TED

homepage [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted) for additional instructions and as a checklist to guide you through the Pre-admission requirements. **To participate in TED 200 you must:**

1) **Complete required admission coursework**

Enrollment in TED 200 requires successful **previous** completion of required core courses in mathematics, English, Communicating Arts and the required Health and Wellness course, successful passage of the PPST exams, and receipt of a passing criminal background report by the TED office. **There is no concurrent enrollment in TED 200 while one of the prerequisites is being completed.**

- ENGL 101 (C or higher)
- ENGL 102 (C or higher)
- COMM 110 (C or higher) or 1 year high school speech w/ B average, verified as described in university catalog
- HHP 102 (C or higher)
- MATH /CSCI requirement (C or higher): identify course:
  - Elementary Education majors specifically must show that they have successfully mastered basic algebraic skills (have taken MATH 102, or tested into Math 230).
  - Secondary certification students must show that they have successfully mastered mathematics skills by completing a MATH/CSCI course identified by their major department and advisor.

If you are a transfer or degreed student you must bring in each of the required courses. For those students with a BA, BS or AA degree, an equivalent course must be shown for each prerequisite. If not equivalent, the substituted course must be petitioned to the TED Committee.

2) **Pass Praxis I testing: PPST or CPPST tests**

Demonstrated competence in the basic skills of reading, writing and mathematics is shown by passing at specified levels of performance the Pre-Professional Skills Tests (PPSTs) or computerized version (CPPSTs).

- Reading passing score: 175 or above
- Writing passing score: 174 or above
- Mathematics passing score: 173 or above

*Starting in Fall 2008*, passing PPST scores on all three tests must be on file in the TED Office *before* registration for TED 200 will be allowed. Cost of the tests is paid by the student. PPST registration forms, test dates and contact numbers, as well as “Tests at a Glance” are available on-line at [www.ets.org/praxis](http://www.ets.org/praxis) . For the on-campus paper/pencil tests you must pay and register one month in advance; schedule your test date to allow **at least six weeks** after completion of the tests for delivery of scores to the TED Office. The campus **Student Support Office** (Main 135, phone 394-8087) administers the paper tests; contact them for testing time, location details and for test preparation support; testing dates are available at <http://www.uwsuper.edu/wb/support/services/>. Tips for preparing for the PPSTs are also on-line at the “PUBLICATIONS” link at [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted).

For information on signing up for the computerized tests in Duluth, contact Prometric Testing at 218-722-7252 (for test registration call 1-800-853-6773).

3) **Successfully pass criminal background check**

Many school systems are not accepting observation students unless they have passed a criminal background check. The criminal background check must be completed for the most recent state in which you have lived. If you have recently moved to Wisconsin, the criminal background check should be conducted in the state where you were living for the previous six months. Cost of the criminal background check is paid by the student. The policy on the criminal background check can be found online at [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted)

4) **Negative tuberculosis test**

Documentation of a current tuberculosis (TB) test that verifies that the test was negative (tested within one year prior to application acceptance date). The testing is offered free-of charge on-campus at the beginning of each fall and spring semester. If testing is administered by another health professional the student covers the cost. Documentation of the results must be provided to the Teacher Education Office (McCaskill 113A) on clinic stationary including location, phone number, test administration and reading dates and results, signed by the professional and should be turned in with the PreAdmission Form.

5) **Download and complete the TED Pre-Admission Requirements form (checklist)**, at the FORMS link at [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted) This checklist helps you to know you have met requirements for TED 200 and should be turned in to the TED Office (McCaskill 113A), with verification documents (listed on the form), prior to participating in TED 200.

## ADMISSION REQUIREMENTS

Admission requirements are those that are typically **fulfilled while enrolled in TED 200** – Introduction to Education. Use the **Admission Application/Requirements** form, [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted) for additional instructions and as a checklist to guide you through the Admission requirements. To be admitted to the TED Program you must:

- 1) **Submit and have on file the Pre-Admission Requirements form**
- 2) **Have passed TED 200 with a grade of B- or higher**
- 3) **Have taken a minimum of 9 semester resident credits** (may be taken concurrently with TED 200)
- 4) **Achieve a 3.0 GPA on a minimum of 40 semester credits of collegiate level coursework.** The grade point average cannot result from rounding, but must be at least 3.00 as computed on your Degree Progress Report. Students who have completed a previous four-year baccalaureate degree at UW-Superior or elsewhere in the U.S. will have their GPA computed based on past college work accepted at UW-Superior, meeting degree requirements.
- 5) **Provide evidence of 20 hours of work w/children** in a professional role within two years prior to applying for admission; required evidence decided by you and your advisor.

- 6) **Demonstrate competence in computer and emerging technology** evidenced by **electronic portfolio**, or E-Portfolio, which is introduced in TED 200. Transfer students, students with degrees, and reentry students who have taken TED 200 previously will need to demonstrate their technology competence and understanding of the program's requirements through the successful completion of the document "**If You Transfer In TED 200...**" (at the PUBLICATIONS link at [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted)) Completion of the requirements in this document will make you aware of many items of information covered in TED 200.
- 7) **Submit for assessment and have approved two essays** (submitted to and approved by your advisor):
- Expository Essay: logical, organized written discussion of a selected educational issue
  - Personal Narrative Essay: composition on two major contributions to society you plan to make as a teacher
- The evaluation rubric and additional instructions for preparing these essays are on the reverse of the *Application for Admission* form, available for viewing or downloading from the FORMS link at the Teacher Education homepage [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted)
- 8) **Verification of your oral communication abilities** through a 15-30 minute meeting with your advisor, scheduled by you, where you discuss either your portfolio entries or another topic of choice by you and your advisor. Scored acceptable/unacceptable (A/U) based upon the following criteria:
- Acceptable grammar generally used
  - Relaxed talking
  - Stays on topic
  - Clear speech
  - Clearly articulates ideas
- 9) **Complete the TED Admission Application/Requirements form (checklist)**, [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted), and have it verified and signed by your advisor.
- 10) **Submit the completed TED Admission Application/Requirements form** (signed by your advisor) to the Teacher Education Office (McCaskill 113-A). To ensure that you will be able to register for TED program coursework, the form should be submitted two weeks prior to the Early Advisement/Registration period that occurs midway through the fall and spring semesters.

By now you may be asking yourself, **There are so many things to do, how do I remember to do them all?** And the above steps are required just to be admitted!

The Teacher Education Department has provided a series of forms designed to double as checklists to guide you not only through the Admissions Requirements, but also through your Required Coursework, your Student Teaching Experience, and all the way through to Program Completion. You can find all of these forms, checklists, and additional help aids and instructions at the web address located in the footnote of this page and every other page of this handbook.

Please review the website each semester.

## **TED POLICIES AND PROCEDURES**

Now that you have been admitted to the TED Program, you should be aware of various policies and procedures connected with the program.

It is strongly suggested that if you transfer in TED 200 (Introduction to Education) you see the instructor about which course lectures and activities you should sit in on. You may even want to audit the course. In this course you learn about the requirements for Wisconsin teachers and K-12 education. You also learn about the portfolio and other TED Program requirements by completing “**If You Transfer In TED 200**” (at the PUBLICATIONS link at [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted) ). Completing this document is necessary for anyone transferring in TED 200.

Freshmen and continuing students may be graduated either under the catalog of entry or the catalog of exit. Transfer students may select the pertinent catalog of entry which corresponds with the academic year in which they started at the previous institution, the UW-Superior catalog in effect at the time of transfer, or the catalog of exit. Students reentering UW-Superior may use their original catalog of entry or the current catalog or the catalog of exit. No matter which catalog a student uses for graduation, he/she **may be required to meet new requirements in Teacher Education**, especially if new certification policies have been put in place.

Students must always meet current DPI certification standards to be licensed in the state of Wisconsin. DPI certification standards represent minimal requirements. Teacher Education Programs have the right to exceed minimal requirements. Students who do not meet the requirements for admission to the Teacher Education Programs within five years of the date of admission to the University must meet the requirements of the catalog current at the time of application to the programs. Admission to the programs remains valid for seven years. Students who fail to register for any classes for two consecutive semesters must reactivate for admission to the programs.

It is important that major/minor advisors determine what general education courses are required to support majors/minors. See the form **Coursework-Secondary Education** for required signature of the advisor, indicating need for student to work closely with the advisor. There is also one TED faculty member (Dr. Kropid – [wkropid@uwsuper.edu](mailto:wkropid@uwsuper.edu)) specifically designated to work with secondary certification to answer questions concerning TED and licensing requirements.

### **Monitoring Progress of Teacher Education Students** (Revised December 13, 2007)

1. At the end of every semester, and at mid-semester if needed, the instructor of each TED class at the 200, 300 or 400 level, or any special methods class, should turn in to the Teacher Education Department office a paper copy of the final grade roster to include monitoring notations which indicate (using the letters below) students who:
  - a. show basic skill deficiencies, i.e., reading, writing, speaking, listening.

- b. have missed more class meetings than expected.
- c. demonstrate inappropriate social and interactive skills.
- d. turn in assignments which are consistently late.
- e. displayed in any number of ways, a lack of commitment to teaching.
- f. other characteristics/performances that may be detrimental to teaching success.

The instructor will notify any student who was monitored, either at mid-semester or the end of the semester, explaining the area monitored and reminding the student of the monitoring policy. An email will be sent to the Department Chair, with a copy to the student.

2. The Chair of the Teacher Education Department will compile a record of these “problem reports” and when problems are reported by at least two different instructors during a semester or across semesters, the advisor (either TED, or academic) will be contacted and a meeting scheduled with the student, the advisor and the Chair of the Teacher Education Department to discuss the concern(s).
3. Following the meeting, the Chair of the Teacher Education Department will compose a letter detailing the results and decisions of the meeting. This letter will be sent to the student and advisor, and a copy will be placed in the student’s file in the Field Experience Office.
4. Any subsequent “problem report” in any education course after this conference will result in a mandatory meeting with the Teacher Education Department to discuss the problem reports and the consideration of a career other than teaching. If the student persists in the program, the student will be informed that the Office of Student Teaching will not place the student for student teaching unless documented evidence is supplied that identified problems have been remediated by the time of the student teaching interview.
5. If the subsequent “problem report” occurs in the semester prior to student teaching, the student teaching placement will be automatically cancelled for that semester.

## **Policy on Distance Learning for the Teacher Education Program**

### **On-Campus Students Restricted from Enrolling in Distance Learning TED Courses**

On-campus students who are enrolled as elementary education majors or content area majors seeking secondary certification may not enroll in any TED courses that are taught in the Distance Learning Program for the elementary education major. Only elementary education majors may apply to do all their degree work through the Distance Learning Program for the elementary education major.

While exceptions to any policy can be petitioned, it is not in the best interest of secondary certification students to enroll in these Distance Learning courses. Therefore, any petition by a student seeking secondary certification will not be approved by TED nor the Director of the Distance Learning Center. Only petitions by elementary education majors will be considered for approval.

### **Distance Learning Program for the Elementary Education Major Students Restricted from Enrolling in On-Campus TED Courses**

No student in the Distance Learning Program for elementary education majors may register for on-campus teacher education classes without submitting a petition stating a serious reason as to why the course needs to be taken on campus and receiving an affirmative response from the Teacher Education Department.

### **General Transfer and Conversion Policies for Elementary Education Majors**

The following requirements apply to transfer and conversion to an elementary education major from a secondary education certification program or transferring a four-year U.S. baccalaureate degree to an elementary education major.

1. Students converting to an elementary education major with baccalaureate course work/degree, or who are transferring to this institution from another college must meet the current elementary education total credit hour requirements for General Education in each category. If the student has completed or nearly completed a licensable secondary minor at the time of transfer to the elementary education major, he or she may be allowed to complete that minor.
2. Additionally, the student is required to show specified courses in the following areas: Written and oral communications; mathematics including MATH 230 and 231; fine arts; social studies, including national, state and local government; biological and physical sciences; the humanities, including literature; and a Western and a non-Western history or contemporary culture. Environmental education is currently met by taking BIOL 100.
3. A student who is already certified in secondary education must meet the student teaching requirements of the desired licensure level.
4. A student who holds a bachelor's degree in liberal arts must meet the student teaching requirements of the desired licensure level.
5. The student's advisor will determine which transfer courses will be accepted as substitutions for the current elementary education program general education requirements.
6. In order for an education methods course from another institution to be accepted as a substitute for a methods course at UW-Superior, it must have equivalent credit hours and be no more than five years old.
7. The student's elementary education advisor will determine course equivalency for all Teacher Education courses.

See the following listing for **Coursework – Elementary Education**

## **COURSEWORK — ELEMENTARY EDUCATION**

The elementary education curriculum is designed to acquaint the student with the education of children from birth to ages 11/12 depending on the minor chosen and student teaching options completed. Students who satisfactorily complete this program will be certified to teach in the elementary schools:

- birth through age 11 (PreK – 6<sup>th</sup> grade): **Early Childhood through Middle Childhood (EC-MC) license** in Wisconsin, or
- ages 6-12/13 (1<sup>st</sup> – 7<sup>th</sup>/8<sup>th</sup> grades: **Middle Childhood through Early Adolescence (MC-EA) license** in Wisconsin.

The curriculum in elementary education leads to a Bachelor of Science Degree in Elementary Education.

### **GENERAL REQUIREMENTS FOR ELEMENTARY EDUCATION**

Majors in elementary education will be required to meet not only the General Education requirements of the University, but also a broader array of specified liberal arts courses in each of the areas as follows. The Teacher Education faculty is committed to building upon the preparation brought by the liberally educated student at this institution. A teacher at the elementary education level must possess all the traits of a liberally educated person.

### **GENERAL EDUCATION REQUIREMENTS**

See the 2008-2010 University Catalog for General Education courses available to be taken (if not specified in *bold italic* below).

<b>Core Requirements:</b>		
ENGL 101		3 credits
ENGL 102		3 credits
COMM 110		3 credits
HHP 102		3 credits
MATH 102	If student tests out of MATH 102, then MATH 230 (Foundations of Math I, 3 credits) meets the general education requirement.	2 credits

### **LIBERAL EDUCATION REQUIREMENTS**

<b>Humanities</b>		
History		3 credits

Literature		3 credits
World Language, Culture, and Philosophy:		3 credits
<b>Social Sciences</b>		
<i>U.S. National, State and Local Government</i>	<i>POLS 230 (4 credits; recommended)</i> or <i>POLS 150 and 330 (6 credits)</i>	4-6 credits
Additional required <i>other than</i> POLS		3 credits
<b>Natural and Physical Sciences</b>		
Environmental Course	<i>BIOL 100</i>	2 credits
Lab Course	PHYS 100 or 160	4 credits
<i>Additional Science Course</i>	<i>CHEM 100</i>	2 credits
<b>Fine and Applied Arts</b>		
Art History, Criticism and Appreciation		3 credits
<i>Aesthetic Experience</i>	<i>MUSI 170</i> (Aesthetic Experience met by above class plus MUSI 383)	3 credits
<b>Non-Western and Diversity Requirements</b>		
Non-Western Requirement	Choose from courses designated as (NW) in the <i>General Education Requirements in the current University Catalog</i>	3 credits
Diversity Requirement	<i>TED 270</i> fulfills this requirement as well as General Education courses designated as (D) in the <i>current University Catalog</i>	3 credits

## ELEMENTARY EDUCATION MAJOR REQUIREMENTS

Students majoring in elementary education must complete the following sequence of courses:

TED 200	Introduction to Education (Includes 10 hours of arranged early field experiences outside of class; please see information given in the Admission to TED Programs section where the requirements on this course are thoroughly explored.)	3 credits
TED 253	Human Development (Includes up to 10 hours of early field experience outside of class)	3 credits

TED 270	Multicultural Nonsexist Education (Includes 25 hours of early field experiences outside of class with groups whose background the student does not share)	3 credits
TED 275	Literacy Development (Including lab section that involves tutoring 27 times at arranged sites)	3 credits
TED 300	Principles of Learning (Includes up to 15 hours of arranged early field experiences outside of class)	3 credits
TED 321/322	Teaching Elementary/Middle School Science (Includes 20 hours of early field experiences in arranged settings)	3.5 credits
TED 323/324	Teaching Elementary/Middle School Mathematics (Includes 10 hours of arranged early field experiences on campus on "Math Days)	3.5 credits
TED 331/332	Teaching Elementary/Middle School Social Studies (Lab section includes 15 hours of early field experiences)	3.5 credits
TED 370	Teaching Reading and Language Arts in the Elementary/Middle Schools (Includes 30 hours of early field experience during class to be arranged by instructor)	5 credits
TED 407	The Middle School and Its Students (Includes 8 hours minimum of early field experiences in arranged settings; course must be completed prior to student teaching and is required for Wisconsin MC-EA licensure (ages 6 – 12/13 / grades 1 – 7/8th)	3 credits
TED 441(or 448)	Student Teaching (Internship) in the Elementary/Middle School	12 credits
TED 494	Principles and Practices of Inclusive Teaching	2 credits
ART 335	Elementary Art Methods	3 credits
HHP 343	Human Performance Content, Methods and Curriculum for the Elementary and Middle	3 credits
HHP 344	Health Content, Methods and Curriculum for the Elementary and Middle School Teacher	3 credits
MATH 230	Foundations of Math for Elementary Education I	3 credits
MATH 231	Foundations of Math for Elementary Education II	3 credits
MUSI 383	Teaching Elementary School Music	2 credits

## MAJORS AND MINORS FOR ELEMENTARY MAJORS

Each elementary education major must complete an additional teaching major **or** minor. The choice of second major or minor must be made with the student's advisor.

**Major:** A minimum of 30 semester credits in one of the prescribed Teacher Education certification programs offered in the various departments within the University. Major requirements are listed in the catalog under the various departments.

**Minor:** Minors are available in the areas of adaptive education/special education, reading/language arts, science, social studies, early childhood education, geography, German, health education, library science, mathematics, and Spanish. Please see relevant sections of the University Catalog.

Coaching may not be used as a minor for elementary education majors. The minors in the Teacher Education department are listed below. Other listed minors can be found in the University Catalog under their respective departments.

## MINORS IN THE TEACHER EDUCATION DEPARTMENT

### Early Childhood Minor for Elementary Education Majors

The early childhood minor is designed to acquaint the student with developmentally appropriate education for children ages birth-11 (**Wisconsin EC-MC licensure**). The minor is planned to prepare the student with the professional knowledge, understanding and concern necessary for designing programs to foster the growth and development of children during the period of early to middle childhood. Specific coursework and field experiences are required. The early childhood minor is open to elementary education majors only and is required for students seeking the Early Childhood through Middle Childhood Regular Education (EC-MC) license in Wisconsin. Prospective kindergarten teachers need this minor to obtain kindergarten certification. Students who minor in early childhood education must complete the following sequence of courses prior to student teaching.

<b>Required Courses</b> — A total of <b>23 credits minimum</b> , including:		
TED 352	Foundations of Early Childhood Education (offered Fall; permission of instructor required; criminal background check and TB testing required)	3 credits
TED 481	Seminars in Education: Early Childhood (The seminars in early childhood are offered each fall and each spring semester, each time for .5 credits. Students enroll in a minimum of two seminars for a total of one credit. Students register through Continuing Education).	1 credit
The following two courses may be taken upon successful completion of TED 352 (B- or better) and successful passage of PPST exams, to be verified by the instructor prior to the first class meeting.		
TED 353	Exceptional Educational Needs of Young Children (offered Spring)	(3 credits)

TED 486	Administration of Preschool Programs (offered Spring)	(3 credits)
The following courses will be taken only after admission to the Teacher Education programs. Courses are listed in the recommended sequence; taking courses out of sequence requires permission of instructor. All courses must be completed prior to student teaching.		
TED 355	Early Childhood Curriculum I (offered Fall)	(3.5 credits)
TED 357	Early Childhood Curriculum II (offered Spring)	(3.5 credits)
TED 479	Young Children, Families, Educators: Communication and Collaboration (offered Spring)	(3 credits)
TED 463	Developing Literacy PreK-3 (offered Fall)	(3 credits)
This minor requires a student teaching placement in a kindergarten (nine weeks; six credits) in addition to a placement in grades 1-6 (nine weeks; six credits) for the Elementary Education major.		

### Reading/Language Arts Minor for Elementary Education Majors

The reading/language arts minor is to be planned by the student in consultation with his or her advisor. A written plan for the minor must be filed with the advisor at the time of the student's application for admission to the Teacher Education programs. Modifications in the plan may be made only with the consent of the advisor. The minor must be taken in connection with the **Wisconsin MC-EA licensure** (ages 6 - 12/13; grades 1 - 7/8<sup>th</sup>) which requires the taking of TED 407 and appropriate student teaching. This minor equips a prospective teacher to support the Wisconsin Model Academic Standards for English/Language Arts.

<b>Required Courses</b> — A minimum of 21 credits to include the following:		
LIBS 310	Young Adult Literature	(3 credits)
TED 406	Children's Literature	(3 credits)
TED 463	Developing Literacy Pre K-3	(3 credits)
TED 464	Developing Literacy, 4th-12th Grades	(3 credits)
TED 465	Using Literacy Processes in the Content Areas	(3 credits)
Electives: Select from the following courses. These courses added to the above required courses should total 21 credits for the minor. Courses selected reflect the areas of oral language, writing and literature.		
COMM 215	Interpersonal Communication	(3 credits)
COMM 125	Beginning Acting	(3 credits)
COMM 251	Principles of Persuasion	(3 credits)
COMM 273	Fundamentals of Oral Interpretation of Literature	(3 credits)

COMM 332	Communication in Conflict	(3 credits)
COMM 467	Intercultural Communication	(3 credits)
ENGL 205	Introduction to Poetry	(3 credits)
ENGL 206	Introduction to Fiction	(3 credits)
ENGL 209	Business & Professional Writing	(3 credits)
ENGL 211/212	English Literature I and II	(3 credits each)
ENGL 221/222	American Literature I and II	(3 credits each)
ENGL 227	Contemporary Topics in Literature	(1-6 credits)
ENGL 228	Multi-Ethnic American Literature	(3 credits)
ENGL 229	Literature by Women	(3 credits)
ENGL 241/242	World Literature I and II	(3 credits each)
ENGL 307	English Grammar	(3 credits)
ENGL 405	History of the English Language	(3 credits)

### Science Minor for Elementary Education Majors

This minor is designed to provide breadth and sufficient depth across the broad range of biological, chemical, physical and earth science disciplines, and includes an environmental emphasis. A written plan for the minor must be filed with the advisor at the time of the student's application for admission to the Teacher Education programs. Any modifications in the plan may be made only with the advisor's consent. The minor must be taken in connection with **Wisconsin MC-EA licensure** (ages 6 - 12/13; grades 1 - 7/8th) which requires the taking of TED 407 and appropriate student teaching. This minor equips a prospective teacher to support the Wisconsin Model Academic Standards for Science. A **minimum of 21 credits** from the following courses.

<b>Required courses</b> (14 credits):		
BIOL 130	Principles of Biology	(4 credits)
CHEM 105	General Chemistry	(5 credits)
PHYS 107 (or GEOL 110)	General Physics (or Physical Geology)	(4 credits)
<b>Additional 8 credits required</b> , chosen from Biology, Chemistry, Geology, or Physics courses <b>ABOVE the 300 level</b> .		

### Social Studies Minor for Elementary Education Majors

This minor is designed to provide breadth and sufficient depth across the broad range of social studies disciplines. The following strands serve as the foundation for the social studies array and choices: “People, places and environments”; “Time, continuity, and change”; “Power, authority, governance and responsibility”; “Production, distribution, exchange and consumption”; and “Individuals, institutions, and cultures.” The minor is to be planned by the student in consultation with his or her advisor. This minor must be taken in connection with **Wisconsin MC-EA licensure** (ages 6 - 12/13; grades 1 - 7/8th) which requires completion of TED 407 and appropriate student teaching. This minor equips a prospective teacher to support the Wisconsin Model Academic Standards for Social Studies.

<p><b>Required Courses:</b> A minimum of 24 credits to include one from each of the following discipline categories. Make sure that within the minor you have had a Western and non-Western history/contemporary culture course experience. <b>One-third of the credits (8) must be at the 300 level or higher and should be chosen only with the concurrence of your advisor.</b></p>	
History, Western experience courses:	HIST 151, 152, 230, 231 or any other western experience history course approved by the student’s advisor.
History, non-Western experience courses:	HIST 160, 161, 219, 220, 225, 240, 241, 281, or any other non-Western history course approved by the student’s advisor.
Geography	GEOG 100, 102 (both non-Western experience courses), or any other geography course approved by the student’s advisor.
Economics	ECON 235, 250, 251, or any other economics course approved by the student’s advisor.
Political Science	POLS 230 or any other political science course approved by the student’s advisor.
Anthropology	ANTH 315 (non-Western), or any other anthropology course approved by the student’s advisor.
Psychology	PSYC 101, or any other psychology course approved by the student’s advisor.
Sociology	SOCI 101 or any other sociology course approved by the student’s advisor.

### Adaptive Education – Special Education Minor for Elementary Education Majors and Secondary Education Certification Students

This minor prepares students to work successfully with special needs students within the general education classroom. It also provides students the opportunity to take courses in the field of special education at the undergraduate level to find out whether it is an area in which they might want to gain certification later. This minor may be taken in connection with the middle

childhood through early adolescence (ages 6 – 12/13) **Wisconsin MC-EA licensure**, the early adolescence through adolescence (ages 10-21) **Wisconsin EA-A licensure**, or the comprehensive major (ages 0-21, preK-12) **Wisconsin EC-A licensure**. **All courses except TED 483 can be taken only after admission to the Teacher Education Program.**

For students who choose to further advance their education and preparation for teaching, this minor is Step 1 of a 3-step program leading to Special Education licensure (Step 2) and ultimately to the M.S.E. Special Education degree (Step 3). The advisor for this program is Dr. Jennifer E. Christensen, Assistant Professor of Education, McCaskill 128A; (715) 394-8144, [jchris27@uwsuper.edu](mailto:jchris27@uwsuper.edu)

**SPECIAL NOTE:** The coursework listed for the Adaptive Education/Special Education Minor of the 2008-2010 Catalog print edition is not correct. The following is the official and correct description of the minor coursework required for both Elementary Education majors and Secondary licensure areas:

A minimum of <b>21-26 credits</b> to include the following courses:		
<b>Core Courses:</b>		<b>15-17 credits</b>
TED 483	Introduction to Cross-Categorical Special Education I	(3 credits)
TED 484	Differentiated Instruction*	(3 credits)
TED 488	Learners with Exceptional Needs: CD, LD, EBD	(3 credits)
TED 493	Classroom and Behavior Management Strategies	(3 credits)
TED 407	The Middle School and Its Students	(3 credits)
TED 494	Principles and Practices of Inclusive Teaching (students who have completed 15 credits in the minor and have maintained a 3.00 GPA in the minor will not be required to take TED 494)	(2 credits)
<b>Individualized Elective:</b>		<b>3 credits</b>
<b>Individualized Elective</b>	Elective should be selected from the list pre-approved by the program (COMM 211, FNS 242, FNS 350, SOW 227, COMM 467). Alternative electives require prior approval of the program advisor.	
<b>Methods and Field Experiences:</b>		<b>6 credits</b>
TED 495	Methods of Adaptive Instruction	(3 credits)
TED 496	Practicum in Special Education	(3 credits)

\* In the 2008-2010 UW-Superior Catalog on-line, the course title for TED 484 was not revised to Differentiated Instruction, but the course description is accurate. It is missing from the printed copy.

## **COURSEWORK – SECONDARY & K-12 EDUCATION**

The curriculum in teacher education prepares students to teach those subjects in which they have completed teaching majors and teaching minors in middle/secondary schools (**Wisconsin EA-A licensure**), or in the special areas of physical education, art and music (**Wisconsin EC-A licensure**, known as wide range licensure or comprehensive majors) to teach subjects from early childhood through the adolescent level.

For the **Early Adolescence through Adolescence (EA-A) licensure level**, students major in one licensable content area while engaging in Teacher Education coursework to teach to children ages 10 to 21 (grades 5 through post-high school). At the EA-A licensure level, students must choose another major or at least one teaching minor. Please check with your advisor and the current University Catalog for licensable minors. Coaching is acceptable as a minor for secondary certification students. Health education is not a licensable minor for secondary certification students other than those with a Physical Education major.

For the **Early Childhood through Adolescence (EC-A) licensure level**, students major in one the following content areas while engaging in Teacher Education coursework to teach to children from birth to age 21: art, choral music, general music, instrumental music, or physical education. At the EC-A licensure level a minor is not required. Physical education majors may choose to minor in adaptive physical education or in health education.

Secondary education curriculum graduates may receive the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Science degree. (See requirements in major.)

Every secondary and K-12 education certification student should have their program of studies reviewed each semester by the identified secondary supplemental advisor from the Teacher Education Department to validate that, by the time of their graduation, all requirements in the Teacher Education Programs necessary for recommendations for licensure have been met.

### **GENERAL EDUCATION REQUIREMENTS FOR SECONDARY AND K-12 CERTIFICATION STUDENTS**

Secondary and K-12 certification students are required to meet the General Education requirements of the University, specifically including a local, state and national government course, and biological and physical sciences courses. The Teacher Education faculty is committed to building upon the preparation brought by the liberally educated student at this institution. Teachers at the secondary level must exemplify the attributes of a liberally educated person.

All secondary certification candidates with a previous bachelor's degree must show coursework demonstrating knowledge and skill in written and oral communication; mathematics; fine arts; social studies; biological and physical sciences; the humanities, including literature; western and nonwestern history or contemporary culture; and Wisconsin's model academic standards.

## GENERAL EDUCATION REQUIREMENTS

These courses are primarily the same as the University General Education requirements with the exceptions of the following in *bold italic* print.

<b>Core Requirements:</b>		
ENGL 101		3 credits
ENGL 102		3 credits
COMM 110		3 credits
HHP 102		3 credits
MATH/CSCI	MATH /CSCI requirement <i>as approved by your content area advisor.</i>	2-3 credits

## LIBERAL EDUCATION REQUIREMENTS

See current University Catalog and advisor for courses required in major and minor.

<b>Humanities</b>		
History		3 credits
Literature		3 credits
World Language, Culture, and Philosophy:		3 credits
<b>Social Sciences</b>		
<i>U.S. National, State and Local Government</i>	<i>POLS 230 (4 credits; recommended)</i> or <i>POLS 150 and 330 (6 credits)</i>	4-6 credits
Additional required <i>Other than POLS</i>		3 credits
<i>Cooperative Marketing and Consumer Cooperatives</i>	Required for <i>Social Studies area majors only</i> — take <b>one</b> of the following: ECON 251 Principles of Macroeconomics GEOG 100 World Regional Geography SOC1 101 Introduction to Sociology or HIST 256 History of Wisconsin	(3 credits - may count for <i>other than POLS</i> requirement above)

<b>Natural and Physical Sciences</b>		
<i>Environmental Course</i>	<i>BIOL 100 required for Social Studies and Science area majors only</i>	2 credits
One Lab Course		4-5 credits
<b>Fine and Applied Arts</b>		
Art History, Criticism and Appreciation		3 credits
Aesthetic Experience		3 credits
<b>Non-Western and Diversity Requirements</b>		
Non-Western Requirement	Choose from General Education courses designated as (NW) in the current University Catalog	3 credits
Diversity Requirement	<b>TED 270</b> fulfills this requirement as well as General Education courses designated as (D) in the current University Catalog	3 credits

Baccalaureate degree-holders must meet the requirements of their major and minor, as each one is designed for secondary education certification.

Check with advisors on which majors and minors are "teaching" and whether a minor requires a certain major.

### **PROFESSIONAL REQUIREMENTS FOR SECONDARY & K-12 EDUCATION CERTIFICATION**

The professional requirements for secondary education certification students and for comprehensive majors in art, music and physical education consist of courses in the Teacher Education programs, student teaching, and appropriate methods courses in the major and minor areas. **Students are required to take the methods course(s) prescribed for their minor(s), when different from those required for the major.** Check catalog course descriptions for prerequisites.

TED 200	Introduction to Education (Includes 10 hours of arranged early field experiences outside of class; please see information given in the Admission to TED Programs section where the requirements on this course are thoroughly explored.)	3 credits
TED 253	Human Development (Includes up to 10 hours of early field experience outside of class)	3 credits

TED 270	Multicultural Nonsexist Education (Includes 25 hours of early field experiences outside of class with groups whose background the student does not share)	3 credits
TED 300	Principles of Learning (Includes up to 15 hours of arranged early field experiences outside of class)	3 credits
<b>TED 338**</b>	Instructional and Assessment Strategies Lab (Includes 20 hours of arranged early field experiences outside of class.) Starting Fall 2008, this class will be offered in the Fall semesters only (not offered Spring 2009 or Spring 2010).	1 credit
<b>TED 339**</b>	Instructional and Assessment Strategies Starting Fall 2008, this class will be offered in the Fall semesters only (not offered Spring 2009 or Spring 2010).	3 credit
TED 407**	The Middle School and Its Students (Includes 8 hours minimum of early field experiences in arranged settings; course is required for Wisconsin EA-A license and must be completed prior to student teaching; **course is recommended but not required for Wisconsin EC-A license).	3 credits
TED 465	Using Literacy Processes in the Content Area	3 credits
TED 494	Principles and Practices of Inclusive Teaching	2 credits
	<b>Methods courses</b> in major and minor fields	2-4 credits
At least 12 credits in <b>one</b> of the following teaching experiences: TED 442 Student Teaching in the Secondary School ( <b>EA-A</b> ) TED 443 Student Teaching in Special Areas K-12 ( <b>EC-A</b> ) TED 449 Internship in Secondary Teaching ( <b>EA-A</b> ) TED 450 Internship in Special Areas K-12 ( <b>EC-A</b> )		12 credits
<b>**K-12 Music majors</b> are to see their advisors for further information regarding this requirement.		

**It is highly recommended that TED 253, 270 and 300 be taken before TED 338/339 is taken because the knowledge gained from those courses is used in TED 338/339.1**

It is recommended that TED 338/339 be taken in the junior or senior year and prior to the special methods courses. Music majors should check special requirements. Because special methods courses may not be offered every year, it may be necessary to take the methods course before

TED 338/339 is taken. The student should consult with her or his advisor to determine whether this is permitted; also, before the student is allowed to take the special methods in the majors/minors, he or she must check to see whether he or she is required to have successfully completed the admission process to the Teacher Education programs.

**REMINDER: Secondary Certification students may not enroll in any TED course taught in the Extended Degree format.** See the Policies and Procedures section of this handbook for policy details.

**ADAPTIVE EDUCATION / SPECIAL EDUCATION MINOR  
For Secondary Education and Comprehensive Major Certification Students**

Refer to pages 17-18 of this handbook for details of this minor.

## **ADD-ON CERTIFICATION**

For additional certifications (applies to teachers who hold valid current Wisconsin licenses), a student must show evidence of completion of:

- 1) **Appropriate coursework:** Furnish a list of which courses need to be completed and when they will be taken.
- 2) **Application to student teach:** The on-line application must be completed, signed by your advisor, and turned into the Office of Field Experiences by December 15<sup>th</sup> of the year prior to student teaching.
- 3) **Additional appropriate Praxis testing:** Scores must be at the Wisconsin passing levels. The required Praxis I (PPST) and Praxis II (content) test codes and titles, as well as required passing scores for the UW-S Teaching Programs are posted on the ETS/Praxis website under *State Testing Requirements >>>Wisconsin* at [www.ets.org/praxis](http://www.ets.org/praxis).
- 4) **Student teaching:** Nine weeks as assigned by the Director of Student Teaching.
- 5) **Portfolio:** Based on the ten teaching standards and following the directions for student teaching portfolios including rich reflection, with the exception of requiring one artifact per standard (rather than two). This portfolio is due to the Director of Field Experiences by the completion of student teaching and is required for licensure.

See the next section of this handbook **Student Teaching and Internship** for additional details relevant to items 2 through 5 above.

## **STUDENT TEACHING AND INTERNSHIP**

### **General Student Teaching Information**

This section of the TED Student Handbook contains mostly general information about the Student Teaching and Internship experience. Students are responsible, however, for reading a separate Student Teaching Handbook, a much more comprehensive guide to Student Teaching.

In all student teaching/internship experiences, you will take charge of classes in off-campus affiliated schools under direction of a cooperating teacher. You will prepare units of instruction and lesson plans; meet with University supervisors, cooperating teachers, and the Director of Student Teaching in both group and individual situations; participate in co-curricular activities; work with consultants in special areas; and cooperate with school and community patrons. Experiences prior to student teaching/internship prepare you for successful completion of student teaching/internship. You are also advised that completion of the coursework in a time of financial restraint both at the university and school system level does *not* guarantee an automatic placement for student teaching.

Twelve semester credits are required for certification (one semester based upon the calendar of the public school at which the student teaches or two placements of about 9 weeks each). Not more than two areas of certification may be completed in the semester period. Students seeking certification in more than two subject areas or certification levels will be required to take additional student teaching/internship beyond the semester.

You should, whenever possible, plan to participate in student teaching/internship during the fall or spring semester of your senior year. You should arrange your schedule to permit devoting full time to the student teaching/internship responsibilities. Because student teaching/internship placement involves many legal and diplomatic considerations, do not solicit a student teaching/internship placement on your own.

It is possible that your assignment will be at a community far enough from the University to make taking classes on campus impractical. All coursework in your major, minor, general education, methods and TED courses must be completed prior to student teaching; special circumstances may be considered by the Director of Student Teaching. Please note that student teaching placements farther than 75 miles will be charged a fee in addition to tuition: Placements between 76 and 225 miles from Superior will encounter a tier-1 surcharge, while placements from 226 to 400 miles from Superior will encounter a tier-2 surcharge. Payment of this fee is due at the beginning of the student teaching placement.

Outside employment during student teaching is discouraged. Prior approval of the Director of Student Teaching is required. If either coursework or work negatively interferes with your student teaching, you will be requested to withdraw from the course and/or work activity.

Evaluation of student teaching will be on a Pass-Fail basis.

### **Internship Eligibility**

Students who have demonstrated a high level of academic achievement and characteristics that would predict successful teaching are eligible for the internship program. The program involves

solo teaching for up to 50% of the day during a full semester. The student will operate under a special license obtained from the State Department of Public Instruction and will be under contract to the cooperating school district. School districts must initiate the process for an internship through the Wisconsin Department of Instruction.

In addition to the requirements for student teaching, requirements to apply for an internship are:

1. A 3.00 GPA in the major, minor and professional coursework.
2. Excellent recommendations from faculty.
3. Successful completion of an interview with the designated school district and selection for an internship.
4. Evidence of:
  - Strong academic performance;
  - Effective planning and teaching in pre-service courses;
  - Reliability and dependability;
  - Ability to interact effectively with faculty, peers, and students;
  - Social awareness and emotional stability;
  - Creativity and flexibility; and
  - Ability to take initiative and work independently.

Evaluation of internships will be on a Pass-Fail basis.

### **Requirements for Application to Student Teaching**

- 1) **Elementary:** Minimum grade of C in each TED methods course, TED 300, and TED 407, if required.  
**Secondary:** Minimum grade of C in each TED course.
- 2) A minimum GPA of 2.75 (non-rounded) across all major, minor, and TED courses at the time of interview as well as at the beginning of student teaching/internship experience. Raising the minimum to 3.0 is under consideration, so be sure to review updated requirements each semester.
- 3) **Completion of all coursework:** general education coursework, TED, major, minor and methods before Student Teaching semester.
- 4) **Artifacts collected in the paper portfolio** should be arranged into the ten standards. Two artifacts from the Paper Portfolio should be chosen for each standard and arranged into a Professional Portfolio. **For each artifact**, the student shall briefly explain:
  - What the artifact is (in three sentences or less)
  - Why the artifact was chosen (in three sentences or less)In addition, **for each Standard**, the student shall briefly explain:
  - What he or she plans to do to increase their competency in that standard (in three sentences or less)

**Students should also include two artifacts per standard in their Electronic Portfolio.**

- 5) **Faculty recommendations: Elementary:** Three positive recommendations from TED faculty from whom you have taken a course. **Secondary:** Two positive recommendations from TED faculty from whom you have taken TED courses (specifically TED 300, 338/339, 407, 465 and 494) and one recommendation from your content area advisor or a content area professor from whom you have taken a course.
- 6) **Supportive responses from teachers in early field experiences.** These responses will be collected by the instructors of the courses in which the field experiences occur and placed in the students' files in the Office of Field Experiences. See *Fieldwork Evaluation* form.
- 7) Successful completion of a **Written Standards Assessment.** You are required to reflect upon your competence with regards to one of the first eight standards. The standard is randomly chosen immediately prior to the test, so students should be prepared to reflect on any of the eight standards. The student will take this assessment in the semester prior to when student teaching is to occur. Assessment times and signup sheets will be posted on the bulletin board outside the Office of Field Experiences.
- 8) **Positive student teaching interview.** You will be judged on oral communication abilities and ability to present yourself positively as a potential student teacher. Any students about whom the Director of the Office of Field Experiences has concern will be referred to a meeting with the entire TED faculty to discuss those concerns. See *Student Teaching Interview* form (at the Forms link at the TED homepage [www.uwsuper.edu/acaddept/ted](http://www.uwsuper.edu/acaddept/ted)) for possible discussion topics.
- 9) **Passing of Wisconsin State-required Praxis II standardized test in content area(s).**

All education students must take a content test. Elementary Education majors take one of two content tests covering reading/English, mathematics, science and social studies. Secondary Certification and K-12 Certification students take the content test for their major/broad field area of study. **IF your MINOR is health or a foreign language, you must also take the appropriate Praxis II content test and pass it at the level assigned as passing for a major in the field.** This requirement and the passing scores have been determined by the Wisconsin Department of Public Instruction.

**Before** your student teaching placement will be made, **passing score(s) must be received** by the Office of Field Experiences. Passing score(s) must be received by **February 15<sup>th</sup>** for the following Fall placements and by **September 15<sup>th</sup>** for the following Spring placements.

The required Praxis II content test codes and titles, as well as required passing scores for the UW-S Teaching Programs are posted on the ETS/Praxis website under *State Testing Requirements >>>Wisconsin* at [www.ets.org/praxis](http://www.ets.org/praxis). TED reserves the right to require a score exceeding that established by DPI. Remember, each state sets its own score requirements. Check the website for other states of interest also.

In addition to test codes, the ETS/Praxis site provides on-line registration, test dates, test locations and sample questions in "Tests at a Glance." The cost of the test(s) is paid by the student. Tests are administered six to seven times on-campus during the academic year,

through the Office of Student Support Services (Main 135, phone 394-8087, [www.uwsuper.edu/wb/support/services/](http://www.uwsuper.edu/wb/support/services/)). You must pay and register one month in advance; schedule your test date to allow **at least six weeks** after completion of the test(s) for delivery of scores to the TED Field Experience Office.

### **Student Teaching and Internship Application Deadline**

All student teaching applications must be completed and submitted by **December 15<sup>th</sup>** of the academic year preceding the academic year in which you plan to student teach.

Failure to have the necessary application forms submitted to the Office of Field Experiences by the December 15<sup>th</sup> deadline date may mean a delay before the student teaching experience can be scheduled.

## **PROGRAM COMPLETION**

### **APPLICATION PROCEDURES FOR GRADUATION**

When you reach Junior status (56-83 semester credits earned), you should, with the help of your advisor, review and sign the computer generated Degree Progress Report. This audit specifies all the courses you have completed and intend to complete to meet the graduation requirements for your major(s) and minor(s). Mistakes in completing all necessary courses prior to graduation can result in late graduation. If you should have to make changes to your Degree Progress Report once it has been filed (i.e. substitute another course for one that has been canceled, etc.), you must make the change on the report and have your advisor verify that the change is acceptable. You will not be allowed to register for courses if you reach Senior status (over 84 credits) without having filed a Degree Progress Report nor will your application for student teaching be processed by the Registrar for graduation.

It is your responsibility at all times to make sure that you are completing all your requirements. You should not depend only on your advisor. Make sure that you take full responsibility, with some advice from your advisor, for completing all your requirements for graduation successfully and in a timely fashion.

### **RECOMMENDATION FOR LICENSURE IN WISCONSIN**

To be recommended for licensure in Wisconsin and to be considered to have completed the program, the following must have been met:

1. **Successful completion of the student teaching experiences** which are documented by at least 4 written observations by the supervising teacher. The student will be evaluated on communication skills, content knowledge, human relations knowledge and pedagogical knowledge, directly related to the program's standards.  
See *Student Teacher Observation Report* form.
2. **Two to three positive recommendations of cooperating teachers**, which document the ability of the student to satisfactorily meet the standards of the program, communication skills requirements, content knowledge, and human relations knowledge.  
See *Final Student Teacher Evaluation* form.
3. **Successful completion and presentation of the Paper Portfolio**, which further documents that the student has met program standards, as well as communication skills requirements and content knowledge. This portfolio will be shared with an audience of peers, teachers, and administrators, and evaluated by Teacher Education faculty.
4. **Successful completion and presentation of the E-Portfolio**, which demonstrates that the student has met program standards and technology proficiency. Within this portfolio, the student demonstrates the ability to reflect on the standards of the program and to identify his/her further needs for development in each standard. This portfolio will be shared with an audience of peers, teachers, and administrators in part through a PowerPoint presentation. Both the E-Portfolio and the presentation will be evaluated by the Teacher Education faculty.

## APPLICATION PROCEDURES FOR TEACHER CERTIFICATION / LICENSURE

The Certification Office, located in McCaskill Hall room 102 (715-394-8213), has both Wisconsin and Minnesota license application forms and instructions. Wisconsin, Minnesota and other states' contact information, applications and/or procedures are listed on the UW-S professional education Certification website <http://www.uwsuper.edu/cert/>

You should apply for your initial licensure through the Certification Office only *after* your degree is posted on your transcript; the information you provide will be validated with the signature of the Certification Officer, and then mailed directly to the state licensing office. It usually takes four to six weeks for your license to be processed by the state. Once your application leaves the Certification Office, you will be contacted directly by the license bureau if there are any problems. You may verify that the Wisconsin DPI received your application by checking the licensure database at [www.dpi.state.wi.us/dlsis/tel/lisearch.html](http://www.dpi.state.wi.us/dlsis/tel/lisearch.html)

Wisconsin licenses begin July 1 of the year for which you are applying (or January 1 for December graduates).

The Wisconsin application asks for Experience and Experience Verification (Section IV) if you have not applied for licensure within 5 years of program completion. This is only for actual teaching positions that you have held. You do not put student teaching experience here. If your application is for an initial license, you will probably leave these areas blank.

You will need to attach the following documentation along with the completed application provided to the Certification Office (McCaskill 102):

- Payments as specified (check/money order/credit card) on the application form.
- A *Conduct and Competency Review Form*, which is attached to the Wisconsin application, needs to be notarized *when* you sign it.
- Finger print cards, if required, may be processed through local state police departments. In Superior this service is provided at the Sherriff's Office Saturdays 1:30-4:30 pm; call 395-1504 weekdays for additional details. For Duluth, call 218-726-2008 to determine their processing schedule and location. One location can print all three cards.
- The Certification Office will provide unofficial transcripts suitable for Wisconsin licensure applications. For many other states, including Minnesota, an official transcript must be included with the license application; official transcripts must be requested from the Registrar's Office in Old Main, for a fee.
- Wisconsin requires passing of Praxis I and Praxis II tests for licensure, but does not require a copy of your report with licensure materials. Minnesota does require original ETS Score Reports of your test results for Praxis I - PPSTs and Praxis II applicable content test(s). ETS should mail a report to you, as well as the Teacher Education Office, after each Praxis test is taken. The Minnesota Department of Education licensing bureau will return your original test report with your license.

- Wisconsin and Minnesota applicants must include a *Declaration of Completion Form* to verify student teaching; this form is available on-line at [www.uwsuper.edu/cert](http://www.uwsuper.edu/cert) (or McCaskill 102).

After your application has been signed and mailed, you may request a letter from the Certification Office stating that your application has been approved by UW-Superior and forwarded to the state for their processing.

## CERTIFICATION & LICENSING CONTACTS

See also website: <http://www.uwsuper.edu/cert/>

Ms. Terri Kronzer ( <i>Certification Officer</i> ) <a href="mailto:cschrenk@uwsuper.edu">mailto:cschrenk@uwsuper.edu</a>	McCaskill 110-H	394-8506 <a href="mailto:tkronzer@uwsuper.edu">tkronzer@uwsuper.edu</a>
Ms. Sandra Wallgren ( <i>Certification Assistant</i> )	McCaskill 102A <i>Mon. – Wed., 1:00– 4:00PM</i>	394-8295 <a href="mailto:swallgr1@uwsuper.edu">swallgr1@uwsuper.edu</a>

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## **DOCUMENTS & FORMS**

All documents and forms can be found on the TED website at

<http://www.uwsuper.edu/acaddept/ted>

at the PUBLICATIONS link:

- Teacher Education Student Handbook
- Student Teaching Handbook
- Teacher Education Program Standards
- Preparing for and Passing the PPSTs
- Notice of PRAXIS information for PPST or Content Testing
- PRAXIS II Content Testing Requirement for Wisconsin
- History of Teacher Education at UW-Superior 1896-1997

at the FORMS link:

- TED Pre-Admissions Requirements Form
- Instructions for Requesting your Criminal Background Report – Policies, Procedures, Forms
- Wisconsin Criminal Background check form DJ-LE-250
- TED Admissions Requirements – Application Form
- Student Acknowledgement of Conditional Admission Form
- If You Are Transferring in TED 200 Instructions Form
- TED ELED Coursework – Record of Accomplishments Form
- TED Secondary/K-12 Coursework – Record of Accomplishments Form
- Student Teaching Interview – Main Questions
- TED Student Teaching Requirements Form
- TED Completion Requirements Form
- Field Experience Application to Student Teach
- Student Teaching Observation sheet