

# SCHOOL OF EDUCATION

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**Interim Director:** Dr. Lindsay Hollingsworth

**Email:** [hollingswoli@uwplatt.edu](mailto:hollingswoli@uwplatt.edu)

**Office:** 160 Gardner Hall

**Phone:** 608.342.1151

## TEACHER LICENSURE

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## TEACHER EDUCATION ([HTTP://CATALOG.UWPLATT.EDU/UNDERGRADUATE/LIBERAL-ARTS-EDUCATION/EDUCATION/TEACHER-EDUCATION/](http://catalog.uwplatt.edu/undergraduate/liberal-arts-education/education/teacher-education/))

- Elementary and Middle Level Education (K-9th grades) (<http://catalog.uwplatt.edu/undergraduate/liberal-arts-education/education/teacher-education/elementary-education-elementary-and-middle-level/>)
- Middle - Secondary (4th-12th grades) (<http://catalog.uwplatt.edu/undergraduate/liberal-arts-education/education/teacher-education/middle-and-secondary-education/>)
- Elementary - Middle - Secondary (K-12th grades) (<http://catalog.uwplatt.edu/undergraduate/liberal-arts-education/education/teacher-education/elementary-middle-and-secondary-education/>)
- Special Education K-12 Minor (<http://catalog.uwplatt.edu/undergraduate/liberal-arts-education/education/teacher-education/special-education-inclusion-minor/>)

## MISSION OF THE SCHOOL OF EDUCATION

The mission of the School of Education is to provide knowledge, skills and experiences that will prepare a teaching workforce responsive to the needs of rural schools and communities and creates equitable educational experiences for all students.

## BACCALAUREATE

The undergraduate curriculum prepares candidates for initial licensure as professional educators.

## PARTNERSHIP

The School of Education is committed to the UW-Platteville mission. To help meet that mission, many formal and informal partnerships have been developed and are maintained within the university community, local school districts, and other agencies and industries.

## EDUCATOR STANDARDS

The Wisconsin Educator Standards outline characteristics of good educators by identifying the components and defining qualities of best professional practice. UW-Platteville incorporates the Wisconsin Educator Standards into all educator preparation programs. Wisconsin educators use these standards to guide career-long professional development.

The ten teacher standards for teacher development and licensure are:

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
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.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Please contact the School of Education for further details regarding the assessment plan.

## ABOUT THE SCHOOL AND MAJORS

The School of Education includes all teacher education licensure areas.

### TEACHER EDUCATION

**Contact:** Dr. Lindsay Hollingsworth

**Phone:** 608.342.1151

**E-mail:** hollingswoli@uwplatt.edu

The School of Education has a rich history at UW-Platteville. The university has been preparing teachers since the first Normal School was established in 1866. The school takes great pride in this tradition and is committed to the continuation of quality in its educational offerings and programs.

Our degree programs focus on building a teaching workforce that is responsive to the needs of the community in which our students choose to teach. While our 'place' focuses on the unique needs of rural communities, the skills and strategies are transferable to whatever community in which graduates may find themselves. Students will have multiple opportunities to implement the skills they learn on campus into classrooms in local school systems. This connection of pedagogy and practice is a cornerstone of our program.

The School of Education administers professional education programs at UW-Platteville and is responsible for the preparation of teachers. The School of Education is responsible for all professional and clinical programs; serves as a resource center for students, faculty, program directors, and administrators; maintains appropriate student records; and maintains appropriate records for accreditation and Wisconsin Department of Public Instruction program approval.

### TEACHER LICENSURE REQUIREMENTS

The Wisconsin DPI makes periodic changes in teacher licensure requirements that may affect teacher education programs. It is the responsibility of all students to contact the Director of the School of Education to make certain that they have the most current information to ensure proper planning. All students enrolled in teacher preparation programs must proceed through three steps:

1. Admission to the School of Education
2. Admission to student teaching
3. Completion of student teaching and any additional licensure requirements

Note:

1. Any student seeking teaching licensure who has been convicted of a criminal offense must contact the Wisconsin DPI to discuss eligibility for a teaching license.
2. The DPI regularly changes licensure requirements. Any requirement changed after publication of this catalog will still be required of the student to be licensed. Students should check with their advisors regularly to determine needed changes in their programs due to changes in licensure rules.

### LEVEL 1 BENCHMARK: ADMISSION TO THE SCHOOL OF EDUCATION

All students intending to become teachers in elementary, middle, or secondary school must meet the School of Education admission requirements. All students should file an application for admission to the School of Education by their sophomore year at UW-Platteville. Transfer students may apply for admission during their first semester on campus and other requirements that semester. Applications will be due November 1st for the fall semester or April 1st for the spring semester.

Note: Only students who have been admitted to the School of Education may enroll in restricted education courses.

To be eligible for admission, teacher candidates must meet the following minimum requirements:

1. Cumulative grade point average (GPA) of 2.750 or higher. This is based on UW-Platteville coursework only.
2. 30 earned or in progress accredited college credits upon applying.
3. Completed or be in progress with the following courses with a "C" or better upon applying.
  - ENGLISH 1130
  - ENGLISH 1230

- SPEECH 1010 or SPEECH 2010 (preferred) or equivalent
  - MATH 1620 or above general education math course (<http://catalog.uwplatt.edu/undergraduate/degree-requirements/general-education-courses/#math>)
  - TEACHING 1230
  - TEACHING 2130 or (PSYCHLGY 2730, PSYCHLGY 3130, or PSYCHLGY 3230)
  - TEACHING 2170, **if applicable**
4. Resume which highlights your experiences with children/youth or other relevant experience.
  5. Sign the Professional Disposition Form.
  6. Complete criminal background check through CastleBranch.
  7. Submit required essays.

Student may be denied admission based on faculty assessment of the applicant's capacity to complete successfully the requirements of a professional teacher education program and to carry out the responsibilities of beginning teachers.

A student who has been denied admission on the basis of any of the established criteria may file an appeal with the School of Education Director.

Students must continue to successfully meet other academic and dispositional requirements in order to continue in our education programs. At the end of each semester, the School of Education Retention Committee will meet to determine if students enrolled continue to meet the academic and dispositional requirements of the program. Failing to meet requirements after one semester will place a student on probation; failure to meet those requirements at completion of a second semester will warrant removal from the program.

## LEVEL 2 BENCHMARK: ADMISSION TO STUDENT TEACHING

After admission to the School of Education, students complete coursework, including methods courses and pre-student teaching field assignments, which give students the opportunity to demonstrate content knowledge, teaching skills and professional dispositions.

### REQUIREMENTS

To be eligible for admission to student teaching, a candidate must:

1. Meet or exceed the minimum required grade point average of 2.75 overall, including major coursework, teaching minor(s) and professional education courses (Note: A GPA of 3.00 is required in major and professional education for Elementary - Middle K-9 program);
2. Have completed appropriate methods course(s) for the major and minor, as well as TEACHING 2130 or equivalent and TEACHING 3320 or equivalent courses;
3. Have grades of "C" or better in required professional education courses, "C-" or better in content area courses for 4-12 & K-12 majors, (Note: grades of "C" or better are required in Elementary - Middle K-9 program);
4. Have passed the appropriate Praxis Subject Assessments (Praxis II) content test(s) or a major/minor GPA of 3.00. Elementary - Middle K-9 students will be required to pass the Wisconsin Foundations of Reading test (FoRT) in order to obtain a teaching license. Foreign Language majors/minors are required to pass the OPI & WPT of the ACTFL world language tests. The 3.000 major GPA is not applicable to the foreign language programs.
5. Have been admitted to the School of Education for one full semester prior to student teaching;
6. Provide proof of a negative TB skin test; and
7. Have a current satisfactory criminal background check verified before placement into student teaching.

Level 3 Benchmark: Student Teaching/Internship Experience and Licensure

Student teaching is the final component of the teacher education program and is scheduled for a full semester based on the local school calendar. Normally, student teaching is completed in a school district within a 100-mile radius of Platteville.

## INTERN TEACHING

A limited number of students are permitted to complete an internship in lieu of regular student teaching. Intern candidates must have a minimum GPA of 3.00. Intern candidates are carefully screened by faculty and are interviewed by school districts as part of the selection process. The intern works in a team relationship with one or more teachers in the school system, spends a full semester under contract with the school district, is licensed by the DPI and receives compensation for duties performed. Contact the coordinator of Clinical Experiences for more information.

## LICENSURE

To become licensed to teach in Wisconsin, students must complete the following steps before an application form is submitted to the Wisconsin DPI or other state:

1. Complete the teacher education program with the minimum required grade point average in the major, minor and professional education courses;
2. Meet the minimum overall G.P.A. of 2.75 required to complete the program;

3. Be assessed as meeting all required performance standards reflected in the Wisconsin Teacher Standards and the knowledge, skills and dispositions of the UW-Platteville School of Education program and state mandated test(s).
4. Complete the license application on the DPI Educator Licensing Online (ELO) website once the certification officer has notified you of your program completion.

After transcripts and other measures of program completion have been reviewed, the certification officer may recommend licensure to the DPI.

Teacher education programs at UW-Platteville satisfy the requirements for licensure through the Wisconsin DPI. Wisconsin teaching licenses are highly regarded in other states; however, each state establishes its own set of rules for licensing teachers. While the School of Education assists with all aspects of the licensure process, it is ultimately the responsibility of those individuals planning to seek licensure in states other than Wisconsin to verify that they will qualify for licenses in those states.

## APPROVED LICENSURE PROGRAMS

- Elementary - Middle (K-9th grades)
- Middle - Secondary (4-12th grades)
- Elementary - Middle - Secondary (K-12th grades), which applies to special wide-range fields such as art, music, foreign languages, physical education/health, agriculture, and technology and engineering education

All licensure programs require the completion of a major and a professional education component.

Approved academic majors and minors are listed below. More detailed information on individual majors and minors (and the course descriptions) can be found by looking under the department or school that houses the major or minor. The listing will also include the college in which the department is housed.

## APPROVED MAJORS

**Agricultural Education (K-12):** School of Agriculture (BILSA)

**Agricultural Education/Technology Education dual certification (K-12):** School of Agriculture and Department of Industrial Studies (BILSA)

**Biology(4-12):** Department of Biology (BILSA)

**Broad Field Science (4-12):** Department of Environmental Sciences and Society (LAE)

**Chemistry (4-12):** Department of Chemistry (EMS)

**Comprehensive Social Sciences (4-12):** Department of History (LAE)

**Elementary - Middle (K-9):** School of Education (LAE)

**English (4-12):** Department of Humanities (LAE)

**Fine Arts-Art Education (K-12):** Department of Performing and Visual Arts (LAE)

**German (K-12):** Department of Humanities (LAE)

**Health and Human Performance (K-12):** Department of Health and Human Performance (LAE)

**History (4-12):** Department of History (LAE)

**Mathematics (4-12):** Department of Mathematics (EMS)

**Music Education-Choral emphasis (K-12):** Department of Performing and Visual Arts (LAE)

**Music Education-Instrumental emphasis (K-12):** Department of Performing and Visual Arts (LAE)

**Spanish (K-12):** Department of Humanities (LAE)

**Technology and Engineering Education (K-12):** Department of Industrial Studies (BILSA)

## APPROVED MINORS

**Biology:** Department of Biology (BILSA)

**Chemistry:** Department of Chemistry (EMS)

**English:** Department of Humanities (LAE)

**Environmental Science:** Department of Environmental Sciences and Society (LAE)

**French:** Department of Humanities (LAE)

**German:** Department of Humanities (LAE)

**Health:** Department of Health and Human Performance (LAE)

**History:** Department of History (LAE)

**Mathematics:** Department of Mathematics (EMS)

**Natural Science:** Department of Environmental Sciences and Society (LAE)

**Social Sciences:** Department of History (LAE)

**Spanish:** Department of Humanities (LAE)

**Special Education (K-12):** School of Education (LAE)

**Teaching English as a Second Language (TESOL):** Department of Humanities (LAE)

## LICENSABLE CONCENTRATIONS OR CONCENTRATION EQUIVALENT <sup>1</sup>

**Adapted Physical Education:** Department of Health and Human Performance (LAE)

**Economics:** School of Business (BILSA)

**Geography:** Department of Environmental Sciences and Society (LAE)

**Political Science:** Department of Criminal Justice and Social Sciences (LAE)

**Psychology:** Department of Psychology (LAE)

**Sociology:** Department of Criminal Justice and Social Sciences (LAE)

<sup>1</sup> By taking 9 credits in specified courses in one or more social science discipline (Economics, Geography, Political Science, Psychology, and/or Sociology) teachers are also qualified to teach courses in those discipline at all levels (including AP). Substitutions can be made, provided the course to be substituted addresses a significant number of the Wisconsin teaching standards in that discipline. Contact the School of Education for additional information.

## PI 34.022 STATUTORY AND ADMINISTRATIVE CODE REQUIREMENTS ENVIRONMENT

Teachers of science, social studies, elementary and middle-level education programs are required to complete coursework in environmental education. GEOGRAPHY 3330 partially fulfills this requirement. A specified field experience completes this requirement.

### COOPERATIVES

Wisconsin statutes specify that "in granting certificates for the teaching of courses in economics, social studies, and agriculture, adequate instruction in cooperatives shall be required." AGBUS 2500 fulfills this requirement. Also, ECONOMIC 2230 includes a unit on cooperatives that satisfies this requirement for social studies teachers.

### READING

For teachers in Elementary - Middle (K-9), Wisconsin requires coursework in the teaching of reading and language arts using appropriate instructional methods, including phonics.

### MINORITY RELATIONS

Wisconsin requires that all students completing teacher preparation programs demonstrate knowledge and understanding of minority group relations including:

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
2. The history, culture, and contributions of women and various racial, cultural, language, and economic groups in the United States.
3. The philosophical and psychological bases of attitude development and change.
4. The psychological and social implications of discrimination, especially racism and sexism, in American society.
5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
6. Minority group relations through direct involvement with various racial, cultural, language, and economic groups in the United States. To satisfy this requirement, students need to complete an approved service learning experience prior to graduation.

In addition, students must demonstrate knowledge of conflict resolution including:

1. Resolving conflicts between pupils, and between pupils and school staff.
2. Assisting pupils in learning methods of resolving conflicts between pupils, including training in the use of peer mediation, and between pupils and school staff.
3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils, or between pupils and other persons.

### CHILDREN WITH DISABILITIES

All applicants for teaching licenses must meet the code requirements with regard to Children with Disabilities. Procedures used for identifying, assessing, and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications. TEACHING 3320 meets this requirement.

### PROFESSIONAL RESPONSIBILITIES

Professional ethics and responsibilities, including mandatory reporting requirements.

## **SCHOOL SETTING FIELD EXPERIENCES**

Effective teacher preparation demands that pre-service teachers have laboratory experiences with K-12 students during their preparation. These experiences are designed to acquaint teacher candidates with a variety of schools and settings, and to encourage them to connect educational theories with practice. Experiences are developmental, structured and supervised by university and school faculty. Teacher candidates will spend more than 150 hours in school settings prior to student teaching. Many professional education courses include service learning hours and laboratory experiences.