2014-2016
VITERBO UNIVERSITY
TEACHER EDUCATION HANDBOOK

Graduate Teacher Licensure Program
for Early Childhood Education
Dear Candidate for the 70-777 Early Childhood Education License:

Welcome to the graduate Early Childhood Education Licensure Program at Viterbo University!

Viterbo University and its excellent faculty and staff are prepared to serve you as you work toward professional development goals and preparation for future service to pre-kindergarten and kindergarten children and their families. As Viterbo University graduate students you will be representing Viterbo University in your local communities, particularly during field experience and student teaching. This handbook is designed to provide you with an overview of program expectations in one convenient location. Please use it in conjunction with the official program website:

http://www.viterbo.edu/earlychildhood.

Best wishes as you work toward the 70-777 ECE license!

Ruth E. Badciong, Ed.D.
Wisconsin Graduate ECE Program Specialist
(608)796-3388
rebadciong@viterbo.edu
# Early Childhood Teacher Education Handbook

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Mission, Philosophy, and Objectives of the Early Childhood Education Graduate Program

The mission of Viterbo University is to prepare students for faithful service and ethical leadership. In keeping with the mission of Viterbo University, the education department has as its mission the preparation of teachers who are grounded in Franciscan values and who possess the knowledge and skills to be effective classroom decision makers. The myriad of decisions a teacher makes throughout each teaching day must be grounded in the standards on the following pages.

MISSION STATEMENT OF GRADUATE PROGRAMS IN EDUCATION

Mission: The mission of the School of Education is the preparation of educators who are grounded in Franciscan values and possess the knowledge and skills to be reflective decision makers for the 21st century.

Vision: A distinct program that promotes leadership and learning for today and tomorrow.

Core Values: In keeping with the tradition of our Franciscan founders, we hold the following core values:

- **Contemplation**, as we practice thoughtful reflection that invites us to uncover truth and meaning in our knowledge, actions, and decisions
- **Hospitality**, as we open ourselves to our guests, students, and co-workers with respect and reverence for each person’s human dignity
- **Integrity**, as we embrace goodness, justice, and ethical conduct in all that we do, personally and institutionally
- **Stewardship**, as we practice prudent and responsible use of all resources in our trust
- **Service**, as we act and lead for the common good in the spirit of humility and joy

Twenty-first Century Skills:

- communication
- creativity
- problem solving
- team work
- technology
InTASC Model Core Teaching Standards
(Revised 2011)

1. **Learner Development** - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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 the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

7. **Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. **Professional Learning and Ethical Practice** - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others [learners, families, other professionals, and the community], and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration** - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. **The Viterbo Standard**: The teacher demonstrates personal qualities and values which reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.
NAEYC Initial Licensure Standards (Revised 2009)

1. Promoting child development and learning
Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

2. Building family and community relationships
Students prepared in early childhood degree programs understand that successful early childhood education depends on partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

3. Observing, documenting, and assessing
Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

4. Using developmentally effective approaches to connect with children and families
Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

5. Using content knowledge to build meaningful curriculum
Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in early childhood curricula. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

6. Becoming a professional
Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

All NAEYC position statements are available online at www.naeyc.org/positionstatements.
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OVERVIEW

Viterbo’s Early Childhood Education Licensure program is designed to meet the needs of elementary teachers in Wisconsin who seek an add-on 70-777 license which covers the PK-K levels.

Our Early Childhood Education program is designed in a two track system. Students may opt for the 19-credit Early Childhood Education license exclusively or they may complete it and then continue on for an additional 15 credits to earn BOTH a Master of Arts in Education AND an Early Childhood Education license. All students interested in earning a master’s degree would need to apply to the master’s in education program upon completion of the Early Childhood Education program.

Program requirements

Students MUST have an elementary teaching license in regular elementary education, elementary/middle education, early childhood special education, or elementary special education through a regionally accredited institution to be eligible. License codes Pre PI-34 that are eligible are: 42-116, 42-118, 42-115, and 808. PI-34 codes that qualify are: 71-777, 72-777 and 809. Unique elementary education licenses that only cover a few grades may qualify. Please contact the program specialist for further details. Students must also meet the D.P.I. Conduct and Competency Standards and have an overall undergraduate G.P.A. of 2.75 to be eligible for consideration.

Course Waiver(s)

You may apply for a waiver of up to six credits of coursework taken within the past seven years from a regionally accredited institution. The program specialist will assess your transcripts to determine if a waiver will be granted and may request course descriptions and/or course syllabi in order to make a determination.

Getting Started

You will need to apply to our program by completing an on-line application (link available at www.viterbo.edu/earlychildhood ) and a Federal Truth-in-lending document, and sending a copy of your teaching license to the following address. You will also need to request that your undergraduate degree granting institution mail official transcripts to the following address:

Viterbo University
Graduate Programs in Education
ATTN: Dr. Ruth Badciong, Wisconsin Graduate ECE Program Specialist
900 Viterbo Drive
La Crosse, WI 54601

Questions? Please contact Ruth Badciong at (608) 796-3388 or rebadciong@viterbo.edu
Course Descriptions

EDUC-526, INTRODUCTION TO EARLY CHILDHOOD EDUCATION (1 credit)
History of early childhood programs for children birth through age eight. Considers developmentally appropriate practice, Wisconsin Model Early Learning Standards, legal and ethical responsibilities and program expectations including portfolio development.
*Must be completed no later than the third course in the program.

EDUC-530, MOVEMENT AND PLAY IN EARLY CHILDHOOD (2 credits)
Elements and characteristics of motor development and play and their roles in the growth and progress of children from birth through age 8. Assessment of individual stages of play and movement will form the basis for planning developmentally appropriate curricula and evaluation in these areas.

EDUC-552, EARLY CHILDHOOD CURRICULUM AND ASSESSMENT I (2 credits)
Current philosophies, methodology and materials for facilitating health and physical development, social and emotional development, language and communication growth, cognition and effective approaches to learning in an inclusive, integrated setting. Emphasis on process skills while fostering foundational knowledge in all areas for children infant through age five.

EDUC-553, EARLY CHILDHOOD CURRICULUM AND ASSESSMENT II (2 credits)
Development of competencies in planning, teaching, and evaluating the integrated curriculum for young children in the areas of health and physical development, social and emotional development, language development, and communication, approaches to learning, and cognition and general knowledge in an inclusive, integrated setting. Examines process, ethics, and methods of observing, documenting and reporting children’s behavior, progress, and development.

EDUC 681, EMERGENT LITERACY PK-3 (3 credits)
The focus for this course is the literacy development of the PK through grade 3 child with applications to K-12 instruction. The course covers the developmental process of literacy acquisition and the use of appropriate methods, models, and strategies for encouraging its growth. The role of parents, the community, and assessment tools will be explored.

EDUC-557, CREATIVE ARTS FOR YOUNG CHILDREN (2 credits)
Philosophy and role of creative drama, music, and art in early childhood education with emphasis on the creative activity as it relates to developmental stages in the child’s life. Focus on appreciation of the value and function of creativity and construction of developmentally appropriate curriculum.

EDUC-564, FAMILY AND COMMUNITY IN ECE (2 credits)
A study of theoretical and practical problems in designing programs which take into consideration social, political, and economic characteristics and resources of communities. An emphasis is placed upon involvement of primary caregivers, parents, community resources, and social service agencies in the organization, operation, communication, management of behavior and learning environments as well as on evaluation of school-community relations.

EDUC-558, INCLUSIVE EARLY CHILDHOOD EDUCATION (2 credits)
Issues in behavior management, assessment of children, children at risk, early intervention programs, programs for children with special needs, nutrition, program and facility planning and evaluation as well as current trends. This course is designed to provide an introduction and overview to best practices for creating inclusive settings for young children and their families, and for building partnerships with school and community resources. The purpose of this course is to help early childhood professionals develop the knowledge, skills and dispositions required to meet the needs of all children, with a specific focus on children with differing abilities. Issues addressed in this course include anti-bias perspectives; family-centered practices; state and federal laws pertaining to children with disabilities and their families; appropriate curriculum and assessment practices; typical and atypical child development including characteristics of physical, cognitive, and communicative disabilities, and behavior/social emotional disorders; and curriculum adaptations and strategies to meet the needs of children with differing abilities in school and community settings.

EDUC-581, STUDENT TEACHING IN ECE (1-3 credits)
Teaching at pre kindergarten or kindergarten level integrating prior early childhood coursework through the preparation and delivery of developmentally appropriate instruction in a child-centered environment. Capstone experience typically completed in the final semester.
*Variable credit due to consideration of previous ECE classroom teaching experience.

Total: 19 credits
Field Experience Instructions:

You will be required to complete a total of 25 hours of field experience for your ECE add-on license.

General Rules:

1. Please submit your Application for Admission to Field Experience for Early Childhood Education form (A-2) to the program director for approval before you begin logging your hours.

2. You may observe licensed public or private school or daycare teachers. Your field experience will be at the opposite level of your student teaching experience (Pre-K or K).

3. You are able to spread the 25 hours over the course of the program if necessary, but the hours must be completed before you are allowed to student teach. If a program instructor assigns hands-on hours in an early childhood classroom and you complete these hours in your approved field experience classroom, you may count these hours for your field experience hours also.

4. During field experience we encourage you to be as hands-on as the teacher will allow you to be. Observing, tutoring, prep work, lesson planning, and instructing are all acceptable activities for field experience. At a minimum you must prepare and deliver one complete lesson.

5. Turn in your field experience log sheets (A-3) to the address provided as soon as you have completed your hours.

6. Your field experience teacher(s) will be given a Viterbo University $25 tuition reimbursement coupon for assisting you. It will be mailed to them after you have submitted your field experience log.
Praxis II Exam:

Students will need to pass the Praxis II #0014 (paper) or #5014 (computer), Elementary Education: Content Knowledge exam which covers birth to age eight plus birth to age 11. The Wisconsin Department of Public Instruction has selected this test for ECE licensure students. Students will need to have their scores sent to Viterbo and will do this by selecting the Viterbo recipient code RA 1878. The link to the Educational Testing Service is www.ets.org/praxis.

ETS is the only company that provides this exam and they offer it five times per year (more frequently for the computer-delivered test). Students are able to register for the Praxis II on ETS's website or by calling them directly at 1-800-772-9476. Students must pass the Praxis II with a minimum score of 147 before they may student teach.

Wisconsin Foundations of Reading Test:

http://www.wi.nesinc.com/

The website includes all the practice testing materials, registration information, and policies for the Foundations of Reading Test.

Quick Facts About the Foundations of Reading Test:

<table>
<thead>
<tr>
<th>Format</th>
<th>Computer-based test (CBT); 100 multiple-choice questions, 2 written assignments</th>
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<tbody>
<tr>
<td>Time</td>
<td>4 hours</td>
</tr>
<tr>
<td>Test Dates</td>
<td>By appointment, year round. Test appointments are available on a first-come, first served basis.</td>
</tr>
<tr>
<td>Test Sites</td>
<td>CBT sites are located nationwide.</td>
</tr>
<tr>
<td>Passing Score</td>
<td>Applicants for Wisconsin licensure on or after September 1, 2014 - passing score 240; Scores set July 11, 2013</td>
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<tr>
<td>Test Fee</td>
<td>$155 ($125 test fee, $30 registration fee)</td>
</tr>
<tr>
<td>Score Reporting</td>
<td>If you test after the passing score is set: you will receive a receipt of completion immediately after testing. Your score report will be released within five (5) weeks of testing.</td>
</tr>
<tr>
<td>Testing Policies</td>
<td>When you register you must agree to abide by all rules. All policies are shared on the website.</td>
</tr>
<tr>
<td>Retake Policy</td>
<td>Examinees may retake a test or subtest. If you wish to retake a test, you must complete the registration process again. You must wait 30 days before retaking a test.</td>
</tr>
<tr>
<td>Score Reporting</td>
<td>Your test scores are reported to you, to the state through which you registered, and to any other state(s) and/or institution(s) that you indicated as a score recipient when you registered.</td>
</tr>
<tr>
<td>Getting score reports</td>
<td>Your score report will be e-mailed to you, if you requested this service when you registered. Score reports are also posted to your account for 45 days as PDF documents, which you may view, print, and save for your records. Your account also contains your complete testing history, including each test you've taken and the test date.</td>
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<tr>
<td>Preparation</td>
<td>The website includes resources to assist with test preparation.</td>
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Congratulations! You are almost finished with your Early Childhood Education add-on license program. In order to student teach, you must first meet the following criteria:

1. The number of credits you need for student teaching (1-3) will be determined by the ECE Program Specialist based upon previous experience teaching ECE aged students. A general guideline we follow will be the waiver of one credit for every five years of substantive ECE teaching experience. Confirmation letters will be requested as proof and you will be notified of the final decision.

2. You will need to complete 50 hours of student teaching for each credit required.

3. You will need to complete all hours in the same semester unless the program specialist has granted permission to spread the experience over two semesters.

4. Student teaching must be completed within two semesters of completing your coursework.

5. All ECE courses must be completed with a grade of C or better with an overall G.P.A. of 3.0 before you are allowed to student teach.

6. You must pass the Praxis II content exam #0014 (paper) or #5014 (computer) with a score of 147 or above before you are allowed to student teach. The Praxis Exam is called Elementary Education: Content Knowledge, but it is the test the DPI selected for all early childhood programs. To register for this exam go to www.ets.org.

7. All cooperating teachers must be licensed for the age/grade level at which you are student teaching and have a minimum of three years of teaching experience. The cooperating teacher must also have completed a course in the supervision of student teachers. Viterbo will provide a course, if needed, via independent study at no-charge to the cooperating teacher. The ECE program specialist will review the cooperating teacher's credentials and determine whether the teacher meets the requirements to serve as a cooperating teacher. Cooperating teachers will be paid a stipend of $25 if you are taking one credit and $50 if you are taking two or three credits. All cooperating teachers will be given tuition reimbursement coupons. Payment and coupons will be distributed after your signed log and the final evaluation form have been returned to Viterbo University.

8. La Crosse Area student teaching placements need to be placed through the ECE Program Specialist. Please contact her for assistance before making any arrangements with the school or district.

9. Both you and your cooperating teacher need to sign a student teaching contract so we have both your information and a signature verifying the cooperating teacher’s ECE license.
10. In special circumstances we will allow a building principal to serve as your cooperating teacher. You must speak with the program specialist for prior approval.

11. If you are team teaching with a licensed ECE teacher during your regular school day you may be permitted to count these hours as your student teaching. In most cases, this will work out especially well for the current EC:EEN teachers.

12. If you are an elementary teacher you may either use your prep period to work with a licensed ECE teacher or you may choose the daycare option during the summer.

13. If you need only one credit of student teaching, we will allow you to complete your student teaching hours with a job swap with a Pre-School or Kindergarten teacher ONLY if your district agrees to this.

14. Viterbo University will assign you a supervisor after you have applied to student teach. You will be notified of the supervisor’s name and contact information after your student teaching application has been processed.

15. You should have your lesson plans available for your supervisor to see when he/she visits. You are required to prepare and teach a minimum of one unit during the student teaching experience.

16. Your student teaching will be graded A, AB, B, BC, C, or F. You must receive a grade of C or better to be licensed. If you receive a grade below C you will need to repeat EDUC 552 and EDUC 553 and try student teaching again. You may repeat only one time.

17. An Application for Certificate form must be completed and turned in to the program specialist with the other student teaching forms. The form is needed for transcripts to reflect a new license.
Portfolio Guidelines:

A capstone portfolio is required for Viterbo University’s Early Childhood Education program. The portfolio will need to be completed using the software program iWebfolio. The portfolio is introduced in EDUC 526, Intro to ECE, and will be revisited in EDUC 553. If you were waived from these courses, you will still need to complete a portfolio. You will need to purchase an iWebfolio subscription on-line at www.iwebfolio.com and pay a second reviewer’s fee of $25. You can make payment for the second reviewer’s fee by check (payable to Viterbo University) or pay via MasterCard or Visa. To pay via credit card you will need to provide your name on the card, card number, expiration date, billing address and your phone number. Portfolios will not be evaluated until the second reviewer’s fee has been paid.

Overall, the ECE professional development portfolio will require you to select TWO artifacts that best exemplify your knowledge, skill, and dispositions of each NAEYC initial licensure standard. An artifact may include such items as Viterbo University ECE course assignments, ECE unit/lesson plans, or personal reflections that directly relate to your ECE knowledge or skill. **You must include your Student Teaching Evaluation form as an artifact within your portfolio.**

Rules:

1. Select TWO artifacts of your own work that best exemplify your knowledge or skill in relation to each of the NAEYC Initial Licensure Standards. The NAEYC Initial Licensure Standards to be covered are:
   1) Promoting Child Development and Learning
   2) Building Family and Community Relationships
   3) Observing, Documenting and Assessing to Support Young Children and Families
   4) Using Developmentally Effective Approaches to Connect with Children and Families
   5) Using Content Knowledge to Build Meaningful Curriculum
   6) Becoming a Professional

2. For each artifact you upload into iWebfolio you will need to include a reflection statement explaining why you selected the artifact and how it corresponds to the NAEYC Initial Licensure Standards. The description must include at least two full sentences and be attached to the artifact it describes.

3. Portfolios may be submitted **after** you complete your student teaching and must be submitted within six months of completion of student teaching. iWebfolio will list reviewers for whom you will give access for grading, so please select Ruth Badciong and Ellen Detert.

4. Each portfolio standard will be graded with a rating of minimal (0 pts.), basic (1 pt.) , or proficient (2 pts.) For Standards 1-6 you must submit two artifacts each. You must earn at least one point per standard and a total of 9 points to pass the portfolio. Portfolios that do not meet these criteria must be revised and re-submitted.
iWebfolio

To purchase a new iWebfolio account, students should follow these steps:

2. Click on the large “Sign up Now” button.
3. Enter “viterbo” in the Affiliation Code textbox. Doing so will allow students to lock into the lower Viterbo pricing for new accounts.
4. Next, students will need to agree to the iWebfolio license agreement and then enter their personal student information. When asked to choose an iWebfolio username and password, students are encouraged to use their Viterbo username and password although they are not required to do so. Your Viterbo username is the one you use to log in to VitNet. Forgot your username? Go to [www.viterbo.edu/ocUsernames](http://www.viterbo.edu/ocUsernames) for help.
5. After entering their user information, students will need to choose the number of years of iWebfolio service they would like to purchase. Students may purchase between one and four years of service at once. The more years they purchase at once, the lower the price per year will be. If a student only purchases one year’s worth of service (which costs $30), they will need to renew their service next year in order to keep their account active at that time.
6. Next, students will need to enter their credit or debit card information and then press the “Next” button.
7. After this, students will be asked to confirm their information before submitting their order.
8. Before a portfolio will be evaluated, students must submit the $25 second reviewer’s fee. Payment may be made via check payable to Viterbo University or using Master Card or Visa. Mail payment to Ruth Badciong, Wisconsin Graduate ECE Program Specialist, 900 Viterbo Drive, La Crosse, WI 54601.

**Note:** Students who need to renew an existing iWebfolio account must do so from within their existing iWebfolio account. These students should *not* purchase a new iWebfolio account by following the directions above. Doing so would cause them to lose the work in their existing account.

To create a portfolio:

1. Login at [www.iwebfolio.com](http://www.iwebfolio.com) which will bring you to the iWebfolio home page
2. Select the Portfolios tab
3. Choose “create new portfolio”
4. Choose the Education-Graduate folder
5. Select the ECE Licensure Graduate Programs in Education Template (click “select”)
6. Click Next
7. Select Ruth Badciong and Ellen Detert as reviewers (click “select”)
8. Click Next
9. Portfolio Description
10. Click Save
How do I upload a file into iWebfolio?

**From the Opening Dashboard or Portfolios List screens, follow these instructions:**

1. Click the **Files** tab in the top navigation bar.
2. Click the **Add New File** link.
3. Click the **Browse** or **Choose File** button and navigate to the file on your computer that you wish to upload.
4. Click the **Save File(s)** button to upload the file.

**From the Edit Mode screen within a Portfolio, follow these instructions:**

1. Click the **Files** header in the right menu bar.
2. Click the **Plus/Add icon** to the left of the Search bar.
3. Choose the **Add File(s)** option.
4. Choose the **Folder** name where the new file will be uploaded.
5. Click the **Browse** or **Choose File** button and navigate to the file on your computer that you wish to upload.
6. Click the **Save File(s)** button to upload the file.
7. **Drag** (left click and hold) the file across the screen to the left until it is over the location of the artifact name (ex. Artifact 2 under Standard 3). **Drop** (release the mouse button) and your artifact will be in place.
8. If you need to edit the artifact later you can do so by clicking the pencil to the right of the file name in the list of files on the right hand side of the screen. Roll the mouse over each file name to make the pencil appear. (Be sure you have Edit Mode on.)

**How do I add a reflection?**

1. Be sure you have clicked on the Edit Mode icon (lower left hand corner).
2. Click on the Standard for which you are adding a reflection.
3. Click on Reflections on the right hand side.
4. A green plus sign (+) will appear to the left of the word Reflections. Click on the plus sign then click on the words “Add reflection”.
5. A box will open. Type your reflection in the box. Save.

For additional help, click on the Help tab on the right hand side. Select the type of help you want. A short video will pop up to take you step by step through the process of adding an artifact or adding a reflection.

** If you experience technical difficulties in loading your portfolio, try using a different browser. Firefox tends to work well.
Licensure Information

How do I apply for my license?*

When a student has successfully completed all licensure requirements he/she is eligible to apply for a license from the Wisconsin Department of Public Instruction. To apply, students must complete the on-line license application process at the DPI website: http://tepdl.dpi.wi.gov/licensing/elo.
Viterbo University Application form for Admission to Field Experience for Early Childhood Education

Early Childhood Field Experience Student’s:

Name:__________________________________________
Address:________________________________________
City/State/Zip:____________________________________
Phone:__________________________________________
Email:__________________________________________
Employer:________________________________________

Grade Level*:     Pre-K       Kindergarten  (Circle one)
*Please note that your field experience should be opposite the level at which you will be student teaching.

I have located a LICENSED Early Childhood Education teacher to be my cooperating teacher for my add-on ECE license. My cooperating teacher’s name is:

Name:____________________________________________________________
School District:_____________________________________________________
School Address:_____________________________________________________
City/State/Zip:______________________________________________________
Phone:____________________________________________________________
Email:______________________________________________________________
Number of years teaching:_____________________________________________
Grade/age with which our field experience student will work:______________

We agree to work together and attest that the cooperating teacher does have an ECE license:

____________________________  ______________________________
Field Experience Student, Date   Cooperating Teacher, Date

____________________________
ECE Program Specialist, Date
VITERBO UNIVERSITY

Early Childhood Education FIELD EXPERIENCE LOG

__________________________
Viterbo Field Experience Student

has made arrangements to observe and participate

in your classroom. Thank you for allowing our student to learn from both your experience and
students as they work on an Early Childhood Education add-on license.

The student will complete the following log, but may we ask you to verify his/her experience upon
completion?

FIELD EXPERIENCE LOG:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Completed</th>
<th>Activities</th>
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A-3
<table>
<thead>
<tr>
<th>Date</th>
<th>Time Completed</th>
<th>Activities</th>
</tr>
</thead>
</table>

STUDENT must add
Total Hours

Signature of Cooperating Teacher: __________________________
(Signature indicates verification of hours and experience)

Cooperating Teacher info required to mail out tuition reimbursement coupon:

Name: __________________________________________

School District: __________________________________

Address: _________________________________________

City/State/Zip: ___________________________________

Phone and Email: _________________________________

Students: Please return this form completely filled out and signed to: Viterbo University, ATTN: ECE Program Director, 900 Viterbo Drive, La Crosse, WI 54601. Thank you.
Viterbo University Application form for Admission to Student Teaching for Early Childhood Education

Application Deadlines:
December 15th (for Spring of the following year)
May 15th (for Summer)
August 15th (for Fall)

Early Childhood Education Student Teacher’s:

Name:__________________________________________
Address:________________________________________
City/State/Zip:____________________________________
Phone:__________________________________________
Email:__________________________________________
Employer:________________________________________

Number of credits of student teaching registered for: 1, 2, or 3 (Please circle)
Semester Student Teaching: Spring Fall Summer (Please circle)
Student Teaching Year: 2015 2016 2017 (Please circle)

I have located a LICENSED Early Childhood Education teacher to be my cooperating teacher for my add-on ECE license. My cooperating teacher’s name is:

Name:__________________________________________
School District:____________________________________
School Address:____________________________________
City/State/Zip:____________________________________
Phone:__________________________________________
Email:__________________________________________
Number of years teaching:____________________________
Grade/age with which our student teacher will be working _________________
Cooperating Teacher has completed a supervision of student teachers course __ yes __no

A Viterbo University Supervisor will be assigned to visit you once for one or two credits and twice for three credits. The Praxis II exam and all ECE coursework must be passed before you will be allowed to student teach. We will mail your cooperating teacher a packet of information that will further clarify his or her role and provide business forms so that we can provide compensation to the cooperating teacher at the end of the semester.

We agree to work together and attest that the cooperating teacher does have an ECE license:

__________________________  __________________________
Student Teacher, Date          Cooperating Teacher, Date

__________________________
ECE Program Specialist, Date
VITERBO UNIVERSITY

Early Childhood Education STUDENT TEACHING LOG

Viterbo ECE Student Teacher

has made arrangements to student teach in your classroom. Thank you for allowing our student to learn from both your experience and students as they work on an Early Childhood Education add-on license.

The student will complete the following log, but may we ask you to verify his/her experience upon completion?

**STUDENT TEACHING LOG**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Completed</th>
<th>Activities</th>
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</thead>
<tbody>
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</tbody>
</table>

A-5
<table>
<thead>
<tr>
<th>Date</th>
<th>Time Completed</th>
<th>Activities</th>
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(Print as many of this page as needed)
<table>
<thead>
<tr>
<th>Date</th>
<th>Time Completed</th>
<th>Activities</th>
</tr>
</thead>
</table>

STUDENT must add Total Hours

Signature of Cooperating Teacher:__________________________
(Signature indicates verification of hours and experience)

School District:_____________________________________

Students: As a reminder, you will need to complete 50 hours of student teaching for each credit you are required to take.

Students: Please return this form completely filled out and signed to: Viterbo University, ATTN: ECE Program Director, 900 Viterbo Drive, La Crosse, WI 54601. Thank you.
Role of the Cooperating Teacher

The cooperating teacher is a classroom teacher with an Early Childhood license who willingly accepts the responsibility for daily guidance of a student teacher. The cooperating teacher occupies a key role in making the student teacher’s experience a successful and satisfying one.

The cooperating teacher is responsible for:

1. creating a friendly atmosphere conducive to a harmonious working relationship with the student teacher. This relationship is based on mutual respect.

2. helping the student teacher become familiar with the entire school, the members of the teaching staff, the students and all the service personnel. This also includes familiarizing the student teacher with all available instructional facilities and location of teaching materials.

3. orienting the student teacher to the work of the classroom. This includes helping the student teacher understand the curriculum, the long-range plan for students, as well as the plan of the current unit, daily plans for lessons and the students’ individual needs.

4. providing daily constructive criticism of and feedback on the student teacher’s work.

5. discussing with the student teacher the criteria used in the final evaluation and the letter grade he/she is recommending.

6. participating in a three-way conference with the university supervisor and the student teacher.

7. returning the final evaluation forms to the program specialist within a two week time frame.
Role of the Early Childhood Supervisor

The Early Childhood Supervisor is responsible for:

1. visiting the student teacher once for 1 or 2 credits and twice for 3 credits of student teaching.
2. after each visit, holding a three-way conference with the student teacher and cooperating teacher to discuss the observation and/or evaluation form the supervisor has completed.
3. remaining a contact person for the student teacher should any questions, problems or additional help be needed.
4. submitting observation forms and the final evaluation form to the program specialist within a two week time frame.

Role of the Student Teacher

The Early Childhood Student Teacher is responsible for:

1. contacting your supervisor to arrange for an observation visit(s).
2. preparing lesson plans incorporating the Viterbo Lesson Plan Essential Elements for each lesson you teach during student teaching. You should have your lesson plans available for your supervisor to view when he/she comes to observe.
3. completing the Analysis and Reflection sections of the lesson plan after teaching each lesson.
4. planning, teaching, and analyzing a minimum of one unit during the student teaching experience.
5. logging all student teaching hours. You may include planning, preparation of centers and learning materials, home visits, parent-teacher conferences, and staff development if they are directly related to your early childhood student teaching experience, but the majority of hours should be spent teaching (whole group, small group, one-on-one, learning centers, etc.).
6. participating in a three-way conference with your cooperating teacher and university supervisor.
7. submitting your completed log signed by your cooperating teacher to the ECE Program Specialist.
Listed below are criteria for evaluating your student teacher. X = evidence of this criterion during this visit.

<table>
<thead>
<tr>
<th><strong>Health and Physical Development</strong></th>
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</thead>
<tbody>
<tr>
<td>□ Creates an attractive, comfortable, healthy and risk free classroom.</td>
<td></td>
</tr>
<tr>
<td>□ Understands and applies theories of child growth and development of children birth through Age 8.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Social and Emotional Development</strong></th>
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<tbody>
<tr>
<td>□ Demonstrates an understanding of play and promotes it.</td>
<td></td>
</tr>
<tr>
<td>□ Fosters a learning climate in which students are responsible and motivated.</td>
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</tr>
<tr>
<td>□ Believes all students can learn and persists in helping all students succeed.</td>
<td></td>
</tr>
<tr>
<td>□ Creates a learning environment that fosters friendships and interactions with others.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Language Development and Communication</strong></th>
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</thead>
<tbody>
<tr>
<td>□ Uses effective verbal, nonverbal and other communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td></td>
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<tr>
<td>□ Creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</td>
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<tr>
<td>□ Shows an appreciation of books and uses a variety of developmentally appropriate literature to support the children’s literacy.</td>
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<tr>
<td>□ Demonstrates an understanding of developmentally appropriate literacy activities, including reading, writing, listening, and speaking.</td>
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<thead>
<tr>
<th><strong>Approaches to Learning</strong></th>
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</thead>
<tbody>
<tr>
<td>□ Implements a balanced, integrated, developmentally appropriate curriculum which emphasizes play, active manipulation of concrete materials, exploration of the environment, problem solving and decision-making.</td>
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<tr>
<td>□ Integrates content areas such as creative arts, music and literature through adult and child–initiated themes.</td>
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<tr>
<td>□ Meets the unique needs of a diverse group of young children, builds upon their strengths and develops an appreciation of other cultures.</td>
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<table>
<thead>
<tr>
<th><strong>Cognitive and General Knowledge</strong></th>
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<tbody>
<tr>
<td>□ Provides developmentally appropriate activities that focus on children’s curiosity, acquisition, organization, and use of information in the areas of:</td>
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<tr>
<td>□ mathematics and logical thinking</td>
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<tr>
<td>□ scientific thinking and problem solving</td>
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<tr>
<td>□ understanding of social systems</td>
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<tr>
<td>□ Employs effective teaching methods.</td>
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<tr>
<td>□ Creates daily, detailed, appropriate lesson plans using the Viterbo Lesson Plan.</td>
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<tr>
<td>□ Establishes productive relationships with colleagues, parents, and community.</td>
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<tr>
<th><strong>Assessment</strong></th>
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<tbody>
<tr>
<td>□ Uses a variety of appropriate formal and informal assessment techniques.</td>
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<tr>
<td>□ Selects and uses assessment strategies to evaluate student learning.</td>
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<tr>
<td>□ Selects and uses assessment strategies to guide instructional practice.</td>
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<table>
<thead>
<tr>
<th><strong>Viterbo Standard</strong></th>
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<tbody>
<tr>
<td>□ Uses reflection and evaluation of practice as means for continuous improvement.</td>
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<tr>
<td>□ Is open and receptive to guidance.</td>
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<tr>
<td>□ Exhibits joy in teaching.</td>
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Viterbo University Lesson Plan
Essential Elements
(revised 6/29/13)

These essential elements need to be included in all lesson plans regardless of the format used.

**Learner Profile/Contextual Factors**
Defines the audience for the unit/daily lesson plan. Provides information about school and classroom of students for whom the lesson is designed.

*To find this information, visit the Data Analysis section on the WINSS website at [http://www.dpi.wi.gov/sig/index.html](http://www.dpi.wi.gov/sig/index.html)*. Place this information on every lesson plan, but you can duplicate it from day to day.

**Goal(s)**
Restate the unit goal(s) that relate to this lesson plan.

**Common Core Standards**
Select and list the specific state standard(s) covered in this lesson.

*The Wisconsin Model Academic Standards and the Common Core State Standards (CCSS) are located at [http://www.dpi.state.wi.us/dpi/standards/index.html](http://www.dpi.state.wi.us/dpi/standards/index.html) and the Wisconsin Model Early Learning Standards (WMELS) can be found at [http://www.collaboratingpartners.com/wmels-documents.php](http://www.collaboratingpartners.com/wmels-documents.php).*

**Objectives**
Defines what the student will learn and be able to do upon completion of the lesson.
Objectives will reference three components: Condition, learning behavior(s) and measurable criteria. Objectives will be clearly tied to CCSS or WMELS and assessment.

*(Given, Within, During, Provided)____________,
  {Condition – teacher provided}
  TSW____________________
  {Learning behavior with Bloom’s Verb}
  with ___________________accuracy.
  {Criteria (when applicable)}*

**Examples:**

**ECE:** Given a teacher-made class list, TSW verbally identify by name and by sound each upper and lower case letter in her/his first name with 100% accuracy.

**Time Frame**
Approximate length of lesson divided into minute increments.

**Resources**

**Materials:** List all materials, including technological resources, that must be collected prior to the lesson.

*Make sure to set aside supplies in advance of the lesson to ensure you have enough. Also, double check all technical equipment to make sure it is working properly and that it is signed out to you for the time you will need it. Don’t assume it will be there.*

**People:** List the people resources with whom you need to correlate.
(e.g., LMC Director, G & T specialist, reading specialist, Title I teacher, special education teachers, other classroom teachers)
**Instructional Procedure**

Lesson procedures reflect **best practices** that have a direct and positive effect on the teaching/learning environment. You should indicate the time needed for each component of the lesson and should be detailed enough that any teacher could teach the lesson.

The lesson procedure will include three (3) parts that effectively address the needs of a wide range of learners by providing “multiple pathways” in the teaching and learning process. For example: vary grouping models, employ brain-compatible strategies, use multiple intelligences, teach metacognitive strategies, etc. (Use teaching practices that are developmentally appropriate for your class as a whole and for each of the children within it.)

**I. An introduction/motivation**

A. Utilizes student background knowledge or schema  
B. Sets purpose and is relevant for topic, concept or skill  
C. Connects to prior and subsequent learning

**II. Developmental/Universal Core**

A. Incorporates **best teaching practices** of Differentiated Instruction within the framework of RTI and correlates with your classroom contextual factors:

1. Lessons designed to effectively address the needs of a wide range of learners.  
2. High quality instruction that enables all students to be successful  
3. High quality instruction that is matched to student individual needs and learning styles.  
4. Choose only specific learning activities and projects which advance students’ understanding.  
5. Active learning increases student engagement.  
6. Step-by-step lesson that connects with the stated objectives.

B. Includes **thoughtful, purposeful and appropriate** accommodations and modifications that meet mandated RTI requirements to support the belief that all students can succeed:

1. Chosen approaches must address classroom contextual factors. For example, SES, ethnicity, HPL (High Performance Learner), learning disabled students, limited English proficient learners, Title I students, hearing impaired students, etc.

<table>
<thead>
<tr>
<th>Contextual Factors</th>
<th>Accommodations: Materials, resources, and physical attributes needed to enhance student performance. Addresses the physical, cognitive, emotional and social needs of every learner.</th>
<th>Modifications: Adjustments to what the student is asked “to do” based on their learning style and contextual factors. Allows for “multiple pathways” of meaningful learning. It is comprehensive and flexible.</th>
<th>Why necessary?</th>
</tr>
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<tbody>
<tr>
<td>HPL</td>
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<tr>
<td>SES</td>
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<tr>
<td>ELL</td>
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<tr>
<td>Other: Cultural, religious, etc.</td>
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</table>
III. Closure

1. Provides a brief overview of the major points covered in the lesson. It must focus on the objectives. (e.g., post instruction strategies, summative assessment)

Assessment

Mesures achievement of objectives. After writing a learner objective, ask yourself- how will I measure the outcome? Assessments may be formative and/or summative and may provide evaluation for the class as a whole or for individual students. Ongoing, formative assessment during the lesson procedure provides valuable data that affects your teaching. If students do not grasp what you are teaching, you must re-teach using alternative methodology. Assessment takes many forms, for example: rubrics, anecdotal notes, rating scales, and checklists. Pre and post assessments should be used when appropriate. We assess to guide our instruction. We assess to monitor the success of instructional approaches. We assess to give feedback to children and their parents. We assess to make sure all children are meeting state standards for learning. We assess ourselves as teachers to make sure that our professional knowledge is up to date and that our practices are serving our students as best they can.

Analysis

Includes quantitative and qualitative data which addresses the questions:
Did the students attain the objective(s)?
How do I know? What is my evidence?
This data is derived from the assessments that are used.

You might give a pre/post assessment at times to find out how much the students already know about a topic before you start the unit and how much they learned by the end of it.

Reflection

Focuses on what went well, what did not go as anticipated, and what adjustments need to be made when teaching this lesson in the future. Identifies strengths and weaknesses and describes what will be done next that will address both strengths and weaknesses of the lesson.
**STUDENT TEACHER EVALUATION: Early Childhood Education**
following Wisconsin Model Early Learning Standards

<table>
<thead>
<tr>
<th>Viterbo Student Teacher ______________________________</th>
<th>Cooperating Teacher ______________________________</th>
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<tbody>
<tr>
<td>Last/First/Middle Initial</td>
<td>Cooperating School ______________________________</td>
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<tr>
<td></td>
<td>Beginning/Ending Dates ________________ to __________</td>
</tr>
<tr>
<td></td>
<td>Month/Date/Year to Month/Date/Year (Please circle)</td>
</tr>
</tbody>
</table>

**COOPERATING TEACHER:** Please circle M, B, or P and add comments. Rate as a student teacher, not as an experienced professional.

- M = Minimal (below average performance)  
- B = Basic (average/meets performance standard)  
- P = Proficient (exceeds standards)

<table>
<thead>
<tr>
<th><strong>Wisconsin Model Early Learning Standard #1</strong></th>
<th><strong>Wisconsin Model Early Learning Standard #2</strong></th>
<th><strong>Wisconsin Model Early Learning Standard #3</strong></th>
<th><strong>Wisconsin Model Early Learning Standard #4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and Physical Development</strong></td>
<td><strong>Social and Emotional Development</strong></td>
<td><strong>Language Development and Communication</strong></td>
<td><strong>Approaches to Learning</strong></td>
</tr>
<tr>
<td>The student teacher demonstrated knowledge, skills, and dispositions which facilitated:</td>
<td>The student teacher demonstrated knowledge, skills, and dispositions which facilitated:</td>
<td>The student teacher demonstrated knowledge, skills, and dispositions which facilitated:</td>
<td>The student teacher demonstrated knowledge, skills, and dispositions which facilitated:</td>
</tr>
<tr>
<td>A. Physical Health and Well Being</td>
<td>A. Emotional Development</td>
<td>A. Listening and Understanding</td>
<td>A. Curiosity, Engagement, and Persistence</td>
</tr>
<tr>
<td>B. Motor Development</td>
<td>B. Self-Concept</td>
<td>B. Speaking and Communicating</td>
<td>B. Creativity and Imagination</td>
</tr>
<tr>
<td>C. Sensory Organization</td>
<td>C. Social Competence</td>
<td>C. Early Literacy</td>
<td>C. Diversity in Learning</td>
</tr>
</tbody>
</table>

**Comments:**
### Wisconsin Model Early Learning Standard #5
#### Cognitive and General Knowledge

The student teacher demonstrated knowledge, skills, and dispositions which facilitated:

- A. Exploration, Discovery and Problem Solving
- B. Mathematical Thinking
- C. Scientific Thinking

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<tr>
<th>M</th>
<th>B</th>
<th>P</th>
<th>Comments</th>
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</thead>
</table>

### Assessment

The student teacher demonstrated knowledge, skills, and dispositions which facilitated:

- A. Use of a variety of appropriate formal and informal assessment techniques
- B. Selection and use of assessment strategies to guide instructional practice
- C. Selection and use of assessment strategies to evaluate student learning

<table>
<thead>
<tr>
<th>M</th>
<th>B</th>
<th>P</th>
<th>Comments</th>
</tr>
</thead>
</table>

### Viterbo Standard

The student teacher demonstrated knowledge, skills, and dispositions which facilitated:

- A. Use of reflection and evaluation of practice as a means for continuous improvement
- B. Exhibits openness and is receptive to guidance
- C. Exhibits joy in teaching

<table>
<thead>
<tr>
<th>M</th>
<th>B</th>
<th>P</th>
<th>Comments</th>
</tr>
</thead>
</table>

Comments: Please provide additional comments below and feel free to add an additional page if necessary. Thank you for working with our student teacher.

Date
Cooperating Teacher (Completes form and gives a copy to supervisor)  Recommended Letter Grade

Date
Student Teacher (signature implies this evaluation has been discussed; not necessarily agreement)

Date
Viterbo Supervisor  Recommended Letter Grade

Return to: Viterbo University, ATTN: ECE Program Coordinator, 900 Viterbo Drive, La Crosse, WI 54601
Questions: Call (608) 796-3388 or email Ruth Badciong at rebadciong@viterbo.edu

A-16
Portfolio Standards (following the NAEYC Initial Licensure Standards)

Standard 1. Promoting Child Development and Learning

Key elements of Standard 1
1a: Knowing and understanding young children’s characteristics and needs from birth through age 8
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 2. Building Family and Community Relationships

Key elements of Standard 2
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children’s development and learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Key elements of Standard 3
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Key elements of Standard 4
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Key elements of Standard 5
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts- music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
Standard 6. Becoming a Professional

Key elements of Standard 6
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

Portfolio Rubric

Minimal – Less than two artifacts are included for a given standard or the reflection is missing or the reflection is unrelated to the standard and/or the artifacts are not the original work of the student. [Team projects where the student is one of the authors are acceptable.]

Basic – 1. Each standard is supported by a reflection(s) and two original artifacts. 2. The artifacts/reflection(s) demonstrate understanding and/or growth in relation to at least one sub-standard.

Proficient – 1. Each standard is supported by a reflection(s) and two original artifacts. 2. The artifacts and reflection(s) demonstrate understanding and/or growth in relation to most or all sub-standards.

Minimal = 0 points
Basic = 1 point
Proficient = 2 points

A passing portfolio will contain no ratings of “minimal” and will score a minimum of nine (9) points.
All students completing non-degree programs, including licensure or endorsement programs, must return this completed form to the program coordinator upon registration for the term in which requirements will be completed.

Information
- There are three possible certificate conferral dates: December, May, and August.
- The completion of the certificate program will be posted to your permanent record (transcript) after grades are submitted and a final check of requirements is made and determined to be complete.
- An Application for Certificate will not be accepted later than six months after the last day of the term in which the course requirements for the program were met.
- Courses used for the program may only be duplicated per the policy of the program. Courses used for the program may only be duplicated for a degree per the policy of the degree program.

<table>
<thead>
<tr>
<th>ID NUMBER</th>
<th>TODAY’S DATE</th>
<th>FULL LEGAL NAME</th>
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<td>last first middle maiden</td>
</tr>
<tr>
<td></td>
<td></td>
<td>home phone cell phone email</td>
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</tbody>
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I expect to complete all requirements for my program in

MAY _____ AUGUST _____ DECEMBER _____ YEAR ______

(if you must attend summer school, check August)

I would like my name to appear on my certificate exactly as follows. Please print clearly. Each mark represents a character or space.

________________________________________________________

Please mail my certificate to the address below

__________________________

street

city state zip

FOR OFFICE USE ONLY – EDUCATION PROGRAMS ONLY

Program Coordinator Approval: ____________________________ Date: ____________________
I AM MAKING APPLICATION FOR THE FOLLOWING CERTIFICATE:

Please see the catalog in effect at your time of entry for program requirements.

**Non-degree Programs**
- ALCOHOL AND OTHER DRUG ABUSE
- BIOTECHNOLOGY
- COMMUNITY INTERPRETING
- DIETETIC INTERNSHIP (DI)
- ETHICAL LEADERSHIP IN ORGANIZATIONS
- PASTORAL MINISTRY
- POST MASTERS NURSE EDUCATOR
- POST MASTERS ADULT NURSE PRACTITIONER
- POST MASTERS FAMILY NURSE PRACTITIONER

**Education Licensure Programs – Iowa Licensure/Endorsements**
- EARLY CHILDHOOD EDUCATION
- EDUCATIONAL LEADERSHIP
- READING
  - 148
  - 149
  - 176
- MIDDLE SCHOOL
  - TALENTED AND GIFTED

**Education Licensure Programs – Wisconsin Licensure**
- INITIAL LICENSURE
  - Area
  - EARLY CHILDHOOD EDUCATION
  - EDUCATIONAL LEADERSHIP
    - Principal
    - Director of Instruction
    - Director of Special Education and Pupil Services
    - School Business Administrator
  - LITERACY COACHING
    - READING
      - 316
      - 317
<table>
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<tr>
<th>Location</th>
<th>2014 Fall</th>
<th>2015 Spring</th>
<th>2015 Summer</th>
<th>2015 Fall</th>
<th>2016 Spring</th>
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<td>526*</td>
<td>530*</td>
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<tr>
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<td>526</td>
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</table>

EDUC 526 – Introduction to Early Childhood Education (1 credit)
EDUC 530 – Movement and Play in Early Childhood Education (2 credits)
EDUC 552 – Curriculum and Assessment in Early Childhood I (2 credits)
EDUC 553 – Curriculum and Assessment in Early Childhood II (2 credits)
EDUC 557 – Creative Arts for Young Children (2 credits)
EDUC 681 – Emergent Literacy (Pre-K-3) (3 credits)
EDUC 558 – Inclusive Early Childhood Education (2 credits)
EDUC 564 – Family and Community in Early Childhood Education (2 credits)
EDUC 581 – Student Teaching in Early Childhood Education (1-3 credits)

- 2014 program starters should select the Fall courses marked with an asterisk (*).