

Viterbo University  
Post Baccalaureate  
Education Handbook



**VITERBO**  
UNIVERSITY

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## PREFACE

The cover is a graphic representation of the Viterbo University Teacher Education Program conceptual framework. The School of Education views the teacher as a reflective decision maker who uses knowledge from all available sources when making decisions about teaching for optimizing the learning of K–12 students. The classroom teacher is faced with constant decisions that are made after consideration of knowledge and experiences drawn from a number of sources:

- Liberal studies and core abilities (thinking, life values, communication, aesthetic sensitivity, and community involvement)
  - This base provides students with the knowledge, skills, dispositions, and core abilities developed in each of the traditional liberal arts disciplines.
- Wisconsin Educator Standards – Wisconsin Teacher standards
  - These standards are immersed into every facet of the Teacher Education Program in both theory and practice (coursework, experiences, and performance assessment).
- Content and pedagogical knowledge, skills, and dispositions
  - These essential bases, which the teacher must use when making instructional decisions, are developed through teaching the content area(s) and education courses.
- Franciscan values
  - These values are woven throughout the fabric of the university and the Teacher Education Program and serve as mortar for the liberal studies base. They are gained through observing institutional traditions and experienced through living and learning in the Viterbo environment. These values are visionary leadership, respect for human dignity, affirmation of life and joy, and service with Earth family. Programs offered by the university reinforce these values through the overall philosophy that all members of the institution attempt to model.

The Viterbo model is one which includes liberal studies, core abilities, Wisconsin Teacher Educator Standards, content, and pedagogical knowledge, skills, and dispositions woven with Franciscan values. The specialty studies component of each of the Teacher Education Programs is created by building on, enhancing, or extending the knowledge skills and dispositions contained within the Wisconsin Standards for Teacher Development and Licensure.

Through the Wisconsin Standards for Teaching Development and Licensure and the Franciscan values inherent in the Viterbo experience, students develop reflective teaching practices, which prepare them for the teaching profession. Field experiences and student teaching provide the prospective teacher with the “real world” in which to observe, evaluate, and practice what is learned in the other components of the program.

In addition, the graphic representation of the conceptual framework reflects an emphasis on K–12 collaboration, constructivist practices, field and clinical experiences, technology enhanced instruction, diversity, and evolving performance assessment methodologies. These elements permeate the

philosophy and delivery of the Teacher Education Program and positively affect candidates' impact on K–12 learning.

The goal of the Viterbo University Teacher Education Program is to prepare a beginning teacher/practitioner who is able to “think on one's feet,” bringing together all the knowledge and experience to make the best classroom decisions to help all K–12 students learn. Once those decisions are made and implemented, the teacher will continue to use that information and experience to inform future choices. This process is referred to as reflective decision making.

## MISSION, PHILOSOPHY, AND OBJECTIVES

The mission of Viterbo University is to prepare students for faithful service and ethical leadership. In keeping with the mission of Viterbo University, the School of Education has as its mission 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.

### FRANCISCAN VALUES

- **Contemplation – Reflecting upon the presence of God in our lives and work.**  
Teachers reflect on the Franciscan belief that creation is an ongoing process. Therefore, teachers help all students develop talents, abilities, a sense of fairness and justice in promoting positive change in the world and the individual.
- **Hospitality – Welcoming everyone we encounter as an honored guest.**  
Teachers exemplify the belief that God is present in everyone. Therefore, a teacher welcomes all students, and fosters and models an appreciation for a diversity of talents, abilities, cultures, and values.
- **Integrity – Striving for honesty in everything we say and do.**  
Teachers model integrity and foster the ongoing development of integrity in their students.
- **Stewardship – Practicing responsible use of resources in our trust.**  
Teachers give service to humanity and teach stewardship of our planet and its resources.
- **Service – Working for the common good in the spirit of humility and joy.**  
Teachers believe that teaching is a mission in the spirit of servant leadership. Therefore, they model and promote joy in life and learning.

Viterbo University is committed to the integration of the liberal arts and professional studies and considers the preparation of teachers to be a responsibility of the entire university. The base of liberal studies provides the background knowledge of the traditional liberal arts disciplines and the opportunity to integrate that background into the students' teaching major/minor.

The Teacher Education Program strives to prepare teachers who are effective classroom decision makers. The myriad of decisions a teacher makes throughout each teaching day must be grounded in the standards on the following page.

## WISCONSIN TEACHER STANDARDS (PI 34.002)

To receive a license to teach in Wisconsin, teacher candidates must complete an approved program and demonstrate proficient performance under all of the following standards:

- (1) LEARNER 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.

**ADDITIONAL VITERBO STANDARD:** The teacher demonstrates personal qualities and values that reflect the Franciscan values identified in the Viterbo University teacher education conceptual framework.

## GOVERNANCE

### SCHOOL OF EDUCATION

The School of Education has primary responsibility for the professional education components of the Teacher Education Program including those offered by other departments. The School of Education faculty is responsible for advising or co-advising teacher candidates, evaluating the program, and recommending modifications to the Teacher Education Committee. The executive Director for the School of Education ensures that all Wisconsin Department of Public Instruction (DPI) requirements are followed. Viterbo University is a DPI approved educator preparation program.

All faculty supervising pre-student teachers, practicum students, student teachers, or interns, must have at least 3 years of teaching, pupil services, or administrative experience or the equivalent, as approved by the state superintendent, in prekindergarten through grade 12 settings. Further, all faculty are expected to maintain active engagement with PK-12 schools, professional organizations, and other education-related endeavors at the local, state, or national level.

### TEACHER EDUCATION COMMITTEE FOR PROGRAMS SERVING NON-TRADITIONAL STUDENTS

The committee has both a policy forming and administrative role. The membership on the committee is comprised of directors of programs involved in the preparation of teachers from each department with an approved program serving primarily non-traditional students. The committee formulates and administers the policies for admitting students to the Teacher Education Program and to student teaching. It also studies the recommendations and requirements for certification, accreditation, and proposes the necessary changes in curricula to meet the requirements.

### TEACHER EDUCATION ADVISORY COUNCIL

An advisory council consisting of regional administrators, teachers, and other K-12 personnel including Viterbo University alumni and non-alumni will convene at least once per year to advise School of Education faculty and administrators on curriculum and program outreach activities.



## ADMISSION PROCEDURES

Post- baccalaureate students are advised by the program coordinator. It is the responsibility of the student, with the assistance of the advisor, to establish a plan to complete program requirements. At a minimum, the student is encouraged to seek advisement prior to each registration. The program coordinator will register the student for their first semester of Viterbo courses. All graduate handbook rules apply.

Application materials are reviewed by an admission committee. Approved students are designated as accepted to the post-baccalaureate program, and continued enrollment may be contingent on completion of requested documents. In addition, transcripts of each applicant to the content-area post baccalaureate program are reviewed for content qualification. At this point, students will be advised of one of the following:

- All content qualifications have been met
- Majority Content Area qualifications met; no additional coursework needed, but a passing Praxis II Exam score
- Content Area qualification not met; gap courses required to be completed and successful Praxis II Exam score

All program admission criteria are as follows:

- Bachelor's degree from an accredited college or university
- Minimum 3.0 grade point average on a 4.0 scale
- Successful evaluation of dispositions for teaching. Passing Praxis I score if identified during transcript review
- Criminal background check with acceptable history
- Demonstrated competency in written English through a C or above in undergraduate communication courses. If the applicant did not meet this requirement, the applicant will be asked to write a supplemental essay to be approved by professional writing specialists in the Academic Resource Center and the teacher education committee.

## BENCHMARKS AND TESTING

The WI Department of Public Instruction is specific in its requirements about the content of both general education and professional education. DPI requires teacher education candidates to complete a variety of benchmark assessments detailed below.

### **Assessments required prior to approval for student teaching**

Prior to enrolling in the student teaching/internship semester and in order to be recommended for licensure by the certification officer, candidates must provide:

1. One of the following to demonstrate content knowledge ([Wis. Admin. Code § PI 34.021\(1\)\(c\)](#)):
  - a. An official Praxis Subject Assessment (formerly Praxis II) score report documenting passing scores on Praxis Subject Assessment content tests in the appropriate certification area/discipline; or
  - b. A 3.0 GPA or higher in all certified content subject areas, as determined by grades earned in courses aligned with the content area. Specific courses aligned with the content knowledge GPA benchmark are indicated on each student's Advisement Report.
2. An official Wisconsin Foundations of Reading Test (FoRT) score report documenting a passing score of at least 233 (required **only** for candidates seeking a license to teach in Kindergarten to grade 9, and/or in special education) as required by [Wis. Stat. § 118.19\(14\)\(a\)](#).

## FOUNDATIONS OF READING TEST (FoRT)

### **Foundations of Reading Test (FORT)**

Wisconsin candidates applying for an initial elementary teaching license in elementary/middle school are **required** to take the Foundations of Reading test prior to student teaching. Failure to pass the FORT does not prohibit the candidate from student teaching. However, a passing score (233) must be earned in order to be recommended for licensure to the Wisconsin Department of Public Instruction by Viterbo University. Endorsement will not be made until a passing score is on file with Viterbo University.

### **What is the FORT?**

The Foundations of Reading Test (FORT) assesses proficiency and depth of understanding of reading and writing development. The test reflects scientifically based reading research and is aligned with the Common Core State Standards.

### **What does the test include?**

- 100 multiple-choice items, each of which assesses knowledge or skills related to one of three major areas of reading instruction named in the test's sub-areas (Foundations of Reading Development, Development of Reading Comprehension, and Reading Assessment and Instruction).
- Two open response (i.e., essay) items that require examinees to apply their knowledge and understanding of content related to two or more of these areas.

### **How much does it cost?**

Test fee – \$139

Registration fee – \$30

TOTAL – \$169

**When and where can I take the test?**

The test must be taken before student teaching placement can be made. Candidates must coordinate test completion prior to submitting their application for student teaching. Students must pass with a score of at least 233 to qualify for submission to DPI as a candidate for teacher licensing. The test is offered on computer at test centers throughout Wisconsin and across the country. Testing is available year-round, by appointment, Monday–Saturday (excluding some holidays).

**When and how do I get my scores?**

- The Wisconsin Department of Public Instruction set the passing score of 233.
- You will receive your scores as a PDF, which you may view, print, and save for your records.
- The School of Education also receives a report of your test results.

## TRANSFER STUDENTS

All education and content area classes considered for transfer to the program must have been taken from a regionally accredited institution of higher education within the previous seven years. The School of Education reserves the right to extend the timeframe in exceptional circumstances.

## LEAVE OF ABSENCE OR INTERRUPTION OF A PROGRAM

Generally, a student who has not completed education courses for one semester must reapply to the program.

## INTRODUCTORY AND PRE-STUDENT TEACHING FIELD EXPERIENCES

(See appendices for required forms)

### FIELD EXPERIENCE

The introductory field experience component of the Teacher Education Program is designed to give the future teacher an experiential base, which provides an opportunity to:

- assess career choice;
- observe students at a variety of age and grade levels, examine the roles of the teacher and other school staff, and to assess oneself in these future roles;
- become familiar with educational objectives, curriculum, methods, and materials used in schools;
- observe learner characteristics and apply educational theory to practice;
- receive feedback from experienced classroom teachers as a basis for continued personal and professional growth;
- observe teachers who model a wide variety of teaching styles and approaches; integrate these experiences and begin to derive an initial, personal philosophy and style of teaching.

### SUGGESTED EXPERIENCES FOR FIELD EXPERIENCE STUDENTS

Many appropriate and enriching activities are available to field experience students. The following list provides some examples. Students may have an opportunity to:

- observe the classroom teacher
- reinforce skills with individual students and/or small groups
- assist in instructional activities at an appropriate level with the cooperating teacher
- select and preview technological materials
- participate in lesson plan development
- participate in discussion on lesson evaluation, classroom management, and assessment
- participate in appropriate activities selected by the cooperating teacher

### PRE-STUDENT TEACHING (Field I, II & III)

Pre-student teaching requires admission to a teacher education program and enrollment in aligned courses.

Each student shall have onsite, supervised pre-student teaching clinical experiences that meet all of the following requirements:

- Are developmental in scope and sequence
- Plan and develop lesson plans
- Implement and teach lessons
- Evaluate teaching and assess student learning

- Reflect on planning, implementing, and evaluating lessons
- Occur in a variety of school settings
- Assessment of each student's performance by using at least 2 written evaluations based upon observations by the cooperating teacher or the program supervisor

## COOPERATING TEACHERS OF PRE-STUDENT TEACHING PLACEMENTS

Cooperating teachers are selected according to criteria specified by the Wisconsin Department of Public Instruction (PI 34.023) and must:

- Volunteer for their assignment
- Hold a valid Wisconsin teaching license
- Have a minimum of three years teaching experience (including a minimum of one year of experience at the current place of employment, and
- Have completed training in supervision of clinical students.

Cooperating teachers must be approved by building principals in order to supervise students.

Cooperating teachers willingly accept responsibility for guidance of the field experience student. The most effective cooperating teachers are ones who possess enthusiasm for guiding field experience students, skill in human relations, a broad background of knowledge and techniques, and high-quality planning skills.

The role of cooperating teachers is to supervise the field experience student and to serve as a role model for the prospective teacher. Cooperating teachers orient students to the classroom and provide students with opportunities to fulfill the objectives appropriate to the placement and level of experience.

Cooperating teachers and/or course instructors complete evaluations of students at the end of the field experience. These evaluations are used to guide the Teacher Education Committee in decisions related to admission to the program and to student teaching. All evaluations are kept and stored in student records.

## FIELD EXPERIENCE ASSIGNMENTS

Assignments, for any introductory or pre-student teaching experience, are determined cooperatively between the Viterbo University School of Education and the local, private, and public schools and agencies. After the assignment is made, the student contacts the assigned teacher or contact person to make arrangements to meet and set a schedule. Transportation is the responsibility of the student. Field experience hours must be completed by the end of the semester they take place in. Extensions may be granted with permission of the instructor, cooperating teacher, and Education Coordinator.

## COURSE EMBEDDED FIELD EXPERIENCES

The following courses will require field experiences, as assigned by the instructor:

<b>Post Baccalaureate – Secondary Education</b>	
EDUP 590	Positive Classroom Environment (Field I)
EDUP 555	Curriculum Instruction and Assessment (Field II)
EDUP 531	Secondary Methods (Field III)
<b>Post Baccalaureate – Elementary Education</b>	
EDUP 555	Curriculum Instruction and Assessment (Field I)
EDUC 523	Math Methods (Field II)
EDUP 524	Interdisciplinary Methods (Field III)
<b>Post Baccalaureate – Cross Categorical Special Education</b>	
EDUC 614	Advance Individual Education Assessment (Field I)
EDUC 627	Teaching Students with Disabilities (Field II)
EDUC 626	Inclusive Classroom Strategy (Field III)

## REQUIREMENTS/PROCEDURES FOR FIELD EXPERIENCE

- Contact the school no more than five (5) days after you receive notice of the placement. If you do not make contact your placement may be cancelled.
- When you reach the teacher by phone, introduce yourself and tell her/him that you've been assigned to her/his class for field experience. Ask the teacher when you may begin. You are expected to begin within the week if the teacher approves.
- When you arrive at the school for the first time, go to the school office and introduce yourself to the secretary. Tell the secretary you are there to do field experience with Mr./Ms.
- Be certain to sign the school's attendance log in the school office each time you arrive at the school and when you leave for the day.
- Go to the teacher's classroom and introduce yourself. Remember to smile and make eye contact. Shake hands if it seems appropriate. If the teacher asks you to tell her/him something about yourself and your interests, do more than just answer questions with "Yes" or "No."
- When the teacher has a break, take a few minutes to ask what he/she would like you to do in the classroom. Most cooperating teachers appreciate your taking the initiative to help individual students or to assist in the classroom. Observing is valuable for a limited period of time, but teachers expect you to be involved after one or two observations.
- Continue your field experience according to the schedule you've arranged with the teacher. (Be sure to know the school's vacation dates.) Set a schedule which covers at least one month. You are not permitted to complete an entire field experience during a Viterbo break (e.g., spring break). If you are ill and cannot attend field experience on a given day phone the school and leave a message for the teacher. Also phone the Viterbo School of Education administrative assistant at 608-796-3380 and leave a message.
- You are expected to complete your field experience assignment no later than the second to last week of Viterbo classes unless another date has been specified by your instructor.

- Be sure that you make an entry in your field experience log form each time you go to the school. These entries will be checked against school and teacher records.
- Be sure you have the teacher sign your completed field experience log at the end of the experience. You will not be given credit without the teacher's signature. Grades for the course will not be issued until field experience is completed and the signed log form is returned. Remind the teacher that the evaluation form he/she received from Viterbo should be sent back to Viterbo.
- If a student falsifies a form (signature or data) he or she may be dismissed from the Teacher Education Program.

## ATTENDANCE

After the schedule is set, a student is expected to attend faithfully. If an emergency occurs and attendance is impossible, the student is expected to notify the cooperating teacher or contact person immediately. An attendance log is provided at each participating school or agency office. The student is expected to announce his/her presence at the main office and sign the attendance log upon arrival and departure. Students also keep official Viterbo personal logs of their observation time.

## PROFESSIONAL DRESS AND CONDUCT

Professionalism requires proper dress and conduct and adherence to professional ethics. The student is expected to conform to the dress and conduct standards of the cooperating school. All students must wear a Viterbo University nametag.

## PROFESSIONAL ETHICS

By law, the privacy of student records and information must be maintained. Information on students in cooperating schools is not to be revealed or discussed outside the professional realm. Students' names are not used when discussing experiences.

## EVALUATION

An evaluation form will be emailed to the cooperating teacher by the course instructor or the Education Coordinator prior to the end of the semester. Student performance in the areas of communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge are assessed through at least 2 written evaluations. Evaluations will be stored in Viterbo's document management system.



## STUDENT TEACHING

Student teaching is the culmination of the Teacher Education Program and is completed in the student's final semester. Exceptions must be approved by the Executive Director for the School of Education.

While the cooperating teacher(s) and the university supervisor provide supervision for the student teacher, it is the responsibility of the student teacher to translate theory into practice and make that experience effective. Student teaching placements are made after admission to student teaching.

## APPLICATION TO STUDENT TEACHING

Application for admission to student teaching is made during the semester prior to student teaching.

Applicants will demonstrate sufficient content knowledge as demonstrated through:

- 3.0 GPA in content (licensure) area coursework **OR**
- Passing score on content-specific PRAXIS II or ACTFL exam.

In addition, applicants for student teaching must have:

- Completed at least 8 semester credits hours with a G.P.A of 3.0 with Viterbo.
- Earned a B or above in EDUP 555 OR a C with an Improvement Plan that clearly indicates the plan and commitment for improvement which is approved by the admission committee.
- Demonstrated competency in reading and writing through successful completion (grades of C or above) in first 8 semester hours with Viterbo.
- To student teach, a minimum score of '3' must be received in all categories on the Attitude and Disposition form to show proficiency. A current faculty member must complete one survey, while a supervisor in your current position should complete the other survey. The Attitude and Disposition survey is an electronic evaluation sent at the time of application for admission to the program. Any score of '1- Does Not Meet' or '2 – Approaches Expectations' in any category is unacceptable.
  - The Attitude and Disposition survey is an electronic evaluation sent at the time of application for student teaching.
- Successful field experience completion (at time of application) with a plan for completion of required field experiences prior to student teaching, with passing evaluations from cooperating teachers, approved by the Education Program Coordinator.
- Demonstrated competency in oral communication with a grade of B/C or higher on the oral communication summative assessment in EDUP 555 Curriculum Instruction and Assessment

The applicant must submit a Student Teaching application and meet the following criteria:

- Two Attitude and Disposition Forms
- Criminal Background Check Permission Form
  - Evidence of a current criminal background check prior to student teaching. If you do not have a current criminal background, check you will be required to obtain one.
- Conduct and Competency Form
- (Elementary Post Baccalaureate Students Only) The Foundation of Reading Test (FORT) must be taken before student teaching begins. (Failure to pass the FORT does not prohibit the candidate

from student teaching. However, until a passing score (233) is earned, the individual is not qualified for submission to DPI as a candidate for teacher licensing).

- All degree requirements except Seminar and Student Teaching must be completed before student teaching. Exceptions are made in special circumstances to this plan by approval from the Assistant Dean of the School of Education and committee.
- A completed conduct and competency form.

## STUDENT TEACHING SCHEDULE

All degree requirements except Seminar and Student Teaching courses must be completed before student teaching. (Exceptions are made in special circumstances to this plan by approval from the Executive Director of School of Education and committee.)

Student teachers seeking their initial license must teach full days for a full semester following the cooperating school's schedule. For students seeking an additional teacher license, the student teaching shall be for a duration determined by the Education Program Coordinator and Department Chair to be necessary for the student to gain the necessary clinical experience for the additional license.

The Education Program Coordinator assigns the student a placement and a cooperating teacher or team of cooperating teachers and a program supervisor. All placements will provide the student opportunities to interact with and adapt instruction for children with disabilities.

Student teachers are typically not allowed to participate in athletics or other co-curricular Viterbo or community activities due to the demands of student teaching and the FORT exam. Students who would like to participate in coaching or advising activities at their site placement should contact the Education Program Coordinator. Student teachers are typically not placed in the school from which they graduated or where their children attend.

## STUDENT TEACHING PLACEMENT LEVELS

- Full Semester placements may be granted assuring evaluated field experiences in a variety of levels prior to student teaching. This must be requested on the student teaching application and will be verified and approved by the Education Coordinator.
- Students who are currently teaching in a school and hold a Tier 1 with Stipulations license from the Wisconsin Department of Public Instruction may be allowed to complete student teaching for the full semester in their current classroom. Students will be assigned a qualified cooperating teacher and program supervisor. This must be requested through the student teaching application and will be verified and approved by the Education Coordinator.

## ORGANIZING FOR STUDENT TEACHING

In the semester prior to student teaching, each student teacher will visit with the prospective cooperating teacher. At the time of that visit, mutual expectations will be explored. This is a time for sharing strengths, interests, and needs. Additional meeting dates will be set, and curriculum materials

are given to the student teacher. It would be helpful for the cooperating teachers to share sample lesson plans prior to teaching, thus helping the student teachers anticipate student response and estimated length of time needed to carry out lesson objectives. Because student teachers are in the beginning stages of teaching, their lesson plans will be much more detailed than those of experienced teachers.

It is essential that the student teacher plan every unit and lesson carefully. The planning process should be shared with the cooperating teacher prior to teaching the lesson in order to draw on the cooperating teacher's expertise. Plans must be readily available to the university supervisor when a visit is made. Shared planning is an enriching experience for both participants. Planning conferences should be scheduled frequently.

The student teacher must prepare long-range and daily lesson plans. See Moodle, Post Baccalaureate Page, for the Viterbo University Lesson Plan and the Essential Elements. All these elements must be included.

### THE STUDENT TEACHER

A student teaching program can be of maximum effectiveness only when university and cooperating school personnel work together to provide a favorable atmosphere in which student teachers are stimulated to develop as effective teachers.

### THE COOPERATING TEACHER

The cooperating teachers are selected according to criteria specified by the Wisconsin Department of Public Instruction (PI 34.023). Cooperating teachers and school-based supervisors must meet all of the following requirements:

- Holds a valid Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
- Volunteered for an assignment as a cooperating teacher or school-based supervisor.
- Has at least 3 years of teaching experience, including one year of experience at the current place of employment, or at least 3 years of pupil services or administrator experience, including one year of experience at the current place of employment.
- Has completed training in the supervision of clinical students and the applicable standards under subchapter II. Viterbo offers EDUC 513 or a self-paced online training module for any cooperating teacher who needs this training.

The cooperating teacher is a classroom teacher who willingly accepts the responsibility for guidance of a student teacher. The most effective cooperating teacher is one who possesses enthusiasm for guiding student teachers. Skill in human relations, a broad background of knowledge and techniques, and high-quality planning—both daily and long range—are essential. The cooperating teacher occupies a key role in making the student teacher's experience a successful and satisfying one.

The cooperating teacher should give instructions and guidance to the student teacher in private and should refrain from interrupting when the student teacher is teaching. It is important that the cooperating teacher be supportive of the student teacher in order to build confidence during the student teaching experience.

The cooperating teacher is responsible for:

- acquiring an understanding of the university program, its general philosophy and objectives, with special attention being devoted to the student teaching program;
- becoming acquainted with the background materials provided by the student teacher;
- creating a friendly atmosphere conducive to a harmonious working relationship with the student teacher. This relationship is based on mutual respect;
- orienting the student teacher to the school. This includes helping the student teacher to become acquainted with the members of the teaching staff, the students, the clerical personnel, and all service personnel. It also involves helping the student to become familiar with the entire school campus, including all available instructional facilities and the location of teaching materials;
- orienting the student teacher to the work of the classroom. This includes helping the student teacher understand the curriculum, the long-range plan for the particular group of students, as well as the plan of the current unit and daily plans for lessons and understanding of the students and their individual needs;
- finding ways for the student teacher to assist in the classroom as soon as possible after arrival;
- providing an increasing number of opportunities for the student teacher to assume more responsibility for the work of the group. It is important that the student teacher be given virtually complete responsibility for the classroom by the end of the semester;
- providing daily and periodic constructive criticism of and feedback on the student teacher's work;
- discussing with the student teacher the criteria used in final evaluation and the letter grade she/he is recommending;
- conferring with the student teacher and university supervisor(s) at least twice during each one-quarter placement.

## THE EDUCATION PROGRAM COORDINATOR

The Education Program Coordinator serves as the coordinator of the Student Teacher Program.

The coordinator:

- promotes the development of policies governing student teaching;
- administers and facilitates the Student Teaching Program;
- coordinates the efforts of the university supervisors;
- facilitates communication with superintendents, the principals, and the cooperating teachers;
- carries out evaluation of the Teacher Education Program and its graduates

## UNIVERSITY SUPERVISORS

The student teacher supervisor is chosen based on the following criteria:

- excellence in teaching the specialty subject matter areas(s),
- experience at the instruction grade level,
- expertise in the specialty subject matter area(s).

Each supervisor of student teaching:

- attends the orientation provided by the Education Program Coordinator if applicable
- helps to promote a thorough understanding of the student teaching program through conferences with the cooperating teachers and student teachers;
- visits the student teacher six times, writes an evaluation, and holds a three-way conference with the student teacher and the cooperating teacher (at least three times during the semester). The visits should be well spaced so that the progress of each student will be more readily discernible. After each visit, the supervisor holds a conference with the student teacher and confers with the cooperating teacher in order to discuss observed strengths and weaknesses;
- helps the student teacher with lesson/unit planning;
- confers with the cooperating teacher relative to the work of the student teacher.

## REQUIRED STUDENT TEACHING SEMINAR

The student teaching seminar course is scheduled throughout the student teaching semester. The purpose of the seminar is to review and evaluate student teaching activities and to discuss topics of special interest to future teachers. The catalog description of the seminar is as follows:

Seminar is designed to assist teacher licensure students in integrating theory with practice through discussion and individual conferences. Special emphasis on specific aspects of the teaching profession such as contracts, career and life planning, interviews, professional organizations, legal rights, and licensure are covered.

## TIMELINE FOR STUDENT TEACHING RESPONSIBILITIES

Observation, participation, and responsible teaching are the three objective components of a successful student teaching experience. It is recommended that student teachers be given responsibility for conducting classroom activities during the first week.

- **Observation:** The student teacher must observe with clear purposes in mind. It is helpful to prepare a plan for observation and to record observations made. The student teacher should become thoroughly acquainted with the school's physical plan, administrative organization, curriculum, academic and nonacademic staff, and community.
- **Participation:** The student teacher is expected to participate actively in the classroom. Participation includes helping individual students who are having difficulties and working with small groups. Such duties could include assisting with routines, keeping records, checking

written work, preparing and using teaching materials and technological aids, and developing appropriate learning experiences. Supervision of halls, lunchroom, and library may also be done with the cooperating teacher. It is expected that the student teacher will seek opportunities for involvement rather than wait for the cooperating teacher to assign responsibilities.

- **Assuming Full Teaching Responsibilities:** The student teachers are expected to assume the principal role of teaching as soon as the student teacher and cooperating teacher agree that the student is ready. It is expected that student teachers will, through gradual induction, assume complete responsibility of the classroom. It is expected that the student teacher will complete at least two weeks of lead teaching during each quarter.

## RESPONSIBILITIES OF STUDENT TEACHERS

The student teacher is responsible for the following:

- conforming to the standards of conduct and dress of the school;
- making the cooperating teacher aware of one's background, interests, and ambitions;
- becoming acquainted with the professional and service personnel in the school including guidance services, consultant services, health services, technology departments, the library, and reviewing school handbooks;
- meeting all responsibilities promptly and effectively;
- demonstrating professional ethics by maintaining confidentiality;
- learning the names of pupils in the classroom;
- taking the initiative in seeking help;
- familiarizing oneself with long-range and unit plans currently being used by the cooperating teacher;
- completing daily lesson plans for use in teaching and making them available to the cooperating teacher for examination, feedback, and revision, when necessary, at least one day in advance of scheduled use;
- participating in activities during school hours, such as field trips, lunchroom and study hall supervision, and club meetings;
- assisting with activities after school hours such as parent-teacher conferences, club meetings, etc.;
- attending the cooperating school in-service meetings;
- evaluating one's work as a student teacher and working toward improvement;
- showing readiness to assume increasing responsibility as the quarter progresses;
- attending faculty meetings as scheduled;
- attending weekly student teaching seminars at Viterbo University;
- inviting the building principal in for at least one observation.

## EVALUATION OF STUDENT TEACHING

The Application of Theory into Practice (ATP) Rubric (see Appendix B) is used for evaluation of a teacher candidate during all phases of field experience and Student Teaching. During a Student Teaching placement, the ATP Rubric is used in each observation/evaluation of the teacher candidate and discussed in conferences between the student, university supervisor and cooperating teacher.

The student teaching experience results in the student being able to demonstrate greater knowledge and understanding of the standards. Successful performance shall be measured using all of the following:

- A minimum of 3 classroom supervisory visits of at least one hour in length made to each student teacher by the university supervisor. Supervisors with teaching experience and expertise in the specialty subject matter area and at the grade level of pupils being taught by the student teacher shall participate in the classroom supervision.
- At least 2 written evaluations of each student based upon classroom observations by the cooperating teacher or by the university supervisor. At least one of the evaluations shall be written by the cooperating teacher. Evaluation procedures shall include conferences involving the student teacher, the cooperating teachers and the university supervisors. The cooperating teacher's evaluation of the student teacher shall become part of the student's record.
- The student teacher shall determine the evaluations that may be available to prospective employers.

## EVALUATION CONFERENCES/FORMS

Conferences with student teachers are formative and held for the purpose of reflection, continuous improvement, planning, and evaluation. The time for these conferences is to be determined cooperatively. The student teacher is expected to keep student and school information confidential so that the cooperating teacher is free to share pertinent information concerning pupils.

A conference with the student teacher may be requested at any time by the university supervisor. However, after each visitation a conference with the student teacher and the university supervisor should be arranged. One of these conferences per quarter (two per semester) must include the cooperating teacher.

The student teacher is encouraged to take some initiative in planning for and discussing various aspects of teaching. A student teacher will develop and improve by exchanging ideas and experiences with professionals.

*\*Note: All materials can be found on the Ed Majors page on Moodle.*

## ATTENDANCE POLICY

Student teachers follow each cooperating school's calendar and daily schedule and are expected to be in attendance full time at their cooperating school throughout the semester. Student teachers must notify the School of Education Office, the cooperating teacher, and the university supervisor(s) of the absence. This must be done by 7:00 a.m. on the day of the absence. In the event of a teachers' strike, or work-stoppage, the student will not report to the school and will not participate in the event.

## GRADES FOR STUDENT TEACHING

The cooperating teacher and the university supervisor(s) will determine a credit/no-credit status for the student teacher's work. The final determination assigned to a student teacher represents a compilation of performance on all criteria.

## REMOVAL FROM STUDENT TEACHING

Teacher candidates will continue with their student teaching experience provided they make satisfactory progress as determined by the cooperating teacher and university supervisor and receive favorable evaluations. However, the School of Education recognizes the right of the host school cooperating teacher, principal, or university supervisor to request the dismissal of a student from a student teaching position. If such a request is made, action will be taken immediately.

A teacher candidate may be removed from a student teaching assignment if the teacher candidate's performance or behavior is judged to be adversely affecting the pupils, the host school, or the university. If the teacher candidate demonstrates behaviors that would require a leave of absence or dismissal for someone on the regular teaching staff, the teacher candidate will be removed.

Teacher candidates who are not successful in their student teaching experience may be required to participate in a remediation program plan before School of Education approval may be granted to student teach in a subsequent semester.

## LEGAL RESPONSIBILITIES

- It should be noted that the student teacher is not licensed and hence must work under the supervision of certified personnel.
- When the cooperating teacher is absent, the school will provide a substitute teacher. Because of liability, the student teacher cannot take the place of the regular classroom teacher when said teacher is out of the building.
- DPI mandates that students complete student teaching for full days/full semester. Student teachers must be teaching in the classroom that was agreed upon when the placement was made regardless of licensure status

## THE RECOMMENDATION

The student teacher may request a letter of recommendation from the cooperating teacher(s), the university supervisor(s), the school administrators, and other school or university personnel with whom the student has worked.



## APPLICATION FOR CERTIFICATION

All students need to complete the Application for Certification form prior to completing student teaching. The Education Coordinator will email this form to students during their final semester. See appendix for form.

## LICENSURE

Students who complete the education program sequence with a cumulative GPA of 2.75 or higher, and any other required tests are eligible for an initial educator license from the Wisconsin Department of Public Instruction.” (Teacher Education Program Approval Rules and Appeal Procedure PI 34, Wisconsin Department of Public Instruction). Access licensure application and information at <http://tepd.dpi.wi.gov/licensing/apply-for-a-license>. The student completes the online application (ELO) as directed after the completion of assessments and the completion of student teaching.

Graduates seeking certification outside of the State of Wisconsin should conduct an Internet search for the department of education in the target state. Most state department of education websites include license application forms which can be downloaded.

## NEA CODE OF ETHICS

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these principles is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards on which to judge conduct.

The remedies specified by the NEA and/or affiliates for the violation of any provision shall be enforceable by any form other than one specifically designated by the NEA or its affiliates.

### **PRINCIPLE I—COMMITMENT TO THE STUDENT**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

#### **In fulfillment of the obligation of the student, the educator:**

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points to view.

3. Shall not deliberately suppress or distort subject matter relevant to the subject's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to their health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or
7. religious beliefs, family, social or cultural background, or sexual orientation unfairly:
8. Exclude any student from participation in any program;
9. Deny benefits to any student;
10. Grant any advantage to any student.
11. Shall not use professional relationships with students for private advantage.
12. Shall not disclose information obtained in the course of professional services, unless disclosure serves a compelling professional purpose or is required by law.

## **PRINCIPLE II – COMMITMENT TO THE PROFESSION**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator will exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in the application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualification.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry in the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist the non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Source: National Education Association, Washington D.C. 1975.



## APPENDIX A: School of Education Field Experience Verification Form

**Student Name (first & last):** Click or tap here to enter text.

- The student will complete the following information and the signature of the supervisor (i.e., classroom teacher, principal) verifies these hours and activities.
- The student will return this form to the Education Coordinator; by the end of the semester.
- **STUDENTS: You will not be given credit unless the teacher signs.**

**Field Experience Information:** Click or tap here to enter text.

**Elementary Level (K-5) Experience:** Click or tap here to enter text.

Name of school(s) in which the experience took place: Click or tap here to enter text.

Grade(s) / Classroom teacher name and email address: Click or tap here to enter text.

Activities: Click or tap here to enter text.

Total Hours: Click or tap here to enter text.

Supervisor Signature: \_\_\_\_\_

(Signature indicates verification of hours and experience)

**Middle Level (6-8) Experience:** Click or tap here to enter text.

Name of school(s) in which the experience took place: Click or tap here to enter text.

Grade(s)/Classroom teacher name and email address: Click or tap here to enter text.

Activities: Click or tap here to enter text.

Total Hours: Click or tap here to enter text.

Supervisor Signature: \_\_\_\_\_

(Signature indicates verification of hours and experience)

**Secondary Level (9-12) Experience:** Click or tap here to enter text.

Name of school(s) in which the experience took place: Click or tap here to enter text.

Grade(s) / Classroom teacher name and email address: Click or tap here to enter text.

Activities: Click or tap here to enter text.

Total Hours: Click or tap here to enter text.

Supervisor Signature: \_\_\_\_\_

(Signature indicates verification of hours and experience)

## APPENDIX B: APPLICATION OF THEORY INTO PRACTICE (ATP) FORM



Teacher Candidate: Click or tap here to enter text.	Program: Choose an item.
Placement Site: Click or tap here to enter text.	Certification Area (e.g., Art, Chemistry, Spanish, e.): Click or tap here to enter text.
Cooperating Teacher: Click or tap here to enter text.	
University Supervisor: Click or tap here to enter text.	Experience Type: Choose an item.
Course Number: Click or tap here to enter text.	Date: Click or tap to enter a date.

**Directions:** Please rate the teacher candidate on each of the WI Teacher Standards (PI 34.002) using the following rubric.

**Note:** N/A option should only be used when evaluating teacher candidates in Field Experiences I, II and III.

\* For student teaching, a numerical rating for is required for all standards. To demonstrate proficiency in all standards, a score of '3' or above must be earned on all standards.

THE LEARNER AND LEARNING				
<p><b>Standard 1- Learner Development:</b> 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. <i>The teacher candidate:</i></p>				
4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A

<input type="checkbox"/> plans developmentally appropriate learning experiences based on knowledge of learners' personal, cultural and/or community assets	<input type="checkbox"/> plans developmentally appropriate learning experiences for the whole group that are responsive to individual learners' academic strengths, interests, and/or needs	<input type="checkbox"/> inconsistently plans developmentally appropriate learning experiences for whole group	<input type="checkbox"/> does not plans developmentally appropriate learning experiences	<input type="checkbox"/>
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**Standard 2 – Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. *The teacher candidate:*

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates and/or engages with community to plan and implement instructional supports that facilitate an inclusive learning environment	<input type="checkbox"/> plans and implements instructional supports that facilitate an inclusive learning environment	<input type="checkbox"/> sometimes plans instructional supports that facilitate an inclusive learning environment	<input type="checkbox"/> rarely identifies and describes instructional supports	<input type="checkbox"/>

**Standard 3 – Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. . *The teacher candidate:*

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates with colleagues and learners to create a safe and engaging learning environment that supports positive social interaction between learners	<input type="checkbox"/> creates a safe and engaging learning environment that supports positive social interaction	<input type="checkbox"/> attempts to create a safe and engaging learning environment that supports positive social interaction	<input type="checkbox"/> rarely plans for and/or creates a safe learning environment	<input type="checkbox"/>

	<input type="checkbox"/> demonstrates respect for and responsiveness to individual learners	<input type="checkbox"/> sometimes demonstrates respect for learners	<input type="checkbox"/> rarely demonstrates respect for learners	<input type="checkbox"/>
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**Comments (Standards 1, 2 & 3):**

Click or tap here to enter text.

<b>CONTENT KNOWLEDGE</b>				
<b>Standard 4 – Content Knowledge:</b> 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. <i>The teacher candidate:</i>				
<b>4 - Exemplary</b>	<b>3 - Proficient</b>	<b>2- Emerging</b>	<b>1 - Underdeveloped</b>	<b>N/A</b>

<input type="checkbox"/> communicates accurate content through use of multiple explanations and representations, providing meaningful and relevant opportunities for learners to apply content	<input type="checkbox"/> communicates accurate content through use of multiple explanations and representations, providing meaningful and relevant opportunities for learners to apply content	<input type="checkbox"/> sometimes communicates accurate content through use of multiple explanations and representations	<input type="checkbox"/> communicates inaccurate content at times	<input type="checkbox"/>
<input type="checkbox"/> anticipates learner misconceptions and errors and purposefully plans to make the content more accessible to all learners	<input type="checkbox"/> recognizes and responds to learner misconceptions and errors and uses information to adjust subsequent plans and/or current instruction	<input type="checkbox"/> rarely recognizes and responds to learner misconceptions and errors	<input type="checkbox"/> does not recognize learner misconceptions and errors in content	<input type="checkbox"/>
<input type="checkbox"/> creates opportunities for learners to practice academic language demands and implements whole class and individual learner supports that make the content accessible to all learners	<input type="checkbox"/> creates opportunities for learners to practice academic language demands and implements whole class supports that make the content accessible to learners	<input type="checkbox"/> sometimes identifies academic language demands and creates opportunities for learners to practice the language	<input type="checkbox"/> rarely identifies academic language demands	<input type="checkbox"/>

<b>Standard 5 – Application of Content:</b> 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. <i>The teacher candidate:</i>				
<b>4 - Exemplary</b>	<b>3 - Proficient</b>	<b>2- Emerging</b>	<b>1 - Underdeveloped</b>	<b>N/A</b>
<input type="checkbox"/> engages learners independently and collaboratively in critical thinking or problem solving that allows learners to generate their own ideas about the content	<input type="checkbox"/> engages learners in critical thinking or problem solving	<input type="checkbox"/> inconsistently engages learners in critical thinking or problem solving	<input type="checkbox"/> does not engage learners in critical thinking or problem solving	<input type="checkbox"/>



**Comments (Standards 4 & 5):** Click or tap here to enter text.

## INSTRUCTIONAL PRACTICE

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

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> uses multiple methods of assessment that span depth of knowledge levels	<input type="checkbox"/> uses multiple methods of assessment that are aligned to learning objectives	<input type="checkbox"/> sometimes uses assessment that is aligned to learning objectives	<input type="checkbox"/> rarely uses assessment that is misaligned or loosely tied to learning objectives	<input type="checkbox"/>

<input type="checkbox"/> engages the learner in analyzing data and setting learning goals	<input type="checkbox"/> analyzes assessment data to provide meaningful feedback to address patterns and gaps in learning and to guide planning and instruction	<input type="checkbox"/> sometimes uses assessment data to provide meaningful feedback aligned to learning objectives	<input type="checkbox"/> rarely uses assessment data and provides inaccurate and/or superficial feedback	<input type="checkbox"/>
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**Standard 7 – Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context. *The teacher candidate:*

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates with others to select and/or create, and sequences <b>personalized</b> learning experiences that are aligned to curriculum goals and/or content standards	<input type="checkbox"/> <b>collaborates with others</b> to select and/or create, and sequences learning experiences that are aligned to curriculum goals and/or content standards, and makes the content relevant to learners	<input type="checkbox"/> sometimes selects and/or creates, and sequences learning experiences that are aligned to curriculum goals and/or content standards, and sometimes makes content relevant to learners	<input type="checkbox"/> selects and/or creates <b>inappropriate</b> and/or irrelevant learning experiences	<input type="checkbox"/>
<input type="checkbox"/> adjusts plans based on individual learner's response	<input type="checkbox"/> adjusts plans based on learners' response	<input type="checkbox"/> inconsistently plans learning experiences based on learners' prior knowledge/skill or information from assessment	<input type="checkbox"/> rarely plans learning experiences based on learners' prior knowledge/skill or information from assessment	<input type="checkbox"/>

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

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates with learners to determine instructional strategies that support learning objectives and content standards	<input type="checkbox"/> uses various instructional strategies that support learning objectives and content standards in a way that makes learning accessible to all learners	<input type="checkbox"/> sometimes uses different instructional strategies that support learning objectives and content standards	<input type="checkbox"/> uses a single instructional strategy that supports learning objectives and content standards	<input type="checkbox"/>
<input type="checkbox"/> engages learners in the design and implementation of higher level learning in relevant and meaningful ways	<input type="checkbox"/> engages learners in higher level learning in relevant and meaningful ways	<input type="checkbox"/> sometimes engages learners in higher level learning	<input type="checkbox"/> engages learners in <b>low level learning</b>	<input type="checkbox"/>

**Comments (Standards 6, 7 & 8):**

Click or tap here to enter text.

## PROFESSIONAL RESPONSIBILITY

**Standard 9 – Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet. *The teacher candidate:*

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> participates in an ongoing cycle of reflection, continuously working to improve practice, in order to adapt instruction for whole groups and individual learners	<input type="checkbox"/> seeks, reflects upon and uses feedback to adapt instruction for the whole group and individual learners	<input type="checkbox"/> sometimes reflects upon and uses feedback to adapt instruction for the whole group	<input type="checkbox"/> accepts and reflects upon feedback to evaluate the effects of his/her decisions on others	<input type="checkbox"/>

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

4 - Exemplary	3 - Proficient	2- Emerging	1 - Underdeveloped	N/A
<input type="checkbox"/> collaborates with colleagues, other school professionals, families, learners and community to support learner growth and development	<input type="checkbox"/> collaborates with colleagues, families, and learners to support learner growth and development	<input type="checkbox"/> sometimes collaborates with colleagues to support learner growth and development	<input type="checkbox"/> rarely collaborates with colleagues	<input type="checkbox"/>
<input type="checkbox"/> assumes leadership roles that promote and advance the profession	<input type="checkbox"/> engages in advocacy efforts that contribute to student learning and to the profession	<input type="checkbox"/> sometimes demonstrates professional behaviors and sometimes engages in advocacy efforts that contribute to student learning	<input type="checkbox"/> rarely demonstrates <b>professional behaviors</b>	<input type="checkbox"/>

**Comments (Standards 9 & 10):**

Click or tap here to enter text.

**OVERALL ASSESSMENT OF TEACHER CANDIDATE'S PERFORMANCE**

- Progressing (Student Teaching Midterm Only)
- Ready to Advance
- Develop Support Plan

**Overall Comments:**

Click or tap here to enter text.

## APPENDIX C: ATTITUDES AND DISPOSITIONS FORM

	<b>Exceeds Expectation—4</b>	<b>Meets Expectation—3</b>	<b>Approaches Expectation—2</b>	<b>Does Not Meet—1</b>
<p><b>Attendance</b></p> <p>WI Standards: 10</p>	<ul style="list-style-type: none"> <li>• Arrives early to class</li> <li>• Always makes arrangements with instructor when absent</li> <li>• Always gets materials for missed content</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently attends class</li> <li>• Is on time</li> <li>• Usually makes arrangements with instructor when absent</li> <li>• Usually gets materials for missed content</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally misses class</li> <li>• Rarely is tardy</li> <li>• Sometimes makes arrangements with instructor when absent</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits a pattern of absence</li> <li>• Often tardy</li> <li>• Provides no reason for missing class</li> <li>• No arrangements with instructor when absent</li> </ul>
<p><b>Class Participation</b></p> <p>WI Standards: 4</p>	<ul style="list-style-type: none"> <li>• Exceptional quality work</li> <li>• Learning is at a deep level</li> <li>• Work demonstrates reflective quality</li> <li>• Uses many quality resources to add to the breadth and depth of assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to detail is evident in work</li> <li>• Work is sequential and logical</li> <li>• Work shows evidence of thoughtful analysis</li> <li>• Adequate time and planning evident in work</li> <li>• Seeks and uses new resources to complete assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Work is often correct</li> <li>• Assignments show a basic grasp of the intent</li> <li>• Student makes use of some additional resources to complete assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no attention to quality for assignments</li> <li>• Errors evident</li> <li>• Emphasis on getting work done rather than learning</li> <li>• Uses current knowledge rather than outside resources</li> </ul>
<p><b>In-Class Performance</b></p> <p>WI Standards: 5, 6</p>	<ul style="list-style-type: none"> <li>• Always shows initiative in class activities</li> <li>• Applies knowledge</li> <li>• Frequently makes connections with prior learning</li> <li>• Frequently asks questions to extend the conversation</li> <li>• Shows intellectual interest</li> <li>• Always demonstrates</li> </ul>	<ul style="list-style-type: none"> <li>• Usually actively engaged in class</li> <li>• Usually shows interest in class activities</li> <li>• Volunteers to respond to questions</li> <li>• Actively participates in discussions</li> <li>• Stays focused in class</li> <li>• Completes outside preparation in order to participate fully in</li> </ul>	<ul style="list-style-type: none"> <li>• Often attentive in class</li> <li>• Responds when called upon</li> <li>• Some effort to volunteer in discussions</li> <li>• Some effort put forth in class activities</li> <li>• At times demonstrates higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Inattentive in class</li> <li>• Attends to materials not related to the class</li> <li>• Rarely participates in class discussions</li> <li>• May distract others</li> <li>• Does not demonstrate having done the necessary outside preparation to participate in class</li> </ul>

	higher-order thinking	class <ul style="list-style-type: none"> <li>Often demonstrates higher-order thinking</li> </ul>		
<b>Self-Reflection</b> WI Standards: 9	<ul style="list-style-type: none"> <li>Recognizes strengths and utilizes them</li> <li>Actively seeks out suggestions to promote growth</li> <li>Regularly engages in critical thinking and analysis of one's behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes strengths</li> <li>Accepts suggestions to promote growth</li> <li>Demonstrates the ability to learn through self-reflection</li> <li>Willing to recognize weaknesses as a way to overcome them</li> </ul>	<ul style="list-style-type: none"> <li>Some recognition of strengths</li> <li>Can be defensive regarding constructive criticism</li> <li>Sometimes is self-reflective</li> <li>Beginning to recognize weaknesses and how to overcome them</li> </ul>	<ul style="list-style-type: none"> <li>Does not recognize personal limitations</li> <li>Does not accept constructive criticism</li> <li>Little evidence of reflective thought as a means of overcoming weaknesses.</li> </ul>
<b>Appreciation of Diversity</b> WI Standards: 1, 2	<ul style="list-style-type: none"> <li>Actively seeks out opportunities to work with those of different abilities, gender, race, or ethnicity</li> <li>Always shows deep compassion for others</li> <li>Always listens actively</li> <li>Always values opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>Willingly works with those from different abilities, races, gender, or ethnic groups</li> <li>Shows concern for others and their needs</li> <li>Listens carefully to others</li> <li>Respects the views of others</li> </ul>	<ul style="list-style-type: none"> <li>Accepts others who are different</li> <li>Is respectful and responsive to ideas of others</li> <li>Usually interacts with others in a polite manner</li> <li>Shows some awareness of the needs of others</li> <li>Often engages in active listening</li> </ul>	<ul style="list-style-type: none"> <li>Usually works with those who are like him/her</li> <li>Can be intolerant, disrespectful, or unresponsive to the ideas of others</li> <li>Main concern seems to be for self</li> </ul>
<b>Collaboration</b> WI Standards: 9, 10	<ul style="list-style-type: none"> <li>Always promotes group goals</li> <li>Contributes above and beyond what is expected</li> <li>Always encourages the use of ideas from all members</li> <li>Works to actively advance success for the good of all</li> </ul>	<ul style="list-style-type: none"> <li>Usually promotes group goals</li> <li>Usually contributes more than is expected</li> <li>Usually encourages the use of others' ideas</li> <li>Usually works to advance the success of all members of the group</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes promotes group goals</li> <li>Sometimes contributes more than is expected</li> <li>Sometimes encourages the use of others' ideas</li> <li>Sometimes works to advance the success of all members of the group</li> </ul>	<ul style="list-style-type: none"> <li>Puts forth minimal effort</li> <li>Does not promote group goals</li> <li>Does not encourage the use of others' ideas</li> <li>Does not work to advance the success of all members of the group</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Speaking is flawless</li> <li>Writing is without errors</li> <li>Always expresses ideas</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses correct grammar in oral communication</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses correct grammar in oral communication</li> </ul>	<ul style="list-style-type: none"> <li>Typically uses incorrect grammar in oral communication</li> </ul>



<p>WI Standards: 4</p>	<p>clearly</p> <ul style="list-style-type: none"> <li>Always is articulate when speaking before groups</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses correct grammar and punctuation in writing</li> <li>Usually expresses ideas clearly</li> <li>Is usually articulate when speaking before groups</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses correct grammar and punctuation in writing</li> <li>Sometimes expresses ideas clearly</li> <li>Sometimes is articulate when speaking before groups</li> </ul>	<ul style="list-style-type: none"> <li>Typically uses incorrect grammar and punctuation in writing</li> <li>Typically does not express ideas clearly</li> <li>Typically is not articulate when speaking before groups</li> </ul>
<p><b>Emotional Responsibility</b></p> <p>WI Standards: 1, 2, 3</p>	<ul style="list-style-type: none"> <li>Always maintains composure</li> <li>Always respect viewpoints of others</li> <li>Always treats others with dignity</li> <li>Is usually accountable and responsible for his/her emotions and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Usually maintains composure</li> <li>Usually respect viewpoints of others</li> <li>Usually treats others with dignity</li> <li>Is usually accountable and responsible for his/her emotions and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes maintains composure</li> <li>Sometimes respect viewpoints of others</li> <li>Sometimes treats others with dignity</li> <li>Is sometimes accountable and responsible for his/her emotions and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Emotions are not under control;</li> <li>May lose temper or show outbursts of emotion;</li> <li>Can be disrespectful with others;</li> <li>Does not take personal responsibility for emotions or behaviors</li> <li>Blames others or outside forces for loss of emotional control.</li> </ul>
<p><b>Ethical Behavior</b></p> <p>WI Standards: 9</p>	<ul style="list-style-type: none"> <li>Always honest in communication and in academic work</li> <li>Always can be counted on to keep personal confidence</li> <li>Is always trustworthy</li> <li>Can always be depended upon</li> </ul>	<ul style="list-style-type: none"> <li>Usually is honest in communication and in academic work</li> <li>Usually can be counted on to keep personal confidence</li> <li>Is usually trustworthy</li> <li>Can usually be depended upon</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes is honest in communication and in academic work</li> <li>Sometimes can be counted on to keep personal confidence</li> <li>Is sometimes trustworthy</li> <li>Can sometimes be depended upon</li> </ul>	<ul style="list-style-type: none"> <li>Shows a pattern of dishonest or deceitful behaviors, including academic dishonesty;</li> <li>Fails to use discretion in keeping personal confidences;</li> <li>Cannot be counted on to keep word or to follow through as promised.</li> </ul>
<p><b>Organization</b></p> <p>WI Standards: 7</p>	<ul style="list-style-type: none"> <li>Always handles multiple tasks and demands with efficiency and ease.</li> </ul>	<ul style="list-style-type: none"> <li>Handles multiple tasks and demands adequately.</li> </ul>	<ul style="list-style-type: none"> <li>At times demonstrates difficulty handling multiple tasks and/or demands.</li> </ul>	<ul style="list-style-type: none"> <li>Candidate is unable to handle multiple tasks and or demands.</li> </ul>

<p><b>Collegiality</b></p> <p>WI Standards: 9, 10</p>	<ul style="list-style-type: none"> <li>Always seen as a valued colleague</li> <li>Always able to give and take suggestions and constructive criticism</li> <li>Always works hard to promote the success of all with whom he/she works.</li> </ul>	<ul style="list-style-type: none"> <li>Usually seen as a valued colleague</li> <li>Usually able to give and take suggestions and constructive criticism</li> <li>Usually works hard to promote the success of all with whom he/she works.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes seen as a valued colleague</li> <li>Sometimes able to give and take suggestions and constructive criticism</li> <li>Sometimes works hard to promote the success of all with whom he/she works.</li> </ul>	<ul style="list-style-type: none"> <li>Is not dependable</li> <li>Is seen as being self-centered</li> <li>Can be controlling</li> <li>Refuses suggestions or constructive criticism</li> </ul>
<p><b>Flexibility</b></p> <p>WI Standards: 2</p>	<ul style="list-style-type: none"> <li>Always responds to unexpected challenges or changes in a creative, productive manner.</li> </ul>	<ul style="list-style-type: none"> <li>Is usually able to adjust, redirect, and deal with challenges or changes that are not expected.</li> </ul>	<ul style="list-style-type: none"> <li>Is often unable to adjust, redirect, or deal with unexpected challenges or changes.</li> </ul>	<ul style="list-style-type: none"> <li>Is rigid and shows little ability to handle unexpected challenges or changes that come up.</li> </ul>
<p><b>Attitude</b></p> <p>WI Standards: 3</p>	<ul style="list-style-type: none"> <li>Always finds good in situations</li> <li>Is always able to see the good in others</li> <li>Always sees possibilities as opposed to obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Usually finds good in situations</li> <li>Is usually able to see the good in others</li> <li>Usually sees possibilities as opposed to obstacles</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes finds good in situations</li> <li>Sometimes is able to see the good in others</li> <li>Sometimes sees possibilities as opposed to obstacles</li> </ul>	<ul style="list-style-type: none"> <li>Tends to see the obstacle, as opposed to the opportunity</li> <li>Negative attitude is often hard to ‘break through’</li> <li>Resists suggestions for change.</li> </ul>
<p><b>Response to Students</b></p> <p>WI Standards: 1, 3, 8</p>	<ul style="list-style-type: none"> <li>Always responds appropriately and respectfully when communicating with students.</li> </ul>	<ul style="list-style-type: none"> <li>Usually responds appropriately and respectfully when communicating with students.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes responds appropriately and respectfully when communicating with students.</li> </ul>	<ul style="list-style-type: none"> <li>Does not respond appropriately or respectfully when communicating with students.</li> </ul>
<p><b>Classroom Procedures</b></p> <p>WI Standards: 3, 7</p>	<ul style="list-style-type: none"> <li>Directions, procedures, and oral/written language are always communicated clearly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Directions, procedures, and oral/written language are usually communicated clearly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Directions, procedures, and oral/written language are sporadically communicated clearly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>The candidate’ fails to communicate oral or written direction and procedures in a way that is clear and/or accurate.</li> </ul>
<p><b>Adjustment of Lessons</b></p>	<ul style="list-style-type: none"> <li>Always demonstrates flexibility by adjusting lessons, responding to</li> </ul>	<ul style="list-style-type: none"> <li>Usually demonstrates flexibility by adjusting lessons, responding to students</li> </ul>	<ul style="list-style-type: none"> <li>Sporadically demonstrates flexibility by adjusting lessons, responding to</li> </ul>	<ul style="list-style-type: none"> <li>Does not demonstrate flexibility by adjusting lessons, responding to</li> </ul>

WI Standards: 2, 3	<ul style="list-style-type: none"> <li>students</li> <li>Is always persistent.</li> </ul>	<ul style="list-style-type: none"> <li>Usually persistent.</li> </ul>	<ul style="list-style-type: none"> <li>students</li> <li>Sometimes persistent</li> </ul>	<ul style="list-style-type: none"> <li>students</li> <li>Rarely persistent</li> </ul>
<b>Teacher Mindset</b> WI Standards: 1, 9, 10	<ul style="list-style-type: none"> <li>Always serves the needs of all students</li> <li>Always challenges inappropriate behaviors</li> <li>Always takes a leadership role in high-quality decision making in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Usually serves the needs of all students</li> <li>Usually challenges inappropriate behaviors</li> <li>Usually takes a leadership role in high-quality decision making in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes serves the needs of all students</li> <li>Sometimes challenges inappropriate behaviors</li> <li>Sometimes takes a leadership role in high-quality decision making in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the needs of all students</li> <li>Is unresponsive to inappropriate behaviors</li> <li>Does not support leadership roles in high-quality decision making in the classroom.</li> </ul>
<b>Professional Development</b> WI Standards: 9, 10	<ul style="list-style-type: none"> <li>Actively seeks out professional development opportunities</li> <li>Always acts as a leader</li> </ul>	<ul style="list-style-type: none"> <li>Usually seeks out professional development opportunities</li> <li>Usually assists his/her peers.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes seeks out professional development opportunities</li> <li>Occasionally assists peers</li> </ul>	<ul style="list-style-type: none"> <li>The candidate does not seek out or participate in professional development opportunities to enhance content or pedagogical skills.</li> </ul>

Teacher Candidate: \_\_\_\_\_ Student Status:      FR      SO      JR      SR      PB

Course: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

## APPENDIX D: Application for Certificate

Office of the Registrar; Viterbo; 900 Viterbo Drive; La Crosse WI 54601  
Phone: 608-796-3180; registrar@viterbo.edu

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 certificate 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. Please see the catalog in effect at your time of entry for requirements.
- 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.
- This is not an application for state licensure or endorsement.

TYPE OR PRINT CLEARLY IN BLACK INK

ID NUMBER: Click or tap here to enter text.

TODAY'S DATE Click or tap to enter a date.

FULL LEGAL

Name:

\_\_\_\_\_

Last

\_\_\_\_\_

First

\_\_\_\_\_

Middle

\_\_\_\_\_

Maiden

\_\_\_\_\_

home phone

\_\_\_\_\_

cell phone

\_\_\_\_\_

email

I EXPECT TO COMPLETE ALL REQUIREMENTS FOR MY CERTIFICATE/LICENSE IN

MAY  AUGUST  DECEMBER  Year: \_\_\_\_\_

(if you must attend summer term, check August)

I WOULD LIKE MY NAME TO APPEAR ON MY CERTIFICATE EXACTLY AS FOLLOWS. PLEASE PRINT CLEARLY.

-----  
PLEASE MAIL MY CERTIFICATE TO THE BELOW ADDRESS

\_\_\_\_\_

street

\_\_\_\_\_

City

\_\_\_\_\_

State

\_\_\_\_\_

zip

FOR OFFICE USE ONLY – EDUCATION PROGRAMS ONLY

Program Coordinator Approval: \_\_\_\_\_

Date: \_\_\_\_\_

I am applying for the following certificate:

NON-DEGREE PROGRAMS:

- Community Interpreting
- Dietetic Internship (DI)
- Ethical Leadership in Organizations
- Health Care Management
- Innovative Teacher Leadership & Instructional Coaching

EDUCATION PROGRAMS:

IOWA

- PK-12 Principal/Supervisor of Special Education
- Reading 148
- Reading 149
- Reading 176

WISCONSIN

Cross-Categorical Special Education: (be sure to indicate developmental level)

- Cognitive Disabilities  Age Band: Click or tap here to enter text.
- Emotional-Behavioral Disabilities  Age Band: Click or tap here to enter text.
- Specific Learning Disabilities  Age Band: Click or tap here to enter text.

Educational Leadership:

- Principal
- Director of Instruction
- Director of Special Education and Pupil Services
- School Business Administrator
- Superintendent

Post-Bac Initial Licensure: Area Click or tap here to enter text.  Age Band: Click or tap here to enter text.

Reading:

- Reading 316
- Reading 17