School of Education, Professional and Continuing Education

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www.uwlax.edu/soe (https://www.uwlax.edu/soe)

The School of Education, Professional and Continuing Education (EPC, sometimes referred to as the School of Education or SOE) at the University of Wisconsin-La Crosse represents a collection of teacher education programs housed in a variety of departments and colleges across campus. Approximately 700 students are enrolled in teacher education programs at UW-La Crosse (UWL). Students enrolled in teacher education programs benefit from the numerous PK-12 school partnerships, which aim to promote best practices in teaching and learning.

Majors and minors

Mission, vision, and conceptual framework

WI licensure ranges

Admission to teacher education programs

- Department of Educational Studies (DES) programs (EC-MC, MC-EA, EC-A, SPE)
- Physical Education Teacher Education (PETE) Program (p. 4)
- School Health Education (SHE) Program (p. 4)
- Secondary Teacher Education Preparation (STEP) Program (p. 4)

School of Education program requirements for teacher candidates

- General education and statutory requirements (p. 6)
- Retention policy (p. 6)
- Teacher candidate progress review (TCPR) (p. 6)
- Benchmark assessments (testing) requirements (p. 7)
- Disclosing criminal offenses and criminal background check (p. 8)

License to teach application

- Student teaching and internships (p. 8)
- Comprehensive assessment system and the edTPA (p. 9)

License to teach application

- Student teaching and internships (p. 8)
- Comprehensive assessment system and the edTPA (p. 9)

The following teacher education majors and minors are available:

B.S. = Bachelor of Science  m = minor

Early Childhood-Middle Childhood (http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-middle-childhood) (B.S.) - major housed in the Department of Educational Studies

Middle Childhood-Early Adolescence (http://catalog.uwlax.edu/undergraduate/educationalstudies/middle-childhood-through-early-adolescence) (B.S.) - major housed in the Department of Educational Studies. Minors housed in the content department except where otherwise noted

- Minors certifiable in the MC-EA developmental range: (m)
  - Earth Science Education minor (http://catalog.uwlax.edu/undergraduate/geography/earthscienceducationminor)
  - English Education minor (http://catalog.uwlax.edu/undergraduate/english-education-minor)
  - Teaching English to Speakers of Other Languages (TESOL) minor (http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-minor) - housed in the Department of Educational Studies
  - French Education minor (http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/french-middle-education-minor)
  - General Science Education minor (http://catalog.uwlax.edu/undergraduate/educationalstudies/general-science-minor) - housed in the Department of Educational Studies
  - German Studies Education minor (http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/german-middle-education-minor)
  - History Education minor (http://catalog.uwlax.edu/undergraduate/history/history-education-minor)
  - School Health Education minor (http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducation-mca-minor)
  - Social Studies Education minor (http://catalog.uwlax.edu/undergraduate/educationalstudies/social-studies-minor) - housed in the Department of Educational Studies
  - Spanish Education minor (http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/spanish-middle-education-minor)
  - Teaching English to Speakers of Other Languages (TESOL) minor (http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-minor) - housed in the Department of Educational Studies

Early Childhood-Adolescence (http://catalog.uwlax.edu/undergraduate/educationalstudies/early-childhood-through-adolescence) - majors shared between the Department of Educational Studies and the individual content department
• Majors for certification in EC-A developmental range: (B.S.)
  • Art Education (http://catalog.uwlax.edu/undergraduate/art/art-education-bs)
  • French Education (http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/french-education)
  • German Studies Education (http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/german-education)
  • Music Education - Choral Emphasis (http://catalog.uwlax.edu/undergraduate/music/choral-education-emphasis-bs)
  • Music Education - Instrumental Emphasis (http://catalog.uwlax.edu/undergraduate/music/instrumental-education-emphasis-bs)
  • Music Education - General (http://catalog.uwlax.edu/undergraduate/music/general-education-emphasis-bs)
  • Spanish Education (http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/spanish-education)

Early Childhood-Adolescence - majors and minors housed entirely in the individual content department

• Majors for certification in EC-A developmental range: (B.S.)
  • Physical Education Teacher Education (PETE) (http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/exerciseandsportsciencemajorsphysicaleducation) - housed in the Department of Exercise and Sports Science
  • School Health Education (SHE) (http://catalog.uwlax.edu/undergraduate/healtheducation/schooleducation-bs) - housed in the Department of Health Education and Health Promotion

• Minors certifiable in the EC-A developmental range: (m)
  • Adapted Physical Education minor (http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/adaptedphysicaleducationteachingminor) - for ESS: Physical Education Emphasis Majors only. Housed in the Department of Exercise and Sport Science
  • School Health Education minor (http://catalog.uwlax.edu/undergraduate/healtheducation/schooleducation-bs) - housed in the Department of Health Education and Health Promotion

Secondary Teacher Education Preparation (STEP) Program (p. 4) for certification in the Early Adolescence-Adolescence range - majors and minors housed entirely in the individual content department except where noted.

• Majors for certification in EA-A developmental range: (B.S.)
  • Biology Education (http://catalog.uwlax.edu/undergraduate/biology/education)
  • Chemistry Education (http://catalog.uwlax.edu/undergraduate/chemistry/education)
  • Computer Science Education (http://catalog.uwlax.edu/undergraduate/computerscience/computerscienceeducation)
  • English Education minor (http://catalog.uwlax.edu/undergraduate/english/education)
  • Geography Education (http://catalog.uwlax.edu/undergraduate/geography/geography-education)
  • History Education minor (http://catalog.uwlax.edu/undergraduate/history/education)
  • Mathematics Education minor (http://catalog.uwlax.edu/undergraduate/mathematics/mathematics-education-early-adolescence)
  • Physics Education (http://catalog.uwlax.edu/undergraduate/physics/education)
  • Political Science Education (http://catalog.uwlax.edu/undergraduate/politicalscience/politicalscience-major-early-adolescence)
  • Psychology Education minor (http://catalog.uwlax.edu/undergraduate/psychology/psychology-minor-education)
  • Sociology Education minor (http://catalog.uwlax.edu/undergraduate/sociology/sociology-minor-education)
  • Special Education minor (http://catalog.uwlax.edu/undergraduate/educationalstudies/special-education-program) - housed in the Department of Educational Studies
  • Teaching English to Speakers of Other Languages (TESOL) Education minor (http://catalog.uwlax.edu/undergraduate/educationalstudies/tesol-minor) - housed in the Department of Educational Studies

Mission, values, and conceptual framework

Mission

The mission of the School of Education, Professional and Continuing Education is to develop within its graduates a commitment to the
teaching profession, a profound respect for the dignity of all learners, and the professional competencies that enable them to be effective teachers and responsible citizens in a diverse and dynamic world.

Values

Lead: We are engaging and leading many disciplines of teacher education. We are focused on teaching and learning with best practice and dynamic strategies in mind that result in high student achievement.

Educate: We strive for the highest quality professional teacher education programs, and we believe in continuous improvement with 21st century teaching and learning in mind.

Collaborate: We believe teacher quality matters and through partnerships with our regional school districts and outstanding veteran educators our teacher candidates are afforded high quality experiences.

Innovate: We are dedicated to supporting the use of technology to support teaching and learning, so that our teacher candidates are prepared for the 21st century learning environment.

Conceptual framework

Vision: The School of Education, Professional and Continuing Education strives to become a leader in the preparation of globally responsive teachers through a university-wide commitment to teacher education.

Definition: The globally responsive teacher believes that all learners can learn at high levels and persists in helping all learners achieve success. The teacher appreciates and values human diversity, shows respect for learners’ varied talents and perspectives, and commits to the pursuit of excellence for all learners. Globally responsive teaching includes infusion of a strong academic curriculum linked to world events, geography, world cultures, and diverse perspectives. Globally responsive teachers act to make the world a healthy and more sustainable and just environment.

A globally responsive professional education program includes the following:

Teacher candidates gain understanding of contemporary content issues from a variety of perspectives.
Teacher candidates learn how to employ discipline specific skills in their analyses of global issues.
Teacher candidates design integrated curricular units so their students will have a greater understanding of the world.
Teacher candidates are encouraged and supported to engage in international study abroad programs.
Teacher candidates develop model lessons that infuse global awareness into their curriculum.
Teacher candidates develop enrichment of cultural, environmental, and/or civic issues.
Teacher candidates consider content issues, both local and global, using technology and community resources to enhance learning and expand their resource networks.

Accreditation

• Higher Learning Commission (North Central Association)
• Wisconsin Department of Public Instruction since 1937

State law governing WI teacher education & licensing programs

• WI Administrative Code PI 34 (https://docs.legis.wisconsin.gov/code/admin_code/pi/34)

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

Teacher education programs at UWL also meet InTASC Model Core Teaching Standards.

• Standard 1: Learner Development
• Standard 2: Learning Differences
• Standard 3: Learning Environment
• Standard 4: Content Knowledge
• Standard 5: Application of Content
• Standard 6: Assessment
• Standard 7: Planning for Instruction
• Standard 8: Instructional Strategies
• Standard 9: Professional Learning and Ethical Practice
• Standard 10: Leadership and Collaboration

School of Education, Professional and Continuing Education resources

Several resources for education students, university faculty, and area teachers are provided through the School of Education.

• Alice Hagar Curriculum Resource Center - Located on the upper floor of Murphy Library (http://www.uwlax.edu/murphylibrary), the Center contains many teacher education materials and references for all grade levels.
• Collaborative Learning Studio - Located in 3212 Centennial Hall, this room is accessible to teacher candidates and faculty to study, practice lessons, deliver lectures using state of the art technology, and collaborate with partners external to the university.
• 1:1 Student iPad Program - The School of Education (SOE) is committed to staying abreast with current technology trends in our area PK-12 schools, and to supporting 21st century learning environments. As part of this effort, all teacher candidates are required to have an iPad that meets SOE specifications for use in their pre-professional courses and clinical experiences, and strategies for utilizing this technology in future PK-12 classrooms are incorporated across the curriculum. As part of the admissions process, students are provided information on how to purchase the appropriate iPad through the SOE iPad order survey. The fee for the iPad is financial aid eligible and will appear on the student bill in the semester following admission to the candidate’s teacher education program. Complete details can be found on the student iPad requirement webpage. (https://www.uwlax.edu/soe/resources/ipad-requirement)

Wisconsin Department of Public Instruction (DPI) licensure ranges

In 2018, WI changed the Administrative Code (PI 34) regulating educator licensing. Like all institutions in WI, UWL is authorized to prepare educators under the pre-2018 license ranges until 2023. These licenses are based on the following developmental levels:

<table>
<thead>
<tr>
<th>DEVELOPMENTAL LEVEL</th>
<th>AGE RANGE</th>
<th>CORRESPONDING GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-MC</td>
<td>birth-11</td>
<td>PK-6</td>
</tr>
<tr>
<td>MC-EA</td>
<td>6-12/13</td>
<td>1-8</td>
</tr>
</tbody>
</table>
The Department of Educational Studies (DES) is committed to preparing teachers who can teach all students in all schools - rural, urban or suburban - while preparing teacher leaders for a global society. We prepare teacher candidates to become teachers who ground curriculum in the lives of students; who embrace multicultural perspectives and uphold just teaching practices; value academically rigorous curriculum; and are culturally sensitive.

DES offers majors leading to licensure in early childhood-middle childhood, middle childhood-early adolescence, and early childhood-adolescence, and minors leading to licensure in special education and teaching English to speakers of other languages (TESOL).

According to WI Department of Public Instruction criteria, students must apply for admission to any teacher education program. DES has specific criteria that must be met before being admitted to a program. The process of applying to a DES program is described on the department's webpage (https://www.uwlax.edu/educational-studies). Students are also required to disclose past criminal offenses (p. 8) in order to be admitted to any teacher education program.

Specific admission policies for the following programs (http://catalog.uwlax.edu/undergraduate/educationalstudies) can be found in the Department of Educational Studies:

- Early Childhood-Middle Childhood certification (ages birth-11) (EC-MC)
- Middle Childhood-Early Adolescence certification (ages 6-12 or 13) (MC-EA)
- Early Childhood-Adolescence certification (ages birth-21) (EC-A) for majors in art, music, and world languages
- Special Education (minor or add-on; MC-EA or EA-A)

Physical Education Teacher Education (PETE) Program
Department of Exercise and Sport Science (http://catalog.uwlax.edu/undergraduate/exerciseandsportscience)
124 Mitchell Hall; 608.785.8173
PETE Program Director: Debra Sazama - 158 Mitchell Hall; 608.785.8183

www.uwlax.edu/exercise-sport-science/undergraduate-majors/minors/physical-education-teaching/

UW-La Crosse has been a state and national leader in preparing physical education teachers for decades. Our graduates, certifiable to teach kindergarten through high school, teach in all 50 states and several foreign countries. Study is broad based with emphases on motor skills, fitness, scientific principles, teaching strategies, and program development. The UWL program balances traditional, individual, and fitness activities with non-traditional physical education activities such as backpacking, ropes courses, and rock climbing. This balance provides students with numerous experiences to enhance their professional development. Because of its exceptional quality, the UW System has identified this program as a Center of Excellence, a designation reserved for high quality undergraduate programs.

According to WI Department of Public Instruction criteria, students must apply for admission to any teacher education program. All majors in the Department of Exercise and Sport Science have admission standards and retention and advancement standards. Students are advised to become aware of the application criteria for their major and may refer to program websites for the most detailed information regarding these criteria and procedures. Meeting minimum criteria does not guarantee admission, as the department programs have competitive admission processes. Students are also required to disclose past criminal offenses (p. 8) in order to be admitted to any teacher education program.

Specific admission policies for the PETE Program (http://catalog.uwlax.edu/undergraduate/exerciseandsportscience/exerciseandsportsciencemajorphysicaleducation) are listed in the requirements for the exercise and sport science major: physical education.

School Health Education (SHE) Program
Department of Health Education and Health Promotion (http://catalog.uwlax.edu/undergraduate/healtheducation)
124 Mitchell Hall; 608.785.8161
SHE Program Director: Lori Reichel - 202 Mitchell Hall; 608.785.6787

www.uwlax.edu/health-education-and-health-promotion/undergrad/school-health-education/

A one-of-a-kind program in Wisconsin, the school health education major is nationally recognized for excellence in preparing certified school health education professionals. Highly qualified faculty and staff lead students in assessing, planning, implementing, and evaluating school health education programs through classroom and field experiences. Graduates are certified to teach kindergarten through high school, prepared to coordinate school health education curricula, and experienced in developing health promotion activities for students and faculty. Courses are offered in curriculum development, effective teaching behaviors, stress management, nutrition, physical fitness, human sexuality, alcohol and other drugs, and health promotion. Graduates become professionals who assist others in developing a healthy, active lifestyle primarily within the school setting.

According to WI Department of Public Instruction criteria, students must apply for admission to any teacher education program. The school health education major in the Department of Health Education and Health Promotion has specific admission requirements and other academic policies. Students may refer to program websites for the most detailed information regarding these criteria and procedures. Students are also required to disclose past criminal offenses (p. 8) in order to be admitted to any teacher education program.

Specific admissions policies for the SHE Program (http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducationbs/#majorrequirementstext) and for the Department of Health Education and Health Promotion (http://catalog.uwlax.edu/undergraduate/healtheducation) are listed in the requirements for the school health education major.

Secondary Teacher Education Preparation (STEP) Program
School of Education, Professional and Continuing Education (p. 1)
145 Graff Main Hall; 608.785.8127
Admission requirements to the STEP Program  
( Early adolescence-adolescence only )

**Phase I: pre-application**

Prior to submitting an application (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) to STEP candidates must meet the following criteria:

- Complete or concurrent enrollment in EDS 203 or EDS 206.
- Complete ENG 110 or ENG 112 with a grade of "C" or higher.
- Complete a minimum of 40 earned credits (including transfer credits) with a 2.75 combined cumulative grade point average.

**Phase II: application**

Submit an electronic application (http://www.uwlax.edu/Secondary-Teacher-Education-Preparation/Admission) containing the following materials to the STEP Admission Committee by 4:30 p.m. by the fourth Monday of each semester:

1. Current resume
2. Teacher candidate recommendation references - submit the names and contact information of two professional references. The STEP Admission Committee will send the references a teacher candidate recommendation form. The form is designed to assess the candidate's qualifications for STEP admission.

3. Unofficial transcript
4. Educational experience reflection paper based on PHASE I coursework.

**Phase III: interview**

Approximately two weeks following submission of the online application materials, STEP candidates meeting Phase I and II criteria will be contacted via e-mail to arrange the interview portion of the application process. Meeting the minimum eligibility criteria does not guarantee an interview.

**Phase IV: admission**

Resources available limit the number of students admitted. Not all students completing the application process are admitted to STEP. Admission decisions will be sent to students via e-mail within one month following the application deadline.

**Phase V: appeal and reapplication policy**

Students who do not meet the minimum GPA may appeal Phase I. A student must submit an appeal packet at least 30 days before the application deadline to the STEP Admission Committee containing:

1. Written statement of appeal identifying the requirement being appealed, reason(s) why the requirement was not satisfied, and why the committee should approve a waiver in this case.
2. Two letters of support from faculty/staff or other professionals who can address the issue being appealed.

Students who are not admitted may appeal Phase I by submitting a letter of appeal to the STEP Admission Committee by November 1 for fall applicants and April 1 for spring applicants. The student may be asked to meet with the STEP Admission Committee as part of the appeal process. Students will be notified of the appeal decision in a timely manner. The appeal decision is final. Students may reapply to the STEP Program at any time during their academic career at UWL.

**STEP Program educational core coursework**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 203</td>
<td>School, Society, and Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDS 206</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EDS 309</td>
<td>Education in a Global Society</td>
<td>2</td>
</tr>
<tr>
<td>PSY 212</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDS 351</td>
<td>Language, Literacy, and Culture in the Middle Level Classroom</td>
<td>4</td>
</tr>
<tr>
<td>SPE 401</td>
<td>Introduction to Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>EDS 492</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDS 494</td>
<td>Student Teaching: Early Childhood-Adolescence/Early Adolescence-Adolescence</td>
<td>11</td>
</tr>
</tbody>
</table>

Total Credits: 33

1. Additional coursework required for each certifiable major and/or minor. See content majors for more information.
2. General education course
School of Education program requirements for teacher candidates

General education, professional skills, and WI statutory requirements

Wisconsin Department of Public Instruction (DPI) requires all initial licensure programs to meet WI Educator Standards as part of a teacher preparation program. (WI Administrative Code PI 34.002 (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/II)). All teacher preparation programs at UWL are aligned to WI teacher standards/InTASC standards.

Wisconsin Department of Public Instruction (DPI) also requires all initial licensure programs to include a general education program as part of a bachelor's degree program or higher. (WI Administrative Code PI 34.018(3) (https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.018(3))). All education programs must also include assessment of candidates' communication skills (WI Administrative Code PI 34.021(1)(a) (https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.021(1)(a))).

In addition, there are several other WI State statutory requirements specified in WI Administrative Code PI 34.022 (https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.022) that vary according to program:

- Cooperative Marketing and Consumer Cooperatives: majors and minors in social studies.
- Equity & Minority Group Relations: all teacher education programs.
- Teacher Responsibilities: all teacher education programs (through student teaching experiences).
- Conflict Resolution: all teacher education programs (through student teaching experiences).
- Reading and Language Arts: EC-MC and MC-EA majors (through program requirements).
- Children with Disabilities (Special Education): all teacher education programs.
- Professional Responsibilities: all teacher education programs (through field & student teaching experiences).

In some cases, specific courses within the UWL General Education Program are required of all teacher education candidates in order to meet DPI general education and/or statutory requirements (see below). The two-year transfer policy does not exempt students from these requirements.

Required courses for all programs

The below courses fulfill a UWL general education requirement and/or a WI statutory requirement and are required as part of all undergraduate teacher education programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110</td>
<td>Communicating Effectively</td>
<td>1</td>
</tr>
<tr>
<td>ENG 110</td>
<td>College Writing AP (Advanced Placement)</td>
<td>1</td>
</tr>
</tbody>
</table>

3 EDS 203 or EDS 206 is required prior to submitting an application. Both courses are required for the STEP core.

Additional required courses

Each individual teacher education program may have additional required courses that are intended to meet the remaining WI statutory requirements. The following courses meet the indicated statutory requirements. Review the specific program requirements for more details.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFN 200</td>
<td>Cooperatives</td>
<td>2</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Conservation of Global Environments</td>
<td>3</td>
</tr>
<tr>
<td>SPE 401</td>
<td>Introduction to Exceptional Individuals</td>
<td>4</td>
</tr>
<tr>
<td>ESS 231</td>
<td>Introduction to Teaching Adapted Physical Education</td>
<td>5</td>
</tr>
</tbody>
</table>

1 Must earn a grade of “C” or better to satisfy this requirement.
2 Required for all majors and minors in social studies.
3 Required for all EC-MC majors, all MC-EA majors, and all EA-A (STEP) majors and minors in science and/or social studies.
4 Required for EC-MC, MC-EA, EC-A, EA-A (STEP), and SHE majors.
5 Required for PETE majors.

Retention policy

Teacher candidates may be retained in their teacher education program as long as they fulfill the following conditions:

1. Maintain at least a 2.75 combined cumulative, major, and minor GPA (3.00 for graduate candidates);
2. Meet required benchmark assessment criteria (testing, portfolio) required by the candidate’s program;
3. Maintain appropriate professional disposition; and
4. Are otherwise in good standing with the university and EPC.

Teacher candidates who do not meet GPA requirements and/or who have been referred to teacher candidate progress review (TCPR) for dispositional concerns may be approved to continue in their program by the TCPR Committee.

Teacher candidate progress review (TCPR)

EPC faculty and staff (including clinical and student teaching personnel) recognize some candidates seeking certification may need additional supports to meet minimal professional standards; therefore, a committee has been established to identify and to counsel candidates in need of directed guidance. The guidance may include a plan, and if necessary, additional measures or follow up plans. In rare cases, the
TCPR referral process may lead to the candidate's removal from the teacher education program(s) if the support plan does not successfully remediate the concerns.

The EPC Teacher Candidate Progress Review (https://www.uwlax.edu/soe/resources/resources-for-facultystaff/epc-committees/teacher-candidate-progress-review-committee-tcpr) Committee is charged with overseeing the development and assessment of knowledge, skills, and dispositions among teacher candidates as assessed by the multiple measures of the established teacher education assessment system. Academic and non-academic misconduct (plagiarism, cheating, etc.) are referred directly to the Office of Student Life as outlined in the university's student handbook (https://www.uwlax.edu/student-life/student-resources/student-handbook).

If issues related to the progress of candidates are identified, a referral is initiated using the Teacher Candidate Progress Review Referral Form, and the candidate receives a copy of the referral. The EPC Dean will forward a copy to the candidate's advisor, the academic services director/certification officer, department chair, and the content liaison, where appropriate. There are three types of referrals:

- Notice of concern,
- Automatic referral, and
- Program referral

**Notice of concern**

1. A concerned faculty or staff member completes a written notice of concern. The candidate is required to schedule an appointment to review the content of the notice of concern form. A minimum of two faculty or staff members will discuss the referral with the candidate and provide him/her with a copy of the referral form. After the content of the referral form is discussed, the candidate signs the referral form acknowledging receipt.

2. The faculty or staff member submits the signed referral form to the Office of the EPC Dean; copies of the form are sent to the appropriate individuals and placed in the candidate’s permanent file.

3. If two notices of concern are received, the candidate is automatically referred to the Teacher Candidate Progress Review Committee by the EPC Dean. For candidates enrolled in pupil services certification programs (school psychology), each notice of concern will be sent to the appropriate program director. The program will work with the candidate to develop an action plan.

**Automatic referral(s) to the Teacher Candidate Progress Review Committee**

Automatic referrals include, but are not limited to, concerns needing immediate intervention related to the candidate's knowledge, skills, and/or dispositions, or concerns related to candidate GPA (cumulative, major, minor, concentrations, core).

**Non-GPA-related automatic referrals**

1. An issue requiring immediate intervention related to the candidate's knowledge, skills, and/or dispositions is identified, and an automatic referral form is completed. The candidate is required to schedule an appointment to review the content of the automatic referral form. A minimum of two faculty or staff members will discuss the referral with the candidate and provide him/her with a copy of the referral form. After the content of the referral form is discussed, the candidate signs the referral form acknowledging receipt.

2. The faculty or staff member submits the signed referral form to the Office of the EPC Dean; copies of the form are sent to the appropriate individuals and placed in the candidate’s permanent file.

3. The candidate is automatically referred to the Teacher Candidate Progress Review Committee by the EPC Dean and will be required to appear at the next committee meeting to address the concerns cited in the automatic referral. When the candidate meets with the committee, the concerns are reviewed, and the candidate addresses these concerns. After the candidate has met with the committee, the committee recommends further action. If the candidate fails to meet with the committee, he/she will be unable to continue in his/her program of study.

**Program referral(s) to the Teacher Candidate Progress Review Committee**

Faculty and staff (including clinical and student teaching personnel) who have concerns about a candidate's knowledge, skills, and/or dispositions as described within the teacher education program standards shall document and initiate the referral process by completing the referral form. For the purpose of facilitating the referral process, the following procedures are used:

- The faculty or staff member discusses the referral with the candidate and provides him/her with a copy of the referral form.
- The faculty or staff member delivers the referral form to the appropriate program director or department chair. The faculty involved decide if the referral form is to be sent to the Teacher Candidate Progress Review Committee or remediated within the program. The candidate is notified of the decision within two weeks regarding action or remediation plan. If the remediation plan is unacceptable to the candidate, he/she may appeal the plan to the committee.
- If so deemed, referral forms and the referred student's academic record(s) and performance are reviewed by the committee at the next monthly meeting in which they are received.

**Benchmark assessments (testing) policy**

The WI Department of Public Instruction (DPI) 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 (tests) detailed below. The WI State Superintendent of Public Instruction determines passing scores. Therefore, prospective teacher education candidates should work closely with an advisor from the outset of their studies at the university. Completion of DPI requirements for licensure may take longer than four academic years.

**Assessments required prior to application 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:
   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. For EC-A and EA-A programs, this will be determined by the major/minor GPA. For EC-MC and MC-EA programs, teacher candidates must have earned a 3.0 GPA or higher separately in each content subject area (literacy, mathematics, social studies, and science) based on specified content classes in each area (https://www.uwlax.edu/soe/undergrad/benchmark-assessments). A 3.0 GPA or higher must also be earned in certified minors.

2. An official Wisconsin Foundations of Reading Test (FoRT) score report documenting a passing score of at least 240 (required
only for Early Childhood-Middle Childhood, Middle Childhood-Early Adolescence, and Special Education candidates); 

3. An official American Council Teaching of Foreign Languages score report demonstrating oral and written proficiency with a rating of "Intermediate High" in French, German, and/or Spanish (required only for French education, German education or Spanish education candidates).

**Disclosure of criminal offenses policy**

Students applying for admission to teacher education, field experiences, and student teaching placements will be asked at each stage to disclose any criminal charges filed against them through a self report form. Applicants with a felony conviction that would prohibit them from entering the teaching profession will not be admitted into any teacher education program. Student applicants with lesser charges, such as misdemeanors not involving children, shall be permitted to apply to teacher education programs.

Any student who has been convicted of a criminal offense must contact the WI DPI (https://dpi.wi.gov/tepdl/licensing/background) to discuss eligibility for teacher licensure.

**Criminal background check policy**

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criteria for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC, and to complete their portion of the process prior to the deadline specified in their admission letter. Candidates are responsible for all costs associated with their criminal background check(s). Admission decisions by programs are contingent upon CBC clearance by the UWL Office of Field Experience or designated graduate program representative.

Additional criminal background checks may be required for teacher candidates if the time period between criminal background checks exceeds five years, or if there are other mandated CBCs that must be met. The Office of Field Experience will record the criminal background checks conducted each semester.

**Procedures**

1. The requirement for a criminal background check (CBC) at the time of application for admission is shared with candidates through website, electronic admission application, advisement report, and UWL catalog material.

2. Candidates complete an electronic application for admission to the School of Education that includes an authorization to perform a CBC.

3. The Office of Field Experience emails criminal background check instructions to candidates who have applied for admission to the School of Education.

4. Teacher candidates must complete the CBC process, including paying any fees associated with the CBC, within the timeline set out in their admission letter. Admission decisions are contingent upon a successful CBC as evaluated by the Office of Field Experience or designated graduate program representative.

5. Candidates may need to complete additional CBCs prior to field experience(s) and/or student teaching experiences.

6. Candidates must notify the Office of Field Experience as soon as possible, but no later than the day after the event occurs, if they have been convicted of any crime or have been or are being investigated by any governmental agency for any act or offense. Candidates who fail to report may be required to meet with the Teacher Candidate Progress Review Committee; failure to report may result in termination of a field experience, internship, practicum or student teaching placement.

7. Disclosure forms must be completed by candidates each semester prior to participation in a school observation, clinical field experience, or any other school experience.

8. The Office of Field Experience staff monitors the criminal background check process, and in the case of field experience courses, notifies course instructors when candidates have been cleared to enter the schools.

9. In the event the background check discloses criminal activity or information that would prohibit a candidate from entering the teaching profession, the candidate will not be admitted into any education program, and may be dropped from the program if previously admitted.

**Student teaching and internship policy**

The student teaching experience is generally completed during the final semester in residence. Students must apply for student teaching (https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates) through the Office of Field Experience one year prior to the student teaching semester. Completed applications must be returned to the Office of Field Experience by the deadlines posted online for a fall or spring semester placement.

Candidates student teach for a full semester as calculated according to the calendar of the cooperating school. Most cooperating schools are approximately located within a 50-mile radius of La Crosse.

To be eligible for student teaching, candidates must:

1. have completed all coursework to meet general education, program, minor, and WI statutory requirements;
2. have and maintain at least 2.75 combined cumulative, major, concentration, and professional sequence grade point averages;
3. have successfully completed all benchmark assessments (testing requirements) for the appropriate certification area/discipline; and
4. be in good standing with the university and the School of Education, Professional and Continuing Education.

During the student teaching semester, eligible candidates must enroll in one of the following student teaching courses (aligned with their declared program) and the concurrent student teaching seminar course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 493</td>
<td>Student Teaching: Early Childhood-Middle Childhood/Middle Childhood-Early Adolescence</td>
<td></td>
</tr>
<tr>
<td>EDS 494</td>
<td>Student Teaching: Early Childhood-Adolescence/Early Adolescence-Adolescence</td>
<td></td>
</tr>
<tr>
<td>SHE 494</td>
<td>Student Teaching in School Health Education: Early Childhood-Adolescence</td>
<td></td>
</tr>
<tr>
<td>SPE 483</td>
<td>Student Teaching Cross-Categorical Special Education: Middle Childhood-Early Adolescence</td>
<td></td>
</tr>
<tr>
<td>SPE 484</td>
<td>Student Teaching Cross-Categorical Special Education: Early Adolescence-Adolescence</td>
<td></td>
</tr>
</tbody>
</table>
Student teaching seminar course (choose one aligned with declared program):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 492</td>
<td>Student Teaching Seminar (EC-MC; MC-EA; EC-A (Art, Music, Modern Languages; STEP)</td>
</tr>
<tr>
<td>SHE 492</td>
<td>Student Teaching Seminar in School Health Education</td>
</tr>
<tr>
<td>ESS 425</td>
<td>Student Teaching Seminar in Physical Education</td>
</tr>
<tr>
<td>SPE 430</td>
<td>Seminar in Special Education</td>
</tr>
</tbody>
</table>

Internships

To be eligible to apply for an internship, candidates must be formally admitted to teacher education and must possess and maintain, through graduation, a combined cumulative grade point average of 3.00. Interns are assigned for an entire semester to schools that are part of the Wisconsin Improvement Program. The Office of Field Experience, with support of faculty screeners, admits students to the internship program. Internships require an application (https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/#tm-application-materials) through the Office of Field Experience. The completed application is due by the dates posted online for placement during the fall or spring semester of the subsequent year.

Comprehensive assessment system in teacher education (including portfolio/edTPA)

All teacher candidates seeking certification must successfully complete procedures related to program admission, progression, and exit criteria. The teacher candidate’s progress toward competencies in the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards is monitored while the candidate completes requirements in the respective teacher education program. Teacher candidates must earn and maintain the cumulative, major, and minor grade point averages required by their respective program of study. Course and field experience assessments are designed to monitor professional growth in the InTASC Model Core Teaching Standards listed below. The Wisconsin Department of Public Instruction (DPI) requires that each candidate who prepares for a teaching career to have a portfolio of evidence documenting that the standards required for a teaching license have been met (PI 34.13).

Wisconsin edTPA (Education Teacher Performance Assessment)

The Wisconsin Department of Public Instruction is committed to ensuring that highly prepared and effective teachers educate Wisconsin students. A part of that commitment is to make certain that all initial license applicants are ready to teach before they receive a license. One way to determine readiness is through performance assessment, using a system such as the edTPA. Upon the recommendation of the Wisconsin educator preparation programs, the State Superintendent has selected the edTPA (http://www.edtpa.com) to be used as one of the performance measures required for initial licensing.

Beginning September 1, 2016, the Wisconsin Department of Public Instruction set a minimum passing score of 38 for all certification areas, except for world languages, which have a minimum passing score of 32. A passing score on the edTPA is required for program completion and to be eligible for a license.

Candidates who do not earn a passing score on the edTPA may be eligible for a partial or complete retake/resubmission. The UWL edTPA Retake Policy (https://www.uwlax.edu/soe/field-and-student-teaching-experience/handbook/#tm-assessments-during-the-clinical-field-experience-program) is available on the School of Education, Professional and Continuing Education website.

Graduation without certification

Candidates who complete all university and program requirements, but who fail to successfully complete the benchmark assessments and/or the student teaching/internship experience, may apply for a Bachelor of Science degree without certification through the School of Education Dean’s office. This degree will not earn WI Department of Public Instruction endorsement for licensure.

Note: Students should be aware that the Department of Public Instruction is specific in its requirements about the content of both general education and professional education; therefore, prospective teacher education candidates should work closely with an advisor from the outset of their studies at the university. Completion of DPI requirements for licensure may take longer than four academic years.

Teaching license application

Wisconsin: Graduates desiring a license to teach in Wisconsin may submit an application through Educator Licensing Online (ELO) (https://dpi.wi.gov/tepdl/licensing). When all certification requirements are satisfactorily completed, the Teacher Certification Officer will upload program completer data for all candidates into ELO. After the program data has been uploaded into ELO, applicants will be able to complete the license application. There is an applicable fee (https://dpi.wi.gov/tepdl/licensing/application-fee) for an initial educator license.

Other States: Graduates seeking certification in other states should contact the state Department of Education in which certification is desired and submit the appropriate application materials. Candidates should be aware that license rules are different in all states, so they should seek information about licensing requirements early in the professional preparation program. Most states require documentation of program completion (institutional endorsement) on a form specific to the state’s application requirements that must be signed by the Teacher Certification Officer.