MARQUETTE UNIVERSITY

COLLEGE OF EDUCATION

UNDERGRADUATE STUDENT HANDBOOK

2010-2011
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Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors, and administrators to demonstrate a commitment to social justice through their work. This commitment is expressed first through our undergraduate and graduate students becoming excellent professionals who exhibit a deep knowledge and understanding of their disciplines as well as how children, adolescents, and adults learn and develop. The commitment is further realized as students master the requisite skills of their profession.

Taken together, their knowledge and skill enable Marquette students to be effective communicators whose pedagogy, administration, counseling practice, or professional psychology meets the intellectual, social, emotional, cultural, and physical needs of those they aspire to help. In effect, their practice takes the form of planning, instruction or intervention, assessment, and the shaping of learning environments, all done with the race, social class, gender, ethnicity, and ability of their students or clients in mind.

Marquette students also exhibit dispositions that support lifelong learning and an appreciation for research and professional growth. They continually reflect on their practice and role in society, as well as attempt to enhance the learning and general well being of those they serve. In all of these endeavors, they grow in their engagement with critical analysis and advocacy around structural inequities in society and in education.

All College of Education programs foster personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. Respectful of these underpinnings, our learning community values the balancing of theory, research, and practice and emphasizes active engagement, critical thinking, and social critique. Our students develop strongly held ideals of care, respect, and advocacy for the well-being of all humankind under the guidance of faculty who are exceptional teachers and mentors, prominent scholars, and exemplary models of service. Our faculty members aim to nurture the transformation of students into individuals who will grow continuously in their application of the ideals of social justice -- in the practice of their profession, in their personal and collective involvement in society, and in their interactions and relationships with students, parents and guardians, clients, families, colleagues, school personnel, and community partners.
Mission of the College of Education

Consistent with Jesuit tradition, the education programs at Marquette University prepare teachers, school counselors, community counselors, counseling psychologists, and administrators to demonstrate a commitment to the development of leadership expressed in service to others. This commitment is expressed through the four tenets of Marquette University's mission: excellence, faith, leadership and service. The commitment to excellence is foundational because without excellence our candidates cannot effectively serve others. Our candidates exhibit a deep knowledge and understanding of their disciplines as well as how students learn and develop. They master the requisite skills of their profession as effective communicators whose pedagogy, administration, or counseling practice – in the form of planning, instruction or intervention, assessment, and shaping of learning environments – meet the intellectual, social, emotional, cultural, and physical needs of students, in response to their race, social class, gender, ethnicity, or ability. They exhibit dispositions that support the development of faith, leadership, and professional growth, continually reflect on their practice and their role in society, and consistently attempt to enhance all students’ learning and general well being through service. In all of these endeavors, socially just educators grow in their engagement with critical analysis and advocacy around structural inequities in society and in education and seek to affect change.

Introduction

This College of Education Undergraduate Handbook contains general program information for the middle childhood/early adolescence (elementary/middle) and early adolescence/adolescence (middle/secondary) teacher preparation programs at Marquette University. The information in this handbook supplements the Marquette University Undergraduate Bulletin. Please study this handbook carefully and contact the Office of Teacher Education located in Schroeder Complex 146 with any questions you may have regarding the teacher preparation program. Additional information can be found on the College of Education website. www.marquette.edu/education/

Wisconsin Licensure

The Marquette University College of Education teacher preparation programs are designed to meet Wisconsin Department of Public Instruction licensure requirements. Successful completion of one of the Marquette programs leads to licensure as a teacher in the State of Wisconsin. Students interested in licensure in another state are advised to contact the office of certification for that state early in their course of studies and again late in their course of studies as state requirements may change. Links to state agencies that regulate teacher licensing can be accessed at www.certificationmap.com
Program Information

Levels of Licensure

Middle Childhood/Early Adolescence Teacher Preparation (GRADES 1-8)

The middle childhood/early adolescence teacher education program leads to a teaching license for grades 1 through 8. Students who select this program must meet the College of Education’s admission and retention requirements and must complete the following components:
1. The University Core of Common Studies
2. An Elementary/Middle Education major which includes specific state-mandated general education requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication

- Communication Studies
- English
- French
- German
- History
- Journalism
- Latin
- Mathematics
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre Arts

Early Adolescence/Adolescence (Middle/Secondary, Grades 6-12)

The early adolescence/adolescence teacher education program leads to a teaching license for grades 6 through 12. Students who select this program must meet the College of Education’s admission and retention requirements and must complete the following components:
1. The University Core of Common Studies
2. A Middle/Secondary Education major which includes specific state-mandated education requirements.
3. An academic major from the Klingler College of Arts and Sciences or the Diederich College of Communication.

- Biology
- Chemistry
- Communication Studies
- English
- French
- German
- History
- Journalism
- Broad Field Science (Must minor in Biology, Chemistry, or Physics)
- Latin
- Mathematics
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre Arts
Field Experiences

Field experiences are an important component of many of the required courses in the teacher education programs. The State of Wisconsin mandates satisfactory performance in a minimum of 100 hours of field experience activities before students can be approved to student teach. These experiences must be "developmental in scope and sequence and occur in a variety of school settings." (PI 34.15)

Field experiences are designed to provide students with opportunities to work with pupils from diverse ethnic, racial, and socio-economic backgrounds in Milwaukee area schools. Students will participate in beginning level (Pre-Professional) field experiences and intermediate and advanced level (Professional) field experiences. Expectations and student involvement will increase as students progress from the Pre-Professional to the Professional Program level. This will culminate with progression to the full semester student teaching experience which occurs in the final semester. At this level, students will be required to assume full responsibility for teaching under the supervision of a highly qualified teacher.

Throughout the College of Education program courses and field experiences, students have many opportunities to reflect upon what it truly means to be an effective urban teacher. Students are challenged to critically assess issues related to diversity and social justice and to become agents of change with a moral purpose.

All field placements and student teaching assignments are arranged by the Director of Student Placements and Licensure. Under no circumstances is a student to initiate contact with a school to arrange his/her own placement independent of the Director. Any concerns regarding placement should be discussed immediately with the Director of Student Placements and Licensure.

CONTINUUM OF FIELD EXPERIENCES

There are four formal and separate field experiences in the College of Education teacher preparation program.

Field Experience I (20 hours): Taken with EDUC 2227

Field Experience II (20 hours): Taken with EDUC 4217 (Elementary & Secondary majors) and EDUC 2347 (Elementary majors only).

Field Experience III
Elementary Majors (20 hours): Taken with EDUC 4357, EDUC 1964, MATH 2031
Secondary Majors (40 hours): Taken with EDUC 2037

Field Experience IV
Elementary Majors (40 hours): Taken with EDUC 4297, EDUC 2964, MATH 2032, EDUC 4964 EDUC 4964 is an additional 30 hour field experience.
Secondary Majors (40 hours): Taken with EDUC 4297 and EDUC 2037 (if, 2037 was not taken with advanced methods in an earlier semester).

Students cannot combine two field experiences in one semester.

Students are also reminded to complete a Field Request form at the time of registration.

* Please see page 16 for Suitable Attire for Field Placements and Student Teaching.
Teacher Preparation Levels

Beginning Field Experience

Beginning field experience (EDUC 2227) emphasizes knowledge of understanding and includes exposure to and observation of students in diverse settings.

Field students will participate in activities that focus on the following:

- Exposure to urban environment
- Interviews with teachers and administrators
- Student case studies
- Tutoring
- Recognition of issues in education
- Structured observations to identify and understand:
  - Physical environment
  - Learning climate
  - Social interaction of students
  - Classroom management
  - Instructional methods
  - Meeting the needs of diverse students
  - Assessing student learning
  - Providing feedback to students

Transition 1 - Professional Program Level

Field experience at this level emphasizes the application of pedagogical strategies learned in methods coursework. Education coursework with a field experience component taken at this level includes:

<table>
<thead>
<tr>
<th>Elementary Majors</th>
<th>Secondary Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1964, 2964, 4217</td>
<td>EDUC 4217, 2037, 4297</td>
</tr>
<tr>
<td>2347, 4357, 4296, 4964</td>
<td>Advanced Methods</td>
</tr>
</tbody>
</table>

Field students at the Professional Program level will participate in activities that focus on the following:

- Supervision of small groups of students, non-instructional activity
- Small group instruction
- Using assessment and scoring rubrics to identify students’ performance levels
- Supervision of whole group, non-instructional activity
- Whole group instruction, three to four isolated lesson plans
Transition 2 - **Student Teaching**

Student teaching is the capstone experience in the professional education sequence. At Marquette, student teaching is completed during the last semester of the students’ program. Student teachers follow the hours and calendar of the school to which they are assigned.

At the beginning of the semester preceding the student teaching semester, students must attend a Student Teacher Information Session. At this meeting, the Director of Student Placements and Licensure reviews the Student Teaching Handbook and provides other pertinent information. Students must complete student teaching application forms and submit them to the Director of Student Placements on or before the designated due date. Student teaching assignments are made in the Milwaukee area only.

Students are not permitted to student teach in an elementary or high school they previously attended as a student.

A Criminal Background Check must be completed on all student teaching applicants the semester before student teaching begins.

Before being approved for student teaching, all students must provide documentation of a negative tuberculin skin test, or if results of the test are positive, the date of a chest x-ray and results.

Students enrolled in student teaching (Level 2) will participate in activities that focus on the following:

- Planning and implementing lessons and content area units of instruction
- Assessing students in classroom activities
- Integrating technology across the curriculum
- Participating in parent-teacher conferences
- Collaborating with school faculty
- Managing classroom environment
- Identifying areas for growth and professional development
- Reflecting on teaching practice

Transition 3 – **Recommendation for Licensure**

Recommendation for licensure occurs at the conclusion of a successful student teaching experience.
The Wisconsin Department of Public Instruction (DPI) mandates that teacher education programs implement a system of evaluating learner outcomes which is “developmental, uses multiple types of assessments and is measurable over time” (Handbook of Standards, Procedures, and Policies for the Approval of Profession Education Programs in the State of Wisconsin, p.11).

The ten teaching standards identified by the DPI provide the foundation of the teacher education program at Marquette University.

The College of Education has initiated a portfolio assessment system to address competencies and standards, to monitor candidate development, and to evaluate program effectiveness. The portfolio system is organized at three transition points which are correlated with students’ progress in the program:

Transition 1 – Admission to the Professional Program Level
Transition 2 – Student Teaching
Transition 3 – Recommendation for Licensure

At each of the three levels of portfolio assessment, candidates have the opportunity to present artifacts which provide evidence of their knowledge, skills and dispositions. At both Transition 1 and Transition 2, the artifacts are products of course assignments; therefore, students are encouraged to save hard copies and computer files of assignments and supporting documents so that these materials will be available for revision or reproduction, and ultimately, for inclusion in a portfolio.

The purpose of the e-portfolio is two-fold: program evaluation and individual student assessment. For program evaluation students are asked to upload examples of their work at three different stages in their licensure program. The examples are indications of mastery of the 10 standards. For individual student evaluation, the portfolio is reviewed at the completion of each of the three stages and student feedback is provided.

Level 1 – Admission to Professional Program

Introduction of the portfolio will occur in EDUC 1210, EDUC 1220 and EDUC 2227. Students will receive information regarding the purpose of the e-portfolio as well as their responsibility in creating and maintaining it. Instructions on how to access, create and edit the portfolio will be distributed. Technical support will be available to students who experience difficulty creating and maintaining their e-portfolio.

**Artifacts to be Included in Level 1**

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Course in which artifact is completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis 1 scores (scanned and uploaded by student)</td>
<td>Undergrad</td>
</tr>
<tr>
<td>Gradepoint (scanned/uploaded by student from Checkmarq)</td>
<td></td>
</tr>
<tr>
<td>Dispositional Self Assessment and Rubric</td>
<td>EDUC 1220</td>
</tr>
<tr>
<td>Vocational Discernment (PA#5) and rubric</td>
<td>EDUC 1210</td>
</tr>
</tbody>
</table>

Standard Addressed:

Standard 1 - Content
Standard 1 – Content
Standard 9 – Reflection
Standard 9 – Reflection
Summary Statement*  
EDUC 2227  
EDUC 6040  
Standard 2 - How Children Grow  
Standard 6 - Communication  
Addresses Standards 2 and 6

*In a summary statement, students will be asked to reflect on their work during the semester and the feedback they have received on their Cooperating Teacher Evaluation form. They will provide a narrative statement which describes their personal and professional growth in relationship to Standards 2 and 6.

Level 2 – Admission to Student Teaching

Level 2 of the e-Portfolio will be introduced to all students in EDUC 4217 and EDUC 4297. Students will be reminded of their responsibility to create and maintain their e-portfolio.

Artifacts to be Included in Level 2

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Course in which artifact is completed: Undergrad</th>
<th>Course in which artifact is completed: Graduate</th>
<th>Standard Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis 2 scores (scanned and uploaded by student)</td>
<td></td>
<td></td>
<td>Standard 1 – Content</td>
</tr>
<tr>
<td>Gradepoint - QPA, Major, EDUCation (scanned/uploaded by student from Checkmarq)</td>
<td></td>
<td></td>
<td>Standard 1 – Content</td>
</tr>
<tr>
<td>Making Adaptations for Learning (PA 8B)</td>
<td>EDUC 4297</td>
<td>EDUC 5297</td>
<td>Standard 3 – Learn differently</td>
</tr>
<tr>
<td>Exam on Instructional Strategies (PA 8A)</td>
<td>EDUC 4297</td>
<td>EDUC 5297</td>
<td>Standard 4 – How to teach</td>
</tr>
<tr>
<td>Unit Plan (PA 10A)</td>
<td>EDUC 4357 (elem) EDUC Ad. Methods (sec)</td>
<td>EDUC 5357 (elem) EDUC Ad. Methods (sec)</td>
<td>Standard 7 – Plan lessons</td>
</tr>
<tr>
<td>Unit Assessment Plan (PA 10B)</td>
<td>EDUC 4964 (elem) EDUC Ad. Methods (sec)</td>
<td>EDUC 5964 (elem) EDUC Ad. Methods (sec)</td>
<td>Standard 8 – Assessment</td>
</tr>
<tr>
<td>Summary Statement*</td>
<td></td>
<td></td>
<td>Addresses Standards 3, 4, 7, and 8</td>
</tr>
<tr>
<td>4 Cooperating Teacher Evaluation Forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Form from EDUC 4217/EDUC 5217</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Form from EDUC 4297/EDUC 5297</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Form from EDUC 4357 (Elem.) / EDUC 5357</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Form from Advanced Methods (Secondary)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In a summary statement, students will be asked to reflect on their work during the past semesters and the feedback they have received on their Cooperating Teacher Evaluation forms. They will provide a narrative statement which describes their personal and professional growth in relationship to Standards 3, 4, 7, and 8.

Level 3 – Recommendation for Licensure

Level 3 of the e-Portfolio will be introduced to students during the Student Teaching Information Session, the semester before student teaching. The Director of Field Placement will be responsible for reviewing the student requirements and responsibilities.
## Artifacts to be Included in Level 3

Students will select an artifact for each of the ten standards that illustrates their mastery of the standard.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Course in which artifact is completed:</th>
<th>Standard Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergrad</td>
<td>Graduate</td>
</tr>
<tr>
<td>Unit Plan PA 15</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 1 – Content</td>
<td></td>
</tr>
<tr>
<td>Anecdotal Records (PA 13)</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 2 – How Children Grow</td>
<td></td>
</tr>
<tr>
<td>Anecdotal Records (PA 13)</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 3 – Learn differently</td>
<td></td>
</tr>
<tr>
<td>Final Cooperating Teacher Eval. (PA 12)</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 4 – How to teach</td>
<td></td>
</tr>
<tr>
<td>Classroom Management Plan (PA 14)</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 5 – Classroom Management</td>
<td></td>
</tr>
<tr>
<td>Final Cooperating Teacher and University Supervisor Eval. (PA 12)*</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 6 - Communication</td>
<td></td>
</tr>
<tr>
<td>Unit Plan PA 15</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 7 – Plan lessons</td>
<td></td>
</tr>
<tr>
<td>Unit Plan PA 15</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 8 - Assessment</td>
<td></td>
</tr>
<tr>
<td>Philosophy Statement (PA 17)</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 9 – Self Evaluation</td>
<td></td>
</tr>
<tr>
<td>Unit Plan PA 15</td>
<td>EDUC 4965 (sec) EDUC 4966 (elem)</td>
<td>EDUC 6965 (sec) EDUC 6966 (elem)</td>
</tr>
<tr>
<td></td>
<td>Standard 10 - Community</td>
<td></td>
</tr>
<tr>
<td>Summary Statement**</td>
<td></td>
<td>Addresses Standards 1 - 10</td>
</tr>
</tbody>
</table>

*Upload video tapes of teaching if available

**In a summary statement, reflect on your work throughout the program and particularly during student teaching. Explain why you selected the artifact you did and describe your personal and professional growth in relationship to the ten standards.
Assessment of Student Outcomes

In compliance with the National Council for the Accreditation of Teacher Education (NCATE) and the Wisconsin Department of Public Instruction (DPI), the faculty and administration of the College of Education have designed an assessment system which aligns course assignments with teaching standards and indicators. These course assignments called “performance assessments” have been integrated throughout the undergraduate teacher education programs to provide a wide variety of opportunities for students to demonstrate the knowledge, skills, and dispositions related to effective teaching. Each performance assessment has been developed with clearly stated student outcomes, directions, and rubrics. Please see Appendix A, Ten Standards for Teacher Development and Licensure and Appendix B for a list of performance assessments associated with each program course.

Application, Admission, and Retention

Students are informally admitted to the College of Education Pre-Professional Program level when they enroll in beginning level education course work. Students are formally admitted to the Teacher Preparation Program when they have successfully completed program requirements for admission to the Professional Program (Transition 1).

Students will be reviewed by the Committee on Admission and Retention at three transition levels. Students are recommended for admission to each program level based on specific criteria.

Admission to the Professional Program (Transition 1)

Admission to the Professional Program occurs at the end of the sophomore year.

Criteria for Admission:

- Completion of 40 undergraduate credits
- 2.75 cumulative GPA
- Successful completion of Praxis I
- Successful completion of EDUC 2227
- Successful completion of performance assessments for Portfolio – Level 1 Assessment
- Student completion of dispositional self-assessment
- Review by Committee on Admission and Retention
Admission to Student Teaching (Transition 2)

Application for admission to student teaching (Transition 2) must be made the semester before student teaching occurs in the senior year. Student teacher applicants are required to attend the Student Teacher Information Session conducted early in the semester prior to student teaching. Formal interviews with the Director of Student Placements are arranged in the semester before student teaching placement occurs.

Criteria for Admission:

- Admission to the Professional Program
- 2.75 cumulative GPA
- 2.75 GPA in major/minor areas of certification
- 2.75 GPA Education sequence
- Successful completion of all courses in major/minor areas and professional education sequence
- Successful completion of all courses in the Education sequence with a final grade of “C” or better
- Successful completion of the appropriate Praxis II content area examination
- Successful completion of performance assessments for Portfolio – Level 2 Assessment
- Approval by major department (EA-A candidates)
- Satisfactory criminal background check
- Documentation of a negative tuberculin skin test, or if results are positive, results of a chest x-ray
- Review by Committee on Admission and Retention

Licensure Recommendations – Transition 3

Transition 3 occurs at the conclusion of student teaching when candidates make application and are formally endorsed by the College of Education for teacher licensure in the State of Wisconsin.

Criteria for Admission:

- Bachelor of Arts degree or Bachelor of Science degree
- Successful completion of the full semester of student teaching experience including attendance at weekly student teaching seminar
- Submission of midterm and final evaluations from cooperating teachers
- Submission of midterm and final evaluation from student teacher supervisors
- 2.75 GPA (cumulative, major/minor areas of certification, education sequence)
- Successful completion of performance assessments for Portfolio – Level 3 Assessment
Praxis Exams

It is important that students maintain the original score reports from Praxis I and Praxis II tests in a personal file for future use. The College of Education does not make and disseminate copies of score reports for students who have misplaced or lost their test results. Students may contact the Educational Testing Service at www.ets.org/praxis to obtain a new score report.

Praxis I

The Praxis I test, also referred to as the Pre-Professional Skills Test (PPST) is a State of Wisconsin mandated test that all education students must take before formal admission to the College of Education can occur. This test assesses basic knowledge in the areas of Reading, Writing and Mathematics. Students are encouraged to take this test at the end of their freshman year. Formal admission to the College of Education occurs in the first or second semester of the sophomore year.

Students have the option of taking the computerized version of the Praxis I or they may take the paper-based version. Individuals wishing to take the computerized version can register for the test at any Sylvan Learning Center. The paper-based version requires online registration.

An information bulletin regarding the Praxis I test is available in the Teacher Education Office or you may visit the website at www.ets.org/praxis.

Praxis II

In an effort to improve the quality of teaching, the Wisconsin Department of Public Instruction (DPI) has mandated that all candidates who will be completing a teacher education program after August 31, 2004, must provide evidence of a passing score on the appropriate Praxis II content area test in addition to meeting the requirements for licensure as specified in PI-34.

Students planning to student teach in the fall semester, must have their Praxis II scores submitted to the Teacher Education Office no later than August 1 of that year. Students planning to student teach in the spring semester, must have their scores submitted to the Teacher Education Office no later than January 1 of that year. Students must pass the appropriate test by the above designated dates. It is important to remember that waivers are not granted for the Praxis II tests.

Please refer to the information sheet on the next page which lists all of the Praxis II content area tests. Please be advised that this test is not like the Praxis I. The Praxis II is offered on a limited basis so you will want to sign-up two or three months in advance via the ETS web site to ensure your reservation. Please be sure that you register for the correct test and that you satisfy this requirement on a timely basis.

Typically, there are seven times within a year that most Praxis II tests will be offered. However, it is important to note that there are certain Praxis II tests with fewer test administration dates. Students are advised to plan accordingly by allowing themselves sufficient opportunities to take the test in a timely manner to avoid possible program delays.

There are four test administration dates per year only for students majoring in the following areas:

- French ITS# 0173
- Theatre ITS# 0640

There are three test administration dates per year only for students majoring in the following area:

- German ITS# 0181
Praxis II

Content Area Tests

The Educational Testing Service Praxis II tests which will be used to assess candidates’ content knowledge are as follows:

<table>
<thead>
<tr>
<th>Praxis II Content Knowledge</th>
<th>ITS Test #</th>
<th>Specific License</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>0133</td>
<td>Art</td>
</tr>
<tr>
<td>Business Education</td>
<td>0100</td>
<td>Business Education</td>
</tr>
<tr>
<td>French</td>
<td>0173</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>German</td>
<td>0181</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>English Language, Literature and Composition</td>
<td>0041</td>
<td>Broad Field Language Arts, English Literature and Composition, Journalism, Speech Communication</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0061</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics, Social Studies, Language Arts, and Science</td>
<td>0146</td>
<td>Middle Childhood through Early Adolescence (Elementary/Middle School)</td>
</tr>
<tr>
<td>Elementary Education Majors take this test!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science (general)</td>
<td>0435</td>
<td>Broad Field Science, Earth and Space Science, Life and Environmental Science, including Biology, and Environmental Studies, Physical Science, including Chemistry and Physics</td>
</tr>
<tr>
<td>All Secondary Education students with majors in Broadfield Science, Chemistry and Physics and Biology minor take this test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>0081</td>
<td>Broad Field Social Studies, Economics, Geography, History, Political Science and Citizenship, Psychology, Sociology</td>
</tr>
<tr>
<td>All Secondary Education students with majors in History, Political Science, Psychology and Sociology take this test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>0191</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Theatre</td>
<td>0640</td>
<td>Theatre</td>
</tr>
</tbody>
</table>

Students must register to take the Praxis II content test via the ETS website listed below. Please be advised that this test is offered on a limited basis so it is important to register far enough in advance to ensure that program requirements are satisfied on a timely basis.

Candidates are encouraged to visit the ETS web site [www.ets.org/praxis](http://www.ets.org/praxis) to review sample tests and to obtain information on test sites and dates.

The College of Education at Marquette University reserves the right to withhold recommendation for licensure for any candidate who does not demonstrate competence on the content knowledge test required by DPI.
Advising

All first year students in the College of Education are advised by the Director of Undergraduate Advising. Second year students, depending on their program and major, may then be assigned to a faculty advisor. Questions regarding advising assignments should be directed to Tina McNamara, 288-6981.

In addition to having an advisor in the College of Education, all students will be assigned an advisor in their major department. Students should plan to consult with BOTH advisors throughout the year and especially during Registration.

As in any good relationship, the relationship between advisor and advisee is most effective when both parties share responsibility for its success.

Advisor Responsibilities:

- To be available to advisees during regular office hours and by appointment.
- To be knowledgeable about the policies and procedures for the College of Education and the University as a whole.
- To assist advisees to build on their strengths and develop goals and strategies to address areas needing improvement.
- To monitor the progress of advisees toward fulfilling graduation requirements.

Advisee Responsibilities:

- To know who advisor is and how to contact that person.
- To be knowledgeable about the policies and procedures for the College of Education and the University as a whole.
- To come prepared to advising meetings by bringing records and other personal information.
- To seek assistance whenever questions and/or concerns arise.
Policies & Procedures

Academic Honesty

The College of Education upholds the University policies on academic honesty including the responsibilities of students and faculty, the definitions and consequences of academic dishonesty, and the procedures for handling acts of academic dishonesty. (Please see pages 40-44 of the 2009-2010 Undergraduate Bulletin) As stated in the Bulletin, p. 41, “Academic honesty consists of truth telling and truthful representations in all academic contexts.” Academic dishonesty includes but is not limited to cheating, dishonest conduct, plagiarism and collusion.

State of Wisconsin BID (Background Check)

The Background Information Disclosure form (F-82064) gathers information as required by the Wisconsin Caregiver Background Check Law to help employers and governmental regulatory agencies make employment, contract, residency, and regulatory decisions. The State of Wisconsin BID (Background Check Form) form must be completed by each student before EDUC 1210. Remember for all events that require the caregiver check of individuals, persons are not allowed to participate in events until the check is complete. If you fail to complete the signed BID form, your participation will be delayed.

Bloodborne Pathogens

In compliance with the Wisconsin Department of Public Instruction, the College of Education requires all students actively involved in field work or student teaching to attend one bloodborne pathogens awareness training session each year. Multiple sessions are scheduled early each semester through specific courses.

Bloodborne pathogens are microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). In addition, disease can be caused by other potentially infectious bodily fluids including drainage from scrapes, cuts and open lesions; urine; respiratory secretions (e.g., nasal discharge); and saliva. It is not possible to know who may be a carrier of an infectious disease or what particular germs may be present in any situation. Persons with infections do not always have outward signs and often are not themselves aware that they are infected. Thus, knowing how to protect oneself and others is very important.

Conflict Resolution

The following process is followed in the event that a conflict between a student and faculty member/administrator occurs:
1. The student schedules an appointment with faculty/administrator with whom the conflict arose.
2. If the conflict is not resolved to the student’s satisfaction after that meeting, the student may write a formal letter to the department chair, Dr. Ellen Eckman, outlining the concern(s) and the strategies undertaken thus far to resolve the conflict.
3. The department chair then responds to the student concern(s) either in writing or in person.
4. If the situation is still not resolved, the student may write a formal letter to the Dean of the College of Education.
5. The decision of the Dean will be considered final.

Throughout this process, the student is encouraged to consult with his or her advisor and/or the Director of Undergraduate Advising, Tina McNamara.
Insurance and Liability

The following information is provided by the Office of Business Services (June 1996).

1. Marquette employees and/or enrolled students are covered by the University’s insurance when they are engaged/involved in activities required in the normal course of clinical experiences. Such experiences include field experiences and practicum placements arranged under the direction of the Director of Field Placements.

2. The scope of the insurance coverage referenced above is limited to legal and prudent behavior. Examples of illegal activities which would not be covered include, but are not limited to, sexual assault, intentional physical abuse, and intentional damage to property.

3. Marquette employees and/or students must not, under any circumstances, provide non-Marquette personnel who are under 18 years of age with transportation to or from a placement site.

4. If a student chooses to drive his/her personal vehicle to or from a placement site, he/she should be aware that Marquette insurance will not provide insurance coverage for any claims arising out of the use of such a personal vehicle.

5. If a Marquette student is injured at a placement site, the site’s insurance might cover the medical costs related to the injury if it is determined that site negligence was a factor in the injury. However, in the absence of such coverage by the site, it is the responsibility of the student to pay for all medical costs (e.g., student’s personal health insurance).

Questions relating to insurance should be directed to the Marquette University Office of Risk Management (288-6806).

Suitable Attire and Behavior for Field Experiences and Student Teaching

One important place to demonstrate professionalism is at field sites. Professionally appropriate dress and behavior are expected at all times. Students are representing not only the College of Education, but also Marquette University, at their field placements. Questions regarding attire and behavior should be addressed to Susan Stang.

Students will receive a Field Experience Handbook in EDUC 2227 – Introduction to Learning and Assessment which will provide detailed information regarding proper attire, professional behavior and student expectations.

Course Substitutions and Waivers

Requests for other exceptions such as course substitutions or waivers must be made by using the College of Education Special Waiver Form. Forms are available in the Office of Teacher Education, SC 146. Completed forms should be returned to SC146.
Grade Point Appeals

Students may submit an appeal for admission to the College of Education if they have not met the cut scores for Praxis I or if they have not achieved the required 2.75 overall GPA. The Department of Public Instruction has established a 10% exception which allows each teacher education institution to admit students to the program if they have not met one of the above requirements. **A student may appeal only one of those two requirements.** The policy of the Office of Teacher Education is that students seeking an appeal for the Praxis I test must have taken the Praxis I at least twice. The number of students admitted by appeal during any review period may not exceed 10% of the number of students who were admitted but did not need to appeal. It is not required that anyone be admitted under the 10% exception. **Waivers are not granted for the Praxis II Content Area Test.**

The College of Education Appeals Committee reviews the records of those who choose to appeal shortly after the mid-term date of each semester.

**The Appeals Process**

The following procedures must be followed to submit an appeal:

1. The candidate must contact the Director of Student Placements and Licensure to obtain an appeals information packet.
2. The candidate must prepare a computer generated letter which includes a return address. The letter should state clearly the reason for seeking an appeal to be approved for admission to the College of Education or to student teach.
3. The candidate must submit three letters of support from faculty and/or field supervisors to the Director of Student Placements and Licensure by the announced due date.
4. The candidate must submit all letters in a packet to the Director of Student Placements and Licensure by the designated due date.
5. The College of Education Appeals Committee will meet to review candidate appeal requests and make decisions to approve or deny requests for admission to the School of Education or to student teach.
6. The candidate will be informed in writing of the decision made by the Appeals Committee.
7. A similar appeal process is in place for candidates seeking an appeal for admission to student teaching. However, students are not eligible for an appeal if a previous appeal was granted for admission to the College of Education.

**Appeals will NOT be considered if ANY of the following apply:**

- Late submission of appeal materials
- Submission of incomplete packets of materials
- An appeal/waiver was previously granted
Resources and Organizations

Career Services Center

The Marquette University Career Services Center, located in Holthusen Hall, serves all Marquette students and alumni. The Career Services Center no longer opens credential files for employment purposes, but does assist students as they develop their own credential files. The Center will advise students about collecting letters of reference and will make sure students know what should be in their credential files. Career counseling and seminars are available to students seeking advice on resume and cover letter writing, interviewing, and the job search process in general. Student teachers may also sign up for on-campus interviews when several school districts hold interviews in the Center each spring. The Center also maintains its own homepage on the World Wide Web. Much information about jobs is available on that homepage at http://www.marquette.edu/csc/.

Students who plan to attend graduate school can use the graduate school resources in the career library and can also meet with a counselor. Students delaying graduate school for a year or two are advised to set up a confidential file in Career Services before leaving the University.

Disability Services

Students with disabilities may require accommodations to ensure equal access to meet admission requirements or to participate in field experiences for the College of Education. Therefore, exceptions to or modifications of admission criteria or field placements will be determined on a case by case basis following the guidelines specified in the University’s policy document, “Accessibility at Marquette University.” Copies of this document are available at no charge on the University’s web page at www.marquette.edu/oses; on campus in the Office of Disability Services, Marquette Hall, Suite 005; or in the Office of Teacher Education, SC 146. If students have questions about their disability and how it may affect field placements or admission to the College of Education, they can contact the Coordinator of Disability Services at 288-1645. The Coordinator will work with students and the Director of Teacher Education to determine the need for accommodations and the manner in which accommodations will be made.

Hartman Education Literacy and Learning Center

During EDUC 4964 – Practicum: Teaching Elementary Reading, Middle Childhood/Early Adolescence (Elementary/Middle) students teach small groups of children in the Ralph C. Hartman Education Literacy and Learning Center, which the College of Education maintains as a training and research facility. The Center was named to honor the memory of Ralph C. Hartman through the generosity of his son, James F. Hartman. The primary purpose of the Center is to provide direct services to students and parents. Specifically, services offered include assessment of reading, tutoring of small groups or individuals in reading, and assistance for parents in promoting literacy development of their children. The Center also provides opportunities for education students to work under supervision, to receive feedback to facilitate their professional development, and to work with urban families. After the required experiences, students may volunteer to do additional tutoring as their schedules permit. Working in the Center provides students with yet another opportunity to prepare for their future profession. The Center also houses the extensive Elementary Collection of Children’s Literature.
Honor Societies

College of Education students are eligible to become members of Phi Beta Kappa, Alpha Sigma Nu, and Alpha Sigma Lambda as are any Marquette students who meet the qualifications for those academic honor societies. College of Education students are also eligible to join the honor societies established by academic departments if they meet the qualifications. In addition, eligible Education students can join Pi Lambda Theta, an international honor society and professional association in education. Candidates must have sophomore standing with at least a 3.500 GPA, be enrolled in a certification program, and have completed at least two certification courses. Names of eligible students are submitted to Pi Lambda Theta in June by the Director of Undergraduate Advising.

College of Education Website

The College of Education website contains information and updates for the teacher preparation program. Students are advised to check the website regularly at [http://www.marquette.edu/](http://www.marquette.edu/).

Student Council

Formally recognized during fall 2005, the College of Education Student Council aims to provide a forum for students to interact with faculty and administrators, to unify students in the teacher education programs, to provide a means of affiliating with those who share similar goals, and to demonstrate that faculty and administrators are responsive to the needs and concerns of students. Membership is open to all College of Education students.
Directory

Dr. Joan Whipp, Director of Teacher Education and Graduate Studies, SC 113A/8-1432
- Curriculum issues
- Academic probation issues
- Leaves of absence - graduate
- Program reinstatement
- Transfer of credit requests - graduate
joan.whipp@marquette.edu

Ms. Pat Bolter – Records Coordinator, SC 146/8-3692
- Course substitutions and waivers
- Approval for non-Marquette and Study Abroad courses
- Applications for graduation
- Withdrawals/Audits
pat.bolter@marquette.edu

Ms. Tina McNamara – Director of Undergraduate Advising, SC 146/8-6981
- Advising for all new students
- Study Abroad advising/approvals
- Program Applications
- Course requirements/sequences
- Registration issues
tina.mcnamara@marquette.edu

Ms. Susan Stang – Director of Field Placement and Licensure, SC 151Q/8-5890
- Appeals
- Admission to Professional Program
- Field placements
- Student teaching
- Licensure
susan.stang@marquette.edu

Educational Policy and Leadership Faculty
- Dr. Ellen Eckman, Associate Professor and EDPL Chair
- Dr. Louis Birchbauer, Clinical Faculty and Graduate Recruiter
- Dr. Sharon Chubbuck, Associate Professor
- Dr. Kathleen Clark, Assistant Professor
- Howard L. Fuller, Distinguished Professor of Education and Director of the Institute for the Transformation of Learning
- Dr. Jody Jessup-Anger, Assistant Professor
- Fr. Jeffrey T. LaBelle, S.J., Assistant Professor
- Dr. Francesca Lopez, Assistant Professor
- Dr. Robert Lowe, Professor
- Dr. William Pink, Professor
- Dr. Martin Scanlan, Assistant Professor
- Dr. Heidi Schweizer, Associate Professor
- Fr. Andy Thon, S.J., Assistant Professor
- Dr. Leigh van den Kieboom, Assistant Professor
- Dr. Doris Walker-Dalhouse, Associate Professor
WISCONSIN TEACHER STANDARDS

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficiencies in the following standards.

1. The teachers know the subjects they are teaching.
   The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow.
   The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.
   The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.
   The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom.
   The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Teachers communicate well.
   The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.
   The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress.
   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves.
   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.
    The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness and in an ethical manner.
# Performance Assessments by Course

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PERFORMANCE ASSESSMENT</th>
<th>STANDARD Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1210</td>
<td>Performance assessment #4/5 Reflection Vocational Discernment Paper</td>
<td>Standard 9 Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standards 10 Community</td>
</tr>
<tr>
<td>EDUC 1220</td>
<td>Performance assessment #1 Exam Analyzing Development Domains of Children</td>
<td>Standard 2 Growth and Development</td>
</tr>
<tr>
<td>EDUC 2227</td>
<td>Performance assessment #3 Exam on Understanding Assessment</td>
<td>Standard 8 Assessment</td>
</tr>
<tr>
<td>EDUC 4357</td>
<td>Performance assessment #10a Unit Plan</td>
<td>Standard 7 Strategic Planning</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8a Lesson Plan Portfolio: Using Multiple Instructional Strategies</td>
<td>Standard 4 Instructional Strategies</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8b Portfolio Lesson Plan: Making Adaptations for Learners</td>
<td>Standard 3 Diverse Learners</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8d Lesson Plan Portfolio: Writing High Level Questions</td>
<td>Standard 6 Communication</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #9b External Evaluation of Developmental Plan</td>
<td>Standard 3 Diverse Learners</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #9a External Evaluation of Lesson Plan Implementation</td>
<td>Standard 4 Instructional Strategies</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #9c External Evaluation of Communication Skills</td>
<td>Standard 6 Communication</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #11 Reflection on Teaching Episode</td>
<td>Standard 9 Reflection</td>
</tr>
<tr>
<td>EDUC 140</td>
<td>Performance assessment #6 Joining Subject and Pedagogical Content Knowledge</td>
<td>Standard 1 Content Knowledge</td>
</tr>
<tr>
<td>EDUC 4964</td>
<td>Performance assessment #7 Case Study of Small Group That Connects to Content and Specific Skills to Inform Instruction</td>
<td>Standard 2 Growth and Development</td>
</tr>
<tr>
<td>EDUC 4964</td>
<td>Performance assessment #10b Unit Assessment Plan</td>
<td>Standard 8 Assessment</td>
</tr>
<tr>
<td>EDUC 2037</td>
<td>Performance assessment #7 Case Study of a Small Group that Connects to Specific Content and Skills to Inform Instruction</td>
<td>Standard 2 Growth and Development</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8b Lesson Plan Portfolio: Making Adaptations for Learners</td>
<td>Standard 3 Diverse Learners</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8a Lesson Plan Portfolio: Using Multiple Instructional Strategies</td>
<td>Standard 4 Instructional Strategies</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8d Lesson Plan Portfolio: Writing High Level Questions</td>
<td>Standard 6 Communication</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #9b External Evaluation of Teaching a Developmentally Appropriate Lesson</td>
<td>Standard 3 Diverse Learners</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #9a External Evaluation of Lesson Plan Implementation</td>
<td>Standard 4 Instructional Strategies</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #9c External Evaluation of Communication Skills</td>
<td>Standard 6 Communication</td>
</tr>
<tr>
<td>Course Code</td>
<td>Performance Assessment</td>
<td>Standard</td>
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<tr>
<td>EDUC 4297</td>
<td>Performance assessment #11 Reflection on Teaching Episode</td>
<td>Standard 9 Reflection</td>
</tr>
<tr>
<td>ADVANCED METHODS (EDUC 4007, EDUC 4017, FOLA 4000, ENGL 4027, MATH 3030)</td>
<td>Performance assessment #6 Joining Subject and Pedagogical Content Knowledge</td>
<td>Standard 1 Content Knowledge</td>
</tr>
<tr>
<td>ADVANCED METHODS (EDUC 4007, EDUC 4017, FOLA 4000, ENGL 4027, MATH 3030)</td>
<td>Performance assessment #10a Unit Plan</td>
<td>Standard 7 Strategic Planning</td>
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<tr>
<td>ADVANCED METHODS (EDUC 4007, EDUC 4017, FOLA 4000, ENGL 4027, MATH 3030)</td>
<td>Performance assessment #10b Unit Assessment Plan</td>
<td>Standard 8 Assessment</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>Performance assessment #12 Demonstration of Teaching Performance</td>
<td>Standard 1 Content Knowledge</td>
</tr>
<tr>
<td>EDUC 4965</td>
<td>Performance assessment #13 Anecdotal Records</td>
<td>Standard 2 Growth and Development</td>
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<tr>
<td>EDUC 4968</td>
<td>Performance assessment #13 Anecdotal Records</td>
<td>Standard 3 Diverse Learners</td>
</tr>
<tr>
<td>EDUC 4966</td>
<td>Performance assessment #15 Unit Plan</td>
<td>Standard 4 Instructional Strategies</td>
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<td>Student Teaching</td>
<td>Performance assessment #14 Classroom Management Plan</td>
<td>Standard 5 Classroom Management</td>
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<tr>
<td>Student Teaching</td>
<td>Performance assessment #15 Unit Plan</td>
<td>Standard 7 Strategic Planning</td>
</tr>
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</table>
Appendix B: Performance assessment by Course

Level I Middle Childhood/Early Adolescence and Early Adolescence/Adolescence

Level II Middle Childhood/Early Adolescence

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PERFORMANCE ASSESSMENT</th>
<th>STANDARD ADDRESSED</th>
<th>INDICATORS USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2227</td>
<td>Performance assessment #3 Exam on Understanding Assessment</td>
<td>Standard 8 Assessment</td>
<td>8.1, 8.2, 8.3</td>
</tr>
<tr>
<td>EDUC 4357</td>
<td>Performance assessment #10a Unit Plan</td>
<td>Standard 7 Strategic Planning</td>
<td>7.1, 7.2, 7.7, 7.8</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8a Lesson Plan Portfolio: Using Multiple Instructional Strategies</td>
<td>Standard 4 Instructional Strategies</td>
<td>4.2, 4.4, 4.10</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8b Lesson Plan Portfolio: Making Adaptations for Learners</td>
<td>Standard 3 Diverse Learners</td>
<td>3.2, 3.6, 3.13, 3.14, 3.15</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8c Lesson Plan Portfolio: Constructivist Lesson Plan</td>
<td>Standard 2 Growth and Development</td>
<td>2.1, 2.7, 2.8</td>
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<tr>
<td>EDUC 4297</td>
<td>Performance assessment #8d Lesson Plan Portfolio: Writing High Level Questions</td>
<td>Standard 6 Communication</td>
<td>6.11</td>
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<tr>
<td>EDUC 4297</td>
<td>Performance assessment #9b External Evaluation of Developmental Plan</td>
<td>Standard 3 Diverse Learners</td>
<td>3.1, 3.11, 3.12, 3.18</td>
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<tr>
<td>EDUC 4297</td>
<td>Performance assessment #9a External Evaluation of Lesson Plan Implementation</td>
<td>Standard 4 Instructional Strategies</td>
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</tr>
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<td>EDUC 4297</td>
<td>Performance assessment #9c External Evaluation of Communication Skills</td>
<td>Standard 6 Communication</td>
<td>6.9, 6.11, 6.12, 6.13</td>
</tr>
<tr>
<td>EDUC 4297</td>
<td>Performance assessment #11 Reflection on Teaching Episode</td>
<td>Standard 9 Reflection</td>
<td>9.1, 9.2, 9.11</td>
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<td>EDUC 4317</td>
<td>Performance assessment #6 Joining Subject and Pedagogical Content Knowledge</td>
<td>Standard 1 Content Knowledge</td>
<td>1.1, 1.2, 1.5, 1.8, 1.10, 1.12</td>
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<td>EDUC 3240</td>
<td>Performance assessment #2 Oral Presentation</td>
<td>Standard 6 Communication</td>
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<td>EDUC 4984</td>
<td>Performance assessment #7 Case Study of Small Group That Connects to Content and Specific Skills to Inform Instruction</td>
<td>Standard 2 Growth and Development</td>
<td>2.6</td>
</tr>
<tr>
<td>EDUC 4964</td>
<td>Performance assessment #10b Unit Assessment Plan</td>
<td>Standard 8 Assessment</td>
<td>8.2, 8.4, 8.10</td>
</tr>
<tr>
<td>COURSE</td>
<td>PERFORMANCE ASSESSMENT</td>
<td>STANDARD ADDRESSED</td>
<td>INDICATORS USED</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>EDUC 2227</td>
<td>Performance assessment #3 Exam on Understanding Assessment</td>
<td>Standard 8 Assessment</td>
<td>8.1, 8.2, 8.3</td>
</tr>
<tr>
<td>EDUC 3240</td>
<td>Performance assessment #2 Oral Presentation</td>
<td>Standard 6 Communication</td>
<td>6.4</td>
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<tr>
<td>ADVANCED METHODS</td>
<td>Performance assessment #6 Joining Subject and Pedagogical Content Knowledge</td>
<td>Standard 1 Content Knowledge</td>
<td>1.1, 1.2, 1.5, 1.8, 1.10, 1.12</td>
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<tr>
<td>ADVANCED METHODS</td>
<td>Performance assessment #10a Unit Plan</td>
<td>Standard 7 Strategic Planning</td>
<td>7.1, 7.2, 7.7, 7.8</td>
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<td>8.1, 8.2, 8.3, 8.4, 8.6</td>
</tr>
<tr>
<td>EDUC 2037</td>
<td>Performance assessment #7 Case Study of a Small Group that Connects to Specific Content and Skills to Inform Instruction</td>
<td>Standard 2 Growth and Development</td>
<td>2.2, 2.3</td>
</tr>
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