

Handbook for Undergraduate Teacher Education Candidates Part I

Policies and Procedures



Milwaukee, WI

Update 06/11

© Copyright 2011. Alverno College, Milwaukee, Wisconsin. All rights reserved under U.S., International and Universal Copyright Conventions. Reproduction in part or whole by any method is prohibited by law.

Table of Contents

Welcome	3
Preface.....	4
Responsibility for Contents.....	5
Mission and Purpose	6
Accreditation.....	7
Section 1: Program Information.....	8
Section 2: Human Relations Code	31
Section 3: Field Experiences.....	33
Section 4: Student Teaching	39
Section 5: Admission and Advancement	46
Section 6: Technology	66
Section 7: Academic Honesty.....	68
Section 8: Student Honors	73
Section 9: Education Committees	75
Section 10: ASEO	78
Section 11: Post Baccalaureate Program Information	80
Appendices.....	83
Handbook Acknowledgement.....	89

Welcome!

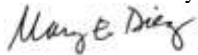
Welcome to the Alverno College School of Education! The earliest beginnings of our college are linked to the School of Education, as Alverno's founding date of 1887 is tied to the founding of St. Joseph's Normal School, which became a two year program in 1923 and a four year normal school, known as Alverno Teacher's College in 1936. In 1948, this school merged with the Sacred Heart School of Nursing Program and the Alverno Conservatory of Music to become a liberal arts college. From those earliest years, the focus of teacher education at Alverno has been on advancing our candidates' teaching abilities. As a learner in this curriculum, you are at the heart of the Education program and your learning is central to all of our activities.

Our goal for you is to become a strong teacher, knowing your content well, knowing how to work with learners to develop their knowledge and skills through meaningful and engaging learning experiences, and establishing caring and supportive relationships with your students and their families. In order to fulfill that goal, we know that you also have to be well prepared to collaborate with your professional colleagues and take responsibility not only for building learning environments with your students, but also for creating a supportive culture for learning in the school/organization in which you work. Our programs are designed to support your growth so that you are ready for the challenge!

This **Handbook for Undergraduate Teacher Candidates** provides some important guidance and includes resources to help you on your way. It includes academic information concerning the education courses and specific policies and procedures that complement the general college policies and other important information that you will need. Thus, you will want to use this handbook in conjunction with the *Alverno Student Handbook*, where you'll find resources and policies relevant across programs at Alverno.

While you probably won't sit down and read these two handbooks at one time, we ask that you familiarize yourself with them and use them to access essential information as you progress through the program to graduation. The most recent edition of the handbook is available online. We have organized the Handbook for Undergraduate Teacher Education Candidates to make it easy for you to find information to address questions you may have as they arise and we encourage you to consider your advisor and faculty in the School of Education as additional resources in your journey to your professional teaching degree.

Welcome to learning about professional education and the Alverno College School of Education community!



Sister Mary Diez
Dean, School of Education

Preface

The *Teacher Education Program Handbook* is the official policy manual for the Alverno College School of Education Teacher Education Program. It is designed to be used as a guide by teacher education majors and supports, student teachers, faculty advisors, cooperating teachers, school administrators, and college supervisors. The *Handbook* includes descriptions of program admissions and program completion requirements, participation guidelines, procedures for the evaluation of candidate performance, and expectations for field experiences and student teaching.

The *Handbook* describes the policies and requirements of the Teacher Education Program at Alverno College that are in effect at the time of its publication. Because these policies and requirements may be modified by changes in the requirements of the Wisconsin Department of Public Instruction, the expectations of other accrediting agencies, and/or any other unforeseen circumstances, the College reserves the right to modify or nullify any statement or regulation in this document. Updates to the handbook will be posted on line when such changes come into effect. While your faculty and advisors will also alert you to such changes, it is the responsibility of the candidate to stay apprised of current policies and requirements by accessing the latest copy of the handbook or checking with her advisor.

**Responsibility for contents of
*Handbook for Undergraduate Teacher Education Candidates, Policies, and Procedures***

POLICY

Each Alverno Education Candidate is responsible to secure and maintain current knowledge of the Alverno College *Handbook for Undergraduate Teacher Education Candidates, Policies, and Procedures* at the time of entry into the education curriculum.

Information and policies are subject to change without prior notification.

PROCEDURE

1. Periodically, the School of Education reviews, and, if necessary, revises the *Handbook for Undergraduate Teacher Education Candidates, Policies, and Procedures*. The most current version is on the Alverno website, www.alverno.edu.
2. Upon entry into the education curriculum (ED 201 or AE 222), each candidate will be introduced to the Handbook and will sign and submit a form acknowledging responsibility for its contents.

Sample of Handbook Acknowledgement

HANDBOOK ACKNOWLEDGEMENT	
I acknowledge that I am aware of and accountable for these policies and procedures.	
_____ Signature	_____ Date
Submit to ED 201 or AE 222 instructor.	
<i>Original: School of Education Copy: Student</i>	

Mission

The School of Education at Alverno College prepares professionals committed to developing the abilities of all learners, to building community as a context and support for learning, and to continuing their own ongoing growth through thoughtful reflection.

Purposes

The following major purposes provide direction in pursuit of our mission; these four purposes that guide the institutional mission are tailored here to express the mission of the School of Education.

1. Creating a Curriculum

The curriculum for programs in the School of Education is designed by faculty to be:

- Ability-based and focused on student outcomes
- Developmental, leading through more and more complex experiences, to full professional practice
- Integrative, consciously building connections across frameworks and areas of study
- Focused on fostering leadership in professional learning communities of practice both informal and formal

2. Creating a Community of Learning

The development of school professionals and adult educators requires that the School of Education create an environment that models the community of learning through:

- Respect for diverse backgrounds and perspectives
- Collaborative and supportive interaction
- Clear expectations
- Active and reflective practice of self in relation to community

3. Creating Ties to the Community

In support of its mission faculty and staff in the School of Education develop partnerships with districts, schools, businesses and community based organizations in order to:

- Develop appropriate field experience sites
- Assist the School of Education to understand and respond to current needs in diverse work settings
- Assist partners in work settings to understand and value the contributions of the School of Education

4. Creating Relationships with Higher Education

As colleagues with education professionals locally, regionally, and nationally, Alverno faculty and staff hold themselves responsible to contribute to the development of teacher education and adult education through:

- Actively contributing to professional organizations
- Engaging in scholarship and the critique of scholarship
- Serving on task forces, planning groups, etc. in formal and informal leadership roles
- Sharing and building upon one another's practice

Accreditation

The School of Education is accredited by the **National Council for Accreditation of Teacher Education** (NCATE) which is recognized as the premier accrediting body for schools, colleges, and departments of education and the State of Wisconsin Department of Public Instruction.

NCATE is composed of more than 30 professional and policy maker organizations representing millions of Americans committed to quality teaching. Founded in 1954 and committed to the belief that every student deserves a caring, competent and highly qualified teacher, NCATE works to make a difference in the quality of teaching, teachers, school specialists and administrators.



**Section 1
Program
Information**

Degree Requirements

Majors

Early Childhood/Middle Childhood (ELC), Ages Birth-11

ELC majors can choose from the following non-certifiable support areas:

- Creative Arts
- Spanish Language Cultures
- Mathematics for Teachers
- Language Arts
- Social Studies
- Science for Teachers

Middle Childhood/Early Adolescence (ELM), Ages 6-13

ELM majors must select a certifiable support area from the following list:

- Mathematics for Teachers
- Social Studies
- Language Arts
- Science for Teachers

Art Education (AE), Ages Birth-21

- Art Education majors may also pursue licensure in Art Therapy (Adaptive Arts).

Support Area

Early Adolescence/Adolescence (SED), Ages 10-21

SED candidates must select a major from the following list:

- Broadfield Social Studies/History
 - Candidates can pursue concentrations in Political Science, Psychology, Economics, Geography, and Sociology
- Broadfield English Language Arts/English
 - Candidates can pursue concentrations in speech communication or speech communication and journalism
- Broadfield Science
 - Chemistry can be taken as major or support along with Broadfield Science
 - Biology can be taken as major or support along with Broadfield Science
- Mathematics

Coursework Sequences

To assist you in planning and registration, the Alverno Advising Office has developed sample coursework sequences. These are updated yearly and can be obtained in the Advising Office or from your professional advisor.

Steps For Completing The Education Program

Year 1

- _____ Declare career path in teaching to Academic Advisor.
- _____ Successfully complete CM 176Q.
- _____ With Advisor, determine the following:
 - Major area.
 - Support area(s).
 - Level of certification desired.
 - Date of graduation.
- _____ Receive copies of academic evaluation and matrix in Advising Office.
- _____ Complete required application materials.
- _____ Successfully complete PST 029.
- _____ Successfully complete ED 116.

Year 2

- _____ Successfully complete two semesters of field experiences (ED 201, 215/215 R).
- _____ Successfully complete ED 220, Assessment Interview.
- _____ Complete a minimum of 24 competence level units including Communication, Level 3.
- _____ Successfully complete AC 309 (Mid-Program General Education Assessment).
- _____ Successfully complete PRAXIS I — information available through the Assessment Center.
(Must meet the Wisconsin required minimum scores in 2 of 3 tests for admission to ED 215 or 215R. Reading (175), Writing (174), and Math (173))
- _____ Complete required application materials.
- _____ Meet with advisor to begin planning for portfolio/interview assessment.

Year 3

- _____ Pass all sections of Praxis I for admission to ED 321 or ED 338 (see pgs. 23-24 for waiver policy information for learning disabilities and English as a second language).
- _____ Successfully complete professional courses and field experiences.
- _____ Successfully complete ED 399, Introduction to Advanced Level Work.
- _____ Complete a minimum of 30 competence level units, including Communication Level 4.

Year 4

- _____ Apply for admission to student teaching through the Placement Director (See Appendix, Form C).
- _____ Apply for graduation in the Registrar's Office the year prior to graduation.
- _____ Successfully complete PRAXIS II in designated licensure area(s).
- _____ Successfully complete ED 420, Portfolio/Interview Assessment.
- _____ Provide proof of liability insurance for student teaching (through Alverno Student Education Organization membership or private coverage).
- _____ Provide proof of negative TB test (within 6 months of student teaching start date)
- _____ Successfully complete a full semester of student teaching.
- _____ Complete advanced level work in Education and other major/support area(s).
- _____ Complete Human Relations Code requirements, as described in Section 2.
- _____ Successfully complete Exit Portfolio.
- _____ Apply for Wisconsin license in chosen teaching area (for form, go to the DPI website at www.dpi.state.wi.us/dllis/tel/applications.html)

See section 5 for more information about admission and advancement in the teacher education program.

Teacher Education Program

Alverno's teacher education program has been designed so that candidates learn about advanced outcomes of the major (education abilities) and Wisconsin Teaching Standards in developmentally appropriate ways. In compliance with the National Council for the Accreditation of Teacher Education (NCATE) and the Wisconsin Department of Public Instruction (DPI), the faculty of the School of Education have designed an assessment system which aligns course assignments and assessments with teaching standards and program outcomes. These course assignments and assessments have been integrated throughout the undergraduate teacher education programs to provide a wide variety of opportunities for candidates to demonstrate the knowledge, skills, and dispositions related to effective teaching.

Advanced Outcomes of the Major

CONCEPTUALIZATION: Integrating content knowledge with educational frameworks and a broadly based understanding of the liberal arts in order to plan and implement instruction.

DIAGNOSIS: Relating observed behavior to relevant frameworks in order to determine and implement learning prescriptions.

COORDINATION: Managing resources effectively to support learning goals.

COMMUNICATION: Using verbal, nonverbal, and media modes of communication to establish the environment of the classroom and to structure and reinforce learning.

INTEGRATIVE INTERACTION: Acting with professional values as a situation decision maker, adapting to the changing needs in the environment in order to develop students as learners.

For further information about the Education Outcomes, see the *Handbook for Undergraduate Teacher Education Candidates, Part II: Conceptual Frameworks*.

Wisconsin Standards For Teacher Development And Licensure

Standard #1: Teachers know the subjects they are teaching (conceptualization, coordination)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard #2: Teachers know how children grow. (conceptualization, diagnosis, integrative interaction)

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Standard #3: Teachers understand that children learn differently. (conceptualization, diagnosis, integrative interaction)

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #4: Teachers know how to teach. (conceptualization, communication)

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard #5: Teachers know how to manage a classroom. (conceptualization, diagnosis, integrative interaction)

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.

Standard #6: Teachers communicate well. (communication, integrative interaction)

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: Teachers are able to plan different kinds of lessons. (coordination, diagnosis)

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard #8: Teachers know how to test for student progress. (diagnosis, conceptualization)

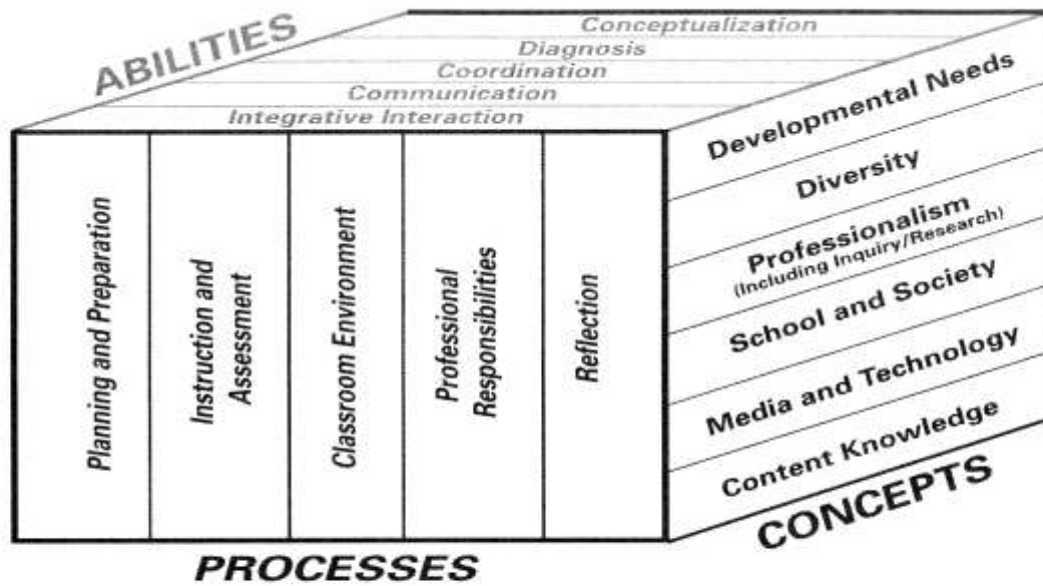
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard #9: Teachers are able to evaluate themselves. (conceptualization, diagnosis, coordination, communication, integrative interaction)

The teacher is a reflective practitioner who continually evaluates the effects of her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

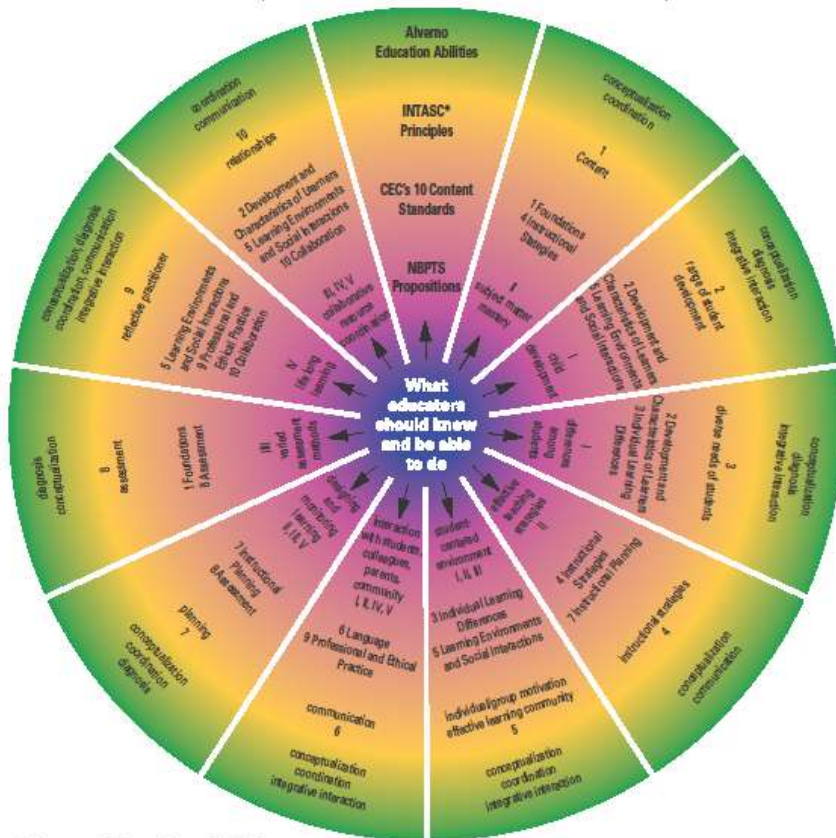
Standard #10: Teachers are connected with other teachers and the community. (coordination, communication)

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.



A Model of the Conceptual Framework for Teacher Education at Alverno College

Alignment of
 Alverno College School of Education 5 Abilities
 INTASC's 10 Principles • CEC's 10 Content Standards • NBPTS's Propositions



Alverno Education Abilities

- **Conceptualization** – integrating content, educational frameworks, and liberal arts to plan and implement instruction
- **Diagnosis** – relating observed behaviors to frameworks in order to determine and implement plans to meet students’ needs and lead them to the next level of development
- **Coordination** – managing resources effectively to support learning goals
- **Communication** – using verbal, non-verbal, and media modes to establish classroom environment and to structure and reinforce learning
- **Integrative Interaction** – acting with professional values as a situational decision-maker, adapting to changing environment needs in order to draw out students as learners

* Wisconsin has adopted the INTASC principles as the state’s teacher standards

Teacher Dispositions and Actions

Your development of the Alverno eight abilities and the advanced outcomes of the teacher education program at Alverno depends upon an integration of knowledge, skills, and dispositions. These three elements develop in tandem and each supports the others in strengthening your growth as a professional. Your faculty wants you not only to be *disposed* to a particular quality of practice, but also have the *capacity* to enact that practice through your development of knowledge and skill. Likewise, we want you to develop the knowledge and skill to work effectively with all the learners in your classroom and have the dispositions of commitment, persistence, and creativity to overcome external challenges. Ultimately, our goal is that as you move into professional practice you will be able to work independently and collaboratively to effectively meet the needs of all your learners, promoting the growth of individual students as well as contributing to the ongoing development of a democratic society.

Across your classes, you will focus on developing professional behavior, organized around the themes of respect, responsibility, reflection, collaboration, and communication. From the “Do I have what it takes?” reflection in ED 201 to your completion of the Teacher Performance Assessment during student teaching, you will have multiple opportunities to self assess and to receive feedback from course and fieldwork faculty related to your demonstration of professional behavior. Faculty will use these points of reflection each semester to engage you in assessing your progress and to assist you to set goals for growth.

For example, while we expect you to develop habits of responsible work (being on time, coming prepared, etc.), those are simply the beginning of professional expectations. Rather than seeing the Professional Behavior Form as a check off list, we invite you to use it as a lens to examine your behavior and to ask yourself questions like these:

- How am I developing as a professional who builds relationships with learners and colleagues through respect?
- How do I see myself as a professional who can be counted on to assume responsibility?
- How seriously do I take my responsibility to critique my own behavior in order to grow as a competent, flexible professional?
- How do I model in my own behavior the respect and responsibility that I want my students and colleagues to demonstrate?
- How do I nurture and maintain my commitment to do whatever it takes to support and nurture the learning communities of which I am a part?

Your self assessment and faculty assessment of your level of professional behavior become part of the documentation reviewed for admission to each of the various stages of the teacher education program. The Admission and Advancement Committee will weigh serious issues related to professional behavior and will make decisions on a candidate’s readiness for the next stage in the program. Individual plans to address those issues will be developed with candidates and may result in a delay of admission to the next level.

Evaluation of Student Dispositions for Teaching

Professional Behaviors of Teaching Candidates

The development and evaluation of dispositions for teaching are tied to the classes/courses listed below. Syllabi can reflect procedures for review and use within each listed class as well as other classes. Dispositions are identified on the *Professional Behaviors of Teaching Candidates* form and will be reflected upon by candidates and faculty around midterm. If a faculty notes a discrepancy between their perception and the candidate's evaluation, the faculty will communicate orally and/or in writing their perception with the candidate. The faculty might add their notes to the form based on the discussion. Sometimes the candidate may just misunderstand the meaning of the item. If the faculty agrees with the candidate's reflection, generally no communication will occur. Ultimately, the final reflection will be part of the candidate's education file.

The information on the minimally prescribed reviews will be used as follows:

1. Admission to the Preprofessional Level: ED 116, 201
2. Admission to the Professional Level: ED 215/215R, 216, either 225 (ELC) or 325 (ELM)
3. Admission to Student Teaching: ED 321/338, 315, 325 (ELC)
4. Student Teaching: items imbedded in the regular evaluation form

The performance of a candidate at any of the review levels will be judged in relation to the program benchmarks and outcomes for that level. The decision of the Admission and Advancement Committee will weigh any deficiencies in relation to their seriousness in reflecting a candidate's commitment to professionalism. The Committee's decision will be final.

A candidate's reflection form completed within any course will not in itself be grounds for determining a successful or unsuccessful course performance. Some dispositions for teaching can be developmental and the reflection tool becomes a lens to look at one's growth in relation to program expectations. The faculty will also use the course outcomes, assignments and program benchmarks as part of the performance determination.

Alverno College
Professional Behaviors of Undergraduate Teacher Candidates

Name: _____ Mid Semester F Sp 20 _____
 Instructor: _____ End of Semester F Sp 20 _____
 Course: ED 116 , ED 201 , ED 215/215R , ED 216 ,
 ED 225/325 , ED 315 , ED 321/338 , Other

Ratings are based upon class meetings, assignments, appointments, group work and clinical experiences.

		E = Emerging	P = Proficient	D = Distinctive	D = Distinctive				NA = Not Applicable	
					I	E	P	D	NA	Comments/Evidence
Respect	Ethics	Speaks appropriately with others, maintains confidentiality.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Flexibility	Shows the ability to adapt to the situation	Consistently adapts lesson to meet time and content concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Sensitive to Diversity	Displays sensitivity to and acceptance of diverse backgrounds, ages and abilities of students, peers, and/or staff	Establishes a warmth and caring for all; listens and learns others' interests; plans to include differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Commitment to Needs	Shows an ability to plan to meet needs of all learners	Consistently attends to and seeks materials for full range of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsibility	Timeliness	Arrives on time and remains as expected			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Attendance	Attends as regularly as scheduled	Remains as needed and/or accommodates revised plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Poise/Attitude	Generally self confident, courteous; displays attitude that is positive and agreeable	Self-assured; always displays appropriate behavior; willing attitude at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Organization	Uses time effectively; prepares materials in advance	Anticipates organizational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reflection	Feedback	Provides constructive and supportive feedback; Accepts constructive feedback and responds appropriately	Relates feedback to criteria or other frameworks. Solicits feedback and consistently refines practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Self Assessment	Sees learning as a process; Identifies strengths and areas of improvement	Uses criteria for developing her self assessment and growth plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

		I = Inadequate	E = Emerging Proficient	P = Proficient	D = Distinctive				NA = Not Applicable	Comments/Evidence
					I	E	P	D	NA	
Collaboration	Initiative	Demonstrates enthusiasm for students, curriculum, and teaching. volunteers, asks questions	Takes responsibility to move an idea forward and engage others		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Leadership	Shows ability to take charge	Initiates, suggests, contributes ideas and engages others in the task at hand		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Cooperates	Shares ideas, materials and responsibilities	Consistently works cooperatively with others to create an optimal learning environment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rapport	Shows an ability to communicate and interact effectively and professionally with all	Consistently communicates and interacts effectively and professionally with all; exhibits caring and respect		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication	Professional Image	Demonstrates an ability to effectively write, speak and listen	Responds with a refined use of oral and written language		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Utilizes appropriate verbal and nonverbal messages			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Dresses in a professional manner			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Speaks in clear and grammatically correct language	Enriches lesson with expressive language and vocabulary; demonstrates superior understanding and practice of grammar and syntax		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Comments:										

Instructor Signature _____

Date _____

Teacher Candidate's Disposition Commitment

The School of Education at Alverno College is committed to preparing candidates who have the required knowledge, skills, and *dispositions* necessary to become effective classroom teachers in a professional environment. Based on standards set forth by NCATE and WDPI, the candidate and faculty will evaluate each candidate's demonstration of beginning teacher dispositions in a series of required education courses. The progress of a candidate will be dependent on her/his successful demonstration of these characteristics.

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2006). The dispositions listed below are expected of Alverno College teacher education candidates in the college classroom and in field placements and student teaching for teaching. The following indicators reflect the disposition categories for teaching of *respect, reflection, responsibility, collaboration and communication*.

Respect

- **Ethics** is demonstrated by maintaining confidentiality, disclosing any unlawful activity that might adversely affect ability to obtain a teaching license, displaying honesty and integrity in all situations. (Conceptualization)
- **Demonstrates flexibility** in modifying ideas, plans, being open to new attitudes, ideas and opinions; able to adapt to the situation (Coordination)
- **Uses language** which is clear, correct, and appropriate, both written and oral (Communication)
- **Values diversity** through choosing and creating inclusive, engaging materials, lessons, assessments, and planning for classroom environments that are inviting for diverse students' participation and learning, and that provide equitable access to instruction (Integrative Interaction, Conceptualization)
- **Demonstrates commitment** to address the needs of all learners in one's field or student teaching class

Responsibility

- **Timeliness** refers to arrival to class, clinical/field experiences, group work, appointments, submission/completion of assignments (Coordination)
- **Attendance** pertains to class, group meetings, appointments, field and clinical experiences (Coordination, Conceptualization)
- **Poise/attitude** reflects a positive, courteous demeanor and a proactive attitude in planning, preparation, and engagement in classes and in the schools (Communication)
- **Demonstrates organization** through planning, preparation of materials, study skills, time management (Coordination)

Reflection

- **Responds appropriately to feedback** from instructors, classroom instructors, peers, mentors (Communication)
- **Practices ongoing self assessment** that provides insights to personal performance and professional development and reflects comparable perceptions by other stakeholders (Diagnosis)

Collaboration

- **Initiative** is demonstrated by offering ideas and suggestions to others, setting goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials (Diagnosis)
- **Provides leadership** to peers, instructors, school personnel, and students; initiates, suggests, contributes ideas (Integrative Interaction)
- **Collaborates** with peers, instructors, school personnel and teachers; shares responsibilities, ideas, materials (Coordination, Communication)
- **Cooperates** with instructors, peers, and school personnel; resolves differences or misunderstandings respectfully and reflectively (Integrative Interaction, Communication)
- **Establishes rapport** with classmates, instructors, school personnel and students (Integrative Interaction, Communication)

Communication

- **Professional Image** is demonstrated by effectively speaking, writing and listening; utilizing appropriate verbal and nonverbal messages; dressing in an appropriate manner and speaking with clear and grammatically correct language (Communication, Integrative Interaction)

I have read the dispositions and indicators above. I agree that dispositions are important to being an effective professional teacher. I am committed to both growth and excellence in demonstrating these dispositions. I understand that my progress in the teacher education program depends upon successful demonstration of these dispositions.

Signature

Date

Major

Advisor

Advising

All first year candidates are advised by the Professional Advisors in the Academic Advising Office. Candidates, depending on their program and major, are assigned to a School of Education faculty advisor after they have passed 2 out of 3 subtests of the Praxis I. Candidates are Undeclared Education majors or supports until they have passed Praxis I. In addition to having an advisor in the School of Education, candidates with a major in a discipline will be assigned an advisor in their major department. Candidates 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 School of Education and the College 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 her/his advisor is and how to contact that person.
- To be knowledgeable about the policies and procedures for the School of Education and the College 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.

Accessibility for candidates with disabilities

The Office for Student Accessibility supports students who have a physical, sensory, learning, and/or psychological disability that substantially limits a major life activity such as learning, communicating, walking, seeing, hearing, or breathing. Many of these disabilities are hidden or less visible, such as anxiety, depression, learning disabilities, arthritis, or other health impairments.

The goal of Student Accessibility is to provide academic and physical access by accommodating the disability, promoting student independence, and maximizing academic potential.

For more information, contact the Coordinator for Student Accessibility

Teacher Candidate Resources

All teacher candidates must meet the requirements of the School of Education and the State of Wisconsin. To meet these requirements, advisors may recommend that teacher candidates seek support from the excellent resources available here at Alverno College: Academic Support Services including Disability Services, Counseling and Health Services, Career Education, and/or personal counseling.

1. Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. For accommodations/services, please contact the Student Accessibility Coordinator.

2. The English as a Second Language (ESL) Program in the Instructional Services Center provides assistance to Alverno College students for whom English is a second language. The School of Education may refer teacher candidates to the ESL program for assistance with oral or written communication in Standard English and when preparing for Praxis exams. Alverno College celebrates cultural and linguistic diversity. Alverno encourages all students to communicate effectively in any language or dialect they use, including Standard English. For assistance, please contact the ESL coordinator.

Appropriate professional behavior is expected of all candidates. Teacher candidates' professionalism in the School of Education must be of the highest standards. Included within the realm of professionalism is the teacher candidate's ability to interact appropriately with other teacher candidates, students, cooperating teachers, parents, and instructors. Teachers must be professional in non-verbal as well as verbal communication. The School of Education counsels teacher candidates regarding inappropriate behavior (for example, consistent absences or tardiness). Confidentiality of student records is also of the utmost concern. Unprofessional behaviors will be addressed by the School of Education and may result in the referring of a teacher candidate to career counseling, as appropriate.

State Teaching Requirements

PRAXIS I: Preprofessional Skills Test (PPST)

The State of Wisconsin requires the PRAXIS I [also known as the PPST], for admission to teacher education programs. While candidates may declare a major or support area in education when they enter the college, they must pass the PRAXIS I before formal admission to the programs.

In the semester before the first field experience, candidates take PST 029, the **PRAXIS I Preparation Seminar**. In addition, materials to assist candidates to prepare for the test are available on reserve in the library (both print and computer assisted practice materials). Candidates are required to take the PRAXIS I no later than the semester they are in ED 201/AE 222. Candidates must meet the Wisconsin required scores for two of the three PRAXIS I tests before registering for ED 215 or 215R. To be admitted to ED 321 or ED 338, candidates must successfully complete all three sections of the PRAXIS I.

The required scores for Wisconsin are the following:

Reading	175
Writing	174
Mathematics	173

Check IOL for exact date on which scores are due.

Candidates who are unsuccessful on one or more tests are directed to seek help through the Instructional Services Center and should consult the School of Education PRAXIS waiver policy.

PRAXIS II: Content Area Knowledge Test

The State of Wisconsin requires the PRAXIS II. Candidates must pass the PRAXIS II exam in their designated licensure area prior to admission to student teaching. In preparation for the PRAXIS II, candidates take PST 329.

More detailed information regarding the PRAXIS exams follows. Contact the Alverno Assessment Center or the ETS website, www.ets.org for additional information regarding registration for the exams. To learn more about the Wisconsin PRAXIS requirements, consult the DPI website: <http://dpi.wi.gov/tepd/testing.html>.

**ALVERNO COLLEGE
SCHOOL OF EDUCATION
PRAXIS I WAIVER POLICY for Students with Learning Disabilities**

According to the Wisconsin Department of Public Instruction, a teacher education program may grant waivers for the PRAXIS I for up to ten percent (10%) of the students entering its program. In the Alverno Education program, that 10% is based on the total enrollment each semester of the initial courses, i.e., ED 201, AE 222, LTM 611, and SPE 611, and reserved for students who are identified as ESL, English as a Second Language, or diagnosed with a learning disability and/or ADHD. Applications for waivers will be accepted until waivers equaling 10% have been granted for a given semester. For example, if the total number of students enrolled in initial methods courses in Fall 2010 equals 60, up to six (6) total waivers could be granted to students in those classes who meet the waiver policy requirements.

Students with documented learning disabilities are eligible to apply for a waiver of the PRAXIS I requirement. The Alverno School of Education grants or denies a waiver on a case-by-case basis. The following criteria are used as guidelines for determining whether a waiver will be granted.

1. The student has taken the complete examination at least once and has retaken at least once the tests in which s/he did not succeed, with or without accommodation. Enrolled students should contact the Student Accessibility Coordinator for assistance in requesting accommodations. Applicants to the LTM General and Special Education programs should see the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](http://ets.org/s/gre/pdf/1011_hed_bulletin_supplement.pdf) at http://ets.org/s/gre/pdf/1011_hed_bulletin_supplement.pdf
2. The student has received tutoring assistance from Instructional Services in the areas of difficulty for at least three months prior to taking the test.
3. For the PPST test(s) not passed, the student must meet the waiver cut-off scores, based upon national averages, identified below.
4. The student has had to repeat no more than two courses required for the education major/program.
5. The student provides evidence of adequate communications skills by having met L3 of the Communications Ability. (Undergraduate students only)
6. If requesting a waiver for the math portion of the PPST, the student has successfully completed MT 243. If requesting a waiver for writing, the student has successfully completed EN 340 (undergraduate students) or PCM 130 (LTM students). If seeking a waiver in reading, the student has received instructor assistance from Instructional Services as outlined in #2.
7. The student may also submit further evidence to support the waiver request.

An undergraduate student requesting a waiver must submit the request in writing to the School of Education Associate Dean for Undergraduate Studies. LTM and SPE students should submit the request to their program director. A copy should also be submitted by the student to his/her advisor and to the Student Accessibility Coordinator. The Coordinator will then provide written verification to the Associate Dean that the Coordinator has documentation of the student's learning disability. The Associate Dean in communication with the Student Accessibility Coordinator will determine whether the student meets the criteria for a waiver. The student will receive written notification within 15 working days of submitting the request.

	Reading	Writing	Math
Waiver cut-off score	170	171	167
WI passing score	175	174	173

**ALVERNO COLLEGE
SCHOOL OF EDUCATION
PRAXIS I WAIVER POLICY For ESL Students**

According to the Wisconsin Department of Public Instruction, a teacher education program may grant waivers for the PRAXIS I for up to ten percent (10%) of the students entering its program. In the Alverno Education program, that 10% is based on the total enrollment each semester of the initial courses, i.e., ED 201, AE 222, LTM 611, and SPE 611, and reserved for students who are identified as ESL, English as a Second Language, or diagnosed with a learning disability and/or ADHD. Applications for waivers will be accepted until waivers equaling 10% have been granted for a given semester. For example, if the total number of students enrolled in initial methods courses in Fall 2010 equals 60, up to six (6) total waivers could be granted to students in those classes who meet the waiver policy requirements.

Students with ESL documentation are eligible to apply for a waiver of the PRAXIS I requirement. The School of Education grants or denies a waiver on a case-by-case basis. The following criteria are used as guidelines for determining whether a waiver will be granted.

1. The student has taken the complete examination at least once and has retaken at least once the tests in which s/he did not succeed, with or without accommodations. Visit <http://ets.org/praxis/register/accommodations/plne> for information regarding accommodations for the PPST.
2. The student has received tutoring assistance from Instructional Services in the areas of difficulty for at least three months prior to retaking the test.
3. For the PPST test(s) not passed, the student must meet the waiver cut-off scores, based upon national averages, identified below.
4. The student has had to repeat no more than two courses required for the education major/program.
5. The student provides evidence of adequate communication skills by having met Level 3 of the Communications Ability. (Undergraduate students only)
6. If requesting a waiver for the math portion of the PPST, the student has successfully completed MT 243. If requesting a waiver for writing, the student has successfully completed EN 340 (undergraduate students) or PCM 130 (LTM students), and ENG 056 for a reading and/or writing waiver, if deemed appropriate by the ESL coordinator. If seeking a waiver in reading, the student must have received instructor assistance from Instructional Services as outlined in #2.
7. The student may also submit further evidence to support the waiver request.

An undergraduate student requesting a waiver must submit the request in writing to the School of Education Associate Dean for Undergraduate Studies. LTM and SPE students should submit the request to their program director. A copy should also be submitted by the student to his/her advisor and the ESL Coordinator. The ESL Coordinator will then provide written verification to the Associate Dean that the Coordinator has documentation of the student's ESL status and that the student meets the ESL-related criteria. The Associate Dean, in communication with the ESL coordinator will determine whether the student meets the criteria for a waiver. The student will receive written notification within 15 working days of submitting the request.

	Reading	Writing	Math
Waiver cut-off score	170	171	167
WI passing score	175	174	173

Wisconsin Teaching License

The state of Wisconsin issues an initial teaching license to certified teachers. The current fee is \$100. License applications are available at DPI's Web site at www.dpi.wi.gov/tepd/application.html. A Criminal Background Investigation (CBI) will also be conducted by DPI; fingerprint cards are available through the Department of Public Instruction.

The teacher's license application requires an "institutional endorsement" by the certifying officer of the institution where teacher preparation was completed. For Alverno College teacher certification candidates, the only endorsement accepted by the Wisconsin Department of Public Instruction is obtained from the School of Education. Submit all initial license applications to the School of Education office. Alverno College students need not submit transcripts.

License processing at the School of Education will not be completed until (1) all certification requirements are met; (2) student teaching (on the school district calendar) is completed; (3) final progress codes are posted and reviewed; and (4) a recommendation for certification is received from the program faculty. The Wisconsin Department of Public Instruction may require an additional 6-12 weeks for license processing.

Teaching in states other than Wisconsin

Teacher candidates who expect to teach in states other than Wisconsin should complete the appropriate professional program in its entirety. Applications for a license to teach in another state are usually available from the employing school district or from that state's Department of Education. When applying for a license in another state, the application form may require the signature of the certifying officer, the signature of the registrar, or both. Obtain the certifying officer's signature through the School of Education.

Candidates interested in licensure in another state should 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.recruitingteachers.org

Policies

Attendance

Class attendance is a joint student-instructor decision. Instructors expect candidates to be responsible for coming to class on time. Consistent tardiness may be considered an absence. When candidates enroll in a course, they are accountable for all course requirements. Since classes at Alverno involve active participation through discussions, small group, or laboratory work, attendance is expected. When extenuating circumstances arise, the candidate is expected to contact the instructor regarding making up missed work. The Advising Office may serve as a contact point for candidates with exceptional circumstances such as surgeries, extended illnesses, jury duty, etc. Instructors may advise a candidate to drop a course, or may decide that a candidate is ineligible to continue attending a course if attendance has not been regular or the candidate has missed the first class meeting. In both instances, however, if the candidate chooses to drop the course, it is the candidate's responsibility to "officially drop" the course by contacting the Registrar's Office.

Timely Completion of Work

Candidates are expected to submit assignments, **supporting documents, and their self assessment** according to the course due dates so that they may receive feedback identifying strengths and areas to continue to develop within a course. Non-submission of assignments according to course timelines may only occur if there has been prior negotiation for extension of the due date. Because we believe that the curriculum and all courses are developmentally sequenced, assignments and assessments must be up-to-date at mid-semester.

Mid-Semester Progress Reports

1. Each education course will outline specific due dates for assignments and assessments that will facilitate development of course-related knowledge and abilities over time.
2. If a candidate has not completed all assignments and assessments required by mid-semester, her/his instructor may file a Mid-Semester Progress Report. If the submitted work does not meet course assignment requirements, the candidate may be asked to withdraw from the course.
3. Costs incurred by fulfilling these requirements are the candidate's responsibility.

Comment [A1]: Removed the preceding sentence and the word therefore.

Repeating a Course

Any candidate who has failed an education course twice and wants to remain in the School of Education will be asked to write a letter to the Admission and Advancement Committee. This letter must articulate the reasons for the unsuccessful performances and include a specific plan for success. The letter should be sent to the Associate Dean for Undergraduate Programs who will present the letter during Admission and Advancement. The decision of the committee will be shared with the candidate in writing and is considered final.

Policies Related to Work in Schools

Criminal Background Check: All candidates who plan to conduct field work in an area school must complete a Criminal Background Check. Forms are available from the Director of Clinical Placements.



EDUCATION DIVISION

To: ED 201 Students and Student Teachers
CC: Advisors
From: School of Education Faculty
Subject: Criminal Information Background Screen

In compliance with district policies all candidates participating in field placements or student teaching must have a criminal information background screen **before** they report to their assigned placement. To make this process easy and consistent all candidates planning to register for ED 201 or student teaching must complete the attached form. Failure to submit this completed form will result in a denial for field work or student teaching. The necessary \$10.00 fee for this service is built into field work and student teaching fees.

However, if you have lived outside of Wisconsin for more than six months within the last ten years, there may be additional costs for accessing records from those states. These costs vary from state to state but could be as much as \$50.00. This only applies if you lived outside of Wisconsin after the age of 18.

This process is similar to the one you will experience when you apply for your Wisconsin teaching license. It is extremely important that you provide complete and truthful information. The application clearly states that you are being asked for all types of convictions, regardless of how minor, even if you simply paid a fine. It also clearly states that a conviction not reported can be cause for rejection of your application. While failure to report a conviction will most likely result in a denial of your application, reporting a conviction does not necessarily mean that you will be denied. Each case is considered individually. All information will remain confidential.

If you have any questions contact the School of Education Placement Coordinator.



MILWAUKEE PUBLIC SCHOOLS
Department of Human Resources

DEPARTMENT OF HUMAN RESOURCES
OFFICE OF CLASSIFIED STAFFING
Central Services, Room 123
5225 West Vliet Street, P. O. Box 2181
Milwaukee, Wisconsin 53201-2181
Area: (414) 475-8216
Fax: (414) 475-8587
Web Site: www.milwaukee.k12.wi.us

**APPLICATION
FOR PARTICIPATION IN A
CLINICAL EDUCATION OR FIELD
PLACEMENT PROGRAM**

The Milwaukee Public Schools is an Equal Opportunity Employer and Complies with the Provisions of the Americans with Disabilities Act.
(Please use black ink or typewriter and use additional sheets of paper when necessary in answering.)

1. Print Name: _____
Last First Middle

2. Phone: _____
Home Work

3. Address: _____
Number and Street

City and State Zip Code

4. Social Security Number _____

(The information requested in items 4 and 6 is used solely for verifying identity when checking information in item 10.)

5. Date of Birth: Month _____ Day _____ Year _____

6. a. Race: _____ b. Sex: _____

7. Give any other names by which you have been known: _____

8. List the states in which you have lived (other than Wisconsin) and approximate dates.

State: _____	Dates: (From) _____ (to) _____
State: _____	Dates: (From) _____ (to) _____
State: _____	Dates: (From) _____ (to) _____

9. College or University presently attending: _____

10. Have you ever been convicted of or paid a fine for any offense (including felonies, misdemeanors, or ordinance violations) or do you have any charge other than minor traffic violations? Yes ___ No ___ If yes, list details below. Use separate sheet if necessary. (NOTE: Convictions are not an barrier to participation in an MPS Clinical Education or Field Placement Program. Each case is considered on its own merit. A conviction not can be cause for rejection of an application or dismissal.)

DATE	LOCATION	CHARGE	COURT	DISPOSITION OF CASE

11. Have you ever been dismissed or asked to resign from any position? Yes ___ No ___ If yes, please explain fully.

AUTHORIZATION, RELEASE AND CERTIFICATION: I authorize the Milwaukee Board of School Directors (MPS), its agents and employees, to inquiry and receive any information from any person or organization regarding my suitability for assignment in an MPS Clinical Education or Field Program. I authorize any persons or organizations to provide to MPS, its agents and employees, any information that may be requested. Such information includes, but are not limited by reason of enumeration, inquiries regarding the quality and quantity of my work, my work history and work record regarding my character and qualifications, any criminal charges that may be pending against me, and my record of convictions. I agree that I will not sue its agents or employees to release to me any information gathered because of this authorization. I hereby waive, release and discharge any person or organization including MPS, its agents and employees, from any liability for any loss or damage or any claim for loss or damage that may arise from obtaining, third parties, or acting upon such information. Specifically, I covenant not to sue MPS, its agents and employees, for releasing any information obtained of this release to third parties which MPS in good faith, determined is a public record within the meaning of the Wisconsin Public Records Law, sec. 19.35. I give this waiver, release, and covenant not to sue for myself, my heirs, assigns, and successors in interest fully understanding that the information of disqualify me from participation in an MPS Clinical Education or Field Placement Program. I certify that, to the best of my knowledge, all statements on this application are true, complete, accurate, and not misleading or in any way misrepresented. I understand that any false, incomplete, or misleading statements or any misrepresentations may subject me to disqualification for or dismissal from an MPS Clinical Education or Field Placement Program. A copy of this authorization, release, and certification is as valid as the original.

Signed _____ Date _____

MPS:

Archdiocese of Milwaukee

VOLUNTEERS

(Catechists, athletic team coaches, Girl Scout leaders, chaperones for overnight activities, and other Church volunteers who have regular contact with children or youth)

- Will read and sign the Code of Ethical Standards and the Mandatory Reporting Statement. A copy of the signed Code will be kept on file at parish or school. (These documents should be kept on file at your parish or school.)
- Will have a criminal background check completed. (These documents should be kept on file at your parish or school.)
- All volunteers who have regular contact with children are required to attend a Safe Environment “Protecting God’s Children” awareness session. They will need to pre-register for the session on the [Safeguarding All of God’s Family Events](#) page.
- All employees/staff are required to continue their education regarding Safeguarding All of God’s Family. This continued education will be in the form of a quarterly Newsletter. Quarterly, beginning on September 15, 2006, the Office of Sexual Abuse Prevention and Response Services will publish Safeguarding All of God’s Family Newsletter. When published, employees will receive a notice via email that the newsletter is available. [The newsletter is posted on our Resources page.](#) Dates of publication will be the 15th of the following months: September, December, March and June.

Policies and Procedures for Field and Student Teacher Placements

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

Insurance and Liability

1. Alverno employees and/or enrolled candidates are covered by the College’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 Clinical 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. Alverno employees and/or candidates must not, under any circumstances, provide non-Alverno personnel who are under 18 years of age with transportation to or from a placement site.
4. If a candidate chooses to drive her/his personal vehicle to or from a placement site, she/he should be aware that Alverno insurance will not provide insurance coverage for any claims arising out of the use of such a personal vehicle.

5. If an Alverno candidate 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 candidate to pay for all medical costs (e.g. through the candidate's personal health insurance).

Procedure for Consideration of Prior Experience

A candidate requesting consideration of prior employment or volunteer experience should follow these procedures:

1. Candidate contacts advisor to discuss the prior experience.
2. Candidate provides documentation to the advisor, describing the prior experiences, the number of hours, and, if possible, an evaluation from a supervisor for that experience.
3. Candidate gives the advisor photocopies of evaluations from any Alverno fieldwork already completed.
4. The advisor reviews all of the material and comes to the School of Education with a recommendation for future field work.
5. The School of Education makes a decision on the recommendation.
6. The advisor informs the candidate of the decision.

Field Work Transfer

Based on fieldwork completed at another college or university:

1. Candidates may transfer in up to two semesters of fieldwork, dependent on types of experiences and evaluations.
2. Candidates meet with their advisor to review previous fieldwork. The advisor determines how extensive the experiences have been, how they met the Alverno field requirements, and how well the candidate performed.
3. The advisor, in consultation with appropriate faculty and dean, makes a recommendation as to what, if any, fields should be transferred in and what fields the candidate should take at Alverno.

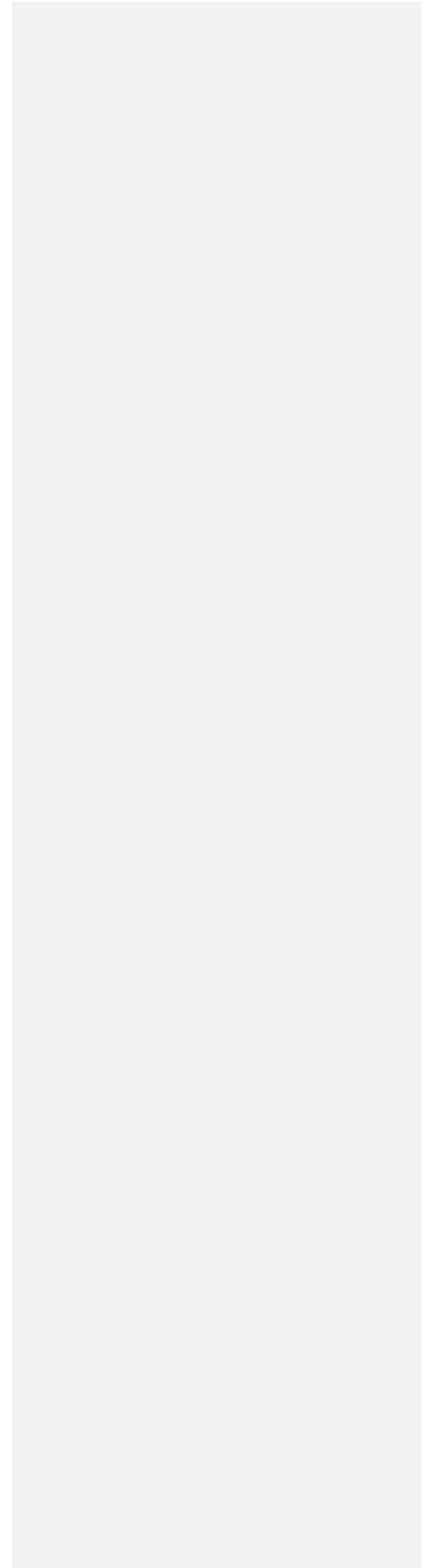
Student Teaching: Student teaching may not be transferred from another institution.

Section 2
Human Relations
Code

One of the requirements for teacher certification in the State of Wisconsin is the fulfillment of the Human Relations Code. The following learning experiences are provided by the Education Programs at Alverno to assist candidates in fulfilling the eight code requirements.

The program shall require study/experiences in the following:	Schools	Field work Seminar	Logs	Other Course Work
1. The theory and application of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons	X	X	X	ED 116 ED 201 ED 412 PSY 101, 110 PED 150 BSC 215
2. The history, culture, customs, social institutions' values, lifestyles, and contributions of women and various racial, cultural, and economic groups, including African-Americans, Asian Americans, Hispanic Americans, Native Americans, and Pacific Islander-Americans in the U.S.	X	X	X	ED 116 ED 201 ED 412
3. Constitutional and legal bases related to the status of women and various racial and cultural groups in the United States.				HS 308 HS 309
4. The psychological and social implications of the forces of discrimination, especially racism and sexism, and their broader impact on relationships among members of various groups in American society	X	X	X	SSC 101 PSY 101 ED 116 ED 201 ED 412
5. Experiences for students to systematically evaluate the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and students, tests and measurement, and school environments	X	X	X	ED 116 ED 201 ED 412 Student Teaching
6. Experiences in assessing a curriculum and in making modifications, if necessary, to assure multicultural and nonsexist content	X		X	ED 116 ED 201 ED 412 ED 351 ED352
7. A minimum of 50 documented clock hours of direct involvement with adult and pupil members of a group whose background the student does not share, including at least one of the following designated ethnic minority groups: African-Americans, American Americans, Asian-Americans, Hispanic Americans, Pacific Islander-Americans, and with foreign born persons of color; and with various socioeconomic groups, including low income	X (Students/ Teachers)			ED 116 ED 396 ED 315 ED 201 ED 475

Section 3
Field
Experiences



Field Experiences

Education candidates enroll in ED 201, 215/215R, 321/338, and 315 for four consecutive semesters, beginning with the first semester of their sophomore year. Candidates must take these courses in four separate semesters. Alverno College requires that candidates demonstrate abilities needed in preparation for successful student teaching. The goal of the field experience program is twofold:

- 1) To help candidates determine whether their choice of a teaching career matches their own personal goals, abilities, values and interests; and
- 2) To provide the School of Education with evidence of the ongoing development of the candidate.

Specifically, the focus of the field experiences, with weekly logs and seminars, assists candidates:

- To develop the outcomes of the major and support areas (Conceptualization, Diagnosis, Coordination, Communication, and Integrative Interaction) through practice in classrooms
- To apply teaching/learning theory in a practical school setting
- To develop greater sensitivity and respect for individuals with special consideration of differences such as psychological, cultural, linguistic, physical, and socio-economic
- To develop ability to demonstrate the Wisconsin Standards for Teacher Development and Licensure

Candidates fulfill field requirements in four diverse settings that provide a range of experiences with:

- Socio-economic groups
- Geographical settings
- School systems
- Types of educational approaches
- Cultural groups

Education Placements:

Fields:

	ELC	ELM	SED
ED 201 urban	2-3	3-5	6-8 (K-8 setting)
ED 215/215R	1	1-2	9-12
ED 321	*	6-8 (MS)	6-8 (MS)
ED 338	K	*	*
ED 315 urban	4-5	6-8 (MS)	9-12

Field Descriptions

To ensure that cooperating teachers understand the focus and expectations of each field experience, the following descriptions are provided. In addition, cooperating teachers are made aware of the expectation to provide ongoing feedback and complete an assessment tool designed to evaluate candidate performance in meeting criteria.

ED 201: OBSERVING GOOD TEACHERS (Standard #4*)

This is the first of four field experiences in which an Alverno candidate participates. In this field, we seek to give our candidates the opportunity to observe a good teacher as he/she practices the “art” of teaching. *The priority is to expose our candidates to exemplars of effective teaching so they can reflect on what they observe and begin to make connections to themselves as future teachers.* If you welcome the chance to model your teaching and are willing to share your expertise with a candidate who asks, “How did you do that?” we need you as a cooperating teacher for ED 201. The candidate will teach at least two lessons (could be to a small group) and be observed twice by the college supervisor.

ED 215-R: UNDERSTANDING LITERACY LEARNING: ELEMENTARY (Standard #2, 3*)

This is the second of four field experiences in which an Alverno candidate participates. In this field, we seek to give our candidates the opportunity to observe and take part in literacy teaching in a primary grade setting. *The priority is to provide our candidates, who are simultaneously taking a methods course in early literacy, with experiences in classrooms where effective balanced literacy teaching/learning occurs so they can reflect on what they observe and can practice literacy teaching that reflects best practices.* If you welcome the opportunity to model effective literacy teaching and are willing to share your expertise in literacy learning/teaching with a candidate who is beginning to understand the importance of early literacy instruction, we need you as a cooperating teacher for ED 215-R. The candidate will teach at least two lessons to a small group and be observed informally on an ongoing basis and at least once formally by the college supervisor.

ED 215: UNDERSTANDING LEARNING: Literacy across the Curriculum (Standard #2, 3*)

This is the second of four field experiences in which an Alverno candidate participates. In this field, we seek to give our candidates the opportunity to observe and take part in learning in content area classrooms. *The priority is to provide our candidates in middle/secondary content area teaching with experiences in classrooms where teaching/learning is a priority, so they can reflect on what they observe and can practice teaching that reflects best practices in content area learning.* If you welcome the opportunity to model effective teaching and are willing to share your expertise in content learning/teaching with a candidate who is beginning to understand the importance of sound instruction in content areas, we need you as a cooperating teacher for ED 215. Candidates plan and implement three lessons and are observed twice in this field by the college supervisor.

ED 321: IDENTIFYING EFFECTIVE CLASSROOM MANAGEMENT IN MIDDLE SCHOOL (Standard #5*)

This is the third field experience in which an Alverno candidate participates. In this field, we seek to give our candidates the opportunity to teach a minimum of six lessons as whole group instruction. *The priority is to provide our candidates with the opportunity to develop classroom management abilities while working with a middle level teacher who creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.* If you welcome the opportunity to model effective classroom management, and if you are willing to mentor candidates as they develop their own management styles, we need you as a cooperating teacher for ED 321. The candidate will be observed at least once by the college supervisor.

*All field placements reflect attention to Standards 1, 6, 9, and

ED 338: DEVELOPMENTALLY APPROPRIATE TEACHING IN THE EARLY CHILDHOOD CLASSROOM (Standard #5*)

This is the third field experience in which an Alverno candidate, majoring in Early/Middle Childhood Education, participates. In this field, we seek to give our candidates the opportunity to teach a minimum of six lessons. These lessons can be a combination of whole class and small group, depending on the classroom. ***The priority is to provide our candidates with opportunities to develop developmentally appropriate teaching and assessment practices, with an emphasis on the effective use of questions as an instructional strategy.*** While working with teachers who have created a developmentally appropriate learning environment, the field candidates develop classroom management strategies that facilitate positive social interaction, active engagement in learning, and self-motivation. If you welcome the opportunity to mentor future teachers who have a love of early childhood education, we need you as a cooperating teacher for ED 338. The candidate will be observed at least once by the college supervisor.

ED 315: PUTTING LESSON PLANS INTO ACTION (Standard #7, 8*)

This is the fourth and last field experience in which an Alverno candidate participates prior to student teaching. In this field, we seek to give our candidates the opportunity to teach eight lessons as whole group instruction. ***The priority is to provide our candidates the autonomy to plan and execute creative and innovative lessons so they can use the knowledge and skills they have acquired in their coursework and previous fieldwork.*** If you welcome the possibilities that might ensue from your willingness to “turn over the reins” of your classroom, and if you are willing to mentor candidates as they prepare for their student teaching experience, we need you as a cooperating teacher for ED 315. The candidate will be observed at least once by the college supervisor.

ED 396: UNDERSTANDING INCLUSIVE SETTINGS AND MAKING APPROPRIATE MODIFICATIONS/ADAPTATIONS (Standard #2, 3, 7*)

This is an additional less formal teaching field experience in which an Alverno candidate participates. In this field, we seek to give our candidates the opportunity to work with candidates with diagnosed disabilities within inclusive settings. ***The priority is to provide our candidates with opportunities to observe and develop an understanding of how students differ in their approaches to learning and create modifications that allow them to meet individual learning outcomes.*** If you welcome the opportunity to mentor future teachers who need guidance in understanding inclusive settings and how to support diagnosed individual needs, we need you as a cooperating teacher for ED 396. There are no formal supervisor observations.

*All field placements reflect attention to Standards 1, 6, 9, and 10

Art Placements

Fields:

AE 210 Elementary

AE 392 Elementary

AE 393 Secondary **6-12** Hold for instructor to OK placements (send placement list to instructor)

AE 387 Special ED **K-12**

Preferred order of placements, but can be in any order

Student Teaching:

AE 480L* EC/MC

AE 480S* AE/A

*(both in same semester, 9 wks. each)

AE 481* Special Education

*(1/2 time – 9 wks. or 18 wks. ½ day)

Art Education candidates are placed with art teachers at elementary, middle, and secondary levels.

Here is a brief explanation of the art field experiences. This should help candidates visualize how each of the four field experiences work together towards professional development for the P-12 visual art classroom.

AE 210: This first field experience involves a minimum of twenty-five hours of on-site school experience. In addition, the candidate is expected to spend a half-day in the art classroom teaching and interacting with the students. The candidate is expected to plan and teach two lessons which the college supervisor will observe. The candidate will arrange to videotape one lesson. For the social interaction (Alverno ability) component candidates are given a choice of attending a staff meeting, parent/teacher conference, or department meeting and completing discussion/reflection questions related to the meeting. Within the first three weeks, the candidate is also required to complete a teacher interview.

AE 392: This second field experience involves a minimum of twenty-five hours of on-site experience in the early childhood/elementary classroom. The candidate is also expected to spend a full day in the art classroom in addition to the twenty-five hours. The candidate is expected to plan and teach three lessons. Each lesson plan must be approved by the cooperating teacher prior to teaching the lesson. Your cooperating teacher must sign each lesson, indicating that she/he has read and approved the lesson. The college supervisor will observe the candidate teaching two successful lessons. The candidate is also expected to videotape a minimum of three lessons.

AE/AT 387: This field experience focuses on adapting tools, materials, and processes in the P-12 art classroom. The field experience requires two hours per week (a minimum of twenty-five hours) of on-site experience which includes teaching and interacting with the students. The candidate is expected to write up a lesson plan for the cooperating teacher to review, approve, and sign, before they arrange a time for the college supervisor to observe and assess them as they teach and interact with the students. For the Social Interaction (Alverno ability) component candidates are given a choice of attending a staff meeting, parent/teacher conference, or department meeting and prepare reflection questions that are related to the meeting.

AE 393: This field experience involves a field experience for two to two-and-one-half hours per week (a minimum of twenty-five hours) of on-site experience in the secondary art classroom. After an initial orientation to the field site, the candidate is expected to teach, at a minimum, the equivalent of one “class” period per week. Each lesson plan must be approved by the cooperating teacher prior to teaching the lesson. Your cooperating teacher must sign each lesson, indicating that s/he has read and approved the lesson. Candidates also prepare a minimum of eight lessons focused on whole class instruction, at least one of which must be interdisciplinary. The college supervisor will observe and provide feedback on two successful lessons facilitated by the candidate. In addition to the 25 required hours, the experience includes: a full day experience with written reflection and attendance at a meeting in the school or district with a written reflection. *It is recommended that this field experience be completed the semester immediately preceding student teaching.*

Meeting Candidate Needs and Interests in Placements

At the time of registration for each field placement, candidates are asked to indicate on their placement forms any constraints that may limit their placements; for example, candidates living in the Campus Center who do not have their own transportation may request schools either close to the college or on a bus line; candidates living off-campus may request a school near their neighborhood; and candidates with an interest in teaching in a private or parochial school may indicate that preference. The placement director will take those requests into consideration in making the assignments for field placement; however, all contact with schools will be made by the School of Education. **No placements will be made until the candidate has submitted the application and placement request forms.**

Candidates will not be placed in schools where close friends or relatives work. All placements for student teaching must be made with teachers who have successfully completed the preparation course for cooperating teachers (ED 512), offered yearly by the School of Education, or who have taken a similar course at another college.

Candidates may write a formal appeal to the School of Education to change their placements; however, reasons for such appeals will be carefully weighed and changes will not be made lightly. The placement director urges candidates to make clear on their field request form any scheduling or transportation constraints that they may have.

Section 4

Student Teaching

Student Teaching

Student Teaching Sites

Public, private and parochial schools in the metropolitan Milwaukee area and surrounding suburban school systems are used as student teaching sites. Ordinarily, at least one student teaching placement is in an urban multicultural school setting.

Placement decisions are made by the School of Education on the basis of the needs of the individual student teacher. While candidates may indicate preferences for location or type of school, the final decision is made by the school. The placement director will take any requests into consideration in making the assignments for student teaching; however, all contact with schools will be made by the School of Education.

Candidates will not be placed in schools where close friends or relatives work or where their children attend. All placements must be made with teachers who have successfully completed the preparation course for cooperating teachers (ED 512), offered yearly by the school, or who have taken a similar course at another college.

Length of Program

Student teaching is a full-time, full semester experience, following the semester and calendar of the cooperating school. That means that student teaching is approximately 18-20 weeks long, concluding for the fall semester in January and for the spring semester in June. **NOTE: This will extend the student teacher's responsibilities beyond the length of the Alverno semester.**

Student teachers are required to start and end their teaching day on the same schedule as teachers in their building. They also follow the vacation schedule of the school in which they are assigned. They do not follow the break schedule of the college. Candidates are not released from student teaching to attend classes at the college. Any course work taken concurrently with student teaching must be outside of school hours and must be approved by the Admission and Advancement Committee.

Art Education Majors will student teach for approximately nine weeks in an elementary school and approximately nine weeks in a secondary school.

Student teachers enroll in two six-credit courses corresponding to their areas of licensure, and one zero credit course for their student teaching seminar (ED 475).

ELC Majors	Kindergarten (9 weeks) – ED 435 EC	Elementary (9 weeks) – ED 445 MC
ELM Majors	Elementary (9 weeks) – ED 445 MC	Middle School (9 weeks) – ED 455 EA
SED Supports	Middle School (9 weeks) – ED 455 EA	High School (9 weeks) – ED 455 A

(two placements in same semester, 9 wks. each, at least one in an urban setting)

Student Teaching Policies

Health Policy

Prior to student teaching, each student teacher must complete a form that indicates that she has had a Tuberculin Skin Test or a Chest X-Ray and submit a form signed by medical personnel that indicates that the results are negative.

Professional Liability Insurance

As a practicing professional, the student teacher is in a position of being held liable for actions and judgments regarding his/her students.

Alverno's liability insurance policy covers student teachers for personal liability while they are student teaching. Through their membership in ASEO (Alverno Student Education Organization), Alverno candidates also belong to the Wisconsin State Education Association and are insured through this organization. To enroll, visit: <http://www.weac.org/student-wea/>

Teacher Strikes/Slowdown

The School of Education may withdraw a student teacher candidate from a placement for:

- Work stoppage/slowdown
- Safety or public health concerns
- Other significant issues

Decisions will be made by the School of Education and Director of Clinical Placements on a case by case basis.

The college shall immediately withdraw all field placement candidates and student teachers from a school in which a strike occurs.

In case of a work slowdown or work stoppage by non-certified staff, candidates may continue in a school if their regular cooperating teachers continue to perform classroom teaching duties. In no case may candidates perform more than their normal field work or student teaching duties.

Prior Learning Assessment (PLA) for Student Teaching

- Must have taught a minimum of three years within the license level being sought
- Submit letter of support from principal
- Submit documentation of length of teaching (sometimes this is in the letter)
- Submit mini-portfolio sharing evidence corresponding to the ten Wisconsin Educator Standards
- Successful observation by Alverno faculty – based on criteria for successful student teaching
- Complete PLA form and pay \$45 fee

Internships During Student Teaching

How are Teacher Interns chosen?

Candidates are nominated by the School of Education Faculty and must have passed PRAXIS II.

What are the criteria?

The following are some of the areas considered when nominating candidates for an internship:

- Performance in college coursework
- Timeliness of work
- Punctuality
- Initiative
- Flexibility
- Responsibility
- Respect
- Collaboration
- Reflection
- Professionalism
- Areas/levels of experience in certifiable areas

What is the Internship Process?

After being nominated as an intern candidate by the School of Education faculty, the candidate receives an e-mail from the Internship Coordinator, asking her to come to an interview with some/all of the faculty from the School of Education. The candidate is asked specific questions during the interview which give him/her an opportunity to showcase professional knowledge, skills, and dispositions. Faculty will then determine whether or not the candidate will proceed with the process. Those who are selected will receive an e-mail or call notifying them of the selection. The intern candidate can choose to intern or not. If the intern candidate chooses not to intern or is not hired, the intern candidate can choose to do one 18 week student teaching placement or two 9 week placements. If the candidate chooses to intern, the Internship Coordinator will then notify the candidate of schools that are seeking interns for the following semester. Candidates contact those schools to express interest in the intern position and follow the school's interview protocol. If the school hires the candidate as an intern, the intern will receive \$4500 for the semester of work. She is required to work only 50% of each day per the plan submitted to DPI by the district; however, the cooperating teacher and intern, however, will try to aggregate some transition time to allow for some week(s) of full time teaching. The candidate must also apply for an intern license through DPI and register for ED 421 (\$200 fee) and will prepare for the internship with assistance from the cooperating teacher(s).

What the Cooperating Teacher May Expect of the Student Teacher

The Student Teacher:

1. supplies information about herself/himself regarding her/his academic background, work experiences and personal interests.
2. has a beginning knowledge of developmental learning patterns in children and adolescents.
3. has a working knowledge of the subject that she/he is to teach.
4. has the ability to plan lessons—both daily lessons and units—and comes prepared with a written plan for each class taught.
5. is interested in learning to teach; accepts suggestions readily; initiates activities; is willing to experiment with methods and media (subject to approval of the cooperating teacher).
6. arranges to meet with the cooperating teacher for individual conferences related to planning and feedback.
7. demonstrates sensitivity to each student as an individual with a unique growth pattern
8. is always punctual in reporting to her/his classroom. Candidates are to be on duty no later than the time that all teachers must report to work. In the case of illness or some other grave reason for not reporting, it is the student teacher's responsibility to call the school and cooperating teacher before the opening of classes. If a candidate knows that for some reason beyond her/his control she/he will be tardy, she/he is expected to call the cooperating teacher and the school to inform the principal of the expected arrival time. Also, the candidate will call her/his college supervisor to report the absence.
9. follows the calendar of the cooperating school. If there is a special schedule at Alverno, e.g. a free day, he/she does not take that free day unless it is also on the cooperating school's calendar.
10. becomes acquainted with policies, regulations, curriculum, and facilities of the school.
11. recognizes her/his duties, responsibilities, and privileges in the school.
12. accepts responsibility as delegated by the cooperating teacher and also assumes teaching-related responsibilities. For example, the student teacher attends teachers' meetings, parent-teacher conferences, and programs held at the school, except where such activities conflict with his/her college course schedule.
13. assumes full responsibility for the class and all teacher related responsibilities a minimum of four weeks during each student teaching placement.
14. consults the cooperating teacher if experiencing difficulty in this professional situation. If additional assistance is needed, the matter should be taken to the college supervisor.
15. maintains a professional and ethical attitude toward all members of the school community.
16. is well-groomed and dresses appropriately.
17. successfully completes the performance assessments of student teaching.
18. is oriented to the expectations of the WI PI 34 mandated Professional Development Plan.
19. if appropriate, invites the principal to observe the teaching of one or more lessons.

What Alverno College and the Student Teacher May Expect of the Cooperating Teacher

The Cooperating Teacher models the knowledge, performance, and dispositions of effective teaching and professional behavior. In so doing, s/he:

1. orients the student teacher to the philosophy and instructional program of the school to which she/he is assigned.
2. helps the student teacher achieve faculty status in the eyes of the students, administrators, and colleagues; she/he recognizes, however, that the professional and legal responsibility of the classroom remains in the hands of the cooperating teacher.
3. works with the student teacher in planning the overall goals and objectives for the semester and also acquaints her/him with the resources available.
4. assists the student teacher in recognizing the individuality and self-worth of each learner.
5. plans with the student teacher a schedule for assuming the responsibilities of a classroom so that the student teacher may gradually increase responsibility as she/he exhibits the readiness to do so; ultimately, she/he assumes full responsibility.
6. motivates in the student teacher an enthusiasm for the teaching-learning process.
7. encourages the student teacher to be creative and to try to experiment with new teaching strategies.
8. evaluates student teacher's performance on an ongoing basis; written evaluations should specify the student teacher's strengths and weaknesses so as to encourage the student's continual growth.
9. arranges time to meet with the student teacher for individual conferences related to planning and feedback.
10. completes two evaluations of the student teacher's performance: the first evaluation is done cooperatively with the student teacher mid-point through the student teaching experience and the second evaluation is completed at the end of the placement. These evaluations are shared in a triadic conference with the student teacher and Alverno supervisor.
11. participates, as far as possible, in workshops for cooperating teachers and sessions for student teachers with their cooperating teachers.
12. keeps channels of communication open between her/himself and the student teacher and meets regularly to talk about their work together; addresses issues of concern first with the student teacher and then contacts the college supervisor if concerns are not satisfactorily resolved.
13. works effectively with college supervisor in supporting and nurturing growth of student teacher.
14. models professional behavior in meetings attended with student teacher, e.g., grade level or subject area meetings, PTA or PTO meetings, department meetings, or open forums, and/or other professional activities and staff development.

**What the Cooperating Teacher
May Expect of the College Supervisor and the College**

The College Supervisor:

1. visits the student teacher and confers with the cooperating teacher at least twice during each nine week school placement.
2. serves as resource person for both cooperating teacher and student teacher.
3. arranges for regular individual conferences with the student to evaluate planning procedures and to recommend appropriate techniques and procedures for enhancing her/his teaching style.
4. meets regularly with her/his group of student teachers and monitors progress through review of lesson plans, self assessment, and cooperating teacher feedback.
5. provides feedback to the student on each observation visit, communicated in a triadic conference.
6. maintains good channels of communication with the cooperating teacher, responds on a timely basis to cooperating teacher's concerns and helps to resolve issues related to the student teaching placement.

The College:

1. offers a course for cooperating teachers that will assist them in their role of guiding and evaluating student teacher performance.
2. offers opportunities for professional development for cooperating teachers.

Section 5

Admission and Advancement

Admission To And Advancement In The Teacher Education Programs

Alverno College admits women to its undergraduate degree programs of any color, race, religion, and national and ethnic origin. The teacher education program follows the same guidelines for accepting candidates into its program. The Admission and Advancement Committee conducts a regular and systematic review of all candidates' eligibility for admission and advancement in the teacher education program.

Admission To The Preprofessional Level Of Fieldwork/Coursework

When candidates have completed ED 201 and passed 2 out of 3 subtests of the PRAXIS I (PPST), they can apply for admission to the pre-professional program. During registration in the semester before ED 215/215R, candidates submit the application and the disclosure questionnaire. They submit the application form (Appendix A) to the Director of Clinical Placements at the time of registration.

Candidates who apply for ED 215/215R are reviewed by the Committee on Admission and Advancement, made up of education faculty and representative faculty from the first year courses. Criteria for acceptance into the pre-professional program include

- Successful completion of ED 201
- Successful completion of 2 out of 3 subtests of the PRAXIS I (PPST)
- Successful completion of CM 156Q or CM 176Q

Admission To The Professional Level Of Field Work/Course Work

While they are taking ED 215 or ED 215R, candidates apply for admission to the professional program. They submit the application form (Appendix B) to the Director of Clinical Placements at the time of registration. for ED 321 or ED 338.

The Committee on Admission and Advancement, made up of representative faculty from the departments of their majors and support areas, reviews the applications. Criteria for acceptance into this level include

- Completion of 24 competence level units, including Communication, Level 3
- Successful completion of ED 220, the Interview Assessment
- Recommendations from both fieldwork faculty and major and support area faculty
- Successful completion of ED 215/215R

Admission To Student Teaching

In the semester prior to student teaching, candidates take part in ED 420, the Portfolio/Interview Assessment. Candidates participate in ED 420 the semester immediately prior to student teaching. They ordinarily register for this assessment during the same semester that they register for ED 315. This assessment gives candidates the opportunity to reflect on their best work from the program. They present a sample of lesson plans, subject area work, and reflective papers, along with a description of their experiences with children/young adults, and a video of field lessons they have

taught reflecting their two licensure levels. On a date set by the School of Education, the student teaching candidates meet with assessors who have reviewed the videos and portfolios. They engage in discussion of the candidates' performance in relation to the School of Education conceptual framework and the Wisconsin Teacher Standards. The assessors give them feedback on strengths and areas for development and also make a recommendation to the School of Education about their readiness for student teaching. Candidates use this assessment to set specific goals for their student teaching.

When they have completed ED 321 or ED 338 and are taking ED 315 and ED 420, candidates formally apply for student teaching by submitting the Student Teaching Application (Appendix C) and the disclosure questionnaire to the Director of Clinical Placements. The Committee on Admission and Advancement, again composed of representative faculty from the departments of candidates' majors and support areas, uses the following criteria

- Completion of 30 competence level units, including Communication, Level 4
- Successful completion of field work
- Completion of ED 420, the Portfolio/Interview Assessment, with a recommendation for approval
- Recommendations from both the field work faculty and the candidate's major and support area faculty
- Successful completion of the level required by the state on the PRAXIS I (PPST)
- Successful completion of the level required by the state on the designated PRAXIS II test(s)
- Completion of candidate teaching application and background check
- Completion of all methods courses
- No outstanding "Incompletes"
- Completion of ED 396
- Completion of AC 309
- Successful completion of ED 220 and ED 399
- Negative TB test
- ASEO membership or other proof of liability insurance

Appeals To The Decisions Of The Admission and Advancement Committee

Candidates not admitted to the level applied for may appeal to the Dean of the School of Education. They should do so within two weeks of receiving notice of the decision of the Admission and Advancement Committee. In an appeal, a candidate should give reasons for reconsideration. A special panel of the Admission and Advancement Committee will meet to review these appeals; its decision will be final.

Alverno College – School of Education Program Level Benchmarks for the Wisconsin Standards for Teacher Licensure and Development

Rationale: Education students at Alverno College progress in their ability to attain the knowledge, skills, and dispositions set forth by the Wisconsin Teacher Standards as they complete coursework and fieldwork. In an attempt to define this progression and to provide a tool to realistically assess students at different stages of development, the Education faculty has created and adopted the following rubric. In this rubric, the Wisconsin Teacher Standards are defined at program level by the benchmarks that students must meet before moving to the next level.

Admission to Education Program:

Includes work in the following courses:
PED 150, ED 201, ED 116, ED 216

Admission to Student Teaching:

Includes work in all other Education
courses and discipline content courses.

Completion of Program:

Includes work in the following courses:
Student Teaching, ED 412, ED 492

Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Admission to Education Knowledge	Admission to Student Teaching Knowledge	Completion of Program Knowledge
<ul style="list-style-type: none"> • The candidate knows that, central to every discipline, there are major concepts, assumptions, debates, processes of inquiry and ways of knowing that he/she must understand in order to teach the discipline. 	<ul style="list-style-type: none"> • The candidate has a developing understanding of the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines s/he will teach. • The candidate understands that students approach learning from different conceptual frameworks and that this has implications for teaching. • The candidate knows that disciplinary knowledge can be related to other subject areas. 	<ul style="list-style-type: none"> • The candidate has a sound knowledge base of the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines s/he will teach. • The candidate understands how student's conceptual frameworks influence their learning. • The candidate relates his/her disciplinary knowledge to other subject areas.

Dispositions	Dispositions	Dispositions
<ul style="list-style-type: none"> The candidate realizes that subject matter is not a fixed body of facts but is complex and ever-evolving. The candidate appreciates multiple perspectives. The candidate has enthusiasm for teaching. The candidate is committed to continuous learning. 	<ul style="list-style-type: none"> The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he realizes the importance of keeping abreast of new ideas and understandings in the field. The candidate appreciates multiple perspectives and wants to find ways to meet the needs of diverse learners. The candidate has enthusiasm for the discipline(s) s/he will teach and begins to see connections to everyday life. The candidate is committed to continuous learning and has begun to engage in professional discourse about subject matter and how children learn. 	<ul style="list-style-type: none"> The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field. The candidate appreciates multiple perspectives and realizes that knowledge is developed from the vantage point of the learner. The candidate has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life. The candidate is committed to continuous learning and engages in professional discourse about subject matter knowledge and students' learning of the discipline.
Performances	Performances	Performances
<ul style="list-style-type: none"> The candidate uses teaching resources and curriculum materials and makes some evaluations about their usefulness. The candidate engages students in learning as they teach lessons in a field experience. 	<ul style="list-style-type: none"> The candidate uses multiple representations and explanations of disciplinary concepts that capture key ideas. The candidate has begun to use differing viewpoints, theories, "ways of knowing," and methods of inquiry in planning lessons and teaching in field experiences. The candidate uses teaching resources and curriculum materials and can make some evaluations about their accuracy, comprehensiveness, and usefulness in representing particular ideas and concepts. The candidate has begun to develop and use curricula that encourage students to see, question, and interpret ideas from diverse perspectives. The candidate can create interdisciplinary learning experiences that encourage students to integrate knowledge and skills across two subject areas. 	<ul style="list-style-type: none"> The candidate uses multiple representations and explanations of disciplinary concepts that capture key ideas and has had experience linking them to students' prior understandings. The candidate can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts. The candidate can evaluate teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness in representing particular ideas and concepts. The candidate has investigated ways to engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. The candidate develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

		<ul style="list-style-type: none"> The candidate can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from different subject areas.
--	--	--

Standard 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Admission to Education	Admission to Student Teaching	Completion of Program
<p>Knowledge</p> <ul style="list-style-type: none"> The candidate has a developing understanding of how learning occurs. The candidate understands that students' physical, social, emotional, moral, and cognitive development influence learning. The candidate has begun to explore developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive). 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands how learning occurs—how students construct knowledge and acquire skills and knows how to use instructional strategies that promote student learning for a wide range of student abilities. The candidate understands that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions. The candidate is aware of expected developmental progression and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive) can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others. 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands how learning occurs—how students construct knowledge and acquire skills and knows how to use instructional strategies that promote student learning for a wide range of student abilities. The candidate understands that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions. The candidate is aware of expected developmental progression and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive) can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
<p>Dispositions</p> <ul style="list-style-type: none"> The candidate realizes that assessment is an important part of instructional planning in meeting the needs of the student. 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence. The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence. The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances	Performances	Performances
<ul style="list-style-type: none"> The candidate encourages discussion, listens and responds to group interaction, and elicits samples of student thinking orally and in writing when teaching field lessons (201 observation form). 	<ul style="list-style-type: none"> The candidate assesses individual and group performance in order to design appropriate instruction. The candidate links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials. The candidate encourages discussion, listens and responds to group interaction, and elicits samples of student thinking orally and in writing when teaching field lessons. 	<ul style="list-style-type: none"> The candidate assesses individual and group performance in order to design appropriate instruction. The candidate links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials. The candidate encourages discussion, listens and responds to group interaction, and elicits samples of student thinking orally and in writing when teaching field lessons.

Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Admission to Education Knowledge	Admission to Student Teaching Knowledge	Completion of Program Knowledge
<ul style="list-style-type: none"> The candidate is aware that students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. The candidate has a beginning framework for understanding cultural and community diversity. 	<ul style="list-style-type: none"> The candidate understands and can identify differences in approaches to learning and performance, including different learning styles, multiples intelligences and performance modes. The candidate knows ways to provide adaptations for areas of exceptionality in learning. The candidate knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. The candidate understands that students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. The candidate has a developing framework for understanding cultural and community diversity 	<ul style="list-style-type: none"> The candidate understands and can identify differences in approaches to learning and performance, including different learning styles, multiples intelligences and performance modes. The candidate knows ways to provide adaptations for areas of exceptionality in learning. The candidate knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. The candidate understands that students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. The candidate has a working framework for understanding cultural and community diversity and knowledge of how to incorporate these into instruction.

	and a developing knowledge of how to incorporate these into instruction.	
Dispositions	Dispositions	Dispositions
<ul style="list-style-type: none"> The candidate believes that all children can learn at high levels. The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. The candidate is sensitive to community and cultural norms. The candidate values students for their potential as people. 	<ul style="list-style-type: none"> The candidate believes that all children can learn at high levels and wants to find ways to help children achieve success. The candidate appreciates and values human diversity and shows respect for students' varied talents and perspectives. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. The candidate is sensitive to community and cultural norms. The candidate values students for their potential as people and realizes that s/he has a role in helping them learn to value each other. 	<ul style="list-style-type: none"> The candidate believes that all children can learn at high levels and is committed to find ways to help children achieve success. The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives and is committed to the pursuit of "individually configured excellence." The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. The candidate is sensitive to community and cultural norms. The candidate values students for their potential as people and realizes that s/he has a role in helping them learn to value each other.
Performances	Performances	Performances
<ul style="list-style-type: none"> The candidate seeks to understand families, cultures, and communities, and uses this information in planning a lesson. 	<ul style="list-style-type: none"> The candidate identifies and designs instruction appropriate to students' stages of development and learning styles. The candidate uses teaching approaches that address different learning styles and performance modes. The candidate has experience planning lessons that make appropriate provisions for individual students who have particular learning differences or needs. The candidate has beginning experience identifying when and how to access appropriate services or resources to meet the needs of exceptional learners and those with particular talents. The candidate seeks to understand students' families, cultures, and communities, and uses 	<ul style="list-style-type: none"> The candidate identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs. The candidate uses teaching approaches that address different learning styles and performance modes. The candidate makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. The candidate has beginning experience identifying when and how to access appropriate services or resources to meet the needs of exceptional learners and those with particular talents. The candidate seeks to understand students' families, cultures, and communities, and can connect instruction to students' experiences.

	<p>this information in planning lessons.</p> <ul style="list-style-type: none"> The candidate brings multiple perspectives to the discussion of subject matter. 	<ul style="list-style-type: none"> The candidate brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms. The candidate actively works with the cooperating teacher to create a learning community in which individual differences are respected.
--	--	--

Standard 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Admission to Education	Admission to Student Teaching	Completion of Program
<p>Knowledge</p> <ul style="list-style-type: none"> The candidate has a beginning knowledge of the cognitive processes associated with various kinds of learning. The candidate has a beginning knowledge of the principles and techniques, along with advantages and limitations associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). The candidate is aware of a variety of materials as well as technological resources that can enhance learning for students. 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated. The candidate understands principles and techniques, along with advantages and limitations associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). The candidate knows how to enhance learning through the use of a variety of materials as well as human and technological resources (e.g. computers, audiovisual technologies, videotapes and discs, texts, reference books, literature, and other print resources). 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated. The candidate understands principles and techniques, along with advantages and limitations associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). The candidate knows how to enhance learning through the use of a variety of materials as well as human and technological resources (e.g. computers, audiovisual technologies, videotapes and discs, texts, reference books, literature, and other print resources).
<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values the development of students' critical thinking, independent problem-solving, and performance capabilities. 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values the development of students' critical thinking, independent problem-solving, and performance capabilities. The candidate values flexibility in the teaching process as necessary for adapting instruction to 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values the development of students' critical thinking, independent problem-solving, and performance capabilities. The candidate values flexibility in the teaching process as necessary for adapting instruction to student

	student responses, ideas, and needs.	responses, ideas, and needs.
Performances	Performances	Performances
<ul style="list-style-type: none"> The candidate evaluates learning goals and considers alternative strategies and materials to meet student needs. The candidate uses some teaching and learning strategies to engage students in active learning opportunities. The candidate teaches lessons in which concepts are clearly and accurately presented. 	<ul style="list-style-type: none"> The candidate evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purpose and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, learning differences, and interests). The candidate uses varied teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities. The candidate monitors and adjusts strategies in planning and teaching lessons. The candidate varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction. The candidate develops clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding. 	<ul style="list-style-type: none"> The candidate evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purpose and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, learning differences, and interests). The candidate uses varied teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources. The candidate monitors and adjusts strategies in planning and teaching lessons. The candidate varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. The candidate develops clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Standard 5: 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.

Admission to Education	Admission to Student Teaching	Completion of Program
Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> The candidate has knowledge about human motivation and behavior drawn from the study of psychology and sociology. The candidate understands how social groups function and influence people, and how 	<ul style="list-style-type: none"> The candidate can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology and sociology to develop strategies for organizing and supporting individual and group work. The candidate understands how social groups function and influence people, and how people 	<ul style="list-style-type: none"> The candidate can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology and sociology to develop strategies for organizing and supporting individual and group work. The candidate understands how social groups function and influence people, and how people influence groups.

<p>people influence groups.</p> <ul style="list-style-type: none"> The candidate recognizes factors and situations that are likely to promote or diminish intrinsic motivation. 	<p>influence groups.</p> <ul style="list-style-type: none"> The candidate knows how to help students work productively and cooperatively with each other. The candidate understands the principles of effective classroom management and can use strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. The candidate recognizes factors and situations that are likely to promote or diminish intrinsic motivation. 	<ul style="list-style-type: none"> The candidate knows how to help students work productively and cooperatively with each other. The candidate understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. The candidate recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows some strategies for helping students become self-motivated.
Dispositions	Dispositions	Dispositions
<ul style="list-style-type: none"> The candidate is committed to the expression and use of democratic values in the classroom. The candidate values the role of students in promoting each other's learning. The candidate recognizes the value of intrinsic motivation to students' lifelong growth and learning. The candidate is committed to the continuous development of individual students' abilities. 	<ul style="list-style-type: none"> The candidate understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. The candidate values the role of students in promoting each other's learning and recognized the importance of peer relationships in establishing a climate of learning. The candidate recognizes the value of intrinsic motivation to students' lifelong growth and learning. The candidate is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development. 	<ul style="list-style-type: none"> The candidate takes responsibility for establishing a positive climate in the classroom. The candidate understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. The candidate values the role of students in promoting each other's learning and recognized the importance of peer relationships in establishing a climate of learning. The candidate recognizes the value of intrinsic motivation to students' lifelong growth and learning. The candidate is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.
Performances	Performances	Performances
<ul style="list-style-type: none"> The candidate analyzes the field classroom environment and makes recommendations for improvement. The candidate monitors independent and group work in field settings. 	<ul style="list-style-type: none"> The candidate plans motivational instruction by relating lessons to students' personal interest, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them. The candidate organizes, allocates, and manages the resources of time, space, activities 	<ul style="list-style-type: none"> The candidate works with the cooperating teacher to create or maintain a smoothly functioning learning community in which students work collaboratively and independently and engage in purposeful learning activities. The candidate plans motivational instruction by relating lessons to students' personal interest, allowing students to have choices in their learning, and leading students to

	<p>and attention to engage students in productive tasks.</p> <ul style="list-style-type: none"> • The candidate analyzes the field classroom environment and continuously assesses it for its ability to promote student motivation and engagement and productive work. • The candidate organizes, prepares students for, and monitors independent and group work. 	<p>ask questions and pursue problems that are meaningful to them.</p> <ul style="list-style-type: none"> • The candidate organizes, allocates, and manages the resources of time, space, activities and attention to engage students in productive tasks. • The candidate maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior conducive to classroom goals. • The candidate works with the cooperating teachers to analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. • The candidate organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
--	--	---

Standard 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Admission to Education Knowledge	Admission to Student Teaching Knowledge	Completion of Program Knowledge
<ul style="list-style-type: none"> • The candidate has a beginning knowledge of the role of language and learning. • The candidate understands how cultural and gender differences can affect communication in the classroom. • The candidate recognizes the importance of nonverbal as well as verbal communication. • The candidate understands effective verbal, nonverbal, and media communication techniques. 	<ul style="list-style-type: none"> • The candidate understands communication theory, language development, and the role of language and learning. • The candidate understands how cultural and gender differences can affect communication in the classroom. • The candidate recognizes the importance of nonverbal as well as verbal communication. • The candidate understands effective verbal, nonverbal, and media communication techniques. 	<ul style="list-style-type: none"> • The candidate understands communication theory, language development, and the role of language and learning. • The candidate understands how cultural and gender differences can affect communication in the classroom. • The candidate recognizes the importance of nonverbal as well as verbal communication. • The candidate understands effective verbal, nonverbal, and media communication techniques.

Dispositions	Dispositions	Dispositions
<ul style="list-style-type: none"> The candidate recognizes the power of language for fostering self-expression, identity development, and learning. The candidate values many ways in which people seek to communicate. The candidate is a thoughtful and responsive listener. The candidate appreciates the cultural dimensions of communication. 	<ul style="list-style-type: none"> The candidate recognizes the power of language for fostering self-expression, identity development, and learning. The candidate values many ways in which people seek to communicate and encourages different modes of communication in the classroom. The candidate is a thoughtful and responsive listener. The candidate appreciates the cultural dimensions of communication and responds appropriately. 	<ul style="list-style-type: none"> The candidate recognizes the power of language for fostering self-expression, identity development, and learning. The candidate values many ways in which people seek to communicate and encourages different modes of communication in the classroom. The candidate is a thoughtful and responsive listener. The candidate appreciates the cultural dimensions of communication and responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances	Performances	Performances
<ul style="list-style-type: none"> The candidate models appropriate communication strategies in conveying ideas and information and in asking questions. The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences. 	<ul style="list-style-type: none"> The candidate models appropriate communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, using visual, aural and kinesthetic cues, being sensitive to nonverbal cues given and received). The candidate supports learner expression in speaking and writing, and other media. The candidate knows how to ask questions and stimulate discussion in different ways. The candidate communicates in ways that demonstrate a sensitivity to cultural and gender differences. The candidate knows how to use media communication tools, including audio-visual aids and computers to enrich learning opportunities. 	<ul style="list-style-type: none"> The candidate models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural and kinesthetic cues, being sensitive to nonverbal cues given and received). The candidate supports learner expression in speaking and writing, and other media. The candidate knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learning understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, helping students to question. The candidate communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. acknowledgment of and responsiveness to different modes of communication and participation).

		<ul style="list-style-type: none"> The candidate knows how to use a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities.
--	--	--

Standard 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Admission to Education	Admission to Student Teaching	Completion of Program
<p>Knowledge</p> <ul style="list-style-type: none"> The candidate has a beginning understanding of learning theory and student development. The candidate understands the importance of connecting instruction to students' experiences. 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands learning theory, subject matter, and student development and has a beginning understanding of curriculum development. The candidate knows how to take contextual considerations (instructional materials, individual student interests and needs) into account in planning instruction. The candidate knows when and how to adjust plans based on student responses. 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands learning theory, subject matter, and student development and has a developing understanding of curriculum development. The candidate knows how to take contextual considerations (instructional materials, individual student interests and needs) into account in planning instruction and use those effectively to meet curriculum goals. The candidate knows when and how to adjust plans based on student responses and other contingencies.
<p>Dispositions</p> <ul style="list-style-type: none"> The candidate believes that plans must always be open to adjustment and revision based on student needs. The candidate values the importance of planning as an integral part of teaching. 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values both long term and short term planning. The candidate believes that plans must always be open to adjustment and revision based on student needs. The candidate values the importance of planning as an integral part of teaching. 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values both long term and short term planning. The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. The candidate values the importance of planning as a collegial activity.
<p>Performances</p> <ul style="list-style-type: none"> The candidate selects and creates learning experiences that are appropriate and relevant to learners. The candidate creates lessons and/or activities based upon multiple intelligences. 	<p>Performances</p> <ul style="list-style-type: none"> The candidate selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, and encourage exploration and problem-solving). The candidate plans for learning experiences that recognize and address variation in learning styles, learning differences, and performance modes. 	<p>Performances</p> <ul style="list-style-type: none"> As an individual and a member of a team, the candidate selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate students' preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired). The candidate plans for learning experiences that recognize and address variation in learning styles,

	<ul style="list-style-type: none"> The candidate creates lessons and activities that operate at different levels to meet the developmental and individual needs of diverse learners. The candidate creates short-range and long-term plans that are linked to student needs and performance. 	<p>learning differences, and performance modes.</p> <ul style="list-style-type: none"> The candidate creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress. The candidate creates short-range and long-term plans that are linked to student needs and performance, and adapts the plan to encourage student progress and motivation. The candidate responds to unanticipated sources of input, evaluates plans in relation to short-term and long-term goals, and (left out systematically) adjusts plans to meet student needs and enhance learning.
--	--	--

Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Admission to Education	Admission to Student Teaching	Completion of Program
<p>Knowledge</p> <ul style="list-style-type: none"> The candidate recognizes different types of assessment (e.g., criterion-referenced and norm-referenced instruments, traditional and performance-based, and assessments of students work) for evaluating how students learn and what they know and are able to do. 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized tests, performance-based assessments, observation, and other assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. The candidate knows how to select, construct, and use assessment strategies and instruments. The candidate understands measurement theory and assessment related issues such as validity, reliability, bias, and scoring concerns. 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized tests, performance-based assessments, observation, and other assessments of student work) for evaluating how students learn, want they know and are able to do, and what kinds of experiences will support their further growth and development. The candidate knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes. The candidate understands measurement theory and assessment related issues such as validity, reliability, bias, and scoring concerns.
<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values ongoing assessments as essential to the instructional process. 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values ongoing assessments as essential to the instructional process and recognizes that different assessment strategies are 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values ongoing assessments as essential to the instructional process and recognizes that different assessment strategies, accurately used,

	<p>necessary for monitoring and promoting students learning.</p> <ul style="list-style-type: none"> The candidate is committed to using assessment to identify students' strengths and promote student growth. 	<p>are necessary for monitoring and promoting students learning.</p> <ul style="list-style-type: none"> The candidate is committed to using assessment to identify students' strengths and promote student growth rather than to deny access to learning access to learning opportunities.
Performances	Performances	Performances
<ul style="list-style-type: none"> The candidate appropriately uses some assessment techniques to enhance his or his knowledge of learners and modify teaching and learning strategies. The candidate evaluates the effect of class activities, collecting information through observation of classroom interactions and questioning. The candidate monitors his or her own teaching strategies and behavior, modifying plans and instructional approaches accordingly. 	<ul style="list-style-type: none"> The candidate appropriately uses assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to enhance his or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies. The candidate solicits and uses information about students' experiences, learning behavior, needs and progress from cooperating teachers and the students themselves. The candidate uses assessment strategies to involve learners in self-assessment activities and to help them become aware of their strengths and needs. The candidate evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. The candidate monitors his or her own teaching strategies and behavior in relation to students' success, modifying plans and instructional approaches accordingly. 	<ul style="list-style-type: none"> The candidate appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to enhance his or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies. The candidate solicits and uses information about students' experiences, learning behavior, needs and progress from cooperating teachers, parents, other colleagues, and the students themselves. The candidate uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning. The candidate evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. The candidate monitors his or her own teaching strategies and behavior in relation to students' success, modifying plans and instructional approaches accordingly. The candidate maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

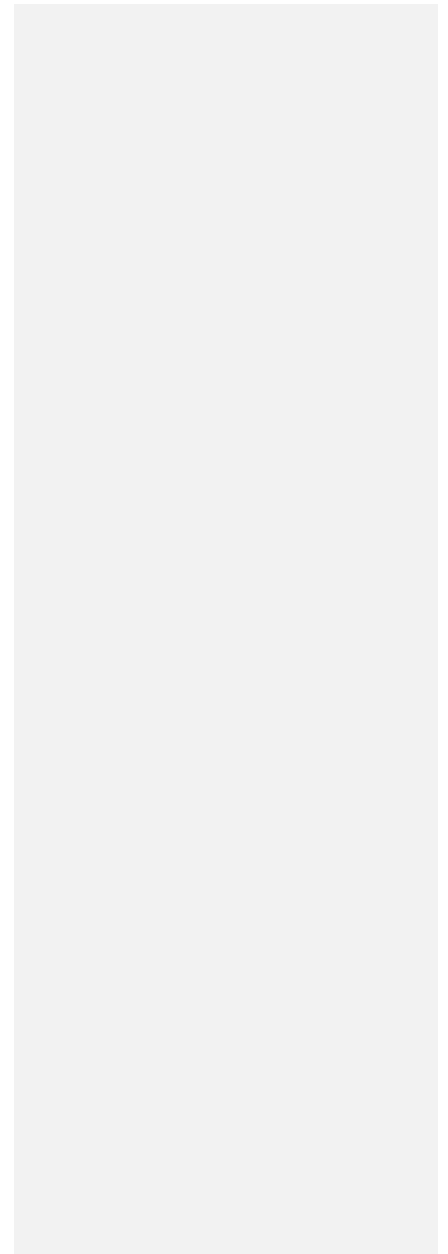
Admission to Education Knowledge	Admission to Student Teaching Knowledge	Completion of Program Knowledge
<ul style="list-style-type: none"> The candidate is aware that there is research on effective teaching and has read some professional literature. 	<ul style="list-style-type: none"> The candidate understands methods of inquiry that provide him/her with self-assessment and problem-solving strategies for reflecting on his/her practice and its influence on students' growth and learning. The candidate understands critical frameworks for reflecting on teaching practice (e.g., frameworks from social, cultural, economic, political, and philosophical foundations of education). <ul style="list-style-type: none"> The candidate is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature and professional associations). 	<ul style="list-style-type: none"> The candidate understands methods of inquiry that provide him/her with self-assessment and problem-solving strategies for reflecting on his/her practice and its influence on students' growth and learning, and the interactions between them. The candidate understands critical frameworks for reflecting on teaching practice (e.g., frameworks from social, cultural, economic, political, and philosophical foundations of education). The candidate is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, and professional associations).
Dispositions	Dispositions	Dispositions
<ul style="list-style-type: none"> The candidate values critical thinking and self-directed learning as habits of minds. The candidate is committed to reflection, assessment, and learning as an ongoing process. The candidate is willing to give and receive help. 	<ul style="list-style-type: none"> The candidate values critical thinking and self-directed learning as habits of minds. The candidate is committed to reflection, assessment, and learning as an ongoing process. The candidate is willing to give and receive help. The candidate is committed to seeking out and developing practices that address the individual needs of students. The candidate recognizes his or her professional and legal responsibility for engaging in and supporting appropriate practices for self and colleagues. 	<ul style="list-style-type: none"> The candidate values critical thinking and self-directed learning as habits of minds. The candidate is committed to reflection, assessment, and learning as an ongoing process. The candidate is willing to give and receive help. The candidate is committed to seeking out, developing, and refining practices that address the individual needs of students. The candidate recognizes his or her professional and legal responsibility for engaging in and supporting appropriate practices for self and colleagues.
Performances	Performances	Performances
<ul style="list-style-type: none"> The candidate uses classroom observation from the field to reflect on and revise practice. 	<ul style="list-style-type: none"> The candidate articulates a philosophy of education to guide his or her practice. The candidate uses classroom observation, information about students, cultural, social, 	<ul style="list-style-type: none"> The candidate articulates and defends a philosophy of education to guide his or her practice. The candidate uses classroom observation, information about students, cultural, social, economic,

	<p>economic, political, and philosophical frameworks and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.</p> <ul style="list-style-type: none"> The candidate seeks out professional literature, cooperating teachers and other resources to support his or own development as a learner and a teacher. 	<p>political, and philosophical frameworks and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.</p> <ul style="list-style-type: none"> The candidate seeks out professional literature, colleagues, and other resources to support his or own development as a learner and a teacher. The candidate draws upon professional colleagues within the school as supports for reflection, problem-solving and new ideas, sharing experiences and seeking feedback.
--	---	---

Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Admission to Education	Admission to Student Teaching	Completion of Program
<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands schools as organizations within the larger community context. The candidate knows that factors in the students' environment outside of school may influence students' life and learning. 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands schools as organizations within the larger community context. The candidate knows that factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning. The candidate understands laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for students with handicapping conditions, and appropriate treatment of students). 	<p>Knowledge</p> <ul style="list-style-type: none"> The candidate understands schools as organizations within the larger community context and understands the operation of the school within which she/he works. The candidate understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' life and learning. The candidate understands laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for students with handicapping conditions, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).
<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values and appreciates the importance of all aspects of a child's experience. The candidate is concerned about all aspects of a child's 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values and appreciates the importance of all aspects of a child's experience. The candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical). 	<p>Dispositions</p> <ul style="list-style-type: none"> The candidate values and appreciates the importance of all aspects of a child's experience. The candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical) and is alert to signs of difficulties.

<p>well-being (cognitive, emotional, social, and physical).</p>		<ul style="list-style-type: none"> • The candidate is willing to consult with other adults regarding the education and well-being of his/her students. • The candidate respects the privacy of students and confidentiality of information. • The candidate is willing to work with the cooperating teacher and others to improve the overall learning environment for students.
<p>Performances</p>	<p>Performances</p>	<p>Performances</p>
<ul style="list-style-type: none"> • The candidate can identify some community resources that foster student learning. 	<ul style="list-style-type: none"> • The candidate can identify some community resources that foster student learning. 	<ul style="list-style-type: none"> • The candidate participates in collegial activities at his/her school. • In collaboration with his/her cooperating teacher, the candidate makes links with the learners' other environments on behalf of students by consulting with parents, counselors, teachers of other classes. • The candidate can identify community resources that foster student learning. • In collaboration with the cooperating teacher, the candidate establishes respectful and productive relationships with parents and guardians from diverse home and community situations. • The candidate talks with and listens to the student, is sensitive and responsive to clues of distress, and seeks help as needed and appropriate to remedy problems. • The candidate acts as an advocate for students.



Academic Probation

Candidates on Probation with Warning or Probation for three consecutive semesters will be reviewed by The Admission and Advancement Committee, who will determine if the candidate may continue in the teacher preparation program.

Appeal/Grievance Procedure

There may be times when candidates disagree with various policies or actions taken by the School of Education or by individual faculty members. The following procedures have been established to assist candidates in resolving any problems that may arise.

1. The candidate clarifies and describes the concern and consults any appropriate source material, such as syllabi or handbooks, to make sure that the issue has been clearly identified.
2. The candidate approaches the person (instructor, advisor, etc.) most directly involved with the issue to discuss the concerns, using any necessary documents (i.e. assignments or assessments). If the issue is not resolved, the candidate pursues step three.
3. In a letter to the School of Education Dean, the candidate carefully describes her grievance, being sure to support it with appropriate documentation. The dean will forward the grievance to the department's Student Grievance Committee.

The Student Grievance Committee is composed of

- Dean
- Candidate's advisor
- Other faculty, as appropriate

The committee will be convened and the candidate will be notified concerning the recommendation of the committee.

4. If the grievance is not satisfactorily resolved in step three, the candidate should consult the Alverno Student Handbook for the next steps.

Section 6

Technology

Technology Integrated Teaching

In 20th century schools, teaching practice was more delimited by the boundaries of the school building than it is in contemporary settings. The school library is no longer the primary source for resources to inform teaching practice; one's building colleagues are no longer the only source of collaborative opportunities. We believe that teachers who are prepared to integrate technology and new media into their teaching practice can expand the resources available for teaching, the methods to engage students in content learning, and the communities that challenge and extend collaborative learning.

New Resources

When you are preparing to teach, you first identify the central learning outcomes of the experience, asking, "What is it I want my students to know and be able to do?" You can then seek out resources to inform and extend your learning as well as that of your students. This might mean that you consult content-area electronic newsletters, lesson archives, videos, or other kinds of resources available online. It might mean you tour the resources of a museum archive, or use geographic modeling resources to show connections between places. *The big idea here is:* know where you're going, and draw on meaningful, relevant resources to help you get there.

New Ways to Learn

We also believe that mindful integration of technology opens up new opportunities to engage students in learning through innovative methods. In teaching about biological systems, you might use dissection simulators to show the organs of a frog. In a mathematics lesson, you might engage students in using online modeling tools to demonstrate the relationship between two-dimensional "flattened boxes" and the three-dimensional shapes they might create. You might draw on the resources of poetry websites to show the relationship between the structure of a poem and the way it sounds when read aloud by the author. You might engage young learners in using an interactive white board to match initial letter sounds with images. This is the idea of pedagogical content knowledge, described by Lee Shulman (1986) as being able to partner deep knowledge of your discipline with innovative methods attuned to that discipline. *The big idea here is:* draw on appropriate technological tools to support your use of innovative content learning methods.

New Learning Communities

Teachers also need to be continuous learners, connected to those around them who can extend and challenge their thinking. We encourage you to develop your capacity as an engaging and active colleague both on-site and locally as well as online and globally. Increasingly, teachers are forming professional learning communities to share resources, develop their capacity as leaders, and organize to mentor one another. You might create an online space for your students, their parents, and school colleagues to celebrate student learning. You might join an online network for high school English teachers, learning how to develop engaging questions for discussing a difficult novel. You might document and share some challenging aspect of your practice and seek advice from colleagues. You might build a virtual learning space or use video and audio connectivity so that a student who is ill does not have to miss out on classroom learning. *The big idea here is:* stay connected, share your practice, learn from others.

In all of these domains, it is critical that you comport yourself as an ethical professional, holding yourself to high standards and expecting the same of your students. You must model for your students how to be kind, ethical, inquiring, respectful and collaborative, whether they are sharing physical space or digital space.

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15 (2), 4-14.

Section 7

Academic Honesty

Alverno College

Policy on Academic Honesty

Throughout your studies at Alverno College, you will be exposed to a variety of learning styles and experiences. In some classes faculty require students to complete assignments in small-group work sessions while others may require students to complete work on an independent basis. Both experiences can be stimulating and rewarding. Each academic experience at Alverno requires that you take responsibility for your own work in accordance with the instructions of your professor and with sound academic principles. Each student is expected to conduct her work, both inside of the classroom and in independent research in ways that are academically honest.

Academic honesty is a basic requirement of the Education programs. Failure to comply with procedures that are academically honest is grounds for failing a class, being dismissed from a particular program or being dismissed from the college. The following is a non-exhaustive list of expectations for academic honesty. All students are required to comply with these expectations.

1. “GIVE CREDIT WHERE CREDIT IS DUE”: AVOID PLAGIARISM.

Plagiarism is taking of someone else’s thoughts and words and representing them as your own. It is seen as an offense to both the original author of those thoughts and words as well as an offense to your reader, who potentially could confuse the thoughts of the original author with those of someone representing those thoughts as their own.

Learning the appropriate academic procedures for citing sources will not only help you in writing your papers within the academic setting, it will also help you to be accurate about the sources of ideas in writing and speaking within your work setting. Giving others credit for their ideas is a basic writing guideline. Such practice keeps you honest, by allowing you to reflect on the ideas of another and to add or integrate your own thoughts with the deliberate support of other authors. Citing sources correctly also helps your reader follow your own thinking and understand the evidence that supports your thoughts. You too may find that being able to find a reference based on how someone else talked about it in an article or paper is a very helpful process.

The same guidelines apply to giving a speech, poster-project, or other form of presentation. Powerpoint, slides, posters and other visual materials need to be properly referenced, and your thinking needs to be distinguished from the thoughts and ideas of others.

If you use someone else’s words, you **must** use the proper quotation format. For short quotations, that means quotation marks and a reference with page number. For longer quotations, that means a hanging indent, and a reference with page number. Don’t do this incorrectly even on a draft – it’s plagiarism if you do. We’ll stop reading drafts when we find plagiarism – there’s no point in our assessing the writing of an already published work. Consult the most current edition of the *APA Manual*, for ways to paraphrase an author’s ideas and how to properly give credit for that idea, even when you are paraphrasing it. (Remember when you paraphrase, you give the author’s name and date of the publication. When you quote, you must also include the quotation marks and the page number where you found the quote.)

If you have a question about the format of a specific citation, first consult the most current edition of the APA Manual. If after considerable effort in trying to resolve your question you are still in need of assistance, bring your question to your instructor or advisor, along with your specific work with the APA Manual and show them exactly where your confusion lies. They will help you address your specific concern. In the end however, you will be held responsible for representing yourself and others in an appropriate manner. Failure to follow these steps may lead to failure in the course, dismissal from the program, or dismissal from the college.

2. “TELL IT LIKE IT IS”: AVOID MISREPRESENTATION

When you are working with another author’s ideas, it is imperative that you represent those ideas accurately and that you give credit to the author for those ideas. If, for example, an author is presenting several alternatives to a particular dilemma, it is important that you indicate the range of alternatives that the author offers, rather than simply picking the one that you like the best and presenting it as if it were the author’s only idea. To single out a sentence or paragraph that suits your own purposes but does not represent the author’s train of thought is considered misrepresentation.

3. “TALK YOUR OWN TALK”: AVOID PLAGIARIZING ANOTHER STUDENT’S WORK.

You may be dismissed from the program if you use the work of another student as your own. This includes using papers that have been published on the internet, written by a student in this or another college or university, or written by a former student. It is unethical to share your work with another student if you know that the student intends to submit it as her own.

4. “BE DISCREET ABOUT REPEAT”: AVOID SELF-PLAGIARISM

Self-plagiarism is the practice of using a paper or project that is written in one class to complete the requirements for a different class or project. If you are planning to use a part of a paper that you have already written in another class, first consult your instructor to see if the part of the paper or project is suitable material for the class you are presently taking. If you do not obtain appropriate permission for building on work from another class, or if you hand in a duplicate paper from another class to meet an assessment requirement, you may fail the project, the assessment and jeopardize your standing in the program.

5. “WALK THE WALK IN ORDER TO TALK THE TALK”: MAINTAIN RESPONSIBILITY FOR YOUR WORK WITHIN GROUPS

Students are expected to be appropriately responsible for their work within a group project setting. This includes attending mutually agreed-upon group meetings, completing mutually-agreed upon assignments and carrying your weight in the writing of a group paper or the implementation of a group presentation. If you fail to maintain your responsibilities as a group member, you may fail the group project assignment and you may be dismissed from the class.

Resources Consulted

- Graham, Sandra (2002) Policy on Academic Honesty & MA Courses. Alverno College Alverno College Master of Arts in Education policy on academic honesty. Unpublished document. Milwaukee, WI: Alverno College.
- Smith, P. (2001). Policy on plagiarism for all psychology & MA courses. Alverno College Master of Arts in Education policy on academic honesty. Unpublished document. Milwaukee, WI: Alverno College.
- University of Massachusetts: Policies: Academic Honesty. Retrieved August 2002 from <http://www.umass.edu/umhome/policies/honesty.html>
- University of Oregon: Avoiding Plagiarism. Retrieved August 2002 from <http://www.cs.orst.edu/~watsog/cs151/honesty.htm>
- University of Vermont Policies on Academic Honesty. Retrieved August 2002 from <http://www.uvm.edu/~judicial/ah.html?Page=faculty.html&SM=ahmenu.html>

Consequences

The consequences for an academic dishonesty offense may include

- Failing the assignment or assessment
- Failing the course
- Dismissal from the program
- Academic Probation/Academic Probation with warning
- Dismissal from the College

If faculty have evidence that a student is in violation of the Academic Honesty Policy, the following steps will be taken.

1. Faculty will collect evidence of the offense and document the nature of the offense.
2. Faculty will document any contact with the student regarding the offense and the student's response.
3. Faculty will inform the student that the offense will be reported to the department and that further consequences may follow.

Students have a right to appeal the judgment. The appeal process is detailed in the Alverno Student Handbook.

Section 8

Student Honors

Student Honors (Institution-Wide Policy)

Process for selecting honors students

The criteria for honors are centered around two broad categories — scholarly work within the major and support areas of study and application of that scholarship in the service of others. These two categories are rooted in the philosophy underlying the Alverno curriculum, which is effectively applying academic achievement within one's personal and professional life.

Within these two categories, honors are awarded to recognize certain students' work that goes beyond that required for graduation.

The process for selecting honors students begins early each semester when the Academic Affairs Office requests nominations of students from the academic departments. Students must be recommended by both their major and support area departments. The students' names are then sent to the Honors Committee along with evaluative statements citing specific evidence to show how the student meets the criteria for graduation honors.

Criteria for selecting honors students

Scholarly Excellence

When recommending candidates for academic honors, departments are asked to emphasize the student's learning style and approach to scholarship rather than merely describing projects completed in an outstanding manner. In other words, evaluation and recommendation of students should reflect the process of scholarship as well as the product. For this reason, three basic attributes of scholarly excellence are identified.

- The honor student has mastered the central concepts, theories, and methods of her discipline in an outstanding way. She further demonstrates this mastery by applying them independently in situations other than where she learned them.
- The honor student consistently demonstrates the ability to make connections between and among what she has learned in a variety of formal and informal learning settings, thereby recognizing the unity of the curriculum. She makes these relationships not merely on demand but as a habitual way of marshalling resources to accomplish tasks.
- The honor student demonstrates independence and creativity in designing her learning rather than merely fulfilling stated requirements. At first this may seem to discriminate against students in departments with highly structured curricula. Everywhere, however, students have the freedom to make choices, to devote themselves to certain aspects of a profession or discipline that cannot be treated in depth in regular courses. They can, moreover, sustain a concern with their choices from one course or field experience to another. The honor student does not merely move from one learning situation to another, letting the requirements and suggestions of each instructor determine her path through the curriculum. She creates her own productive learning environment by organizing her discrete experiences into a meaningful whole.

Application of Scholarly Excellence

For the honor student, scholarship is not an end in itself — she views it in the broader context of her total life experience. This means that she applies her abilities in ways that not only serve her own ends, but clearly serve those of others as well. This is an enduring characteristic that can be observed in many ways. It is not measured by the number or type of activities, by the total amount of time spent or by the setting, but in the quality of service rendered. It is equally valid whether rendered in interactions with peers in on-campus educational settings, in field experiences, or in other situations.

Section 9

Education Committees

Education Committees

The following committees direct Alverno's teacher education programs. Candidates are encouraged to participate in the meetings of the Teacher Education, Human Relations Advisory Council and the Literacy Advisory Council.

Teacher Education Committee

The Teacher Education Committee is comprised of faculty from departments offering majors and support areas in the teacher education program. Members represent each area in which the college offers programs for licensure.

a. Development of policies related to teacher education

The Teacher Education Committee is responsible for designing and implementing the teacher education curriculum. In order to have a new course and/or program approved, the following procedures are used:

1. Members of the School of Education design the course or program.
2. Members of the School of Education approve it.
3. Members of the Teacher Education Committee approve it.
4. Members of the College Curriculum Committee approve it.
5. Members of the Educational Policies Committee approve it.
(The Educational Policies Committee is the final authorizing body of the college in the area of curriculum.)

b. Decisions regarding admission and advancement

A subcommittee of the Teacher Education Committee monitors the progress of the candidates admitted to teacher education programs and initiates probation or dismissal action according to School of Education policies.

Human Relations Advisory Council

This council is composed of people who assist Alverno in designing and implementing its teacher education program. Alverno faculty members, candidates, and alumnae, as well as education consultants, principals, teachers, and school board personnel are members of the council.

The president and vice-president of Alverno Student Education Organization are automatically invited to join the council each year.

Once every two years, the council reviews the college's programs related to the Wisconsin Human Relations Code and to field placement sites.

Literacy Advisory Council

The purpose of this council is to provide feedback and recommendations to strengthen the literacy program at Alverno College, and to develop future teachers who are confident and competent in meeting the literacy needs of students in a wide variety of school settings. Incorporating the thinking from educators “in the field” is essential to this process. Alverno faculty members, candidates, alumnae, as well as principals and teachers are members of the Literacy Advisory Council.

Council members attend one to two meetings per year. In these meetings, the Council reviews the current state of the literacy program/courses at the college and gathers input for program revisions. In these meetings, Council members share and discuss current issues/trends in education and their impact on the literacy education programs at Alverno.

Section 10
Alverno Student
Education Organization
(ASEO)

Alverno Student Education Association (ASEO)

All undergraduate candidates interested in teacher education at Alverno College are encouraged to join and actively participate in ASEO, the local chapter of the Student National Education Association, SNEA. Valuable information concerning rights and privileges as well as ethical and professional responsibilities of the classroom teacher can be gained through regular attendance at ASEO meetings.

Membership in the organization entitles each candidate to receive regular publications from the national and state level associations including *Today's Education*, *SNEA Update*, and *SNEA Impact*. Members are also admitted to the Wisconsin Education Association's (WEAC) annual fall state convention. In addition, student teacher liability insurance, with coverage up to \$1 million, is an automatic fringe benefit to members of the organization. Membership is required for candidates during their student teaching semester.

For specific information on how to apply for membership, contact the president of ASEO or the ASEO faculty advisor or visit <http://www.weac.org/Student-WEA/>

Section 11
Post Baccalaureate
Program Information

Post-Baccalaureate Licensing Program Information

Post baccalaureate candidates follow all policies and procedures outlined in the previous sections. Candidates will receive an Academic Evaluation that identifies the course requirements for declared licensing areas. It is the responsibility of candidates to confirm with their advisor that the official Academic Evaluation matches the initial evaluation by the Post Bac Advisor prepared during the Admissions process and accurately reflects all ongoing subsequent course completion performances.

Programs/Licenses

Candidates entering Alverno College with a baccalaureate degree must complete the equivalent of the approved program of the college in the area in which they are preparing to teach in Wisconsin. The School of Education evaluates the transcript(s) of all prior work and draws an individualized program for each licensure candidate. Candidates whose undergraduate grade point is lower than a 2.75 will be required to take entrance assessments, pass the Praxis I in reading and writing, and pass mathematics *within the first semester* of coursework. Additional coursework may be required in these skill areas on the basis of assessment results. Successful passing of the Praxis I prior to or during the first semester will be an appropriate substitute for the lower GPA requirement. If neither is attained during the first semester, the candidate will be held up in progressing towards program completion until this requirement is met.

Candidates with prior teaching experience or its equivalent may complete some required coursework through assessment of prior learning. Licensure Candidates should contact their Education advisor regarding procedures for this process.

PK-12 Licensure Categories

- Early Childhood/Middle Childhood, (EC/MC) Ages Birth-11
- Middle Childhood/Early Adolescence, (MC/EA) Ages 6-13
Candidates pursuing this level of licensure are encouraged to select a *certifiable* teaching support area from the following list.
 - English Language Arts
 - Mathematics for Teachers
 - Science for Teachers
 - Social Studies

Early Adolescence/Adolescence, (EA/A) Ages 10-21

Candidates pursuing this level of licensure must select a major from the following list.

- Broad Field Language Arts/ English
 - Candidates can pursue concentrations in speech communication or speech communication and journalism
- Broad Field Science
 - Chemistry can be taken as major or support along with Broadfield Science
 - Biology can be taken as major or support along with Broadfield Science
- Broad Field Social Studies/History
 - Students may pursue concentrations in Economics, Geography, Political Science, Psychology, or Sociology
- Mathematics

Early Childhood/Adolescence, (EC/A) Ages birth to 21

- Art Education
- Art Therapy (Adaptive Arts)

Content Requirements For EC/MC, MC/EA, EA/A, and EC/A (AE) Licensure

Course titles and descriptions are in the College Bulletin. *Candidates should access IOL for individual academic evaluations.*

Successful progression in the education programs requires a pattern of effective demonstration of knowledge, skills, and dispositions. Candidates must demonstrate consistency in fieldwork, School of Education external assessments, course work, and state-required standardized tests.

A pattern of withdrawal from education courses affects the candidate's eligibility to progress in her/his program of studies. If at time of withdrawal, a candidate is not meeting course outcomes, the withdrawal will be considered as an unsuccessful course completion when considering progression in the major or support area. Candidates may repeat a course once without School of Education permission. To register for any course for a third time, School of Education permission must be obtained. A candidate seeking permission to register for a course a third time must do so by writing a letter to her/his advisor indicating a plan for success. The School of Education decision will be communicated to the candidate in writing.

A Candidate who is unsuccessful in field experiences must meet with his/her School of Education advisor before he/she is able to register to repeat the field.

Both the Alverno supervisor and the cooperating teacher evaluate performance in fieldwork and student teaching. Based on the candidate's previous performance and the recommendations of her/his current supervisor, the Admission and Advancement Committee may stipulate that specific conditions and requirements be achieved before progression in the education program is allowed.

Attendance is required in all classes and fieldwork experiences. Faculty expects candidates to be responsible for coming to class and field placement sites on time. Consistent lateness may be considered an absence. Active participation in all learning experiences is also required. Punctuality, participation, and timely completion of quality work all reflect important components of a professional disposition in a future educator. Missing class or fieldwork time or consistently submitting late assignments may jeopardize a candidate's ability to meet course outcomes. If a candidate chooses to withdraw from a course, it is her/his responsibility to do so officially by contacting the Registrar's Office.

Appendices

ALVERNO COLLEGE
 School of Education
 3400 South 43 Street
 PO Box 343922
 Milwaukee, WI 53234-3922

Appendix A

**APPLICATION FOR ADMISSION TO PREPROFESSIONAL LEVEL (ED 215/ED 215R)
 IN THE TEACHER PREPARATION PROGRAM**

Name: _____ ID #: _____

I wish to apply for admission to the Pre-Professional Level in the Teacher Preparation Program.

Semester: FALL _____ SPRING _____ 20__ - 20__

Circle one:

ELC **ELM** **SED**

Support: _____

Admission to the pre-professional level of teacher education is dependent upon successful completion of the following:

- a. ___ ED 116
- b. ___ ED 201
- c. ___ CM 156Q or CM 176Q
- d. ___ Attempted all parts of PRAXIS I with success in at least two of the three parts.

After the Committee on Admission and Advancement in Teacher Education has reviewed your application, you will be notified of your admission status to the Pre-Professional Level in the Teacher Preparation Program.

(Do not write below this line)

Admission to ED 215/215R is dependent on demonstration of:

	No Evidence	Minimal Evidence	Sufficient Evidence	Extensive Evidence
Planning and Preparation				
Classroom Environment				
Instruction				
Assessment				
Professional Responsibility				

Decision of the Committee: ___ Approved
 ___ Approved with conditions: _____

 ___ Not Approved (Reason): _____

Date: _____

Chairperson
 Committee on Admission and Advancement in Teacher Education

ALVERNO COLLEGE
School of Education
 3400 South 43 Street
 PO Box 343922
 Milwaukee, WI 53234-3922

Appendix B

**APPLICATION FOR ADMISSION TO PREPROFESSIONAL LEVEL (ED 321/ED 338)
 IN THE TEACHER PREPARATION PROGRAM**

Name: _____ ID #: _____

I wish to apply for admission to the Professional Level in the Teacher Preparation Program.

Semester: FALL _____ SPRING _____ 20__ - 20__

Circle one:

ELC **ELM** **SED**

Support: _____

Admission to the professional level of teacher education is dependent upon successful completion of the following:

- a. ___ ED 220
- b. ___ ED 215 or ED 215R
- c. ___ In addition for **ELM** Students only: ED 216
- d. ___ In addition for **ELC** Students only: ED 231
- e. ___ Successfully completed all parts of PRAXIS I

After the Committee on Admission and Advancement in Teacher Education has reviewed your application, you will be notified of your admission status to the Professional Program in Teacher Education.

(Do not write below this line)

Admission to ED 321/338 is dependent on demonstration of:

	No Evidence	Minimal Evidence	Sufficient Evidence	Extensive Evidence
Planning and Preparation				
Classroom Environment				
Instruction				
Assessment				
Professional Responsibility				

Decision of the Committee: ___ Approved
 ___ Approved with conditions: _____

 ___ Not Approved (Reason): _____

Date: _____

Chairperson
Committee on Admission and Advancement in Teacher Education

ALVERNO COLLEGE
School of Education
3400 South 43 Street
PO Box 343922
Milwaukee, WI 53234-3922

APPLICATION FOR ADMISSION TO STUDENT TEACHING
IN THE TEACHER PREPARATION PROGRAM

Name: _____ ID #: _____

I wish to apply for admission to Student Teaching in the Teacher Preparation Program for:

Semester FALL _____ SPRING _____ 20____ - 20____

I wish to apply to student teach in the following age ranges: (circle one)

EC/MC MC/EA EA/A

Support: _____

Admission to Student Teaching in the Teacher Preparation Program is dependent upon successful completion of the following:

- a. ED 315
- b. ED 420 with recommendation for approval
- c. ED 396
- d. All methods courses
- e. Designated PRAXIS II
- f. Recommendations from field work faculty
- g. No outstanding "Incompletes"

Before you begin your student teaching placement the following must be completed:

- a. Background Check meets requirements for State of Wisconsin educators
- b. Negative results on TB test
- c. ASEO membership or other proof of liability insurance

If I am admitted to this program, I understand that I will have to assume certain obligations.

1. Conform to the schedule of the school in which I shall do my student teaching. A holiday at the college will not permit me to absent myself from my duty. I understand that student teaching is full school day, full semester (18-20 weeks).
2. Report for classes promptly and regularly, unless legitimately excused.
3. Work cooperatively with the principal and the cooperating teachers in the schools, and with the college supervisors. I agree to use these experiences to develop self assessment skills in determining both strengths and limitations in my teaching performance.
4. Participate in activities which do not come directly under classroom activities — teachers' meetings, parent-teacher meetings, programs, and clubs in which my students are active — provided that these activities do not interfere with my college schedule.
5. Report regularly for group seminar meetings and for individual conference meetings at the college.
6. Submit lesson plans in a timely manner to both cooperating teacher and Alverno supervisor.
7. Be professional and respectful when discussing issues related to my school setting.

I agree to accept the appointment given me for student teaching, and I shall make the best possible use of the opportunities afforded me through this experience. I shall at all times uphold the standards of Alverno, and I shall show my loyalty to the college by my actions and in my speech.

I understand also that if I do not live up to this contract, I may be withdrawn from the student-teaching program at any time.

Date: _____ Signature: _____

Candidate

APPLICATION FOR ADMISSION TO STUDENT TEACHING IN THE TEACHER PREPARATION PROGRAM

Page 2

Name: _____ ID #: _____

(Do not write below this line)

Admission to Student Teaching is dependent on demonstration of:

	No Evidence	Minimal Evidence	Sufficient Evidence	Extensive Evidence
Planning and Preparation				
Classroom Environment				
Instruction				
Assessment				
Professional Responsibility				

Decision of the Committee: ___ Approved

___ Approved with conditions: _____

___ Not Approved (Reason): _____

Date: _____

Chairperson
Committee on Admission and Advancement in Teacher Education

Appendix D



Milwaukee Public Schools

**APPLICATION
FOR PARTICIPATION AS A
VOLUNTEER IN A
MILWAUKEE PUBLIC SCHOOL OR
PARTNERSHIP SCHOOL**

**DEPARTMENT OF HUMAN RESOURCES
OFFICE OF CLASSIFIED STAFFING
Central Services Building, Room 128
5225 West Vliet Street, P.O. Box 2181
Milwaukee, WI 53201-2181
Phone: (414) 475-8216
Fax: (414) 475-8687
Web Site: www.milwaukee.k12.wi.us**

The Milwaukee Public Schools is an Equal Opportunity Employer and Complies with the Provisions of the Americans with Disabilities Act

Instructions:
1. Print answers in black ink or use a typewriter. 3. Use additional sheets of paper when necessary in answering.
2. Date and sign the application.

1. Print Name

 Last First Middle Home Work

2. Phone:

3. Address

 Number and Street City and State Zip Code

4. Social Security Number _____ - _____ - _____

5. Give any other names by which you have been known: _____

6. List the states in which you have lived (other than Wisconsin) and approximate dates.
 State: _____ Dates: (From) _____ (to) _____
 State: _____ Dates: (From) _____ (to) _____
 State: _____ Dates: (From) _____ (to) _____

7. Name of school(s) at which you want to volunteer: _____

8. Have you ever been convicted of or paid a fine for any offense (including felonies, misdemeanors, and ordinance violations) or do you have any charges pending, other than minor traffic violations? Yes ___ No ___ If yes, list details below. Use separate sheet if necessary. (NOTE: Convictions are not an automatic bar to participation as a volunteer. Each case is considered on its own merit. A conviction not reported can be cause for rejection of an application or dismissal.)

DATE	LOCATION	CHARGE	COURT	DISPOSITION OF CASE

9. Have you ever been dismissed or asked to resign from any position? Yes ___ No ___
 If yes, please explain fully. _____

Please complete the form above and sign below to confirm nothing has changed from your original application that was completed for admission to ED-201.

I certify that all statements made on this application are true and complete, accurate, and not misleading to the best of my knowledge. I understand that any false statements, incomplete statements, or misrepresentations may subject me to disqualification or dismissal.

 Signature
 ED-_____
 Course Number

 Date

 Instructor

HANDBOOK ACKNOWLEDGEMENT

I acknowledge that I am aware of and accountable for these policies and procedures.

Signature

Date

Submit to ED 201 or AE 222 instructor.