

**School of Education Handbook  
University of Wisconsin-La Crosse**

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## 1. [Mission and Values](#)

### **Our Mission**

To combine research, teaching and service to develop teacher candidates for our region and our world.

### **Our Values**

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

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

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

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

## 2. [Teacher Education Conceptual Framework](#)

The School of Education adopted and approved the Conceptual Framework on April 20th, 2007.

### **Vision**

The School of Education at UW-La Crosse strives to become a leader in the preparation of globally responsive teachers through a University-wide commitment to teacher education.

### **Definition: The Globally Responsive Teacher**

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

A globally responsive professional education program includes the following:

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

## Visual Conceptual Framework Explanation

Across the United States and around the world, teachers face many challenges. Especially problematic are the economic, social, and political contexts that make difficult our attempts to address differences inequities in schools and other learning environments. Yet, in the face of these challenges, we are committed to preparing teachers who teach all learners.

The core of the School of Education's conceptual framework depicts our vision and commitment to providing professional education programs focused on preparing globally responsive teachers. Learners inhabit the core of our visual as a constant reminder that our purpose is ultimately to serve the needs of diverse learners across the age spans. We have intentionally placed reflective practice near the core of our vision and around the learners to illustrate the importance of reflection in all aspects of the teaching profession. Our teacher education candidates will become globally responsive teachers only through meaningful and ongoing reflective practice and professional development. Reflective practice builds and sustains the critical components of an effective teacher, as illustrated by the surrounding text.



## Technology Vision Statement

The UWL School of Education (SOE) strives to prepare teacher candidates who are technologically-competent to facilitate and inspire student learning and creativity through creation of digital age learning experiences. To this end, we promote creativity, collaboration, responsibility, and innovation in the use of technology by students, faculty, and the local educational community.

## SOE Technology Philosophy and Background

As a School of Education community consisting of teacher candidates, faculty and staff, pK–12 partners, and our community at large we recognize and believe that:

- Promoting personal responsibility and awareness of digital citizenship is critical to developing sound professional practices.
- Instructional technology is an evidence-based teaching practice that leads to attainment of educational objectives for a wide variety of learners.
- Developing technology knowledge, skills, dispositions, and creativity for both teachers and students facilitates lifelong learning in a dynamic and diverse digital world.
- The ever-changing nature of technology requires ongoing oversight, systematic assessment, and leadership in order to make informed recommendations for the adoption of technology.
- Modeling the effective use of technology aids in the development of essential and specialized technology skills and competencies.

## 3. [History of EPC and the Accreditation Process](#)

The goal of preparing teachers has been central to the mission of UW-La Crosse ever since this institution began as a Normal school with 176 students and 14 faculty members in 1909. Today, the School of Education's administrative offices and faculty offices are located in Morris Hall, which honors the memory of Thomas

Morris, the Regent and State Senator whose efforts resulted in the selection of La Crosse as the site of Wisconsin's eighth Normal School. Students were immediately attracted to La Crosse's teacher preparation program as demonstrated by the fact that La Crosse was one of only two Normal Schools (Milwaukee was the other) to achieve an enrollment of more than 1,000 students prior to World War II. La Crosse and Milwaukee also shared the distinction of being the first Normal Schools to offer graduate classes in education.

### **Accreditation and Program Approval**

In 2000, Wisconsin legislators approved Wisconsin Administrative code PI 34. This resulted in the implementation of an educator preparation program approval process and educator licensing process that are both standards and performance-based.

Institutions are responsible for providing evidence that their programs prepare educators who are able to meet the standards established by the state of Wisconsin in Chapter PI 34. The evidence is reviewed during the program approval process. Institutions must demonstrate that all of the program approval components of PI 34 are met. Institutions undergo a comprehensive Initial Program Approval to ensure compliance with PI 34. Following the initial approval, continuing program approval decisions are based on a "Continuous Review Process."

**PI 34.01 (15)** "Continuous review process" means a system of review and approval of teacher education programs whereby program results are reviewed by the department annually and approval is granted by the state superintendent on a 5-year basis.

**PI 34.06 (3)** Continuing program approval decisions shall be based on a continuous review process. Every institution shall be visited each year by the DPI department liaison or other department professional staff. The program evaluation and approval shall be based on the performance of candidates for license measured against the standards in subch. II as described in s. PI 34.15 (1).

**PI 34.06 (3) (b)** If during the years of continual approval, an institution initiates a complete redesign of the professional preparation program, the state superintendent shall review and may approve the redesigned program following the procedure set forth in sub. (2).

**PI 34.06 (4)** Institutions shall submit new programs and substantive changes in previously approved programs to the state superintendent for approval prior to implementing a new program or change.

## **4. Organization of EPC**

### **a. Unit Structure**

The [School of Education, Professional, and Continuing Education \(EPC\)](#) has a comprehensive and dynamic structure, where 23 programs across all colleges and schools at the university work collaboratively to support best practices in teaching, learning, and leading. The major units within EPC include:

- [Department of Educational Studies](#)
- [Professional Studies in Education](#)
- [Continuing Education and Extension](#)

The Department of Educational Studies prepares teachers for work in elementary and middle schools. EPC also works collaboratively with departments in the [College of Liberal Studies](#) and the [College of Science and Health](#) to prepare teachers in art education, music education, world language education, secondary education, physical education, and school health education. EPC oversees several graduate programs including School Psychology, Reading, Professional Development, Physical Education, and Adapted Physical Education.

Professional Studies in Education also offers a number of master's degree programs in professional development, certificate programs in education, and a certification program to support the ongoing

growth of in-service teachers.

Continuing Education and Extension works to connect the university and the community, offering diverse programs to meet the needs of individuals of all ages.

**b. Organizational chart**

**c. Information on SOE offices**

***EPC Administration***

**EPC Dean:** Marcie Wycoff-Horn

[mwycoff-horn@uwlax.edu](mailto:mwycoff-horn@uwlax.edu) 608.785.6786

**EPC Associate Deans:**

Linda Dickmeyer, Interim [ldickmeyer@uwlax.edu](mailto:ldickmeyer@uwlax.edu) 608.785.6715

Adrienne Loh, Interim [aloh@uwlax.edu](mailto:aloh@uwlax.edu) 608.785.8275

**Dean's Assistant (University Service Program Associate):** Jill Kirkpatrick

[jkirkpatrick@uwlax.edu](mailto:jkirkpatrick@uwlax.edu) 608.785.8134

Serves as the administrative assistant to the Dean of EPC and manages office operations including coordinating communications with all constituents in EPC. Provides administrative assistance in coordination and implementation of all logistical activities relative to the EPC office, and manages and maintains the scheduling of the Dean's calendar. Responsible for handling various aspects of the financial budget and expenditures for the EPC office. Works on website development, special events and grant assistance and various other tasks as assigned by the Dean.

**EPC Business Manager:** Scott Peterson

[speterson2@uwlax.edu](mailto:speterson2@uwlax.edu) 608.785.6492

***Assessment, Advising, and Recruitment***

**Academic Services Director/Teacher Certification Officer:** Ashley Cree

[acree@uwlax.edu](mailto:acree@uwlax.edu) 608.785.8127

Under the supervision of the Dean of EPC, this position is responsible for representing the Dean with regards to student academic issues and serving as a resource on academic policies, procedures, and degree requirements for teacher education students, faculty and staff. This position is responsible for verifying degree completion for undergraduate teacher education students/graduates and students in master's and certificate programs after each term. This position is also responsible for verifying program completion for graduates applying for licensure in any state requiring institutional verification of program completion, and is the institutional resource on teacher licensing rules for the State of Wisconsin. The certification officer works closely with the Dean to ensure compliance with Wisconsin teacher licensing rules. Additional work includes collection, maintenance, and reporting of program completers and testing for licensure data to state and federal agencies.

**Administrative Assistant (University Services Associate 2):** Jill Sweetman

[jsweetman@uwlax.edu](mailto:jsweetman@uwlax.edu) 608.785.8706

This position provides administrative support to associates in EPC, with primary support for the Academic Services Director/Teacher Certification Officer. Functions include data entry in WINGS with regards to Change of Program/Plan forms, posting various test scores, and end-of-semester

reporting. Additional responsibilities include scheduling appointments for students with the Academic Services Director/Teacher Certification Officer, completing Verification of Completion forms, scheduling meetings, assisting with the coordination of Campus Close-Up Academic Sessions, and planning/preparing information for various events that the Academic Services Director/Teacher Certification Officer attends. This position also assists with greeting students, staff and faculty as they call and/or come into the EPC office.

**Assessment Coordinator:** Katie Hosley-Frieden  
[khosley-frieden@uwlax.edu](mailto:khosley-frieden@uwlax.edu) 608.785.8148

Assists teacher education programs in the development of assessment tools and measures. Responsible for collecting and analyzing data across EPC programs for reporting to accrediting bodies, such as the Higher Learning Commission, UW System, and the Wisconsin Department of Public Instruction. Collaborates with Program Directors and faculty regarding assessment needs, including goals and objectives, designing direct and indirect assessment measures, coordinating and overseeing data collection relating to the assessment of learning outcomes, and managing databases. Gathers data from EPC alumni and employers of alumni.

**Senior Multicultural Education Advisor:** *Vacant*

This position is part of the UW-System Teacher Recruitment Retention Initiative (TRRI). The purpose of TRRI is to increase the enrollment and improve the retention and graduation rates of students of color in the teacher program. The two primary goals of the position are (1) to create sustainable retention strategies that systematically support students of color in the School of Education, and (2) to increase the number of graduates in high needs areas for the teaching profession. These include students of color, male elementary teachers and female math and science teachers who enter into the School of Education programs at UW-La Crosse.

### ***Partnerships, Professional Development, and Outreach (Includes Office of Field Experience)***

*The Office of Field Experience verifies that all students have completed the legal forms and cleared the designated criminal background checks before entering the schools. This is where student files and documentation of field experience requirements are maintained to ensure compliance with the Department of Public Instruction (DPI) guidelines.*

**Administrative Assistant (University Services Associate 2):** Brea Grace  
[bgrace@uwlax.edu](mailto:bgrace@uwlax.edu) 608-785-8126

Works with Field Experience Coordinators to support the Office of Field Experience, and assists with general EPC projects. Manages the field experience database for teacher candidate placements, cooperating teachers' licenses and availability, and school district information. Confirms that teacher candidates have completed required forms including medical records and criminal background checks, and registers candidates for seminar and student teaching/internship courses. Provides administrative support for the Eagle Alert and the Teacher Candidate Progress Review process.

**Field Experience Coordinator & Communications Specialist (Elementary/Middle Programs):**  
Lindsey Butts  
[lbutts@uwlax.edu](mailto:lbutts@uwlax.edu) 608.785.5034

Responsible for coordinating the placement of teacher candidates in Early Childhood and Middle Childhood teacher education licensure programs throughout their PK-12 field experiences, including

student teaching. Represents UWL as a liaison to schools/teachers in the PK-12 system, and cultivates partnership sites (i.e., professional development schools) to ensure that the needs of both the teacher candidates and the PK-12 school districts are met. Serves as a communication specialist who creates and coordinates the communication output for EPC, including development and management of the newsletter, website, social media and other communication outlets.

**Field Experience Coordinator & Partnership Specialist (EC-A, EA-A Programs):** Cindy Duley  
[cduley@uwlax.edu](mailto:cduley@uwlax.edu) 608.785.8736

Coordinates clinical field experiences in PK-12 settings for teacher candidates prior to student teaching (many of these being professional development school sites). Supports faculty and staff by serving as the liaison to local schools and teachers, and facilitates the placement procedures for all school experiences. Collaborates with faculty and staff to provide support to teacher candidates as they develop professionally.

**Professional Development & Outreach Coordinator:** Rick Stewart  
[rstewart@uwlax.edu](mailto:rstewart@uwlax.edu) 608.785.8133

Provides support for edTPA at UW-L, specifically coordinating training and other services or supports for faculty, teacher candidates, and PK-12 teachers. Creates professional development opportunities for UW-L faculty and teacher candidates, and for PK-12 teachers with our partner schools.

#### d. SoEL Team

The School of Education Leadership (SoEL) Team is charged with advising the Dean on the policies, procedures, activities, resources, and facilities of the School.

Responsibilities include:

- Make formal recommendations to the Dean regarding changes in programs, assessment procedures and all other aspects of the School
- Provide the primary voice for teacher preparation on campus and overall guidance to all School activities.

Membership:

- Associate Deans, EPC
- Program Director, School Health Education
- Program Director, Physical Education Teacher Education
- Program Director, EC-MC
- Program Director, MC-EA
- Program Director, EA-A (STEP)
- Program Director, EC-A
- Program Director, Graduate School Psychology
- Director, Institute for Professional Studies in Education

Consultants:

- Field Experience Coordinators
- Academic Services Director/Certification Officer
- Professional Development & Outreach
- Assessment Coordinator
- Multicultural Advisor/Recruiter



## 5. Procedures and Policies

### a. Contract period and expectations

Contract dates affect how/when faculty report leave.

From the [UWL Human Resources website](#): The activities of faculty and academic staff are not organized in terms of a specific number of hours and days in specified locations. Rather, the time devoted to professional activities may vary from week to week or month to month during the course of an academic year. Frequently, faculty and academic staff engage in activity related to university responsibilities outside the academic year.

The "contract year" is typically defined in terms of the academic year, which is a continuous 39-week period starting one week prior to the start of Fall semester classes. Typically this means that the academic year extends until the week following commencement in mid-May.

**SoE Specific expectations in relationship to the contract year:** For SoE affiliated faculty, there are some required activities that may fall outside of the traditional contract year period:

- The schedule for PK-12 schools extends before and after the UWL contract year. SoE-affiliated faculty and staff that are serving as student teacher supervisors may need to be present in the schools for short amounts of time in late August (for Fall supervision appointments) or early June (for Spring supervision appointments), outside of the traditional contract year period. Currently faculty are not paid a stipend for this work, and it is considered part of the normal duties associated with the student teacher supervision workload assignment.
- SoE affiliated faculty and IAS with student teaching and student teaching seminar obligations are required to participate in some limited meetings between August 15th and the start of the Fall contract. These meetings account for some of the total contact hours that comprise the student teaching observation workload credit(s). SoE has no required meetings after the end of the Spring semester. However, student teaching supervisory responsibilities continue through the end of the PK-12 school districts where student teachers are placed.
- SoE holds a mandatory "data retreat" meeting at the start of the Fall and Spring semesters as part of the comprehensive assessment system in order to meet WI DPI requirements for ongoing programmatic assessment. The Fall meeting is sometimes held during the week prior to the traditional start of the contract period. The Spring meeting is typically held in late January, before the start of the Spring semester but during the contract period. All SoE faculty and instructional academic staff are required to attend both meetings.
- SoE affiliated faculty and IAS are required to attend monthly SoE meetings during the academic year.
- In accordance with UWL policy (see Employee Handbook, section E-10 <https://www.uwlax.edu/human-resources/employee-handbook/>), SoE affiliated faculty and instructional academic staff are required to attend at least one commencement ceremony per academic year.

### b. Personnel review information/timeline

**Useful links to UWL guidelines and materials:** Faculty and IAS should refer to their department bylaws for additional department-specific guidelines.

[Retention at UWL](#): Description of retention portfolio materials and how to generate them.

[Faculty promotion process information](#): Links to HR promotion resources including schedules, policies, guidelines and forms; also includes a link to the Provost's Promotion Resources page.

[IAS promotion resources](#): Links to Links to HR promotion resources including schedules, policies, guidelines and forms; also includes a link to the Provost's Promotion Resources page.

**Table 5-1: Typical Contract Review timeline for Tenure Track Faculty in their 2<sup>nd</sup> Year**

<b>Mid-August</b>	<b>Human resources notifies Department Chairs of probationary faculty eligible for Contract vs Non-Contract review and faculty eligible for Promotion</b>
Mid-September	Final date for Department Chairs to send 20-day advanced notice of Contract review to probationary faculty in their 2 <sup>nd</sup> Year.
Early October	Probationary faculty in their 2 <sup>nd</sup> Year who are eligible for Contract review (except those in DES) send their materials to the SoE Dean for their review; SoE Dean provides their review results to Department Chair prior to Departmental review
Mid-October	Departmental Retention (Contract) reviews begin for 2 <sup>nd</sup> Year faculty
Late October	Results of 2 <sup>nd</sup> Year Retention (Contract) reviews are due to the Dean (review letter and associated files)
Mid-November	Results of 2 <sup>nd</sup> Year Retention (Contract) reviews are provided to the Provost and HR (Dept. review letter, Dean review letter, and associated files); Provost begins review
Late November/Early December	Provost sends recommendations to HR, and HR prepares Contracts for 2 <sup>nd</sup> Year faculty
<b>Mid-December</b>	<b>Contracts due to HR from 2<sup>nd</sup> Year faculty (process completion)</b>

**Table 5-2: Typical Contract Review timeline for Eligible Tenure Track Faculty in their 3<sup>rd</sup>-6<sup>th</sup> Year**

<b>Mid-August</b>	<b>Human resources notifies Department Chairs of probationary faculty eligible for Contract vs Non-Contract review and faculty eligible for Promotion</b>
Late October	Final date for Department Chairs to send 20-day advanced notice of Contract review to eligible probationary faculty in their 3 <sup>rd</sup> -6 <sup>th</sup> Year.
Early November	Probationary faculty in their 3 <sup>rd</sup> -6 <sup>th</sup> Year who are eligible for Contract reviews (except those in DES) send their materials to the SoE Dean for their review; SoE Dean provides their review results to Department Chair prior to Departmental review
Mid-November	Departmental Retention (Contract) reviews begin for eligible 3 <sup>rd</sup> -6 <sup>th</sup> Year faculty
Late January	Results of eligible 3 <sup>rd</sup> -6 <sup>th</sup> Retention (Contract) reviews are due to the Dean (review letter and associated files)

Mid-February	Results of eligible 3 <sup>rd</sup> -6 <sup>th</sup> Retention (Contract) reviews are provided to the Provost and HR (Dept. review letter, Dean review letter, and associated files); Provost begins review
Early March	Provost sends recommendations to HR (and Chancellor if Tenure), and HR prepares Contracts for eligible 3 <sup>rd</sup> -6 <sup>th</sup> Year faculty
Mid-March	<b>Contracts due to HR from eligible 3<sup>rd</sup>-6<sup>th</sup> Year faculty (process completion for non-Tenure decisions)</b>
July 1	<b>Effective Tenure date (for Tenure decisions)</b>

**Table 5-3: Typical Promotion Review timeline for Eligible Tenure Track Faculty**

Mid-August	Human resources notifies Department Chairs of probationary faculty eligible for Contract vs Non-Contract review and faculty eligible for Promotion
Late October	Probationary faculty applying for Promotion (except those in DES) send their materials to the SoE Dean for their review; SoE Dean provides their review results to Department Chair prior to Departmental review
Early November	Results of Departmental Promotion reviews are due from Chairs to the Dean (review letter and associated files)
Early December	Results of Dean's Promotion reviews are due to the Provost (Department review letter, Dean's review letter, and associated files)
Early January	First <i>Joint</i> Promotion Committee (JPC) meeting
Late January	Second JPC meeting; Ballots due typically within 3 days
Late January (within 7 days of JPC decisions)	Provost provides written notification to all candidates of the JPC decisions.
7 day appeal period	Candidates may submit a formal appeal of a negative decision.
Mid-February	JPC Appeals meeting; Ballots due typically within 3 days
Late February (within 7 days of JPC decisions)	Provost provides written notification to all appeal candidates of the JPC decisions.
July 1	<b>Effective Promotion date (Board of Regents vote)</b>

**Table 5-4: Typical Non-Contract Review timeline for Eligible Tenure Track Faculty**

Mid-August	Human resources notifies Department Chairs of probationary faculty eligible for Contract vs Non-Contract review and faculty eligible for Promotion
Late March	Final date for Department Chairs to send 20-day advanced notice of Non-contract review to eligible probationary faculty in their 1 <sup>st</sup> or 3 <sup>rd</sup> -6 <sup>th</sup> Year.
Early April	Probationary faculty in their 1 <sup>st</sup> or 3 <sup>rd</sup> -6 <sup>th</sup> Year who are eligible for Non-contract reviews (except those in DES) may elect to send their materials to the SoE Dean for their review; SoE Dean provides their review results to Department Chair prior to Departmental review
Mid-April	Departmental Non-contract reviews begin for eligible 1 <sup>st</sup> and 3 <sup>rd</sup> -6 <sup>th</sup> Year faculty
May 1	Results of eligible 1 <sup>st</sup> and 3 <sup>rd</sup> -6 <sup>th</sup> Non-contract reviews are due to the Dean (review letter and associated files)
Early May	Results of eligible 1 <sup>st</sup> and 3 <sup>rd</sup> -6 <sup>th</sup> Non-contract reviews are provided to the Provost and HR (Dept. review letter, Dean review letter, and associated files) (process completion)

**Table 5-5: Additional Personnel Review Information**

December 15	Merit review results for previous year due to Dean
Late January	IAS Annual reappointment reviews due to Deans

**c. Workload Policies**

**Faculty Senate Guidelines for Faculty and IAS Workload:**

- Full-time faculty members engaged in undergraduate instruction, without special class or extra-class responsibilities, typically teach *no more than 12 contact hours of group instruction per week* (Faculty Senate Policies, Section VIII.B).
- Full-time faculty members engaged solely in graduate instruction, without special class or extra-class responsibilities, typically teach *no more than 9 contact hours of group instruction per week*. (Faculty Senate Policies, Section VIII.B)
- The total workload for a full-time equivalency for instructional academic staff shall *not exceed 15/16 contact hours (e.g., 12 contact hour teaching load plus up to 3 contact hours of additional workload equivalency)*. (Faculty Senate Policies, Section X.B)

**UWL Overload Payment Policy for Faculty and IAS** (Faculty Senate reviewed/approved on November 12, 2015): This policy was developed in conjunction with Administration and Finance and Sponsored Research & Grants in line with UW System Policy.

**UWL Workload Credit Policy - Teacher Candidate Supervision in Undergraduate Teacher Education Programs** (approved Mar. 2017 by Provost & Deans): This policy applies to all faculty and staff contributing to undergraduate teacher education programs, and was developed by the SoE Transition

Team Task Force in response to a charge from Interim Provost Betsy Morgan to "Establish a workload "formula" for pre-student teaching and student teaching responsibilities that can be used across all SoE". It was shared for feedback and revised based on comments from SoEL team, SOE membership, Chairs, an expanded committee of faculty (including the Faculty Senate Chair) and SoE, CLS, and SAH Deans.

Policy vetting process:

- Approved by 2015-16 Transition Team 4-0-0, 1/25/2016.
- Shared at Deans Council on 1/26/2016.
- Shared at SoEL team 2/8/2016
- DEADLINE for Chair & SOE membership feedback to the Transition Team (with cc: to Dean) by 2/19/2016.
- Revisions by Transition Team 4/19/2016
- Provost edits 6/28/2016
- Revisions by Transition Team: approved 4-0-0 on 10/3/2016
- Shared with Expanded TT Consultants 11/2016
- Shared with SOE membership on 11/4/2016
- Revisions by Transition Team: approved 4-0-0 on 1/11/2017
- Shared with SOE membership on 2/1/2017
- Shared with Expanded TT Consultants 3/7/2017
- Final approval Provost 3/24/2017

#### **d. Program Directors**

##### **Position Description**

A program director is the lead faculty/staff member who serves as a spokesperson and liaison for the program they represent. The roles/responsibilities of the program director are critical to the overall health of the education program and require effective and ongoing communication and collaboration with colleagues in and outside the program, including the Department Chair and Deans.

##### ***Roles/Responsibilities***

1. Initiates, coordinates, and guides Professional Learning Community (PLC) monthly meetings with program faculty (set agenda, lead meeting, assure minutes are recorded and posted)
2. Conducts regular programmatic evaluations and prepares annual assessment reports for EPC/UWL/DPI (in consultation with program members)
3. Writes APR and other larger program assessment documents/sections as needed
4. Continually monitors program to ensure that it is aligned with conceptual framework and with state and national standards
5. Guides the PLC in monitoring student progress, and ensuring that students are adequately prepared for benchmark assessments and licensure standards
6. Initiates discussions about curricular issues and makes formal recommendations to the Department Chair/Dean regarding changes in programs
7. Represents program at biweekly SoE Leadership meetings (shares program updates and celebrations, voices program concerns, seeks clarification when needed - and takes this information back to PLC)
8. Represents programs with Department Chair(s) and EPC Dean; serves as the first point of contact for student concerns or publicity requests. This may include occasional duties outside of the contract period.

9. Promotes Professional Education Programs on campus and in the community
10. Oversees Advisory Council by maintaining representative constituency, setting an agenda for regular meetings, and posting meeting minutes
11. Educator Preparation Program Directors only: Oversees edTPA support days to coordinate faculty coverage of support time for program student teachers.
12. Educator Preparation Program Directors only: Works with faculty mentor(s) to provide guidance to teacher candidates during the edTPA retake process.
13. Other duties specified by the Program as outlined in Program and/or Department bylaws.

### **Workload**

Program directors shall receive **3 credits of reassigned time** to fulfill the above roles/responsibilities.

### **Selection Process**

Program directors are nominated by the aligned PLC/Program, and appointed by the EPC Dean (in consultation with the Department Chair and Content Dean where appropriate). A tie will be broken by the EPC Dean.

### **Length of Term**

Program directors serve a 3 year term.

### **Evaluation Process**

Program directors will be evaluated annually by the PLC/Program membership. A survey (see Appendix A ) will be distributed by the EPC Dean's office .

Program Directors will also be evaluated by the EPC Dean or their designate (in consultation with Department Chair when appropriate), and a letter from the EPC Dean's Office summarizing their review will be filed with the Provost. This letter will also become part of the Program Director's personnel file for the purpose of retention, tenure, and promotion reviews.

## **e. Hiring Policies**

The [UWL Search and Screen Policy and Procedures](#) are a comprehensive resource for all recruitment efforts at UWL. It provides Hiring Authorities and decision makers with necessary information and guidance to meet the requirements of state and federal legislation. The policies were last updated 11/1/2016.

### **Excerpted from the UWL S&S Policy and Procedures document:**

#### *Positions that Cross Units or Divisions:*

If a position includes appointments in two or more units or divisions, collaboration is expected throughout the recruitment process. Collaboration should occur on the position description (including required and preferred characteristics), on the selection of candidates for final interview, and any/all offers of employment.

#### *School of Education Affiliations:*

School of Education (SOE) affiliated position recruitment requests need to come jointly from the Dean of Education, Professional and Continuing Education (EPC) and the Dean of the home department.

Departments are expected to follow the [Hiring Procedures Policy for SOE Affiliated Faculty in Teacher Education Programs](#) (approved 3/2017 - Provost and Human Resources) available on the EPC website.

**Hiring Policy for Adjunct Field/Student Teaching Supervisors:**

Adjunct Field and Student Teaching supervisors are funded and hired by the EPC Dean. If a department/program is in need of adjunct Field or Student Teaching supervisors, the Program Director or Department Chair should contact the Field Experience Coordinator aligned with their licensure program to describe their needs. The Field Experience Coordinator will work with the prospective adjunct hire to communicate workload, salary, and other responsibilities, including required training for the supervisor, background check requirements, edTPA support activities, etceteras. All adjunct supervisor contracts are negotiated by the Dean of EPC or their delegate.

Policy vetting process:

- Approved by 2015-16 Transition Team 4-0-0 on 1/25/2016.
- Introduced to Deans at Deans Council on 1/26/2016.
- Consultation with DPI on 1/26/2016
- Shared at SoEL team 2/8/2016
- DEADLINE for Chair & SOE membership feedback to the Transition Team (with cc: to Dean) by 2/19/2016.
- Revisions by TT - approved 4-0-0, 03/22/2016, 10/05/2016
- Shared with SOE membership on 2/1/2017
- Revisions by HR, Provost, Chair of Faculty Senate, Provost/Vice-Chancellor, Deans, Affirmative Action Director, Human Resources and three Department Chairs appointed by the Senate Executive Committee 11/2016
- Revisions by TT - approved 4-0-0, 3/7/2017
- Final approval Provost 3/24/2017

**f. Advising System**

Advising policies in EPC stem from WI legislative code, which makes stipulations about advising for teacher candidates in educator preparation programs:

**PI 34.13 (1)** The institution shall ensure that all students have access to and are provided information and resources on student services, including personal, professional and career counseling, career information, tutoring, academic, and job placement assistance.

**PI 34.13 (2)** The Dean shall ensure that all students upon entry into and throughout the professional educator preparation program will be provided with an advisor and written information describing the educator preparation program leading to licensure.

**PI 34.14 (1)** The SCD shall create and implement an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.

Thus UWL EPC has the following policies concerning advising:

- Program advisors are assigned by the department or college office when students declare their major/minor.
- Content area co-advisors are assigned by the content department or Dean's office (depending on the program).
- All advisees need to have a program plan to graduation/program completion that is initiated by the program advisor. This plan is updated and shared with the advisee at each advising

appointment (at least once per semester). The plan should be aligned with their Academic Advisement Report in WINGS, and should include any accommodations or exceptions.

- Co-advisors and program advisors should consult with each other to be sure they are working together to build the same advising plan, communicate concerning the progress of their advisee, and discuss any supports the advisee might need.
- Students identified as being supported by the Senior Multicultural Advisor should be part of a shared database that is accessible to the Senior Multicultural Recruiter/Advisor, the Academic Services Director/Certification Officer, and the EPC Dean.
- 

**g. Surveys, Assessments, and Data Requests managed by EPC**

***Comprehensive Assessment System (CAS)***

The CAS is a data system that tracks the progress of teacher candidates as they move through the teacher education program and into their careers. Data from the CAS is reported to DPI as part of the Continuous Review Process. Constituents of the School of Education (SoE) determined which data should be included within the system and the SoE assessment coordinator is tasked with gathering, organizing, and analyzing data, as well as preparing reports. In addition to data on benchmark assessments, SoE collects the following data through surveys.

- ***Program Evaluation/Exit Survey:*** The Program Evaluation Survey provides a comprehensive overview of graduating teacher candidates' perceptions of their teacher education program, with special regard to the Interstate Teacher Assessment and Support Consortium (InTASC) standards; the Conceptual Framework; portfolio; strengths and areas of concern within field experiences, majors, and minors; Professional Learning Communities (PLCs); and advising. Student teaching seminar instructors should make completion of this survey a requirement in their courses, with time in class to complete it if possible.  
**Recipients:** All student teachers  
**Sent:** Week 10  
**Due:** Last day of classes
- ***Field Experience Survey:*** At the end of each semester, teacher candidates in field placements are asked to complete a survey relating to their perceptions of their most recent field experience. The current survey is centered on the three edTPA tasks: planning, instruction and assessment. Teacher candidates are asked to rate their level of agreement with statements relating to each tasks ("In my field experience, I was able to practice..."), and data used to determine the level of opportunity teacher candidates have to practice the three tasks while in their field placements. Field course instructors should make completion of this survey a requirement in their courses, with time in class to complete it if possible.  
**Sent:** Week 11  
**Due:** Last day of classes



- **Alumni Study:** In October 2010, the Alumni Survey was reinstated and redesigned to assess the perceived effectiveness of the teacher education program in preparing recent graduates for their professional careers. An Employer Follow-Up Survey was also created to evaluate employers' opinions regarding the quality of teacher graduates from UW-L and their preparedness in the InTASC standards. The surveys are sent to graduates and employers, three and five years after graduation.  
**Recipients:** Graduates 1, 3 and 5 years out of the teacher education program  
**Sent:** Fall semester – Week 5  
**Due:** Survey remains open for two weeks from send date

### **Leadership Performance Evaluations**

Faculty holding leadership roles with associated workload assignments are evaluated annually through surveys administered by the EPC Office.

- **DES Chair Evaluation**  
**Recipients:** DES faculty  
**Sent:** Spring semester – Mid May  
**Due:** Survey remains open for two weeks from send date
- **IPSE Director Evaluation**  
**Recipients:** IPSE staff  
**Sent:** Spring semester – mid May  
**Due:** Survey remains open for two weeks from send date
- **Program Director Evaluations – (Appendix A)**  
**Recipients:** Program membership  
**Sent:** Spring semester – Mid May  
**Due:** Survey remains open for two weeks from send date

### **Program Specific Surveys - need some language and/or guidelines here?**

Currently these surveys are specific to and developed by programs. They are sent using start and end dates determined by programs and/or instructors. All programs are invited to create/modify program-specific surveys.

- **NAEYC - Recipients:** ECE Block
- **MC-EA Program Evaluation Survey - Recipients:** MC-EA student teachers
- **PETE Evaluation Survey - Recipients:** PETE student teachers
- **Special Education Survey - Recipients:** Special Education student teachers

### **Additional Surveys Sent to EPC Partners - cooperating teachers receive at most one survey**

- **Cooperating Teacher Survey**  
**Recipients:** Cooperating teachers  
**Sent:** Spring semester – Week 15  
**Due:** Survey remains open for two weeks from send date
- **PDS Teacher Survey**  
**Recipients:** Cooperating teachers

**Sent:** Spring semester – Week 15

**Due:** Survey remains open for two weeks from send date

#### **h. SoE bylaws addendum**

**Excerpted from the [UWL Departmental Bylaws Template](#):**

(All bylaws are available via the Academic Affairs website under [Resources/Academic Departments - Administrative Resources](#))

**The Role of Bylaws for Faculty Personnel Decisions:** UW System and UWL policies and procedures govern the primary responsibilities regarding personnel review of faculty. Departmental by-laws serve as a faculty member's guide regarding specific faculty responsibilities of teaching, scholarship and service, merit evaluation, and faculty personnel review as it relates to retention, promotion, and tenure. The by-laws template outlines the key policies and procedures associated with faculty functions under the guidance of UW System and UWL's Faculty Senate. The Human Resources [Employee Handbook](#) reflects components of faculty employment associated with faculty as state and university employees.

In 2016 Faculty Senate approved the **Statement on School of Education Affiliated Faculty Teaching, Scholarship, and Service Expectations**, which can be found in Appendix B of the UWL Departmental Bylaws Template. All departments housing SoE-affiliated faculty should have this Statement included as a part of their departmental bylaws.

#### **i. Working with area schools - Research/Professional Development/Events**

Based on the varied nature of school-related collaborations with any PK-12 school district, any individuals who are interested in working with PK-12 schools, cooperating teachers, and/or school children shall first consult with the Dean of EPC to determine how the proposed activities might align with existing partnerships and to identify any potential conflicts with existing initiatives/efforts. Based on these discussions, the appropriate protocol for communication will be determined based on the specific parameters of the project. PDS Faculty Liaisons, Field Experience Coordinators, Professional Development and Outreach Coordinator, Department Chair(s), Program Directors, etc. will be included in communications as deemed appropriate by the EPC Dean.

Any initiatives involving outreach to/with multicultural students should include the Senior Multicultural Recruiter/Advisor.

### **6. Committees and Task Forces**

The School of Education currently has four standing committees and three task forces. Committee membership, charges, actions and minutes are detailed on the [SoE Committees page](#) within the EPC website.

SoE committees and Task Forces make recommendations to the Dean of EPC. The Dean of EPC may choose to bring these recommendations to SoEL team for vetting/discussion on a case by case basis. Reports from SoE committees and Task Forces are due to the Dean on May 1 each academic year, and should include responses to charges to the committee, formal recommendations for consideration by the Dean, and an accounting of activities for the year.

**Table 6-1: 2016-17 SoE Committees and Task Forces**

<b>Name</b>	<b>Description</b>
Teacher Candidate Progress Review Committee (TCPR)	Oversees the development and assessment of knowledge, skills, and dispositions among teacher candidates.
edTPA Policy and Practices Committee	Oversees SoE policies and practices regarding the edTPA performance assessment.
Retention, Recruitment, and Marketing Committee	Oversees SoE policies and practices regarding student recruitment and retention. Assists with the development of marketing materials.
Technology Committee	Oversees policies and practices regarding technology across SoE.
Eagle Alert Task Force	Oversees policies and practices regarding use of the Eagle Alert System within SoE.
Equity Committee	Oversees policies and practices addressing barriers related to policy, cultural climate, and structure within SoE. Provides recommendations for highly-visible diversity and equity efforts that SoE can undertake.
Field Experience Task Force	Develops recommendations for field experience policies and practices across SoE.
<b>Assessment Committee</b>	

a. **Teacher Candidate Progress Review Committee**

***TCPR Policy Statement***

The faculty and staff (including clinical and student teaching personnel) of the School of Education recognize that all individuals seeking certification may not meet certain minimal professional standards; therefore, a procedure has been established to identify and to counsel candidates in need of directed guidance. Additional measures may be taken if deemed necessary. The referral process may lead to the candidate's removal from the teacher education program(s).

The School of Education's Teacher Candidate Progress Review Committee is charged to oversee the development and assessment of knowledge, skills, and dispositions among teacher candidates as assessed by the multiple measures of the Teacher Education Assessment System. Academic and non-academic misconduct (plagiarism, cheating, etc.) are referred directly to the Office of Student Life as outlined in the University's handbook.

If issues related to the progress of candidates are identified, a referral is initiated using the Teacher Candidate Progress Review Referral Form, and the candidate receives a copy of the referral. The Dean of the School of Education will forward a copy to the candidate's advisor, the Academic Services Director /Certification Officer, Department Chair, and the Content Liaison, where appropriate. There are three types of referrals: 1) notice of concern, 2) automatic referral and, 3) program referral.

***Notice of Concern***

- A concerned faculty or staff member completes a written notice of concern. The candidate is required to schedule an appointment to review the content of the notice of concern form. A

minimum of 2 faculty or staff members will discuss the referral with the candidate and provide him/her with a copy of the referral form. After the content of the referral form is discussed the candidate signs the referral form acknowledging receipt.

- The faculty or staff member submits the signed referral form to the Office of the Dean of the School of Education; copies of the form are sent to the appropriate individuals (see third paragraph above), as well as placing a copy in the candidate's permanent file.
- If two notices of concern are received, the candidate is automatically referred to the Committee by the Dean of the School of Education.

Candidates enrolled in pupil services certification programs (School Psychology): each notice of concern will be sent to the program director. The program will work with the candidate to develop an action plan.

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

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

##### *Non-G.P.A.-related automatic referrals*

- An issue needing immediate intervention related to the candidate's knowledge, skills, and/or dispositions is identified, and an automatic referral form is completed. The candidate is required to schedule an appointment to review the content of the automatic referral form. A minimum of 2 faculty or staff members will discuss the referral with the candidate and provide him/her with a copy of the referral form. After the content of the referral form is discussed the candidate signs the referral form acknowledging receipt.
- The faculty or staff member submits the signed referral form to the Office of the Dean of the School of Education; copies of the form are sent to the appropriate individuals (see third paragraph above), as well as placing a copy in the candidate's permanent file.
- The candidate is automatically referred to the Committee by the Dean of the School of Education and will be required to appear at the next Committee meeting to address the concerns cited in the automatic referral. When the candidate meets with the Committee the concerns are reviewed and the candidate addresses these concerns. After the candidate has met with the Committee, the Committee recommends further action (following the link below, review "Action 2"). If the candidate fails to meet with the committee, s/he will be unable to continue in his/her program of study.

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

Faculty and staff (including clinical and student teaching personnel) who have concerns about a candidate's knowledge, skills, and/or dispositions as described within the Teacher Education Programs Standards, shall document and initiate the referral process by completing the appropriate Teacher Candidate Progress Review Referral Form. For the purpose of facilitating the referral process, the following procedures are followed:

- The faculty or staff discuss the referral with the candidate and provides him/her with a copy of the referral form.

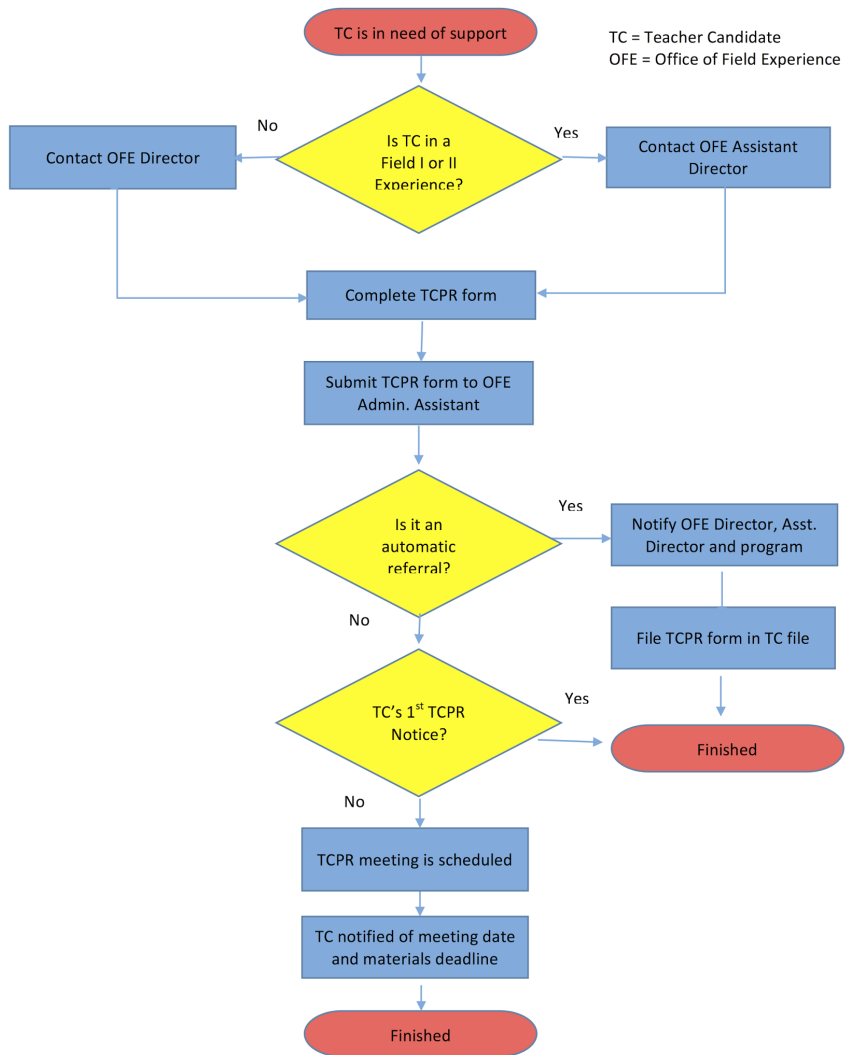
- The faculty or staff member delivers the Referral Form to the appropriate program director or department chair. The faculty involved decide if the referral form is to be sent to the Teacher Candidate Progress Review Committee or remediated within the program. The candidate is notified regarding the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

**Table 6-2: Teacher Candidate Progress Review Committee Actions**

STEP	DESCRIPTION				
<b>No Immediate Action</b>	<p>No Formal Action</p> <p>The TCPR Committee takes no any action at this time, but is monitoring the student informally and is placing record of the concern(s) in the candidate's file or</p> <ol style="list-style-type: none"> <li>1. The TCPR Committee may review the concern again at a later date, and recommend that action be taken at that time.</li> <li>2. If additional concerns are submitted, the committee may recommend initiation of Action 1.</li> </ol>				
<b>Action 1</b>  <b>Collection of Additional Information about the Student</b>	<p>A request is made to faculty and staff for additional input regarding the particular student. This input could include both concerns and commendations relative to knowledge, skills and dispositions. After review of the student file and all relevant input, the TCPR Committee may recommend further action.</p>				
<b>Action 2</b>  <b>Notice to Appear before the TCPR Committee</b>	<p><i>NOTE: Failure to meet with the TCPR Committee as requested prevents the student from taking further coursework in the Teacher Education program. At the appearance with the TCPR Committee, the concerns are reviewed with the candidate and the TCPR Committee recommends further action. The candidate is expected to:</i></p> <table border="1" data-bbox="544 1352 1438 1885"> <thead> <tr> <th data-bbox="544 1352 1003 1386"><b>Track A (GPA)</b></th> <th data-bbox="1003 1352 1438 1386"><b>Track B</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="544 1386 1003 1885"> <ol style="list-style-type: none"> <li>1. Notify an Assistant to the Dean to request a review by TCPR.</li> <li>2. Collect three letters of recommendation (One letter must be from clinical instructor or cooperating teacher and one from content faculty).</li> <li>3. Provide TCPR with a summary of academic situation (1-2 pages), letters of recommendation, and an unofficial transcript. Committee will take action on</li> </ol> </td> <td data-bbox="1003 1386 1438 1885"> <ol style="list-style-type: none"> <li>1. Develop a written Action Plan that addresses the specific concern(s) identified. The candidate writes goals that effectively lead to the elimination of the specific areas of concern.</li> <li>2. Present the written Action Plan to the EPC Dean to discuss and approve the candidate's goals and remediation strategies.</li> <li>3. Provide the TCPR Committee</li> </ol> </td> </tr> </tbody> </table>	<b>Track A (GPA)</b>	<b>Track B</b>	<ol style="list-style-type: none"> <li>1. Notify an Assistant to the Dean to request a review by TCPR.</li> <li>2. Collect three letters of recommendation (One letter must be from clinical instructor or cooperating teacher and one from content faculty).</li> <li>3. Provide TCPR with a summary of academic situation (1-2 pages), letters of recommendation, and an unofficial transcript. Committee will take action on</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a written Action Plan that addresses the specific concern(s) identified. The candidate writes goals that effectively lead to the elimination of the specific areas of concern.</li> <li>2. Present the written Action Plan to the EPC Dean to discuss and approve the candidate's goals and remediation strategies.</li> <li>3. Provide the TCPR Committee</li> </ol>
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	<p>the GPA waiver request.  <b>NOTE: Waiver may be granted or candidate must complete Track B.</b></p>	<p>with a Candidate Progress Summary (1-2 pages) by a designated date as determined during the appearance with the TCPR Committee. The candidate must address how s/he has reconciled and/or remediated the specific concern(s) and how each concern has been eliminated.</p>	
<p><b>Action 3  Review of Evidence &amp;  Recommendation to  the Director</b></p>	<p>The TCPR Committee will review The Student Progress Summary upon completion of the action plan. The TCPR Committee will make a decision on the candidate's successful completion of the process. One of the following recommendations will be made to the EPC Dean : The candidate will be:</p> <ol style="list-style-type: none"> <li>1. Allowed to continue/resume degree program progress;</li> <li>2. Asked to return to Action 1 or 2 and repeat the process; or</li> <li>3. Recommended for dismissal from the Teacher Education Program.</li> </ol>		
	<p>The candidate has the right to appeal TCPR Committee decisions to the Provost/Vice-Chancellor.</p>		

## Initiating the TCPR Process



## TCPR Meeting Flowchart



### 7. FAQ for Faculty



## a. Support for Scholarship

### ***Grant Submission Protocol for EPC Personnel (DES, IPSE, CEE, and EPC Office personnel)***

All internal (to UWL funding sources) grant proposals must be submitted to the EPC Dean for review at least one week in advance of the due date. Exceptions are DES-funded initiatives available to DES personnel only, and EPC-funded initiatives.

Extramural grant proposals (to non-UWL funding sources) must follow the [timeline](#) established by the Office of Research and Sponsored Programs (ORSP). Grant proposals in completed form must be submitted to the EPC Dean for review and approval one week in advance of the ORSP deadline (i.e.: 17 days in advance of the due date).

All extramural (not UWL or UW System) funding proposals must be accompanied by a [Grant Transmittal Form](#) signed by the Dean of EPC. Proposals submitted to UW System must be accompanied by a [UW System Grant Transmittal Form](#) signed by the Dean of EPC.

### ***Grant Submission Protocol for SoE-Affiliated Personnel (STEP, EC-A, PETE, SHE, SPY personnel)***

All internal (to UWL funding sources) grant proposals involving education-related activities, PK-12 schools, and/or PK-12 personnel must be submitted to the EPC Dean for review at least one week in advance of the due date. EPC-funded initiatives are excepted from this protocol.

Extramural grant proposals (to non-UWL funding sources) must follow the [timeline](#) established by the Office of Research and Sponsored Programs (ORSP). Grant proposals in completed form must be submitted to the EPC Dean for review and approval one week in advance of the ORSP deadline (i.e.: 17 days in advance of the due date).

All extramural (not UWL or UW System) funding proposals involving education-related activities, PK-12 schools, and/or PK-12 personnel must be accompanied by a [Grant Transmittal Form](#) signed by the Dean of EPC. Proposals submitted to UW System must be accompanied by a [UW System Grant Transmittal Form](#) signed by the Dean of EPC.

### ***SoE Research Rounds***

SoE Research Rounds are designed to create a stimulating and non-intimidating environment for faculty to discuss current scholarly, creative and professional endeavors, and activity build collaborative networks with their peers. Sessions are held three times each semester and 75-90 minutes in length. The format of sessions varies dependent on interest. For example, a few faculty members may present a project or a specific aspect of their scholarship to a small group of colleagues for discussion and feedback including a manuscript in preparation, a grant application, or a presentation. Sessions can also focus on activities such as group writing time or round-table discussions.

*The Benefits of the SoE Research Rounds* include:

- Dedicated time in a supportive space to move projects forward, review drafts, receive critical feedback, etc.
- Engage in academic discussions at the forefront of your field.
- Hear from other faculty members about tips and tricks for successful scholarly activity.
- Network with colleagues in an informal atmosphere.
- Build collaborative relationships and learn about campus resources.
- Engage in a space where energy and excitement is fostered relative to scholarly activity

#### b. **School of Education Excellence Awards**

Excellence awards are given out annually. Nominations are typically due by the third/fourth week of the Spring semester. Recipients are recognized at the SoE Celebration of Education event in April. Award areas include:

1. Faculty Teaching
2. Faculty Scholarship/Creative Endeavors
3. Faculty Service
4. University Staff / Non-Instructional Academic Staff / Instructional Academic Staff (rotates)
5. Excellence in Partnership (pK-12 partner)

#### c. **Support for Students**

##### **Eagle Alerts**

*Forthcoming.*

##### **TCPR**

TCPR policies are outlined in 6.b.

##### **Basic Skills Testing**

Candidates applying for admission into a teacher education program must pass a Basic Skills Testing (BST) benchmark. There are several pathways for a teacher candidate to demonstrate basic skills proficiency in reading, writing, and mathematics. Note: Scores must be dated within the past ten years at the time of application for admission to teacher education.

- **ACT:** Composite score of 23 with minimum scores of 20 in English, Math, and Reading.
- **SAT:** Minimum sub-scores of 520 in Mathematics, 510 in Critical Reading, and 480 on Writing.
- **GRE (after August 1, 2011):** Minimum sub-scores of 150 on Verbal Reasoning, 145 on Quantitative Reasoning, and 3 on Analytical Writing.
- **Praxis Core** Academic Skills for Educators test: Minimum scores of 156 in Reading, 162 in Writing, and 150 in Mathematics.

##### **FoRT**

The Foundations of Reading test assesses proficiency in and depth of understanding of the subject of reading and writing development. Effective January 31, 2014, applicants for initial licensure as an Elementary teacher (EC-MC, MC-EA), a Special Education teacher, a Reading teacher, or Reading specialist must receive a passing score of 240 or higher on the Wisconsin [Foundations of Reading Test \(FoRT\)](#). *At UWL, teacher candidates must earn a passing score and have the score on file with EPC in order to be eligible for student teaching.*

##### **Praxis II Subject Assessment**

Applications for initial licensure in Wisconsin must take and earn a passing score on the appropriate [Praxis II subject test](#) for each area of certification they seek. *At UWL, teacher candidates must earn a passing score and have the score on file with EPC in order to be eligible for student teaching.*

**ACTFL** (pre-ST assessment) support

*Forthcoming*

**edTPA support**

*Forthcoming.*

**Certification questions**

*Forthcoming.*

**Course transfer questions**

General information: <https://www.uwlax.edu/admissions/transfer-credit-policy/>

UW Credit Transfer Wizards: <https://www.wisconsin.edu/transfer/wizards/>

**[Field Experience Handbook](#)**

Contains comprehensive information for teacher candidates and Field/Student Teaching supervisors and cooperating teachers.

**[UWL Counseling & Testing](#)**

UWL offers confidential counseling services (Personal Counseling, Academic Skill Building, and ADHD Assessments) to currently enrolled UWL students.

UWL also houses a [testing center](#) that administers the tests required by initial licensure programs.

**Support for Technology: Ipads, Collaborative Learning Studio, ETC**

*Forthcoming.*

## **8. Professional Development Schools**

Professional Development Schools (PDS) are schools that have joined with a university to accomplish educational goals that are mutually beneficial to each. A PDS is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates and the continuous professional development of teachers. The design of a PDS partnership is based on outcomes for the PreK-12 students in the school with collaborative staff development and pre-service teacher preparation centered on those outcomes. At a PDS, University courses are held within the school context. These schools are clinical sites where cohorts of teacher candidates participate in structured learning experiences as part of their professional education programs.

There is a formal agreement between the University of Wisconsin La Crosse and the School Districts of La Crosse, Onalaska, Holmen, and West Salem. These agreements include the following purposes:

- Exemplary instruction and other educational experiences for PK-12 students
- Preparation of teachers and other school based educators
- Professional development of teachers and other school based educators
- Applied inquiry designed to improve practice

Information on current partnerships and the associated PDS liaisons is available on the EPC website on the [Professional Development Schools](#) page.

## 9. Program Information

### a. Licensures and Developmental Ranges

Teacher preparation programs at UWL span three units (EPC, SAH, CLS) and multiple departments. A summary of the majors and associated developmental ranges, as well as the unit(s) that house the major are listed in Table 9-1 below. A complete list of minors available based on the licensure range is available in the UWL undergraduate catalog on the [EPC catalog page](#).

Note: EC-A and STEP majors must declare a content-associated major. A complete list of content majors for each program is available in the UWL undergraduate catalog on the [EPC catalog page](#). Middle Childhood – Early Adolescence majors must declare a content-associated minor. A complete list of possible MC-EA minors is also available in the UWL undergraduate catalog on the [EPC catalog page](#).

**Table 9-1: Undergraduate Teacher Education Majors at UWL**

Program	Developmental range		Program Director	Unit(s) housing program
<a href="#">Early Childhood-Middle Childhood</a>	ages birth –11 (infant-grade 5)	EC-MC	Barb Gander	EPC (DES)
<a href="#">Middle Childhood-Early Adolescence</a>	ages 6 - 12/13 (grade 1-8)	MC-EA	Jude Harrington	EPC (DES)
<a href="#">Early Childhood-Adolescence</a>	Birth – age 21 (grade PK-12)	EC-A		EPC/CLS (DES & Content)
<a href="#">Physical Education Teaching</a>	Birth – age 21 (grade PK-12)	EC-A	Amy Tischler	SAH (ESS)
<a href="#">School Health Education</a>	Birth – age 21 (grade PK-12)	EC-A	Lori Reichel	SAH (HEHP)
<a href="#">Secondary Teacher Education Program (STEP)</a>	ages 10-21 (grade 6-12)	EA-A	Megan Litster & Jenn Kosiak	SAH (Content) CLS (Content)

**Table 9-2: Graduate & Certificate Programs in Education at UWL**

Program	Licensure Type		Program Director	Unit Housing Program
<a href="#">School Psychology (SPY)</a>	Pupil Services	EC-A	Joci Newton	CLS (PSY)
<ul style="list-style-type: none"> <li>● <a href="#">Reading (RDG)</a></li> <li>● <a href="#">Professional Development Learning Community</a></li> <li>● <a href="#">Professional Development: Educational Leadership Emphasis</a></li> <li>● <a href="#">Educational Leadership Certificate</a></li> <li>● <a href="#">English Language Arts - Elementary Certificate</a></li> <li>● <a href="#">Professional Learning Community Certificate</a></li> </ul>	Pupil Services	EC-A	Pat Markos	IPSE
<a href="#">Physical Education Teaching</a>	Educator License	EC-A	Amy Tischler	SAH (ESS)
<a href="#">Adapted Physical Education</a>	Educator License	EC-A	Garth Tymeson	SAH (ESS)

**b. Program specific mission & vision statements**

**Early Childhood-Middle Childhood & Middle Childhood-Early Adolescence:**

The primary purpose of the programs in DES (EC-MC and MC-EA) is to advance teaching and learning while preparing teacher leaders for a global society. Our teacher preparation program, in collaboration with our public school partners, contributes to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. We prepare teacher candidates to become teachers who ground curriculum in the lives of students; who embrace multicultural perspectives and uphold just teaching practices; value academically rigorous curriculum; and are culturally sensitive. Our graduates are reflective practitioners who continuously improve their abilities and are responsive to best practices.

**Physical Education Teaching:**

*Vision*

Our vision is to be the preeminent national leader in the preparation of physical education teachers in a society where all persons enjoy, regularly participate in, understand the benefits of, and advocate for physical activity for lifelong healthy living.

*Mission*

We strive to achieve our vision by preparing reflective physical education teachers who integrate their content knowledge with an understanding of developmental characteristics in all learning domains to create, organize, manage, improve, and assess learning for diverse groups of students, and to communicate, motivate, and advocate for lifelong physical activity for healthy living. These globally responsive professionals are leaders in their communities who bridge the gap between theory and evidence-based practice through extensive clinical preparation in partnership schools. They are personally committed to physical activity in their lifestyles, partake in continuous professional development, and

collaboratively plan and implement standards-based physical activity interventions using a variety of pedagogies and technologies that are learner-centered.

### **School Health Education:**

#### *Vision*

Our vision is to be the preeminent national leader in the preparation of school health educators by providing best practice instruction in school health education focusing on standard/skill based instruction. We believe all children, as well as educators and all members of communities, have the right to healthy lives.

#### *Mission*

To prepare future professionals in supporting positive health behaviors and wellness in children/youth throughout the world. The program includes the preparation of current and prospective educational leaders who exemplify innovative professional competencies, thereby contributing to the development of health literate Pre K-12 learners.

To pursue this mission, School Health Education faculty and staff will collaborate to:

- Provide the highest quality professional preparation.
- Aim to cultivate professionals who are motivated, self-directed, continuous life-long learners.
- Facilitate the development of School Health educational professionals who reflect on their knowledge, skills and dispositions and attain Wisconsin licensure.
- Provide innovative professional development opportunities.
- Advocate for the whole child and the advancement of child health education.

### **Secondary Teacher Education Programs:**

#### *Mission (approved March 16, 2016)*

The goal of the Secondary Teacher Education Preparation (STEP) Program is to prepare teachers to develop a complex understanding of teaching and learning, a deep understanding of their discipline, and a commitment to act as teacher leaders to make schools productive sites of learning for all students.

1. The goals of the program with respect to teacher candidates are:

- a. Demonstrate how learning is influenced by individual differences, cognitive level, and contextual features and how research informs our understanding of the learner and learning.
- b. Possess a solid understanding of the content of their discipline, content they are teaching and discipline specific pedagogy that is guided by research and theory.
- c. Apply state and national standards and research-based best practices in designing, implementing, differentiating, and assessing the learning of all students.

2. The goals of the program with respect to faculty and instructional staff are:

- a. To teach courses in education-based topics from their respective areas of expertise, including but not limited to discipline-specific courses, content pedagogy courses, as well as courses related to teacher education.
- b. To foster interdisciplinary interactions among faculty and staff in the areas of teaching, research, and service activities relating to education.

## **SPY**

### *School Psychology Conceptual Framework*

School psychologists exiting the School Psychology Program at the University of Wisconsin-La Crosse should be psychologists who function in educational settings as advocates for children, pupil service providers, experts in the assessment of children, psycho-educational consultants who use effective problem solving strategies, and experts in the design and delivery of effective psychological and educational interventions. School psychologists exiting the University of Wisconsin-La Crosse will also be lifelong learners who continually seek and engage in professional development and leadership.

### **IPSE (ME-PD, Educational Leadership, ELA and PLC Certificates)**

#### *Vision and Mission:*

To build a Master Teachers Community dedicated to improving the craft of teaching in order to help all students reach their highest potential.

#### Learning Outcomes:

1. Improve content and pedagogical knowledge.
2. Experience professional and personal transformation.
3. Conduct action research.
4. Utilize authentic assessment.
5. Exhibit teacher leadership.
6. Improve PK-16 student learning.
7. Support PK-16 student development and self efficacy.
8. Create and sustain a professional learning community environment.

### **IPSE (Reading Programs)**

The Reading Program is dedicated first and foremost to preparing graduate students who serve communities, families, students, schools and fellow educators as leaders in literacy education.

Through preparation and experiences in developmental and exceptional literacy instruction and assessment, students in the Reading Program develop their knowledge, skills, and dispositions as classroom teachers of reading, as Title I or other Reading teachers, or as Reading Specialists or Consultants/Coaches for schools and/or districts.

Graduates of the Reading Program at UW--La Crosse are prepared:

- To model current and authentic best practice in K-12 literacy education;
- To seek and identify current research--based strategies and resources;
- To provide services and support in literacy assessment, diagnosis, and evaluation;
- To remain accountable to constituent groups;
- And to advocate for students, families, and colleagues.

The Reading Program philosophy reflects the Standards for Reading Professionals of the International Literacy Association (ILA) and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards of the Wisconsin Department of Public Instruction, and is based on current research and best practice in the fields of literacy and reading. The specialized knowledge, skills, and dispositions emphasized

in the Reading Program reflect the ILA Standards for Reading Professionals (revised 2010).

c. **Admission Requirements**

**Table 9-3: Admission requirements for graduate PK-12 licensure programs**

All prospective graduate students must meet [UWL Graduate School admission requirements](#). Additional requirements are linked below.

Program Home	Additional Application and Program Requirements
SAH/ ESS (PETE)	<a href="#">Masters in Science – Physical Education Teaching</a> <a href="#">Masters in Science – Adapted Physical Education</a>
EPC/ IPSE	Reading: <ul style="list-style-type: none"> <li>● <a href="#">Reading, MSED - non certification</a></li> <li>● <a href="#">Reading, MSED - with Reading Teacher (1316) certification</a></li> <li>● <a href="#">Reading, MSED - with Reading Teacher (1316) and Reading Specialist (5017) certification</a></li> <li>● <a href="#">Reading Teacher (1316) Certification</a> (non-degree granting)</li> </ul> Educational Leadership: <ul style="list-style-type: none"> <li>● ME-PD: Educational Leadership Emphasis (5051)</li> <li>● <a href="#">Educational Leadership Certificate</a> (5051)</li> </ul> Professional Develop: <ul style="list-style-type: none"> <li>● ME-PD Learning Community</li> </ul> Certificates: <ul style="list-style-type: none"> <li>● <a href="#">English Language Arts Elementary Certificate</a></li> <li>● <a href="#">Professional Learning Community Certificate</a></li> </ul>
CLS/ SPY	<a href="#">MSED – School Psychology</a>



**Table 9-4: Admission requirements for undergraduate teacher education programs**

Program	BST	CGPA	# Credits completed <sup>§</sup>	Coursework	Additional Materials	Interview
<a href="#">EC-MC</a>	Y	2.85	24	EDS 203*; EDS 206*	Writing statement (prompt)	N
<a href="#">MC-EA</a>	Y	2.85	24	EDS 203*; EDS 206*	Writing statement (prompt)	N
<a href="#">EC-A</a>	Y	2.75	40	EDS 203*; EDS 206*	None	N
<a href="#">STEP</a>	Y	2.75	40	EDS 203*; EDS 206*; PSY 212* (or equiv); ENG 110** or 112**	<ul style="list-style-type: none"> <li>● Resume</li> <li>● Information for 2 references</li> <li>● Unofficial transcripts</li> <li>● Reflection paper (prompt)</li> </ul>	Y
<a href="#">PETE</a>	Y	2.75	None	ESS 118**; and BIO 100** or 105** or MIC 100**; and ESS 200**; and HPR 105**	Statement of K-12 leadership involvement and reflection	Y
<a href="#">SHE</a>	Y	2.75	28	<i>Must earn a grade of C or better:</i> HPR 105 or HED 207; BIO 100 or 105 or MIC 100; EDS 206; ESS 205 and 206; HED 210; PSY 212 and 370; and HIS 306 or ERS 100 or SOC 225 or WGS 230	Contact SHE Director to express interest	N
<a href="#">SPE minor (a)</a>	Y	(a)	(a)	(a)	<ul style="list-style-type: none"> <li>● 25 hours of experience with individuals with exceptionalities</li> <li>● Statement of Intent</li> </ul>	N

§ Credits must contribute to CGPA

\* Completed or concurrently enrolled at time of application

\*\* Must have earned a grade of C or better

(a) Candidates must be admitted to or be eligible for admission to MC-EA or STEP in addition to meeting the SPE admission requirements.

**Appendix A: SoE Program Director Evaluation -**

A. When thinking about your program director, to what extent would you agree with the following statements (5-point - strongly agree/strongly disagree)

Question	Alignment with PD roles/ responsibilities
1. Advances the program toward agreed upon goals.	4, 5, 6
2. Invites the opinion of program members before making decisions.	
3. Makes data-driven decisions that are in the best interest of the whole program.	
4. Facilitates open and professional communication amongst program members and a free exchange of ideas.	
5. Fosters positive morale and addresses conflicts when they arise.	
6. Attends to essential administrative tasks of the position.	1, 2, 3, 10
7. Has vision and awareness of future trends in the discipline, and guides the PLC in developing a sound long-range plan to carry out program goals	6
9. Guides the PLC in monitoring student progress, and ensuring that students are adequately prepared for benchmark assessments and licensure standards	11, 12
10. Oversees Advisory Council by maintaining representative constituency, setting an agenda for regular meetings, and posting meeting minutes	10
11. Shares information and updates with PLC members from biweekly SoEL meetings and other meetings with the Chair and/or Dean(s)	7, 8

B. Indicate the degree of confidence you hold of your program director in this role:

*5 = Exceptional confidence – s/he appears to be doing an outstanding job as program director*

*4 = High confidence – s/he appears to be doing a good job as program director*

*3 = Moderate confidence – s/he appears to be doing an adequate job as program director*

*2 = Low confidence – s/he appears to be doing a weak job as program director*

*1 = No confidence – s/he is doing a poor job as program director*

C. Please provide any additional feedback in response to the questions below. (Open text answers)

1. What are the program director's particular areas of effectiveness?
2. What are the program director's particular areas for improvement?
3. The program director is effective in helping me reach my goals by ...
4. It would be helpful if the program director would ....