

# TEACHER EDUCATION

Department website (<https://www.uwp.edu/learn/departments/educatordevelopment/>)

## Wisconsin Licensure Programs Offered:

Art Education, K-Grade 12  
 Bilingual/Bicultural Education, add-on certificate to initial license  
 Early Childhood, K-Grade 3  
 Elementary/Middle School, K- Grade 9  
 English as a Second Language, add-on certificate to initial license  
 Music Education: Music All, K – Grade 12  
 Secondary Education, Grades 4-12; English, Mathematics  
 Special Education: Cross-categorical, K – Grade 12

## Student Organizations/Clubs:

Aspiring Educators

## Career Possibilities:

Students who complete an undergraduate teacher education degree and are endorsed for licensure can pursue careers including teacher, instructional coach, non- or instructional specialist, academic advisor, academic coordinator, or similar roles. With additional graduate studies, other opportunities may include assistant principal, principal, school district administrator, director of instruction, instructional program coordinator, or superintendent, educational researcher, or higher education faculty in the field of education.

## Program Overview

The Mission of the Teacher Education department's Educator Preparation Program (EPP) is to collaborate with community partners in order to provide innovative, career-long educator development experiences that respond to the needs of all learners.

## Program-Level Outcomes

Our Vision is based on outcomes from four foundational pillars: collaborative relationships; reflection and inquiry; responsive teaching; and innovative leadership. These interrelated values provide the foundation on which we build our classroom practices to support our teacher candidates. Beyond our classrooms, students participate in action research, field placements, and service learning, where they reflect on their understandings of effective teaching practices.

- Collaborative Relationships
  - Build collaborative relationships
  - Develop learning communities
  - Provide academically safe spaces to challenge and question
  - Focus on student learning
- Reflection and Inquiry
  - Engage in critical reflection
  - Examine content, theory, and practice
  - Expand perspectives
  - Deepen understandings
- Responsive Teaching
  - Embrace all members of learning communities
  - Value diversity and inclusivity
  - Model choice, variety, and flexibility

- Empower individual growth and development
- Value cultures and lived experiences
- Innovative Leadership
  - Keep student learning at the center
  - Model lifelong learning
  - Adapt to innovations based in research
  - Advocate for instructional innovation, constructivist curricular development, and systemic change
  - Lead from anywhere in any role

## Licensure Programs

The EPP is approved by the Wisconsin Department of Public Instruction (WI DPI) and offers pathways leading to provisional (Tier II) teacher licensure according to the following requirements<sup>1</sup>:

Teaching License	Education Major	Content Major <sup>2</sup>	Minor
Art Education, K-Grade 12	NA	Art, BA with a concentration in Art Education	NA
Bilingual/Bicultural Education; add-on to initial license	NA	NA	NA
Early Childhood, Birth -Grade 3	Early Childhood Education, BS	NA	NA
Elementary/Middle Education, K-Grade 9	Elementary Education, BS	NA	NA
English as a Second Language, add-on to initial licensure	N/A	N/A	ESL minor required for initial licensure
Music Education, Music All, K-Grade 12	NA	Music, BA with a concentration in Music Education	NA
Secondary, Grades 4-12	Secondary Education, BS	English, Mathematics, BS	NA
Cross Categorical Special Education K-Grade 12	Special Education, BS	NA	NA

<sup>1</sup> Due to changes in state requirements this list may change at any time.  
<sup>2</sup> See University policy on earning Dual Bachelor's degrees in the catalog.

## Exploring Teaching as a Career

Students interested in teaching and the field of education begin by taking EDU 100 Introduction to the Teaching Profession and EDU 200 Teaching the Whole Child. EDU 100 is designed for students to explore the profession of teaching and learning. Students also complete ten volunteer hours with school-aged children. In EDU 200, students explore family and community factors that impact student learning. Both courses are offered before students apply for admission to the Educator Preparation Program and offer the opportunity to determine if the field of education is their desired path.

## Criminal Background Check

All students enrolling in courses that require clinical field experience hours at a PK-12 school are required to successfully pass a criminal background check (CBC). Students are responsible for all fees. Criminal background checks are valid for two years and must remain valid over the course of the entire semester. If a CBC would expire during a semester, the student must complete a renewal prior to reporting to the clinical placement.

Each semester that a student has a clinical placement they are required to complete a Self-Reporting Statement. This is a supplemental form to the CBC in which the student acknowledges there have been no changes to their criminal background. In the event there has been a change in the student's criminal background, the Clinical Coordinator will advise the student as to the required next steps which may include completing a full renewal of their CBC.

Students must answer all questions truthfully and honestly when completing the CBC and Self Reporting Statement. Falsification, omission and/or misrepresentation on either of the forms may constitute denial of admission to the Educator Preparation Program (EPP), delay in progressing through the EPP, and/or dismissal from the EPP.

A "passed" background check is:

- A criminal background check response that has no records
- A criminal background check that includes records that are not automatic denials by the Department of Public Instruction
- A criminal background check that includes records, but, after further review are not deemed to meet the definition of immoral conduct

The existence of a criminal charge and/or record (misdemeanor or felony) does not automatically preclude candidates from admission to the EPP, EPP progression, admission to student teaching, or endorsement of licensure. Each individual circumstance will be evaluated separately by the Chair of Teacher Education and the Certification Officer.

## Clinical Placements – Field Experience

Once admitted to the EPP, Teacher Candidates (TCs) work with PK-12 students in local classrooms, also known as clinical placements. TCs work with a licensed mentor teacher and a university supervisor each semester in their clinical placement. The Clinical Coordinator assigns all clinical placements. The Clinical Coordinator intentionally places TCs at a variety of grade levels and school sites to ensure these requirements are sufficiently met for licensure. TCs are not permitted to secure their own clinical placements.

Clinical placements provide TCs classroom experiences and support their progression toward degree completion and licensure. These valuable clinical placements allow TCs opportunities to gain multiple and varied classroom teaching experiences under the direction of PK-12 mentor teachers.

Teacher Candidates must provide their own transportation to and from clinical placements. Teacher Education Major and Educator Preparation Program and licensure requirements take precedent when determining clinical placements. Therefore, field experiences may be outside of Kenosha County, but will be within 30 miles of UW-Parkside. Other factors may result in a placement further from UW-Parkside.

The current total minimum clinical hours by licensure are:

- Art Education – 140 hours<sup>1</sup>
- Early Childhood Education – 120 hours (plus WTCS requirements)<sup>1</sup>
- Elementary/Middle Education – 180 hours<sup>1</sup>
- Music Education - 130 hours<sup>1</sup>
- Secondary Education - 140 hours<sup>1</sup>
- Special Education – 180 hours<sup>1</sup>

<sup>1</sup> Contact the Clinical Coordinator for the most up-to-date list of clinical field experience hours required by major or licensure pathway as they are subject to change at any time at the program's discretion.

## Advising

Each semester, pre-admitted students and Teacher Candidates (students who applied and have been admitted to the EPP) in the Teacher Education department are required to meet with the designated advisor to review their progress to date, their plan for program completion, and to receive permission codes to register for EDU courses. Advising in the Teacher Education department is a collaborative process where the advisor and student work as a team to develop a successful advisor/advisee relationship. Each student is responsible for meeting with the advisor to discuss and declare an education major.

**Important: All students must meet with the teacher education advisor for curricular and program requirements. Advising on any class or program requirement from anyone but the teacher education advisor will not be deemed official for the EDU program. Rules and regulations for the EDU program change frequently per the State of Wisconsin and any other source of advising cannot be guaranteed to be correct.**

## Admission Requirements for the Educator Preparation Program

Admission to the Educator Preparation Program is required for students to continue in EDU courses at the 300 level. Once admitted to the EPP, Teacher Candidates (TCs) complete university coursework including clinical placements and licensure requirements.

Applications are accepted in both Fall and Spring semesters for the following term. Admission dates are posted on the Teacher Education website at [www.uwp.edu/teacher](http://www.uwp.edu/teacher) (<http://www.uwp.edu/teacher/>). Pre-admitted students should work with the Teacher Education advisor and follow the application process closely to ensure your application is complete and submitted on time. Applications received after the deadline will be processed during the next application period. If you are a transfer student, please see the next section for additional information.

A pre-admitted student's EPP application is considered only when all below requirements are complete. Following are the requirements for admission to the EPP.

- Admission to UW-Parkside;
- A minimum cumulative grade point average of 2.75 on a 4.0 scale, including grades from all higher education institutions attended;
- Completed Plan Declaration;
- Complete EPP Application Form;
- Complete Education Program Disclosure Form;
- Completed UW-Parkside university skills requirements with a grade of C or higher (MATH 102 Quantitative Reasoning or MATH 111 College Algebra I and ENGL 101 Composition and Reading);
- Communication skills assessment (Must meet **one** of the following)

- a. Earn a grade of C+ or better in both ENGL 101 Composition and Reading and MATH 102 Quantitative Reasoning OR MATH 111 College Algebra I (completed within the previous 10 years).
  - b. Pass all three sections of the Praxis CORE, with official score report sent to UW-Parkside
  - c. ACT – must have a composite score of 23 or higher with a minimum score of 20 on English, Math and Reading **and** the score is within the previous 10 years.
  - d. SAT - must have a composite score of 1070 or higher with a minimum score of 520 on math and verbal **and** the score is within the previous 10 years.
  - e. GRE Revised General Test- must have a composite score of 298 or higher with a minimum score of 150 on verbal and 145 on math **and** the score is within the previous 10 years.
- For Early Childhood applicants: successful completion of Associate of Applied Science degree in Early Childhood from a Wisconsin Area Technical College (as indicated in state-wide agreement), with an overall minimum cumulative GPA of 2.75, and a minimum GPA of 3.0 in all Early Childhood courses with a grade of C+ or higher; and successful completion, C+ or higher, or current enrollment in EDU 210 Exploring Equity In Education and EDU 212 Mathematics for Elementary and Middle School Teachers I at time of application;
  - For Elementary/Middle Education applicants: successful completion of EDU 212 Mathematics for Elementary and Middle School Teachers I, C+ or higher, and completion or current enrollment in EDU 100 Introduction to the Teaching Profession, EDU 200 Teaching the Whole Child, EDU 210 Exploring Equity In Education, EDU 211 Child and Adolescent Development, and EDU 215 Mathematics for Elementary and Middle School Teachers II at time of application. Note EDU 212 is a prerequisite for EDU 215;
  - For Secondary Education applicants: successful completion, grade of C+ or higher, or current enrollment in EDU 100 Introduction to the Teaching Profession, EDU 200 Teaching the Whole Child and EDU 211 Child and Adolescent Development at time of application;
  - For Special Education applicants: successful completion of EDU 212 Mathematics for Elementary and Middle School Teachers I, C+ or higher, and completion or current enrollment in EDU 100 Introduction to the Teaching Profession, EDU 101 Introduction to Disability, EDU 200 Teaching the Whole Child, EDU 210 Exploring Equity In Education, EDU 211 Child and Adolescent Development, and EDU 215 Mathematics for Elementary and Middle School Teachers II at time of application. Note EDU 212 is a prerequisite for EDU 215;

Note: All students should check with the Teacher Education advisor for any additional program-specific requirements as they can change without notice due to statute and law change.

## Transfer Student Admission Procedure

Students who wish to transfer into UW-Parkside EPP must meet the above admission requirements. Additionally, transfer students may request a course review to determine possible equivalency of competencies met for UW-Parkside courses, including with prior education coursework. At a minimum, transfer students must submit the requested transfer course syllabus that addresses the learning outcomes, course standards, and assessments. The Teacher Education faculty member evaluating the course evidence may require additional information to make a final determination.

## Educator Preparation Program Requirements

All students in the Teacher Education department, pre-admits – Teacher Candidates, and Resident Teachers – must meet the following requirements each semester to continue in the major and licensure pathway.

### EPP requirements for all students, every semester:

- Cumulative GPA of 2.75 or higher for all undergraduate courses
- EDU Cumulative GPA of 3.0 or higher
- All EDU course grades of C+ or higher

If at any time a student in the Department does not meet these requirements, they will be required to meet with the Teacher Education advisor to create a plan of action to remediate the deficiency, which may result in not being allowed to progress to the next semester. Exceptions to this progression pathway may be made on a case-by-case basis and must be approved by the Teacher Education advisor, Certification Officer, and Department Chair.

### Progression Requirements to move to the 300-level (see also Admission Requirements for the Educator Preparation Program above):

- Successful completion of ENGL 101 Composition and Reading and MATH 102 Quantitative Reasoning or MATH 111 College Algebra I with a grade of C or higher, or Praxis Core
- Successful completion of the required EDU 100 and 200-level courses
- Admission to the Educator Preparation Program

### Progression Requirements to move to the 400-level:

- Successful completion of the required EDU 300-level courses, or permission of Teacher Education Department Chair

### Progression Requirements to move to Residency (Student Teaching):

- Successful completion of all Pre-Residency requirements, including all undergraduate courses, EDU clinical hours, and successful completion of EDU Portfolio
- Successful completion of the content assessment requirement by one of the following:
  - a. Praxis II Assessment for licensure area
  - b. Alternative content assessment per EPP policy

## Licensure Requirements

All majors or pathways leading to licensure must meet the requirements of the Wisconsin Department of Public Instruction (WI DPI). DPI may make changes to the requirements for licensure at any time that may affect the Educator Preparation Program (EPP). It is the Teacher Candidate's responsibility to ensure that they meet with the Teacher Education advisor regularly to ensure that they have the most current licensure information.

A Tier II Wisconsin teaching license may be issued to a student who has received endorsement from the EPP's Certification Officer. In order for a student to be endorsed for licensure, they must meet all requirements of the Exit Level Proficiency Policy.

- Successful completion of a licensable major or pathway, academic minor (if required for licensure), baccalaureate degree (if applicable) and UW-Parkside EPP (including student teaching).

- A minimum cumulative grade point average of 2.75 on a 4.0 scale and in EDU, a cumulative GPA of 3.0 or higher, CR (credit) for EDU 425 Residency (Student Teaching) and EDU 420 Residency Seminar Seminar, and no EDU grade lower than a C+.
- Successful completion of all clinical EPP requirements.
- Successful completion of the required content knowledge assessment.
- Successful completion of the Foundations of Reading Test (FORT) for majors/pathways in Early Childhood, Elementary/Middle Education, and Special Education (SPED) or successful completion of the SPED FORT Alternative.
- Successful completion of the pedagogical knowledge assessment per final clinical evaluation.

## Out-of-State License Applications

Pursuant to UW System Administrative Policy 121, Teacher Candidates (TCs) who wish to apply for licensure in states outside of Wisconsin should notify the teacher education advisor and Certification Officer as soon as possible and should consult with the Certification Officer about requirements for licensure in the state where they desire licensure. The Teacher Education Certification Officer and advisor will work with the TC to assist in meeting the licensure requirements of the desired state. It is critical that students identify early in their pathway to licensure if they will be seeking initial licensure outside of Wisconsin.

## Post-Baccalaureate Licensure Programs

Post-baccalaureate licensure is available for Teacher Candidates (TCs) who hold a bachelor's degree or above and wish to obtain a Wisconsin teaching license.

Post-baccalaureate TCs must meet the same admission requirements as undergraduate students and will follow the same pathway to licensure as detailed above. For more information, contact the Teacher Education department at [teachereducation@uwp.edu](mailto:teachereducation@uwp.edu) or (262) 595-2180.

## Programs Offered

- Early Childhood Education Major (BS) (<https://catalog.uwp.edu/programs/teacher-education/early-childhood-education-major/>)
- Elementary Education Major (BS) (<https://catalog.uwp.edu/programs/teacher-education/elementary-education-major/>)
- Secondary Education Major (BS) (<https://catalog.uwp.edu/programs/teacher-education/secondary-education-major/>)
- Special Education Major (BS) (<https://catalog.uwp.edu/programs/teacher-education/special-education-major/>)
- English as a Second Language Minor (<https://catalog.uwp.edu/programs/teacher-education/english-second-language-minor/>)
- Mathematics Education Minor (<https://catalog.uwp.edu/programs/teacher-education/mathematics-education-minor/>)
- Social Studies Education Minor (<https://catalog.uwp.edu/programs/teacher-education/social-studies-education-minor/>)

The Art Major offers a concentration in Art Education (<https://catalog.uwp.edu/programs/art-design/art-major/#majorrequirements>).

The Music Major offers a concentration in Music Education (<https://catalog.uwp.edu/programs/music/music-major/>).

## Courses in Educator Development

### EDU 100 | Introduction to the Teaching Profession | 1 cr

Examines the teaching profession and the multiple roles of teachers through structured observation and discussion of diverse school and classroom environments. Requires 10 hours of field experience working with children.

**Prerequisites:** None.

**Offered:** Fall, Spring.

### EDU 101 | Introduction to Disability | 3 cr

Focuses on ways in which society defines disabilities and our attempts to adjust and include individuals with disabilities. Addresses history of disability and advocacy, law, accessibility, and the moral obligation of society to accommodate those with differences. Requires 15 hours of service learning at a community organization that serves people with disabilities.

**Prerequisites:** None.

**Offered:** Spring.

### EDU 110 | Foundations of Education | 3 cr

Addresses three foundations of education: an introduction to the teaching profession, teaching the whole child, and exploring children's worlds in classroom and community contexts.

**Prerequisites:** Not available for students with credit in EDU 100, EDU 200 or EDU 210.

**Offered:** Fall, Spring.

### EDU 200 | Teaching the Whole Child | 1 cr

Examines out-of-school influences on student learning and development, and supports analysis of learning environments created by community initiatives and organizations representing the diverse racial, cultural, language, and economic groups within southeastern Wisconsin.

Emphasizes the exploration of learning as a member of a community.

**Prerequisites:** None.

**Offered:** Fall, Spring.

### EDU 210 | Exploring Equity In Education | 1 cr

Addresses current topics in child and adolescent development.

Emphasizes equity, culturally relevant pedagogy, and school environments.

**Prerequisites:** None.

**Offered:** Fall, Spring.

### EDU 211 | Child and Adolescent Development | 3 cr

Explores the principles and theories of child growth and development from birth through adolescence, focusing on ages 5-15. Includes physical, social, emotional, and cognitive domains of development and their application to educational settings.

**Prerequisites:** None.

**Offered:** Fall, Spring.

### EDU 212 | Mathematics for Elementary and Middle School Teachers I | 3 cr

Focuses on the mathematical knowledge that elementary and middle school teachers need in order to teach successfully in K-9 classrooms.

**Prerequisites:** None.

**Offered:** Fall, Spring.



**EDU 215 | Mathematics for Elementary and Middle School Teachers II | 5 cr**

Introduces mathematical content for grades 4-9 for prospective elementary and middle school teachers. Builds on content from Mathematics for Elementary and Middle School Teachers I. Covers numbers and operations, geometry, measurement, statistics, probability, and algebraic reasoning.

**Prerequisites:** None.

**Offered:** Fall, Spring.

**EDU 225 | Foundations of ESL and Bilingual Education | 3 cr**

Provides a general overview of the history, politics, and legal and social contexts of bilingual and English as a second language (ESL) education in the United States and worldwide. Introduces students to second language acquisition (SLA) theory and provides an overview of current research regarding language acquisition and best educational practices for ELLs, including assessment techniques.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 235 | Immigration and Education | 3 cr**

Explores historical, social, and linguistic factors as they relate to the cultural characteristics of English language learners (ELLs) in our schools. Emphasizes the relationship between language and culture and how that relationship impacts school achievement.

**Prerequisites:** None.

**Offered:** Fall.

**Meets:** Ethnic Diversity

**EDU 300 | Creating Effective Learning Environments | 1 cr**

Explores human learning and development and the professional design of effective learning progressions and environments. Introduces models and strategies of instruction derived from specific theoretical perspectives on human learning, development, and difference as they apply in educational practice. Requires 25-30 hours of supervised and evaluated field experiences in local PK-12 classrooms. Community-based learning designation.

**Prerequisites:** None.

**Offered:** Fall, Spring.

**Meets:** Community Based Learning

**EDU 304 | Context and Culture In Learning Environments | 3 cr**

Explores complex interactions between context, culture, and learning. Examines professional knowledge regarding the role of language, culture, and class on individual and group learning, including learning of specific academic content such as math, science, social studies, and reading.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 310 | Family, School, and Community Partnerships | 1 cr**

Focuses on the importance of communication and partnership with parents and other community members and organizations to support student success. Requires 25-30 hours of supervised and evaluated field experiences in local PK-12 classrooms.

**Prerequisites:** EDU 300.

**Offered:** Fall, Spring.

**EDU 312 | Designing Learner-Centered Lesson Plans | 3 cr**

Develops understanding of current theory, concepts, principles, and models of instructional design and assessment. Applies differentiated learning progressions based on state standards.

**Prerequisites:** None.

**Offered:** Fall, Spring.

**EDU 322 | Teaching Exceptional Learners | 3 cr**

Examines differentiated instruction for learners with special needs in general education environments. Introduces the co-teaching model and the collaborative role of general and special educators in general education classrooms.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 324 | Individual Learning Design and Technology | 3 cr**

Develops familiarity with formal and informal assessments; assistive and adaptive communication devices; assistive technology and services; teaching students with differing ways of learning, behaving, and communicating; managing service providers and paraprofessionals; and lesson planning and adaptation.

**Prerequisites:** EDU 322.

**Offered:** Spring.

**EDU 325 | Introduction to Second Language Acquisition | 3 cr**

Introduces sociocultural and linguistic concepts associated with second language acquisition.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 326 | Behavioral and Psychosocial Models | 3 cr**

Develops mastery in psychosocial and behavioral models and strategies.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 332 | Foundations of Literacy | 2 cr**

Introduces instructional literacy strategies, literacy materials, and assessment approaches in K-3 literacy education. Includes phonemic awareness, phonics and spelling, vocabulary development, text structure, fluency, and reading comprehension.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 333 | Children's and Adolescent Literature and New Literacies | 3 cr**

Explores texts associated with children's and adolescent literature. Covers methods of evaluating and selecting appropriate materials for classroom reading instruction.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 335 | ESL Methods | 3 cr**

Examines the knowledge, skills, strategies, and dispositions necessary to support and make accommodations for English language learners in a K-12 classroom.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 343 | Classroom Management | 3 cr**

Introduces group and individual behavior management and instructional procedures that can be used in a variety of educational environments. Emphasizes evidence-based strategies aimed at creating safe, encouraging, and effective learning environments.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 399 | Independent Study | 1-6 cr**

Provides opportunity for individual study of topics related to education.

**Prerequisites:** Consent of the teacher education program.

**Offered:** Fall, Spring.

**EDU 402 | Instructional Models and Strategies | 3 cr**

Expands and deepens understanding of theory- and research-based instructional models and strategies. Emphasizes the connection between the neurophysiology of learning and development and discipline-specific instructional design, models, and strategies.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 412 | Literacy Development | 3 cr**

Expands and deepens understanding of theory- and research-based models of literacy development in reading and writing, emphasizing literacy development in academic content areas.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 420 | Residency Seminar | 2 cr**

Provides opportunity to make sense of the student teaching experience through a professional learning community of teacher candidates. Addresses practical problems and immediate concerns of teacher candidates. This course is graded on a Credit/No Credit basis.

**Prerequisites:** Consent of the teacher education program.

**Offered:** Fall, Spring.

**EDU 421 | Methods of Teaching and Critical Issues in Secondary Social Studies | 3 cr**

Delves into secondary Social Studies teaching methods. Emphasizes the connection between pedagogical knowledge and content knowledge.

Examines critical issues and trends in the secondary Social Studies classroom and implications for teaching and learning. Includes assessments aligned towards mastery of WI Academic Social Studies Standards (2018).

**Prerequisites:** EDU 402.

**Offered:** Spring.

**EDU 422 | Methods of Teaching & Critical Issues in Secondary English | 3 cr**

Delves into secondary English teaching methods, with emphasis on the connection between pedagogical knowledge and content knowledge.

Examines issues and trends in the secondary English classroom, including critical reflection on the implications for teaching and learning.

**Prerequisites:** EDU 402.

**Offered:** Spring.

**EDU 423 | Methods of Teaching & Critical Issues in Secondary Science | 3 cr**

Delves into secondary science teaching methods, with emphasis on the connection between pedagogical knowledge and content knowledge.

Examines issues and trends in the secondary science classroom, including critical reflection on the implications for teaching and learning.

**Prerequisites:** EDU 402.

**Offered:** Spring.

**EDU 424 | Methods of Teaching & Critical Issues in Secondary Mathematics | 3 cr**

Delves into secondary mathematics teaching methods, with emphasis on the connection between pedagogical knowledge and content knowledge.

Examines issues and trends in the secondary mathematics classroom, including critical reflection on the implications for teaching and learning.

**Prerequisites:** EDU 402.

**Offered:** Spring.

**EDU 425 | Residency (Student Teaching) | 10 cr**

Provides opportunity for full responsibility in a semester-long clinical evaluation of teaching practice in a PK-12 school. This course is graded on a Credit/No Credit basis.

**Prerequisites:** Consent of the teacher education program.

**Offered:** Fall, Spring.

**EDU 430 | Using Action Research to Improve Instruction | 2 cr**

Provides teacher candidates the opportunity to conduct an action research project to improve student outcomes. Requires 40-60 hours of supervised and evaluated field experiences in local PK-12 classrooms. Community-based learning designation.

**Prerequisites:** EDU 310.

**Offered:** Fall, Spring.

**Meets:** Community Based Learning

**EDU 431 | Teaching Developmental Mathematics, Grades K-3 | 3 cr**

Explores knowledge, skills, and dispositions necessary to teach K-3 developmental mathematics concepts.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 432 | Teaching Developmental Literacy, Grades K-3 | 3 cr**

Explores knowledge, skills, and dispositions necessary to teach K-3 developmental literacy concepts.

**Prerequisites:** EDU 332.

**Offered:** Fall, Spring.

**EDU 433 | Teaching Developmental Science, Grades K-9 | 3 cr**

Explores knowledge, skills, and dispositions necessary to teach K-9 developmental science concepts.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 436 | Literacy Methods In the Second Language Classroom | 3 cr**

Covers the practical application of theory and research on language and literacy development in multilingual settings. Emphasizes the importance of developing primary language and culturally appropriate instruction.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 437 | Academic and Behavioral Assessment | 3 cr**

Explores how to gather information, perform non-biased formal and informal assessments, and design and manage daily routines for students. Introduces the Response to Intervention Model.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 439 | Transition and Self-Determination | 2 cr**

Provides instruction on planning post-secondary goals and outcomes for students with disabilities.

**Prerequisites:** None.

**Offered:** Spring.

**EDU 440 | Teacher Preparation Portfolio Design | 2 cr**

Provides support for development of capstone portfolio in the context of classroom experiences. Requires 40-60 hours of supervised and evaluated field experiences in local PK-12 classrooms.

**Prerequisites:** None.

**Offered:** Fall, Spring.

**EDU 442 | Teaching Developmental Mathematics, Grades 3-9 | 3 cr**

Explores knowledge, skills, and dispositions necessary to teach grades 3-9 developmental mathematics concepts.

**Prerequisites:** EDU 431.

**Offered:** Fall.

**EDU 443 | Teaching Developmental Literacy, Grades 3-9 | 3 cr**

Explores knowledge, skills and dispositions necessary to teach grades 3-9 developmental literacy concepts.

**Prerequisites:** EDU 432.

**Offered:** Fall.

**EDU 444 | Teaching Developmental Social Studies, Grades K-9 | 2 cr**

Explores the knowledge, skills, and dispositions necessary to teach grades K-9 developmental social studies concepts.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 446 | Assessment In the Second Language Classroom | 3 cr**

Covers language assessment in the bilingual/multilingual classroom, along with current assessment trends in Wisconsin including the WIDA "can do" descriptors and the ACCESS test.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 447 | Case Management and Developing Individualized Plans | 3 cr**

Focuses on the process of collaborating and communicating with families, students, school staff, related service providers, and all other stakeholders to develop educational and behavioral plans.

**Prerequisites:** None.

**Offered:** Fall.

**EDU 490 | Special Topics In Teacher Education | 1-3 cr**

Provides an in-depth study of new and/or special-interest subject areas in teacher education. May be repeated with a different topic.

**Prerequisites:** Consent of the teacher education program.

**Offered:** Fall, Spring, Summer.

**EDU 499 | Independent Study | 1-6 cr**

Provides opportunity for individual study of advanced topics related to education.

**Prerequisites:** Consent of the teacher education program.

**Offered:** Fall, Spring.

## Courses in Professional Development

Enrollment in PDEV courses requires the consent of the PDEV program in the Teacher Education department.

**PDEV 395 | Educators Workshop | 1-6 cr**

Review and analysis of current trends in educational models, methods and resources with the goal of practical application in current programs. Workshop participants are expected to be involved actively in group experiences, research, and classroom presentations and discussions. Critical thinking and problem solving are emphasized. Developmentally appropriate practice is stressed. May be repeated with different content. Students may choose graded on credit/no credit or letter grade basis.

**Prerequisites:** Junior standing or consent of instructor.

**Offered:** Occasionally.

**PDEV 411 | Introduction to Bilingual Education | 2 cr**

Explores the historical, political, and legal implications of bilingual education in the United States. Examines the development of educational program models to meet the needs of linguistically diverse students.

**Prerequisites:** Consent of program.

**Offered:** Summer.

**PDEV 413 | Bilingual/Bicultural Identity | 2 cr**

Examines cultural, linguistic and social diversity in education and its history. Focuses on social justice pedagogy to empower teachers to be advocates and allies for a more equitable education for students.

**Prerequisites:** Consent of program.

**Offered:** Summer.

**PDEV 415 | Introduction to Language Acquisition | 2 cr**

Explores theories and models of language acquisition. Examines teaching approaches necessary to address the educational needs of all language learners. Consent of program.

**Offered:** Fall.

**PDEV 417 | Foundations of Language and Literacy | 2 cr**

Examines the complexity of language acquisition and literacy development, focusing on typical and atypical language development, connections between language and literacy, and diversity of communication styles in families and cultures.

**Prerequisites:** Consent of program.

**Offered:** Fall.

**PDEV 419 | Developing Academic Language in a Bilingual Classroom | 3 cr**

Introduces the role of academic language in the educational experience, including multilingualism and regional and social dialects. Explores the importance of planning and scaffolding for academic language development and awareness.

**Prerequisites:** Consent of program.

**Offered:** Winterim.

**PDEV 421 | Advanced Language and Literacy | 2 cr**

Provides a broad understanding of the theoretical and methodological frameworks used to study bilingualism and multilingualism in globalized contexts.

**Prerequisites:** Consent of program.

**Offered:** Spring.

**PDEV 423 | Advanced Biliteracy | 2 cr**

Investigates the concept of metalinguistic awareness to explain the transfer of linguistic knowledge across languages. Addresses advanced linguistic concepts such as phonetics, phonology, morphology, and grammar and their application in educational contexts.

**Prerequisites:** Consent of program.

**Offered:** Spring.

**PDEV 427 | Assessing Multilingual Learners | 3 cr**

Explores considerations in biliteracy development, bilingual instruction, assessment, and materials for emergent bilinguals. Considers issues in multi-language assessment, including reliability, validity, test bias, and standardization.

**Prerequisites:** Consent of program.

**Offered:** Summer.

**PDEV 460 | Introduction to Special Education and Inclusion | 3 cr**

Examines differentiated instruction for learners with special needs in general education environments, introduces the co-teaching model and collaborative role of general and special educators in general education classrooms.

**Prerequisites:** Consent of program.

**Offered:** Fall.

**PDEV 462 | Assessment and the IEP Process | 3 cr**

Focuses on formal and informal assessment and the creation of reports and plans based on this information. Familiarizes participants with the ongoing cycle of assessment and instruction and introduces the design of tiered interventions within the Response to Intervention model.

**Prerequisites:** Consent of program.

**Offered:** Fall.

**PDEV 464 | Collaboration With Families and Colleagues | 3 cr**

Introduces caseload management and longitudinal planning for students birth-21, focusing on collaboration with colleagues to develop optimal learning experiences for students with special needs. Addresses culturally responsive ways of collaborating with students, families, and educational stakeholders to create teams that work together to maximize student outcomes.

**Prerequisites:** Consent of program director.

**Offered:** Winterim.

**PDEV 466 | Specially Designed Instruction For Diverse Students | 3 cr**

Continues mastery of educational models and strategies developed in previous coursework. Focuses on design of Instruction around Assistive and Adaptive Communication devices, Assistive Technology devices and services, managing service providers and paraprofessionals, and lesson planning and adaptation.

**Prerequisites:** Consent of program director; admission to STAR program required.

**Offered:** Spring.

**PDEV 468 | Behavior and Psychosocial Factors in the Classroom | 3 cr**

Focuses on selection of appropriate adaptive curricula for students with moderate to severe challenges to help increase independence. Explores crisis prevention and intervention skills to address and diffuse student behaviors. Specific focus on Response to Intervention model for behavior, particularly Tier One: School-wide Positive Behavioral Interventions and Supports.

**Prerequisites:** Consent of program director; admission to STAR program required.

**Offered:** Spring.

**PDEV 470 | Instructional Methods For Developmental Literacy | 2-3 cr**

Explores best practices in teaching literacy for birth through grade 9.

Emphasizes balanced literacy, including reading and writing workshops, the teaching of phonics through direct instruction and word study, decoding, comprehension of narrative and expository texts, and selection of diverse children's literature.

**Prerequisites:** Consent of program director; admission to STAR program required.

**Offered:** Summer.

**PDEV 472 | Instructional Methods For Developmental Mathematics | 2-3 cr**

Explores best practices in teaching mathematics for kindergarten through grade 9, including mathematical concepts of numbers and their origins, place value, patterns, the study of sets, arithmetic operations, geometric shapes and their properties, measurement, and symmetry. Examines the use of patterns as problem-solving tools and alignment of problem-solving lessons to academic standards in K-9 classroom settings.

**Prerequisites:** Consent of program director; admission to STAR program required.

**Offered:** Summer.

**PDEV 474 | Literacy Foundations | 2 cr**

Examines different theories and approaches for teaching reading, including developmental, sociocultural, and linguistic models.

Emphasizes foundations of literacy processes, language development, and literacy instruction related to phonological and phonemic awareness, English orthography, concepts of print, phonics and word identification, vocabulary, comprehension, and content area literacy.

**Prerequisites:** Consent of program director; admission to STAR program required.

**Offered:** Summer.

**PDEV 481 | Disability Across the Lifespan | 3 cr**

Addresses ways in which society defines disabilities and attempts to adjust and include individuals with disabilities, including history of disability and advocacy, law and accessibility. Explores evidence-based career/vocational transition programs for individuals with mild/moderate cognitive disabilities and autism spectrum disorder to support planning for students with disabilities toward post secondary goals and outcomes.

**Prerequisites:** Consent of program.

**Offered:** Fall.

**PDEV 482 | Culturally Responsive Teaching | 3 cr**

Addresses multiple forms of difference that define unequal positions of power in the United States and the impact on educational systems nationally, across Wisconsin, and regionally. Explores critical content, including but not limited to school segregation, social construction of difference, definitions of equity, systems of privilege and oppression, and formation of identity that affects classroom dynamics.

**Prerequisites:** Consent of program.

**Offered:** Fall.

**PDEV 484 | Development of Children and Adolescents | 2 cr**

Explores historical, psychological, and contemporary principles and theories of child growth and development from birth through adolescence, focusing on physical, social, emotional and cognitive domains of development and their application to classroom settings. Emphasizes developmentally appropriate practices across elementary and middle education settings and different developmental levels.

**Prerequisites:** Consent of program.

**Offered:** Winterim.

**PDEV 486 | Environmental Education | 1 cr**

Explores fundamental knowledge of elementary science teaching and learning, including standards-based curriculum design and evidence-based teaching strategies. Focuses on development of inquiry based lessons for grades K-9 around major ecological concepts and environmental problems that affect our world.

**Prerequisites:** Consent of program.

**Offered:** Winterim.



**PDEV 488 | Applied Leadership and Collaboration Seminar | 2 cr**

Addresses systems and management knowledge necessary to advocate for students with special needs. Explores and manages continuous collaboration with education stakeholders within the context of full-time Residency.

**Prerequisites:** Consent of program.

**Offered:** Spring.

**PDEV 491 | Residency | 2 cr**

Provides candidates with a full-semester, full-day, co-teaching clinical experience to develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development.

**Prerequisites:** Consent of program.

**Offered:** Spring.

**PDEV 492 | Residency Portfolio | 2 cr**

Provides support in the completion and submission of candidates' teaching portfolios, including the edTPA.

**Prerequisites:** Consent of program.

**Offered:** Summer.