

# **Handbook for Education Students**

*Policies and Procedures  
for Initial Licensure Students*

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## **Mission and Vision**

### Education Division Alverno College Teacher Preparation\* Programs

#### Mission Statement

The teacher preparation programs at Alverno College prepare educators:

- who are committed to developing the abilities of all learners.
- who are effective in planning and implementing developmentally appropriate instruction and assessments, and
- who understand and value diversity.

#### Vision Statement

We teacher educators at Alverno College believe that the future of the teaching profession depends upon educators who are committed to the success of each and every learner, able to act on that commitment, and courageous enough to do so. Therefore, the Alverno College teacher preparation programs are designed to prepare educators who will go forth with the knowledge, skills, and behaviors to meet the challenges of today and tomorrow and the hope to sustain themselves as they shape the future.

\*Teacher Preparation includes the preparation of all school personnel.

## Section 1: Degree Requirement

### Programs/Licenses

All Alverno students in teacher education are required to complete Wisconsin licensure requirements. For information about other states, contact the specific state department of education.

### Majors

Birth to Age Eight

K4- 9th grade

Birth to Age Eight with Montessori

K4- 9th grade with Montessori

4th-12th grade

Students with 4th-12th grade major must select a second major from the following list.

- Social Studies
- English Language Arts
- Science
- Mathematics

Students with Birth to Age Eight and K4-9th grade majors are encouraged to select a minor from the following list. These minors lead to an additional teaching license.

- Special Education
- English Language Learner
- English Language Learner/Bilingual

### Additional Majors

Art Education, Ages Pre-K- 12th grade

Art Education/Art Therapy, Ages Pre-K-12th grade + (21 years)

## **Outcomes Of The Education Major**

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

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

COORDINATION: Managing resources effectively to support learning goals.

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

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

## **Outcomes of the Art Education Major**

Conceptualization: Integrating art content knowledge with education and art frameworks and a broadly-based understanding of the liberal arts in order to plan and implement instruction.

Diagnosis: Relates observed behavior to relevant frameworks in order to determine and implement learning prescriptions for the art setting.

Coordination: Manages resources effectively to support learning goals.

Communication: Uses verbal, nonverbal, and media modes to establish the environment of the art classroom and to structure and reinforce learning

Integrative Interaction: Acting with professional value as a situational decision-maker, adapting to the changing needs in the environment in order to draw out students as learners

## **Outcome of the Art Education/Art Therapy Double Major**

Conceptualization: Integrating art content knowledge with education, special education, and art frameworks and a broadly-based understanding of the liberal arts in order to plan and implement instruction for students with a variety of special needs.

Diagnosis: Relates observed behavior to relevant frameworks in order to determine and implement learning prescriptions for the art education setting

Coordination: Manages resources effectively to support learning goals

Communication: Uses verbal, nonverbal, and media modes to establish the environment of the art classroom and to structure and reinforce learning and the development of education services.

Integrative Interaction: Acting with professional value as a situational decision-maker, adapting to the changing needs in the environment in order to draw out students as learners



## Wisconsin Teacher Standards

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### The Learner and Learning

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### Content

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### Instructional Practice

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Professional Responsibility

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.



## Requirements for Education Majors

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

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

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

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

## Testing Requirements

### Demonstration of Basic Skills

Wis. Admin. Code PI 34 requires that all students applying for admission to an educator preparation program in a Wisconsin college/university or alternative program must meet basic communication skills prior to admission. There are multiple ways for students to meet this requirement (state-approved tests or equivalent coursework).

**Praxis Core Academic Skills for Educators** in Reading, Writing, and Mathematics are the state's approved basic skills tests. Qualifying scores are:

Test	Passing Score
Reading (5712)	156
Writing (5722)	162
Mathematics (5732)	150

For information including questions and registration, go to [ETS Website \(http://www.ets.org/praxis/wi\)](http://www.ets.org/praxis/wi) or call 1-800-772-9476.

### College Entrance Tests

Beginning September 1, 2013, Wisconsin Educator Preparation Programs may use one of the following three college entrance tests as the standardized test of communication skills required for program admission. Only test scores that are the result of exams taken in the past ten years are allowable.

College Entrance Test	Wisconsin Passing Score
The ACT® Plus Writing Test <a href="http://www.act.org">www.act.org</a>	○ Composite Score of 22 and combined English/Writing score of 20
The ACT® Test <a href="http://www.act.org">www.act.org</a>	○ A score of 23 with minimum sub-scores of 20 on English, 20 on Math, and 20 on Reading
The SAT® Test (effective 9/1/2015) <a href="http://www.sat.collegeboard.org">www.sat.collegeboard.org</a>	○ Minimum sub-scores: <ul style="list-style-type: none"><li>▪ 520 on Mathematics</li><li>▪ 510 on Critical Reading</li><li>▪ 480 on Writing</li></ul>
The revised GRE® General Test (after 8/1/2011) <a href="http://www.ets.org">www.ets.org</a>	○ Minimum sub-scores: <ul style="list-style-type: none"><li>▪ 145 on Quantitative Reasoning</li><li>▪ 150 on Verbal Reasoning</li><li>▪ 3 on Analytical Writing</li></ul>
The GRE® Test (prior to 8/1/2011) <a href="http://www.ets.org">www.ets.org</a>	○ Minimum sub-scores: <ul style="list-style-type: none"><li>▪ 540 on Quantitative Reasoning</li><li>▪ 450 on Verbal Reasoning</li><li>▪ 3 on Analytical Writing</li></ul>

### Successful completion of Alverno College courses

You can also meet this requirement through college course work. Successful completion of CM 120, CM 125, QL 122 (or high school algebra with a grade of B- or better), and QL 156 can be used as evidence of meeting basic skills requirements.

- **Note:** There are additional testing requirements (PRAXIS II, Wisconsin Foundations of Reading, and the edTPA), but it is the Basic Skills requirement that will move you into your education program.

## Testing Requirements & Student Teaching

### Requirements to enter student teaching

- Candidates must complete the required coursework successfully.
- Candidates must **pass** PRAXIS II or its equivalent.
- Candidates must take the FORT if required for their license.

### Requirements to pass student teaching

- Candidates submit the edTPA.
- Candidates are evaluated as having attained overall proficiency by their final observation and have met outcomes for student teaching.

### Requirements for Licensure

If candidates are evaluated as having met outcomes for student teaching but have not yet attained a passing score on the edTPA and FORT(if applicable), they

- are eligible for graduation
- if offered a teaching position by a school or district, the school or district can request that they be granted a TIER I license through DPI
  - a TIER I license is a one-year renewable license with stipulations

If candidates are evaluated as having met outcomes for student teaching AND have attained a passing score on the edTPA and FORT (if applicable), they

- are eligible for graduation
- can apply for a TIER II provisional license through DPI
  - a TIER II license is a three-year renewable license and requires Alverno's endorsement
  - this endorsement lets the state know that all program AND testing requirements have been met

## Section 2: Field Experiences

At both the undergraduate and graduate levels, candidates for initial licensure have field experiences that span their license levels. They also have field experience working with students with identified special education needs. Alverno College requires that students demonstrate the abilities needed in preparation for successful student teaching. The goal of the field experience program is twofold:

- 1) To help students determine whether their choice of a teaching career matches their own personal goals, abilities, values, and interests through opportunities to evaluate these; and
- 2) To provide the department with evidence of the ongoing development of the student, through observation and assessment in the field as well as through participation in the field seminar.

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

- Develop the outcomes of the major and support areas (Conceptualization, Diagnosis, Coordination, Communication, and Integrative Interaction) through her practice in classrooms
- Apply teaching/learning theory in a practical school setting
- Develop greater sensitivity and respect for individual differences, especially psychological, academic, cultural, and socio-economic differences
- Develop her ability to demonstrate the Wisconsin Teacher Standards

Students fulfill their pre-student teaching field experience requirements in different settings, reflecting diverse:

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

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

**Prior to admittance to the program, all students have to submit a criminal background check. All students must complete a criminal background check annually.**

Undergraduate/Graduate Field Experiences

Course #	Course name	Minimum # hours required	# lessons required	# supervisor observations
ED 201/ 201S	Exploration of Teaching, Learning, and Assessing (S section for secondary majors)	60 for elementary and early childhood majors, 50 for secondary majors	4	2
LTM 612	General Methods of Teaching	32	2	2
ED 215	Engagement in Teaching, Learning, and Assessing (elementary majors)	60	4	2
ED 27X (formerly 47X)	Teaching (insert content area) at the Middle/Secondary Level	32	6	2
ED 338/ LTM 628	Early Childhood Curriculum	32	6	2
ED 321/ LTM 627	Middle School Teaching and Field	32	6	2
ED 344	Teaching Mathematics in the Elementary Classroom	25	3	2
ED 396	The Exceptional Learner	25	2	Not directly supervised. Students should either be in another field or contact the clinical office about a placement. Student completes self-reflections for this field.
LTM 621	Literacy in Early Adolescence/Adolescence	25	2	2
ED 315/ 315S	Immersion in Teaching, Learning, and Assessing	3 full days a week (elementary majors) 230 hours, 2 full days a week (secondary majors) 150 hours, for Alverno semester	20 including one mini-unit (3-5 consecutive lessons)	4 total

Student Teaching	Student Teaching	Full semester, following the K-12 school calendar, full days, minimum 720 hours	Full teaching responsibility for at least 4-5 weeks of each 9-week placement or 8 weeks if one placement	4 total, 2 in each placement, or 4 if one placement
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AE 222*	Principles of Art Education	10 - 2.5 in each of following: EC, EL, MS, HS	1	none
AE 392**	Art in Early Childhood and Elementary School	40	4	2
AE 393***	Art in the Secondary School	40	6	2
ED 396^	The Exceptional Learner	25	2	Not directly supervised. Students should either be in another field or contact the clinical office about a placement. Student completes self-reflections for this field.
AE 387		25	4	2
Student Teaching AE480L **** xlisted w ED475	EC/EL (preK-6)	Half semester, following the K-12 school calendar, full days, minimum approx 360 (720 hours total)	Full teaching responsibility for at least 4-5 weeks of each 9-week placement	2 total, in each 9 week placement (4 total for student teaching semester)
Student	MC/SEC (7-12)	Half semester, following	Full teaching	2 total, in each 9

Teaching AE 480S**** xlisted w ED475  1st PLACE- MENT	This is the first placement in Student Teaching for Art Education students, because they see students every day or every other day. This makes completing the edTPA feasible in 9 weeks.	the K-12 school calendar, full days, minimum approx 360 (720 hours total)	responsibility for at least 4-5 weeks of each 9-week placement	week placement (4 total for student teaching semester)
AE 481^	Adaptive Art Education Student Teaching Practicum  cannot be completed until AE480 is successfully completed is this is a supplemental license	280 hours  20 hours of field time/week during regular COLLEGE semester. (1/2 day over 14 weeks)	Full teaching responsibility for at least 9 weeks of each 14-week placement	2

^required for Art Ed/Art Therapy Double Major only

#### Art Education (AE) and Art Ed/Art Therapy (AET) Field Placements

Fields:

\*AE222, \*\*AE392, and \*\*\*AE393 are sequential. \*AE222 is the prerequisite for \*\*AE392; \*\*AE392 is the prerequisite for AE387 & \*\*\*AE393. AE 393 should be taken no less than 2 semesters before student teaching.

Student Teaching:

AE 480L\*\*\*\* (EC/EL)

AE 480S\*\*\*\* (MS/HS)

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

AE 481^ Adaptive Art Education

\*\*20 hours of field time/week (1/2 day over 18 weeks) or 40 hours of field time/week (full day over 9 weeks)

#### Meeting Student Needs and Interests in Placements

At the time of registration for each field placement, students are asked to indicate on their placement forms any constraints that may limit their placements and/or to indicate if they are applying for an On the JOB (OTJ) clinical experience; for example, students living in the Campus Center who do not have their own transportation may request schools either close to the college or on a bus line or students living off-campus may request a school in closer proximity to their neighborhood. The placement director will take those requests into consideration in making the assignments for field placement. However, all contact with schools will be made by the Education Division. Students who are employed as a Teacher of Record or as a Paraprofessional at a school can also request to do their placement OTJ, but an official form OTJ verification form must be submitted. **No placements will be made until the student has submitted the application, placement request forms, the OTJ verification form (if needed) and criminal background check.**

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

Students may appeal to the department to change their placements; however, reasons for such appeals will be carefully weighed and changes will not be made lightly. The placement director urges students to make clear during registration any scheduling or transportation constraints that they may have.

### Consideration of Prior Experience

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

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

### Field Work Transfer

1. Students may transfer in up to two semesters of fieldwork, dependent on types of experiences and evaluations.
2. Students meet with an advisor to review previous fieldwork. The advisor determines how extensive the experiences have been, how they met the Alverno field requirements, and how well the student performed.
3. The advisor, in consultation with appropriate faculty, makes a recommendation as to what, if any, fields should be transferred in and what fields the student should take at Alverno.
4. Student teaching may not be transferred from another institution.



## Section 3: Student Teaching

### Student Teaching Sites

Public, including charter schools, private and parochial schools in the city and suburban school systems are used as student teaching sites.

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

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

### Length of Program

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

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

### Health Policy

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

### Professional Liability Insurance

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

Alverno's liability insurance policy covers student teachers for personal liability while they are student teaching. Alverno students can be insured through the Wisconsin State Education Association.

### Teacher Strikes

The college shall immediately withdraw all field placement students and student teachers from a school in which a strike has occurred.

If the strike continues past one week, students shall be re-assigned elsewhere.

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

## What the cooperating teacher may expect of the student-teacher

### The Student-Teacher:

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

## What Alverno college and the student teacher may expect of the cooperating teacher

### The Cooperating Teacher:

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

## What the cooperating teacher may expect of the college supervisor and the college

### The College Supervisor:

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

## Section 4: Admission/Advancement

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

### Academic Probation

Students on Probation for three consecutive semesters will be reviewed by The Admission and Advancement Committee, who will determine if the student may continue in the teacher preparation program.

### Admission To Student Teaching

In the semester prior to student teaching, students take part in a Performance Assessment. This assessment gives students the opportunity to demonstrate their planning abilities and meet the identified needs of students. On a date set by the department, the student teaching candidates meet with practicing professionals who review the lesson plan and engage in a discussion of planning decisions. The assessors give them feedback on strengths and weaknesses and also make a recommendation to the department about their readiness for student teaching.

The Committee on Admission and Advancement, again composed of representative faculty from the departments of students' majors and support areas, uses the following criteria:

- Completion of 30 competence level units, including Communication, Level 4 (UG only)
- Successful completion of fieldwork
- Completion of Performance Assessment, with a recommendation for approval
- Successful completion of the PRAXIS I (CORE)
- Successful completion of the PRAXIS II test(s) or it's equivalent
- Take the FORT if required for their license.
- Completion of background check
- Successful completion of all courses
- No outstanding "Incompletes"
- Proof of insurance
- TB test

## Special Concerns

The areas listed below may be issues in a student's consideration of teaching as a profession. The student's advisor may raise concerns and assist a student to seek career counseling, personal counseling, and/or academic support.

1. **Professional Manner:** Because teachers must be professional in nonverbal as well as verbal communication, the department counsels students regarding inappropriate behavior (for example, students who are consistently absent or tardy will be considered “at risk” for the profession). Students may be referred by the department for career counseling or personal counseling, as appropriate. Experiences and discussions in fieldwork seminars address topics related to professionalism.
2. **Learning Disabilities:** Students may be referred to the Instructional Services for diagnosis and/or assistance with developing effective accommodations for diagnosed learning disabilities. To continue in teacher education programs, students must be able to fulfill the requirements of the teaching role.
3. **English Language Learners:** Students may be referred to the Instructional Services for assistance with refining their skills in standard English. To continue in teacher education programs, students must be able to communicate effectively in standard English.
4. **The State of Wisconsin** may deny a teaching license to a person who has been convicted of a felony or felonies or who has been convicted of misdemeanors related to harming children. Students who have questions about their eligibility for a teaching license should consult with their advisors.

## Section 5: Academic Honesty

### **Alverno College Policy on Academic Honesty**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

## Consequences

### **The consequences for an academic dishonesty offense may include:**

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

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

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

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

### Resources Consulted

Graham, Sandra (2002) Policy on Academic Honesty & MA Courses. Alverno College Alverno College Master of Arts in Education policy on academic honesty. Unpublished document. Milwaukee, WI: Alverno College.

Smith, P. (2001). Policy on plagiarism for all psychology & MA courses. Alverno College Master of Arts in Education policy on academic honesty. Unpublished document. Milwaukee, WI: Alverno College.

University of Massachusetts: Policies: Academic Honesty. Retrieved August 2002 from <http://www.umass.edu/umhome/policies/honesty.html>

University of Oregon: Avoiding Plagiarism. Retrieved August 2002 from <http://www.cs.orst.edu/~watsog/cs151/honesty.htm>

University of Vermont Policies on Academic Honesty. Retrieved August 2002 from <http://www.uvm.edu/~judicial/ah.html?Page=faculty.html&SM=ahmenu.html>

## Section 6: Student Honors

### Process for selecting honors students (**Institution-Wide Policy**)

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

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

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

Criteria for selecting honors students:

#### Scholarly Excellence

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

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

#### Application of Scholarly Excellence

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

## Section 7: Advising Information

All Education majors are assigned an Education faculty advisor.

In addition to their Education advisor, 4th-12th Grade Education students also have an advisor in their second major area. The Art Education students are assigned a primary advisor in their discipline area.

For further information about Academic Advising, Alverno's Office of Instructional Services, Personal Counseling, and Career Counseling, see the Alverno Student Handbook.

## Section 8: Appeal/Grievance Procedure

There may be times when students disagree with various policies or actions taken by a department or by individual faculty members. The following procedures have been established to assist students in resolving any problems that may arise.

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

The Student Grievance Committee is composed of:

- Dean of the School
- Student's advisor
- Other faculty, as appropriate

The committee will be convened and the student will be notified concerning the recommendation of the committee. If the grievance is not satisfactorily resolved in step three, the student should consult the Alverno Student Handbook for the next steps.

## Section 9: Professional Behaviors

The following are basic expectations for professional behavior in the Education Division at Alverno. They are based on the key dispositions of respect, responsibility, communication, and collaboration. If consistently practiced, they provide a base for growth toward the deeper dispositions necessary to be effective with all learners. If violated, they are cause for concern and appropriate intervention.

1. The educator/candidate effectively demonstrates discipline and responsibility for attending all class sessions and for being present at the start of each class.
2. The educator/candidate comes prepared with class, fieldwork, or meeting materials. In classes, s/he finishes and turns in on the dates requested assignments that are complete and have been proofread.
3. The educator/candidate takes the initiative to communicate with campus faculty and field-based mentors if there are attendance or performance concerns.
4. The educator/candidate consistently uses appropriate language, interacts in a professional manner and shows respect for others.
5. The educator/candidate accepts equal responsibility for group tasks or assignments and supports others in doing so.
6. The educator/candidate honors professional ethics, including appropriate use of quotations, recognition/citation of sources, respect for confidentiality and privacy, etc.
7. The educator/candidate welcomes feedback from instructors and peers and uses feedback to support her/his own growth.
8. The educator/candidate maintains openness and a positive outlook, interpreting challenges as opportunities and seeking assistance when needed.
9. In field and professional settings, the educator/candidate comes to the site in professional attire and conveys trustworthiness, competence, and enthusiasm.
10. The educator/candidate provides consistent support for learners and colleagues in nonverbal and verbal interaction.

**Section 10: PI 34.022 Statutory requirements.**

The conceptual framework shall identify how students meet the requirements under s. <a href="#">118.19</a> , Stats., and demonstrate knowledge and understanding of all of the following:	Courses
<b>Cooperatives.</b> Cooperative marketing and consumer cooperatives for licenses in agriculture, economics, and social studies.	ED 352, ED 278 LTM 622SS
<b>Environment.</b> Environmental education, including the conservation of natural resources, for licenses in early childhood regular education, elementary and middle school regular education, science, and social studies.	ED 351/351C
<b>Equity.</b> Minority group relations, including all of the following: (a) The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin. (b) The history, culture, and contributions of women and various racial, cultural, language, and economic groups in the United States. (c) The philosophical and psychological bases of attitude development and change. (d) The psychological and social implications of discrimination, especially racism and sexism in the United States. (e) Evaluation and assessment of the forces of discrimination, especially racism and sexism on administrators, teachers, pupils, assessment, curriculum, and instruction in schools. (f) Minority group relations through direct involvement with various racial, cultural, language, and economic groups in the United States.	ED 116, ED 412 ED 215 ED 315 LTM 612 AE 222, AE 392, AE 393, AE 386 A 492 A 100 (Art Mid Semester Community Art Assessment)
<b>Conflict resolution.</b> Conflict resolution, including all of the following: (a) Resolving conflicts between pupils and between pupils and school staff. (b) Assisting pupils in learning methods of resolving conflicts between pupils, including training in the use of peer mediation, and between pupils and school staff. (c) Addressing crises, including violent, disruptive, potentially violent, or potentially disruptive situations that may arise in a school or during activities supervised by school staff.	ED 116, ED 396 ED 368, ED 475 ED 321 LTM 631, LTM675 LTM 627 AE: 392, 393
<b>Teacher Responsibilities.</b> For classroom teacher licenses, the role and responsibility of a teacher through a student teaching experience that meets all of the requirements under s. <a href="#">PI 34.023</a>	All student teaching sections
<b>Reading and language arts.</b> Appropriate instruction methods for teaching reading and language arts, including phonics for licenses to teach reading and language arts at the early childhood and elementary and middle school levels. In this paragraph, “phonics” means a method of teaching beginners to read and pronounce words by learning the phonetic values of letters, letter groups, and syllables.	ED 225 LTM 625
<b>Children with disabilities.</b> Procedures used for identifying, assessing, and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications.	ED 396. ED 368 LTM 631 AE386, AE387, AE481
<b>Professional responsibilities.</b> Professional ethics and responsibilities, including mandatory reporting requirements under s. <a href="#">48.981</a> , Stats. History: <a href="#">CR 17-093</a> : cr. <a href="#">Register July 2018 No. 751</a> , eff. 8-1-18.	Student Teaching AE392; AE 386