

School of Education Admission Application

It's time to apply for admission to your Teacher Education Program in the School of Education. Our goal is to make the process as clear and as concise as possible. Everything you need to apply is right here at your finger tips. If you have questions, give us a call in the Advising Office and we can provide guidance. Our main number is (414) 229-4904.

Step One – Am I Ready to Apply?

Review the admission criteria to ensure you have met all the minimum admission requirements.

The following requirements must be met before applying to the program. Check the admission section of your degree progress report in PAWS to determine if you have met all these criteria. **If you do not meet the admission criteria, you should not apply for admission.**

- **GPA Requirement:** At the time of application, applicants must have 48 credits with a minimum 2.5 GPA; and a minimum of 2.75 GPA in any language courses. The GPA will be calculated on all transfer and UW-Milwaukee course credits.
- **English Composition Requirement:** Applicants must achieve a placement level of 4 or higher on the English Proficiency Test, or complete English 102 or an equivalent with a grade of C or better.
- **Mathematics Skills Requirement:** Applicants must achieve a placement level of 30 or higher on the Math Placement Test or complete Math 105, or 106, or 175, or an equivalent, with a grade of C or better.
- **Communication Requirement:** Applicants are required to complete Communication 101 or 103 with a grade of C or better.
- **CURRINS 300 (100) Requirement:** Applicants are required to complete *CURRINS 300 (100): Introduction to Teaching: Colloquium and Fieldwork* or equivalent transfer course with a grade of C or better prior to submission of application.
- **Praxis I Requirement:** Applicants must pass all three sections of the Praxis I with minimum scores of 175 on the Reading portion, 174 on the Writing portion, and 173 on the Math portion.

Step Two – What should I include in my Application?

Review the application checklist and gather all materials listed. Make sure all forms are filled in completely. Incomplete applications will not be processed. The admission application is an opportunity to present yourself to the admission committee.

Application Checklist

- School of Education Undergraduate Admission Application reviewed and signed by Dr. Sandra Pucci at pucci@uwm.edu
- Unofficial transcript - see instructions below
- Official Praxis I (PPST) Test Scores from ETS *if not listed on your transcript*
- Admission Essay - see instructions below
- Resume – see instructions below

Please keep a copy of all documents for your records. Documents will not be returned to you.

Unofficial Transcripts

Use the simple instructions below to print your unofficial transcript through your PAWS account.

1. When logging into PAWS, your Student Center displays. Under the “Academics” heading, click on the drop down menu to “Other Academic”, select the “Unofficial Transcript” option and click on the double arrow to the right of the menu.
2. Select the Transcript Type you want from the drop down menu. The Output Destination Type will always be e-mail. Click on the Submit Transcript Request button.
3. If your request for an unofficial transcript was submitted successfully, you’ll see the message that says **“Your request has been submitted. It has been sent to your UWM e-mail address as a PDF attachment. The sender's email address will be destran@uwm.edu.”**
4. If your request was not submitted successfully, you’ll receive a message indicating why not and letting you know what steps to take.

Praxis Series Information

Successful completion of the Praxis I test is required for admission to the School of Education. We strongly recommend a visit to the Educational Testing Service (ETS) website at www.ets.org/praxis for more information about how to register for the test. A copy of your scores must be sent to UWM by ETS. Your scores will be sent only if you indicate UWM as a score recipient. It could take up to six weeks for

UWM to receive your scores, depending on how you registered for the test (on-line vs. by phone or mail). If you registered on-line, you will receive electronic notification of your scores. You have 30 days from receipt of your scores to view them.

If you are having difficulty passing one or more portions of the Praxis I, please contact an academic advisor to discuss your options.

Admission Essay

In a separate typed document, discuss what experiences you have had that have influenced your decision to study education and become a teacher – in particular language education housed in a School of Education and invested in improving and supporting urban education in the Milwaukee metropolitan area. Consider this essay an initial response to the reflections required as part of the Wisconsin Teacher Standards upon which your exit portfolio will be based (see *Wisconsin Standards for Teacher Development and Licensure*). Please frame your essay in a way that the following issues contextualize your discussion:

- Relevant course work that informs your decision to certify in World Languages or English as a Second Language.
- Relevant field (life) experiences, in and out of a school setting, that inform your decision to become an educator.
- An appreciation of the broad social issues that affect urban schools and their students.
- Concrete detail and rich language that describe your experience.

Note: There is no specified format for the admission essay other than to address the points listed above and present your answer in a professional format (12 point font, double spaced and one-inch margins).

Resume

Your resume should not exceed two pages and should include educational background, work experience, special talents/skills, and other relevant experience with children. Information about resume writing can be found at www.currinsadvising.soe.uwm.edu. Click on the link to Web Resources.

Student Teaching

You will be required to do student teaching during the final semester of your program. Student teaching placements are not automatic. Students must apply for a placement, be approved, and register for a student teaching course through PAWS in order to student teach. Information about application deadlines and application materials can be found at: www.fieldex.uwm.edu (follow the link to Student Teaching Application). It is important that you review this information to determine when you should apply. If you

have any questions about the timing of your student teaching, contact the academic advisor for your program.

Step Three – How do I Submit my Application?

Submit your application materials between September 1 and September 30, 2009 to the following address. All application materials must be received by 4:00 p.m. on September 30, 2009.

University of Wisconsin – Milwaukee
Department of Curriculum and Instruction
Advising Office
Enderis 366
PO Box 413
2400 E. Hartford Avenue
Milwaukee, WI 53201-0413

A letter, indicating the status of your application, will be mailed on or before November 15. The letter will be sent to the address indicated on your School of Education application.

Assistance with Your Application

Each student is assigned both an academic advisor and a faculty advisor. Please see your PAWS account to determine the names of each of your advisors. The first name listed is your academic advisor; the second name listed is your faculty advisor. Academic Advisors provide assistance in the following areas:

- GER and Program requirements
- University policies and procedures
- Educational resources
- Career planning
- **Applying for admission to the School of Education**
- Reviewing student progress to clear students for student teaching
- Reviewing student progress to clear students for graduation
- Reviewing academic appeals and other actions or forms requiring the Dean's signature and faculty approval

Faculty advisors provide assistance in the following areas:

- Answering questions related to the teaching field
- Providing information about course content and curriculum rationale
- Providing insight on graduate schools and professional opportunities
- Signing forms requiring a faculty person's signature
- Approve (after academic advisors review) any requests for program requirement change
- Answering questions related to the creation and maintenance of portfolios

For general questions or concerns, contact the Advising Office at:

Phone: 414-229-4904

Fax: 414-229-5571 **Email:** currinsadvising@uwm.edu

REQUIRED BIOGRAPHICAL INFORMATION			
<i>Last Name</i>	<i>First</i>	<i>Middle Initial</i>	<i>Student I.D.</i>
<i>Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip</i>
<i>Home Telephone</i>	<i>Alternative Telephone</i>	<i>Preferred Email</i>	<i>Gender</i> <input type="checkbox"/> Male <input type="checkbox"/> Female
<i>Are you a paraprofessional at MPS?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No Name of School _____			
ADMISSION CRITERIA			
<i>Communication Requirement (check one)</i> <input type="checkbox"/> Completed COMMUN 101 <input type="checkbox"/> Completed COMMUN 103 Grade _____ Semester _____ Year _____		<i>Praxis I: Pre-Professional Skills Test (Attach test scores if not on transcript)</i> Indicate Scores: Reading _____ Writing _____ Math _____ <i>Cumulative Degree Credits Completed (see CUM Degree Credits on transcript)</i>	
<i>Field Experience</i> <input type="checkbox"/> CURRINS 300 (100) or other _____ Indicate grade _____ Semester _____ Year _____			
<i>English Composition (check one)</i> <input type="checkbox"/> Placement Test (Indicate date _____) OR <input type="checkbox"/> Completed ENGL 102 or equivalent: Grade _____ Sem _____ Year _____			
<i>Mathematics Skills Requirement (check one):</i> <input type="checkbox"/> Placement Test (Indicate date _____) OR <input type="checkbox"/> Completed Math _____: Grade _____ Sem _____ Year _____			
PROGRAM OFFERINGS			
Indicate the Teacher Education Program (s) you are applying for:			
<input type="checkbox"/> English as a Second Language Major - Early Childhood through Adolescence			
<input type="checkbox"/> World Language Major - Early Childhood through Adolescence Indicate language: <input type="checkbox"/> American Sign Language <input type="checkbox"/> Chinese <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Hebrew <input type="checkbox"/> Italian <input type="checkbox"/> Latin <input type="checkbox"/> Russian <input type="checkbox"/> Spanish			
<input type="checkbox"/> Additional Certifications			
<input type="checkbox"/> English as a Second Language Minor <input type="checkbox"/> World Language Minor Indicate language: <input type="checkbox"/> American Sign Language <input type="checkbox"/> Chinese <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Hebrew <input type="checkbox"/> Italian <input type="checkbox"/> Latin <input type="checkbox"/> Russian <input type="checkbox"/> Spanish <input type="checkbox"/> Bilingual. Indicate language: <input type="checkbox"/> Hmong <input type="checkbox"/> Lao <input type="checkbox"/> Spanish			
STUDENT SIGNATURE	DATE	FACULTY SIGNATURE	DATE
Date Received _____			

UWM-WI Teacher Standards **University of Wisconsin-Milwaukee** *Approved by the Council on Professional Education, December 2006*

Core Guiding Principle

Urban Education/Equity

All programs at UWM leading to licensure by the Wisconsin Department of Public Instruction have adopted a unified guiding principle centered on advocating for and providing an equitable education to all students, within a culture of inspiration, high expectations, accountability and quality services. Individuals licensed through UWM demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of their work. Candidates have substantive knowledge about the varieties of urban contexts and cultures, the forces that maintain poverty, and other powerful historic and contemporary beliefs and traditions that support discrimination in society. They understand how other social identities, including gender, disability, sexual orientation, and religion, intersect with the forces of poverty, cultural traditions, language, and racism and lead to inequity in teaching and learning.

This *Urban Education/Equity Principle* is aligned with UWM's commitment to the urban community and influences our interpretation of state licensing standards and how they are assessed. Throughout their programs and in their portfolios, candidates address the *Urban Education/Equity Principle* as they interpret the performance standards of the applicable license.

UWM-WI Teacher Standards

These standards are based on Wisconsin's ten Teacher Standards. It is important to note that Wisconsin adopted the *Model Standards for Beginning Teacher Licensing, Assessment and Development* developed in 1992 by the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the national organization, the Council of Chief State School Officers. Faculty and staff at UWM have articulated these ten standards specifically for UWM candidates to reflect their alignment with UWM's Core Guiding Principle: Urban Education/Equity.

Standard #1. A Liberal Arts Foundation with Strong Content Knowledge

Wisconsin State Teacher Standard #1: *The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

For UWM candidates this means drawing on strong disciplinary knowledge in liberal arts as well as knowledge of the socio-cultural and historical context of the discipline. Candidates are able to translate their knowledge of disciplinary content into appropriate instructional activities and represent this content in meaningful ways for their students. They apply rigorous and high expectations for every student and demonstrate the belief that every child is capable of and eager for learning.

Standard #2. Developmental Framework, Placing the Learner at the Center

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

For UWM candidates this means basing professional practice on sound knowledge of the range of typical development, including cognition, language, social-emotional development, and gross and fine motor skills. Using knowledge of individual learners to inform their practice, candidates engage students in activities that optimize learning and development.

Candidates recognize the unique potential of the individual learner and set appropriate and high expectations for all. They simultaneously appreciate the role of their students' context, that is, their cultures and communities, in shaping their individual development. Candidates understand the historic and philosophic forces that may influence their assumptions about diverse cultures and communities.

Standard #3. Addressing Differences and Disabilities

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

For UWM candidates this means viewing all children and youth as contributing members of the larger educational environment. Candidates have a repertoire of teaching strategies to engage the full range of learners in their classes and respond to diverse needs. Candidates critically assess the impact of socio-cultural influences on our understanding of differences and work to prevent the misidentification of disabilities in the classroom.

Standard #4. A Repertoire of Instructional Strategies, Including Culturally Responsive Pedagogy

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

For UWM candidates this means being responsive to the diverse knowledge and experiences their students bring, using this background as a basis for new learning. They establish high standards for student learning and achievement and teach in ways to enable students to meet these standards, using their understanding of cultural and linguistic differences and knowledge about their students' specific cultures and communities to do so. Drawing upon a repertoire of current teaching strategies, they make discerning choices about the approach that will best achieve desired learning outcomes, always pushing students toward greater independence as learners. They are able to represent content knowledge in ways that make sense to their students. Candidates are skilled in the strategic use of technology to support instruction.

Standard #5. Active Engagement/Community of Learners

Wisconsin State Teacher Standard #5: *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

For UWM candidates this means creating a safe learning environment in which differences among students are understood and respected. Candidates build positive relationships with every child. They select instructional approaches that ensure students are motivated and actively involved in

learning. When difficult or challenging issues arise, candidates facilitate dialogue in the classroom in ways that respect and honor the concerns of every child. Emotional and behavioral support is provided in a highly skilled, positive, and respectful manner.

Standard #6. Effective Communication, Including Support for English Language Learners

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

For UWM candidates this means modeling and practicing respectful communication in all interactions. They use effective strategies to support English language learning, respecting students' first languages and dialects and valuing them as assets. Candidates draw upon learner's backgrounds as a basis for building new knowledge for successful participation in content lessons. Effective communication is used to stimulate discussions and help learners express their ideas and thinking processes.

Standard #7. State of the Art Curriculum and Strategic Planning for Instruction

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

For UWM candidates this means drawing strategically on a range of well-developed curriculum resources and instructional methods to ensure that their students meet high standards. Candidates advocate for and are skilled in planning and implementing, a rich and challenging curriculum that maximizes their students' opportunities in life. They demonstrate expertise in their subject(s) and levels of child/adolescent development as a basis for planning instruction that meets students' needs. Candidates understand the critical role literacy plays in creating lifelong opportunities for students and support the ongoing literacy learning of students across all content areas. They organize the classroom environment and the curriculum in a manner that results in students' growth and development.

Standard #8. Assessment to Ensure Student Success

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

For UWM candidates this means demonstrating a commitment to the success of all of their students. Progress is expected for all students and assessment measures are clearly communicated in ways that motivate students to learn. Candidates use a range of assessment practices that draw upon students' strengths as well as needs. Candidates use the results of their ongoing informal and formal assessments of students to continuously improve the quality of their teaching.

Standard #9. Reflective Practitioner/Learning From One's Own Practice

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

For UWM candidates this means reflecting on their teaching effectiveness and their utilization of equitable educational practices to create positive change and to address achievement gaps in the communities in which they teach. They reflect upon the relationships between broader socio-cultural contexts, communities, schools and educators, and continually work to incorporate those factors into their teaching. They work effectively with their peers as part of a community of learners and

support their peers in ongoing professional growth. They view themselves as lifelong learners committed to enhancing professional practice and deepening their knowledge in their respective fields. Candidates take responsibility for their practice and are accountable for student learning. They are reflective about the quality of their teaching, evaluate the effects of their practice, and change their approaches when goals are not met.

Standard #10. Collaboration/Family Partnerships/Community Involvement

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

For UWM candidates this means identifying and valuing the communities in which their students live. They take responsibility for learning about the community, its assets, and its resources. They identify and access community resources and collaborate with community and agency staff to support the educational process. Candidates reach out to their students' families and, through regular communication and collaboration with family members, build strong relationships to help students learn. They understand that all families want their children to be well educated, and they draw on assets that exist within their students' families to reach this goal.