

## School of Education Admission Application

Applying to the Post Baccalaureate Teacher Certification Program requires a number of forms and some advance planning on your part. 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. Following these simple steps will ensure a smooth application process. 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

**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. **If you do not meet the admission criteria, you should not submit an application.**

- **Bachelor's Degree:** You must have a bachelor's degree from an accredited college or university.
- **GPA Requirement:** You must have a **minimum cumulative** grade point average of **2.5** on all coursework completed for undergraduate credit. In addition, a **minimum cumulative** grade point average of **2.75** is required in any language courses.
- **Praxis I Requirement:** The Praxis I is required for admission to the School of Education. You 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 *prior to application to the program*. See below for more information.

### Step Two

**Have your transcript(s) evaluated.** A transcript evaluation will help you determine which course work will be needed to become certified. An advisor will review your previous coursework and determine which courses will meet program requirements for certification. Evaluations must be completed before applying for admission to the program and could take up to four (4) weeks to complete. You may request review of your transcript to ascertain if certification as a Masters Degree candidate is in your best interest.

Transcript evaluations may be requested anytime by completing a *Request for Transcript Evaluation* form found online at:

<http://www4.uwm.edu/soe/departments/currins/advising/forms-1.cfm>

## Step Three

**Determine your status for your first semester.** As an applicant to the Post Baccalaureate Teaching Certification program you have two choices:

### Choice A: Teaching Certification Only

With this option, you complete the course work necessary to obtain your teaching certification only. If you are pursuing this option, you need to **apply online for admission to UWM as a post baccalaureate student.** The online application is required even if you have applied or attended UWM previously as an undergraduate, graduate, or University Special Student. Your application will be considered incomplete if you do not apply online.

#### Instructions for applying online:

1. Go to: <http://apply.wisconsin.edu/>
2. Register as a new user
3. Fill in your information and save
4. Fill in name/DOB/e-mail address and save
5. Select Create a New Application in left hand column
6. **Applying to:** Select UW Milwaukee. Click next.
7. **US Citizenship Status:** Choose status. Click next.
8. **High School Information:** Choose already graduated. Click next.
9. **Post Secondary Education:** Choose what applies. Click next.
10. **Reason for applying:** Certification at the undergraduate level
11. **Applying as:** Post Baccalaureate Teacher Certification
12. **Intended Major or Field of Study:** Scroll to the section entitled "Education – Related Studies" and choose "Education Teacher Certification".
13. **Term:** If applying for admission to the math or science program, indicate summer. Everyone else should Indicate summer if applying during the January admission period or indicate spring if applying during the September admission period.
14. Move through the following sections answering the questions as appropriate: Personal Information, Address, High School Type and Exams, High School Graduation, Higher Education, Additional Information college Courses in Progress, Employment, Activities.
15. **Statements section:** You do not need to answer these questions instead indicate "See School of Education application" for both Statement 1 and 2.
16. Move through the following sections answering questions as appropriate: Campus Specific, Residency for Tuition Determination, Residency Applicant, Residency Parent/Guardian, Residency, Continue to move through the application.
17. **Application Submission:** Check for errors, enter name and birthday. Click sign and submit the application.
18. **Fees:** Those applying to the Post Baccalaureate Teacher Certification Program are not required to pay a fee. Click skip payment.
19. **Application Completion:** Click "printable version" and the cover page with your School of Education application.
20. When complete, print the first page of the document and submit with the other documents required for application to the School of Education, Department of Curriculum and Instruction.

### **Choice B: Teaching Certification and Graduate Degree**

With this option, you complete the course work necessary to obtain teaching certification and a graduate degree. Before each semester, you should meet with your faculty advisor to decide if you will take your courses as a post baccalaureate student (with undergraduate status and tuition) or a graduate student (with graduate status and tuition). You must meet with an academic advisor before registration to ensure you are admitted into the correct program for your first semester.

## **Step Four**

**Review the application checklist and gather all materials listed.** Make sure all forms are filled in completed. The admission application is an opportunity to present yourself to the admission committee.

### **Application Checklist**

- School of Education Post Baccalaureate Admission Application
- Official Transcripts from **all** institutions of higher education, technical colleges, schools, and programs - see instructions below
- Official Praxis I (PPST) Test Scores from ETS - photocopies will not be accepted (not required if already licensed)
- Transcript Evaluation dated September 2008 or later
- Resume - see instructions below
- Admission Essay Question - see instructions below
- Copy of Wisconsin or out-of-state Education License(s) (if applicable)
- Faculty Signature - Your application must be reviewed and signed prior to submission. To schedule an appointment:  
Contact Dr. Sandra Pucci at [pucci@uwm.edu](mailto:pucci@uwm.edu)

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

### **Official Transcripts**

Your admission materials should include official transcripts from all institutions of higher education, technical colleges, schools, and programs. Each transcript must bear the institution's *official seal and be submitted in a sealed envelope from the institution of origin*. Unfortunately, we cannot accept photocopies of transcripts. If you attended UWM and transfer work from another institution is reflected on your UWM transcript, you only need to submit a UWM transcript.

**To request an official UWM transcript:** <http://www3.uwm.edu/des/web/records/transcripts.cfm>.

## **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](http://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.

## **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](http://www.currinsadvising.soe.uwm.edu). Click on the link to Web Resources.

## **Admission Essay**

In a separate typed document, discuss what experiences you have had that have influenced your decision to study education - in particular in a teacher certification program housed in a School of Education 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 under which your exit portfolio will be based. 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 essay other than to address the points listed above and to present your answer in a professional format (12 point font, double spaced and one-inch margins).

## Assistance with your Application

It is highly recommended that you attend one of our informational sessions to learn more about the program and the application process. Sessions are offered the second Saturday of every other month at 10:00 a.m. Register at [www.currinsregister.soe.uwm.edu](http://www.currinsregister.soe.uwm.edu).

You are re encouraged to review the UWM – Wisconsin Teaching Standards included in this application packet to help you prepare your application. Also, our web site is a wealth of information for frequently asked questions and other resources that may be useful: [www.currinsadvising.soe.uwm.edu](http://www.currinsadvising.soe.uwm.edu)

The academic advisor for the program can also answer questions about the application process. Please do not hesitate to contact an advisor to schedule an appointment or to receive answers to your questions.

### Academic Advisor for the World Language and ESL Program:

Rachel Cocos  
For an appointment: (414) 229-4721  
Check in: Enderis Hall, Room 366

## Student Teaching

You will be required to do student teaching during the last two semesters 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](http://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 Five

**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. See your academic advisor if you have missed the deadline.

Applications may be accepted after the deadline **only if space is still available**. However, admission to the program does not guarantee enrollment in required courses and late application may result in not being able to enroll in required courses. We strongly recommend applying between September 1 and September 30 so you can register early and are more likely to get the courses you need.

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.

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

**Phone:** 414-229-4904

**Fax:** 414-229-5571

**Email:** [currinsadvising@uwm.edu](mailto:currinsadvising@uwm.edu)

**REQUIRED BIOGRAPHICAL INFORMATION**

<b>Last Name</b>		<b>First</b>	<b>Middle Initial</b>	<b>Student I.D. or SS #</b>
<b>Mailing Address</b>		<b>City</b>	<b>State</b>	<b>Zip</b>
<b>Home Telephone</b>	<b>Alternative Telephone</b>	<b>Preferred Email</b>		<b>Gender</b> <input type="checkbox"/> Male <input type="checkbox"/> Female
<b>Are you pursuing a graduate degree at the same time you are taking course work for your teaching certification?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes. If yes, you will be contacted by an academic advisor prior to registration.		<b>Are you currently teaching?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, indicate where: _____  <b>Are you teaching with an emergency license?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes		

**ADMISSION CRITERIA**

<b>Undergraduate GPA</b>	<b>Praxis I: Pre-Professional Skills Test (attach your official score sheet)</b> Indicate Scores: Reading _____ Writing _____ Math _____
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<b>List Colleges/Universities Attended</b>	<b>Dates Attended</b>	<b>Degree/Area of Study</b>	<b>Transcript Attached?</b>

**PROGRAM OFFERINGS**

Indicate the Teacher Education Program (s) you are applying for:

English as a Second Language Major - Early Childhood through Adolescence

World Language Major - Early Childhood through Adolescence  
 Indicate language:  American Sign Language  Chinese  French  German  Hebrew  Italian  Latin  Russian  Spanish

Additional Certifications

English as a Second Language Minor

World Language Minor  
 Indicate language:  American Sign Language  Chinese  French  German  Hebrew  Italian  Latin  Russian  Spanish

Bilingual Supplemental Certification. Indicate language:  Hmong  Lao  Spanish

\_\_\_\_\_  
**STUDENT SIGNATURE** **DATE**

\_\_\_\_\_  
**FACULTY SIGNATURE (required prior to submission)** **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.