Welcome from Dean Portman

Teacher Education at WSU is steeped in history. In fact, the university was founded as an institution dedicated to the training of teachers, and was the first teacher training school west of the Mississippi. Over the last century and a half, we’ve grown to five different colleges and each puts a high value on the training of tomorrow’s teachers. Our interdisciplinary approach gives students a solid background in their subject matter and prepares them thoroughly for the classroom.

Students who enter the field of education to become teachers, counselors, coaches, educational leaders or administrators have diverse backgrounds but are united in their commitment to public service. They are truly dedicated to improving our world by taking on a challenging and rewarding profession. Scholarship and servant leadership are the hallmarks of the College of Education.

In 2009, Winona State University joined a select group of universities in the Network for Excellence in Teaching (NExT). These schools were awarded multi-million dollar grants by the Archibald Bush Foundation to improve and transform the process of teacher education. We call our initiative “teach21.” Students, faculty, and staff in the College of Education have reached out to public school teachers and administrators in order to develop new and expanded teacher preparation programs.

As we constantly strive to improve and innovate to keep up with the needs of tomorrow’s learners, we never lose sight of our original purpose—to inspire a love of learning in future generations.

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Table of Contents

Teacher Education Programs .............................................. 1
Program Admission ..................................................... 2–6
Expectations of Students ............................................... 7–8
Clinical Practice (Field Experience & Student Teaching) ............ 9–10
Diversity Opportunities .................................................. 11–12
Retention and Appeals ................................................... 13–14
Program Completion ..................................................... 15–16
Licensure ........................................................................ 17–19
Career Tips & Resources ............................................... 20
College of Education Graduate Programs ............................... 21
Appendix 1: Minnesota Teacher Licensure Exam (MTLE) ............ 22–24
Appendix 2: Professional Education Studies — Admissions Rubric .................................................. 25
Appendix 3: Candidate and Program Data ............................... 26–28

All of the information contained in this handbook is subject to change as the Minnesota Board of Teaching rules change and/or the College of Education policies change. Students are encouraged to communicate regularly with their program advisor and visit the Teacher Education web site frequently at www.winona.edu/teachered/default.asp
Teacher Education Programs

Winona State University offers a variety of programs that focus on relevant coursework and practical experiences so that every graduate can face his or her very first class as a teacher with confidence, ready to meet the challenges of education in the 21st century. As we constantly strive to improve and innovate to meet the needs of all learners, we never lose sight of our overall purpose to inspire a love of learning in future generations.

<table>
<thead>
<tr>
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<tr>
<td>Business Education</td>
<td>PBED</td>
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<td>Coaching Minor K-12</td>
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<tr>
<td>Elementary Education with Early Childhood emphasis</td>
<td>PELE</td>
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<tr>
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<td>PELM</td>
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<td>Reading Instruction Minor</td>
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<td>Music: Instrumental and Classroom K-12</td>
<td>PMTI</td>
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<tr>
<td>Music: Vocal and Classroom K-12</td>
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<td><strong>College of Nursing &amp; Health Sciences</strong></td>
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<td>PESC</td>
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<td>PBLS</td>
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<td>Mathematics 5-12</td>
<td>PMTH</td>
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<td>Physical Science (Chemistry and Physics)</td>
<td>PCPS</td>
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<tr>
<td>Physical Science (Physics and Chemistry)</td>
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<td>Physics 9-12</td>
<td>PPHS</td>
</tr>
<tr>
<td>Science Middle Level Minor 5-8</td>
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</table>
**Program Admission**

It is best to understand the admission process into the Teacher Education Programs the minute that you set foot on campus. That way, you can be prepared instead of surprised. Keep in mind that admission is competitive, so you will want to go above and beyond the minimum expectations. Because the Professional Education sequence will take 4-5 semesters to complete, it is best to apply as soon as possible.

**Criminal Convictions or Charges**

Please note that criminal convictions or certain charges make it very difficult to obtain a teaching license. If you have questions about this, it is best to contact Monica Rasmussen, the Teacher Ethics Specialist at the Board of Teaching. She can be reached by email monica.rasmussen@state.mn.us or phone at 651.634.2736.

**Admission Criteria (Entrance Criteria)**

The following criteria must be met to be admitted into the Teacher Education Unit:

1. Proof of taking all three MTLE Basic Skills (Writing, Math and Reading) exams and official passing scores on at least two of the three exams. Or have a composite score of 22 or higher on the ACT Plus Writing Exam. (Start taking the exams at least one semester before you are planning to apply.)

2. 30 college level credits completed with no more than four credits of pass/no credit courses.

3. Cumulative G.P.A. of at least 2.75 or higher based on the 30 most recent credits. The cumulative GPA for admissions is based on a student’s most recent 30 college level credits completed. The calculation includes all semester credits in any given semester needed to meet the 30 credit requirement. Students can calculate their GPAs using online tools before applying.

4. Grade of “B” or better in a 3 credit college level writing course (ENG 111 if taken at WSU).

5. Grade of “B” or better in a 3 credit college level speech course (CMST 191 or 192 if taken at WSU).

6. Grade of “C” or better in a 3 credit college level math course (MATH 100 or higher if taken at WSU). MATH 202 is required for Elementary and Early Childhood majors (MATH 115 will be accepted if it was previously completed). MATH 202 is also recommended for other teacher education majors as it was designed to help students pass the Math Basic Skills MTLE tests.

7. Students applying in Fall 2015 or later will need to complete 15 hours of clinical experience. This requirement could be satisfied by taking WSU EFRT 100, WSU SPED 300, or another course with clinical hours totaling 15 hours. This criterion could also be met if the student has completed a comparable work or volunteer experience, following high school graduation, which involved working with children. (Contact Jane Morken at jmorken@winona.edu for a form to document this experience.)
Minnesota Teacher License Exams (MTLEs)

Taking all MTLE Basic Skills Tests (Math, Reading, and Writing) and passing at least two of the three exams is one of the requirements for admission into the Teacher Education Unit. All three exams must be passed prior to student teaching unless you have a composite score of 22 on your ACT Plus Writing Exam.

We understand that you may have many questions about these tests. The MTLE website at www.mtle.nesinc.com has the most up-to-date information but here you can find answers to several frequently asked questions and resources to help you prepare for the exams.

Note: Appendix 1 contains more information about test registration and preparation.

Required Tests

As of September 1, 2010, Minnesota’s testing program is called MTLE: Minnesota Teacher Licensure Examinations, and only MTLE tests can be taken for Minnesota licensure (a composite ACT Plus Writing score of 22 or better fulfills the MTLE basic skills requirement.)

All WSU teaching programs require:

1. the basic skills tests (math, reading and writing) unless your composite ACT Plus Writing score is sufficient.

2. the Pedagogy and Content area tests. These are generally taken the semester before student teaching.

The WSU MN MTLE & WI Praxis Chart is located in Appendix 1 and details these requirements.

Note: Passing scores from Praxis tests taken prior to September 1, 2010 will be honored until August 31, 2015.

Transfer Students

Transfer students are encouraged to become admitted to the Teacher Education Unit before starting coursework at WSU. In addition to the criteria listed above, all transfer credits must have been accepted by WSU and be designated on the WSU Admission Degree Audit (DARS) to be considered for Teacher Education Admissions. E-mail Karen Dunbar at kdunbar@winona.edu for help with this process.

Online Application

Pre-Education Winona campus students will receive an email with the URL for the online application on the first day of class in the beginning of each semester from Paula O’Malley. Application deadlines are October 1st in the fall and March 1st in the spring.

All MTLE Basic Skills tests must be taken and at least two of the three must be passed with official scores reported by October 1st for fall semester and March 1st for spring semester admission. Start taking the exams at least one semester before you are planning to apply. These exams only need to be taken if your composite ACT Plus Writing score is not a 22 or higher.

Students must apply to the Teacher Education Program with the expected major upon graduation that matches the major listed on their Degree Audit Report (DARS).

If you have any questions about the Winona campus Teacher Education Program application, email Whitney Hawes at whawes@winona.edu or see Paula O’Malley in Gildemeister 105.
Rochester and Austin Campus students will complete the program application during an Admission & Informational meeting. For any questions about the Rochester or Austin Elementary Education program or application instructions, email Karen Dunbar at kdunbar@winona.edu.

**Admission Scoring**

Applicants are scored on a point-system according to the admission criteria in four areas: Academics, Communication, Mathematics, and MTLE tests. We have included an Admission Scoring Grid for your reference (see Appendix 2).

- The Academics section is based on the GPA for the most recent 30 credits. The minimum GPA is 2.75. In this section, a student is awarded points based on their GPA. For example, if a student has a GPA of 3.15, then that student would be awarded 3.15 points out of 4 points in this section.

- The Communication section awards points based on the grades achieved in the 3 credit college writing and speech courses (ENG 111 and CMST 191). A grade of a “B” in each of these courses would earn 2 points while an “A” would earn the maximum of 3 points. For example, if a student has earned an “A” in English and a “B” in Speech, then that student would be awarded 5 out of 6 points in this section.

- The Mathematics section awards points based on the grade achieved in a 3 credit college math course (MATH 202 is required for Elementary and Early Childhood majors and recommended for all other teacher education majors although MATH 100 will still be accepted for these majors). A grade of a “C” would earn 1 point while an “A” would earn the maximum of 3 points. If students have taken any higher math courses, an extra point will be added to their scores. For example, if a student has earned a “B” in Math 202 which is a higher math course, then their score would be 3 in this section.

- Students must take all 3 Basic Skills (Math, Reading, and Writing) MTLEs and pass at least two of the three exams. Students who pass all 3 exams will receive a point in this section. You may also receive a point in this section if your composite ACT Plus Writing score is a 22 or higher.

The total score that can be achieved is 15 points. The top students with the highest points are admitted each semester; these are known as Tier 1 students. Students who do not make place in the top 110 scores will be put on a waiting list known as Tier 2. If any of the students on Tier 1 drop out, then students on Tier 2 will be contacted starting with the students who have the highest scores on Tier 2.

**After Admission**

Students will receive an email with an invitation to attend an informational meeting regarding requirements to participate in clinical experiences. Students will be required to join EMSP ($32) for liability insurance and complete a Comprehensive Criminal Background Check ($50).

If a student is admitted to the Teacher Education Unit, the student must start the Professional Education Sequence courses the following semester and must graduate with the same major listed on their application. This sequence will take 4-5 semesters to complete.
Candidate & Program Data

At Winona State University, the teach21 faculty and staff believe our teacher education programs should be driven by rigorous professional standards. The teach21 Unit is committed to student success and meeting the expectations of its teacher candidates. A key aspect of student success is collecting and analyzing student data to improve program delivery, quality, and effectiveness. The teach21 Unit utilizes information from a variety of sources to obtain a valid and accurate understanding of our students and our programs.

The documents in Appendix 3 provide answers to many questions that parents, prospective students and other stakeholders may ask about our teacher preparation programs. Performance and satisfaction data are reported on students as they progress through their program, from entrance to graduation and beyond. Our data demonstrate both the effectiveness of our programs and our desire to continually improve the way we prepare teachers to meet the needs of their students.

Scholarships & Grants

There are several federal grants and WSU scholarships specifically for teacher education students, and students are encouraged to apply.

**TEACH Grant**

One grant that is available for students who choose to teach in a high demand area is the TEACH grant. The Teacher Education Assistance for College and Higher Education (TEACH) Grant program is a “grant to service” program that provides grants of up to $4,000 per year to students who intend to teach in a public or private school that serves students from low-income families. The Winona State University licensure areas that are currently in the highest demand in Minnesota are:

- Chemistry
- English as a Second Language (ESL)
- Mathematics
- Middle Level Science (grades 5-8)
- Physics
- Spanish
- Special Education

**Teachers from Diverse Backgrounds Scholarship**

WSU also offers a Teachers from Diverse Backgrounds Scholarship. To be eligible for the scholarship as an undergraduate or post-baccalaureate student, the student must be admitted into the Teacher Education Unit or the Teacher Preparation Collaborative (TPC) at either the Winona or Rochester campus. Scholarship awards are up to $1,000 per semester. If the student remains in good standing, makes satisfactory progress at WSU and continues on the path towards becoming a teacher, the award will be given each semester with a maximum total award of $4,000. To apply, contact Karen Dunbar at kdunbar@winona.edu.
Foundation Scholarships

In addition to the two opportunities mentioned above, there are more than 60 WSU Foundation scholarships available specifically for students who have been admitted into the Teacher Education Unit. With this many scholarships available, there is bound to be one that is right for you and your area of study. The scholarship window usually opens in February each year. Most of the scholarships are for students enrolled in our undergraduate programs, but there are some available for graduate students as well.

Teacher Education Expense Table

This table is meant to give you an idea of the additional expenses (beyond tuition & books) involved in the Teacher Education Programs and licensure. This is not meant to be exhaustive, and these figures could change at any time without notice. Test preparation materials are not included. This information is provided so that you can budget accordingly.

<table>
<thead>
<tr>
<th>Itemized Expenses</th>
<th>Total Expenses</th>
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<tbody>
<tr>
<td><strong>MTLE Basic Skills</strong>: Prior to admission to the Teacher Education Unit, you must complete the MTLE Basic Skills tests.</td>
<td>$125</td>
</tr>
<tr>
<td>Reading $25</td>
<td></td>
</tr>
<tr>
<td>Writing $25</td>
<td></td>
</tr>
<tr>
<td>Math $25</td>
<td></td>
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<tr>
<td>There is also an additional registration fee of $50 that is paid once per test program year. The program year runs 9/1-8/31.</td>
<td></td>
</tr>
<tr>
<td><strong>Background Checks</strong>: (3 Total)</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Liability Insurance</strong>: ($32 each year)</td>
<td>$128</td>
</tr>
<tr>
<td><strong>Task Stream</strong>:</td>
<td>$126</td>
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<tr>
<td>$126/6 years, required for the edTPA</td>
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<tr>
<td><strong>MTLE Pedagogy and Content Area</strong>: Prior to applying for licensure in MN, you must pass this series of tests.</td>
<td>$225</td>
</tr>
<tr>
<td>Pedagogy $35 per subtest (2 subtests) Content Area $35 per subtest (2-3 subtests)</td>
<td></td>
</tr>
<tr>
<td>There is also an additional registration fee of $50 that is paid once per test program year. The program year runs 9/1-8/31.</td>
<td></td>
</tr>
<tr>
<td><strong>Licensure</strong>: The state of MN charges $90.65 to process the paperwork for teacher licensure candidates.</td>
<td>$90.65</td>
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<tr>
<td>edTPA</td>
<td>$270</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>$1064.65</td>
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Expectations of Students

Core Belief Statement
We exist to prepare professionals to continuously improve Birth-to-Grade 12 (B-12) student learning in twenty-first century schools. Through a continuum of clinical experiences and relevant and appropriate instructional methods, WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students learning by:

Actively engaging in a culture of reflective practice and continuous improvement, demonstrating awareness of and an ability to respond to broader psychosocial and global contexts and advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

Academics
We have high expectations for our teacher candidates. Students are expected to adhere at all times to the WSU Academic Integrity Policy. We also expect students to maintain a grade of “C” or better in all Professional Education Sequence coursework including all EFRT classes, HERS 204, and SPED 300. For K-12 and 5-12 majors, this grade requirement includes EDUC 429 and EFRT 449. Each teacher education program may have additional grade requirements in their major. Rochester campus students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence.

Take the initiative to get to know your academic advisor. You can work together to draft an academic plan, declare your major and monitor your DARS report. Remember, be thoughtful in your course selections because this is your chance to take charge of your own future.

Professional Dispositions
As students move through the Teacher Education Program, they are expected to develop and internalize professional teaching dispositions. These dispositions include:

Commitment to Students and Positive Learning Environments
Teachers should seek and act on feedback, pose questions and seek answers, and gather quality evidence from multiple perspectives.

Commitment to Professionalism and Continued Growth
Teachers should create an environment that helps all students learn while modeling strong work ethic, promoting responsibility and teaching appropriate collaboration skills.

Communication and Commitment to Colleagues, Family and the Community
Teachers must communicate and collaborate with students and families, colleagues, other professionals and community stakeholders. They should also advocate for students and the profession, embracing teaching as a call to justice through political, social and professional action.

Community Engagement
A well-rounded student is involved in the university and community in ways that transcend classroom attendance and performance. The competitive teacher candidate will have a well-established record of such involvement. This might include but is not limited to WSU student clubs and local volunteer opportunities. Significant experience with diverse populations is key in developing the ability to relate to the wide variety of students with whom the teacher candidate will interact. They should be proactive in this area and take advantage of every opportunity which will allow for growth.
According to state law, any candidate for teacher licensure in Minnesota shall show verification of completing the following standards in a teacher preparation program. These 10 standards and their 120 specific competencies reflect the National INTASC standards, and are adopted permanent rules of the Minnesota Board of Teaching. Students in WSU teacher education programs are expected to develop a pre-professional portfolio of class work, field work and life experiences demonstrating accomplishment of the standards.

**Standard 1 – Subject Matter:** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2 – Student Learning:** A teacher must understand how children learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development.

**Standard 3 – Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

**Standard 4 – Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

**Standard 5 – Learning Environment:** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation.

**Standard 6 – Communication:** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7 – Planning Instruction:** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8 – Assessment:** A teacher must understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

**Standard 9 – Reflection and Professional Development:** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including, students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

**Standard 10 – Collaboration, Ethics, and Relationships:** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support students learning and well-being.
Clinical Practice (Field Experience & Student Teaching)

Clinical Practice is an important aspect of all of the teacher preparation programs at WSU. Clinical practice is learning that takes place away from the college classroom in settings such as K-12 schools, preschools, and community learning environments. This dedicated partnership will enhance your knowledge, skills, and values. Professionalism is of utmost importance as students work with young people in these settings and represent WSU.

Early Clinical

Students applying in Fall 2015 or later will need to complete 15 hours of clinical experience. This requirement could be satisfied by taking WSU EFRT 100, WSU SPED 300, or another course with clinical hours totaling 15 hours. This criterion could also be met if the student has completed a comparable work or volunteer experience, following high school graduation, which involved working with children. (Contact Jane Morken at jmorken@winona.edu for a form to document this experience.)

Field Experience

An important part of teacher preparation is field experience. As an education student, you will be placed in a variety of community and school settings throughout your education at WSU. Experiences include opportunities to observe, tutor, co-teach and work side by side with experienced teachers. The Office of Clinical Practice works with faculty to provide meaningful field experiences for our students. A Field Experience Handbook is available to help students understand the requirements, expectations and policies regarding field experience, as well as outline the assignments students will be expected to complete. Background checks are required for field experience. Information about this will be provided at the time of program admission. Students will also need to purchase EMSP liability insurance before beginning their work in the classroom.

Clinical Practice in Rochester

Rochester Campus students complete more than 60 hours of clinical practice each of the three semesters before student teaching. During each of the first two semesters students complete 30 hours of clinical practice at Riverside Central Elementary and 30 hours of clinical practice in an external placement. During the third semester, students complete a full-time six week placement, 30 hours of clinical practice in an external placement, and 12 hours in an after school program. Finally, the fourth semester consists of a 10 week student teaching placement along with 20-30 additional hours in the school as part of an action research clinical practice.

Student Teaching

Student teaching is required for all teacher education programs and is done during the final semester. The student teaching experience should be a time of enjoyment and professional growth. The time, effort and dedication you bring to student teaching will yield positive results for B-12 students. During your student teaching placement, you will be completing a variety of tasks. One of these tasks is the state mandated edTPA.

Eligibility Requirements

In order to be eligible to apply for student teaching, the following criteria must be met:

• Completion of all coursework required for the teaching degree prior to student teaching
• WSU G.P.A. of 2.75 or higher
• Grade of “C” or better in all Professional Education Sequence coursework including all EFRT classes, HERS 204, and SPED 300. For K-12 and 5-12 majors, this grade requirement includes EDUC 429 and EFRT 449. Each teacher education program may have additional grade requirements in their major. Rochester campus students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence.

• Completion of formal application approximately 10 months in advance of the student teaching semester. This application must be completed online at winona.edu/teachered/applications.asp

• All MTLE Basic Skills (Reading/Writing/Math) tests must be passed for students in order to student teach or have a composite score of 22 or higher on the ACT Plus Writing Exam. (applies to students admitted to the program fall 2012 and thereafter)

• Documentation of professional liability insurance

• Admission to the Teacher Education Unit

• Criminal Background Check

Applications are due approximately 10 months before you will student teach. They are due November 1st for fall placement of the following year and April 1st for spring placement of the following year. These applications can be delivered to the Office of Clinical Practice, Gildemeister 110. Notify the Office of Clinical Practice if your eligibility changes.

Placement Types and Areas
Each teacher education program requires at least 16 weeks of student teaching, but the number and type of placements vary.

• **Elementary Major**: one 16 week placement

• **Elementary Major (Rochester)**: one 6 week placement in the fall and one 10 week placement in the spring

• **Elementary/Early Childhood**: 16 weeks total (can split between elementary and preschool)

• **Elementary Major with Middle Level Minor**: a 10 week placement with elementary and 6 week placement in middle school

• **Elementary Major with Two Middle Level Minors**: three placements with 10 weeks in elementary, 6 weeks in first minor and 4-6 weeks in second minor

• **K-12 Majors**: one 16 week placement

• **5-12 Majors**: one 16 week placement

• **PE/Health Majors**: a 10 week placement of secondary health classroom work and a 6 week placement in elementary

• **Special Education**: a 16 week placement in each licensure area

• **Double Majors**: a 16 week placement in one major and 8-10 weeks in second major (May vary if majors are closely related such as TESOL and Spanish); Special Education doubled with any other teaching major will require two 16 week placements

Placements for spring semester will be posted late November and fall semester placements will be posted late April. Students may be placed in a variety of locations spread throughout southeastern Minnesota and Wisconsin for their student teaching experience.
Diversity Opportunities

Our teacher candidates have opportunities to interact with peers who are ethnically, racially, linguistically, socioeconomically and exceptionally diverse as well as B-12 learners in a variety of campus, community and even global settings.

Inclusion & Diversity Office

The mission of the WSU Inclusion & Diversity Office is to build an inclusive community. To that end, they organize several programs and events throughout the year for students, faculty, staff and the community.

Kids First

The students enrolled in Special Education 300 - Children and Youth with Exceptionalities class serve approximately 100 children who reside at Maplewood Townhomes in Winona. When Carol Marchant began the Kids First program six years ago, it was a small venture with the goal to increase literacy levels. Since then, the program has expanded, leaving a positive impact on the local community and university.

Kids First is a requirement for all teacher education candidates on the Winona campus; every education major has the privilege of participating in the service-learning course. This is a great time for the Winona State Education students to work one-on-one in a friendly and comfortable setting with students from different cultural backgrounds.

Rochester Campus Opportunities

The students on the Rochester campus have the opportunity to take the majority of their education classes at Riverside Elementary. Riverside is one of the most diverse schools in the Rochester Public School (RPS) district where more than 30% are students of color and more than 11% of students speak a language other than English as their first language. The WSU-Rochester students spend more than 60 hours each semester working with the students in the RPS classrooms. WSU-Rochester students also have the opportunity to work with a diverse group of RPS students over the summer as they design and deliver lessons at STEM Camp under the direction of WSU-R faculty.

St. Paul Urban Immersion Experience

The Foundations of Education course 308 - Human Relations and Student Diversity is available each May as the St. Paul Urban Immersion experience. While spending a full week in St. Paul, teacher education students have the opportunity to learn and apply multicultural education theory & practices in real urban school settings.

Students will acquire knowledge of said theory through assigned readings, group discussions, and educational seminars led by WSU faculty and cultural consultants from the St. Paul community. This community and the accompanying school district offer pre-service teachers rich, experiential learning settings in which they will both observe and interact with licensed teachers, students, and community members who may differ by ethnicity, race, language, religion, sexual orientation, socioeconomic status and family structures.
Student Clubs & Organizations

Winona State University offers more than 180 student clubs and organizations with a wide range of purposes and interests from academic clubs to honor societies to sports clubs. There are also many cultural clubs that represent the voices of our diverse student body. Clubs are a great way to meet new people and hear different viewpoints and students are encouraged to join clubs that interest them.

Travel Study & Study Abroad

Travel study and Study Abroad programs are designed to encourage students to engage in critical thinking, experience first-hand the value systems and diverse lifestyles of other cultures, and participate in meaningful service learning projects. Oftentimes interdisciplinary, these programs enhance student global and cultural awareness through constant engagement and reflection.

These programs utilize the unique characteristics of an international location to extend learning to the world beyond classrooms in short-term courses taught by WSU faculty. The courses are designed by WSU faculty, who accompany a group of students abroad. Since travel study courses are usually held during summer or winter breaks, they do not conflict with students’ regular class schedules. Most programs satisfy a University Studies or General Education requirement and/or count towards a particular major or minor.

Benefits of International Experience

- To attain global competencies
- To develop intellectual growth
- To acquire career skills needed to compete in the 21st century global job market
- To earn academic credits towards graduation
- To understand cultures and ways of life of people from different parts of the world
- To explore and compare knowledge, beliefs, and values of different cultures
- To learn a second language
- To relate classroom learning to real world experiences
- To engage in exercises involving critical analysis, reflection, and transfer of knowledge
- To balance academic course work and travel experiences
Retention & Appeals

Once you are admitted into the Teacher Education Program of your choice, you will focus on learning what you need to know to be the best teacher possible. Our faculty will help you actively engage in a culture of reflective practice and continuous improvement. You will learn to advocate for your students and their learning through leadership, collaboration, innovation, flexibility and critical thinking.

Academic Progress

As part of the program, you will assemble a portfolio to demonstrate in writing that you’ve gained the necessary skills and experience during your studies at WSU. So, it is helpful if you save all of your work from all of your classes for possible inclusion in this portfolio.

Coursework Expectations

Remember, ALL of your coursework must be completed before you can student teach, so plan carefully. In order to graduate, you must maintain a GPA of 2.75 or higher, earn a grade of “C” or better in all Professional Education Sequence coursework including all EFRT classes, HERS 204, and SPED 300 (For K-12 and 5-12 majors, this grade requirement includes EDUC 429 and EFRT 449. Each teacher education program may have additional grade requirements in their major. Rochester campus students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence), satisfactorily complete the student teaching experience, and demonstrate proficiency in all competencies as outlined in the student teaching handbook.

Pass/No Credit (P/NC) Courses

Except for field experience and student teaching, you must take all courses in the major, minor, certificate and licensures on a grade-only basis. The P/NC option is available to non-majors unless otherwise noted. Courses offered on a pass/no-credit-only or grade-only basis are so designated in the course descriptions.

Repetition of Courses

The following courses cannot be repeated more than once due to withdrawal or earning a grade less than “C”: all Professional Education Sequence courses including all EFRT classes, HERS 204, and SPED 300; and EDUC 429 and EFRT 449 for K-12 and 5-12 majors. Rochester campus students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence.

Incomplete Grades

The grade of incomplete (“I”) may be granted at the discretion of the course instructor in special cases in which, for reasons beyond your control, all course assignments were not finished although you were passing all other aspects of the course. The incomplete must be resolved by the second week of the next semester in which you enroll for any course that serves as a prerequisite for other courses.

Academic Support

If you are struggling to succeed in the Teacher Education Program, our faculty will work to support you and get you back on track so that you can achieve your goals.
Assistance Plans
If you are facing academic, personal or professional problems that affect your studies, contact your academic advisor. Your advisor can begin the process of creating a student assistance plan so you are able to finish your degree.

Appeals and Dismissal

Teacher Education Unit Appeals Procedure
Teacher education majors should use the following procedures to appeal issues related to admission or retention in the Teacher Education Program. The purpose of the teacher education appeals procedure is to guarantee all students due process rights and to protect students from bias and retaliation.

Note: A specific issue may be appealed only once.
This procedure should not be used to appeal course grades. Course grades are appealed through the University Grade Appeal Committee.

If you have concerns about admission or retention in the Teacher Education Program except for grades, first discuss it with your academic advisor. If your concerns remain unresolved, then request to meet with your major department chair to further discuss a resolution to your concern. If your concern is still unresolved, prepare your concern in writing on the Application for Appeal form. On the Winona Campus, this form may be obtained in Gildemeister 110. On the Rochester Campus, this form may be obtained in EA201 or by e-mailing Karen Dunbar at kdunbar@winona.edu.

On the Winona Campus, the window for submitting admissions appeals is October 15th – November 15th in the fall and March 15th – April 15th in the spring.

Dismissal from Teacher Education
Students may be dismissed from the Teacher Education Program for either of the following reasons:

- Failure to document the fulfillment of student assistance plan commitments.
- Breach of ethical responsibilities, as stated in the Minnesota Code of Ethics for Teachers.
- Breach of ethical responsibilities, as stated in the WSU Student Code of Conduct www.winona.edu/sld/studentconductcode.asp

Note: A student dismissed for a violation will not be allowed to continue in any field experience for that semester, will be dropped from the Teacher Education Program at the end of the semester, and will not be readmitted to the major.
Program Completion

The thorough progress of program completion ensures that WSU graduates are prepared in a community of learners with developmentally appropriate content and pedagogical expertise, and professional dispositions to improve students learning by: (1) actively engaging in a culture of reflective practice and continuous improvement (2) demonstrating awareness of and an ability to respond to broader psychosocial and global contexts; and (3) advocating for students and their learning through leadership, collaboration, innovation, flexibility, and critical thinking.

Eligibility Requirements to Student Teach

1. Admittance to teacher/professional education.
2. Completion of all coursework required for the teaching degree prior to student teaching.
3. Cumulative GPA of 2.75/4.0 or higher in education major.
4. Earn a grade of “C” or better in all Professional Education Sequence coursework including all EFRT classes, HERS 204, and SPED 300. For K-12 and 5-12 majors, this grade requirement includes EDUC 429 and EFRT 449. Each teacher education program may have additional grade requirements in their major. Rochester campus students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence.
5. Completion of formal application materials one year in advance of student teaching semester.
6. Documentation of professional liability insurance.
7. Criminal Background Check.
8. Completion of MTLE Basic Skills (Writing, Reading, and Math) Exams. Must have passed all three tests prior to student teaching if admitted fall 2012 and thereafter. (Or have a composite score of 22 or higher on the ACT Plus Writing Exam.)

Graduation Requirements

1. WSU GPA of 2.75/4.0 or higher.
2. Earn a grade of “C” or better in all Professional Education Sequence coursework including all EFRT classes, HERS 204, and SPED 300. For K-12 and 5-12 majors, this grade requirement includes EDUC 429 and EFRT 449. Each teacher education program may have additional grade requirements in their major. Rochester campus students should communicate with their academic advisors to learn which courses in their program are part of the Professional Education Sequence.
3. Satisfactory completion of the student teaching experience and all degree requirements completed.
4. Demonstration of competencies outlined in the student teaching syllabus.
5. Completion of the edTPA (Teacher Performance Assessment).
Certification and Licensure Requirements

1. Passing scores on MTLE Basic Skills (Or have a composite ACT Plus Writing score of 22 or better), Content Area, and Pedagogy Tests.
2. WSU GPA of 2.75/4.0 or higher.
3. Completion of Minnesota Department of Education licensure application.
4. Completion of Minnesota Department of Education background check.

Teacher Performance Assessment (edTPA)

Amid concern about the state of the American education system, Minnesota has become a leader in the nationwide effort to ensure that newly graduating teachers will be successful in the classroom and help all students learn. In 2009, Minnesota partnered with Stanford University and the American Association of Colleges for Teacher Education to develop the edTPA, a process that assesses whether teacher candidates are prepared to enter the classroom and teach effectively.

The edTPA requires candidates to use teaching materials (e.g. lesson plans, assignments, video and classroom assessments of learning) to evaluate their teaching and student learning. The edTPA also provides research-based expectations about what should be expected of teacher candidates in planning for instruction, delivering instruction, assessing learning, analyzing the impact of their teaching and supporting students’ academic language development.

The edTPA assessment was implemented as the statewide performance assessment tool to meet Minnesota accreditation requirements in 2011. The edTPA has been used nationally since the 2011-2012 school year and has demonstrated that it is a valid assessment tool that can be reliably scored.

WSU education students will complete the edTPA during the semester when they are student teaching. The cost of the edTPA is $270. Because the process includes videotaping along with writing, students have the opportunity to grow through feedback and reflection. This is a valuable part of the curriculum at WSU.

Students receiving a cut score of 47 and above will be awarded a ‘Certificate of Distinction’ prepared by the Office of Clinical Practice, in conjunction with the Unit Assessment and Data Management Coordinator that would be placed in their folders on Professional Day. Students receiving 2 or more ONES on any rubric on the edTPA will be flagged and their names will be sent to their department contact. These students will a form indicating reasons that led to the student’s scores. The form will be submitted to the advisor and the Office of Clinical Practice. All steps must be completed prior to receiving a grade for student teaching.
**Licensure**

When the required exams are passed or have a composite score of 22 or higher on the ACT Plus Writing Exam, your coursework at WSU is completed with a GPA of 2.75 or higher, and you have begun your student teaching, it is time to think about obtaining a Minnesota teaching license. Refer to the table that lists the tests required for each WSU Teacher Education Program (Appendix 1) to ensure that you have taken and passed all of the required Basic Skills, Content and Pedagogy exams.

The licensure application process can take a while, so it is best not to procrastinate. Current students can start the online process two weeks prior to graduation if they have passed all required MTLEs. Reminder—the MTLE Basic Skills requirement can be fulfilled if your composite ACT Plus Writing Score is a 22 or higher. Many districts will not consider you for employment unless you have a license in hand. Keep in mind that even if you plan to teach in a state other than Minnesota, the first step is always to get a Minnesota license. Then, you can research the steps to obtaining an out-of-state license if that is something that you would like to do.

**Before you apply for your MN License**

Please read and understand the following information below prior to applying online. You will not be able to send your application to the WSU Certification Officer until you have applied online and printed the appropriate documents. There is more detailed information on our web site www.winona.edu/teachered/licensure.asp about this process.

**Applying for a MN License**

Detailed information can be found at www.winona.edu/teachered/licensure.asp

Print the application cover sheet after completing the online application and attach it as the first page of your paper application packet. The cover sheet contains the process number and information that identifies your documents.

Minnesota state law requires that all candidates applying for initial licensure be fingerprinted for a national criminal background check. This background check is for state use only.

The fingerprinting must be done at a law enforcement agency in black ink on a card supplied by Educator Licensing. You may be charged a separate fee for the actual fingerprinting. Provide all required personal information, but do not make other marks or highlighting on the card. Do not bend or fold the card.

**Note: Do not mail your fingerprint card to the WSU Certification Officer.**

Winona State University graduates do not need to send any of their official transcripts to the MN Department of Education. Only candidates who did not graduate from a MN Teacher Preparation institution need to send official transcripts to the MN Department of Education.

This process usually takes 3 to 8 weeks after graduation for students to actually have any type of license (including a substitute teaching license). Recent graduates will not receive the signed paperwork from the WSU verification office until 2-3 weeks after graduation. After you have applied online, you can print the Licensure Program Verification form by clicking the link “Verification of licensure program at Winona State University [the form is on the MDE web site: ED # 02414] located at the bottom of the application cover page that will appear once you have completed your online application.
Mail the cover page and the ED #02414 forms to:
Paula O’Malley
Winona State University, GILDE 105
Teacher Education Certification/Admissions Director
PO Box 5838
Winona, MN 55987

Renewing your MN License
The renewal of your Minnesota license will require completion of 125 clock hours or 8 college
credits verified by a Minnesota local continuing education committee. It is in your best interest to
learn about the Minnesota License Renewal criteria by visiting the MDE web site as soon as you
obtain your license.

If you have been or are currently employed by a Minnesota district, you must call the school district
office and ask to set up an appointment with the continuing education committee to see what
course work you need for renewal. If you have never been employed in a Minnesota district and
your license has lapsed, you may call the school district of your residency and ask to make an
appointment with their Continuing Education Committee for licensing renewal.

Full-time Limited Licensure
If you have completed a Minnesota approved teacher preparation program and attempted to take
all exams required for a Minnesota License but did not pass one or more of the required tests,
then you may want apply for a Full-time Limited License. The first step is to complete the online
application (available on the MDE web site). Then submit the required documents to the Educator
Licensing Office in the Minnesota Department of Education:

- Complete fingerprint card
- Official transcripts
- Verification of exam* results

Note: Even though the checklist will ask for the verification form, the district verification
form is not needed for the 2014-2015 school year per a Minnesota Board of Teaching
resolution.

*MTLE results can be verified through a secure website and do not need to be sent in with the
application. If you completed Praxis testing before 9/1/2010 you will need to submit a copy of your
scores. If you have the original PDF electronic score reports from Praxis, then you can email this
file to mde.scorereports@state.mn.us and include your process number from the completed online
application in your email. Alternatively, you can mail the original score sheet with the application
materials. Your original score sheet will be returned to you. You can also email Paula O’Malley at
pomalley@winona.edu for a letter to verify your scores (list limited license in the email subject line).

A full-time limited application is issued per school year and can be submitted for the upcoming
school year after July 1. A full-time limited license is valid from the date issued until the next June
30. An application received prior to July 1 would be valid until June 30 of the same year and
candidates would need to apply again after July 1 for a full-time limited license for the 2014-2015
academic year.
If you already have a file folder number with the MN Department of Education (eg. a substitute teaching license), then you will need a paper application. You can call 651.582.8691 to have a paper application sent to you. Applicants who have been issued their third limited license should also contact Educator Licensing to discuss options.

Any questions should be sent to mde.educator-licensing@state.mn.us or pomalley@winona.edu

Substitute License in MN

This license is available to applicants who have completed a teacher licensure program but do not qualify for a regular full-time teaching license. WSU students should wait to order an official transcript until their degree is posted which is approximately two weeks after graduation. This process usually takes 3 to 8 weeks after graduation for students to actually have any type of license (including a substitute teaching license).

Add-on to a MN License

Most teacher candidates are first time applicants for a Minnesota teaching license. However, if you already have a Minnesota license on file, you will want to get an add-on license. To apply, complete the Add-On Licensure Form (available on the MDE web site) and mail the first three pages to:

Paula O’Malley, Teacher Education Certification/Admissions Director
Winona State University, GILDE 105
PO Box 5838 Winona, MN 55987

You do not need to resubmit your fingerprint card or official transcripts if your teacher preparation program was completed through a Minnesota university or college.

When you receive the endorsement page back from Paula O’Malley, you can send it with your check of $62.70 and the rest of the application form to:

Educator Licensing Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266

Out-of-State License

If you are interested in also becoming licensed in another state, you will need to check the requirements for that state as each state is a bit different. Here is some information about licensure in states surrounding Minnesota. We have some specific information on our web site for students interested in obtaining a license in Illinois, Iowa, or Wisconsin www.winona.edu/teachered/out-of-state.asp.
Career Tips & Resources

The faculty and staff in the College of Education at WSU are committed to meeting the needs of our students as they work towards their careers. We want to provide all the information necessary to help students be competitive in the job market. Historically, WSU’s placement rate has been excellent. Our graduates have experienced great success in the job search and are highly regarded in districts throughout Minnesota, Wisconsin and beyond.

The Bureau of Labor Statistics is a valuable resource to learn more about the job outlook and salary for high school teachers and elementary teachers in the United States.

High Demand Areas

High demand areas are those licensure areas that school districts are most in need of teachers to hire. This is often because there are fewer people entering these areas of teaching and, thus, there are fewer job applicants. The Winona State University licensure areas that are currently in the highest demand in Minnesota are:

- Chemistry
- English as a Second Language (ESL)
- Mathematics
- Middle Level Science (grades 5-8)
- Physics
- Spanish
- Special Education

Other areas that have been considered to be in high demand in the past include Business Education, Life Science and Earth Science.

If you choose to enter one of the above listed areas, you might want to consider applying for the TEACH grant and the federal loan forgiveness program. These are both federal programs in which WSU participates.

Make Yourself Marketable

If you are interested in a licensure area (like Elementary Education, for example) that is not one of the high demand areas, there are still ways to make yourself more marketable. Here are a few ideas:

- Add a Mathematics or Science Middle Level minor to your licensure area
- Add a Spanish major or minor
- Add a Special Education major
- Add an English as a Second Language licensure area
- Consider participating in a travel study program while at WSU

Employment After Graduation

If you are seeking a teaching job in the state of Minnesota, the Education Minnesota and MSC Employment Network websites are good starting points.

If you are seeking a teaching job in Wisconsin, visit the Wisconsin Job Seeker website. This jobs database has listings from around the state that can be filtered by category, job type, and region.

For additional resources, WSU’s Career Services can also provide assistance in searching for a job, writing a resume and preparing for interviews.
College of Education Graduate Programs

WSU offers the following options for students interested in pursuing graduate degrees.

**Counselor Education Department**

- Addictions Counseling Certificate
- MS – Community Counseling
- MS – Professional Development
- MS – School Counseling

Dr. Mary Fawcett, Department Chair
mfawcett@winona.edu

Nadia Miranda, Office Manager
nmiranda@winona.edu or 507.457.5335

**Education Leadership Department**

- EdS – K-12 Principalship and/or K-12 Principal License
- EdS – Superintendency and/or Superintendent License

Dr. Theresa Waterbury, Department Chair
twaterbury@winona.edu or 507.457.5607

Nadia Miranda, Office Manager
nmiranda@winona.edu or 507.457.5335

**Education Studies**

- Training & Development Certificate (Business Education)

Dr. Dana Brigson
dbrigson@winona.edu or 507.457.5197

Sandy Hunter, Office Manager
shunter@winona.edu or 507.457.5360

- Rochester Teacher Education Department
  - MS – Graduate Induction Program (Elementary Education K-6 and Special Education)
  - Teacher Preparation Collaborative (Secondary Licensure Program)

Dr. Nancy Eckerson, Department Chair
neckerson@winona.edu or 507.280.2860

Sue Parks, Administrative Assistant
sparks@winona.edu or 507.285.7488

**Special Education Department**

- MS – Developmental Disabilities
- MS – Learning Disabilities

Dr. Carol Long
clong@winona.edu or 507.457.5535

Deb Ferguson, Office Manager
dferguson@winona.edu or 507.457.5535
Appendix 1: Minnesota Teacher Licensure Exam (MTLE)

Test Registration
To sign up for the MTLEs:

1. Go to the MTLE website: www.mtle.nesinc.com/
2. Click on “tests” at the top of the page, then select the specific test you want to take.
3. Follow the prompts. Always list WSU as a recipient to receive scores even if you are taking the exams after you graduate.
4. Answer “No” to the question: Are you pursuing a Minnesota teaching license through the Licensure via Portfolio option?
5. Answer “Yes” to the question: Do you wish to have your score report sent to your email address as a PDF attachment?

Note: Save the score reports to a pdf file and print a hard copy of the score reports. This option is only available for 45 days after taking the exams; there is a $10 charge to obtain score reports later. There is a 40 day waiting period before a test can be retaken.

Test Preparation
There is a considerable amount of cost involved in taking the MTLEs. So, study hard ahead of time so that you are prepared for each test.

The Basic Skills tests vary in format and time limit:
- Reading: 48 multiple-choice questions in 1 hour
- Writing: 33 multiple-choice questions and 2 written assignments in 1 hour and 45 minutes
- Math: 50 multiple-choice questions in 1 hour and 15 minutes

Some students have shared that it helps to not take all of the Basic Skills tests on one day. In order to take the tests on three separate days, you have to register for them separately. Visit www.winona.edu/teachered/prepare.asp for a complete listing of preparation materials available to you.
MTLE (MN Teacher Licensure Examinations Required-WSU Teaching Programs)

All candidates for an initial license will be required to pass the MTLE three basic skills exams (or previously passed the Praxis I Basic Skills tests prior to 9-1-2010 and become license by 2015), one MTLE pedagogy Exam (all subtests) & the appropriate MTLE content-area Exam(s) including all subtests. A composite ACT Plus Writing score of 22 or higher would fulfill the requirement of passing all three MTLE basic skills exams.

Register for the exams on the MTLE web site: www.mtle.nesinc.com. Note: for a WI license — you must pass all the MN required exams AND the additional WI Praxis II content test www.ets.org/praxis/ and the Reading Exam www.wi.nesinc.com for Special Education and Elementary majors.

<table>
<thead>
<tr>
<th>WSU Teaching Program</th>
<th>MTLE Basic Skills</th>
<th>MTLE Content Exams</th>
<th>MTLE Pedagogy Exams</th>
<th>WI Praxis II Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>Math, Reading, Writing</td>
<td>Visual Arts (all subtests); WI-ETS 0134</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>Art Content Knowledge 0134 (158)</td>
</tr>
<tr>
<td>Business Education</td>
<td>Math, Reading, Writing</td>
<td>Business Education (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Business Education 0101 (154)</td>
</tr>
<tr>
<td>Communication Arts &amp; Literature</td>
<td>Math, Reading, Writing</td>
<td>Communication Arts &amp; Literature (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>English Language, Literature, Composition 0041 (160)</td>
</tr>
<tr>
<td>Elementary K-6 with Early Childhood Education</td>
<td>Math, Reading, Writing</td>
<td>Early Childhood &amp; Elementary Education (all subtests under both tests)</td>
<td>Choose 1 Pedagogy: B-3 or K-6 (all subtests)</td>
<td>Elementary Edu. (paper) 0014 (147) OR Elementary Edu. (computer) 5014 (147)</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>Math, Reading, Writing</td>
<td>Elementary Education (all subtests)</td>
<td>Pedagogy: K-6 (all subtests)</td>
<td>Middle School content (paper) 0146 (146) OR Middle School content (computer) 5146 (146)</td>
</tr>
<tr>
<td>ML Comm., Arts, Literature-Minor</td>
<td>Math, Reading, Writing</td>
<td>Middle Level Comm., Arts, &amp; Literature (all subtests)</td>
<td>No pedagogy</td>
<td>Middle School content (paper) 0146 (146) OR Middle School content (computer) 5146 (146)</td>
</tr>
<tr>
<td>ML Mathematics- Minor</td>
<td>Math, Reading, Writing</td>
<td>Middle Level Mathematics (all subtests)</td>
<td>No pedagogy</td>
<td>Middle School content (paper) 0146 (146) OR Middle School content (computer) 5146 (146)</td>
</tr>
<tr>
<td>ML Science- Minor</td>
<td>Math, Reading, Writing</td>
<td>Middle Level Science (all subtests)</td>
<td>No pedagogy</td>
<td>Middle School content (paper) 0146 (146) OR Middle School content (computer) 5146 (146)</td>
</tr>
<tr>
<td>ML Social Studies- Minor</td>
<td>Math, Reading, Writing</td>
<td>Middle Level Social Studies (all subtests)</td>
<td>No pedagogy</td>
<td>Middle School content (paper) 0146 (146) OR Middle School content (computer) 5146 (146)</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Math, Reading, Writing</td>
<td>English as a Second Language (all subtests)</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>English to speakers of other languages 0361 (143)</td>
</tr>
<tr>
<td>Health Education</td>
<td>Math, Reading, Writing</td>
<td>Health Education (all subtests)</td>
<td>Choose 1 Pedagogy: 5-12 (all subtests)</td>
<td>Health Education 0550 (610)</td>
</tr>
<tr>
<td>WSU Teaching Program</td>
<td>MTLE Basic Skills</td>
<td>MTLE Content Exams</td>
<td>MTLE Pedagogy Exams</td>
<td>WI Praxis II Content</td>
</tr>
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</tr>
<tr>
<td>Mathematics</td>
<td>Math, Reading, Writing</td>
<td>Mathematics (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Mathematics content knowledge 0061 (135)</td>
</tr>
<tr>
<td>Music (Instrumental)</td>
<td>Math, Reading, Writing</td>
<td>Instrumental Classroom Music (all subtests)</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>Music content knowledge 0113 (150)</td>
</tr>
<tr>
<td>Music (Vocal)</td>
<td>Math, Reading, Writing</td>
<td>Vocal Classroom Music (all subtests)</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>Music content knowledge 0113 (150)</td>
</tr>
<tr>
<td>Physical Ed./DAPE</td>
<td>Math, Reading, Writing</td>
<td>Physical Ed (all subtests) Special Ed Core (all subtests)</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>Physical Ed Content Knowledge 0091 (150)</td>
</tr>
<tr>
<td>Science: Biology &amp; ML Science</td>
<td>Math, Reading, Writing</td>
<td>Life Science &amp; Middle Level Science (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>General Science 0435 (154)</td>
</tr>
<tr>
<td>Science: Chemistry &amp; ML Science</td>
<td>Math, Reading, Writing</td>
<td>Chemistry &amp; Middle Level Science (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>General Science 0435 (154)</td>
</tr>
<tr>
<td>Science: Earth &amp; ML Science</td>
<td>Math, Reading, Writing</td>
<td>Earth &amp; Space Science &amp; Middle Level Science (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>General Science 0435 (154)</td>
</tr>
<tr>
<td>Science: Physics &amp; ML Science (ML optional)</td>
<td>Math, Reading, Writing</td>
<td>Physics &amp; Middle Level Science (ML optional) (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>General Science 0435 (154)</td>
</tr>
<tr>
<td>Social Science: History</td>
<td>Math, Reading, Writing</td>
<td>Social Studies (all subtests)</td>
<td>Pedagogy: 5-12 (all subtests)</td>
<td>Social Studies 0081 (153)</td>
</tr>
<tr>
<td>Spanish</td>
<td>Math, Reading, Writing</td>
<td>World Language &amp; Culture-Spanish (all subtests)</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>Elementary Educ. (paper) 0014 (147) OR Elementary Educ. (computer) 5014 (147)</td>
</tr>
<tr>
<td>Special Education: Early Childhood</td>
<td>Math, Reading, Writing</td>
<td>Special Education Core Skills (all subtests)</td>
<td>Pedagogy: B-3 for initial license only (all subtests)</td>
<td>Middle School content (paper) 0146 (146) OR Middle School content (computer) 5146 (146)</td>
</tr>
<tr>
<td>Special Education: DD</td>
<td>Math, Reading, Writing</td>
<td>Special Education Core Skills (all subtests)</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>Middle School content (paper) 0146 (146) OR Middle School content (computer) 5146 (146)</td>
</tr>
<tr>
<td>Special Education: LD</td>
<td>Math, Reading, Writing</td>
<td>Special Education Core Skills (all subtests)</td>
<td>Choose 1 Pedagogy: K-6 or 5-12 (all subtests)</td>
<td>Middle School content (paper) 0146 (146) OR Middle School content (computer) 5146 (146)</td>
</tr>
</tbody>
</table>
Appendix 2: Professional Education Studies — Admissions Rubric

This grid is provided to show how each student is scored according to the admission criteria. The top students (highest points) are admitted each semester (110 students are admitted each semester). Criteria are subject to change in any given semester.

<table>
<thead>
<tr>
<th>I. ACADEMICS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education GPA</td>
<td>2.75</td>
<td>——</td>
<td>——</td>
<td>——</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Note: All students will be considered under their last 30 most recent credits completed (including all credits in any given semester totaling 30 or more credits). The calculation of the last 30 most recent credit must be a minimum GPA of 2.75. Students must have a C or better in pedagogy and major coursework and must have a minimum GPA of 2.75 in the pedagogy and major course to be eligible to student teach.

<table>
<thead>
<tr>
<th>II. COMMUNICATION</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr Writing (ENG 111)</td>
<td>2</td>
<td>3.0</td>
<td>3</td>
<td>4.0</td>
<td>3</td>
</tr>
<tr>
<td>3 cr Speech (CMST 191)</td>
<td>2</td>
<td>3.0</td>
<td>3</td>
<td>4.0</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. MATHEMATICS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cr Math (Math 100)</td>
<td>1</td>
<td>2.0</td>
<td>2</td>
<td>3.0</td>
<td>3</td>
</tr>
<tr>
<td>Higher Math</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. MTLE Basics Skills Exams or ACT Plus Writing Exam</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed three BS Exams or Met ACT requirement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15.00</td>
</tr>
</tbody>
</table>

**Tier 2:** Students who do not make it on the Tier 1 (top 110 scores) list will be put on a waiting list known as Tier 2—if any of the students on Tier 1 drop out, then students on Tier 2 will be contacted starting with the students who have the highest scores on Tier 2.

**Note:** Students must have all MTLE Basic Skills passed or have a composite ACT Plus Writing score of 22 or higher to be eligible to student teach.
### Information on Students in Initial-level Licensure Teacher Preparation Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year Students at Entrance to WSU</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many new entering first year students?</td>
<td>255</td>
<td>274</td>
<td>252</td>
<td>215</td>
</tr>
<tr>
<td>What is the average high school GPA?</td>
<td>3.34</td>
<td>3.34</td>
<td>3.31</td>
<td>3.34</td>
</tr>
<tr>
<td>What is the average ACT?</td>
<td>23</td>
<td>23</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td><strong>Students at Admission to Program</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many students officially admitted to teacher ed. programs?</td>
<td>We accept a minimum of 235 students per academic year.</td>
<td>3.34</td>
<td>3.38</td>
<td>3.42</td>
</tr>
<tr>
<td>What is the average WSU cumulative GPA at admission?</td>
<td>3.34</td>
<td>3.38</td>
<td>3.42</td>
<td>3.48</td>
</tr>
<tr>
<td><strong>Graduates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many graduating students?</td>
<td>232</td>
<td>247</td>
<td>253</td>
<td>271</td>
</tr>
<tr>
<td>What percent of graduating students are employed in a related field within approx. 1-yr?&lt;sup&gt;3&lt;/sup&gt;</td>
<td>62%</td>
<td>71%</td>
<td>81%</td>
<td>–%</td>
</tr>
</tbody>
</table>

<sup>1</sup>Based on WSU admissions and enrollment data. This excludes students in the Teacher Preparation Collaborative program, but includes all other initial-licensure programs.

<sup>2</sup>Based on WSU enrollment data. This includes students who were officially accepted into a teacher preparation program and started coursework in the program as majors.

<sup>3</sup>Based on WSU Graduate Follow-Up Reports. Response rates for AY 09-10, 10-11, and 11-12 were 100%, 90%, and 84%, respectively. Data collection for AY 12-13 graduates is not yet complete. More detailed information can be found at [www.winona.edu/career/graduate-followup-reports.asp](http://www.winona.edu/career/graduate-followup-reports.asp).
Candidate and Program Data at Admission to Program
(Updated 3/20/14)

Student Information at Admission to Program (Spring '13, Fall '13, and Spring '14)
Response Rate: 356/356 (100%)

Population: (Spring '13) teacher education students in EFRT 303, 304, 305
(Fall '13 & Spring '14) teacher education students in EFRT 400, 401, 460, 461 or in Rochester in RED 310 or EDUC 650

Gender Breakdown

Attended Other College/University

Place of Birth

General Academic Interest in the Following Areas

Most endorsed motivations to become interested in the teaching profession...

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Spring '13</th>
<th>Fall '13</th>
<th>Spring '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>An interest in making society better by working with (guiding) children/youth or young adults</td>
<td>98</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>An interest in children, their growth, development, and well-being</td>
<td>96</td>
<td>96</td>
<td>98</td>
</tr>
<tr>
<td>An interest in teaching/pedagogy (the art and science of presenting knowledge, skills; helping young people with discovery and learning)</td>
<td>92</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>An interest in adolescents, their growth, development, and well-being</td>
<td>91</td>
<td>92</td>
<td>90</td>
</tr>
<tr>
<td>An interest in subject matter that you could explore as a teacher</td>
<td>89</td>
<td>89</td>
<td>91</td>
</tr>
</tbody>
</table>

Note: Items were chosen based on their high response rates and repeated use across surveys over several terms.
Candidate and Program Data at Graduation  
(Updated 3/20/14)

Student Information at Graduation (Fall '12, Spring '13, Fall '13)  
Response Rate: 347/376 (92%)  
Population: Teacher education students registered to graduate in the specified term; information collected on Professional Day

<table>
<thead>
<tr>
<th>'How satisfied were you with the following aspects of your teacher preparation program:'</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your student teaching placement site</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherence between your coursework and field experiences prior to student teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of instruction in your teacher preparation courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance between theory and practice in your teacher preparation courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of field experiences prior to student teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% of people

Gender by Licensure Area

<table>
<thead>
<tr>
<th>Gender by Licensure Area</th>
<th># of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
</tr>
<tr>
<td>Early Child</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td></td>
</tr>
</tbody>
</table>

'Would you recommend your teacher education program to other prospective teachers?'

<table>
<thead>
<tr>
<th>Agree (%)</th>
<th>Fall '12</th>
<th>Spring '13</th>
<th>Fall '13</th>
</tr>
</thead>
<tbody>
<tr>
<td>My program prepared me to...</td>
<td>Effectively teach the subject matter in my licensure area</td>
<td>84</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Select instructional strategies to align with learning goals and standards</td>
<td>85</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Plan differentiated instruction for a variety of learning needs</td>
<td>74</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Effectively teach students from culturally and ethnically diverse backgrounds and communities</td>
<td>77</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Respond appropriately to student behavior</td>
<td>66</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Design instruction for English-language learners</td>
<td>49</td>
<td>63</td>
</tr>
</tbody>
</table>

Note: Items were chosen based on their high response rates and repeated use across surveys over several terms.