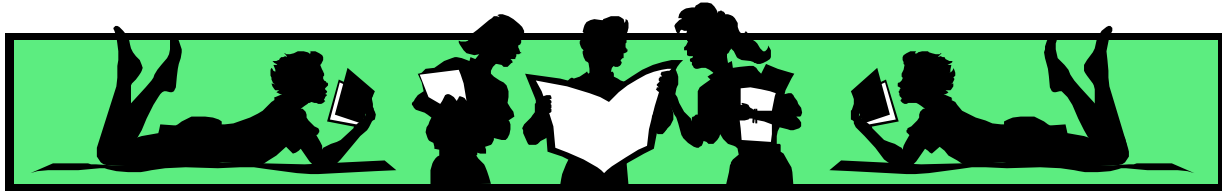


# Education & Youth Studies Handbook



Answers to your most urgent questions!

*Beloit College  
700 College Street  
Beloit, Wisconsin 53511-5595*



*Telephone: 608 363-2325  
FAX: 608 363-2194  
E-mail: [edys@beloit.edu](mailto:edys@beloit.edu)*

*Effective Fall 2011*

## Whom can I contact about teaching?

Contact a faculty member in the Department of Education for elaboration or clarification regarding requirements.

### Current Faculty

Sonja Darlington  
Professor  
[darling@beloit.edu](mailto:darling@beloit.edu)  
(608)363-2344

MI 223

William New  
Professor  
[newb@beloit.edu](mailto:newb@beloit.edu)  
(608)363-2326

MI 08

Kathleen Greene  
Associate Professor, Chair  
Certifying Officer  
[greene@beloit.edu](mailto:greene@beloit.edu)  
(608)363-2340

MI 216

Jingjing Lou  
Assistant Professor  
[louj@beloit.edu](mailto:louj@beloit.edu)  
(608)363-2078

MI 221

### Department Office

Kris Gonstead  
Secretary  
(608)363-2325

Morse Ingersoll 224  
[edys@beloit.edu](mailto:edys@beloit.edu)

Office hours: 8:00 – 12:00 Monday – Friday

### Helpful Resources

Educ. Test. Service (Praxis I & II)  
<http://www.ets.org/praxis>  
Wisconsin Dept. of Public Instruction  
<http://www.dpi.state.wi.us>  
Illinois Board of Education  
<http://www.isbe.state.il.us>  
Chicago Center for Urban Life & Culture-  
(Chicago Student Teaching Opportunities)  
<http://www.chicagocenter.org>

### Local Schools

School District of Beloit  
<http://www.sdb.k12.wi.us>  
South Beloit School District  
<http://www.southbeloitschooldistrict.org>  
Turner School District  
<http://www.fjturner.k12.wi.us>

# Table of Contents

Education and Youth Studies	3
EDYS Mission	3
EDYS Conceptual Framework	3
EDYS Learning Goals	4
Education and Youth Studies Major	5
Track One: Children and Schools	6
Track Two: Adolescence and Schools	6
Track Three: Youth and Society	6
EDYS Portfolio Assessment Program	6
Track One: Children and Schools & Track Two: Adolescence and Schools	6
Introduction	6
Deciding on License, Major, Grade Level, etc.	6
Initial Educator Licenses and Endorsements	7
Middle Childhood/Early Adolescence	7
Early Adolescence/Adolescence	7
Subject Areas	7
Broadfield Licensure Areas	8
K-12 licenses (Art, Foreign Language, Theatre)	8
Admissions Requirements	9
Admission to Beloit College Initial Educator Programs	9
Admission to Student Teaching	9
Initial Educator Licensure Requirements	9
Ninth Term Option	10
Student Teaching	11
Initial Educator Portfolio	12
Field and Career Service Teacher Placement	13
Track Three: Youth and Society	14
Appendix A: Initial Educator Portfolio Checklist	16
Appendix B: Track One, Two and Three Planning Sheet	17
Appendix C: General Education Checklist	20
Appendix D: State of Wisconsin Teacher Standards	22
Praxis Info	23

# Department of Education and Youth Studies

## EDYS Mission

The education and youth studies department is committed to an interdisciplinary program of theory and practice that promotes social responsibility through shared scholarship. Four principles define the department's curricular vision:

1. The philosophical, historical, and social foundations of the study of youth and education include an emphasis on social responsibility to diverse communities.
2. An integrated curriculum provides connections between theory and practice and among courses and programs.
3. A pluralistic approach to pedagogy explores multiple teaching and learning possibilities.
4. Participation in an educational community recognizes the significance of school/college partnerships and state, national, and international commitments.

As a faculty, we are committed to lifelong learning, professional expertise, creative thoughtful action, and the pursuit of intellectual excellence. We support ethical reflection and will work toward teaching others and ourselves to respect a global environment with limited resources. As we look to the future and observe changes at local, national, and international levels, we commit to a responsive curriculum that tries to meet the changing needs of students.

## EDYS Conceptual Framework

The curricula of the Department of Education and Youth Studies emphasize the relationship between education and the overall liberal arts orientation of Beloit College. Faculty members believe that students benefit from learning about historical, philosophical, social and political perspectives in education from examining meaningful relationships among conceptual constructs and teaching practices, and from evaluating the significance of different attitudes towards education in society. In the broadest sense, the curriculum focuses on the need for all Beloit students to become reflective individuals who understand the purpose of participating in democratic educational institutions. In more specific terms, the curriculum provides students with the background necessary to enter the teaching profession, prepare for education-related careers, and/or be admitted to graduate programs. We stress the following characteristics of our program and their relation to the liberal arts orientation of Beloit College:

1. An Education and Youth Studies major does much more than impart the pedagogical techniques of teaching math, biology, history, or reading et al.
2. An Education and Youth Studies major prepares students to understand youth, schools and the communities they serve in holistic ways through the confluence of various perspectives.
3. An Education and Youth Studies major readies majors to understand the relationship between their roles as professionals and their overall participation in democratic society—i.e., it contextualizes schools in the larger environment of democratic institutions and processes.
4. With or without licensure, Education and Youth Studies majors will graduate knowing a great deal, from multiple viewpoints, about children and adolescence and about the nature of democratic procedures and values.

## **EDYS Learning Goals**

The learning goals of the Department are closely aligned with the ten teaching standards for all initial educators as delineated in PI 34, the law regulating teacher licensure in Wisconsin. While we begin with these goals governing the teaching profession, we encourage all students to interpret the goals in light of their personal goals and aspirations. Part of the portfolio process consists precisely in this: each student articulating his or her own goals for learning and explaining what steps were taken to arrive at the destination.

### *1. Disciplinary content knowledge*

The Education and Youth Studies graduate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### *2. Development*

The Education and Youth Studies graduate understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

### *3. Diversity*

The Education and Youth Studies graduate understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

### *4. Instructional Strategies*

The Education and Youth Studies graduate understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

### *5. Motivation, Management and Leadership*

The Education and Youth Studies graduate 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.

### *6. Communication and Technology*

The Education and Youth Studies graduate uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### *7. Planning*

The Education and Youth Studies graduate plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### *8. Assessment*

The Education and Youth Studies graduate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

### *9. Reflective Practice & Professional Growth*

The Education and Youth Studies graduate is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### *10. School and Community Involvement*

The Education and Youth Studies graduate communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being.

## Education and Youth Studies Major

The EDYS major has two tracks that lead to licensure: Track One, Children and Schools and Track Two, Adolescence and Schools, includes the “wide range” licensure areas of Art, Theatre and Modern/World Languages.

**Track One:** *Children and Schools (11 units) provides preparation for the Wisconsin Initial Educator License in Middle Childhood/Early Adolescence (grades 1-8):*

- EDYS 101 or 102, 151 or 152, 204, 252, 262, 272, 282, and 302 (3\*).
- One elective unit: either one 200- or 300-level EDYS course not required above or a pre-approved upper-level course outside of second major. (Students going abroad for part of their student teaching should choose one or more EDYS 276 courses with significant international education content.)
- Writing/Communication requirement: Communication is both the medium and the message in the department’s program. Students read, write, listen, and speak as they bridge theory and practice. They compose education autobiographies, and propose and articulate their developing philosophies of teaching and learning. Students are called upon to write formally and informally, individually and collaboratively in nearly every course. From the beginning of their program until and throughout their capstone experiences, students construct comprehensive portfolios of their work, which are reviewed by department faculty.

**Track Two:** *Adolescence and Schools (11 units) provides preparation for the Wisconsin Initial Educator License in Early Adolescence/Adolescence (grades 6-12):*

- EDYS 101 or 102, 152, 204, 267, 277, 304 (3\*)
- One course chosen from the following disciplinary perspectives: EDYS 252, 262, 272, or 282.
- Two elective units: choose two 200- or 300-level EDYS courses not required above. One pre-approved disciplinary or interdisciplinary course may be taken in lieu of a departmental course. (We recommend that students intending to go abroad for part of their Student Teaching meet with their advisor to choose a course in international education as one of the required electives.)
- Writing/Communication requirement: see Track One above.

\*If student teaching abroad, the 3 units of student teaching will be split between either EDYS 302 or 304, depending on which track you declare for your education major, and EDYS 310 (Student Teaching Abroad).

**Track Three:** *Youth and Society (11 units)*

- EDYS 101 or 102, 151 or 152, 204, 296, 306, 382.
- Electives: chose two units from EDYS 234, 276. (coursework with significant international education content.)
- Choose one unit of a 200- or 300- level EDYS course not required above. One pre-approved disciplinary or interdisciplinary course may be taken in lieu of a departmental course.
- Writing/Communication requirement: see track 1 above.

## **EDYS Portfolio Assessment Program**

Every Education and Youth Studies major completes an assessment portfolio during their course of study. The portfolio process differs considerably for students in track 3 and those in tracks 1 and 2, who are preparing for licensure as educators. Further details on the portfolio process for different tracks can be found in the appropriate sections of the Handbook. Students and faculty employ a set of online portfolio and assessment tools available on Google. Students begin their portfolios during their first courses in the department, and continue until the final experiences before graduation. Portfolios are organized around learning goals, for which students are responsible to produce artifacts and explanations giving evidence of mastery of the goals.

Your portfolio is a place:

- To keep a record, and show yourself, your teachers, and prospective employers what you have learned over the course of your studies at Beloit.
- To reflect on your understanding and knowledge of education and youth, and to ask questions about teaching and learning, and about teachers and learners,
- To demonstrate that you have achieved the programs and your own learning goals and that you are ready to take the next step in your professional or academic development.
- To represent yourself in your own way. You are strongly encouraged to make this document your own, and to structure it so it reflects your goals and priorities.

Your portfolio will be a living document that, at the completion of your program, will provide good evidence that you are ready to pursue your next set of professional, academic or personal goals. Your portfolio will be assessed formally at regular intervals by faculty of the department, and will be one basis for your ongoing conversations with your advisor.

## **Track 1: Children and Schools & Track 2: Adolescence and Schools**

### **Introduction**

All licensing institutions in the state of Wisconsin have reorganized their teacher education programs in order to be approved by the Wisconsin Department of Public Instruction (DPI), code PI 34. Under the former licensing code, licensure depended upon Carnegie Units, which meant that teacher educators had to complete a certain number of credit hours for a particular license. Now, instead of counting credit hours, your license is awarded according to your performance of the Wisconsin teacher standards (see Appendix D). For you, this means you need to provide evidence that you possess the satisfactory knowledge, skills, and dispositions under all ten standards. Your evidence of successful completion of the standards will be in the form of a portfolio, which is required of every licensing candidate in Wisconsin. The five-year initial educator license is issued to those individuals who complete an approved program with institutional endorsement.

### **Do I need a license to teach and, if so, what major(s) should I study?**

Yes, to teach in the Wisconsin public schools, you need an Initial Educator License. To teach in Illinois and other states, this same license should suffice for a provisional license. Wisconsin is well known for its excellent preparation of educators. But don't take our word for it! Check online for the state in which you hope to teach and see whether you need any other courses.

For an initial educator license, you will need to register for an Education and Youth Studies (EDYS) major. Our major embodies a scholar-practitioner model in the liberal arts tradition, with the purpose of providing students with a sequence of intellectual, ethical, and practical experiences leading to a broad, integrated knowledge of youth and education. In order to teach a particular subject, even at the elementary level, you will need a second Beloit College major. To begin the process, complete a “Major Field of Concentration Card,” available from Academic Advising or from the EDYS secretary.

### **How do I know what grade level I want to teach?**

Most of our students do not know what grade level or what subject matter they want to teach when they begin taking Education and Youth Studies courses. Fortunately, you have an opportunity, while taking introductory level classes, to decide what subject matter (second major) and what grade level(s) you will want to teach. This means that in your first year, you don’t have to make these decisions. Instead, use your first year to discuss these questions with an advisor. Sign up as soon as possible to enter the EDYS department, so that you get personalized guidance.

### **Once I know what grade level I want to teach, what do I do?**

You need to choose from the two tracks in the EDYS major that lead to licensure (listed below). Students in each track take a common set of core courses and a different set of upper-level courses more specific to their interests. All students engage in extensive field experiences, including a full term of fieldwork as student teachers. Such opportunities are available locally, nationally, and internationally.

## **Initial Educator Licenses and Endorsements**

### **What kind of Initial Educator Licenses do you offer?**

Our Department of Education and Youth Studies offers licenses at three different levels: middle childhood/early adolescence (Track I – grades 1-8); early adolescence/adolescence (Track II – grades 6-12); and early childhood/adolescence (Art, Modern/World Languages, and Theatre – grades K-12).

#### *Middle Childhood/Early Adolescence* (Wisconsin DPI license code #777)

Students who complete Track I of the EDYS major will receive this license and an endorsement for teaching in their other Beloit College major, except when the other major is not an approved license area for early adolescence/adolescence at Beloit College (see next section for approved license area list).

#### *Subject Areas for Early Adolescence/Adolescence Teaching*

Students may prepare at Beloit College for teaching majors in the subject areas listed below (Wisconsin DPI license codes are listed in parentheses). We recommend pursuing broadfield licenses in language arts, science and social studies (broadfield area details discussed below). Details on specific requirements for majors in each department will be found in the Beloit College catalogue. Please meet with your advisor AND the Education & Youth Studies Department Chair and Certification Officer for DPI requirements.

\*Anthropology

Art (550)

Bilingual/Bicultural (23) [through the Chicago Center]

Biology /Life Sciences (605)

Broadfield Language Arts (310)

Broadfield Science (601)

Broadfield Social Studies (701)

Chemistry (610)

Economics (710)

English (300)

Environmental Science (606 & 615)

French (355) [K-12]

Geology/Earth & Space Science (635)

German (370) [K-12]

History (725)

Mathematics (400)

Physics (625)  
Political Science (735)  
Psychology (740)  
Russian (385) [K-12]

Sociology (745)  
Spanish (365) [K-12]  
Speech Communications (320)  
Theatre (325) [K-12]

\*Anthropology is not an approved license area, but is included in Broadfield Social Studies (see below).

### **Broadfield License Areas**

Broadfield licenses in the early adolescence/adolescence (grades 6-12; ages 10-21) licensing area are available in Language Arts, Science and Social Studies.

#### *Broadfield Language Arts*

Students completing Beloit College majors in Literary Studies, Creative Writing, or Rhetoric and Discourse will be licensed under English (300). To obtain a broadfield language arts license (301), majors in English will need to complete five courses from the subfields of journalism (Beloit College English Department, journalism minor) and communication (Beloit College Theater Department, communications major), with at least two courses in each of the two subfields. Those seeking licensure in speech/communication (320) need to complete five courses in English and/or Journalism, with at least two courses in each of the two subfields.

#### *Broadfield Science*

To obtain a broadfield science license (601), biology and environmental studies majors will need to complete five courses in the physical sciences, with at least one from each subfield (physics, chemistry, geology). Physical science majors (chemistry, physics, geology) will need to complete five courses in the other natural sciences, with at least two courses in biology and the other three chosen from environmental studies, and those physical sciences other than the student's major.

#### *Broadfield Social Studies*

To obtain a broadfield social studies license (701), students completing Beloit College majors in Anthropology, Economics, History, Political Science, Psychology, and Sociology must take five courses from at least two of the other five areas, counting no more than three courses from any one department toward the five-course requirement. Students pursuing this license are encouraged to prepare themselves to teach **history**, which is the predominant area for social studies teachers.

### **What if I want to teach Art, a Foreign Language, or Theater?**

Our Department of Education and Youth Studies will also certify you for a Wisconsin Initial Educator License in the following areas:

Art (grades K-12)  
Modern/World languages (K-12)  
Theatre (grades (K-12)

If you are interested in a licensure for art, modern language, and theatre, normally you will complete the Adolescence and Schools Track of the Education and Youth Studies major, but you must consult with your Education and Youth Studies advisor and your subject matter (second major) advisor about possible modifications and special provisions that relate to your areas of interest.

## **Admissions Requirements**

### **What are the admissions requirements to your licensure programs?**

Admission to the State of Wisconsin approved Beloit College undergraduate initial educator licensure programs requires all of the following:

- A cumulative grade point average (GPA) of not less than 2.5 on the Beloit College 4.0 scale (based on the first three semesters or more of Beloit College course work), or standing in the upper 50% of one's class.
- A completed written application form available from the Office of the Department Secretary.
- Declaration of EDYS major and program planning sheet (see Appendix B)
- A Teacher Certification Portfolio checklist on file (see Appendix A)
- State of Wisconsin General Education requirements checklist on file (see Appendix C)

*All forms are also available in the Office of the Department Secretary, M.I. 224.*

### **What are your Admission Requirements for Student Teaching?**

The courses you will complete for student teaching are: EDYS 302, 304 or 310. Prior to being admitted into student teaching, you will have to provide evidence of what you have accomplished in your course work and field experiences to date, both in your area of academic specialization and in Education and Youth Studies courses. Input from your college instructors, field supervisors, and field-based teachers will be used in making the decision (see Phase I & II of student portfolio checklist). You will need to meet all of these criteria:

- Completion of Phase II portfolio materials (see advisor or department for the latest guidelines)
- A projected grade point average of 2.75 (in the EDYS major and second major) and recommendations by methods teachers and college faculty to determine a student's level of success and retention in the program.
- Passing scores on Praxis I (Reading, Writing, Mathematics) and Praxis II (content area) tests. Both tests must be taken and passed before a placement will be made for student teaching.
- Students need to take Praxis I before entering methods courses. Students will not be admitted to any methods courses without having taken the Praxis I test.
- Students need to take Praxis II by January 1 of the year in which they plan to student teach in the fall. Students will not be placed for student teaching until they have taken and passed the Praxis II. Students opting to student teach through an approved program in spring or summer will need to have taken and passed the Praxis II nine months before their student teaching is scheduled to commence.

### **What are your Initial Educator Licensure Completion Requirements?**

- A Beloit College bachelor's degree.
- Successful completion of all requirements for licensure, which includes an EDYS major and another licensable major.
- Successful completion and approval of an initial educator portfolio (see Phase III of student portfolio checklist).

## **Ninth Term Option**

### **What if I can't complete the program in four years?**

If you plan to graduate from Beloit College and complete your licensure here, you should consult early and often with your advisor in order to satisfy all of the requirements in eight terms. Completion of graduation and education program requirements in eight terms does not appear to be easy for these reasons: all Beloit initial educator programs require a major outside of the Department of Education and all programs require the completion of "General Education" courses stipulated by the State of Wisconsin. In spite of these requirements, eight terms is enough time if your planning begins early. However, sometimes completing the program in eight terms is not possible and more time is needed. This may be due to one or more of the following factors: deciding on and declaring a major in education during your sophomore year or later, participating in a term off-campus, or electing a second major or a minor.

### **What is the Ninth Term Option and are there limitations?**

In order to accommodate those of you who need more than eight terms, the College offers a "ninth term" at a significantly reduced tuition fee. The amount varies slightly from year to year. The fee for the 2011-2012 academic year is \$1805.00.

In order to qualify,

- prior to the ninth term you must have completed at least thirty units of the thirty-one units of course work required for graduation. Tuition charges through thirty-one units will be charged at the regular tuition rate before the ninth term rate applies (That is, the ninth term rate will be added to the pro-rated regular charge for one or a fraction of one unit.). If you have completed thirty-one or more units prior to the ninth term, only the ninth term rate will be charged.
- you must use the ninth term to complete the Initial Educator Licensure requirements. The option cannot be used to reduce the number of terms that you will attend Beloit College to get a degree.

Most students use the ninth term to do student teaching. However, it is possible that student teaching could be completed during the first eight terms and other courses needed for certification are necessary via a ninth term. If you qualify for the substantially reduced tuition via the ninth term option, then you are not eligible for Beloit College gift aid during that same term. The Financial Aid Office will determine your eligibility for Federal Title IV funds (e.g., College work/study, Pell Grant, Perkins Loan, SEOG, Stafford Loan).

### **How do I apply for the Ninth Term Option?**

Early in the summer, the Department of Education reads transcripts and indicates eligible ninth term students to the offices of Accounting, Financial Aid and the Registrar. This usually occurs in mid- to late-May, but you can consult your education advisor or the department chair earlier in order to (informally) predict your status.

## Student Teaching

### Can I student teach any semester?

Student Teaching (EDYS 302, 304, 310) is offered each fall for 1-3 units and includes a seminar and supervision/administration of student teaching. ***Track One and Two students enroll in 3 units of fall student teaching (equivalent of 18 weeks of student teaching)*** based on the calendar of the student teacher placement and participate in the student teaching seminar. Students who are completing overseas student teaching normally enroll in 1-2 units of student teaching in the fall and finish overseas. (Please be aware that Wisconsin licensure requires that students complete one full and continuous semester of student teaching.) Students wishing to student teach farther than 30 miles from Beloit must petition the Department for permission. This petition should include a clear statement of the benefits to be gained from this placement, in terms of potential for

- working with diverse populations,
- for learning about, and practicing, pluralistic approaches to pedagogy and curriculum,
- for teaching in distinctive schools with distinctive cooperating teachers and pupils,
- and for community involvement.

Student teaching placements outside the Beloit-Janesville-Rockford area will be subject to an additional fee to defray transportation costs for supervision, which will be billed to the student's Beloit College account. Placements are made in consultation with the student, and we try to consider the students' needs, strengths and future plans.

Student teaching may take place in the spring/summer semesters only under the following conditions:

1. Overseas student teaching. Whenever possible Beloit College faculty will visit all overseas student teaching placements, at no additional expense to the student. In most cases, overseas student teaching placements will be made through the University of Minnesota, Morris Global Student Teach Program (<http://www.educatorsabroad.org>). Students must complete at least one unit of student teaching, with seminar on campus, before beginning overseas student teaching.

2. Completion of multiple certifications (Art/Foreign Language + MC/EA, e.g.). Supervision of up to 9 weeks of student teaching, at an additional fee, may be available and provided by Beloit College faculty/staff to students who have completed one of their certifications in the previous fall semester.

3. Domestic student teaching. Students may contract with an accredited teacher education program in another location for supervision/administration of student teaching. Students are responsible for all costs of supervision. Visits to domestic student teaching placements by Beloit College faculty will be at the discretion of the Department. Normally students must complete at least one unit of student teaching, with seminar, on campus before beginning off-campus student teaching with non-Beloit College supervision.

## Initial Educator Portfolio

### Why do I need a portfolio for licensure?

As stated at the beginning of this packet, your portfolio is the means by which you will be eligible to be licensed to teach in Wisconsin public schools. Therefore, the only way to receive a license is for you to document that you have successfully met all of the requirements related to the ten Teacher Standards (Appendix D). Fortunately, you are not expected to complete your portfolio by yourself; rather, the faculty members in the EDYS department will provide you with many opportunities in your classes and field experiences to help you. However, it is your responsibility to keep track of your documents, so that all of the materials are completed when you have finished your EDYS major and have passed the department requirements for licensure. (See Appendix A for more detailed information)

The framework in the portfolio checklist form explains the kinds of information and documentation gathered about student learning and achievements that we use to assess student knowledge, skills and dispositions at each phase of a student's progress through our program and curricula. Upon declaration of a major this form becomes part of a student's advising folder and is updated regularly. The "artifacts" indicated in the left column along with reflections on the relationship between the artifacts and the department's learning goals are stored electronically. The right column represents the documented history of a student's progress through the program, including artifacts such as transcripts, scores from the required PRAXIS I and II examinations, supervisor observations of fieldwork, etc.

An assessment portfolio is a place to:

- keep a record, and show yourself and your teachers what you have learned over the course of your studies at Beloit.
- reflect on your understanding and knowledge of teaching, and ask questions about teaching and yourself as a teacher.
- demonstrate that you have achieved the program's learning goals and you are ready to become a teacher.
- prepare yourself to enter the teaching profession, and all that entails.

The learning goals of the Department of Education and Youth Studies at Beloit follow the Wisconsin Teaching Standards, which are the foundation for evaluation of teaching at every level of professional development in the State. They are very similar to national and other state teaching standards, and will give graduates a good foundation for understanding professional expectations.

For each of the Department learning goals -- which are aligned with both WI and INTASC teaching standards -- students are required to provide at least one artifact (with a contextualized explanation) for each learning goal for the last two phases of our programs: Learning to Teach (200-level "methods" courses), and at least one artifact from Student Teaching (302, 304, and 310). Your reflections should demonstrate your understanding of the standard and explain the relationship between your artifact and the teaching standard in question.

You are welcome to include more than the required 2 number of artifacts for each standard. You are also welcome to use the same artifact for more than two different standards, as long as your reflection bears on the particular standard. Your portfolio must be submitted for evaluation prior to student teaching, and then again prior to licensure. You may submit your portfolio for review at any time to your advisor. The portfolio is assessed before official acceptance into student teaching (includes methods level artifacts) and again at the completion of student teaching; generally at the end of April and end of December.

**When I'm done with the program and have graduated, what then?**

If you have successfully completed all the requirements for licensure and want to apply for an initial educator's license, check online for the license application forms for the state in which you will be teaching. The form for Wisconsin (PI-1602-IS) can only be downloaded from the Wisconsin Department of Public Instruction's website at <http://dpi.wi.gov/forms/pdf/fl602-is.pdf> (the department secretary does not have them).

**Where can I find out about teaching jobs?**

The Liberal Arts in Practice Center will work with you in exploring, assessing and securing career-related opportunities. Staff and resources support student and alumni efforts to understand a values-interest-skills paradigm, which should be viewed as complementary to a liberal arts education. The Liberal Arts in Practice office provides a combination of counseling, education, and direct service.

The department maintains a small listing of job announcements (on our bulletin board in MI) sent to us from local districts, which we forward to the Liberal Arts in Practice Center. Their staff welcomes the opportunity to help you in your job search. Stop in and see them! They are located on the corner of College and Emerson Streets and are open M-F from 8:00 AM – 4:30. Set up a time to meet with one of their counselors by calling 363-2673.

**Any last words of advice?**

Yes, we are pleased that you have read this far and hope that you are not discouraged by all of the requirements that have been explained in the previous sections. The EDYS department depends on students like you to share your enthusiasm and learning with public school pupils, teachers, and staff. We are eager to support you in your mission to bring quality liberal arts perspectives into the classroom and we will do everything we can to make your teaching experience worthwhile. Give us a chance to help you progress through the Initial Educator License, by keeping us up-to-date about your career plans. Remember to seek advice! Meeting your dreams and expectations is what we can do together.

## Track 3: Youth and Society

### Why should I study Youth and Society?

In our major, this track is for those individuals who are interested in the broad topic of education and youth and in specializing in a particular area (e.g., early childhood education, social work, exceptionality, museums, library and media, coaching, policy and law, history, philosophy, psychology, etc.). This track is also for those students who see themselves in professional careers and/or graduate school and want a major, which has room for self-designing some of the major.

### What will coursework look like?

To begin, you will be taking foundations courses (i.e. EDYS 101 or 102, 150 or 151, and 204), which are multi-disciplinary perspectives on education and youth. Your electives will be in your area of interest (e.g., international education, comparative education, ESL/BE, policy and law, religion, children and/or adolescent literature, gender, methods of teaching, service learning, women's studies, or a special project). The methodology for this major will be multi-disciplinary and both quantitative and qualitative (e.g. case studies, statistical analyses, ethnographies, narrative analysis, philosophical investigation, action research). Upon completing your foundation electives and methods, we offer three upper level options: fieldwork (a 3-unit internship), a semester abroad or a domestic program based on your area of interest, or three units of 300-level coursework in another area of concentration. Finally the completion of a major in Education and Youth Studies: Track Three includes a senior thesis (1 unit). The EDYS: Youth and Society major requires 11 units total, with at least 8 in EDYS courses. (Fieldwork = 100-120 hours/unit)

### What sets this major apart from all the other possibilities at Beloit College?

Our Track Three is a significant opportunity for the following reasons:

- flexibility and opportunity to focus on your specific interest in Education and Youth Studies
- distinctiveness in the experiential dimension of your coursework
- possibility for international or domestic study based on your interest
- interdisciplinary and/or multi-disciplinary in the focus of your coursework
- creativity in developing your self-designed portfolio
- diversity in your career and graduate school options

### What have your recent graduates accomplished with a Track Three focus?

We have students who are now attorneys, lawyers, social workers, teachers in international schools, alternative education professionals, special education teachers, media specialists, certified teachers, coaches, and corporate executives.

### Describe the self-designed portfolio?

The self-designed portfolio will center on your interpretations of the Department learning goals and how you have met these goals through your coursework and related experience. Your portfolio will include samples of your work (artifacts), and explanations of their meaning to you and their connection to your learning goals, at all levels of your study, from your first foundations course to your senior thesis. Your portfolio will be a living document that, at the completion of your program, will provide good evidence that you are ready to pursue your next set of professional, academic or personal goals. Your portfolio will be assessed formally at regular intervals by faculty of the department, and will be one basis for your ongoing conversations with your advisor.

## **Can you describe some examples of students' foci that are in Track Three?**

### Sample #1: Policy concentration

Foundations: EDYS 102, 152, 204

Methods: EDYS 296

Electives: EDYS 234, 276

Research methods: EDYS 296

Off-Campus experience: Washington semester with field placement in local school district

Senior thesis: EDYS 382

### Sample #2: Early Childhood

Foundations: EDYS 101, 151, 204

Research methods: EDYS 296

Electives: EDYS 256, 267, upper-level PSY course in development

Field work: EDYS 306 (3 units) – internship in early childhood program on a Native American Reservation

Senior thesis: EDYS 382

### Sample #3: Coaching

Foundations: EDYS 101, 152, 204

Electives: EDYS 276, 267

Research methods: EDYS 296

Concentration: coaching courses (3 units) with experience in training room

Senior thesis: EDYS 382

EDYS Portfolio Checklist

**Student Portfolio**

**Departmental Portfolio**

Items from student's course work, field experience, or other experiences:

Items for student's permanent folder in the Department:

Phase I: <i>Admission to Department</i>		Signature: _____ Date: _____	
Requirement	Date Completed	Requirement	Date Completed
1. Philosophy Statement (e.g. 101/102)		13. Department Planning Sheet	
2. Assessment Project (e.g. 151/152)		14. GPA of 2.5 (declaration card)	
3. Field Experiences Journal (e.g. 101/102/204)		15. EDYS Department Application	

Phase II: <i>Admission to Student Teaching</i>		Signature: _____ Date: _____	
Requirement	Date Completed	Requirement	Date Completed
4. Research/ Case Study (e.g. 252, 262, 272, 282, 267 & 277)		16. Letter of progress/acceptance from Department of EDYS	
5. Curriculum Project (e.g. 252, 262, 272, 282, 267 & 277)		17. Two written observations of teaching during field experiences	
6. Evidence of Media/Communication ability		18. Passing scores on Praxis I & II	
7. Summary of Teaching Experiences (Pre-Student Teaching)		19. Projected GPA of 2.75 (semester before full-time student teaching)	
		20. Letter of recommendation in the content area	

Phase III: <i>Certification and Graduation</i>		Signature: _____ Date: _____	
Requirement	Date Completed	Requirement	Date Completed
8. 300-level research/projects		21. Four observations of student teaching	
9. Philosophy Statement revisited		22. Midterm (incl. stu.) & final evaluations by Cooperating Teacher	
10. Resume		23. Completed checklist of General Education Requirements	
11. Exit interview during student teaching semester		24. Exit GPA 2.75	
12. Addition to Department email list		25. License Application (optional)	

**Track One: Children and Schools  
Planning Sheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

Major \_\_\_\_\_ Program \_\_\_\_\_

Student Teaching Date(s) \_\_\_\_\_ Date of Graduation \_\_\_\_\_

**Track One: Children and Schools (11 units)**

When offered	Course No.	Foundations/Conceptual Framework
Yearly	101	Education in a Democratic Society <b>OR</b>
Yearly	102	Alternative Education Perspectives
Spring	151	Learning, Motivation, & Children's Development
<b>Spring</b>	204	Diversity & Youth Studies
(see Beloit College Catalog)	1 elective	EDYS 276, 382 or other upper-level course not required above, or a pre-approved upper-level course outside of second major. (Students going abroad for part of their student teaching should choose one or more EDYS 276 courses with significant international education content.)

When offered	Course No.	Methods/Curriculum, Instruction, Assessment
Spring	252	Developing Mathematical Reasoning & Numeracy
Fall	262	Exploring Language, Literature & Literacy
Fall	272	Investigating the Natural World
Spring	282	Encountering Social & Historical Worlds

When offered	Course No.	Student Teaching/Praxis
Fall	302	Student Teaching: Elementary/Middle (3 units)

Year

\_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer

Year

\_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer

Year

\_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer

Year

\_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer

Year \_\_\_\_\_

Notes/Comments:





## Appendix C

Student: \_\_\_\_\_

Class: \_\_\_\_\_

### General Education Requirements for Teacher Certification

For each of the following, you must provide evidence of having completed

- a course (for at least .5 unit of Beloit College credit), or
- a relevant extra-curricular experience (at least 60 hours).

Your advisor must authorize courses satisfying requirements and extra-curricular experiences. All extra-curricular experiences must be completed and authorized prior to the beginning of student teaching. After that, only college coursework can be used to satisfy requirements. Please work closely with your advisor in planning how to address these requirements.

#### 1. Mathematics

[Any Mathematics or statistics course]

Course (title, number):	Semester:
Advisor:	Date:
Extra-curricular experience (title):	
Extended description attached?	Semester(s):
Advisor:	Date:

#### 2. Biological sciences

[Any biology, course with a lab can be combined with #4 below if cross-listed with environmental studies] i.e.:  
Environmental biology, marine biology

Course (title, number):	Semester:
Advisor:	Date:
Extra-curricular experience (title):	
Extended description attached?	Semester(s):
Advisor:	Date:

#### 3. Physical sciences

[Any physical science with a lab can be combined with #4 below if cross-listed with environmental studies] i.e.:  
*chemistry, geology, astronomy, physics, environmental chemistry*

Course (title, number):	Semester:
Advisor:	Date:
Extra-curricular experience (title):	
Extended description attached?	Semester(s):
Advisor:	Date:

#### 4. Environmental studies

[Any course in environmental studies; geology if it's cross-listed with environmental studies]

Course (title, number):	Semester:
Advisor:	Date:
Extra-curricular experience (title):	
Extended description attached?	Semester(s):
Advisor:	Date:

**5. Social studies**

[Met through EDYS major]

**6. American or European history**

[Recommend an American or European history course, but the requirement is met by EDYS (101 or 102 – partial), 282, and 382]

Course (title, number):	Semester:
Advisor:	Date:
Extra-curricular experience (title):	
Extended description attached?	Semester(s):
Advisor:	Date:

**7. Non-western history or contemporary culture**

[Recommend a non-western history or contemporary culture course, but the requirement is met by EDYS 101, 102, 204, 282, 276, Beloit College domains and skills requirements]

Course (title, number):	Semester:
Advisor:	Date:
Extra-curricular experience (title):	
Extended description attached?	Semester(s):
Advisor:	Date:

**8. The humanities, including literature**

[FYI, Classics, Comp. Lit., English, Mod. Lang. & Lit., and Phil. & Rel.]

Course (title, number):	Semester:
Advisor:	Date:
Extra-curricular experience (title):	
Extended description attached?	Semester(s):
Advisor:	Date:

**9. Fine arts**

[Art, Music, Theatre, or Dance]

Course (title, number):	Semester:
Advisor:	Date:
Extra-curricular experience (title):	
Extended description attached?	Semester(s):
Advisor:	Date:

**10. Written communication**

[Met through College requirements]

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

**1. Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

**2. Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**4. Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

**5. Teachers know how to manage a classroom.**

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.

**6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**7. Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**8. Teachers know how to test for student progress.**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

**9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

**10. Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

## WHAT - Praxis I: Pre-Professional Skills Tests (PPST)

In an effort to provide the state with a quality teaching force, the Wisconsin Department of Public Instruction must assure that teachers demonstrate a minimum level of basic skills competency. To that end, Wisconsin Administrative Code PI 34.14 (1) (a) 1 requires that students applying for admission to their **initial** Wisconsin professional education (licensure) program demonstrate competency in communication skills (I.E. READING, WRITING, AND MATHEMATICS) prior to admission. The tests approved by the state superintendent for this purpose are the Pre-Professional Skills Tests or PPST in reading, writing and mathematics.

### WHO MUST TAKE THE PRAXIS I?

**All students** planning to enroll in their initial professional education (licensure) program in Wisconsin colleges, universities or alternative programs are required to pass the Praxis I: PPST in Reading, Writing, and Mathematics. The Praxis I is required for admission to all professional education programs. The tests are usually taken during the first or second year of undergraduate work depending on the institution of higher education's policies. ***Praxis I should be taken and passed within the 1<sup>st</sup> year of declaring the major, and must be taken and passed in the spring prior to student teaching.***

**Teachers** applying for teaching licenses in Wisconsin who complete professional education programs after August 31, 1992 at colleges and universities located in other states, are required to submit to the Department of Public Instruction passing scores on the Praxis I: or on equivalent basic skills tests required by their professional education programs or states.

### WHERE ARE THE TESTS GIVEN?

The *Praxis I* computer-based tests are offered by appointment through a national network of Prometric™ Testing Centers (many Prometric Testing Centers are located inside Sylvan Learning Centers) and selected institutional sites. Visit [Computer-based Test Centers](#) for the locations near you. Refer to the *Praxis Registration* website for all information on paper and pencil PPST test centers and dates.

## WHAT - Praxis II: Subject Assessments

Wisconsin requires students who complete their professional education programs after August 31, 2004 to take the *Praxis II*: Subject Assessment specified by the state for their license area(s) in order to qualify for a state education license. All state approved professional education programs in Wisconsin require student assessments of content knowledge (in most license fields) that are determined by passing scores on the *Praxis II*: Subject Assessments as approved by the state superintendent. This includes programs offered at colleges and universities as well as alternative training, experimental and innovative programs. Each Wisconsin professional education program establishes by policy when the tests must be completed within its education program sequence. ***The appropriate Praxis II test(s) must be passed in the early spring prior to student teaching.***

### WHO MUST TAKE THE PRAXIS II CONTENT TESTS?

**All students** who complete a professional education program after August 31, 2004 must take the *Praxis II*: Subject Assessments required by Wisconsin for their license area in order to qualify for a state education license. It is important to note that no candidate may be waived from taking the required *Praxis II* test for her or his license area. This includes all scenarios of program completion including but not limited to:

- Educators licensed prior to September, 2004 returning to complete a license program in a new subject;
- Educators licensed prior to September, 2004 returning to complete programs to add on age levels that were not covered by their previous licenses;

- All educators who complete initial licensing programs after August 31, 2004 and all subsequent programs (that require a Praxis II test) they complete;
- Students completing licensing programs at the undergraduate and graduate levels;
- Students completing licensing programs as special students.

### WHEN AND WHERE ARE THE PRAXIS TESTS GIVEN?

The paper-based *Praxis I*: PPST Assessments and *Praxis II*: Subject Assessments are given in the same locations (colleges) around the state seven times per year. The locations and test dates are listed in the [Test Center List](#). **As test centers are limited in seating, it is important to register early to insure you will be able to secure a spot.**

### Important Issues for Middle Childhood Through Early Adolescence (MC-EA) Regular Education Candidates

Wisconsin Middle Childhood-Early Adolescence (MC-EA) teaching candidates are required as part of their program to complete a state approved minor. Each college/university identifies the minors it offers for this license and which ones are licensable based on its program approval. Candidates with approved licensable minors in mathematics or computer science, language arts areas, social studies areas and science areas are covered by the *Praxis II* Middle School Content Knowledge test required of all MC-EA program candidates and therefore are not required to take the *Praxis II* in those specific categories. They will obtain a license to teach regular MC-EA and in their minor at the MC-EA level. Candidates minoring in the following areas who wish to be certified at the MC-EA level in those minors must take the corresponding Praxis II test: foreign language, English as a Second Language, health, or theatre.

### **HOW DO I PREPARE AND REGISTER FOR THE TESTS?**

Test dates, registration procedures, fees, and forms are listed on the *Praxis* website and are also included in the [The Praxis Series 2009-10 Information Bulletin](#). You may register online or complete and mail in the [Praxis Registration Form](#). ETS offers a multitude of [test preparation materials](#) you may purchase to enhance your performance on the tests. The ETS website also provides test descriptions and content, sample questions with answers, and test-taking strategies. The department has no involvement in the ETS assessment process itself and all questions of that nature should be directed to ETS.

#### *The Praxis Series*

Educational Testing Service

P.O. Box 6051

Princeton, NJ 08541-6051

Telephone: 1-609-771-7395 Toll Free 1800-772-9476

Website: <http://www.ets.org/praxis/>

### **WHERE TO GET ADDITIONAL INFORMATION**

To obtain information about Wisconsin's approved professional education preparation programs or about certification contact:

#### [Teacher Education, Professional Development and Licensing Team](#)

Wisconsin Department of Public Instruction

125 South Webster Street

P.O. Box 7841

Madison, WI 53707-7841

Telephone: 1-800-266-1027

E-mail: [licensing@dpi.wi.gov](mailto:licensing@dpi.wi.gov)