



10 Sped Student Handbook

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10 Sped Program

The 10 SPED program is a Wisconsin DPI approved alternative route to special education teacher certification. Students who successfully complete this program will be eligible for the following Wisconsin teaching certification:

- Early Childhood Special Education (birth – grade 3) *or*
- Cross Categorical Special Education (K-12).

Students will be evaluated during this program on the Wisconsin DPI 10 Teaching Standards.

The ten teacher standards for teacher development and licensure are:

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Assessment of Statutory Requirements throughout the 10 Sped Program

The 10 Sped Program ensures that students are assessed on the following statutory requirements: communication skills, human relations and professional dispositions, pedagogical knowledge, content knowledge, and clinical program that demonstrate proficiency in the Wisconsin 10 Teaching Standards. The table below identifies the evidence and timeframe of the assessments.

Statutory Requirement	Evidence	When Assessed
Assessment of communication skills	Passing grade in student teaching as evidenced by a proficiency rating of 3 or higher on each of the 10 Teaching Standards as evaluated by the Cooperating teacher and Supervisor	Student Teaching
Assessment in human relations and professional dispositions	Proficiency rating of 3 or higher on final Disposition Evaluation	EDWN 608
Assessment of content knowledge	Content course GPA 3.0 or higher or passing Praxis II score Passing grade in student teaching	Student Teaching
Assessments of pedagogical knowledge	Passing grade in EDWN 608 (methods, planning, instruction, and assessment)	EDWN 608
Assessment of performance in clinical program	Passing grade in student teaching as evidenced by a proficiency rating of 3 or higher on each of the 10 Teaching Standards as evaluated by the Cooperating teacher and Supervisor	Student Teaching

Saint Mary's University Partnership and Dual Enrollment

Educate-WI partners with Saint Mary's University of Minnesota (SMU) to offer graduate level courses. Embedded within the online 10 Sped Program application, students will be provided a link to apply to Saint Mary's University. Upon submission of application materials to both Educate-WI and Saint Mary's, students become dually enrolled.

The 10 Sped program meets the Wisconsin DPI special education teacher certification requirements and the partnership with Saint Mary's University allows students to earn graduate credit and have access to financial aid if the student chooses to apply for the Master of Arts in Education - Wisconsin program. Official transcripts and financial aid disbursement are provided by Saint Mary's University of Minnesota

Saint Mary's University of Minnesota will accept 12 credits earned in the 10 Sped Program to apply toward the 33-credit master's degree program.

Timeline to Complete

The 10 Sped program includes four semesters and takes approximately 18 months to complete. Each of the three semesters of coursework is four months long. Students attend 9-weekend (Zoom) sessions over the course of a calendar year. During the last semester of the program, students are required to student teach and follow the school district calendar during that semester (Fall or Spring).

Location of Classes

Courses are offered in a blended format which includes online and face-to-face components. The face-to-face portion of each semester is held via Zoom.

Program Structure

New cohorts begin each January, May, and September. Application deadlines for each semester are December 1, April 1, and August 1 (respectively). See the class schedule on the Educate-WI website for upcoming cohort dates.

10 Sped Coursework

Semester I *EDWN 605 Special Education Law and Effective Practice* is a 3-credit blended course which meets face to face during Sessions 1, 2, 3 and 4 on Fridays 6:30- 9:30 pm and Saturdays 8:00 am - 3:00 pm.

Semester II *EDWN 606 Individual Development* is a 3-credit blended course which meets face to face during Sessions 5, 6 and 7 on Fridays 6:30 - 9:30 pm and Saturdays 8:00 am -3:00 pm. This course includes reading instruction.

Semester III *EDWN 608 Academic and Behavior Management for the Child with Disabilities* is a 3-credit blended course which meets face to face over during sessions 8, 9 and 10 on Fridays 6:30 - 9:30 pm and Saturdays 8:00 am -3:00 pm. This course includes methodology, lesson plan development, instruction, and assessment.

Semester IV - *EDWN 612 Student Teaching* is a 3-credit practicum experience. Students choose up to 3 school districts where the student teaching will take place and our placement coordinator works with the districts in priority order to set up the placement. Students must student teach full days for a full semester with a licensed special education teacher who has volunteered to be a cooperating teacher, has taught for at least three years and has been in the district for at least one year. Cooperating teachers are required to complete and MOU which verifying completion of Educate-WI cooperating teacher modules. Student teaching occurs during the school year only (Fall or Spring) and follows the cooperating school district calendar. Students who are working under an emergency permit/license, may student teach on the job. *A criminal background check is required prior to student teaching.

Student Teaching Requirements

Pre-Student Teaching Requirement

Two pre-student teaching experiences are required during the typical school year. One placement must be in a K-8 setting and the other placement in a high school setting if pursuing Cross Categorical Special Education. For

students pursuing Early Childhood Special Education, one placement must be in a K-3 special education setting and the other placement in a 3K/4K special education setting. The placements will be set up with two different cooperating special education teachers who volunteer to serve as a cooperating teacher, have a valid Wisconsin teaching license, have at least three years special education teacher experience, with at least one year in the current district and verify that they have completed Educate-WI cooperating teacher modules. Students will meet with the cooperating teacher, observe the classroom, collaborate with the cooperating teacher to create a lesson plan, teach the lesson plan, assess student learning, and make necessary adjustments. Students must demonstrate proficiency on each of the 10 Teaching Standards per the pre-student teaching evaluation, as rated by the Educate-WI supervisor before progressing to the next pre-student teaching experience placement. The second placement will occur at the developmental level that was not addressed during the first placement. The requirements for the second placement will be the same as the requirements for the first placement. Students must demonstrate proficiency in both pre-student teaching placements before they can be eligible to student teach.

Student Teaching Requirement

Student Teaching is the capstone experience in the Educate-WI 10 Sped Program. Students are expected to implement content knowledge, apply pedagogical skills, and demonstrate a professional disposition for teaching during the student teaching experience. Students may student teach on the job if hired by a school district under a Tier I license with stipulations. If the student wishes to withdraw for any reason during the student teaching experience, the student must contact the 10 Sped Program Administrator immediately.

Duration of the Student Teaching Placement

Students seeking an **initial special education license** must student teach full days for a full semester and demonstrate proficiency as evidenced by a minimum score of 3 on each of the 10 Teacher Standards as evaluated by both the cooperating teacher and Educate-WI supervisor. The cooperating teacher evaluates the student two times during the placement. The Educate-WI supervisor evaluates the students 3 times during the placement, with at least one of the evaluations being in person. For those students who are placed in a district on a trimester schedule, the student must student teach for 18 weeks.

Students seeking an **additional license in special education** must demonstrate proficiency at the development level within a 9-week timeframe. Both the cooperating teacher and supervisor evaluate the student teacher one time each. Students must demonstrate proficiency as evidenced by a minimum score of 3 on each of the 10 Teacher Standards as evaluated by both the cooperating teacher and Educate-WI supervisor.

Student Teacher Roles and Responsibilities

Initial license seeking students are required to student teach full days for a full semester. Students must adhere to the cooperating school district calendar and remain at school for the scheduled day. Absences must be approved by the cooperating teacher's administrator and the Educate-WI program director. The student teacher will gradually assume the role of the cooperating special education teacher at a pace that is comfortable for both with the goal of teaching full days. The student teacher will collaborate with the cooperating teacher to develop engaging lesson plans, instruct, and assess student learning. Student teachers are expected to engage in all related faculty meetings and participate in IEP meetings and any other additional responsibilities and duties of the cooperating teacher.

The student teacher must be willing and able to make the time commitments needed for a successful student teaching experience. If a conflict arises, the student teacher must initiate support from the cooperating teacher and/or Educate-WI supervisor. It is important to remember that cooperating teachers volunteer to take on the responsibility of having a student teacher in their classrooms, as such, they are considered the leader in the classroom. It is expected that student teachers follow through on recommendations made by the cooperating teacher and/or Educate-WI supervisor. If the student teacher experiences challenges that cannot be resolved with the support of the cooperating teacher and/or supervisor, then a conference will be held with the program director, cooperating teacher, student teacher and Educate-WI supervisor to clearly identify the issues and create an action plan for resolution. If challenges persist, the student teaching placement may be terminated.

Mandated Reporting

Any school employee who has reasonable cause to suspect that a child seen by the person in the course of professional duties has been abused or neglected or who has reason to believe that a child seen by the person in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur shall, except as provided under subs. (2m) and (2r), report as provided in sub. (3)

More information regarding the requirements for professional ethics and responsibilities can be accessed at <https://docs.legis.wisconsin.gov/statutes/statutes/48/XXI/981>

Responsibilities of the Cooperating Teacher

The cooperating teacher must meet the following Wisconsin Department of Public Instruction requirements:

- Hold a valid Wisconsin Teaching License in special education
- Have at least three years teaching experience and at least one year in the district of placement
- Volunteer to serve as a cooperating teacher
- Have administrator approval to serve as a cooperating teacher
- Verify completion of the Educate-WI cooperating teacher modules

The cooperating teacher agrees to observe, support, and evaluate the student teacher's development of skills in the area of content knowledge, pedagogical skills, and disposition for teaching during the semester long placement. cooperating teachers will engage in ongoing formative assessment and feedback through regular discussions with the student teacher. The cooperating teacher is required to submit two formal evaluations based on classroom observation during the semester of placement. The cooperating teacher is required to conference with the student teacher and the Educate-WI Supervisor at least three times throughout the semester and more if needed.

Responsibilities of the Educate-WI Supervisor

The Educate-WI supervisor will be assigned to a student by the Educate-WI Program Administrator. The supervisor can elect to serve in the role of the supervisor at the time of the placement request. The supervisor must observe and evaluate the student teacher at least three times throughout the semester placement (one time for additional license seeking candidates). If more evaluations are needed, those must be scheduled accordingly. Supervisors must also conference with both the cooperating teacher and the student at least three times throughout the semester (one time for additional license seeking candidates). If a student is

experiencing difficulty demonstrating proficiency on one or more of the 10 Teacher Standards, then the supervisor will work with the student by recommending specific strategies that the student can refer to when setting goals to improve his/her performance on a standard. If a student is required to set goals for one or more standards, the supervisor must notify the cooperating teacher and program director.

Required Tests

There are four tests that *may* be required to be eligible for a Wisconsin special education teacher license. The four tests are: Basic Skills Tests, Content Knowledge Tests, Foundations of Reading Test, and the Assessment of Pedagogical Knowledge.

IMPORTANT NOTE: When you register for these tests, please include Educate-WI as a recipient of your test scores. The institution number for Educate-WI is #1390. Test fees are not included in the cost of tuition.

Basic Skills Test

Students must demonstrate proficiency in reading, writing, and math is demonstrated by either:

- A 2.5 GPA or higher on your bachelor's degree
- An average grade of C or better in math and writing courses

or

- Passing scores on the CORE reading (156), writing (162), and math (150) tests

Passing scores on the Praxis I reading, writing, and math tests, the ACT, SAT, or GRE can be used in lieu of the CORE tests, but must have been taken within 10 years of admission to the program.

Test	Test Information	Passing Score
Praxis I (Reading #5713)	https://www.ets.org/praxis/register/dates_centers/	156
Praxis I (Mathematics #5733)	https://www.ets.org/praxis/register/dates_centers/	150
Praxis I (Writing #5723)	https://www.ets.org/praxis/register/dates_centers/	162
ACT Plus Writing	https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/writing-test-prep.html	Composite score of 22 and combined English/Writing score of 20
ACT Test (Reading)	https://www.act.org/	Composite score of 23 and Minimum sub score of 20
ACT Test (English)	https://www.act.org/	Composite score of 23 and minimum sub score of 20
ACT Test (Math)	https://www.act.org/	Composite score of 23 and Minimum sub score of 20
SAT (Critical Reading)	https://collegereadiness.collegeboard.org/sat	510
SAT (Writing)	https://collegereadiness.collegeboard.org/sat	480
SAT (Math)	https://collegereadiness.collegeboard.org/sat	520

GRE (Verbal Reasoning)	https://www.ets.org/gre/revised_general/about/	150
GRE (Quantitative Reasoning)	https://www.ets.org/gre/revised_general/about/	145
GRE (Analytical Writing)	https://www.ets.org/gre/revised_general/about/	3

See <https://www.ets.org/praxis/about/core/content/> for more information. If you already hold an initial teaching license, you are exempt from the Basic Skills tests.

Content Knowledge/Praxis II

Students must demonstrate proficiency in content knowledge related to their certification area(s). Proficiency can be demonstrated by either:

- 3.0 GPA or higher in language arts, math, science, and social studies courses as demonstrated on official transcripts (courses not related to these subject areas will not be considered); or
- Praxis II - Passing scores as established by the State Superintendent on content knowledge exams for certification in Early Childhood or Cross Categorical Special Education.

Certification Area	Test	Passing Score
Early Childhood Special Education	Praxis II Elementary Education: Content Knowledge (5018)	157
Cross Categorical Special Education	Praxis II Middle School: Content Knowledge (5146)	146

Praxis II Test Information

<https://www.ets.org/praxis/wi/requirements>

- [Help with Praxis II Tests](#)
- [Accommodations for Test Takers with Disabilities](#)
- [Accommodations for non-native speakers of English](#)

Praxis Tips and Resources

- [Online Practice Tests](#)
- <http://www.studyguidezone.com/praxistest.htm>
- [Search Wisconsin Libraries for Praxis Test guides](#)
- [A participant found this to be helpful for the writing test](#)

These tips and resources below were supplied by teacher educators and students who took a PRAXIS II exam. Several months before you plan to take the Praxis II:

- Audit a class if you know you are weak in that subject.
- Study high school or college textbooks from appropriate grade levels and subjects.
- Use the [ETS website](#) to find study materials and tips on taking the PRAXIS II exams.

- Use the Advanced Placement web site review test items from specific content areas: <http://www.collegeboard.com/student/testing/ap/about.html>
- Use the GED study materials on Test Prep Review web site: <http://testpreview.com/>
- Request [accommodations](#) for the actual ETS test if needed: extra time for non-native speakers and those with special educational needs.

During the exam:

- Focus on your areas of strength and try to get as many answers correct in those areas. Spend the remaining time on the weak area(s) again try to get as many correct.
- In most questions, two of the responses can be eliminated using logic and any background the student knows. Eliminate unlikely answers and use logic to choose the answer.
- Use the margins in the exam booklet to work problems or jot down what is already known.
- Some students with test anxiety are finding relaxation techniques helpful when taking the test.
- If you experience distractions, you have the right to ask the proctor to fix the problem:
 - talking during the test
 - allowing the whole group to take a break together
 - allowing test takers to leave early
- Proctors should write the start time on the board - if they do not, write the time on the test book yourself.
- If a student cannot finish the test, they should pick one letter (a, b, c, or d) and use the same answer all the way down the column.
- General test-taking strategies
 - When studying any test preparation materials be sure that you are familiar with each choice under a multiple-choice test question. Chances are, the question will change but the responses (i.e., A, B, C, D, etc.) will remain the same.
 - Study sample test questions out loud with someone else who is taking the same test. You may find that you learn additional strategies for taking the test and you will also become familiar with the formal language of the test.
 - Keep up on current events.
 - The History Channel offers many programs on anthropology, archeology, world history, American and world history, and geography.

Tips from an experienced teacher who took and passed the Praxis II.

Following are the steps I used to prepare for the Praxis II. These steps worked for me; I cannot say they will work for others:

- Order the test prep book from ETS.
- Go through the outline that is presented in the study guide and assess the individual areas that are strengths and weaknesses.
- Do a cursory review of the information that is considered strong-easily remembered. Do not spend a great deal of time on these areas, just enough to keep the information mentally organized.
- Go on to the areas identified as weak. Take each area and correlate it with an upper level high school text or a textbook from a 100-200 level college course. Read the chapter in the text that covers the weak area. Do the review questions/problems in that chapter to determine understanding. If questions/problems are difficult, go back and reread the chapter.

- Continue doing this until all weak areas have been covered.
- At the end, a few days before the test will be taken, review all the items in the study guide to make sure everything has been covered.
- Do not obsess. Relax a day before the test is to be taken. Go out and do something fun.
- On the night before the test, get a good night's sleep, have a good breakfast, and arrive at the test site with two number two pencils and anything else you are permitted to have. Be confident of your abilities and knowledge.
- On the day of the test, read each question and possible answers carefully. Some of the wording can be tricky. Do the questions that are easy first. If a question is too difficult, skip it and go on to the next question. Make sure to leave the answer space blank so it can be revisited later. Continue through the test doing the easy questions first. When all the questions have been covered, go back to the difficult questions that need to be answered and slowly, carefully try to answer them. This technique allows you to get through all the questions before the test is over. By not skipping the difficult question early in the test and spending too much time on it, you may not get to an easy question that is later in the test because you ran out of time.
- Finally, when all the questions have been answered, take a deep breath, relax, and go back over the whole test. Reread each question to make sure that something was not misread and answered incorrectly.
- When the test is completed, walk out the door and decompress.
- From my personal experience, the test that I took was 120 minutes in length and I took about 70 minutes to go through the test the first time answering only the easy questions. Then I spent another 20 minutes going back to the difficult questions that were unanswered. Even after the second reading, there were probably 4-6 questions that were essentially guesses. Finally, I spent around 10 minutes skimming the rest of the test. I did catch a couple of errors from rereading the questions a second/third time.
- In preparation for the test, I would estimate that I spent around 60 hours reviewing. On a few areas that gave me more difficulty, I did go to the Internet to see if there were better explanations available. Since I was teaching full time, I felt I had to balance my studying with my job and family needs. Therefore, I would usually read a chapter a night, spending maybe an hour to an hour and a half each night. Once school was out, I was able to spend a little more time each day preparing.

Foundations of Reading Test (FoRT)

Students seeking certification as a special education teacher must pass the Foundations of Reading Test to be eligible for licensure.

Test	Passing Score
Foundations of Reading Test (FoRT)	240

Learn more about the Foundations of Reading Test here: <http://www.wi.nesinc.com/>

Help with the Foundations of Reading Test

- Test Framework and Study Guide

- Foundations of Reading Test Study Guide
- Free online course, offered through UW.
(UW enrollment is not required. Under "UW affiliation" - type "education.")
- Video - Chris Nicholas Boosalis
- Beating Them All! Thirty Days to Magic Score on Any Elementary Literacy Instruction Exam for Teacher Certification
by Chris Nicholas Boosalis. A good companion to his free YouTube lectures.
- Free Practice Test Appendix
- Free Flashcards: Foundations of Reading CT and MTEL: Foundations of Reading
- Free Study Guide
- Text Book: MTEL Foundations of Reading Exam Secrets Study Guide
- FORT Terms
- <https://dpi.wi.gov/tepdl/pathways/content-test>
- <http://www.readingrockets.org/>
Can put vocab words in the search engine for deeper understanding.
- Put Reading First
- Tips for Open Response Items

If you hold a lifetime license that does not have any stipulations, the Foundations of Reading Test is not required.

NOTE: Educate-WI has been approved by DPI to offer a FoRT Alternate Assessment. The FoRT Alternative Assessment is embedded in semester II, EDWN 606 curriculum. When the student passes semester II, they have passed the FoRT Alternative Assessment.

edTPA

The edTPA (Teacher Performance Assessment) is a portfolio-based performance assessment and is required by all applicants for Initial Teacher licensure in WI after September 1, 2015. The general requirements of the edTPA are to 1. Plan a learning sequence of 3-5 consecutive lessons (or 3-5 hours of teaching in a block); 2. Create associated instructional materials; 3. Provide copies of student assignments and assessments; 4. Provide feedback on student work-for selected students and 5. Provide unedited video recorded instruction.

To learn more, go to <http://www.edtpa.com/>

There are three tasks in the edTPA:

1. **Planning:** Each of these tasks are linked using academic language and an analysis of the student's own teaching.
2. **Instruction:** Each task requires the creation and submission of authentic artifacts (lesson plans, instructional materials, video recording of teaching, student assessments with teacher candidate feedback).
3. **Assessment:** Each task required a detailed, thorough examination of the teacher candidate's own teaching effectiveness through written commentaries.

edTPA	Passing score
Early Childhood Special Education	38
Cross Categorical Special Education	38

- [DPI link to edTPA](#)
- [Superintendent Tony Evers video](#)
- <http://www.edtpa.com/>
- [EdTPA Mythbusters](#)
- http://www.edtpa.com/PageView.aspx?f=GEN_Prep.html

If you already have an initial teaching license, you are exempt from the edTPA.

NOTE: Educate-WI has been approved by DPI to offer an alternative to the edTPA, The Assessment of Pedagogical Knowledge.

Assessment of Pedagogical Knowledge

The Assessment of Pedagogical Knowledge is embedded in semester III, EDWN 608 curriculum. When the student passes semester III, they've passed the Assessment of Pedagogical Knowledge.

Student Support Services

Advisement

Academic advising in the 10 Sped Program is a process that includes developing student relationships with the purpose of guiding the student towards the achievement of his/her educational, career, and personal goals. Students are assigned an advisor, who is also their cohort instructor in the program, at the start of the program. Within two weeks of the first weekend face-to-face session, advisors will contact students to review the student handbook and learn more about the student's personal, professional and career goals to better be able to support the student in obtaining needed support services including job assistance. The advisor will be available throughout the program to support the student through completion of the program. Advisors help students make the most of their 10 Sped Program experience by helping students develop a better understanding of educational and career goals as related to their interests, skills, and abilities. Advisors encourage students to be self-reflective, to think critically about their skills and dispositions, to seek out resources, and to become strong advocates for themselves. Advisors are assigned according to the following:

Advisor Name	Cohort Start	Cohort Location	Maximum Advisor: Advisee Ratio
Alan McCutcheon	May	Zoom	1:28
Erin Schiltgen	January	Zoom	1:28
Ann Marie Markon	September	Zoom	1:28

Personal, Professional, and Career Counseling and Information

In partnership with Saint Mary's University of Minnesota (SMUMN), 10 Sped students can access career counseling through the Career Services and Internship Office at Saint Mary's University of Minnesota (SMUMN). The SMUMN Career Services Office offers programs, activities, and resources to assist students in preparing for your career after program completion. This includes personal, professional and career counseling, career information, and job placement information.

Go to <http://csi.smumn.edu/> to learn more about the services offered through SMUMN or contact:

Career Services and Internships

507-457-6995

Internships: internships@smumn.edu

Career services: careerservices@smumn.edu

**Educate-WI students are not eligible for internships.*

Office Location/Hours

70 Griffin Hall

Monday–Friday: 8 am to 4:30 pm

Mailing Address

Saint Mary's University of Minnesota

Career Services and Internships Office

700 Terrace Heights #6

Winona, MN 55987-1399

Wisconsin special education job postings can be accessed at Wisconsin Education Career Access Network (WECAN) <https://wecan.education.wisc.edu/#/> or by checking a school district or employment agency's website for employment opportunities specific to that agency or organization.

Career Information and Job Placement Assistance

10 Sped students are also encouraged to contact the Educate-WI office for specific license-related questions and support about career services and job placement assistance:

Linda Maitrejean, Ed.D.

Program Director

1482 St. Croix Avenue, Ste 2

New Richmond, WI 54017

Office Hours Monday–Friday 8:00 am to 4:30 pm

715-246-6555

linda@educate-wi.com

Tutoring Services

The Saint Mary's Writing Centers offer students writing assistance associated with classroom assignments and career preparation.

The [Twin Cities Writing Center](#) assists graduate students with writing assignments, APA, résumés, and word processing. Services are available both online and in person.

La Salle Hall, Room 128

Twin Cities Campus

Hours: By appointment Monday–Thursday 10 am to 6 pm, Friday 10 am to 5 pm, Saturday 10 am to 3 pm

Twin Cities Writing Center

Saint Mary's University of Minnesota

2500 Park Ave.

Minneapolis, MN 55404-4403

612-728-5154

tcwrite@smumn.edu

If additional support is needed, please contact the 10 Sped Program Director:

Linda Maitrejean, Ed.D.

Program Director

1482 St. Croix Avenue, Ste. 2

New Richmond, WI 54017

Office Hours: Monday–Friday 8:00 am to 4:30 pm

715-246-6555

linda@educate-wi.com

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning, Access Services Coordinator, as early in the semester as possible to arrange a confidential discussion about your need for accommodations:

Access Services

174 LaSalle Hall

Twin Cities Campus

612-728-5120

accessservices@smumn.edu

10 Sped Program Fees (Subject to Change without Notice)

Deposit \$500 - Due one month prior to the semester start (non-refundable)

Semester I \$3,400 Tuition due on/before the 15th of the second month of Semester I

Semester II \$3,400 Tuition due on/before the 15th of the second month of Semester II

Semester III \$3,400 Tuition due on/before the 15th of the second month of Semester III

Semester IV \$3,400 Tuition due on/before the 15th of the second month of Semester IV

Financial Information

Financial Aid is available through our partnership with Saint Mary's University of Minnesota. As part of the 10 Sped application process, students must complete an application to Saint Mary's University of Minnesota. On that application, students will select that they choose to enroll in Saint Mary's University of Minnesota Master of Arts Degree in Education - Wisconsin program. *Only students who enroll in the master's program are eligible for financial aid. A student may opt to complete the Saint Mary's University of Minnesota master's program after completing the 10 Sped Program. Students must complete an [online FAFSA form](#) and include the Saint Mary's University of Minnesota Code 002380. When the financial aid is awarded from Saint Mary's University of Minnesota, the student is issued a check directly from Saint Mary's University of Minnesota and must, in turn, pay Educate-WI for tuition in order to remain in good standing in the program.

10 Sped Program Admission Requirements

The following minimum requirements must be met:

1. Applicant must have a Bachelor's Degree (BA/BS), Juris Doctor Degree (JD), Doctor of Medicine in Dentistry Degree (DMD) or Doctor of Dental Surgery Degree (DDS) from an accredited college: or university or a foreign credential evaluation that verifies the equivalent to a BA/BS degree in the U.S.
 - a. Students with transcripts from universities located outside of the United States, the United Kingdom, Ireland, New Zealand, Australia, and Canada (except for the Quebec Province) are required to take and pass English proficiency testing with minimum scores established by Saint Mary's University. More information about English Language Proficiency Exams can be found here: <https://www.smumn.edu/admission/graduate/international-students/apply>
2. Applicant must demonstrate proficiency in reading, writing and math by any of the following:
 - a. a transcript review provides evidence of an overall grade of C or better in math and writing courses OR
 - b. an earned 2.5 GPA in their bachelor's degree program

If students have been previously denied enrollment due to the inability to meet former admissions requirements, their files will be reviewed to determine if they now meet admissions requirements, and, if so, they will be contacted about eligibility. GPA admissions requirements may be waived for up to 10% of students based on cohort enrollment. The 10% waiver applies to exit GPA as well.

Application Requirements for the 10 Sped Program

Candidates interested in applying for the 10 Sped Program must submit the following:

1. A **Cover Letter** which describes your interest in the program and becoming a special education teacher.
2. A **transcript** that provides evidence that you hold a Bachelor's Degree (BA/BS), Juris Doctor Degree (JD), Doctor of Medicine in Dentistry (DMD) or Doctor of Dental Surgery Degree (DDS) from an accredited college: or university or a foreign credential evaluation that verifies the equivalent to a BA/BS in the U.S. You will need to request that an official transcript, that includes the date your degree

was conferred on, be sent by the University either through the mail or electronically through their parchment service to the 10 Sped Program in order for you to be admitted to the program.

3. A **Resume** that includes verification of a current DPI license or permit as a teacher or a substitute teacher or have been issued a DPI permit allowing you to teach in an area of high need. The license or substitute permit requirement may be appealed if you have worked or are working as an aide and hold the appropriate DPI license. Applicants who do not possess any pre K-12 DPI teaching license will be expected to provide evidence of 2 or more years of related child based experiences (Head Start, Certified Day Care, At-Risk tutoring, youth counseling, Juvenile Treatment facilities or other youth-oriented vocation). A minimum of 2 years of educationally relevant experiences. Experiences in a pre-K-12 setting are preferred. (This can include the 6 months of student teaching through the program)
License or Permit Exceptions: The two-year experience requirement may be appealed if your degree was awarded after you spent at least two years on-the-job in your field of study. Please include the job experience on your resume and on the online application.
4. **Two Letters of Recommendation** from current employers/supervisors who can provide evidence to support your qualifications as a potential program participant are required.
5. Students must be **accepted at Saint Mary's University of Minnesota** to be admitted to this program.
6. Enrollment Fee.

A **Criminal Background** Check with no conviction or plea bargain for crimes which may impact school children and/or the maintenance of a safe and healthy school. The first criminal background checks will be conducted upon completion of the application process and prior to the first class meeting. The second criminal background check is conducted prior to student teaching.

How do I Apply?

There is a two-step process to apply for the 10 Sped Program. You must apply to **both** 10 Sped and Saint Mary's University of Minnesota.

Step 1 - Create an Educate-WI account and complete the online application for the 10 Sped Program.

Step 2 - Complete the online application for Saint Mary's University of Minnesota.

When your application has been accepted by Saint Mary's University of Minnesota (SMUMN), you will receive an email from SMUMN that will include your SMUMN Student ID number. You will need to enter your SMUMN Student ID number into your student account on the Educate-WI website. This verifies that you have been accepted at SMUMN.

You will NOT need to register for courses through SMUMN - you will be automatically registered upon successful submission of your 10 Sped application.

Admission to Student Teaching

Students are eligible for student teaching upon successful completion of all coursework and two pre-student teaching experiences.

Program Completion and Applying for Licensure

After students have successfully completed the student teaching experience, a review of program requirements is conducted to ensure the student has passed all courses, passed student teaching, passed all tests, and paid all program fees. After completion of the program is verified by the Certifying Officer, student licensing information will be sent to DPI. At that time, students will receive an email from the 10 Sped Program Administrator indicating that they have successfully met all program requirements. Directions on how to apply for license through the Wisconsin Department of Public Instruction Educator Licensing On-Line (ELO) will be included in that email.