WISCONSIN DPI LICENSE BASED ON EQUIVALENCY STANDARDS-BASED PATHWAY

READ THIS ENTIRE HANDBOOK BEFORE YOU BEGIN THE LBE PROCESS

The purpose of the Wisconsin Department of Public Instruction (DPI) License Based on Equivalency (LBE) standards-based assessment process is to provide another pathway to a Wisconsin teaching license for people with teaching experience directly related to the license being sought. This process is intended for individuals who have not completed an educator preparation program recognized for Wisconsin licensure. A potential candidate may be a private school educator, an educator who has completed an alternative route preparation program outside of Wisconsin, or an educator who has received licensure directly through a state agency via a certificate program or equivalency process in another state.

The Wisconsin DPI LBE process is based on performance and designed for applicants to substantiate proficiency in the Wisconsin educator standards. To obtain a Wisconsin teaching license through the LBE process, applicants must provide evidence of the following:

1) A bachelor's degree from an accredited college or university;
2) A subject-area major or the equivalent of a major directly related to the licensure sought, if applying for licensure at the early adolescence to adolescence (EA-A) or early childhood to adolescence (EC-A) developmental levels;
3) Three years of teaching experience directly related to the developmental level and subject of the licensure sought;
4) Basic skills, content knowledge, and pedagogical knowledge demonstrated through assessments prescribed by the state superintendent;
5) Competence in Wisconsin Teaching Standards 1 though 8 as demonstrated by a passing score on the edTPA and the appropriate content knowledge test(s);
6) Competence in Wisconsin Teacher Standards 9 and 10; and
7) Satisfaction of requirements required by Wisconsin statute and administrative rule.

This handbook should be used as a guide to apply for a Wisconsin teaching license via the LBE pathway. Applicants who follow the step-by-step directions carefully will increase the likelihood that their applications are complete and accurate.

The application for licensure via the LBE pathway has two parts. Each part comprises a separate application that is submitted for review. The license is issued upon satisfactory completion of both Part 1 and Part 2 of the LBE process.

Part 1: In the first part of the LBE application, applicants establish eligibility to use the LBE pathway by documenting a bachelor's degree, a content major or major equivalent (when required), teaching experience, basic skills, content knowledge, and pedagogical knowledge. A license application fee of $100 is assessed to process the application and complete the eligibility review.

Part 2: Applicants who pass the eligibility review are invited to move on to the second part of the LBE process. In this stage applicants address Wisconsin teaching standards 1 through 8 by posting a passing score on the edTPA, which is an assessment that establishes a teacher candidate's ability to teach effectively. Applicants also submit materials to demonstrate competence in Wisconsin teaching standards 9 and 10 and the statutory requirements for their licensure area. A license application fee of $150 is assessed to process the application and complete the portfolio review.

All LBE applications are final. Applicants who wish to make changes in an application must redo the entire part (Part 1 or Part 2), resubmit all materials, and pay the fee again.

All materials submitted as part of a Wisconsin DPI LBE application are retained by the DPI and cannot be returned to applicants.

The LBE pathway is subject to changes in statutory requirements and administrative rule. Therefore, requirements, processes, and fees may change at any time. The DPI LBE web site and this handbook will provide the most current information about the LBE pathway

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WISCONSIN DPI LBE APPLICATION PART 1: ELIGIBILITY
Step-by-Step Instructions

READ THIS ENTIRE HANDBOOK BEFORE YOU BEGIN YOUR LBE PART 1 APPLICATION

To ensure the likelihood of your application being complete and accurate, follow these instructions carefully.

Part 1 of the Wisconsin DPI LBE application process requires that you provide documents that establish passing scores on required tests, an appropriate degree, and required teaching experience. Some applicants will also be required to submit evidence of a content major or its equivalent. After taking required tests and collecting required documents, you will complete your Part 1 application by using the Wisconsin Educator Licensing Online (ELO) license application system. The directions below outline the steps to take. Follow them carefully.

Step 1: Determine the license you are applying for.
Use Appendix A of this handbook to identify the teaching licenses available in Wisconsin through this pathway and Appendix B to review the requirements for each license.

Select only one license. Choose carefully to ensure that it is the one that best fits your education and experience. Contact the DPI at licensing@wi.dpi.gov or 608-266-1027 for assistance in selecting the appropriate license.

Step 2: Take appropriate tests.
Part 1 of the LBE process requires that you post passing scores on a test of basic skills, a content knowledge test, and, for some licenses, the Wisconsin Foundations of Reading test. Review Appendix C for the tests required in the licensure area you are seeking. Obtain score reports for each test. Do not have score reports sent to the DPI by testing agencies. You will be required to upload score reports into the ELO system later in the application process.

Step 3: Obtain transcripts.
Part 1 of the LBE process requires that you verify a bachelor's degree from a regionally accredited college or university. To determine if the institution that granted your degree is regionally accredited, go to: http://ope.ed.gov/accreditation. Obtain transcripts that indicate your bachelor's degree. If you also need to demonstrate that you have a content major (see Step 4 below) or have completed an educator preparation program (see Step 5 below), obtain necessary additional transcripts as well. You will be required to upload transcripts into the ELO system later in the application process.

If your degree is from a foreign college or university, you also must submit a foreign credential evaluation from one of the foreign credential services recognized by Wisconsin. The credential review must show the equivalence of a U.S. bachelor's degree. This evaluation takes some time, so you are encouraged to begin the process well in advance of submitting your LBE Part 1 application. See http://tepdl.dpi.wi.gov/licensing/non-us-applicants for a list of credential evaluation services. You will be asked to upload the foreign credential service evaluation, if appropriate, into the ELO system later in the application process.

Step 4: Complete major equivalence worksheet, if required.
Applicants for licenses at the EA-A and EC-A developmental levels must have a major or the equivalent of a major in the content area of the license.

PI 34.01(32) states that "*major* means a field of study in which a student completes an academic specialization as part of an approved program leading to a license."

If you are applying for a license at the EA-A or EC-A developmental levels and have a major in the area of licensure sought, your transcript should show this. For instance, an applicant for an EA-A license in math would have a math major or an applicant for an EC-A license in theater would have a theater major. If your transcript indicates your major, you do not need to do anything for this step.

If you are applying for a license at the EA-A or EC-A developmental levels and do not have a major in the content area of the license, complete a major equivalence worksheet which demonstrates that you have the equivalent of a major based upon coursework, training, and experience. As you complete the worksheet, provide as much detail as possible to enable a reviewer to determine whether you do indeed have the equivalent of a major. General or unclear statements may not be helpful. Major equivalence worksheets can be found at http://tepdl.dpi.wi.gov/licensing/dpi-lbe. You will be asked to upload the major equivalent worksheet, if appropriate, into the ELO system later in the application process.

Step 5: Describe educator preparation programs, if applicable.
Those applicants who have completed educator preparation programs are invited to enhance their applications by describing these programs and submitting documentation of program completion. Possible programs include: traditional educator preparation programs completed in another state; alternative-route programs provided in other states and based upon portfolio review, content testing, or other certification procedures; educator preparation provided by professional organizations; or other nontraditional educator preparation.

Complete the Educator Preparation Program form, available at http://tepdl.dpi.wi.gov/licensing/dpi-lbe, to describe any relevant educator preparation program in which you participated. You may complete more than one form if you have participated in more than one educator preparation program.

If applicable, obtain additional documents that may demonstrate successful completion of any program that you have described on an Educator Preparation Program form. Such documentation could be provided by transcripts, certificates of completion, score reports, state licenses, or other evidence of successful program completion. Combine the Educator Preparation Program form and supporting documents into one file. You will be asked to upload this file, if appropriate, into the ELO system later in the application process.

Step 6: Complete the Context of Teaching Experience form.
Complete the Context of Teaching Experience form, available at http://tepdl.dpi.wi.gov/licensing/dpi-lbe, to provide a description of your teaching experience. This will assist reviewers in understanding how your teaching experience prepares you to teach at the developmental level and in the content area of the license for which you are applying. You will be required to upload this form into the ELO system later in the application process.

Step 7: Obtain verification of your teaching experience.
Please read the following carefully to ensure that your teaching experience is appropriate for the license you are applying for. Three years of teaching experience is required for application through the Wisconsin DPI LBE process and will be used to meet the student teaching requirement provided by administrative code. This experience must meet the definition of teaching provided in PI 34.01(59) of the Wisconsin Administrative Code.

> PI 34.01(59) provides this definition of teaching: "*Teaching* means improving pupil learning by planning instruction, diagnosing learning needs, prescribing content delivery through classroom activities, assessing student learning, reporting outcomes to administrators and parents and evaluating the effects of instruction."

Teaching experience may be in public, private, or charter schools. Those applying for a license at the EA-A or EC-A developmental level may use teaching in postsecondary or workplace settings if it applies directly to the content area of the license and meets the definition of teaching above. See Appendix B to determine the teaching experience required for the license for which you are applying.

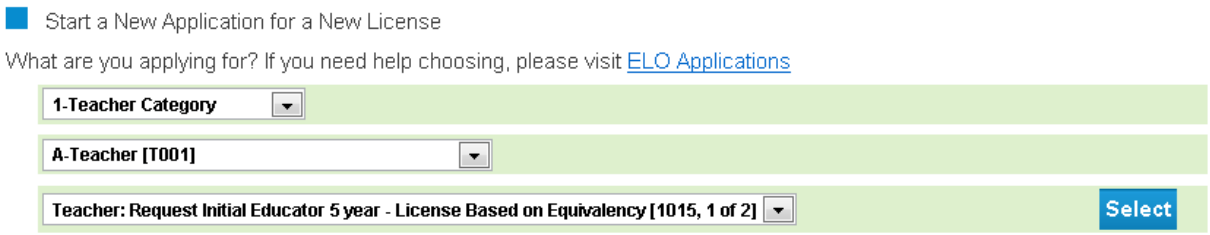
Send the employment verification form, Form PI 1613, available at http://tepdl.dpi.wi.gov/licensing/supplementary-forms to an employer who can verify your teaching experience. Do this for each position you will enter in the ELO system as evidence that you meet the teaching experience requirement for the Wisconsin DPI LBE process. Obtain the completed and signed PI 1613 form(s) from employers and scan them into your computer. If you have multiple forms, scan them into one document. You will be required to upload the document into the ELO system later in the application process.

Step 8: Create a Web Access Management System (WAMS) ID.
Go to https://on.wisconsin.gov/WAMS/home and click on the link for *Self Registration.* Follow the steps to create an ID that will be necessary to use the ELO system.

After completing Steps 1 through 8, you are ready to use the ELO system. Directions and links for the system are found at http://tepdl.dpi.wi.gov/licensing/elo.

Step 9: Create an account in the ELO system.
After passing all required tests for the licensure area you are seeking and collecting all relevant materials described in Steps 3 through 8, go to ELO system at http://tepdl.dpi.wi.gov/licensing/elo and register. Then log in.

Step 10: Begin your application.
You will see three pull-down menus, which are illustrated in the example below. Indicate that the category of license sought is "Teacher," the license type is "Teacher [T001]," and the application is "Teacher: Request Initial Educator 5 Year – License Based on Equivalency [1015, 1 of 2]." Click on "Select." Then follow the prompts to enter your name and additional personal information.



Answer the questions on the next screen to determine whether you have selected the appropriate application type.

Step 11: Enter information about your bachelor's degree.
Follow the prompts in the ELO system to provide information about your bachelor's degree.

Step 12: Enter information about your educator preparation program.
Provide information about any program that led to endorsement for an educator license. For some applicants, this information will be the same as the information entered in Step 11 because they received their bachelor's degree and their educator preparation at the same college or university. However, other applicants will have different information for these two steps because they did not receive their educator training at the school where they received their bachelor's degree.

Applicants who have not completed an educator preparation program should enter Wisconsin DPI LBE, Madison, Wisconsin, as the program and provide information about the license sought in the remaining spaces that require information. Any dates may be entered for program start and end dates. This information will not affect your eligibility for licensure through the Wisconsin DPI LBE pathway.

Step 13: Select the license you are applying for.
Follow the prompts in the ELO system to select the license you seek through the LBE process. Select only one subject and developmental level.

Step 14: Answer additional questions.
The next screen will ask questions about your eligibility for a veterans' fee waiver, about phonics training, and about the Wisconsin Foundations of Reading Test. Reply to each one.

Step 15: Describe your teaching experience.
Follow the prompts in the ELO system to provide information about teaching experience that is relevant to the license for which you are applying. Review the information at Step 7 to ensure that you enter information appropriate to your LBE application. For every entry on this page, you should have obtained a Work Experience Verification form. (See Step 7.)

Step 16: Upload documents.
A pull-down menu will prompt you to upload these items:

- Context of Teaching Form – Submit a completed Context of Teaching form.
- Ed Prep Pgm Description – Submit a single file consisting of the Education Preparation Program Description form and supporting documents, if applicable.
- Major Equivalent Worksheet – Submit a major equivalent worksheet if required to do so.
- Non-Wisconsin Educator License – Submit copies of any teaching licenses that you currently hold from another state, if applicable.
- Test Score #1 – Submit score reports for your tests of basic skills.
- Test Score #2 – Submit score report(s) for your content knowledge test(s)
- Test Score #3 – Submit score report for Foundations of Reading Test, if required
- Transcript #1 – Submit a transcript verifying your bachelor's degree.
- Transcript #2 – If you have a foreign credential evaluation, submit it here.
- Transcript #3 – Most applicants will not submit anything here. However, if you have additional transcripts relevant to this application, submit them here.
- Work Experience Verification – Submit Form PI 1613 to document teaching experience. If you have more than one completed PI 1613 form, submit all as one multi-page document.

Step 17: Provide conduct and competency information.
Provide conduct and competency information, required of all applicants for a Wisconsin teaching license, when prompted. Have fingerprints submitted if required to do so. See information on fingerprinting at
http://tepdl.dpi.wi.gov/backgroundchecks/completing-the-fingerprint-requirement.

Step 18: Pay.
Provide payment information. The cost is $100.

When Your Part 1 Application is Complete
A review of your Part 1 application will occur and you will be notified of your status at that time. In most cases, you will be contacted by email. We anticipate a six-to-ten week review time for most applications. Only applicants who pass the Part 1 review are invited to go on to Part 2 of the LBE process.

WISCONSIN DPI LBE APPLICATION PART 2: EDTPA AND MATRIX REVIEW
Step-by-Step Instructions

REVIEW THIS ENTIRE HANDBOOK BEFORE YOU BEGIN YOUR LBE PART 2 APPLICATION

To ensure the likelihood of your application being complete and accurate, follow these instructions carefully.

Part 2 of the Wisconsin DPI LBE application process requires that you provide documents to establish a passing score on the edTPA, competence in Wisconsin Teaching Standards 9 and 10, and satisfaction of Wisconsin statutory and administrative requirements. After passing the edTPA, completing the Part 2 matrix, and collecting the evidence you have listed on the matrix, you will complete your Part 2 application by using the Wisconsin Educator Licensing Online (ELO) license application system. The directions below outline the steps to take. Follow them carefully.

Step 1: Pass the edTPA.
A passing score on the edTPA is required for Part 2 of the LBE process.

As described by its developers at Stanford University,

> The edTPA consists of a multiple measure assessment system that documents teaching and learning in a 3-5 day learning segment for one class of students. The edTPAs are subject-specific with 17 separate versions for Early Childhood, Elementary, Middle Childhood and Secondary licensure areas. The specific records of practice (evidence) in the edTPA consist of artifacts of teaching (lesson plans, video clips of instruction, student work samples) and reflective commentaries, which justify the professional judgments underlying the teaching and learning artifacts. (https://scale.stanford.edu/teaching/edtpa)

Information about the edTPA can be found at www.edtpa.com. Because this assessment is complex, rigorous, and extensive, LBE applicants are encouraged to review these materials carefully and allow ample time to prepare for and complete the edTPA assessment.

The edTPA requires applicants to work with a class of students at the developmental level and content area of the license they are applying for. The teaching component of this assessment requires a minimum of three days, although applicants are strongly encouraged to complete the edTPA with a class that they have worked with for a longer period of time. Those applicants who do not have their own classroom will need to find a classroom setting for their edTPA that is comparable to a clinical setting from an educator preparation program. A guiding question in determining the appropriateness of an edTPA teaching setting might be: If I were in a traditional teacher education program at a local college or university, could I do my student teaching in this setting?

The classroom portion of the edTPA must be video recorded. Information about the process is available at www.edtpa.com.

Applicants must follow the rules for video recording of the school or district in which it is done. In addition, applicants must have signed letters either giving or denying permission for inclusion in the video recording from:

- The parents or guardians of all students in the classroom who are under age 18.
- All students in the classroom who are age 18 or older and legally competent to give permission.
- The teacher of record for the classroom where the video recording will take place.
- Any other adults (paraprofessionals, therapists, etc.) present in the classroom during the video recording.
- The administrator of the educational setting in which the video recording takes place.

Appendix G provides permission letters for these purposes.

The first page of Appendix G provides guidelines for getting permission. Read this page, sign it, and upload it into your Part 2 ELO application when prompted to upload "Video Recording Guidelines Form." Print and copy the remaining permission letters as needed, distribute them to relevant parties, and collect them after they have been signed by *all* adults involved and the parents/guardians of *all* students involved. Save these letters indefinitely in your own files.

The edTPA is completed using a handbook of detailed steps and procedures. Use the handbook which applies to the developmental level and subject area of the license applied for. See Appendix D to determine the appropriate handbook for your licensure area.

After thoroughly reviewing the information about edTPA at www.edtpa.com, register for the assessment by clicking on the tab labeled *Candidates.* The following details will assist you with registration:

- When asked what system you are using, select Pearson ePortfolio System.
- When asked to select an assessment, choose a handbook appropriate for the licensure area you are seeking, as indicated in Appendix D of this handbook. You will have to retake the assessment and pay the fee again if you use the wrong handbook.
- When asked for your educator preparation program, select Wisconsin DPI.

Please note that once you register for the edTPA, you will have 18 months to submit it for scoring.

Passing scores for the edTPA for LBE applicants are:

- For edTPA assessments having 15 rubrics, the passing score is 39.
- For the edTPA assessment with 18 rubrics (Elementary Education-Literacy with Math), the passing score is 46.
- For the edTPA assessment with 13 rubrics (World Language), the passing score is 33.

These passing scores are subject to revision by the State Superintendent.

After completing your edTPA, obtain an original score report. You will be required to upload it into the ELO system later in the application process.

Step 2: Document competence in Wisconsin Teacher Standards 9 and 10.
Familiarize yourself with Wisconsin Teacher Standards 9 and 10 and with the indicators of competence in these standards, which can be found on the Part 2 Matrix, available at http://tepdl.dpi.wi.gov/licensing/dpi-lbe. Follow these steps carefully to demonstrate competence in Standards 9 and 10.

a. Select evidence.
   i. Select evidence that verifies you are competent in Wisconsin Teaching Standards 9 and 10. Select only the most relevant evidence; you are encouraged to select 3 to 5 pieces for each standard.
      1. Evidence may include: documentation of professional experiences, evidence of professional learning and reflection, data analysis, lesson plans, student work samples, and any other documents that explicitly demonstrate competence in the standard. Provide the most specific information possible; for instance, if you learned about something in a course, provide specific evidence of what you learned rather than merely listing a course name and number.
      2. Be sure to address dispositions as well as performances and essential knowledge. If you wish, you may submit a disposition survey completed by a supervisor as part of the evidence; this is an option but is not required. The DPI Critical Disposition Survey aligned with the Wisconsin Teacher Standards can be found at http://tepdl.dpi.wi.gov/licensing/dpi-lbe.
      3. IMPORTANT: Redact all identifying information from evidence documents to ensure that the names of students and parents/guardians are not viewable. Take any additional steps necessary to ensure the confidentiality of students and parents/guardians.
   ii. Create a PDF file with the evidence documents for each standard. In other words, there will be a file for Standard 9 and a file for Standard 10. Each file should be no more than 2 MB in size. You will be required to upload the files to the ELO system later in the application process.
   iii. List on the Part 2 Matrix the evidence you are submitting for each standard. Refer to the highlighted area on the example below to see where this list should go.

Standard 9: Professional Learning and Ethical Practice **The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**	
INDICATORS	**EVIDENCE SUBMITTED (3 to 5 DOCUMENTS)**
Performances **9(a)** The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. **9(b)** The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. **9(c)** Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. **9(d)** The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. **9(e)** The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. **9(f)** The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	Click here to enter text.

b. Write a narrative.

Provide a narrative that explains how the evidence listed on the matrix demonstrates competence in performances, essential knowledges, and critical dispositions for each standard. Record this information in the appropriate space on the Part 2 Matrix for each standard, as highlighted in the example below. Be specific; do not leave it up to the portfolio reviewer to determine the relationship between evidence and the standard. Each narrative should be no longer than two pages. You will be required to upload the matrix into the ELO system later in the application process.

Critical Dispositions **9(l)** The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. **9(m)** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. **9(n)** The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. **9(o)** The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	
NARRATIVE: Explain in no more than two pages how each piece of evidence demonstrates competency in the performances, essential knowledges, and critical dispositions for this standard. Use a common 12-point font and single-space.	

Step 3: Document that you have met Wisconsin statutory and administrative rule requirements. Please note that the applicable requirements vary for different licensure areas. Refer to Appendix E to determine the Wisconsin statutory and administrative rule requirements for the license that you are seeking.

If you have not met all statutory and administrative rule requirements, refer to the web page at http://tepdl.dpi.wi.gov/licensing/license-stipulations for a list of Wisconsin providers of courses and workshops that address these requirements.

Complete the appropriate pages of the Part 2 Matrix for each requirement for the license you seek. Leave blank the pages that do not apply to your licensure area. Follow the steps below carefully.

a. Select evidence.
   i. Select evidence that demonstrates you have met each Wisconsin statutory and administrative rule requirement for your licensure area. Evidence may include documentation of courses, workshops, or trainings. Note that *all* indicators must be documented.
   ii. Create *one* PDF file with evidence documents for all statutory and administrative rule requirements for your licensure area. The file may be no larger than 2 MB. You will be asked to upload the file to the ELO system later in the application process.
   iii. List on the Part 2 Matrix the evidence you are submitting for each statutory and administrative rule requirement. Refer to the highlighted area on the example below to see where this list should go.

MINORITY GROUP RELATIONS	
INDICATORS	**EVIDENCE SUBMITTED**
Demonstrate knowledge and understanding of: ▪ The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin. ▪ The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States. ▪ The philosophical and psychological bases of attitude development and change. ▪ The psychological and social implications of discrimination, especially racism and sexism in the American society. ▪ Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program. ▪ Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.	Click here to enter text.
ADDITIONAL INFORMATION (optional): Use the space below to provide information about anything that is not self-explanatory in the evidence submitted. Use a common 12-point font and single-space. Click here to enter text.	

b. Provide additional information, if needed.

In the appropriate space, provide information about anything that is not self-explanatory about the evidence you are submitting. For instance, if you are submitting documentation of more than workshop, explain which components of the statutory requirement are being met by each workshop. Leave this space blank if you do not feel that an explanation is needed. The example below shows where to provide this information.

MINORITY GROUP RELATIONS	
INDICATORS	**EVIDENCE SUBMITTED**
Demonstrate knowledge and understanding of: ▪ The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin. ▪ The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States. ▪ The philosophical and psychological bases of attitude development and change. ▪ The psychological and social implications of discrimination, especially racism and sexism in the American society. ▪ Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program. ▪ Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.	Click here to enter text.
ADDITIONAL INFORMATION (optional): Use the space below to provide information about anything that is not self-explanatory in the evidence submitted. Use a common 12-point font and single-space. Click here to enter text.	

Step 4: Log into the ELO system.

Go to the Educator Licensing Online system at http://tepdl.dpi.wi.gov/licensing/elo and use the log-in information you created in Part 1 of the Wisconsin DPI LBE process. If your personal information has changed, please update it. Then look for the item labeled "Subsequent Action Needed" and follow the prompts to go to Part 2 of the LBE process.

Step 5: Begin your Part 2 application.

You will be prompted by three pull-down menus, just as you were when you began your Part 1 application. Just as you did in Part 1, indicate that the category of license sought is "Teacher" and the license type is "Teacher [T001]." However, for the third pull-down menu, select, "Teacher: Request Initial Educator 5 Year-License Based on Equivalency [1520, 2 of 2]."

Step 6: Upload documents.

A pull-down menu will prompt you to upload these items:

- Part 2 Matrix – Submit your completed Part 2 Matrix.

- Standard 9 Evidence – Submit a single file with all evidence listed on your Part 2 Matrix for Standard 9.
- Standard 10 Evidence – Submit a single file with all evidence listed on your Part 2 Matrix for Standard 10.
- Statutory Requirement Evidence: Submit a single file with all evidence for *all* statutory and administrative rule requirements for which you listed evidence on your Part 2 Matrix.
- Test Score #1 - Submit your score report indicating a passing score on the edTPA.
- Video Recording Guidelines Form – Submit a signed copy of the form titled "WI DPI License Based on Equivalency Guidelines for Use of Video Recordings," found on the first page of Appendix G.

Step 7: Provide conduct and competency information.
Provide conduct and competency information, required of all applicants for a Wisconsin teaching license, when prompted. If you worked, resided, or attended classes outside Wisconsin since you submitted fingerprints for your Part 1 application, submit another set of fingerprints. See information on fingerprinting at http://tepdl.dpi.wi.gov/backgroundchecks/completing-the-fingerprint-requirement.

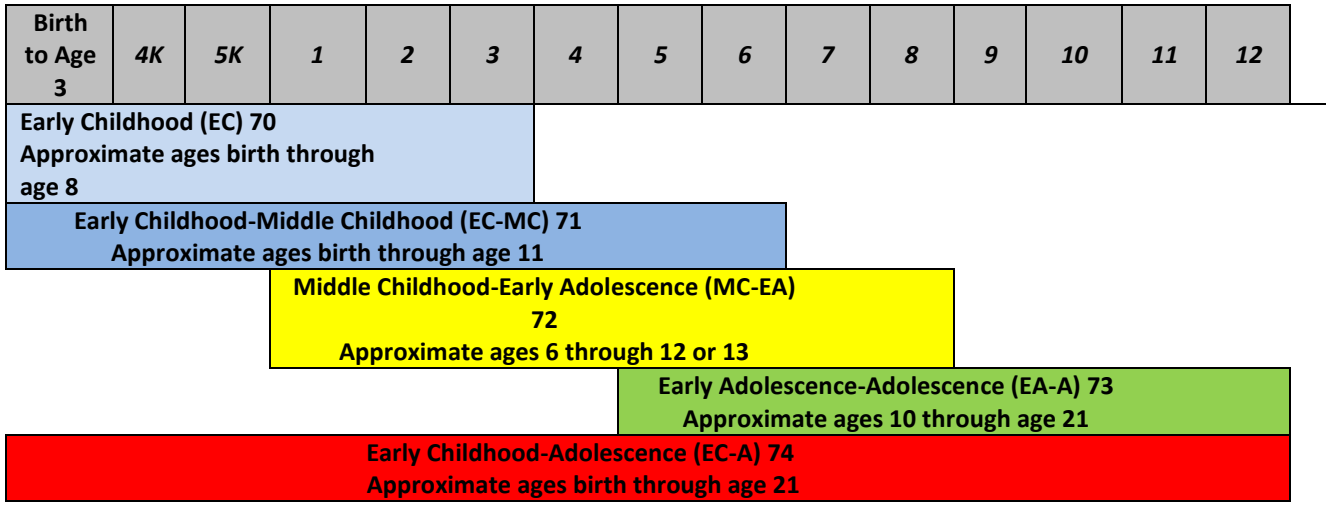
Step 8: Pay.
Provide payment information. The cost is $150.

When Your Part 2 Application is Complete
A review of your Part 2 application will occur and you will be notified of your status at that time. In most cases, you will be contacted by email. We anticipate an eight- to twelve-week review time for most applications. Applicants who pass the Part 2 review will be issued a Wisconsin teaching license.

APPENDIX A. Educator Licensing in Wisconsin

In Wisconsin licenses are issued in *both*:

- A developmental level, which allows an applicant to teach any pupil within the developmental age range of the license, and
- A subject/position, which allows an applicant to teach specific subject(s) to pupils within the developmental level.



Appendix B. Requirements Overview by License

Use the following chart to select the license you are seeking and to self-screen for the minimal requirements. In addition to the minimal requirements in the chart below, applicants must also post passing scores on required tests as outlined in Appendix C.

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
Early Childhood (EC) 70	
EC Regular Education (1777)	▪ Bachelor's Degree ▪ 3 years of PK-3 teaching experience in a public, private, or charter school ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
EC Special Education (1809)	▪ Bachelor's Degree ▪ 3 years of PK-3 teaching experience in a public, private, or charter school ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Early Childhood – Middle Childhood (EC-MC) 71	
EC-MC Regular Education (1777)	▪ Bachelor's Degree ▪ 3 years of PK-6 teaching experience in a public, private, or charter school ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Middle Childhood – Early Adolescence (MC-EA) 72	
MC-EA Regular Education (1777)	▪ Bachelor's Degree ▪ A minor or the equivalent of a minor in a subject found under PI 34.29 or PI 34.30. Additional information about minors is available at: http://tepdl.dpi.wi.gov/epp/educator-preparation-program-providers ▪ 3 years of 1-8 teaching experience in a public, private, or charter school ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Middle Childhood-Early Adolescence (MC-EA) Special Education 72	
MC-EA Special Education ▪ Cross Categorical (1801) ▪ Specific Learning Disabilities (1811) ▪ Emotional Behavioral Disabilities (1830) ▪ Cognitive Disabilities (1810)	▪ Bachelor's Degree ▪ 3 years of grade 1-12 teaching experience directly related to the license in a public, private, or charter school ▪ Academic concentration in SLD, EBD, or CD for Cross Categorical licensure ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
Early Adolescence – Adolescence (EA-A) 73	
English (1300)	▪ Bachelor's degree ▪ Major or major equivalent in English ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Speech Communication (1320)	▪ Bachelor's degree ▪ Major or major equivalent in speech communication ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Mathematics (1400)	▪ Bachelor's degree ▪ Major or major equivalent in mathematics ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Biology (1605)	• Bachelor's degree • Major or major equivalent in biology ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards • Competence in Wisconsin statutory requirements
Chemistry (1610)	▪ Bachelor's degree ▪ Major or major equivalent in chemistry ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
Earth and Space Science (1635)	▪ Bachelor's degree ▪ Major or major equivalent in earth and space science ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Environmental Studies (1615)	▪ Bachelor's degree ▪ Major or major equivalent in environmental studies ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Life and Environmental Science (1606)	▪ Bachelor's degree ▪ Major or major equivalent in life and environmental science ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Physics (1625)	▪ Bachelor's degree ▪ Major or major equivalent in physics ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
Economics (1710)	▪ Bachelor's degree ▪ Major or major equivalent in economics ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Geography (1715)	▪ Bachelor's degree ▪ Major or major equivalent in geography ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
History (1725)	▪ Bachelor's degree ▪ Major or major equivalent in history ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Political Science (1735)	▪ Bachelor's degree ▪ Major or major equivalent in political science ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Psychology (1740)	▪ Bachelor's degree ▪ Major or major equivalent in psychology ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
Sociology (1745)	▪ Bachelor's degree ▪ Major or major equivalent in sociology ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Early Adolescence – Adolescence (EA-A) Special Education 73	
EA-A Special Education ▪ Cross Categorical (1801) ▪ Specific Learning Disabilities (1811) ▪ Emotional Behavioral Disabilities (1830) ▪ Cognitive Disabilities (1810)	▪ Bachelor's Degree ▪ 3 years of grades 1 -12 experience in a public, private, or charter school. ▪ A concentration in SLD, EBD, or CD for Cross Categorical Special Education ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Early Childhood to Adolescence (EC-A) 74 - Career & Technical Education	
Agriculture (1200)	▪ Bachelor's degree ▪ Major or major equivalent in agriculture ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Business Education (1250)	▪ Bachelor's degree ▪ Major or major equivalent in business education ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Family and Consumer Education (1210)	▪ Bachelor's degree ▪ Major or major equivalent in family and consumer education ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
Technology Education (1220)	▪ Bachelor's degree ▪ Major or major equivalent in technology education ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Marketing Education (1285)	▪ Bachelor's degree ▪ Major or major equivalent in marketing education ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Early Childhood to Adolescence (EC-A) 74 - Fine Arts	
Art (1550)	▪ Bachelor's degree ▪ Major or major equivalent in art ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Theatre (1325)	▪ Bachelor's degree ▪ Major or major equivalent in theatre ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
General Music (1515)	▪ Bachelor's degree ▪ Major or major equivalent in general music ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
Choral Music (1511)	▪ Bachelor's degree ▪ Major or major equivalent in choral music ▪ 3 years of 5-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Instrumental Music (1506)	▪ Bachelor's degree ▪ Major or major equivalent in instrumental music ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Early Childhood to Adolescence (EC-A) 74 - Physical Education and Health Education	
Physical Education (1530)	▪ Bachelor's degree ▪ Major or major equivalent in physical education ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Health Education (1910)	▪ Bachelor's degree ▪ Major or major equivalent in health education ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Early Childhood to Adolescence (EC-A) 74 - World Languages	
Chinese-Mandarin (1349)	▪ Bachelor's degree ▪ Major or major equivalent in Chinese ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
French (1355)	▪ Bachelor's degree ▪ Major or major equivalent in French ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
German (1370)	▪ Bachelor's degree ▪ Major or major equivalent in German ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Hebrew (1356)	▪ Bachelor's degree ▪ Major or major equivalent in Hebrew ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Italian (1360)	▪ Bachelor's degree ▪ Major or major equivalent in Italian ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Japanese (1375)	▪ Bachelor's degree ▪ Major or major equivalent in Japanese ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

Wisconsin Teaching License	Minimal Requirements (degree, experience, major, evidence)
Polish (1380)	▪ Bachelor's degree ▪ Major or major equivalent in Polish ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Portuguese (1381)	▪ Bachelor's degree ▪ Major or major equivalent in Portuguese ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Russian (1385)	▪ Bachelor's degree ▪ Major or major equivalent in Russian ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
Spanish (1365)	▪ Bachelor's degree ▪ Major or major equivalent in Spanish ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements
English as a Second Language (1395)	▪ Bachelor's degree ▪ Major or major equivalent in English as a Second Language ▪ 3 years of PK-12 teaching experience in a public, private, or charter school, postsecondary level teaching experience, and/or workplace teaching experience directly related to this subject and the developmental range of the license ▪ Competence in Wisconsin teaching standards ▪ Competence in Wisconsin statutory requirements

APPENDIX C. WISCONSIN TESTING REQUIREMENTS FOR PART 1 OF THE LBE PATHWAY

Wisconsin Basic Skills Tests

All applicants for a Wisconsin teaching license through the LBE pathway must submit passing scores on a basic skills test or its equivalent. A score report will be uploaded into the ELO system as part of the Part 1 application. Basic skills tests or their equivalent that are acceptable for this purpose are outlined in the chart below.

Test and Website	Required Subtests (if applicable) and Passing Scores	Notes
Praxis Core Academic Skills for Educators (CORE) http://www.ets.org/praxis/about/core/	Core Reading (5712) Passing score 156 Core Writing (5722) Passing score 162 Core Math (5732) Passing score 150	
ACT www.act.org	Composite score of 23 with minimum score of 20 on English, math, and reading subtests	
SAT www.sat.collegeboard.org	Composite score of 1070 with minimum score of 450 on math and verbal subtests	
GRE General Test www.ets.org/gre	Composite score of 298 with minimum score of 150 on verbal and 145 on math subtests	Must be the revised version from 8/11/2011 or later.
Basic skills test from another state	Reading, writing, and mathematics	Provide a description of the tests required by that state and submit an original score report. The LSAT and MCAT are not considered basic skills exams for this pathway.
Praxis I Preprofessional Skills Test (PPST) http://www.ets.org/praxis/about/praxisi	Reading (0710 or 5710) Passing score 175 Writing (0720 or 5720) Passing score 174 Math (0730 or 5730) Passing score 173	This test will not be administered after August 31, 2014; score reports will be accepted indefinitely.

Wisconsin Exceptions Policy for the LBE Pathway:
Applicants who have taken the PPST or CORE at least twice without achieving the passing score may provide a statement indicating the number of attempts made, scores posted across the attempts, and an original score report from the highest score obtained. To qualify for an exception, applicants must provide evidence of a passing score on two of the three tests (reading, writing, mathematics). This exceptions policy does not apply to those who are submitting scores for the ACT, SAT, or GRE.

Wisconsin Content Knowledge Tests

All applicants for a Wisconsin teaching license through the LBE pathway must submit passing scores on tests of content knowledge. A score report will be uploaded into the ELO system as part of the Part 1 application. The tests on the following charts are the only approved content tests for licensure in Wisconsin.

To learn more about these tests and register for the appropriate ones, go to the following sites:
Praxis content knowledge tests: http://www.ets.org/praxis/wi?WT.ac=praxishome_states_121126
NES tests: http://www.wi.nesinc.com/
World language exams: http://www.languagetesting.com/
Wisconsin Foundations of Reading Test: http://www.wi.nesinc.com

Wisconsin Exceptions Policy for the LBE Pathway
Applicants who have taken the Wisconsin content test multiple times (at least twice) without achieving the passing score, may provide a statement indicating the number of attempts made, scores posted across the attempts, and an original score report for the highest score obtained. Through this process, an applicant who has posted a score that is within one standard deviation below the Wisconsin passing score set by the state superintendent may be considered for licensure. The evidence presented within the rest of the Part 1 application will be used to determine content competence.

Note: Because it is required by state statute, no exceptions can be made for the Wisconsin Foundations of Reading Test. All applicants must score 240 or higher.

Wisconsin Teaching License	Required Content Test(s)	Passing Score
Early Childhood (EC) 70		
EC Regular Education (1777)	▪ Praxis II 5014 Elementary Content Knowledge *and* ▪ Wisconsin Foundations of Reading Test	▪ 147 ▪ 240
EC Special Education (1809)	▪ Praxis II 5014 Elementary Content Knowledge *and* ▪ Wisconsin Foundations of Reading Test	▪ 147 ▪ 240
Early Childhood - Middle Childhood (EC-MC) 71		
EC-MC Regular Education (1777)	▪ Praxis II 5014 Elementary Content Knowledge *and* ▪ Wisconsin Foundations of Reading Test	▪ 147 ▪ 240

Wisconsin Teaching License	Required Content Test(s)	Passing Score
Middle Childhood-Early Adolescence (MC-EA) 72		
MC-EA Regular Education (1777)	▪ Praxis II 5146 Middle School Content Knowledge *and* ▪ Wisconsin Foundations of Reading Test	▪ 146 ▪ 240
MC-EA Special Education ▪ Cross Categorical (1801) ▪ Specific Learning Disabilities (1811) ▪ Emotional Behavioral Disabilities (1830) ▪ Cognitive Disabilities (1810)	▪ Praxis II 5146 Middle School Content Knowledge *and* ▪ Wisconsin Foundations of Reading Test	▪ 146 ▪ 240
Early Adolescence to Adolescence Level License (EA-A) 73		
English (1300)	Praxis II 5041 English Language, Literature and Composition *or* NES 301 English Language Arts	164 220
Speech Communication (1320)	Praxis II 5221 Speech Communication	150
Mathematics (1400)	Praxis 5061 Math *or* NES 304	155 220
Biology (1605)	Praxis II 5235 Biology *or* NES 305 Biology	152 220
Chemistry (1610)	Praxis II 5245 Chemistry *or* NES 306 Chemistry	152 220
Earth and Space Science (1635)	Praxis II 5571 Earth/Space *or* NES 307 Earth & Space Science	152 220
Environmental Studies (1615)	Praxis II 5235 Biology *or* NES 305 Biology	152 220
Life and Environmental Science (1606)	Praxis II 5235 Biology *or* NES 305 Biology	152 220
Physics (1625)	Praxis II 5265 Physics *or* NES 308 Physics	141 220
Economics (1710)	Praxis II 5911 Economics	150
Geography (1715)	Praxis II 5921 Geography	153
History (1725)	Praxis II 5941 World & U.S History *or* NES 302 History	150 220

Wisconsin Teaching License	Required Content Test(s)	Passing Score
Political Science (1735)	Praxis II 5931 Government/Political Science	149
Psychology (1740)	Praxis II 5391 Psychology	154
Sociology (1745)	Praxis II 5952 Sociology	154
EA-A Special Education ▪ Cross Categorical (1801) ▪ Specific Learning Disabilities (1811) ▪ Emotional Behavioral Disabilities (1830) ▪ Cognitive Disabilities (1810)	▪ Praxis II 5146 Middle School Content Knowledge *and* ▪ Wisconsin Foundations of Reading Test	▪ 146 ▪ 240
Early Childhood to Adolescence (EC-A) 74 – Career and Technical Education		
Agriculture (1200)	Praxis II 5701 Agriculture	147
Business Education (1250)	Praxis II 5101 Business Education	154
Family and Consumer Education (1210)	Praxis II 5121 Family & Consumer Education	159
Technology Education (1220)	Praxis II 5051 Technology Education	159
Marketing Education (1285)	Praxis II 5561 Marketing Education	153
Early Childhood to Adolescence (EC-A) 74 – Fine Arts		
Art (1550)	Praxis II 5134 Art	158
Theatre (1325)	Praxis II 5641Theatre	157
General Music (1515)	Praxis II 5113 Music	150
Choral Music (1511)	Praxis II 5113 Music	150
Instrumental Music (1506)	Praxis II 5113 Music	150
Early Childhood to Adolescence (EC-A) 74 – Career and Technical Education		
Physical Education (1530)	Praxis II 5091 Physical Education	150
Health Education (1910)	Praxis II 5550 Health Education	610
Early Childhood to Adolescence (EC-A) 74 – World Languages		
Chinese-Mandarin (1349)	ACTFL Oral Proficiency Interview-Chinese *and* ACTFL Writing Proficiency Test-Chinese	Intermediate High on both tests
French (1355)	Basic skills test ACTFL OPI *and* ACTFL WPT in French	Intermediate High on both tests

Wisconsin Teaching License	Required Content Test(s)	Passing Score
German (1370)	ACTFL Oral Proficiency Interview-German *and* ACTFL Writing Proficiency Test-French	Intermediate High on both tests
Hebrew (1356)	ACTFL Oral Proficiency Interview-Hebrew *and* ACTFL Writing Proficiency Test-Hebrew	Intermediate High on both tests
Italian (1360)	ACTFL Oral Proficiency Interview-Italian *and* ACTFL Writing Proficiency Test-Italian	Intermediate High on both tests
Japanese (1375)	ACTFL Oral Proficiency Interview-Japanese *and* ACTFL Writing Proficiency Test-Japanese	Intermediate High on both tests
Polish (1380)	ACTFL Oral Proficiency Interview-Polish *and* ACTFL Writing Proficiency Test-Polish	Intermediate High on both tests
Portuguese (1381)	ACTFL Oral Proficiency Interview-Portuguese *and* ACTFL Writing Proficiency Test-Portuguese	Intermediate High on both tests
Russian (1385)	ACTFL Oral Proficiency Interview-Russian *and* ACTFL Writing Proficiency Test-Russian	Intermediate High on both tests
Spanish (1365)	ACTFL Oral Proficiency Interview-Spanish *and* ACTFL Writing Proficiency Test-Spanish	Intermediate High on both tests
English as a Second Language (1395)	Praxis II 5361 ESOL	143

APPENDIX D. EDTPA ALLOWABLE HANDBOOKS

The chart below provides the edTPA handbook(s) allowed for each licensure area. Find the license you are seeking and determine the handbook(s) you may use for your edTPA. If more than one handbook is listed for your licensure area, you may select one from that list. When you register for the edTPA, you will identify the handbook you are using.

WISCONSIN LICENSE	ALLOWABLE EDTPA HANDBOOK(S)
EC (1777)	Early Childhood
EC Special Education (1809)	*Choose one:* Special Education Early Childhood
EC-MC (1777)	*Choose one:* Early Childhood Elementary Education (Literacy with Math) Elementary Literacy Elementary Math
MC-EA (1777)	*Choose one:* Elementary Education (Literacy with Math) Elementary Literacy Elementary Math Middle Childhood English Language Arts Middle Childhood History /Social Studies Middle Childhood Mathematics Middle Childhood Science
MC-EA Special Education ▪ Cross Categorical (1801) ▪ Specific Learning Disabilities (1811) ▪ Emotional Behavioral Disabilities (1830) ▪ Cognitive Disabilities (1810)	*Choose one:* Special Education Elementary Education (Literacy with Math) Elementary Literacy Elementary Math Middle Childhood English Language Arts Middle Childhood History /Social Studies Middle Childhood Mathematics Middle Childhood Science
EA-A Special Education ▪ Cross Categorical (1801) ▪ Specific Learning Disabilities (1811) ▪ Emotional Behavioral Disabilities (1830) ▪ Cognitive Disabilities (1810)	*Choose one:* Special Education Middle Childhood English Language Arts Middle Childhood History /Social Studies Middle Childhood Mathematics Middle Childhood Science Secondary English Language Arts Secondary History/Social Studies Secondary Mathematics Secondary Science

WISCONSIN LICENSE	ALLOWABLE EDTPA HANDBOOK(S)
EA-A English Language Arts ▪ English Literature (1300) ▪ Journalism (1310) ▪ Speech Communications (1320)	Secondary English Language Arts
EA-A Mathematics ▪ Mathematics (1400) ▪ Computer Science (1405)	Secondary Mathematics
EA-A Science ▪ Biology (1605) ▪ Chemistry (1610) ▪ Earth & Space (1635) ▪ Life & Environmental (1615) ▪ Physics (1625)	Secondary Science
EA-A Social Studies ▪ Economics (1710) ▪ Geography (1715) ▪ History (1725) ▪ Political Science (1735) ▪ Psychology (1740) ▪ Sociology (1745)	Secondary History/Social Studies
EC-A Career and Technical Education ▪ Agriculture (1200) ▪ Business Education (1250) ▪ Family and Consumer Education (1210) ▪ Marketing Education (1285) ▪ Technology Education (7120)	▪ Agriculture Education ▪ Business Education ▪ Family and Consumer Sciences ▪ Business Education ▪ Technology and Engineering Education
EC-A Fine Arts ▪ Art (1550) ▪ Dance (1536) ▪ Music Choral (1511) General (1515) Instrumental (1506) ▪ Theatre (1325)	▪ Visual Arts ▪ K-12 Performing Arts ▪ K-12 Performing Arts ▪ K-12 Performing Arts
EC-A Physical Education and Health ▪ Health (1910) ▪ Physical Education (1530)	▪ Health Education ▪ K-12 Physical Education

WISCONSIN LICENSE	ALLOWABLE EDTPA HANDBOOK(S)
EC-A World Languages	
▪ English as a Second Language (1395)	▪ English as an Additional Language
▪ Chinese Mandarin (1349)	▪ World Language
▪ French (1355)	▪ World Language
▪ German (1370)	▪ World Language
▪ Hebrew (1356)	▪ World Language
▪ Italian (1360)	▪ World Language
▪ Japanese (1375)	▪ World Language
▪ Polish (1380)	▪ World Language
▪ Portuguese (1381)	▪ World Language
▪ Russian (1385)	▪ World Language
▪ Spanish (1365)	▪ World Language

APPENDIX E. WISCONSIN STATUTORY AND ADMINISTRATIVE RULE REQUIREMENTS FOR TEACHING LICENSES

Applicants for all Wisconsin teaching licenses must meet the requirements of Wisconsin statutes and administrative rules. Use the chart below to identify which requirements you must meet for the licensure area you are seeking. Provide evidence and narratives for each of the required areas in your Part 2 Matrix.

Wisconsin Statutory and Administrative Rule Requirements		Description of the Requirement	Required for these Wisconsin Licenses
118.19(8) PI 34.15(4)	Minority Group Relations	Demonstrate knowledge and understanding of: ▪ The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin. ▪ The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States. ▪ The philosophical and psychological bases of attitude development and change. ▪ The psychological and social implications of discrimination, especially racism and sexism in the American society. ▪ Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program. ▪ Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.	ALL teaching licenses
PI 34.15(4)	Special Education	Demonstrate knowledge and understanding of procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.	ALL teaching Licenses

Wisconsin Statutory and Administrative Rule Requirements		Description of the Requirement	Required for these Wisconsin Licenses
118.19(9) PI 34.15(4)	Conflict Resolution	Demonstrate knowledge and understanding of: ▪ Resolving conflicts between pupils and between pupils and school staff. ▪ Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils. ▪ Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.	ALL teaching Licenses
118.19(6) PI 34.15(4)	Cooperative Marketing and Consumer Cooperatives	Demonstrate knowledge and understanding of cooperative marketing and consumer cooperatives.	Agriculture Economics Social Studies
118.19(6) PI 34.15(4)	Environmental Education	Demonstrate knowledge and understanding of environmental education including the conservation of natural resources.	EC EC-MC MC-EA Agriculture Science Social Studies
118.19(12) PI 34.15(4)	Reading and Language Arts Instruction	Demonstrate knowledge and understanding of teaching reading and language arts using appropriate instructional methods including phonics to teach reading and language arts to pupils in grades PK to 6. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.	EC EC-MC MC-EA
To learn about approved courses, workshops, or opportunities available by Wisconsin providers to complete these requirements, visit http://tepdl.dpi.wi.gov/licensing/license-stipulations.			

APPENDIX F. WISCONSIN EDUCATOR STANDARDS

STANDARD 1: LEARNER DEVELOPMENT

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

STANDARD 2: LEARNING DIFFERENCES

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

STANDARD 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.

Performances

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Critical Dispositions

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

STANDARD 4: CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Critical Dispositions

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

STANDARD 5: INNOVATIVE APPLICATIONS OF CONTENT

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
5(h) The teacher develops and implements supports for learner literacy development across content areas.

Essential Knowledge

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

STANDARD 6: ASSESSMENT

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6(o) The teacher knows when and how to evaluate and report learner progress against standards.
6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

STANDARD 7: PLANNING FOR INSTRUCTION

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

7(g) The teacher understands content and content standards and how these are organized in the curriculum.
7(h) The teacher understands how integrating cross disciplinary skills in instruction engages learners purposefully in applying content knowledge.
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

STANDARD 8: INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

STANDARD 9: REFLECTION AND CONTINUOUS GROWTH

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the needs of each learner.

Performances

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

STANDARD 10: COLLABORATION

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
10(s) The teacher takes responsibility for contributing to and advancing the profession.
10(t) The teacher embraces the challenge of continuous improvement and change.

APPENDIX G. PERMISSION LETTERS FOR VIDEO RECORDING EdTPA

WI DPI License Based on Equivalency Guidelines for Use of Video Recordings

As part of the LBE Part II portfolio, you are required to complete a Teacher Performance Assessment (edTPA), which requires a video recording of several lessons. As such, it is likely your video will include identifiable images of students or other adults in the classroom, which carries ethical and legal responsibilities for you. Read the following requirements before you begin this process and sign it. You will be required to upload this document as part of your LBE Part II application.

1. **Before you may video record your lessons, obtain written consent from the parents or legal guardians of the students or anyone 18 years of age or older who may appear in your video.** (Use the attached forms.) In addition, if you are not using your own classroom for the edTPA, obtain written consent from the classroom teacher and the administrator at the school/agency. Although the district or school may already have consent forms on file, you must obtain additional consent.

   Should any parent/legal guardian of a student or any adult in the classroom not grant permission, you must avoid including them in the video recording. However, all students should still participate in the lessons. Excluding them from your video recording requires that you arrange the classroom so that they are out of camera range and their voices are not recorded.

2. **The video recording must be used for the sole purpose of the edTPA.** You may not share or distribute this video in part or whole for any purpose. This includes, but is not limited to, posting it online, forwarding it to family or friends, including it in a professional portfolio, or using it for a job application. Violation of this rule fall under FERPA laws and are subject to investigation, including possible civil or criminal consequences.

3. **All materials must have identifying information removed.** The names of students, the names of adults working in the classroom, and all other information that would identify students or adults shall be removed from the materials you submit along with your video recordings.

I have read the above and agree to follow these rules.

LBE Applicant _____ **Date** _____

[Directions: Read and sign this form, then upload this page only into your Part 2 LBE application.]

Dear Administrator:

As part of my application for a Wisconsin teaching license, I must be evaluated using the Teacher Performance Assessment (edTPA). This assessment process is approved by the Wisconsin Department of Public Instruction as part of the License Based on Equivalency pathway to licensure.

For this evaluation I will video record three lessons in a classroom in your school/agency. I also will submit samples of student work and a written description of what occurred during those lessons.

Please sign the form below and return it to me. Thank you.

Sincerely,

_____ _____

(Teacher License Applicant Signature) (Date)

- -

Administrator Name _____

School/Agency _____ Classroom _____

I am the administrator named above. I have received and read the letter above and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission for _____ to teach lessons in my school/agency for use in the edTPA assessment. I understand that these lessons will be video recorded and that student work will be submitted along with a description of what occurred during the lessons. I understand that no students will be videotaped without parent permission or their own permission if they are 18 years or older, and that no adults will be video recorded without their permission. I also understand that all identifying information will be redacted from materials submitted. I understand that the video recordings and other materials will be shared with no one other than the professionals at Pearson Testing. I understand that this is an evaluation of the person who signed the letter above. I understand that I can end this agreement at any time.

Signature of Administrator _____ **Date**_____

[Directions for LBE applicants: This form is required. Print it and have it signed by the administrator of the school or agency where you will video record your edTPA, then save it in your records.]

Dear Parents/Guardians:

As part of my application for a Wisconsin teaching license, I must be evaluated using the Teacher Performance Assessment (edTPA).

For this evaluation I will video record three lessons in your child's classroom. I also will submit samples of student work and a written description of what occurred during those lessons.

If you give permission, your child may appear in the video recordings. If you choose not to give your permission, your child will be seated out of camera range. Your child will still participate in the lessons.

Student work that I submit will have the student's name crossed off, so no one will know who did it. My description of what occurred during the lessons will not include your child's name or other information that would identify your child.

The video recordings will be used only to evaluate my teaching. Your child is not being evaluated. The only people who will see the recordings and student work will be professionals trained to evaluate my teaching.

Please complete the form below and return it to school by _____. Thank you.

Sincerely,

_____ _____

(Teacher License Applicant Signature) (Date)

- -

Student Name _____

School _____ Teacher _____

I am the parent/legal guardian of the child named above. I have received and read the letter above and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to include my child's image on video recordings and to reproduce materials that my child may produce as part of classroom activities.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian _____ **Date**_____

[Directions for LBE applicants: This form is required. Print it and have it signed by parents/guardians of the students in the classroom where you will video record your edTPA, then save the signed form in your records.]

Dear Student Aged 18 or Over:

As part of my application for a Wisconsin teaching license, I must be evaluated using the Teacher Performance Assessment (edTPA).

For this evaluation I will video record three lessons in your classroom. I also will submit samples of student work and a written description of what occurred during those lessons.

If you give permission, you may appear in the video recordings. If you choose not to give your permission, you will be seated out of camera range. You will still participate in the lessons.

Student work that I submit will have the student's name crossed off, so no one will know who did it. My description of what occurred during the lessons will not include your name or other information that would identify you.

The video recordings will be used only to evaluate my teaching. You are not being evaluated. The only people who will see the recordings and student work will be professionals trained to evaluate my teaching.

Please complete the form below and return it to school by _____. Thank you.

Sincerely,

_____ _____

(Teacher License Applicant Signature) (Date)

- -

Student Name _____

School _____ Teacher_____

I am the student named above and 18 years old or older. I have read and understand the letter above.

(Please check the appropriate box below.)

☐ I DO give permission to include my image on video recordings as I participate in this class and to reproduce materials that I may produce as part of classroom activities.

☐ I DO NOT give permission to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student _____ **Date** _____

Date of Birth _____/_____/_____

[Directions for LBE applicants: This form is optional. Print it and have it signed by any students who are 18 or older in the classroom where you will video record your edTPA, then save the signed form(s) in your records.]

Dear Classroom Teacher:

As part of my application for a Wisconsin teaching license, I must be evaluated using the Teacher Performance Assessment (edTPA). This assessment process is approved by the Wisconsin Department of Public Instruction as part of the License Based on Equivalency pathway to licensure.

For this evaluation I will video record three lessons in a classroom in your classroom. I also will submit samples of student work and a written description of what occurred during those lessons.

Please sign the form below and return it to me. Thank you.

Sincerely,

_____ _____

(Teacher License Applicant Signature) (Date)

- -

Teacher _____ _____

School/Agency _____ Classroom _____

I am the teacher named above. I have received and read the letter above and agree to the following:
(Please check the appropriate box below.)

☐ I DO give permission for _____ to teach lessons in my classroom for use in the edTPA assessment. I understand that these lessons will be video recorded and that student work will be submitted along with a description of what occurred during the lessons. I understand that no students will be video recorded without parent permission or their own permission if they are 18 years or older, and that no adults will be video recorded without their permission. I also understand that all identifying information will be redacted from materials submitted. I understand that the video recordings and other materials will be shared with no one other than the professionals at Pearson Testing. I understand that this is an evaluation of the person who signed the letter above; it is not an evaluation of my teaching. I understand that I can end this agreement at any time.

Signature of Teacher _____ **Date**_____

[Directions for LBE applicants: This form is required. Print it and have it signed by the teacher of record at the site where you will video record your edTPA, then save the signed form in your records.]

Dear Educator:

As part of my application for a Wisconsin teaching license, I must be evaluated using the Teacher Performance Assessment (edTPA). This assessment process is approved by the Wisconsin Department of Public Instruction as part of the License Based on Equivalency pathway to licensure.

For this evaluation I will video record three lessons in the classroom where you work. I also will submit samples of student work and a written description of what occurred during those lessons.

If you give permission, you may appear in the video recordings. If you choose not to give your permission, please avoid the camera range during the recordings.

Student work that I submit will have students' names crossed off, so no one will know who did it. My description of what occurred during the lessons will not include students' names, teachers' names, or other information that would identify this classroom.

The video recordings will be used only to evaluate my teaching. Your work is not being evaluated. The only people who will see the recordings and student work will be professionals trained by Pearson Testing to evaluate my teaching.

Please complete the form below and return it to me. Thank you.

Sincerely,

_____ _____

(Teacher License Applicant Signature) (Date)

- -

Educator Name _____

School _____ Classroom _____

I am the educator named above. I have received and read the letter above and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to include my image on video recordings.

☐ I DO NOT give permission to include my image on video recordings.

Signature of Educator _____ **Date**_____

[Directions for LBE applicants: This form is optional. Print it and have it signed by any adults other than the teacher of record who will be in the classroom when you video record your edTPA, then save the signed form(s) in your records.]