

**Department of Special Education
Gate 2 & 3 Requirements**

	Undergraduates	NCFD/Graduates (Certified Teachers)	Alternative Program
Gate 2	<ul style="list-style-type: none"> • Artifacts from Gate # 1, admission to program (Standards 1, 3, 9, & 10) • Checklist of Professional Courses that you have completed • At least one piece of evidence for each of the teaching standards. These artifacts should be in addition to the artifacts from Gate #1 • For one standard, two similar artifacts should be used to demonstrate growth • Professional Development Plan (PDP) • PRAXIS II One year out from student teaching; Fall (November), Spring (January) 	<ul style="list-style-type: none"> • On-the-job <ul style="list-style-type: none"> · Field Placement Application · Letter from principal • Traditional student teaching placement <ul style="list-style-type: none"> · Field Placement Application · Special note written on yellow sheet identifying regular student teaching, EBD add-on • PRAXIS II You may complete your field experience, but you will not be recommended for certification without passing the exam. • The assumption is that the student has already demonstrated proficiency in standards based on past certification. 	<ul style="list-style-type: none"> • Artifacts from Gate # 1, admission to program (Standards 1, 3, 9, & 10) • Checklist of Professional Courses that you have completed • At least one piece of evidence for each of the teaching standards. These artifacts should be in addition to the artifacts from Gate #1 • For one standard, two similar artifacts should be used to demonstrate growth • Professional Development Plan (PDP) • PRAXIS II One year out from student teaching; Fall (November), Spring (January)
Gate 3	<p>Part 1 is comprised of the following items:</p> <ul style="list-style-type: none"> • Your PDP • An IEP/IFSP • Behavior Change Plan from student teaching • Progress monitoring • Lesson Plan(s) • Assessment report <p>Part 2</p> <ul style="list-style-type: none"> • Formal submission of products and written reflections organized around the each of the ten Wisconsin Teaching Standards. • Reflections should describe growth within each standard. 	<p>Part 1 is comprised of the following items:</p> <ul style="list-style-type: none"> • Your district PDP • An IEP/IFSP • Behavior Change Plan from student teaching • Progress monitoring • Lesson Plan(s) • Assessment report <p>Submit a professional binder which includes all the above items for review.</p>	<p>Part 1 is comprised of the following items:</p> <ul style="list-style-type: none"> • Your PDP • An IEP/IFSP • Behavior Change Plan from student teaching • Progress monitoring • Lesson Plan(s) • Assessment report <p>Part 2</p> <ul style="list-style-type: none"> • Formal submission of products and written reflections organized around the each of the ten Wisconsin Teaching Standards. • Reflections should describe growth within each standard.