

# *CESA 7 Teacher Development Center*

## *Alternative Licensure Program*

### *Portfolio Guidelines*

*(Revised 09/06/11)*



*CESA 7 Teacher Development Center – Alternative Licensure Program*

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## *The Teacher Development Center (TDC) Alternative Licensure Program Portfolio Guidelines*

### **General Comments:**

- Check with the TDC Program Coordinator, your Supervisor, Mentor and/or Course Instructors to obtain their input on portfolio development
- Your portfolio will most likely be used for multiple situations throughout your career (i.e. completion of the Teacher Development Center Alternative Licensure Program; advancement from the initial educator license to the professional educator license; renewal of the professional educator license and employment interviews).
- Organization of the portfolio by the **Ten State Teaching Standards is a requirement for the TDC Program** and may be the framework for other future uses of the portfolio. Being aware of the other uses and their requirements will help you be more proactive in assembling and organizing your portfolio.
- The portfolio is to include the standards related to the area of certification being sought: the 5 ELL standards for ELL certification, the 7 standards for Bilingual certification, the 8 standards for Cross Categorical Special Education Certification, the Early Childhood standards, etc. Please see the chart cross referencing standards listed in this document, as this will assist you in deciding on which state standard you are to list a content standard. If you are not pursuing ELL, Bilingual, Special Education or Early Childhood certification you do not list these content standards in your portfolio.
- All portfolios are required to be in electronic form using *Chalk and Wire Software* which can be secured with a password, user name and shared as a “read only” document with TDC Program staff. The cost of the software is the responsibility of the teacher candidate and payable shortly after admission to the TDC Program.
- Teacher candidates are encouraged to electronically save a backup copy of their electronic portfolio.
- The electronic portfolio will be scored as described in *CESA 7’s Teacher Development Center (TDC) Alternative Licensure Program Roles and Expectations in the Teacher Candidate E-folio Review Process for Candidates Admitted PRIOR to 1/25/10 or those Admitted AFTER 1/25/10*. Both documents can be found at the end of this booklet.

***Every teacher candidate is required to submit a hard copy of one of the following prior to the review of their portfolio: “Self-Assessment of Wisconsin Teaching Standards: A Tool for Teacher Self-Reflection” developed by Judy Sargent and Claire Wick, OR “Self Assessment for Early Childhood Teachers: A Tool for Standards Based Teacher Self-Reflection” developed by Judy Sargent and Claire Wick for teacher candidates pursuing Early Childhood Certification. A free copy of either booklet is given to each candidate when admitted to the TDC Alternative Licensure Program. Additional copies are available for a cost of \$8.00. Contact the TDC Program Coordinator, Ron Tomes, at (920)617-5632 or [rtomes@cesa7.k12.wi.us](mailto:rtomes@cesa7.k12.wi.us) with any questions regarding this requirement.***

### **Artifacts:**

An artifact is a product such as: an assignment from one of your classes, a project you worked on in your actual practice-examples might be a unit and lesson plan, activities, methods or strategies used for differentiating instruction, formal and informal assessment practices, professional development activities, your classroom management plan, examples of how technology was integrated in your classroom, student writing projects that include the 6 Traits of Writing, etc.

## Documenting Artifacts -

- 1 to 3 artifacts per standard (For teachers already licensed and who are adding on additional certification, it is expected they will have 1 to 2 artifacts per standard. For those seeking their first initial educator license, it is expected they will have 2 to 3 artifacts per standard.)
- You must provide a summary and rationale for the artifact as it relates to the standard(s) it references. The average “summary” is 1-2 sentences in length. The average “rationale” statement is 100 to 150 words in length per standard addressed. The average “rationale” statement that covers 2 standards is 175-200 words in length.
- You must have an artifact in your portfolio that demonstrates evidence of student learning such as formal and/or informal assessment results, curriculum based assessments, case study, etc. and progress monitoring (a spreadsheet that can be used for compiling, charting and graphing data).
- You must also have a copy of the Classroom Teacher Summative Evaluation form completed by your mentor/supervising teacher and TDC Program Coordinator/Supervisor in your portfolio.
- Provide any required artifacts communicated to you by the TDC Program Coordinator. Most teachers pursuing the Cross Categorical Special Education License will be required to submit the following artifacts: an IEP, Functional Behavior Assessment, Behavior Intervention Plan, Transition Plan, Formal Assessment (such as a Woodcock Johnson, Behavioral Assessment and/or Curriculum Based Assessment) address RtI, Inclusion, Assistive Technology and provide evidence of student gains.
- DPI has placed a strong emphasis on teacher certification programs to prepare their teacher candidates to differentiate instruction, to meet the diverse needs of all learners and to integrate technology in their instruction. Teacher candidates should include artifacts in their portfolios that show they have the knowledge, skills and dispositions related to these issues.
- Portfolio pages must contain at least one image of the teacher and/or their students imbedded on the standards page or in their PDF artifact.
- Types of artifacts needed in the portfolio include but are not limited to the following: audio/video clips with a maximum length of 4 minutes; power points in PDF format; Word documents in PDF format; Excel Spreadsheets with graphs and charts in PDF format and a PhotoStory with voice annotation.

## Other examples of artifacts for the portfolio include but are not limited to:

- The evaluation from your building supervisor who evaluated your classroom performance.
- A summative reflection on personal growth during your certification program in developing the knowledge, skills and dispositions related to teaching. NOTE: “Growth” is the key word and growth in professional competence and capacity to teach and improve student learning.
- Transcripts of courses taken in the TDC Program.
- Assessment results such as the Praxis II for the area(s) of certification sought or fluency assessments.



## Portfolio - Artifacts

Artifacts are samples of teacher candidates' work that provide evidence of their ability to apply the Standard(s). Artifacts may include teaching materials, plans, classroom displays, course projects, multi-media, research papers, reflective journals, or other curricular events representing the teacher candidates' theoretical preparation and clinical practices in teacher education.

Remember, artifacts are illustrative examples. Artifacts do not necessarily represent the sum total of the teacher candidates' knowledge or competence and artifacts do not speak for themselves. Candidates may want to use a single artifact to address more than one standard or provide multiple artifacts to address a single standard (e.g. some candidates may want to analyze artifacts that compare their TDC Program entry level classroom work with their classroom work at later stages in the TDC Program as one way to demonstrate their growth as a reflective practitioner, i.e. Standard #9).

Please make sure that you do a spell check and grammar check on all documents put into your portfolio as you will be expected to make all the corrections prior to the final review of the portfolio.

The portfolio as a whole should reflect the teacher candidates' entire TDC certification program. That is, candidates are expected to draw on as many of their courses and experiences as possible. When selecting artifacts for your portfolio, you may want to choose artifacts that demonstrate best practice or artifacts that demonstrate areas where you had the greatest growth.

Artifacts may be selected from student teaching experiences or volunteer service as well as TDC Program studies or any other professional development activities. No more than three artifacts should be included for any one standard. When the teacher candidate uses more than one artifact to demonstrate fulfillment of a standard, the artifacts should come from different courses.

## Wisconsin Standards for Teacher Development and Licensure

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

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

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

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

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

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners, including students with disabilities.

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

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

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

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **6. Teachers communicate well.**

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

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

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

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

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

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

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

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

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

# Wisconsin ELL Bilingual/Bicultural Standards

(Standards 1-5 are for ESL Certification and Standards 1-7 are for Bilingual Certification)

## Standard 1: Language Competence

Teachers have a high degree of fluency in English, comprehend the linguistic and paralinguistic features of the English language, and recognize the processes through which languages are acquired in both formal and informal contexts.

### Knowledge – Teachers need knowledge of:

K1 theories and practices of first and second language acquisition supported by current research

K2 relationships between English and other languages

K3 how the social or societal context of a learner's socioeconomic group and prior experiences affect L<sub>2</sub> acquisition

K4 the structure and phonology of the English language

K5 the role of L<sub>1</sub> proficiency in L<sub>2</sub> acquisition

K6 the multiple varieties and dialects of language

### Performance – Teachers demonstrate ability to:

P1 listen, speak, read, and write English with a near-native, college level degree of proficiency

P2 incorporate an understanding of the processes of language development into curriculum design and instructional and assessment practices

P3 identify and analyze the stages of linguistic development and provide appropriate support

P4 design instruction that reflects the social, psychological, and cognitive aspects of second language acquisition.

P5 design instruction based on the background knowledge and language proficiency of students

P6 design instruction focusing on meaning rather than form

**Dispositions – Teachers value, respect, or promote:**

D1 all languages and dialects as valid systems of communication and as a natural resource to be preserved

D2 the development of language competence in their students

D3 the role of L<sub>1</sub> in the ELLs' social and educational development

D4 the students' developing language skills, encouraging other students and teachers to do the same

D5 the students' personal experiences of learning a new language

**Standard 2: Developmental, Social, Political, and Cultural Contexts**

Teachers of English language learners address the developmental, social, political, and cultural contexts of their students' lives and educational experiences. They comprehend how these relate to classroom performance and educational practice.

**Knowledge – Teachers need knowledge of:**

K1 the distinctive needs of children at differing developmental levels from kindergarten through grade 12

K2 the history of the education of ELLs within the context of public education in the US

K3 the sociology, histories, and contributions of language minority groups in the US

K4 the interrelationships among home, school, and community

K5 the relationships between home and new cultures, the process of acculturation, and the attainment of bicultural competence

K6 socio-economic status as a cultural issue

K7 the legal rights and educational policies for ELLs

K8 the cultural embeddedness of the multiple forms of communication and cross-cultural communication skills necessary to mediate experiences for diverse individuals

K9 the role of the American school in a democratic and multicultural society as well as current equity issues
K10 how culture and background experiences may influence student learning
K11 the psycho-and sociolinguistic factors that impact second language learning
K12 the role of bi-literacy in the home, school, and community
K13 the differences between teaching ELLs in US school settings versus teaching English as a foreign language in other countries
K14 the structure of at least one other language at a basic level of proficiency and the relationship between that language and the culture which it reflects
<b>Performances – Teachers demonstrate ability to:</b>
P1 meet the differing developmental needs of children, kindergarten through grade 12
P2 address and incorporate social, cultural, and political issues into classroom practice and the larger school context
P3 foster open communication with families of students from diverse cultural and linguistic backgrounds
P4 create an equitable and inclusive educational environment with high expectations for all students
P5 infuse diverse cultural perspectives into the curriculum, classroom, and school environment
P6 use family and community resources to enhance instructional practice
P7 use effective strategies to address discriminatory practices and prejudice
<b>Dispositions – Teachers value, respect, or promote:</b>
D1 home-school-community relationships
D2 home language(s) and culture(s)

D3 a willingness to learn about the specific cultural and historical backgrounds of the students represented in the classroom.

D4 a willingness to explore student communication and interactional patterns from multiple perspectives

### **Standard 3: Curriculum, Instruction, and Assessment**

Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.

#### **Knowledge – Teachers need knowledge of:**

K1 the academic subjects taught at the elementary level and at least one academic subject taught at the secondary level

K2 the techniques for integrating language and culture into the curriculum across academic content areas

K3 the resources needed to teach language and content

K4 the impact of the curriculum on the development of full academic proficiency

K5 how to adapt curriculum to the needs of ELLs while maintaining high academic standards

K6 the role of a student's prior knowledge in providing comprehensible instruction

K7 the development of L<sub>1</sub> and that kids come to school with a lot of L<sub>1</sub> resources

K8 the importance of providing multiple opportunities for ELLs to practice English in meaningful contexts

K9 the differences that individual students have in learning skills and concepts in English

K10 a variety of methods for learning English and academic content

K11 a variety of linguistically and culturally appropriate ways to assess language and content development

K12 the relationship between assessment of student needs and curriculum design
K13 special education issues and how they differ from issues of language and culture
<b>Performances – Teachers demonstrate ability to:</b>
P1 teach or pre-teach academic content at the elementary level and at least one academic subject at the secondary level
P2 align curriculum, instruction, and assessment with the high, grade –level academic standards all students must achieve
P3 design and adapt curriculum for language(s) and content areas while maintaining the curricular goals all students must achieve
P4 set goals and design learning experiences and assessments that support the development of critical thinking skills
P5 incorporate a broad spectrum of literature and content-based resources as appropriate
P6 use a variety of appropriate and effective strategies for teaching language and academic content, including strategies that build on the student’s prior knowledge and allow for the active engagement of the learner in knowledge construction
P7 utilize the student’s native language as a resource and means to support learning
P8 use a variety of strategies for integrating the teaching of language and content
P9 use strategies for language management and classroom grouping, with attention to patterns of interaction in the classroom
P10 integrate listening, speaking, reading, writing, and content to create learning experiences that further both academic and linguistic learning goals
P11 use technology and other resources to enhance instruction of language and content by, for example, increasing access to authentic learning opportunities

P12 maintain a positive environment for learning English and academic content
P13 model effective verbal and nonverbal communication strategies in conveying ideas, information, and inquiry and be accepting of different modes of expression and communication skills
P14 incorporate cultural and linguistic diversity into the classroom environment
P15 assist students in the development of effective learning strategies or meta-cognitive awareness of their learning
P16 observe, describe, and document student progress
P17 select, administer, and interpret assessments in ways that limit bias and are developmentally appropriate for the learner
P18 design and implement pre-referral interventions that create more complete learner profiles and help avoid inappropriate referrals for special education services
P19 integrate theory and practice in teaching English and content to students with or without special needs
<b>Dispositions – Teachers value, respect, or promote:</b>
D1 the diversity and individuality of students
D2 the multiple ways in which students can demonstrate what they have learned
D3 sensitivity to English language learners in all phases of learning and assessment
D4 sensitivity to the differences of the English language learners’ prior knowledge
D5 high academic achievement for English language learners
D6 opportunities to create and maintain educational equity and inclusiveness, and to end exclusion and low expectations

**Standard 4: The School Environment**

Teachers recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.

**Knowledge – Teachers need knowledge of:**

K1 the optimal role of bilingual/ESL programs within the overall school context

K2 the support structure for ELLs that the school and the community provide and how to advocate for more effective structures when the existing one is inadequate

K3 the academic curriculum in order to collaborate effectively with mainstream teachers when developing lessons or teaching language content

K4 the resources available throughout the school and community to assist with linguistic and academic support

K5 the cultures, communities, and families represented by the ELLs and their role in the educational process

**Performances – Teachers demonstrate ability to:**

P1 collaborate with school personnel in order to actively promote high academic achievement of all ELLs

P2 collaborate effectively with all school personnel to plan and provide services for ELL's, particularly in core academic content areas

P3 advocate on behalf of students and their families including advocating for access to quality subject matter and support for positive linguistic, academic and affective growth

P4 integrate ELLs into academic and social learning environments

P5 encourage learning in the home and community

P6 advocate for the integration of bilingual/ESL education programs within all aspects of school life

P7 pre-teach key concepts, content, and academic language necessary for success in regular classrooms in all core subject areas as appropriate

P8 serve as a liaison between home and school in meeting the linguistic, cultural, and academic needs of ELLs
<b>Dispositions – Teachers value, respect, or promote:</b>
D1 collaborative endeavors within and between the school and community
D2 the unique contributions and skills of bilingual paraprofessionals or community liaisons
D3 an awareness of the needs that ELLs have
D4 a sharing of information with colleagues about the students and their cultures
D5 high expectations for ELLs and their families and communities

<b>Standard 5: Professional Development</b>
Teachers are reflective practitioners who continually engage in ongoing professional development, networking, research, and innovation (see Standard 9, Wisconsin Teacher Standards). Teachers actively seek out opportunities to grow and contribute professionally.
<b>Knowledge – Teachers need knowledge of:</b>
K1 how to access current research on best practices through professional networks, associations, and journals
K2 how to collaborate, create, and maintain partnerships for enhanced professional development
<b>Performance – Teachers demonstrate ability to:</b>
P1 actively seek out opportunities for professional development and information on innovations, issues, current research findings, and trends regarding the education of ELLs
P2 maintain ongoing communication and consultation with core content professionals
P3 develop and maintain ongoing links with school district, community, and professional networks

P4 utilize research methodologies and findings to improve classroom practice
P5 maintain positions that are based in research evidence
<b>Dispositions – Teachers value, respect, or promote:</b>
D1 a willingness and enthusiasm for active professional development
D2 self-reflection and self-assessment
D3 a willingness to collaborate as a means to further professional development

<b>Standard 6: Linguistic and Cultural Proficiency</b>
Teachers have achieved an advanced level of proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.
<b>Knowledge – Teachers need knowledge of:</b>
K1 language variations or dialects in languages other than English
K2 the specific language(s), dialects, histories and culture(s) of the students
K3 the tradition of education in the home cultures of the students
<b>Performance – Teachers demonstrate ability to:</b>
P1 communicate with a near-native, college level of literacy in both English and the language of the students
P2 communicate effectively with students, parents, and the community
P3 recognize a cultural reference made by the student and pursue its meaning if it is unknown
P4 evaluate bilingual teaching materials
P5 develop bilingual curricula

<b>Dispositions – Teachers value, respect, or promote:</b>
D1 bilingualism and biculturalism
D2 variations in languages or dialects other than English
D3 foster an environment that promotes appreciation of significant aspects of students’ culture (e.g., having open and relevant discussions, treating all students and their families with dignity, using authentic literature that includes a variety of cultures and perspectives)
D4 the proposition that bilingual schooling enriches all students who participate in it as well as the society at large

**Standard 7: Bilingual Pedagogy**

Teachers will recognize the purpose and management of dual language instruction, including curriculum design, instructional practice, and assessment.

**Knowledge – Teachers need knowledge of:**

K1 how to teach and assess content subjects using the native language
K2 issues surrounding assessment of and through the native language
K3 the management of language choice (which language is used when, for what purpose, for whom ...)
K4 bilingual program designs and models
K5 human, programmatic, and material resources available to support development and learning in both languages
K6 how to align bilingual instruction with grade appropriate, mainstream curricular practices

**Performance – Teachers demonstrate ability to:**

P1 target appropriate human and programmatic resources and support in native language
P2 support rigorous development of linguistic and academic skills in both languages

P3 utilize culturally and linguistically appropriate assessment measures that minimize bias
P4 integrate language and content instruction appropriate to a student's level of language ability in both languages for all applicable subject areas
P5 apply teaching, learning, and assessment strategies appropriate to a student's developmental level in both languages
P6 identify and select resources and materials appropriate to a student's developmental levels in both languages
P7 use both L <sub>1</sub> and L <sub>2</sub> to positively influence student achievement
P8 remain flexible in the design, implementation, and assessment of learning experiences for ELLs
<b>Dispositions – Teachers value, respect, or promote:</b>
D1 the importance of linguistic and academic development in two languages
D2 the proposition that developing strong language and literacy skills in two languages is a long term process

## ***Content Guidelines for Cross Categorical Special Education***

The Cross Categorical teacher candidate will complete an approved program in Cross Categorical Special Education with an area of emphasis in one of the following: specific learning disability (SLD), emotional behavioral disability (EBD), or cognitive disability (CD) and will demonstrate knowledge of and skill in:

### **1. Philosophical, historical and legal foundations of special education including:**

- The historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.
- The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e.g., due process, continuum of services, assessment, discipline, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.
- Current educational terminology and definitions relevant to students who would benefit from an independent curriculum.
- The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and schooling.
- The issues and trends related to all subfields of special education including early childhood special education (e.g., family-centered, community-based settings and services, interagency collaboration) and the provision of adult services.
- The issues related to definitions and identification procedures for students with disabilities including those from culturally and or linguistically diverse backgrounds.
- The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

### **2. The characteristics of learners including:**

- The emotional/behavioral, physical, sensory, cognitive, communication, learning, and social development of all students with disabilities.
- The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.
- The similarities and differences between the emotional/behavioral, physical, sensory, communication, learning, and social functioning and lifelong planning needs between students with disabilities and their peers without disabilities and between and among the various impairments of students with disabilities.
- The similarities and differences among all categories of disability, the levels of severity and implications for instruction.
- The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.
- The effects of various medications on emotional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.

### **3. Assessment, diagnosis and evaluation including:**

- The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials.
- The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities.
- The terminology used in the administration of tests and other evaluation materials.
- The appropriate application and interpretation of standardized tests (e.g., age/grade scores, standard scores, percentile ranks, stanines).

- The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews).
- A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
- The accurate development and maintenance of student evaluation records (e.g., summary of findings).

#### **4. Instructional content and practice including:**

- Learning theory and effective research-based instructional strategy application.
- Curriculum materials and systematic instructional methods for teaching basic academic skills and learning strategies in reading, mathematics, and written language; and assignment completion and test taking skills needed to succeed academically.
- Curriculum materials and systematic instructional methods for assisting students in developing appropriate communication, affective and social skills including self awareness, self advocacy, self-determination skills and career, vocational and life skills needed for post school independence.
- The selection and development of remedial, adaptive, and compensatory content, materials, resources, and strategies appropriate to the student's needs in various learning environments.
- The selection and use of specialized materials, equipment and technology including assistive technology.
- Generalization and maintenance of skills across learning environments.
- Cultural perspectives related to effective instruction for students with disabilities.
- Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.
- The development and implementation of transition planning.
- The development and revision of appropriate individualized education programs.

#### **5. Planning and managing the teacher and learning environment including:**

- Research-based information on basic classroom management theories, methods and strategies.
- Ways that technology, including assistive technology can assist with planning and managing the teaching and learning environment.
- Characteristics of environments (e.g., materials, equipment, spatial arrangements) that facilitate development, learning, and interaction between and among students.
- Evaluation, planning and management of procedures that match the learner needs with the instructional environment.
- Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities.
- Designing, structuring and managing daily routines including transition time for students, staff and the instructional setting.
- Preparing and implementing appropriate lesson plans.
- The principles of physical and health management.
- Instructional programs that enhance a student's social participation in family, school, and community activities.

#### **6. Managing Student Behavior and Social Skills/Interactions including:**

- Theories of behavior as they relate to students with disabilities
- Planning, implementing and evaluating group and individual behavior management strategies, that include:
  - Rules, regulations, procedural safeguards including ethics, least intensive intervention, and cultural issues.
  - Problem solving and conflict resolution.
  - Data collection.

- Classroom routines and rules, and environmental modifications.
- Generalization and maintenance of skills.
- Integrating behavior management into the curriculum.
- Crisis prevention/intervention.
- Defining target behaviors.
- Teaching replacement behaviors.
- Identifying appropriate consequences on a continuum.
- Social skills/interactions, that include:
  - Generalization and maintenance to other settings.
  - Areas of education, daily living and transition (e.g., work place, post secondary).
  - Integration into the curriculum.
  - Self-awareness, self-control, and self-monitoring.
  - Alternatives for nonverbal students.

**7. Communication and collaborative partnerships including:**

- Effective communication and collaborative relationships with parents, students, and school and community personnel in a culturally responsive environment.
- Effective communication (oral and written) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services.
- The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services.
- Family systems and the role of families in supporting child development and educational progress.
- The typical concerns of parents of students with disabilities and appropriate strategies to help parents deal with these concerns.
- The sources of unique services, networks and organizations that assist families and students.
- The types of information generally available from family, school officials, legal system, and community service agencies.
- The roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying, assessing and providing services.
- The characteristics and effects of the cultural and environmental background of the student and family including socioeconomic level, availability of health care, community supports, abuse/neglect, and substance abuse.

**8. Professional and ethical practices including:**

- Personal and cultural biases and differences that affect one's teaching and interactions with others.
- The importance of the teacher serving as a role model and advocate for students.
- The Council for Exceptional Children (CEC) and other professional standards and codes of ethics.
- Consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- The rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities.
- Engagement in professional activities that may benefit students with disabilities, their families and or colleagues.
- Positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

## Wisconsin Ten Teacher Standards As Applied in Early Childhood

*An Early Childhood Education (ECE) Initial Licensure Teacher needs to be able to demonstrate proficient performance in the knowledge, skills, and dispositions to teach children birth through age 8 through attainment of the following ten standards:*

**Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

The ECE teacher understands and uses appropriate strategies to develop curriculum approaches, create lesson plans, and manage a learning environment for young children birth to age eight that provides for all of the following:

- Is based on the interrelationships among child development, learning theory, and education research.
- Is implemented through a balanced and integrated curriculum for the early childhood level which emphasizes play, active manipulation of concrete materials, independence in daily living, exploration of the environment, problem solving, and decision making.
- Incorporates best practices in the areas of children's literacy, environmental education, mathematics, motor development, physical and mental health, science, and social science.
- Integrate content areas such as creative arts, music, and literature through adult and child initiated themes.
- Meets the unique needs of a diverse group of young children and builds upon their strengths.

**Standard #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**

The ECE teacher understands the principles and theories of child growth and development and learning theory as appropriate to children birth through age 8.

**Standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

The ECE teacher understands the wide variability in normal child development, as well as risk factors, and developmental patterns and delays. The teacher is able to identify, adapt the curriculum for, and seek additional resources to teach children birth through age 8 with special needs and talents.

**Standard #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

The ECE teacher understands the characteristics of play and implements curricular activities that contribute to the cognitive, social, emotional, communication, motor development and learning theory of children birth through age 8.

**Standard #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

The ECE teacher uses theories and principles of classroom organization and management based upon child development and learning of children birth through age 8 to create a learning environment that fosters friendships and interactions with others.

The ECE teacher understands and uses methods for organizing and team teaching in collaboration with parents and other professionals to maximize the children's development through appropriate use of strategies, materials, equipment, and technology.

**Standard #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.**

The ECE teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interactions in the classroom. The ECE teacher understands and applies principles of program and staff development, supervision and evaluation of support staff.

The ECE teacher understands and applies appropriate principles of professionalism and confidentiality.

**Standard #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

The ECE teacher understands and implements instructional approaches that contribute to the practical application of basic skills, preparation of pupils for work including career exploration, and employability skills and attitudes.

**Standard #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

The ECE teacher applies developmentally appropriate formal and informal assessment of infant and young children's cognitive, social, emotional, communication, motor, adaptive, and physical skills – including vision and hearing development – for initial and ongoing planning and evaluation or progress.

**Standard #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

The ECE teacher understands, implements, and as a reflective practitioner, evaluates developmentally appropriate curricular choices upon child development, learning theory, and research for all children birth through age eight.

The ECE teacher actively seeks out opportunities to grow professionally.

**Standard #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being.**

The ECE teacher understands and uses appropriate communication skills for working with other persons involved in early childhood settings including parents, volunteers, support staff, special education and pupil services personnel, and professionals from other disciplines.

The ECE teacher understands and uses appropriate communication skills for working with advisory groups, community agencies, and other resources.

The ECE teacher understands and uses appropriate strategies designed to develop skills in supporting families from diverse backgrounds as well as in promoting parent education and family involvement in the early childhood level program.

<b>Chart Cross-Referencing State Standards</b>			
<b>State Teaching Standards (10)</b>	<b>ELL (5)</b>	<b>Bilingual (7)</b>	<b>Cross Categorical Special Education (8)</b>
1	1,3	1, 3, 7	1, 4, 8
2	2	2	1, 2, 4, 6
3	4	4	1, 2, 4, 6
4	1	1, 6	4
5	4	4	6
6	1	1, 6	7
7	2, 3	2, 3	5
8	3	3, 7	3
9	5	5	5
10	4	4	1, 7, 8

Chart cross-referencing state standards to other standards to assist with portfolio development. This chart is just an example of how the standards can be related to one another. In the portfolio, a teacher could provide solid rationale for how the standards from one area relate to another.

*CESA 7 Teacher Development Center Alternative Licensure Program  
Scoring Rubric for Culminating E-folio Review*

**Date:**

**Name of Reviewer and course(s) taught:**

**Name of teacher candidate:**

**Licensure sought:**

## Standard 1. Content Knowledge

Standard 1. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

Criteria	1	2	3	4
Understands major concepts, assumptions, processes of inquiry, and ways of knowing that are central to a discipline.				
Understands how students' conceptual frameworks and their misconceptions can influence their learning.				
Uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding.				
Uses different "ways of knowing" and methods of inquiry in teaching concepts.				
Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.				
Develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.				
Creates interdisciplinary learning experiences that encourage students to integrate knowledge, skills and methods of inquiry from several subject areas.				
Realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## Standard 2. How Students Learn

Standard 2. *The teacher understands how students with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

Criteria	1	2	3	4
How learning occurs—how students construct their knowledge, acquire skills, and develop habits of mind.				
How students' physical, social, emotional, moral and cognitive development influence learning.				
Expected developmental progressions and ranges of individual variation and levels of readiness in learning within each domain.				
How development in any one domain may affect performance in other domains.				
The social, physical, cultural and family influences that can affect development.				
Identify and interpret student-learning strategies.				
Use pedagogical approaches that address the developmental attributes of students.				
Use formal and informal methods to study student learning strategies.				
Use instructional strategies that promote student learning for a wide range of student abilities.				
Plan lessons that facilitate and enhance independent learning and thinking.				
An appreciation for diverse factors that affect student learning.				
Encourage self-assurance in all students.				
Model respect toward students and expect students to demonstrate respect for the teacher and for other students.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## **Standard 3. Adapting Instruction**

Standard 3. *The teacher understands how students differ in their approaches to learning and the barriers that impede learning and can adapt instructions to meet the diverse needs of students, including those with disabilities and exceptionalities.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

Criteria	1	2	3	4
Understands and identifies differences in approaches to learning and performance.				
Determines the stages of development, learning styles, learning difficulties, strengths and needs of students.				
Creates a learning community in which individual differences are respected.				
Uses understanding of students, families, communities and cultures to implement instruction and assessment.				
Differentiates instruction and assessment to meet the needs of all learners.				
Believes that all students can learn and values their contributions.				
Shows positive disposition toward students with cognitive, emotional, cultural, and physical differences.				
Encourages, accepts, and values diverse opinions from students.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## **Standard 4. Varied Instructional Strategies**

Standard 4. *The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage students' development of critical thinking, problem solving, and performance skills.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

Criteria	1	2	3	4
Understands the cognitive processes associated with various kinds of learning and how they can be facilitated.				
Understands the principles and techniques, as well as the limitations, of various instructional strategies.				
Understands how to enhance learning through the use of a repertoire of human and technological resources.				
Uses a variety of appropriate teaching and learning strategies.				
Incorporates varying levels of challenge including critical thinking and problem solving processes.				
Uses critical thinking and problems solving processes.				
Constantly monitors and adjusts strategies in response to learner feedback.				
Uses technology across the curriculum.				
Has developed a commitment to produce complex thinking and performance for all students.				
Shows a willingness to incorporate various instructional methods including technology.				
Encourages creative, complex thinking in applying new knowledge.				
Values flexibility and reciprocity in the teaching process and adapts instruction to students' responses, ideas, and needs.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## **Standard 5: Classroom Management**

Standard 5. *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

Criteria	1	2	3	4
Understands the theories of how behavior is learned.				
Understands theories of motivation and strategies that have been identified to enhance and support it.				
Understands historical, psychological, and sociological contexts that impact motivation and behavior in students.				
Understands a range of classroom organization and management theories.				
Is able to select and apply appropriate models of discipline.				
Is able to design and apply effective strategies to increase and maintain student motivation.				
Is able to design learning activities that increase student motivation.				
Can structure the classroom environment to promote positive social relationships for meaningful learning.				
Is sensitive to and has empathy for the differences in student behavior and motivation.				
Holds the belief that all students can learn.				
Has high expectations for all students, including students with a variety of learning needs from various cultural backgrounds.				
Demonstrates an awareness of the importance of identifying and addressing the unique learning needs of all students.				
Has confidence in managing and motivating individual learners and entire class.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## **Standard 6. Verbal and Nonverbal Communication**

Standard 6. *The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understands how to use a variety of technology tools, including how to design and organize a professional multimedia presentation and how to enhance learning in the major content areas and support student learning.				
Understands the dynamics of effective verbal and nonverbal communication for diverse audiences.				
Understands the strategies of effective verbal and nonverbal communication that facilitate learning.				
Critiques verbal and nonverbal communication skills in self and others.				
Demonstrates basic technology literacy in delivering presentations.				
Evaluates, prepares, and implements effective technology in delivering instruction.				
Uses communication styles that demonstrate flexibility in adapting to a variety of factors (gender, race, ethnicity, and exceptionality).				
Develops an appreciation for, confidence in, and a commitment to the use of technology as a tool for learning and communication in the 21 <sup>st</sup> century.				
Develops an appreciation for effective verbal and nonverbal communication, including sensitivity to issues of equity.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## **Standard 7. Instructional Design**

Standard 7. *The teacher organizes and plans systematic instruction based upon knowledge of subject matter, students, community, and curriculum goals.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understands the elements of effective instruction.				
Understands the history and purpose of standards, assessment and curriculum.				
Understands a range of curriculum models/theories and the rationale behind them.				
Understands learning style and multiple intelligence theories.				
Is able to design instruction with the essential components using an effective format and organization.				
Is able to design instruction that effectively addresses issues of culture, disability, and learning style.				
Is able to design instruction with standards, benchmarks and assessments embedded and identified.				
Is able to collect, analyze, and interpret data on changes in student learning.				
Is able to reflect on and revise units of instruction based on multiple modes of data.				
Has developed an appreciation for effective curriculum design and its relationship to successful teaching.				
Is sensitive to the importance of addressing diversity throughout the curriculum.				
Has an awareness of the impact of psychological, sociological and cultural variables on successful teaching.				
Knows the value of using data to make instructional decisions.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## **Standard 8: Assessment Techniques**

Standard 8. *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

Criteria	1	2	3	4
Knows instructional strategies and interventions to promote student learning.				
Knows a variety of strategies and or tools to assess student learning.				
Understands the ethical and legal concepts relative to assessment.				
Uses developmentally appropriate diagnostic tools.				
Uses the appropriate method of assessment for the type of learning target/outcome.				
Assesses the reliability and validity of assessment instruments.				
Applies basic statistical procedures and interpret results.				
Is able to document changes in student learning.				
Has an appreciation and commitment to quality teaching.				
Has a "critical" consumer attitude toward assessment.				
Has a commitment to research-based decision-making.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## **Standard 9: Reflective Practitioner**

Standard 9. *The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on students, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

Criteria	1	2	3	4
Uses reflection as a practice for growth.				
Understands appropriate teacher – student classroom interaction.				
Understands classroom organization and management.				
Possesses the personal and professional attributes of an effective teacher.				
Is knowledgeable about various community and family environments.				
Knows academic standards and curricula.				
Understands opportunities for professional growth.				
Is able to critique classroom organization and management techniques and decide on appropriate plans.				
Is able to analyze behaviors of effective teachers.				
Is able to effectively work with families, students and community support organizations.				
Is able to critically reflect on teaching and learning.				
Has developed a desire and commitment to teaching and learning.				
Appreciates the value of on-going reflection on teaching and learning.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

## **Standard 10: Community Relationships**

Standard 10. *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well being and who acts with integrity, fairness and in an ethical manner.*

- 4 Exceeds expectations.** Extensive evidence of meeting or exceeding the criterion. Artifacts model in-depth competency and understanding of the criterion.
- 3 Consistently meets expectations.** Adequate evidence that the criterion has been met. Artifacts exemplify competency specified by the criterion.
- 2 Meets minimum expectations.** Some evidence that criterion has been met. Artifacts only begin to demonstrate competency in meeting the criterion.
- 1 Unsatisfactory.** Little or no evidence in the portfolio of meeting the criterion. Artifacts do not demonstrate competency specified by the criterion.

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Understands the reflective teaching process.				
Knows how to use teaching practice to aid professional growth.				
Understands the concept of teacher as learner.				
Understands the importance of professional alliances.				
Understand what professional skills and abilities are needed for effective teaching.				
Is able to reflect on and critique teaching and learning strategies.				
Is able to analyze teaching behavior.				
Is able to analyze students as learners.				
Has the capacity to develop positive working relationships with schools, community and parents.				
Has demonstrated professional responsibility.				
Has demonstrated a commitment to life-long learning.				
Has demonstrated a desire to research his/her teaching.				
<b>Overall Rating: Using the scale above, rate the teacher candidate's overall level of competency on this standard.</b>				
Comments:				

**CESA 7's Teacher Development Center (TDC) Alternative Licensure Program Roles and Expectations  
in the Teacher Candidate E-folio Review Process for Candidates Admitted PRIOR TO 1/25/10**

**Where are copies of course syllabi and instructor contact located?**

- Copies of the full course syllabi are posted on the CESA 7 TDC Instructor website for access by all TDC Instructors; full course syllabi are provided to teacher candidates by the instructors at the first session of each course.
- Instructor contact information is also posted on the CESA 7 TDC Alternative Licensure Program website.

**What are the instructors' role and responsibility in the e-folio?**

- Prior to each semester, instructors who are teaching courses for the upcoming semester will be given the opportunity to meet and review their courses, the standards they will address and the assignments which can be used as artifacts in the e-folio. The purpose of sharing this information will be to improve communication, coordination, collaboration between classes and instructors, identify areas where there is any overlapping of information and determine appropriate action of overlapped areas. Instructors will be given the opportunity to conduct a phone conference or set up a face to face meeting.
- TDC Instructors will provide each teacher candidate with a copy of their syllabus description at the first session of each course and review the syllabus with them.
- The TDC Instructors will review the state standards chart for all of the courses taught in the TDC Program.
- TDC Instructors will provide special emphasis on the state and content standards addressed in the course and on any assignments that can be used by the teacher candidates as artifacts for their e-folio as well as the grading criteria.
- TDC Instructors have the opportunity to review any teacher candidate's TDC file prior to the e-folio review. Instructors are to contact the TDC Program Coordinator to request the review of a teacher candidate's file.

**When and how are teacher candidates informed of portfolio guidelines/expectations?**

- The Portfolio Guidelines booklet will be reviewed with all teacher candidates at a required meeting in the fall and spring of each year.
- The Portfolio Guidelines booklet will be posted on the TDC Program website as a resource/reference for the teacher candidates.
- Teacher candidates will be informed at program acceptance of any additional content standards and/or artifacts that need to be addressed in their e-folio for the licensure they are seeking.

**How does a teacher candidate go about getting a preliminary review of their e-folio?**

- If the teacher candidates want a preliminary review of their initial work on the e-folio, they may send the TDC Program Coordinator an e-mail requesting a review of 1-2 standards with accompanying artifacts. This is not an official review of one's e-folio but only a screening by one person. The TDC Program Coordinator will then review their e-folio and provide specific feedback.

**When are the self-assessment booklet and the transcript from Silver Lake College sent to the TDC Program Coordinator?**

- The teacher candidates are to submit their copy of the Self-Assessment of the Wisconsin Teacher Standards: A Tool for Self-Reflection OR the Self-Assessment for Early Childhood Teachers: A Tool for Standards Based Teacher Self-Reflection prior to the e-folio review.
- The teacher candidates are to submit an **official copy** of their final transcript from Silver Lake College for their TDC file to the TDC Program Coordinator prior to the e-folio review and have all their program fees paid.

**When can a request be made for the culminating e-folio review?**

- After the teacher candidates have completed all their program requirements, including their e-folio, they will contact the TDC Program Coordinator to officially request a final review of their e-folio. Contact is made by the teacher candidates sending an e-mail requesting the final review of their e-folio to the TDC Program Coordinator.

### **What are the goal and expectations for the e-folio?**

- The goal of the CESA 7 Teacher Development Center Alternative Licensure Program is for all of its teacher candidates to consistently meet expectations in all of the 10 Wisconsin Teacher Standards (and specific content standards related to their area of licensure) on the scoring rubric for their culminating e-folio review prior to endorsement for the initial educator license. TDC Program staff recognize that to consistently meet expectations in all of the 10 Wisconsin Teacher Standards (and specific content standards related to their area of licensure) by a teacher candidate is a continuous improvement process that takes time, practice for implementing effective teaching practices in all state/content standards and ongoing reflection. Thus, **it is expected that candidates in the TDC Program consistently meet expectations in or demonstrate growth towards consistently meeting expectations in all of the 10 Wisconsin State Teaching Standards/content standards in their e-folios.**

### **What process occurs for the final e-folio review?**

- The TDC Program Coordinator will review the list of courses completed by the teacher candidate and will select one or two instructors to assist the TDC Program Coordinator with the review of the e-folio.
- The TDC Program Coordinator will notify the instructors of all the directions for completing the e-folio review (using the portfolio scoring rubric scale) including but not limited to the following: the candidate's name, contact information, area of licensure, the link for the e-folio, the targeted date for the completion of the review, self-assessment materials, etc.
- The TDC Program Coordinator will secure a copy of each instructor's individual portfolio scoring rubric scale after the review of the e-folio.
- The TDC Program Coordinator will review all culminating e-folio scoring rubric scales and resolve any issue where there is inter-rater disagreements on an overall score of a standard that has an overall rating of unsatisfactory or has not shown growth beyond meeting minimum expectations over time. This will include discussion with all the instructors participating in the e-folio review.
- If there is any standard where there is an overall rating of unsatisfactory or that did not show growth beyond meeting minimum expectations over time, the TDC Program Coordinator will inform the teacher candidate of the e-folio review findings and what needs to be changed for the standard to meet a passing rating.
- The teacher candidate will make the needed revisions in the e-folio and notify the TDC Program Coordinator when the revisions are made in the e-folio.
- The TDC Program Coordinator will then re-contact the instructors on the original e-folio review team and ask for their review and rating of the changes related to the standard(s).
- After the teacher candidate has successfully met all of the e-folio requirements and has been informed of this by the TDC Program Coordinator, the teacher candidate will complete and submit the Initial Educator License Form with payment.
- After receiving the Initial Educator License Form, the TDC Program Coordinator will then sign the form, endorsing the teacher candidate for licensure, and will send the form to DPI.
- The teacher candidate will also be sent the State of Wisconsin Verification of Program Completion Certificate from the TDC Program Coordinator which verifies completion of the program and documents that the license form was sent to DPI.

### **What process will be followed if a teacher candidate DOES NOT meet the e-folio requirements after utilizing the resources of help?**

- In the event a teacher candidate has not received a passing score on the Culminating E-folio Review Document after receiving the resources of help, the procedures described in the Retention and Career Counseling Policy and Procedure will be followed.

### **What are some of the resources of help that may be identified and used to help the teacher candidate improve their e-folio?**

Resources include but are not limited to the following:

- Periodic e-folio reviews completed by the TDC Program Coordinator with specific feedback to the teacher candidate.
- Consultation and assistance from the mentor.
- Use of professional development resources within and outside of the school system that directly relate to the area of concern.

- Ongoing and/or increased frequency of e-folio consultations.
- Plan of improvement.

**When will the TDC Program NOT endorse a teacher candidate for the initial educator license based on the results of the Culminating E-folio Review?**

- When any teacher candidate who has not improved an unsatisfactory overall rating level in any standard on the scoring rubric for the Culminating E-folio Review Document.
- When any teacher candidate who has not shown growth beyond meeting minimum expectations over time in any standard on the Culminating E-folio Review Document.
- When any teacher candidate who does not present a face-to-face culmination of their best work toward their licensure (one standard and accompanying artifacts). This face-to-face presentation will be done at the required meeting at the CESA 7 Office or alternate site scheduled by the TDC Program Coordinator. All potential program completers and teacher candidates will attend.
- When any area identified in #4 of the Retention and Career Counseling Policy exists that relates to any standard on the Culminating E-folio Review Document.

**How and when is a teacher candidate informed they successfully completed the e-folio review and what do they do next?**

- After the teacher candidate's e-folio has received a passing rating on all 10 standards, they will receive written correspondence from the TDC Program Coordinator noting successful completion of the e-folio. The teacher candidate will then be asked to complete the Initial Educator License Application and submit it to the TDC Program Coordinator for processing to DPI.

**10/04/10**

**CESA 7's Teacher Development Center (TDC) Alternative Licensure Program Roles and Expectations  
in the Teacher Candidate E-folio Review Process for Candidates Admitted AFTER 1/25/10**

**Where are copies of course syllabi and instructor contact located?**

- Copies of the full course syllabi are posted on the CESA 7 TDC Instructor website for access by all TDC Instructors; full course syllabi are provided to teacher candidates by the instructors at the first session of each course.
- Instructor contact information is also posted on the CESA 7 TDC Alternative Licensure Program website.

**What are the instructors' role and responsibility in the e-folio?**

- Prior to each semester, instructors who are teaching courses for the upcoming semester will be given the opportunity to meet and review their courses, the standards they will address and the assignments which can be used as artifacts in the e-folio. The purpose of sharing this information will be to improve communication, coordination, collaboration between classes and instructors, identify areas where there is any overlapping of information and determine appropriate action of overlapped areas. Instructors will be given the opportunity to conduct a phone conference or set up a face-to-face meeting.
- TDC Instructors will provide each teacher candidate with a copy of their syllabus description at the first session of each course and review the syllabus with them.
- The TDC Instructors will review the state standards chart for all of the courses taught in the TDC Program.
- TDC Instructors will provide special emphasis on the state and content standards addressed in the course and on any assignments that can be used by the teacher candidates as artifacts for their e-folio as well as the grading criteria.
- After the teacher candidate has infused the assignment into their e-folio, the TDC Instructors will grade assignments in the teacher candidate's e-folio.
- Teacher candidates who are fulfilling the licensure requirements through their e-folio can request review of artifacts from the TDC Program Coordinator/CESA 7 Program Supervisor at any time.

**When and how are teacher candidates informed of portfolio guidelines/expectations?**

- The Portfolio Guidelines booklet will be reviewed with all teacher candidates at a required meeting in the fall and spring of each year.
- The Portfolio Guidelines booklet will be posted on the TDC Program website as a resource/reference for the teacher candidates.
- Teacher candidates will be informed at program acceptance of any additional content standards and/or artifacts that need to be addressed in their e-folio for the licensure they are seeking.

**How does a teacher candidate go about getting a preliminary review of their e-folio?**

- If the teacher candidates want a preliminary review of their initial work on the e-folio, they may send the TDC Program Coordinator an e-mail requesting a review of 1-2 standards with accompanying artifacts. This is not an official review of one's e-folio but only a screening by one person. The TDC Program Coordinator will then review their e-folio and provide specific feedback. With assignments (which can be used as e-folio artifacts) being graded by the instructors in the e-folio, the need for this preliminary review by the TDC Coordinator may not be needed.

**When are the self-assessment booklet and the transcript from Silver Lake College sent to the TDC Program Coordinator?**

- The teacher candidates are to submit their copy of the **Self-Assessment of the Wisconsin Teacher Standards: A Tool for Self-Reflection** OR the **Self-Assessment for Early Childhood Teachers: A Tool for Standards Based Teacher Self-Reflection** prior to the e-folio review.
- The teacher candidates are to submit an **official copy** of their final transcript from Silver Lake College for their TDC file to the TDC Program Coordinator prior to the e-folio review and have all their program fees paid.

### **When can a request be made for the culminating e-portfolio review?**

- After the teacher candidates have completed all their program requirements, including their e-portfolio, they will contact the TDC Program Coordinator to officially request a final review of their e-portfolio. **Contact is made by the teacher candidates sending an e-mail requesting the final review of their e-portfolio to the TDC Program Coordinator.**

### **What are the goal and expectations for the e-portfolio?**

- The goal of the CESA 7 Teacher Development Center Alternative Licensure Program is for all of its teacher candidates to consistently meet expectations in all of the 10 Wisconsin Teacher Standards (and specific content standards related to their area of licensure) on the scoring rubric for their culminating e-portfolio review prior to endorsement for the initial educator license. TDC Program Staff recognize that to consistently meet expectations in all of the 10 Wisconsin Teacher Standards (and specific content standards related to their area of licensure) by a teacher candidate is a continuous improvement process that takes time, practice for implementing effective teaching practices in all state/content standards and ongoing reflection. Thus, **it is expected that candidates in the TDC Program consistently meet expectations in or demonstrate growth towards consistently meeting expectations in all of the 10 Wisconsin State Teaching Standards/content standards in their e-portfolios.**

### **What process occurs after a request is made to the TDC Program Coordinator for the final e-portfolio review?**

The TDC Program Coordinator will do a file review to assure that all of the following requirements are met:

- All required courses are completed.
- All artifacts are graded.
- The appropriate Praxis II test scores are in the file.
- The fluency test is passed for Bilingual Certification.
- Observation/evaluation reports are signed.
- Self-assessment booklet is turned in.
- TDC Dispositions completed.
- All fees are paid.
- Required statutory classes completed.
- 2-3 artifacts per standard for teachers hired under emergency permits.
- 1-2 artifacts per standard for teachers hired under emergency licenses.
- Artifacts represent multiple technology skills.
- Artifact for evidence of student growth.
- Observation/evaluation report from mentor/supervising teacher.
- Standards for all certifications sought are properly aligned and addressed.
- Artifacts communicated at program acceptance are addressed.

The TDC Program Coordinator will communicate the status of the e-portfolio review in writing to the teacher candidate.

### **What process occurs once it is determined the e-portfolio requirements are met?**

- The teacher candidate will complete and submit the Initial Educator License Form with payment.
- After receiving the Initial Educator License Form, the TDC Program Coordinator will sign the form endorsing the teacher candidate for licensure and will send the form to DPI.

- The teacher candidate will also be sent the State of Wisconsin Verification of Program Completion Certificate from the TDC Program Coordinator which verifies completion of the program and documents that the license form was sent to DPI.

**What process will be followed if a teacher candidate DOES NOT meet the e-folio requirements after utilizing the resources of help?**

- In the event a teacher candidate has not received a passing score on the Culminating E-folio Review Document after receiving the resources of help, the procedures described in the Retention and Career Counseling Policy and Procedure will be followed.

**What are some of the resources of help that may be identified and used to help the teacher candidate improve their e-folio?**

Resources include but are not limited to the following:

- Periodic e-folio reviews completed by the TDC Instructor and/or TDC Program Coordinator at the request of the teacher candidate with specific feedback being provided to the teacher candidate.
- Consultation and assistance from the mentor.
- Use of professional development resources within and outside of the school system that directly relate to the area of concern.
- Ongoing and/or increased frequency of e-folio consultations.
- Plan of improvement.

**When will the TDC Program NOT endorse a teacher candidate for the Initial Educator License based on the results of the Culminating E-folio Review?**

- When any teacher candidate who has not improved an unsatisfactory overall rating level in any standard on the scoring rubric for the Culminating E-folio Review Document.
- When any teacher candidate who has not shown growth beyond meeting minimum expectations over time in any standard on the Culminating E-folio Review Document.
- When any area identified in #4 of the Retention and Career Counseling Policy exists that relates to any standard on the Culminating E-folio Review Document.

**ADDENDUM NOTE: Teacher candidates who take less than three “one credit” courses in their TDC Program will most likely be under a standards based e-folio review process that is more similar to the process described for those admitted prior to 1/25/10. At admission and in the orientation system, this will be clarified to the teacher candidate by the TDC Program Coordinator.**

09/06/11