

**Accelerated Certification for Teachers (ACT) and Masters Program**

Steps to Completion



2023-2024

Third Edition

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Carthage Teachers Competent, Caring, Committed

# Introduction

The Accelerated Certification for Teachers and Master of Education program, or ACT/MED, is ideal for students who hold a bachelor’s degree and want to become a licensed teacher at the middle and high school levels in Wisconsin.

## What is ACT/MED?

Accelerated Certification for Teachers and Master of Education (ACT/MED)is a post-bachelor teacher certification and master of education graduate program that leads to an initial Wisconsin teaching license for middle and secondary grades (grades 6-12) and an M.Ed.

The ACT/MED allows cohorts the opportunity to complete a more comprehensive M.Ed. directly upon completing their initial license requirements, as required by the Wisconsin Department of Public Instruction. Several M.Ed. courses are embedded within the program and students will then complete the M.Ed. within one semester upon completion of their teaching license requirements. If students already have a Master’s degree, the program duration is 1.5 years.

The program offers:

* Initial WI teaching licenses in cross-categorical special education and a full range of secondary education areas: art, biology, broadfield science, broadfield social studies, chemistry, economics, English, French, geography, history, math, music, physical education, political science, science, Spanish, speech communications, and theatre.
* Master of Education (M.Ed.) with a concentration in either Cross-Categorical Special Education or content-area specialization.

The chapters of this booklet follow the Department of Education's conceptual framework. This conceptual framework is supported by the 10 Wisconsin Standards for Teacher Development and Licensure which grew out of Wisconsin’s Model Academic Standards, and the PI34.15 (2) b. Content Guidelines.

As stated in the Carthage College Mission:

## Seeking Truth, Building Strength, Inspiring Service—Together

That’s the Carthage mission. It’s not a stodgy old saying recited at alumni banquets and presidential dinners. It’s a challenge. One that we put forth anew every single day. To our students. To our faculty and staff. To make this world a better place for all of us.

SEEKING TRUTH

* Carthage is a college of the Evangelical Lutheran Church in America, espousing and expressing the Judeo-Christian tradition.
* Carthage honors God’s love for all people and celebrates the rich diversity of creation.
* Carthage embraces scholarship and teaching that are grounded in respect for truth, the possibilities and limitations of individual perspectives, and personal accountability.
* Carthage recognizes that the quest for Truth is a life-long journey, and that knowledge, experience, and understanding, gained through a love of learning, are the surest guides.
* Carthage promotes personal, professional, and social relationships characterized by truth, honesty, and integrity.

BUILDING STRENGTH

* Carthage challenges all members of the community to seek excellence in every endeavor.
* Carthage provides the resources, tools, and facilities necessary to attract and develop committed students, faculty, staff, and trustees.
* Carthage strives for robustness throughout its educational experience, providing students with opportunities to grow in all facets of life.
* Carthage seeks breadth and depth of cultural experience from faculty and students, building a foundation for informed, courageous, and effective action in the larger world.
* Carthage collaborates with advisors and partners who help increase the relevance, vibrancy, and resilience of the educational experience.
* Carthage is a responsible steward, investing in and preserving resources in service to current and successive generations of students.

INSPIRING SERVICE

* Carthage affirms that the privilege of education is accompanied by the responsibilities of social awareness.
* Carthage challenges students to become builders of a just and compassionate world by immersing them in an educational experience that offers exposure to the full breadth of existence on Earth.
* Carthage prepares students for lives of service, and progression to leadership, by providing opportunities to give of themselves and help others—locally, nationally, and internationally.
* Carthage models and promotes the art of stewardship, enjoining respect for life in all of its various forms and cultures.

TOGETHER

* Carthage is a college community that spans generations and bridges ideologies, nurturing lives of service, work, appreciation, and understanding.
* Carthage affirms that Truth, Strength, and Service intertwine beneficially throughout life, and encourages members of the community to follow paths that incorporate all three.
* Carthage embraces traditions that lift up the community and increase its relevance and prestige.
* Carthage encourages community members to challenge and support one another, to accept responsibility and require accountability, and to collaborate in serving the best interest of students.

## Conceptual Framework

In relation to the College, the Department of Education's conceptual framework represents both the liberal arts foundation of the college’s general curriculum and the educator preparation programs’ curriculum. The framework builds on candidates’ liberal arts experiences to provide a common set of expectations that, when realized, become hallmarks of a Carthage College graduate. The accreditation of the Carthage College program is the result of compliance with the regulations of the Wisconsin Department of Public Instruction and the North Central Accreditation Agency.

The conceptual framework is a shared vision that identifies the teaching knowledge, skills, and dispositions teacher candidates will master at a level appropriate for beginning teachers or administrators. The Department of Education objective, using the conceptual framework as the cornerstone, is to provide the region with educators who are well prepared to serve their communities. The Department of Education faculty maintains high standards of professional development through research endeavors and extensive local, state, and national involvement. The research and knowledge base is adopted from standards of learned societies to which the members of the Education Department Faculty belong and in which they are active participants. Faculty members incorporate this research knowledge and the knowledge base depicted by 10 WI Standards for Teacher Development and Licensure into their syllabi and their specific course objectives. The graduate level licensing programs for reading specialists and principals are based on the 7 Wisconsin Standards for Administrators in addition to the 10 WI Standards in Teacher Development and Licensure. Courses taken while at Carthage include various strands of essential knowledge and skills, and affirm the relationship between the liberal arts foundation and the professional education knowledge base. The Department also strives to maintain its positive relationship with the public and private schools through its undergraduate and graduate program, and responds readily to the needs of the schools and their communities.

The basic preparation and advanced programs in the Department of Education are designed to provide experiences and lay a foundation for a professional who continues to learn. The Department's conceptual framework has certain fundamental principles, which prepare students for licensure as

teachers and administrators in Wisconsin. Within these programs, graduates will encounter the philosophy that teachers should be educated to be *competent, caring, and committed* while being reflective decision- makers.

Principles included within that philosophy of competent, caring, and committed are part of every program within the College and are listed below.

1. Graduates will possess a general knowledge of human heritage in several fields of learning including the arts, humanities, and sciences.
2. Professional knowledge of graduates will include the development of oral and written communication skills and a facility for critical and constructive thinking.
3. Graduates will demonstrate knowledge of appropriate instructional foundations, and the ability to apply content and pedagogical knowledge in appropriate educational settings.
4. Graduates will demonstrate knowledge of learners' needs and the ability to meet those needs, including experiences related to multicultural education, cultural pluralism, and students with disabilities.
5. Graduates will be able to integrate content knowledge and professional knowledge with theory, methods, research, and instructional technology appropriate to the

Educational field, with emphasis on what is best for the learner. The research and knowledge base is adopted from standards of learned societies to which faculty members belong.

1. Graduates will complete a program with a basic knowledge and skill base that

fosters a love of learning, openness to diverse ideas, and a commitment to education as a lifelong process.

1. Graduates will demonstrate a knowledge and understanding of the professional roles and responsibilities related to their selected discipline in appropriate clinical experiences and fieldwork.

Each education course has a performance-based system embedded within the course. Candidates will demonstrate their proficiency within the courses and with regard to the strands of the conceptual framework, state-approved teaching and content standards, and the knowledge and performance indicators specified in statutory requirements and rules. Graduates will be assessed using a variety of measures based on performance-based standards. The results of these assessments will also be used in evaluating the program along with data collected from other stakeholders.

A Carthage College degree provides the opportunities for individuals to identify themselves, recognize the defining aspects of the cultures in our society, as well as their individual roles within this society while preparing for their professional roles and responsibilities. The conceptual framework used by the Department of Education ensures students will have the opportunities to become creative thinkers who are competent, caring, and committed and who make appropriate decisions. The College places significant value on producing educators who are reflective, effective planners and sensitive to cultural needs so its teacher candidates can succeed in an ever-changing school environment.

# ACT/MED Program Requirements

ACT/MED is dedicated to high standards that are reflected in the admissions and course requirements.

## Eligibility

To participate in the ACT/MED Program at Carthage, you must:

* Hold a bachelor’s or advanced degree from an accredited institution in the appropriate teaching content area. A 2.75 cumulative GPA is required of all college coursework completed.
* Be currently employed (or will be employed) by a public or private middle or high school.
* Complete the entire ACT/MED program unless you already hold a Master’s degree and seek only to obtain teacher licensure. Without a Masters, candidates obtain a teacher license and participate in an accelerated cohort MED program in 1.5 years with the Comprehensive Exam option or 2 years with the Capstone Thesis option.
* Individuals who have failed a teacher preparation program are not eligible for the ACT/MED Program.

## Admission

The ACT/MED program begins in May of each year, and applications and accompanying paperwork are due by April 30. You may receive admission to the Carthage ACT/MED Program by providing the following:

* Completed [**application**](https://www.carthage.edu/forms/continuing-studies/admissions/), a hard copy application can be obtained from the Office of Admissions.
* Official transcripts from all colleges attended.

## Initial Program Review and Guidance – Office of Admissions

The Carthage College Admissions Office representative will:

* Collaborate with the ACT/MED Director to validate transfer credit.
* Discuss financial aid options.
* Assist with determining the most appropriate track (Cross-Categorical Special Education or Secondary Education) based on college transcripts.
* Assist with seeking teacher employment and hiring on an emergency license, if needed.
* Work with the ACT/MED Director to identify courses taken in their ACT certification area to see if they've met the 3.0 or higher needed for the Praxis II content area test alternative option.

## Pre-Entrance Exam: PRAXIS II Content Area Test

Student candidates with a grade point average (GPA) of 3.0 or higher in their area of certification qualify for the Praxis II alternative option and are not required to take Praxis II. Transcripts are evaluated by a Carthage Admissions Counselor to determine which classes pertain to the chosen area of certification.

GPA from those classes in particular will then be calculated to determine Praxis II status.

## Post-Entrance Exams required for licensure: FORT & OPI/WPT

##### For Cross Categorical Special Education teacher candidates only - Foundations of Reading Test (FORT) or approved alternative:

Foundations of Reading test is a State of Wisconsin Department of Public Instruction (DPI) requirement for students applying for an initial license in elementary

##### Oral Proficiency Interview & Written Proficiency Test for language teachers:

Students must possess a Bachelor’s degree in either Spanish, French, or German. For those seeking a teaching license in Spanish, French, or German, Praxis II is not required. However, the candidate must pass an Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) offered by Language Testing International <https://www.languagetesting.com/> . These tests are scheduled with assistance from the Modern Languages department at Carthage College. Scores must be at least Intermediate High to be considered passing for the program and to be compliant with Wisconsin Department of Education guidelines.

|  |  |
| --- | --- |
| OPI/WPT Score Chart | |
| AH | Advanced High |
| AM | Advanced Mid |
| AL | Advanced Low |
| IH | Intermediate High |
| IM | Intermediate Mid |
| IL | Intermediate Low |

## ACT/MED Program Completion Requirements for Licensure

To be considered complete and eligible for licensure in the State of Wisconsin, ACT/MED program students must:

* + Pass all courses required for licensure and achieve a 3.0 or higher grade point average overall.
  + Pass the appropriate Praxis II content area test or approved alternative option.
  + Language students are not required to pass a Praxis II content-area test, but are required to take and pass the Oral Proficienty Exam and the Writing Proficiency Test through Language Testing International with a minimum score of Intermediate High.
  + Cross-Categorical Special Education students must pass the Foundations of Reading Test or approved alternative.
  + Receive satisfactory evaluations from School-Based Mentor and Program Supervisor resulting in an overall rating of Proficient.

# ACT/MED Programs of Study

The ACT/MED is a cohort-model program. This page lists the program of study for both track options:

* **Cross Categorical Special Education (CCSE) track**
* **Secondary Education track**

All courses are 4 credits unless otherwise noted and run weekdays from 6-9 p.m., with once-a- month Saturday seminars from 8 a.m.-12 p.m.

## CCSE Track: Year 1 Courses

### SUMMER SESSION I

* + EDU 5540 Developmental Reading Instruction
  + EDU 5820 Introduction to Child and Adolescent Psychology

### SUMMER SESSION II

* + EDU 5450 Characteristics and Assessment of Exceptional Learners
  + EDU 5520 Development and Content Area Reading in Secondary Schools

### FALL SESSION I

* + EDU 5001 Seminar/Portfolio Development
  + EDU 5282 Culturally Responsive Instruction
  + EDU 5451 Academic and Behavioral Interventions for Learners with Exceptionalities (Elementary)
  + EDU 5560 Field Placement (clinical experience at a public or private elementary, middle or high school; no class time)

### FALL SESSION II

* + EDU 5001 Seminar/Portfolio Development
  + EDU 5120 Urban Issues in Education
  + EDU 5452 Academic and Behavioral Interventions for Learners with Exceptionalities (Secondary)
  + EDU 5560 Field Placement (clinical experience at a public or private elementary, middle or high school; no class time)

### SPRING SESSION I

* + EDU 5001 Seminar/Portfolio Development
  + EDU 5060 Foundations of Education
  + EDU 5453 Instructional and Assistive Technology for Exceptional Learners (2 cr)
  + EDU 5560 Field Placement (clinical experience at a public or private elementary, middle or high school; no class time)

### SPRING SESSION II

* + EDU 5001 Seminar/Portfolio Development
  + EDU 5281 ESL Methods
  + EDU 5454 Collaboration with Parents and Professionals
  + EDU 5560 Field Placement (clinical experience at a public or private elementary, middle or high school; no class time)

## CCSE Track: Year 2 Courses (for those pursuing an MED)

### SUMMER SESSION I

* + EDU 5110 Curricular Issues
  + EDU 5240 Qualitative Methods

### SUMMER SESSION II

* + EDU 5250 Quantitative Methods
  + EDU 5550 Master’s Degree Capstone Experience \**OR\** EDU 5950 Comprehensive Exam (2 cr)

### FALL SESSION

* + EDU 5990 Master’s Degree Capstone Completion (if not completed in Summer) (0 cr)

## Secondary Education Track: Year 1 Courses

### SUMMER SESSION I

* + EDU 5540 Developmental Reading Instruction
  + EDU 5820 Introduction to Child and Adolescent Psychology

### SUMMER SESSION II

* + EDU 5450 Characteristics and Assessment of Exceptional Learners
  + EDU 5520 Development and Content Area Reading in Secondary Schools

### FALL SESSION I

* + EDU 5001 Seminar/Portfolio Development
  + EDU 5282 Culturally Responsive Instruction
  + EDU 5560 Field Placement (clinical experience at a public or private elementary, middle or high school; no class time)

### FALL SESSION II

* + EDU 5120 Urban Issues in Education

### SPRING SESSION I

* + EDU 5001 Seminar/Portfolio Development
  + EDU 5060 Foundations of Education
  + EDU 5560 Field Placement (clinical experience at a public or private elementary, middle or high school; no class time)

### SPRING SESSION II

* + EDU 5281 ESL Methods
  + EDU 5454 Collaboration with Parents and Professionals

## Secondary Education Track: Year 2 Courses (for those pursuing an MED)

### SUMMER SESSION I

* + EDU 5110 Curricular Issues
  + EDU 5240 Qualitative Methods

### FALL SESSION

* + EDU 5550 Master’s Degree Capstone Experience *OR* EDU 5950 Comprehensive Exam (2 cr)

### SPRING SESSION

* + EDU 5990 Master’s Degree Capstone Completion (if not completed in Fall) (0 cr)

# Clinical Experience Requirements

## Clinical Experience Support of Non-Certified teacher

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Tasks** | **Performance**  **Assessment** | **Evaluation** |
| **EDU 5001**  Education Seminar Portfolio | An advanced seminar workshop where students examine professional educator expectations via group and individualize coaching sessions, and examine effective teacher planning, instruction, and assessment via an interactive workshop  model. | Lesson plan submittals, instructional video submissions, written products of assigned seminar work | Evaluation feedback for written products  through Schoology learning management system |
| **EDU 5560**  ACT Clinical Experience | An advanced field experience where non-certified teachers are practitioners full-time teaching in area of concentration. | Reflection reports, program survey, lesson plans, | Evaluation forms completed by cooperating teacher and/or college supervisor based on a rubric. |

During participation in the ACT/Med Program, non-certified teachers are assigned to an academic advisor and a clinical program supervisor throughout the duration of the program. Both advisors work in conjunction to provide a seamless support system using the WI standards as the mechanism to guide, coach and instruct non-certified teachers. Two clinical course requirements are: EDU 5001 – ACT Seminar and EDU 5560 – Clinical Experience Model during duration of the program.

## Evaluation Process – Frequency and Due Dates

* ACT/MED program non-certified teachers are formally observed six times within an academic year: two times each by the supervisor during the fall and spring semesters, and once per semester by the school-based mentor using the Teacher Candidate Evaluation Form (see Appendix).
* ACT/MED program non-certified teachers receive ongoing feedback and instructional guidance by way of the required courses and instructors’ completion of the Teacher Disposition Feedback form at the completion of each course (reference Appendix).
* ACT/MED program non-certified teachers complete course evaluations for each course.
* ACT/MED program non-certified teachers complete yearly program evaluation.

# Roles and Responsibilities

## Responsibilities of the Non-Certified Teacher

As an ACT/MED non-certified teacher, you are required to secure a full-time teaching position in a school district in Wisconsin or along the border Wisconsin-Illinois border. From your first day, you must conduct yourself in a manner that will reflect credit upon you and Carthage College.

1. Non-certified teachers are required to secure a school-base mentor, preferably a school administrator, formal lead teacher in area of concentration or a fellow teacher with at least 6 years of teaching experience and recommended by a school administrator.
2. Non-certified teachers are required to participate in a three-day ACT/MED Orientation Program held in May of each academic year.
3. Non-certified teachers must participate in the school’s functions to assist the school’s program.
4. Non-certified teachers adhered to the school districts or school of employment policies and procedures.
5. Non-certified teachers place all lesson plans, weekly reports and reflections college supervisor in their digital portfolio.
6. Non-certified teachers actively participates in coaching sessions by initiating discussions. Asking questions, and using the school-based mentor and college supervisor as a sounding board to improve overall practice.
7. It is the responsibility of the non-certified teachers to contact the college supervisor and school-based mentor teacher with any concerns.
8. Non-certified teachers are required to attend a monthly, four-hour seminar session and meet with their college supervisor during the seminar session.
9. Non-certified teachers must demonstrate proficiency in the Teaching Standards Model Core Teaching standards and all course content requirements to successfully complete the ACT/MED Program.

## Responsibilities of the School-Based Mentor Teacher

The role of the school-based mentor teacher is to establish a foundational and trusting relationship with the non-certified teacher to inform about effective educational practices to promote smooth transition into the teaching profession. School-based mentors undertake their role as providers of probation induction to support non-certified teachers for their duration in the ACT/MED Program and is summarized as:

1. Modeling different instructional methodologies
2. Observing and communicating constructive feedback on non-certified teachers’ educational practices by completing two formal observations per academic year.
3. Providing regular informal observation and feedback to allow non-certified teachers to experience peer supervision.
4. Working jointly on the introduction of new curriculum materials to gain from each recent studies and curriculum management expertise.
5. Acting as a resource and consultant to provide explicit guidance to the non-certified teachers.

## Responsibilities of the College Program Supervisor

The ACT/MED Program Supervisor(s) are experienced and successful professional educators who provide specific instructional support and guidance for ACT/MED non-certificated teachers. Each program supervisor supports 3-6 non-certificated teachers by establishing a trusting, collegial relationship to facilitate and engage in meaningful discussions and feedback to improve teacher performance. Each serves as a liaison between ACT/MED Program Director, principal, school-based mentor teacher and non-certificated teacher fostering communication and collaboration among all parties. Also, each serves as an educational resource person in guiding non-certificated teachers to seek the proper channels in support of understanding and following state teacher performance assessments and licensure requirements

In collaboration with Dept. of Education Faculty and under the facilitation of the ACT/MED Program Director, the ACT/MED Program Supervisor:

**Academic Leadership**

* + Observes and provides timely, constructive feedback that assists non-certificated teachers in becoming reflective practitioners and encourages willingness to acknowledge challenges in order to improve instructional effectiveness.
  + Listens to the challenges and successes of non-certificated teachers and provides suggestions for problem solutions.
  + Advises and informs ACT/MED Program Director of the perspectives and actions of non-certificated teachers as well as overall school climate and cultural conditions.
  + Collaborates with the Program Director, Dept. of Education Faculty, and Division of Professional Studies to uphold academic standards set by Carthage College.

**Oversight of Curriculum/Instruction/Assessment**

* + Works collaboratively with non-certificated teacher to secure support at the school level to develop and expand curriculum knowledge.
  + Assists non-certificated teachers with using assessment data to plan and inform instruction.
  + Engage mentor teacher in support of non-certificated teacher to ensure curriculum, instruction and assessment needs are being addressed.

**Development of Non-Certificated Teacher**

* + Develops and maintains professional working relationships with students.
  + Evaluates the job performance of non-certificated teachers in consultation with school mentor and program director to make recommendations.
  + Works with individual non-certificated teachers to develop and implement plans for teaching, and working with colleagues. This "development dialogue" is formative and provides an opportunity and encouragement for non-certificated teachers to be reflective.
  + Communicates with non-certificated teachers in order to facilitate open communication regarding the ACT/MED program and curriculum.
  + Assists with the acive recruitment of ACT/MED Program by willingly sharing successes of the program with the general public.
  + Shares ideas that encourages student activities which enhance the communication process internally and externally about the program.

**Administrative Responsibilities**

* + Collects, maintains and distributes information for effective administration of the College’s ACT/MED Program.
  + Implements College policy and rules within the department.
  + Submits accurate copies for all mileage receipts on a biweekly or monthly basis.
  + Manages and maintains of report/evaluation documents, and preparation of reports in accordance with College procedure.
  + Actively participates in periodic ACT/MED meetings.

# Teacher Certification & License Application Process

## Teacher Certification

In Wisconsin, certification to teach is based on program approval. Approved programs consist of courses of study developed by teacher education institutions and presented to the Wisconsin Department of Public Instruction for approval.

To be recommended for a teaching license candidates must:

* Earn the stated grade point averages
* Complete all of the courses required for the certification
* Earn an approved level of proficiency from their teacher mentors and supervisors
* Pass the Praxis II Wisconsin Subject Area Test(s) or approved alternative
* Pass the Wisconsin Foundations of Reading Test (for Cross-Categorical Special Education majors only) or approved alternative.
* Successfully complete student teaching

**Licensure is not automatic. It is necessary to file an application and pay the required Wisconsin Department of Instruction fee.**

## License Development/Grade Levels

* The Cross-Categorical Special Education license is issued for Middle Childhood to Early Adolescence (grades 1-8), and Early Adolescence to Adolescence (grades 5-12).
* The Secondary Education licenses are issued for Adolescent to Adolescent (grades 5-12).

## License Application Procedure

1. Prior to completion of your program you will receive a request from the Education Department Assistant to fill out and submit a Certification Information Form, found here: <https://www.carthage.edu/live/forms/65-teacher-certification-information>
2. Upon completion of your program, the Education Department Assistant will submit this information to the Wisconsin Department of Instruction.
3. You will receive an email from the Education Department Assistant that your information has been uploaded, and that you may proceed with applying for your license.
4. For Wisconsin certification: Go to <https://dpi.wi.gov/tepdl/elo> . At this site, applicants will fill out the electronic application form.
5. Other states: Contact the State Superintendent of Public Instruction in that state or visit the Regional Office of Education and request a license application and information on the processing procedure.

## Teacher Employment and the Carthage Aspire Program

Wisconsin teaching vacancies are listed on WECAN [https://wecan.education.wisc.edu/#/](https://wecan.education.wisc.edu/%23/)

The Carthage College Aspire Center exists to exchange information between candidates seeking employment and school district representatives seeking prospective teachers. <https://www.carthage.edu/aspire/aspire-network/>

Teacher placement services are available and free to all candidates of the teacher education programs at Carthage College. This service is not automatic. Candidates may go to the Aspire Center and develop a credential file. This should be done before leaving campus to student teach.

##### Please provide information to the Aspire Center related to where employment is secured so that contact can be made for surveys about our program.

# The Family Educational Rights and Privacy Act

Carthage College conforms to the Family Educational Rights & Privacy Act of 1974 concerning student records in the Education Office. More commonly referred to as FERPA, the Family Educational Rights and Privacy Act protects the confidentiality of the educational records of students.

# APPENDICES

## Appendix A: Candidate Dispositions

Disposition rating sheets will be filed in student folders in the Education Office and given to the candidate. Any “Concern” ratings in any of the dispositions will be brought to the department for review. Candidates who receive concern ratings in any category must provide written responses to the professor and advisor. These faculty members may use the rating sheets and the written responses as a source of information for counseling the candidate. A second concern rating will require the candidate to appear before the Education Faculty for a hearing.

#### Education Department Disposition Form

Revised Spring 2019

**Department Mission Statement:**

The Education Department of Carthage College strives to provide an academic experience centered on the liberal arts that will:

* foster a caring environment,
* provide faculty who are committed to their students and to the teaching profession, and
* produce competent teacher for the community at large.

In an effort to assess teacher candidates on their professional dispositions toward teaching, the faculty of the Education Department will observe the candidates and note their demonstration of caring, commitment, and competency as future teachers.

|  |  |  |
| --- | --- | --- |
| CARING |  |  |
| Acceptable—The candidate has demonstrated all of these performance indicators (as appropriate to the course), and there is no significant concern apparent with any of the performance indicators. |  | Concern—The candidate has demonstrated one or more of these performance indicators often enough to result in a concern. |
| . Coursework and interactions consistently indicate, to those inside and outside of the college, that the candidate is aware of the need to foster a positive learning environment in her/his future classroom.  . The candidate has consistently demonstrated respect for the learning process by exhibiting appropriate behaviors during class sessions.  . The candidate has been alert and responsive.  . The candidate shows evidence of respect for teaching as a professional endeavor (i.e., neat and clean in appearance, appropriate attire for the context/situation, appropriate overall demeanor, social sites on the internet are private or have no offensive material, etc.)  . Candidate demonstrates respect for teaching as a professional endeavor by taking personal responsibility for the quality of his/her coursework.  . Candidate consistently demonstrates respect for diverse peers, instructors, and other individuals. |  | 1. Coursework and interactions sometimes indicate to those inside or outside of the college that the candidate may foster a negative learning environment in his/her future classroom. 2. Disrespect for the learning process has been demonstrated by lack of attention and/or engagement during classes, by inappropriate use of cell phones or other electronic devices, or by being generally disruptive during class sessions. 3. The candidate shows a lack of respect for teaching as a professional endeavor (i.e., unkempt or unclean in appearance, inappropriate attire for the context/situation, inappropriate demeanor, social sites on the Internet are not private and have offensive material, etc.) 4. Coursework does not always demonstrate a respect for teaching as a professional endeavor. There is evidence that the candidate has not   A proportionate amount of effort on coursework to complete it with attention to all details.   1. Candidate has conveyed disrespect for diverse peers, instructors, or other individuals. |

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| COMMITTED |  |  |
| Acceptable—The candidate has demonstrated all of these performance indicators (as appropriate to the course), and there is no significant concern apparent with any of the performance indicators. |  | Concern—The candidate has demonstrated one or more of these performance indicators often enough to result in a concern. |
| 1. Candidate consistently demonstrates a high rate of appropriate behavior for the classroom, external settings, and overall course requirements.  . The candidate utilizes feedback and opportunities to improve performance in coursework and fieldwork.  . The candidate holds the belief that all children are capable of learning as evidenced in written work and/or class participation.  . The candidate consistently demonstrates appropriate interpersonal, listening, and communication skills.  . The candidate demonstrates the ability to compromise and to respect others’ opinions during group work.  . The candidate displays self-identification of absent skill sets and self-initiates remedial efforts.  7. The candidate actively engages in collaborative efforts.  8. The candidate carries through on commitments and responsibilities in reliable ways.  . The candidate consistently uses appropriate strategies for conflict resolution.  0. The candidate attends class sessions, is punctual to class, submits assignments on time, and stays in class until the end of the session. |  | 1. Candidate consistently fails to demonstrate appropriate behavior for the classroom, external settings, and overall course requirements. 2. The candidate fails to utilize feedback and opportunities to improve performance in coursework or fieldwork. 3. The candidate does not hold the belief that all children are capable of learning as evidenced in written work and/or class participation. 4. The candidate demonstrates inappropriate interpersonal, listening, and/or communication skills. The candidate monopolizes discussion times. 5. The candidate demonstrates   counter-productive arguing and/or lack of ability to compromise or to respect others’ opinions during group work.   1. The candidate fails to identify absent skill sets and/or fails to respond to feedback regarding his/her need to remediate. 2. There has been some evidence that the candidate does not always engage in collaborative efforts. 3. The candidate fails to carry through on commitments and responsibilities. 4. The candidate sometimes neglects to use appropriate strategies for conflict resolution with peers, the instructor, or others involved in the course. 5. The candidate is often tardy to class, turns in assignments late, leaves class early, and/or has had several unexcused class absences. |

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| COMPETENT |  |  |
| Acceptable—The candidate has demonstrated all of these performance indicators (as appropriate to the course), and there is no significant concern apparent with any of the performance indicators. |  | Concern—The candidate has demonstrated one or more of these performance indicators often enough to result in a concern. |
| 1. The candidate has consistently been receptive to new ideas or multiple perspectives. 2. The candidate seems to appreciate the course content as relevant to future teaching endeavors. 3. The candidate demonstrates evidence of the ability to reflect, analyze, prioritize, and/or act on appropriate decisions. 4. The candidate invests significant effort in learning. 5. The candidate consistently demonstrates the work ethic necessary to promote success as an educator. 6. The candidate prepares for class and/or clinical experiences. |  | 1. The candidate has not been receptive to new ideas or multiple perspectives, and/or has not demonstrated curiosity. 2. The candidate seems to lack an appreciation for the course content as relevant to future teaching endeavors. 3. The candidate has not demonstrated evidence of the ability to reflect, analyze, prioritize, and/or act on appropriate decisions. 4. The candidate invests little to no effort in learning. 5. The candidate seems to lack the work ethic necessary to promote success as an educator. 6. The candidate fails to prepare for class and/or clinical experiences. |

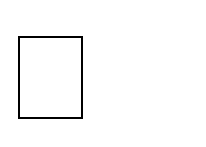
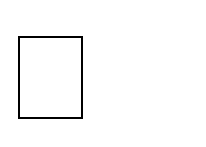
Carthage College Education Department Teacher Candidate Disposition Form

Name: Course #:

|  |  |  |  |
| --- | --- | --- | --- |
| **Evidence of a Caring Teacher Candidate:**  1. The candidate fosters a positive learning environment. | | **Acceptable** | **Concern** |
| 2. | The candidate exhibits appropriate behaviors during class sessions. |  |  |
| 3. | The candidate has been alert and responsive. |  |  |
| 4. | The candidate shows evidence of respect for teaching as a professional endeavor. |  |  |
| 5. | The Candidate takes personal responsibility for the quality of his/her coursework. |  |  |
| 6. | Candidate consistently demonstrates respect for diverse peers, instructors, and other individuals. |  |  |

**Evidence of a *Committed* Teacher Candidate:**

1. Candidate consistently demonstrates a high rate of appropriate behavior for the

Classroom, external settings, and overall requirements.  

1. The candidate utilizes feedback and opportunities to improve performance in coursework and fieldwork.
2. The candidate holds the belief that all children are capable of learning.
3. The candidate consistently demonstrates appropriate communication skills.
4. The candidate demonstrates the ability to compromise and to respect others’ opinions during group work.
5. The candidate self-identifies absent skill sets and self-initiates remedial efforts.
6. The candidate actively engages in collaborative efforts.
7. The candidate carries through on commitments and responsibilities in reliable ways.
8. The candidate consistently uses appropriate strategies for conflict resolution.
9. The candidate attends class sessions, is punctual, submits assignments on time, and stays in class until the end of the session.

**Evidence of a *Competent* Teacher Candidate:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | The candidate has consistently been receptive to new ideas or multiple perspectives. |  |  |
| 2. | The candidate seems to appreciate the course content as relevant to future teaching endeavors. |  |  |
| 3. | The candidate demonstrates evidence of the ability to reflect, analyze, prioritize, and/or act on appropriate decisions. |  |  |
| 4. | The candidate invests significant effort in learning. |  |  |
| 5. | The candidate consistently demonstrates the work ethic necessary to promote success as an educator. |  |  |
| 6. | The candidate prepares for class and/or clinical experiences. |  |  |

Evaluator’s Name (please print): Evaluator’s Signature:

Date: Comments:

## Appendix B: Policy on Learning Disability & Standardized Testing

Students with special needs (physical handicaps, learning disabilities, English as a second language) should identify themselves so that appropriate arrangement can be made.

Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact Diane Schowalter, the campus Learning Specialist, in the Advising Center (x5802).This information will be kept confidential. Accommodations need to be requested in advance and will not be granted retroactively.

Students should notify their instructors as soon as possible if they have been granted accommodation. Carthage College strives to make all learning experiences as accessible as possible.

## Appendix C: Foundations of Reading Test Overview & Resources

**Applies to: Students majoring in Elementary Education and/or Cross-Categorical Special Education, Reading Teachers and Reading Specialists**

**Overview**

|  |  |
| --- | --- |
| Format | Computer-based test (CBT); 100 multiple-choice questions, 2 written assignments |
| Time | 4 hours |
| Test Dates | By appointment, year round. Test appointments are available on a first-come, first-served basis. [**Check seat**](http://www.pearsonvue.com/NES/sa)[**availability**](http://www.pearsonvue.com/NES/sa) **.** |
| Test Sites | CBT sites are located nationwide. [**Locate a test center**](http://www.pearsonvue.com/NES/locate) **.** |
| Passing Score | Candidates applying for Wisconsin licensure on or after September 1, 2014, must achieve the Foundations of Reading benchmark passing score of 240 or higher to pass the test. |
| Test Fee | $139.00 [**Review payment information.**](http://www.wi.nesinc.com/TestView.aspx?f=SACBT_PaymentInformation.html&amp%3Bamp%3Bt=SA090) |
| Score Reporting | You will receive a receipt of completion immediately after testing. Your score report will be released within five (5) weeks of testing. |
| Testing Policies | When you register, you must agree to abide by all testing rules and policies. [**Read them now.**](http://www.wi.nesinc.com/TestView.aspx?f=SACBT_TestPolicies.html&amp%3Bamp%3Bt=SA090) |

**Preparation Materials**

|  |  |
| --- | --- |
| Test Objectives | [**Test Objectives**](http://docs.nesinc.com/SA/SA_090_FW.pdf) |
| Study Guide | 1. [**Test-taking strategies**](http://www.wi.nesinc.com/Content/STUDYGUIDE/SA_SG_strategies_FOR.asp) 2. [**What's on the test? Test design and framework**](http://www.wi.nesinc.com/Content/STUDYGUIDE/SA_SG_obj_FOR.htm) 3. [**Sample multiple-choice questions**](http://www.wi.nesinc.com/Content/STUDYGUIDE/SA_SG_SRI_FOR.htm) 4. [**Sample open-response item assignment**](http://www.wi.nesinc.com/Content/STUDYGUIDE/SA_SG_CRI_FOR.htm) |
| Practice Test | [**Practice Test**](http://docs.nesinc.com/SA/SA_090_PT.pdf)  [**Practice Test Appendix**](http://docs.nesinc.com/SA/SA_090_PTAppendix.pdf) |
| Videos and Tutorials | * How to prepare for you your test: <http://www.wi.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PrepVideo.html> * [**Pearson Professional Centers Tour**](http://www.pearsonvue.com/ppc/) * **Computer-Based Testing Tutorials:**   <http://www.wi.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_CBTTutorials.html> |
| Additional Resources | * Access Carthage College FORT Workshop materials & Test Prep Articles: [**https://my.carthage.edu/ICS/Community/Carthage\_Groups/Education\_Department/Foundatio**](https://my.carthage.edu/ICS/Community/Carthage_Groups/Education_Department/Foundations_of_Reading_Test_(FORT).jnz)[**ns\_of\_Reading\_ Test\_(FORT).jnz**](https://my.carthage.edu/ICS/Community/Carthage_Groups/Education_Department/Foundations_of_Reading_Test_(FORT).jnz) * Carthage Tutoring Center [**https://www.carthage.edu/tutoring/**](https://www.carthage.edu/tutoring/) * [**www.Quizlet.com**](http://www.quizlet.com/)keywords “foundations of reading” |

*All of the above information has been compiled for your convenience as of Sept. 2020 from a variety of sources and may be subject to change.*

## Appendix D: Modern Language Certification

Students must possess a Bachelor’s degree in either Spanish, French, or German. For those seeking a teaching license in Spanish, French, or German, Praxis II is not required. However, the candidate must pass an Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) offered by Language Testing International <https://www.languagetesting.com/> . These tests are scheduled with assistance from the Modern Languages department at Carthage College. Scores must be at least Intermediate High to be considered passing for the program and to be compliant with Wisconsin Department of Education guidelines.

|  |  |
| --- | --- |
| OPI/WPT Score Chart | |
| AH | Advanced High |
| AM | Advanced Mid |
| AL | Advanced Low |
| IH | Intermediate High |
| IM | Intermediate Mid |
| IL | Intermediate Low |

## Appendix E: Carthage College Background Check Policy

[](https://docs.google.com/document/d/12yeUuB38veVb_SM5TKkLpgBgCQ4f4-nC/edit?usp=sharing&ouid=114748226456043658436&rtpof=true&sd=true)ACT/MED program students are already working in a school district when they enroll in the program, and they are also required to do a formal background check for Carthage College. Each Student must order these directly from CastleBranch. Send a copy to the program director. Carthage must verify with CastleBranch that the background check was completed before a student is accepted into the ACT program. Link: [act-background-check-instructionsdocx.docx](https://docs.google.com/document/d/12yeUuB38veVb_SM5TKkLpgBgCQ4f4-nC/edit?usp=sharing&ouid=114748226456043658436&rtpof=true&sd=true)

**Appendix F: Summary of Updated Wisconsin Core Teaching Standards**

The ten teacher standards for teacher development and licensure are:

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

## Appendix G: WI Standards Questions Notes

Standards Questions Notes

Name: School:

Undergrad or ACT/MED Program

|  |  |  |
| --- | --- | --- |
| Questions | Observation Date: | Observation Date |
| Who do you collaborate with? |  |  |
| What kind of professional development have you participated in since you have been in this school? |  |  |
| How have you connected with parents/guardians? |  |  |
| What types of assessment have you used? |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| How have you differentiated for students’ differences? |  |  |
| How do you use technology in your teaching and communicating? |  |  |
| How have you participated in the work of the school? |  |  |
| What is the school’s mission and goals? |  |  |

Other Comments:

## Appendix H: What Happens During an Observation?

**WHAT HAPPENS DURING AN OBSERVATION?**

**Preparing for the Observation:**

* Email lesson plan for the lesson being observed to your supervisor the day before the scheduled observation.

**Observation:**

* Lesson’s Learning Target(s) posted on the board/room for students to see or verbally stated at the beginning of the lesson.
* Lesson’s Learning Target(s) referred to by the teacher during the lesson and at the end of a lesson as a wrap-up.
* Learning expectations communicated to students.
* Elements of a lesson (opening, teaching content/skills, and closure) are present.
* Developmentally appropriate learning experiences/activities that are meaningful, powerful, and engaging.
* Transitions between activities are seamless.
* Appropriate instructional strategies are demonstrated.
* Where appropriate, the lesson is differentiated for students.
* **Students are engaged in learning.**
* There is an emphasis on higher level questioning. (See Bloom’s Taxonomy.)
* Discussion between students and among students rather than between the teacher and a student is evident. (Ex. Turn to your partner/neighbor and … or In your group, talk about …)
* Cultural responsive teaching is evident.
* Gender equity is practiced.
* Quality verbal and written English is used.
* The learning environment and classroom management is positive and set for success.
* Relationships with students, among students, and with other adults are positive.
* Type of comments made to students (positive or negative).
* A professional demeanor is present. (Ex. appearance, language, communication, and action)
* The classroom environment is positive and conducive to learning.
* Resources and materials are prepared, organized, and readily available for teaching and learning.

**Post-Observation Conference (40 to 45 minutes) – Questions to think about**

* What did the **students learn** in this lesson? Did the students meet the standard and/or learning target(s)? How do you know – evidence?
* As you reflect on this lesson, what are some things that come to mind?
* What are some of the factors that influenced what happened in today’s lesson?
* What worked, didn’t work, and what would you do different?
* Discussion of ideas/strategies for development or enhancement.
* Discussion of professional responsibilities.
* Be ready to discuss:
  1. How you have collaborated with your cooperating teacher, students, and colleagues,
  2. What professional development activities in which you have participated,
  3. How you have interacted with parents,
  4. What kind of assessments you have used in your teaching,
  5. How you differentiate for students’ needs,
  6. How you reflect on your teaching, and
  7. How you have participated in the work of the school.
* Know the school’s focus – mission, goals, and model/focus.
* Celebrations, questions or concerns

**Invite supervisor to view:**

* Send weekly completed daily lesson plans in a Google Docs to your supervisor by Sunday evening.
* Send completed weekly Post Instruction Reflection Commentary in a Google Docs to your supervisor by Sunday evening.

**Note:** Please be sure to review students’ IEP or ELL goals. Connect with the specialists for an explanation of the goals and to ask for suggestions on how best to meet the students’ needs. Everyone is responsible for students meeting IEP or ELL goals. It is a legal issue. Be sure to confer with the specialists about your lessons so that they can help modify activities, assignments, and assessments for identified students.

While this is a long list, I understand that you are learning how to put together (make sense of) all of the things you learned about in the education courses that prepared you for this experience. As you gain understanding and practice, all of the things listed above (plus many more) will become automatic. Students and their learning are at the center of everything we do in a school and classroom.

If you have questions, concerns, need a sounding board, or a shoulder, please contact your supervisor.

N. LoCicero Revised 10 2020

## Appendix I: Daily Lesson Plan

**DAILY LESSON PLAN**

|  |  |  |
| --- | --- | --- |
| Teacher:  N. LoCicero | Subject Area:  ELA – Creative Writing | Grade Level:  Grade 5 |
| Date:  10/10/2020 | Length of Lesson:  1 day – 50 Minutes | Lesson Topic:  Write a group folk tale . |

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| **Standard:** (CCSS, NGSS, State Content and Fine Arts)  CCSSELA Literacy. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. |
| **Learning targets/specific objectives:** (Students will... or I can...)   * I can write a folk tale using quotes from a known source. |
| **Content vocabulary:**   * Ruination – action of ruining someone or someone, state of being ruined |
| **Assessment:** (Measures/evaluates what a student knows, understands, or can do (standards and learning targets/objectives). Results should be used in Teacher Reflection below.)   * **Write** an original folk tale based on quotes from the folk tale Who Stole My Hairy Toe? Retold by Shutta Crum and illustrated by Katya Krenina |
| **Checking for understanding:** (Check to make sure the students know prior information before moving on, review/clarify misunderstandings.)   * **Refer** to the Folk Tale chart. (Simple and straightforward, Includes magic or supernatural powers, Characters represent human qualities such as good, evil, wisdom, foolishness, and laziness, Problems and conflict are clear, Ending is usually happy or satisfying, and Good usually is rewarded and evil punished) * **Say** – During the last few weeks, we’ve been reading folk tales from different areas of the United States to complement our social studies study of the regions of the U.S. As we have been reading various folk tales, we’ve discovered characteristics of folk tales and listed them on a chart. * **Ask** - What are the characteristics we discovered? |
| **Opening activity:** (The hook - captures students’ attention, activates prior knowledge, reviews content/skills, and determines current understanding. Introduce the learning targets/objectives.)   * **Say** –Part of folklore is that people hear, change, make a tale their own and then pass it on. So, since you have become experts in reading and understanding folk tales, today you will work in small groups to write your on original folk tale. * **Show** book – Who Took My Hairy Toe? by Shutta Crum * **Say** – We just finished studying the southern region of the United States. Who Took My Hairy Toe? is an African American folk tale from North Carolina that has been passed on through time. * **Ask** – Looking at the cover of Who took My Hairy Toe? and the characteristics of folk tales, what do you think this folk tale is about? * **Tell** students they will need a pencil, paper, and their creative thinking. |
| **Teaching content/skills:** (Present the new content and/or skills. Teacher does - What will you do, say, and/or ask?)   * **Divide** students into groups of three. * **Review** ground rules for working in groups. * **Say** – You will work together as a group to create your own folk tale based on quotes from Who Took My Hairy Toe? Distribute a copy of sequential quotes from Who Took My Hairy Toe?. |

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| --- |
| * **Say** - The quotes are in the same order as in the book. There is a space after each quote for you to continue writing the folk tale. * **Say** – In the second quote, there is a new vocabulary word. The word is ruination. Look for a clue in the word to help you know what it means (ruin). Read the sentence to help you define ruination. What does ruination mean? * **Model** how to read, think about, and discuss what the first quote means and how to continue the story and then move on to the next quote. Stress that it is a story so it must all quotes must fit together to tell the story of Who Took My Hairy Toe? * **Assign** group jobs – recorder, manager, and presenter * **Give** twenty minutes to write. Remind students that everyone’s voice must be heard in the story (collaboration).. * **Write** for twenty minutes. * **Support** groups as needed. * **Check** in twenty minutes to see if students need more time. |
| **Student activities:** (Students do - independent and guided practice)   * **Be prepared** for class – paper, pencil, and creative thinking. * **Review** folk tale characteristics. * **Listen** to directions. * **Write** original group folk tale using sequential quotes from Who Took My Hairy Toe? * **Check** your story to decide which of the folk tale characteristics are in your story and if your story flows from quote to quote to make an interesting story. * **Present** original folk tales. |
| **Closing activity:** (Wrap up the lesson - review learning and learning targets/objectives.**)**   * Read Who Took My Hairy Toe? by Shutta Crum |
| **Homework/Assignment: (**Optional practice based on the lesson content and skills.)   * Optional – Illustrate a scene in your story or create a poster advertising your story. |
| **Instructional strategies:** (What instructional strategies/tools will you use?)   * Review * Vocabulary building * Modeling * Integrating literature into writing * Practice |
| **Differentiation activities:** (Intervention plan for students who need more challenge, additional support, acceleration, special education and ELL modifications, and diversity and inclusion considerations.)   * Work in small groups * Visuals * Step by step directions * Support as needed * Art and Social Studies integration |
| **Materials and equipment:**   * Paper and pencil * Folk Tale - Who Took My Hairy Toe? by Shutta Crum * Copies of quotes from Who Took My Hairy Toe? by Shutta Crum * Document Camera |
| **Student reflection:** (Optional opportunity for students to reflect and make connections to the learning target/objectives and other topics.)  **Exit Slip**   * If you were to add to your story, what would you include? * How successfully did your group work together? |
| **Teacher reflection:** (Record and analyze specific student/learning assessment data and outline next  steps.) |

N. LoCicero, J. Schneider, and S. Williams 9/2020

Based on *The First-Year Teacher’s Survival Guide* by Julia G. Thompson

## Appendix J: Post-Instruction Reflection Commentary

**Post-Instruction Reflection Commentary**

Reflection is a key component to the teaching experience. As an ACT/MED teacher, you are required to complete a weekly Post Instruction Reflection to share with your supervisor. Directions: Place the reflection form on a Google Doc. Using this form, create a running log of daily post instructional reflections (boxes expand). Be sure to date each entry and share the Google Doc with your supervisor. Use the questions below as a guide for reflecting.

Name:

1. **Teaching**

Describe what you learned about your teaching. Questions that could be considered are:

* + How did I differentiate instruction for different learning needs?
  + What skills am I still learning, have not mastered, or would like to explore?
  + What steps do I need to take and resources can I use to reach my objectives?
  + What will I do differently next time to impact student learning?
  + How did I evaluate my teaching?

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1. **Assessment**

Describe the student learning that took place. Questions that could be considered are:

* + Were all students able to acquire and integrate new knowledge?
  + Did the students truly understand and how do you know if they did or did not learn?
  + How did your students analyze student learning?
  + How will they articulate or use the facts, generalizations, concepts or theories as a result of the lesson?

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## Appendix K: ACT/MED Program Supervisor Job Description

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| Job Title: |
| Reports to: |
|  |
| DESCRIPTION OF POSITION |
| The ACT/MED Program Supervisor(s) are experienced and successful professional educators who provide specific instructional support and guidance for ACT/MED non-certificated teachers. Each program supervisor supports 5-6 non-certificated teachers by establishing a trusting, collegial relationship to facilitate and engage in meaningful discussions and feedback to improve teacher performance. Each serves as a liaison between ACT/MED Program Director, principal, mentor teacher and non-certificated teacher fostering communication and collaboration among all parties. Also, each serves as an educational resource person in guiding non-certificated teachers to seek the proper channels in support of understanding and following state teacher performance assessments and licensure requirements. |
| ESSENTIAL JOB FUNCTIONS |
| In collaboration with Dept. of Ed Faculty and under the facilitation of the ACT/MED Program Director, the ACT/MED Program Supervisor:  **Academic Leadership**   * Observes and provides timely, constructive feedback that assists non-certificated teachers in becoming reflective practitioners and encourages willingness to acknowledge challenges in order to improve instructional effectiveness; * Listens to the challenges and successes of non-certificated teachers and provides suggestions for problem solutions; * Advises and informs ACT/MED Program Director of the perspectives and actions of non-certificated teachers as well as overall school climate and cultural conditions; * Collaborates with the Program Director, Dept. of Education Faculty, and Division of Professional Studies to uphold academic standards set by Carthage College;   **Curriculum/Instruction/Assessment**   * Works collaboratively with non-certificated teacher to secure support at the school level to develop and expand curriculum knowledge. * Assist non-certificated teachers with using assessment data to plan and inform instruction. * Engage mentor teacher in support of non-certificated teacher to ensure curriculum, instruction and assessment needs are being addressed.   **Student (Non-Certificated Teachers)**   * Develops and maintains professional working relationships with students. * Evaluates the job performance of non-certificated teachers in consultation with school mentor and program director to make recommendations; * Works with individual non-certificated teachers to develop and implement plans for teaching, and working with colleagues. This "development dialogue" is formative and provides an opportunity and encouragement for non-certificated teachers to be reflective; |

|  |
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| * Communicates with non-certificated teachers in order to facilitate open communication regarding the ACT/MED program and curriculum; * Assists with the active recruitment of ACT/MED Program by willingly sharing successes of the program with the general public; * Shares ideas that encourages student activities which enhance the communication process internally and externally about the program.   **Administrative Responsibilities**   * Collects, maintains and distributes information for effective administration of the college’s ACT/MED Program; * Implements College policy and rules within the department; * Submits accurate copies for all mileage receipts on a biweekly or monthly basis; * Manages and maintains of report/evaluation documents, and preparation of reports in accordance with College procedure. * Actively participates in periodic ACT/MED meetings. |
| OTHER INFORMATION |
| 1. Program Supervisors are adjunct professors paid a stipend paid each semester for performance of job tasks. ($1800.00 x 2 semesters = $3600.00 per academic year ) 2. Work schedule is individually designed by the program supervisor to ensure a minimum of 2 school visitations per semester, 4 completed teacher evaluation per academic year (2 per semester) on individual candidates, and establishes communication via technology. 3. Reimbursed travel expenses. |
| EDUCATION, SKILLS AND EXPERIENCE REQUIREMENTS |
| Program Supervisors are:   1. Current or past experienced certified teachers and/or school administrators with at least 10 years in K-12 or higher education profession. 2. Knowledgeable of current trends and practices in appropriate field. 3. Excellent communicators and skillful human relation people. 4. Effective planners and exceptional organizers. 5. Strong problem-solvers, critical thinkers, and decision-makers. 6. Able to work collegially in a team environment. 7. Able to exercise individual initiative, independent action, and sound judgment. 8. Able to handle conflict and possesses the confidence to resolve challenging situations. |

## Appendix L: ACT/MED Teacher Candidate Evaluation Form

 **Teacher Candidate Evaluation Form (Feb 2021)**

***To ensure successful submission, please save as a Word doc OR a .pdf (not a Google Doc) and email as an attachment to*** [***education@carthage.edu***](mailto:education@carthage.edu)***,***

***Be sure to copy the teacher candidate and College Supervisor/Cooperating Teacher For FINAL evaluations please be sure to complete the last section on overall proficiency***

***FALL SPRING***

|  |  |  |
| --- | --- | --- |
| **Date:** Click here to enter text.  **Teacher Candidate Name:** Click here to enter text.  **Evaluator Name:**Click here to enter text.  **School Name:**Click here to enter text.  **Are you the Cooperating Teacher or Supervisor?** Click or tap here to enter text. | **Fall Quarter 1 Evaluations:**  **Mid Qtr or Final?**  Click or tap here to enter text. | **Spring Quarter 3 Evaluations:**  **Mid Qtr or Final?**  Click or tap here to enter text.  **Spring Quarter 4 Evaluations:**  **Mid Qtr or Final?**  Click or tap here to enter text. |
| **Fall Quarter 2 Evaluations:**  **Mid Qtr or Final?**  Click or tap here to enter text. |

**Teaching Standards and Performance**

**The Learner and Learning**

1. **Learning 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.
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.
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.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Learner & Learning Overall Performance Summary:**  **1. Choose one of the three performance levels that best** | **Rating between 1 & 10:**  Click or tap here to enter text. | **Rating between 1 & 10:** | **Rating between 1 & 10:**  Click or tap here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| **describes your student’s progress.**  **2. Enter a rating from 1 Low to 10 High within the level.** |  | Click or tap here to enter text. |  |
|  | **Minimal** | **Developing** | **Proficient** |

**Please Comment:**

**Content Knowledge**

1. **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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
2. **Application 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Content Knowledge Overall Performance Summary:**   1. **Choose one of the three performance levels that best describes your student’s progress** 2. **Enter a rating of 1 Low to 10 High within that level.** | **Rating between 1 & 10:**  Click or tap here to enter text. | **Rating between 1 & 10:** Click or tap here to enter text. | **Rating between 1 & 10:**  Click or tap here to enter text. |
|  | **Minimal** | **Developing** | **Proficient** |

**Please comment:**

**Instructional Practice**

1. **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.
2. **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.
3. **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Instructional Practice Overall Performance Summary:**   1. **Choose one of the three performance levels that best describes your student’s progress.** 2. **Enter a rating of 1 Low to 10 High within that level.** | **Rating between 1 & 10:**  Click or tap here to enter text. | **Rating between 1 & 10:** Click or tap here to enter text. | **Rating between 1 & 10:**  Click or tap here to enter text. |
|  | **Minimal** | **Developing** | **Proficient** |

**Please comment:**

**Professional Responsibility**

1. **Professional Learning & 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.
2. **Leadership & 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **The Professional Responsibility Overall Performance Summary:**   1. **Choose one of the three performance levels that best describes your student’s progress.** 2. **Enter a rating of 1 Low to 10 High within that level** | **Rating between 1 & 10:**  Click or tap here to enter text. | **Rating between 1 & 10:** Click or tap here to enter text. | **Rating between 1 & 10:**  Click or tap here to enter text. |
|  | **Minimal** | **Developing** | **Proficient** |

**Please comment:**

**Professional Practices: Indicate a rating & fill in Comments below 1 = Minimal, 2 = Developing, 3 = Proficient**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Rate 1, 2 or 3** |  | **Rate 1, 2 or 3** |  | **Rate 1, 2 or 3** |
| Weekly Report | Click or tap here to enter text. | Resourcefulnes s | Click or tap here to enter text. | Responds to Feedback | Click or tap here to enter text. |
| Virtual Education Plan | Click or tap here to enter text. | Written Ability | Click or tap here to enter text. | Problem-Solving | Click or tap here to enter text. |
| Reflections | Click or tap here to enter text. | Oral Communication | Click or tap here to enter text. | Timeliness | Click or tap here to enter text. |
| Technology | Click or tap here to enter text. | Responsibility | Click or tap here to enter text. | Flexibility | Click or tap here to enter text. |

**Please comment:**

**Date:** Click here to enter text.

**This evaluation was reviewed and discussed with the teacher candidate on:**

**Complete this section for the Final Quarter Evaluation only:**

**Enter Yes or No:** Click or tap here to enter text.

**Proficiency was demonstrated in the four overall summary performance standards:**

**Provide Final Comments:**

**To ensure successful submission, please 1) save as a Word doc (not a Google Doc) 2) email the Word doc as an attachment to** [**education@carthage.edu**](mailto:education@carthage.edu)**, and 3) cc Teacher Candidate. Thank you.**

## Appendix M: ACT/MED Program Contacts

|  |  |  |  |
| --- | --- | --- | --- |
| **Josie Kick,** Education Department Assistant | Lentz Hall 324 | 262-551-5826 | [jkick@carthage.edu](mailto:jkick@carthage.edu) |

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