

Alternative Education Programs Licensure (WI 1952)
University of Wisconsin-Whitewater Continuing Education
Summer 2025

Instructor: Dr. Anne (Annie) D'Antonio Stinson, stinsona@uww.edu
Classroom:
Email: stinsona@uww.edu
Phone: 262-203-2439
Webex room: <https://uww.webex.com/meet/stinsona>

The UW-Whitewater Alternative Education licensure program is designed to prepare licensed teachers to provide special services at the secondary level. At UW-Whitewater, the Alternative Education program is delivered as a series of non-credit workshops delivered in-person with online learning between meetings, followed by a school-based clinical experience. Teacher candidates will develop skills in selecting and administering a variety of authentic instruments, interpreting the results, and planning implementation strategies for improving progress of students in alternative secondary education settings. Upon completion of the Alternative Education Program, participants will demonstrate proficient performance in the knowledge, skills, and dispositions for teaching in alternative education settings as indicated in all the Wisconsin Content Guidelines for Alternative Education standards.

Required texts and readings

FOR PURCHASE:

- Dallmann-Jones, A. (2020). *How to connect with students at-risk: Creating learning environments for teacher and student success*. Panama City Beach, FL: DZ Media Productions.
- Horton, M. and Freire, P. (1991). *We make the road by walking: Conversations on educational and social change*. Philadelphia: Temple University Press.
- Noddings, N. and Brooks, L. (2017). *Teaching controversial issues: The case for critical thinking and moral commitment in the classroom*. New York: Teachers College Press

ON-LINE RESOURCES

- Chaffee, S. How can teachers help kids find their political voices? (2017, Nov). Retrieved Nov 20, 2024, from https://www.ted.com/talks/sydney_chaffee_social_justice_belongs_in_our_schools?language=en
- Mitra, S. New experiments in self teaching (2010, Sept 7). Retrieved November 20, 2024, from <https://www.youtube.com/watch?v=dk60sYrU2RU>

ADDITIONAL READINGS AS ASSIGNED (PROVIDED BY THE INSTRUCTOR)

- Darder, A, Torres, R., and Baltodano. (2017). (Eds.) *The critical pedagogy reader: Critical Pedagogy: An Introduction*
- Freire, P. (1970). *Pedagogy of the oppressed*. Chapter 1. New York: Bloomsbury Academic.

Attendance Policy

Participants are expected to attend each of the three on-campus days as well as participate in all

synchronous and asynchronous online discussions and activities.

Evaluation / Completion Policy

To be endorsed for licensure, candidates must successfully complete the content-based portfolio with an average score of at least 2.5 (Basic-Proficient). Please see the portfolio rubric on pages 8-10.

Program Description and Objectives

Upon completion of the AEPL Program, participants will demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards.

1. The alternative education teacher understands the central concepts of the core content areas, tools of inquiry, and structures of the subjects taught and can create learning experiences that make the subject matter meaningful and relevant for students.
2. The alternative education teacher understands how students with a broad range of abilities learn and provides instruction that supports their intellectual, social, and personal development. To that end, the alternative education teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, technology, the community and the curriculum goals.
3. The alternative education teacher understands how students differ in their approaches to learning and the barriers that impede learning and can differentiate instruction to meet the diverse needs of students.
4. The alternative education teacher has the ability to use education, research, research methods, technology, and knowledge about issues and trends to improve practice in the classroom.
5. The alternative education teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
6. The alternative education teacher implements a learning plan that engages the student in transition planning for the following: regular education, community participation, employment, independent living and/or post-secondary education.
 - Curriculum prepares the student for return to regular education, transition to the next academic level, independent living, careers, future training, and/or post-secondary education.
 - Assistance is provided to students to transition into the next educational level, employment and/or post-secondary education.
 - Student portfolios and documentation of knowledge, skills and aptitudes are developed.
7. The alternative education teacher is able to comprehensively address the wide range of social, emotional, behavioral and physical issues or circumstances which may limit students' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
 - Models the development of social competence and self-advocacy.
 - Integrates best practice in conflict management and conflict de-escalation.
 - Teaches skill streaming, empathy, and effective communication.
8. The alternative education teacher is able to develop and maintain a safe, respectful, caring, and orderly climate and culture in the classroom.
 - Sets clear expectations for learning and student conduct
 - Applies positive behavior management and student discipline
 - Promotes student engagement and connectedness

- Demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs
- Promotes a positive connection to school

9. The alternative education teacher understands the critical aspects of collaboration and interacts successfully with students, parents, professional educators, employers, and community providers such as juvenile justice, public health, employers, human services, community agencies, tribes, and adult education to support student learning and well-being. The educator acts with integrity, fairness and in an ethical manner.

10. The alternative education teacher understands multicultural diversity and socio-economic issues in order to provide a positive understanding of school, home, and community for all students and families.

11. The alternative education teacher uses multiple assessments that continually monitor the academic, behavioral, life skill, service coordination, and transitional needs of the student, which are used to make individual programming decisions for the student.

12. The alternative education teacher systematically conducts evaluations on two levels for continuous improvement:

- The teacher evaluates the effects of professional conduct on students, parents, and professional partners to seek out opportunities to grow professionally.
- The teacher evaluates program initiatives, student outcome data, and user (student, parent, learning partner) surveys to assess program quality, inform improvement and direct future activities.

13. The alternative education teacher understands and can apply state and federal statutes and regulations, as well as district policy, to identify and meet the needs of at-risk students.

Program Schedule

Prior to the first meeting online/at home	Read “Critical Pedagogy: An Introduction” Bring copies of two lessons you have used in the past.
First on-campus Saturday June 21	What is school for? activity In and Out activity: Emancipatory pedagogy Good teaching/My teaching Who is the marginalized student? (being, doing, thinking, feeling) Lesson evaluation: Demonstrate how the lesson adheres (or does not adhere) to the Wisconsin Educator Content Guidelines for Alternative Education
Online/at home June 23-27	Research State and Federal guidelines of alternative education. Prepare an essay discussing the lesson shared above in light of those standards Rewrite the lesson Prepare a mini-lesson based on the above (mini-lesson one) Read Freire, <i>Pedagogy of the Oppressed</i> , Chapter 1 Be prepared to discuss the text at length. Use the Outcome Statements outline to prepare for the discussion.
Friday June 27 10:00-11:30	Book talk: <i>How to Connect with Students At-risk: Creating Learning Environments for Teacher and Student Success</i>
Online/at home June 30- July 11	<i>Pedagogy of the Oppressed</i> discussion. You are expected to make an initial comment at the start of the week, and three additional initiating comments throughout the week. In addition, you are to respond to a minimum of ten comments made by other participants.
Second on-campus Saturday July 12 9:00-3:00	Comments: <i>Pedagogy of the Oppressed</i> Discussion: Re-written lessons Presentation of content mini-lesson (mini-lesson one). Bring a copy for each participant
Online/at home July 14-18	Read Horton and Freire, <i>We Make the Road by Walking</i> Prepare mini-lesson two based on standard seven (transition planning for the following: regular education, community participation, employment, independent living and/or post-secondary education)
Friday July 18 10:00-11:30	At risk discussion Book talk: <i>Teaching Controversial Issues: The Case for Critical Thinking and Moral Commitment in the Classroom</i> (sections as assigned)
Online/at home July 21-25	Discussion: <i>We Make the Road by Walking</i> You are expected to make an initial comment at the start of the week, and three additional initiating comments throughout the week. In addition, you are to respond to a minimum of ten comments made by other participants.
Third Saturday July 26 9:00-3:00	Good teaching/great teaching/my teaching Presentation of mini-lessons (mini-lesson two) “Talking an Article”
Follow-up	Completion of licensure portfolio Clinical experience (4 weeks) with three observations

Description of Clinical Experience

Practicing teachers studying post-bac for an additional alternative education license will complete a clinical experience in alternative education that spans secondary grade levels and meets the requirements of PI 34.023 clinical experiences for additional licenses. Through their clinical experience, candidates will practice strategies and skills related to all 13 of the Wisconsin Content Guidelines for Alternative Education. The duration of the student teaching experience will be determined on a case-by-case basis by the program coordinator and will depend on the candidate's previous student teaching placements. The program coordinator will ensure that together, the candidate's clinical experiences have occurred in a variety of school settings, have been developmental in scope and sequence, and have covered the 4-12 grade band. The student teaching experience for alternative education will be sufficiently long to allow the coordination of at least 3 classroom observations that provide the cooperative teacher/supervisor the opportunity to evaluate the candidate across all program standards using the program standards-based clinical experience evaluation form linked below, and to document knowledge and understanding of the PI 34.002 Teacher Standards using the standards-aligned observation form linked below.

The student teacher engages in continuous self-evaluation and is assisted in the process by frequent informal conferences with the cooperating teacher(s). Periodic formal evaluation sessions where the student teacher and the cooperating teacher(s) utilize the OCE observation form are planned (at least three during the clinical experience). Cooperating teachers also evaluate teacher candidates using a Teacher Standards evaluation tool, which is aligned with the PI 34.002 Wisconsin Teacher Standards. The student teacher will also receive a minimum of three formal observations from the university supervisor (at least one in person). University supervisors use the program standards-based clinical experience evaluation form to record their observations. These completed observation forms, along with post-observation conference reflection notes, will be kept in the student's file.

Portfolio Process for Alternative Education (1952) Licensure

What is a portfolio?

Portfolios can take many forms and be used for many purposes such as development, showcase, or assessment. The purpose will in large part dictate the format, content, organization, and intended audience of the portfolio. Although very different in purpose, most portfolios have these common threads:

- work or production samples to illustrate a competency or competencies
- explanation of samples and why they were chosen
- self-assessment
- reflection

Why use a portfolio to assess student work?

The portfolio process allows you (the student) to be in control of the means of demonstrating competency. It provides for creativity and uniqueness to be part of and enhance that demonstration. Finally, it shows personal ownership of knowledge, skills, ideas and behaviors learned. In many cases, the actual development of the portfolio generates additional learning or clarifies understanding, so the process itself is educative.

Why use a portfolio to assess in this program?

Because a portfolio is student generated, this means of summative assessment is more consistent with the vision and objectives of the program than standard forms of assessment and evaluation. The AEPL Program strives to give teachers the tools to step outside the traditional limitations and actions of schools; it encourages them to become independent thinkers and advocates for their students. A portfolio assessment is not only the best way to measure the program's individualistic emphasis on learning; it also serves as a model for designing assessment in alternative settings. Additionally, the portfolio may also be incorporated partly or wholly into a professional development plan for licensure renewal.

Structure and Format

Your portfolio must be in a digital format. We recommend Google Sites. You are free, however, to choose the format, structure, and style of presentation as long as your portfolio contains the required elements and organization is evident.

A final word of advice

As a professional, how you present yourself is critically important. When you prepare your portfolio artifacts, narrative statements, and philosophy statement, be sure to pay attention to...

- organization of content (Make it pretty!)
- organization and clarity of ideas (Make it logical!)
- idea development (Make it make sense! Be sure to explain your points, give examples from your experience and from the professional literature, etc.)
- usage and mechanics (Spelling counts!)

The Portfolio Required Artifacts

1. PHILOSOPHY OF TEACHING IN ALTERNATIVE EDUCATION PROGRAMS

Prepare your philosophy of teaching in alternative education programs. When preparing your philosophy statement, consider these questions.

- Why do you want to teach in alternative education?
- How does the mission of alternative education differ from that of traditional education?
- What do you believe are the best ways to teach content specific knowledge? (Think about some of your best lessons. What did you do to make them work? How did you structure the lesson? Why?)
- What are the teaching approaches you favor and why you use these approaches? (Give examples from classes that you have taught.)
- How can you create a classroom environment that enables all students to learn? (Think about classroom management and individualized instruction/meeting the needs of all students.)
- What are your overall goals for your students?
- What does it mean to be a professional educator and a good colleague?
- How do you plan to continue to grow as a professional?

Be sure to reference all thirteen Wisconsin educator content guidelines (standards) for alternative education. Basic and proficient philosophy statements will include references to the literature in the field of alternative education, both addressed in the program and beyond.

2. Lesson critique and planning: LESSON PLAN ONE & LESSON PLAN TWO

Before the first on-campus meeting, you will select a lesson that you have taught in the past and bring it to our first meeting. In pairs, the lessons will be evaluated and you will be asked to demonstrate how the lessons adheres (or do not adhere) to the Wisconsin Educator Content Guidelines for Alternative Education. On your own, research State and Federal guidelines of alternative education. Prepare a brief essay (two or three paragraphs) discussing one of the lessons shared above in light of those standards. Then, rewrite the lesson using the lesson plan guide provided. For our second on-campus meeting, you will prepare and present a mini-lesson (mini-lesson one) based on some aspect of your revised lesson plan.

Subsequently, you will prepare and present a second mini-lesson (mini-lesson two) based on Standard Six (transition planning).

Lesson Plan Guide

Teacher's Name:

Class Name/Grade:

Lesson Title and context:

Central Focus*

What is the *main purpose* of this lesson segment (or unit)? What is the *essential question* that justifies this focus?

Standard(s)

Write the number and text of each standard that relates to the central focus of the lesson. These standards will apply to the entire learning segment. In each lesson plan of the learning segment *italicize the part* that will be the focus of that specific lesson.

Learning Objectives

Subject Content Objectives

Write the main student learning outcomes to be achieved by the end of the lesson. Be sure there is a clear link to the standards.

For each Subject Content Objective give a corresponding

Academic Language Objective

Identify the key language function, vocabulary, syntax, and discourse structures, related to each Subject Content Objective.

Assessments

How will you know the students have met the lesson objectives? Identify the objective each assessment is designed to meet. Consider:

- Informal assessments (describe what you are listening and looking for)
- Formal assessments (include assessment criteria, e.g., key and/or rubric).
Formative assessments (how are the learners progressing toward the objectives?)
Summative assessments (have the learners accomplished the objectives?)

Instructional strategies and learning tasks

In this section give step-by-step directions for implementing the lesson. Include time estimate for each step. Describe the instructional strategies and learning tasks that support academic language. Clearly explain what the teacher will be doing & what the students will be doing.

Supports for the diversity of specific learner needs

Describe supports for varied student learning needs in your class (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

Anticipated misconceptions, problems, and contingency plans

Describe how you might adjust your instruction if something were to go wrong (e.g., misunderstanding, confusion, behavioral issue, reading/task complexity, time/pacing, etc.).

Instructional Materials

Attach important materials (class handouts, assignments, slides, and interactive whiteboard images).

- List materials, equipment, and technologies you need to have prepared.
- List your references in APA style (e.g., sources you considered for content, standards, teacher background knowledge, learning theories, instructional methods, activities, diverse student characteristics, and youth literature).

3. UWW SUPERVISOR'S PROGRAM STANDARDS-BASED CLINICAL EXPERIENCE EVALUATION

4. COOPERATING TEACHER'S PI 34.002 TEACHER STANDARDS ALIGNED CLINICAL EXPERIENCE EVALUATION

5. CLINICAL EXPERIENCE REFLECTIONS

Include a description of your clinical experience in alternative education since entering the AEPL program. Be sure to articulate how you applied the knowledge, skills, and dispositions for teaching in alternative education that you gained from participating in the program. (Consider including insight into a child’s behavior or learning method, analysis of an action taken or an instructional design or experience, description of an action research project, etc.) This narrative should be shared and analyzed with your cooperating teacher and university supervisor.

RUBRIC FOR THE ASSESSMENT OF THE AEPL PORTFOLIO

Required Artifacts:

	Minimal (1 - unacceptable)	Basic (2 - acceptable)	Proficient (3)
	Most artifacts are present; explanations of choice are incomplete or minimally descriptive	All artifacts are present; explanations are adequate and clear.	All artifacts are present; explanations are vivid and demonstrate insights gained
Standard 1: The alternative education teacher understands the central concepts of the core content areas, tools of inquiry, and structures of the subjects taught and can create learning experiences that make the subject matter meaningful and relevant for students.	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
Standard 2: The alternative education teacher understands how students with a broad range of abilities learn and provides instruction that supports their intellectual, social, and personal development. To that end, the alternative education teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils,	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.

technology, the community and the curriculum goals.			
Standard 3: The alternative education teacher understands how students differ in their approaches to learning and the barriers that impede learning and can differentiate instruction to meet the diverse needs of students.	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
Standard 4: The alternative education teacher has the ability to use education, research, research methods, technology, and knowledge about issues and trends to improve practice in the classroom.	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
Standard 5: The alternative education teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
Standard 6: The alternative education teacher implements a learning plan that engages the student in transition planning for the following: regular education, community participation, employment, independent living and/or post-secondary education. <ul style="list-style-type: none"> • Curriculum prepares the student for return to regular education, transition to the next academic level, independent living, careers, future training, and/or post-secondary education. • Assistance is provided to students to transition into the next educational level, employment and/or post-secondary education. • Student portfolios and documentation of knowledge, skills and aptitudes are developed. 	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
Standard 7: The alternative education teacher is able to comprehensively address the wide range of social, emotional, behavioral and physical issues or circumstances which may limit students' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies. <ul style="list-style-type: none"> • Models the development of social competence and self-advocacy. • Integrates best practice in conflict management and conflict de-escalation. • Teaches skill streaming, empathy, and effective communication. 	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.

<p>Standard 8: The alternative education teacher is able to develop and maintain a safe, respectful, caring, and orderly climate and culture in the classroom.</p> <ul style="list-style-type: none"> • Sets clear expectations for learning and student conduct • Applies positive behavior management and student discipline • Promotes student engagement and connectedness • Demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs. 	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
<p>Standard 9: The alternative education teacher understands the critical aspects of collaboration and interacts successfully with students, parents, professional educators, employers, and community providers such as juvenile justice, public health, employers, human services, community agencies, tribes, and adult education to support student learning and well-being. The educator acts with integrity, fairness and in an ethical manner.</p>	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
<p>Standard 10: The alternative education teacher understands multicultural diversity and socio-economic issues in order to provide a positive understanding of school, home, and community for all students and families.</p>	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
<p>Standard 11: The alternative education teacher uses multiple assessments that continually monitor the academic, behavioral, life skill, service coordination, and transitional needs of the student, which are used to make individual programming decisions for the student.</p>	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
<p>Standard 12: The alternative education teacher systematically conducts evaluations on two levels for continuous improvement:</p> <ul style="list-style-type: none"> • The teacher evaluates the effects of professional conduct on students, parents, and professional partners to seek out opportunities to grow professionally. • The teacher evaluates program initiatives, student outcome data, and user (student, parent, learning partner) surveys to assess program quality, inform improvement and direct future activities. 	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts is tenuous or unclear.	Standard is addressed and clearly tied to the artifacts.
<p>Standard 13: The alternative education teacher understands and can apply state and federal statutes and regulations, as well as</p>	Standard is not addressed or not connected to artifacts.	Standard is addressed but the connection to the artifacts	Standard is addressed and clearly tied to the artifacts.

district policy, to identify and meet the needs of at-risk students.		is tenuous or unclear.	
Writing Proficiency	Writing skills are only fair due to spelling and/or grammar errors.	Writing skills are good with few spelling or grammar errors.	Writing skills are strong with no spelling or grammar errors.

Student Name _____
 Fail _____

Pass _____

Portfolio Assessor _____

Date _____

Revised 12/2/2024