

Appendix E

Alverno College Master of Arts in Education Specialization in Alternative School Teaching

The Practicum for the Teaching in Alternative Schools license is completed in the candidate's own classroom, in an alternative school. Listed below are the requirements for the Professional Portfolio and Professional Development Plan

Standards: Wisconsin Teaching Standards (See Appendix B)

The Portfolio

The program for teaching in alternative schools requires that you put together a portfolio linking your practice in an alternative educational setting to the ten Wisconsin teaching standards. It's an opportunity for you to reflect on your strengths and areas to develop in work with students who have not been successful in traditional school settings. Based on that reflection, you can then set goals for your professional development plan as a teacher in an alternative school.

While each portfolio is constructed to reflect the individual experiences and strengths of the candidate, your faculty suggests that you approach the development of the portfolio in this way:

- 1) Provide an introductory reflective statement of your philosophy of education, especially in relationship to the needs of students who have not been successful in traditional school settings. Drawing upon your experience, coursework and reading, provide the beliefs and key theoretical perspectives that guide your work in alternative school settings.
- 2) Organize the portfolio by standard. For each standard
 - a. Write a reflection about your work with learners in alternative school settings that describes how you address the standard. Use the full statement of the knowledge, dispositions, and performances related to each standard.
 - b. Include artifacts that provide evidence for your application of selected knowledge, dispositions, and performances. Some artifacts may be applicable to more than one standard. In that case, incorporate the physical artifact with one standard and reference it when reflecting on the other standard(s).
 - c. Clearly explain why you chose the artifacts that you select
 - d. As part of your reflection, also identify areas for further development. These areas will become part of your professional development plan.

- 3) Use the following criteria to self assess your portfolio
 - a. Have you clearly provided evidence of how your teaching in alternative school settings addresses the ten standards?
 - b. Have you made clear connections between artifacts from your school site and your beliefs about teaching and learning?
 - c. Have you presented a portfolio that reflects the professionalism expected of a teacher? (You should meet Alverno's graduate level writing criteria throughout.)
 - d. Does your level of analysis and reflection make a compelling case for your effectiveness in working with learners in alternative school settings?

The Professional Development Plan – Teaching in Alternative Schools

Your personal professional development plan is intended to guide you in the next five years. It should build on your reflection in the portfolio and provide a set of concrete goals for growth, along with strategies to achieve the goals and indicators of growth by which your progress can be evaluated. While your professional development plan is intended to guide your personal growth, your faculty suggests that you use the following as a guide to its preparation.

- 1) Write a clear introductory paragraph that summarizes the strengths upon which you are building through this professional development plan and identifies your professional goals, especially in relationship to the Wisconsin teaching standards. You can identify both short and long term goals for your personal professional growth. Make sure that they are realistic goals that can be achieved within the next three or four years.
- 2) For each professional goal
 - a. Give a rationale that describes the goal and links it to your self-reflection, your school's improvement plans, your district goals (as appropriate), and the standards.
 - b. Outline strategies you will use to achieve the goal, based upon and reflecting the effective use of your areas of strength and specific aspects of the knowledge, dispositions, and performances listed in the full text of the standards.
 - c. Provide a reasonable timeline that will guide and assist you to achieve your goals.
 - d. Include assessment procedures and products for your plan, including indicators of growth, ways to show that meeting the goals improved your professional knowledge/performance, ways to show how meeting the goals improved students' learning, and a final reflective commentary that describes what was accomplished.(Note: You may want to develop a chart to display these aspects of your plan)
- 3) Identify a team of colleagues who will serve as your professional development team to provide thoughtful critiques, help identify resources and strategies, give

feedback, and make revisions to your plan. If your district has developed procedures and guidelines for professional development plans, be sure to follow those in the identification of your team and the development of a timeline for meetings of the team and review of assessment products.

- 4) Use the following criteria to self assess your professional development plan
 - a. Have you set meaningful goals that address areas of growth linked both to the teaching standards, your school/district needs, and your own need areas?
 - b. Have you clearly aligned your goals with standards, combining and integrating standards if appropriate?
 - c. Have you clearly set forth a reasonable plan for achieving your goals?
 - d. Have you developed meaningful and appropriate assessment procedures and products that can be used to gauge your progress?
 - e. Have you presented a professional development plan that reflects the professionalism expected of a teacher? (You should meet Alverno's graduate level writing criteria throughout.)

Portfolio for Teaching in Alternative Schools
Criteria: Professional Portfolio/Development Plan

Evidence for Below Criteria	Criteria	Evidence for Meeting Criteria	Evidence for Exceeding Criteria
	<p>Portfolio:</p> <ul style="list-style-type: none"> • Provides evidence of how own teaching in alternative school settings addresses the ten standards • Makes clear connections between artifacts from school site and beliefs about teaching and learning • Reflects the professionalism expected of a teacher/Meets graduate writing criteria. • Level of analysis and reflection makes a compelling case for effectiveness in working with learners in alternative school settings <p>Professional Development Plan:</p> <ul style="list-style-type: none"> • Sets meaningful goals that address areas of growth linked to the teaching standards, school/district needs, and personal need areas • Goals are clearly aligned with standards, combining and integrating standards if appropriate • Plan for achieving goals is reasonable • Includes meaningful and appropriate assessment procedures and products that can be used to gauge progress • Reflects the professionalism expected of a teacher/Meets graduate writing criteria 		