
UWO

UNIVERSITY OF WISCONSIN
OSHKOSH

College of Education
and Human Services

ALTERNATIVE CAREERS IN TEACHING
PROGRAM HANDBOOK

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Contact the ACT Program

Molly Kopplin
(920) 424-3323

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Program Mission

The mission of the ACT program is to attract, prepare, and support post-baccalaureate individuals seeking a quality initial teacher licensure program in core secondary subjects such as English Language Arts, Mathematics Education, Science, Social Studies, and Computer Science (grades r-12), or Technology and Engineering Education (grades K-12). The ACT program is responding to the need for highly qualified teachers throughout Wisconsin, particularly in smaller communities that are characteristic of the northeastern region of Wisconsin.

ACT advances the select missions of the University of Wisconsin Oshkosh to prepare teachers and serve the educational needs on northeastern Wisconsin in the following ways. First, ACT cultivates an appreciation for lifelong learning by targeting mid-career professionals who are interested in changing career paths. Second, the ACT program offers a post-baccalaureate route to teacher preparation, alternative to the traditional Professional Education Programs at UW Oshkosh. Third, the ACT program responds to the needs of the state by preparing highly qualified core secondary subject teachers and Technology and Engineering Education teachers who bring real world experiences to the classroom. Finally, the program enables all participating institutions to use inter-institutional relationships to maximize the opportunities available to adult learners wishing to teach in Wisconsin K-12 schools.

Candidates in the ACT program are considered students at UW Oshkosh. Human and physical resources at the University of Wisconsin Oshkosh campuses are available to ACT program students through segregated fees paid as part of a student's tuition.

ACT Program Philosophy

The delivery and content of the program are grounded in principles of adult learning which entail alternative learning methodologies and an accelerated pace (Merriam & Caffarella, 1999; Smith & Pourchot, 1998; and Brookfield, 1986). The program design recognizes the solid background in academic content knowledge and the life experiences brought to this endeavor by ACT students, as well as accommodating practical considerations which govern the lives of adult learners - such as the need for continued employment while earning an initial license and the recognition of family, community, and work responsibilities.

ACT Program Overview

The Alternative Careers in Teaching program (ACT) was approved as an alternative teacher preparation program by the Wisconsin Department of Public Instruction (DPI) on March 13, 2006. The ACT program was proposed as an alternative teacher preparation program to the DPI on December 31, 2005 and the first review of the ACT program by DPI occurred on February 16, 2007 when Kenneth Starkman from the DPI visited UW Oshkosh to discuss the start-up of this alternative licensure program. The first full, on-site review of the ACT program by DPI occurred July 9-10, 2009. Since 2007, the ACT program has successfully passed every mandated review through the annual Continuous Review Process required by the DPI. All reviews of the ACT program are on file at UW Oshkosh and with the DPI. All License Programs offered by ACT have been updated to the new DPI licensure standards by 2022.

Wisconsin Teaching Standards

The ACT program has adopted the Wisconsin Teaching Standards as written in PI34.002. These standards are used to determine teaching proficiency and readiness in the required portfolio and field experience evaluations.

https://docs.legis.wisconsin.gov/code/admin_code/pi/34/ii/002

Initial Licenses Offered

The ACT program is authorized by the DPI to recommend for the following initial licenses.

License	Grade band (ages 10-21)	DPI Subject Code
English Language Arts	4-12	2300
Social Studies	4-12	2700
Computer Science	4-12	1405
Mathematics	4-12	1400
Science	4-12	2600
Technology and Engineering Education	K-12	1220

The ACT program is in the process of changing to new license categories defined in state law. Once approved, candidates will have the option to change to these new licenses. Contact act@uwosh.edu for more information.

Program Costs and Fees

Transcript Review Fee: \$100.00 (non-refundable)

The cost of reviewing transcripts for the ACT program is \$100 and is non-refundable. This fee covers the review of all transcripts and processing of a Transcript Review letter. This fee is required at the time of the review along with the Transcript Review Application Form.

Official Transcript: TBD

An Official Transcript from all institutions is required prior to admission.

Admission Fee: \$1,000.00 (non-refundable)

The admission fee to the ACT program, due at the time of application, is \$1,000.00 and is non-refundable. This fee covers administrative services and record keeping throughout a student's time in the ACT Program.

Tuition

Tuition and segregated fees for ACT program courses at UW Oshkosh are currently \$300/credit (subject to change). Segregated fees/credit are also assessed on all UW Oshkosh credit courses. Students taking classes at other institutions approved by the Director of ACT pay the tuition and fees required at that institution.

PRAXIS II Test Fees

The PRAXIS II tests are offered by Educational Testing Service (ETS). PRAXIS fees are subject to change. The ETS Website lists the current test fees and registration information.

Wisconsin Department of Instruction License Application Fee: \$125.00

The DPI license application fee is currently \$125.00, payable to DPI at the time an application is submitted; this fee is subject to change. The licensing information page on the DPI website has current fee information.

Support Services

Students enrolled in UW Oshkosh courses are entitled to make use of all student support services listed below. Whether a student needs assistance with daycare, career advice, or just someone to talk with, students are encouraged to seek out the assistance they need to succeed in the ACT Program.

For more information regarding resources offered through UW Oshkosh campuses, please contact 920.242.1234 or visit the UW Oshkosh home page.

Student Support Services available through UW Oshkosh campus

- | | |
|--|--------------------------------------|
| • Academic Advising | • Financial Aid |
| • Admissions | • Fitness Center |
| • Adult Nontraditional Student Resource Office | • Health Center |
| • Alcohol & Drug Abuse Assistance | • Library (Polk) |
| • Bookstore | • Math Tutor Lab |
| • Career Services | • Parking Office |
| • Cashier's Office | • Registrar's Office |
| • Center for Academic Resources - Tutoring | • Titan Card Information |
| • Center for New Learning | • Tuition (Student Accounts/Billing) |
| • Computer Assistance | • Transcripts |
| • Counseling Center | • Tutoring |
| • Day Care (Children's Center) | • Veteran's Affairs |
| | • Women's Center |
| | • Writing Center |

Advising

ACT students are advised by the ACT Director until program completion. Admission decisions are formalized in an Admission letter signed by the Director of ACT. The Admission letter outlines all content courses, education courses and all other program requirements that must be met by the applicant before they can be recommended for the teaching license(s).

ACT Program Admission

Step 1: Initial Inquiry and Transcript Review

Step I begins when a prospective student contacts the ACT program for information about the program. Step I includes an initial conversation with the prospective student. Prospective students are made aware of the following minimum requirements for admission to the ACT Program:

- A Bachelor's degree or higher from a regionally accredited institution recognized by UW Oshkosh
- Completion of a general education program as part of the bachelor's degree program.
- A minimum GPA of 2.75 in previous university coursework*.
- A minimum grade of 'C' in college level speech and mathematics or equivalent. A minimum grade of 'B' in a college level writing course or equivalent.
- All costs and fees for the program
- Completed criminal background check conducted by UWO via a third-party vendor. A second criminal background check will be required prior to student teaching.

Step 1 continues when an applicant requests an evaluation of their undergraduate and graduate transcripts (the Transcript Review), and an initial criminal background check. The Transcript Review results in a written letter identifying the specific content and education courses that an individual needs to complete and all program requirements. A candidate will be denied entry the applicant has a criminal history that could disqualify them from being recommended for a teaching license.

The fee for a Transcript Review is \$100. This includes a review for up to three different licensure areas. Applicants' college- level courses are evaluated for equivalency to courses required in majors offered by UW Oshkosh.

The transcript review will also verify that an applicant has completed a general education program as part of their Bachelor's degree via an official transcript.

Transcript Review Letter

The Director of ACT sends a formal letter to the potential applicant identifying all outstanding courses and program requirements that the applicant will need to complete for a licensure recommendation. The applicant can communicate errors or omissions in the transcript review. However, the ACT Director makes the final determination for requirements for licensure recommendation.

**Wisconsin requires a 2.75 cumulative GPA for licensure. The Wisconsin Department of Public Instruction defines 'cumulative' as including all university level coursework completed at any institution.*

Step 2: Application for admission to the ACT Program

Individuals who have received a Transcript Review letter meet with the Director of ACT to plan how they could meet the content, education, and other program requirements in their Transcript Review letter prior to applying for Admission to the ACT Program. In addition to the Admission Application form, applicants submit a resume including their past work experience and a written statement about why they are interested in becoming a teacher. The Admission Application fee is \$1,000.

Admission decisions are made throughout the calendar year, and a formal admission letter is delivered to the applicant after review of all application materials. Applicants may request oversight regarding the review of materials in their application but all requirements in an Admission Letter delivered to an applicant must be met before the applicant is recommendation for a teaching license by the ACT program.

Application for Admission to the ACT Program

An individual may apply for admission to the ACT program following a Transcript Review and meeting with the Director of ACT to plan out a program of study. A complete application contains all of the following:

- Application form - completed and signed
- Resume that includes employment history since their bachelor's degree,
- Applicant Statement - a short essay addressing the following:
 - Reasons for wanting to become a licensed educator, and your choice of teaching field (i.e. English, Computer Science, Mathematics, Science, Broad Field Social Studies, Technology and Engineering Education)
 - Experiences you believe have prepared you for teaching at the middle or high school level (include service, volunteer, and direct occupational experience)
 - Personal beliefs or circumstances that encourage your application to the program and aspiration to teach.

Criminal Background Checks and TB Tests

Applicants must agree to complete two criminal background checks - one at the time of application and one prior to starting Student Teaching. The full Criminal Background Check Policy is included in the policy section of this handbook.

Students must also provide evidence of a negative tuberculosis skin test (TB test) from a healthcare professional at the time of admission to the program and with their application for student teaching.

Course Reviews, Transfers, & Credit for Prior Learning

Content Coursework Assessment

At the time of a Transcript Review, content knowledge is assessed by either: 1) a content area GPA of 3.0 or higher in the undergraduate and/or graduate content course work equivalent to a major for the license(s) being sought or 2) a passing score, as set by the DPI, on the PRAXIS II exam for the license(s) being sought.

Typically, ACT students will need to take some required content coursework that was not covered in their undergraduate and/or graduate majors as well as the education coursework that meet the statutory requirements for licensure.

Assessment of the content major or minor

All applicants to the ACT program must have content course work equivalent to a major offered at UW Oshkosh or institutions identified by the ACT program.

Course work completed at an institution of higher education other than UW Oshkosh will only be accepted if the institution is accredited by an organization recognized by UW Oshkosh and has prior approval from the ACT Director.

Course equivalencies for UW System institutions can be found on the Transfer Information System web site. The University of Wisconsin may also have articulation agreements with institutions of higher education for awarding of credit for specific purposes. Information regarding current articulation agreements with other institutions of higher education can be found at the UW Oshkosh Admissions Website.

Transfer from another teacher licensure program to the ACT program

Any student transferring to the ACT program from another teacher preparation program may be required to provide a statement from the previous institution describing why it is not possible to complete the education program at that institution. In addition, the candidate must complete each of the following courses and program requirements prior to recommendation for licensure.

- Apply for a Transcript Review and pay the Transcript Review fee (\$100)
- Apply for Admission to the ACT program and pay the Admission fee (\$1,000)
- Enroll in and complete Sec Ed 221 ACT Orientation (1 credit)
- Enroll in and complete Subject Specific Teaching Methods (3 credits)
- Enroll in and complete SPEC Ed 352 (3 Credits)
- Enroll in and complete Literacy and Language 435 (4 credits)
- Enroll in and complete ED LDRSP 406 (3 credits)
- Enroll in and complete Clinical I and Clinical I (2 credits)
- Enroll in and complete Sec Ed 400 Student Teaching (10 credits)
- Enroll in and complete SEC Ed 405 Student Teaching Seminar (1 credit)

Credit for Prior Learning

Credit for a specific course or course requirement may be awarded for prior learning if it meets all of the following requirements:

- A written statement from the student describing their learning experience(s), including how the experience(s) is similar to a specific course or statutory requirement,
- Written or electronic evidence, produced by the student, indicating an application of what was learned through the experience(s) (i.e., a unit of instruction, web site, certificate of completion, etc.),
- Verification of acceptable performance of the learning experience(s) by an individual capable of providing an independent assessment of the student's learning or performance (i.e., a supervisor's evaluation, evaluation by a knowledgeable peer, workshop leader, etc.).

Criteria	Met	Not Met
Each requirement will be evaluated by the Director of ACT or a designate as acceptable or unacceptable according to the rubric below. Credit may be awarded for meeting 2 of the 3 requirements above if tangible evidence of a performance cannot be provided (for example, if the performance or supervisor's evaluation contains privileged or proprietary information produced while the individual was employed.) Written Statement describing the learning experience(s), including how the experience is similar to a specific course or statutory requirement		
Written or electronic evidence that includes an assessment of what was learned through the experience(s)		
Verification of the learning and/or performance by an individual capable of providing an independent assessment of the student's learning or performance		

ACT Program Coursework

All content courses, education courses, student teaching, and other program requirements must be completed before the student can be recommended for a teaching license.

Content Courses

If content coursework is required, those courses can be taken at any 2-year or 4-year institution approved in writing by the Director of ACT, and in any format (i.e., face to face, or hybrid). Students must maintain a 3.00 GPA in all course work completed during the ACT program. The ACT program Director must approve all courses, other than those offered through UW Oshkosh campuses, prior to enrollment in the course.

Official transcripts verifying completion of a course and the grade received for the course must be submitted to the ACT Director. All course work must be completed by the start of student teaching.

Evidence of relevant, applicable prior learning may be submitted in order to meet any course requirement identified in the admission letter. See the '[Credit for Prior Learning](#)' section in this handbook for additional information.

Students register for courses through the ACT program Director or Associate. If a student withdraws from a UW Oshkosh course, or any other course that could meet a program requirement, an email must be sent notifying the ACT program of the withdrawal.

Education Course Requirements

The following education course requirements or their equivalents must be met before the start of student teaching.

Education Courses		Credits	Format	Needed
SEC ED 221	Orientation	1	Online Spring 2023	1
ED FOUND 380	Educational Psychology/Science of Learning	3		3
EDU 318	Mathematics Teaching Methods	3	TBA	3
LITERACY 435	Adolescent Literacy Methods	4	Spring – Hybrid (3 F2F4 Sessions)-2023	
SPEC ED 352 or 300	Children and Youth with Disabilities in General Education	3	Online – Summer	3
ED LDRSP 406	Multicultural Education	3	Online – Summer	3
SEC ED 4xx	Clinical I	1	School Setting	1
SEC ED 4xx	Clinical II	1	School Setting	1
EDU 400	Student Teaching (full-time, 18-weeks): All coursework must be completed prior to Student Teaching	10	School Setting	10
EDU 405	Student Teaching Seminar	1	Online	1

Additional education courses for Technology and Engineering licensure recommendation.

COURSE	
CREDIT	
3	Sec Ed 312 Principles of Technology and Engineering Education
3	Sec Ed 314 College and Career Program Planning for Technology and Engineering Ed

Course Descriptions

Educational Foundations 380 Educational Psychology (3 credits)

This course connects theories of learning to practical aspects of classroom management, instruction, and assessment. Students will learn about cognitive, social/emotional, and moral development of adolescents as connected to issues in middle and high schools. Students will explore different theories of how people learn and approaches to applying these theories to instruction and assessment. Finally, students will learn theories related to motivation and

behavior and applications to the middle and high school classroom. This course includes an embedded field experience that requires extended time in a middle or high school setting during normal school hours.

Educational Leadership 406 Foundations of Multicultural Education (3 credits)

This course is designed to develop an understanding of cultural processes and sensitivity to diverse cultural groups. Emphasis is on the historical and social issues surrounding the need for good multicultural education, and how multicultural education should be used as a tool to an equal educational opportunity for all students.

Literacy & Language 435 Adolescent Literacy Methods (3-4 credits)

Historical perspectives, basic instructional techniques, approaches to problems in one's own instructional area, roles in and designs for a total school program, what research and authorities suggest, and consideration of contemporary issues and concerns.

Secondary Education 221 ACT Orientation (1 credit)

This course provides students in the ACT program with an overview of the program requirements and performance expectations. Students learn about statutory and program requirements and develop a plan to meet each. In addition, the course focuses on the professional and ethical responsibilities of a teacher, classroom management, and strategies for conflict management. Prerequisites: Admission to the ACT program or consent of the instructor.

Secondary Education 312 Principles of Technology and Engineering Education (3 credits)

This course provides students in the ACT with an overview of program requirements and performance expectations. Students learn about all statutory and program requirements and develop a plan to meet each. Students will also learn about opportunities for obtaining financial assistance, networking with professional colleagues and community members, changes in demographic information for Wisconsin public schools and the importance of multicultural issues relating to Native American Tribal Rights in the education of Wisconsin teachers and students. Former act! students will be available to share their experiences while in the program and answer questions posed by students in this act! Orientation class. Prerequisites: Admission to the act! program or consent of the instructor.

Secondary Education 313 Methods of Teaching Technology Education (3 credits)

Students will compare, evaluate and critique research-based pedagogical and curricular approaches to teaching technology and pre-engineering programs for the scope and sequence of course offerings, the longitudinal development of skills, and opportunities for students to engage in communication, problem-solving and decision-making. Students will design a lesson sequence that based on a pedagogical approach that addresses local, state and national standards for student learning and performance in technology education. Prerequisites: Admission to the act! program or consent of the instructor.

Secondary Education 314 College and Career Program Planning for Technology and Engineering Education (3 credits)

This course provides students in the act! with an overview of program requirements and performance expectations. Students learn about all statutory and program requirements and develop a plan to meet each. Students will also learn about opportunities for obtaining financial assistance, networking with professional colleagues and community members, changes in demographic information for Wisconsin public schools and the importance of multicultural issues relating to Native American Tribal Rights in the education of Wisconsin teachers and students. Former act! students will be available to share their experiences while in the program and answer questions posed by students in this act! Orientation class. Prerequisites: Admission to the act! program or consent of the instructor.

Secondary Education 317 Science Teaching Methods for ACT Students (3 credits)

This course is designed to develop pedagogical skills for teaching science in middle and high school. Students will learn about teaching methods, curricular approaches, academic language, and how to assess student performance in science. Topics in this course are selected from science education research and national and state educational agencies' recommendations for the goals and expectations for learning science and engineering practices for all students. The Next Generation Science Standards and Wisconsin Model Academic Standards for Science are used throughout this course. Both standards documents emphasize development of science and engineering practices as central components to teaching and integration of science with other topics students learn. This course includes an embedded field experience that requires extended time in a middle or high school setting during normal school hours.

Secondary Education 318 Mathematics Teaching Methods for ACT Students (3 credits)

This course is designed to develop pedagogical skills for teaching mathematics in middle and high school. Students will learn about teaching methods, curricular approaches, academic language, and how to assess student performance in mathematics. Topics in this course are selected from math education research and national and state educational agencies' recommendations for the goals and expectations for learning mathematics for all students. The Common Core State Standards for Math and Wisconsin Model Academic Standards for Math are used throughout this course. Both standards documents emphasize development of mathematical practices as central components to teaching and integration of mathematics with other topics students learn. This course includes an embedded field experience that requires extended time in a middle or high school setting during normal school hours.

Secondary Education 335 Teaching of English (3 credits)

This course is designed to develop pedagogical skills for teaching English Language Arts in middle and high school. Students will learn about teaching methods, curricular approaches, academic language, and how to assess student performance in English. Topics in this course are selected from English education research and national and state educational agencies' recommendations for the goals and expectations for learning English for all students. The Common Core State Standards - English Language Arts and the Wisconsin Standards for English Language Arts are used throughout this course. This course includes an embedded field experience that requires extended time in a middle or high school setting during normal school hours. Prerequisites: Admission to the ACT program or consent of the instructor.

Secondary Education 337 Teaching of History and Social Studies (3 credits)

This course is designed to develop pedagogical skills for teaching Social Studies in middle and high school. Students will learn about teaching methods, curricular approaches, academic language, and how to assess student performance in the social sciences. Topics in this course are selected from social studies education research and national and state educational agencies' recommendations for the goals and expectations for learning social studies for all students. The Wisconsin Social Studies Standards and the College, Career, and Civic Life (C3) Framework for Social Studies are used throughout this course. This course includes an embedded field experience that requires extended time in a middle or high school setting during normal school hours. Prerequisites: Admission to the ACT program or consent of the instructor.

Education 400 Student Teaching I (10 credits) Observation, participation, and responsible teaching experiences in middle school or high school under supervision. Students in this course will be placed with an experienced teacher in their subject area for full-days for the full semester of the placement school's academic calendar.

Pre-Student Teaching Field Experiences

Clinical Experience

The ACT program includes two formal clinical experiences prior to student teaching. One experience must be completed in the 4th-8th grade span and the other in the 9th-12th grade. Both clinical experiences must be completed in a school setting and in the content area of the student's intended license.

Coordination of Placement sites

Students will be assisted in identifying appropriate clinical placements by the ACT office. Teachers providing classrooms for students to participate in their clinical are required to have a valid Wisconsin State Teacher License and complete an evaluation of the students' knowledge, dispositions, and teaching performance. A university supervisor will complete a minimum of one observation and evaluation of a student's clinical experiences.

Educational Foundations 380

A clinical experience is included as part of this course. In this clinical, students focus on identifying how students learn differently, implementing pedagogically appropriate teaching strategies, and using formative assessment to monitor student learning. ACT students' knowledge, skills and dispositions related to the Wisconsin Teaching Standards will be evaluated by the cooperating teacher based on observed interactions between students and adults, including instructional delivery.

Content Area Methods

A second clinical experience is included as part of this course. During this clinical, ACT students will be expected to demonstrate the ability to incorporate discipline specific pedagogy in their planning, instruction, and assessment. ACT students in this clinical are expected to teach an instructional sequence lasting multiple days. ACT students' knowledge, skills and dispositions related to the Wisconsin Teaching Standards will be evaluated by the cooperating teacher and the university supervisor.

Additional Field Experiences.

ACT students are required to complete and document field experiences connected to Special Education 352 and Educational Leadership 406. These experiences are completed in environments with students from diverse backgrounds and with students with special needs. Candidates are assessed through a reflective narrative and log.

The ACT program also encourages all students to engage in additional, self-initiated hours that involve interacting with children by substitute teaching, coaching, or other volunteer opportunities.

Student Teaching

Student Teaching is the capstone experience in the ACT program. A GPA of 3.00/4.00 or higher is required in all content and education courses listed in a student's Admission letter. Students must have a 2.75 GPA or higher in all university coursework taken at any institution. Students must also have shown growth in pedagogical skills, knowledge and dispositions necessary for teaching. If the GPA in applicable content courses is below a 3.0, the student must pass the appropriate Praxis II exam.

State statutes require that every person seeking an initial educator license complete student teaching consisting of a full-time experience for the duration of a full semester on the placement school's calendar. All student teachers are placed with a Cooperating Teacher who is licensed in the appropriate subject area, has at least 3 years of experience as a classroom teacher, has completed a course in supervision of student teaching, and volunteered to serve as a Cooperating Teacher. Students in the ACT program may choose to complete their student teaching in urban, suburban, or rural settings, and in public or private schools.

Admission to Student Teaching

Students are eligible to student teach after completing all of the coursework and program requirements in the admission letter.

Deadlines for applying to student teacher are firm:

- **August 15th** - if you plan to student teach in the following Spring term
- **January 15th** - if you plan to student teach in the following Fall term

The application for student teaching must be submitted with several supporting documents including:

- Evidence of payment of the required Criminal Background Check fee. The application will not be approved until the background check is complete. [Note: some school districts will also require the completion of their own background check.]
- Record of a negative TB skin test
- Autobiographical sketch
- Evidence of completion of mandatory reporter training.
<https://media.dpi.wi.gov/sspw/av/child-maltreatment-part-2/story.html>

Withdrawing an Application for Student Teaching

Once the application for student teaching has been submitted, the search for placement within an appropriate school district begins, and the applicant is registered at UW Oshkosh for 10 credits of student teaching. If for any reason an ACT Candidate chooses to withdraw from student teaching they must notify the Director of ACT immediately in writing with the reason(s) for the withdrawal. If an ACT Candidate is hired to teach on a Tier 1 license, they must inform the ACT Director. Students are encouraged to discuss possible employment opportunities with the director prior to applying to ensure that the position meets the requirements for student teaching.

Responsibilities of the Cooperating Teacher

The Cooperating Teacher agrees to observe, evaluate and document the candidate's content knowledge and pedagogical skills to teach effectively in the licensure area:

- Formative assessments and conversations should be held throughout the placement
- Two formal evaluations (mid-term & final) based on observations should be discussed with the student teacher and their university supervisor.

The Cooperating Teacher occupies a key role in making the student teaching experience a successful and satisfying one through the dual roles of regular observation of the student teacher and providing professional feedback on the student teacher's performance. Skill in human relations, a broad background of knowledge and strategies for teaching, and high quality long and short-term planning are expected of each Cooperating Teacher. Modeling, observing, evaluating and conferencing are a few of the tasks a Cooperating Teacher may engage in during student teaching.

Responsibilities of the University Supervisor

A University Supervisor will be assigned to each student teacher by the ACT Director. The University Supervisor will observe the teaching of a student teacher at least 4 times during student teaching. More observations can be scheduled if the University Supervisor and/or Cooperating Teacher feel these observations are needed to help the student develop his or her teaching skills or address a professional disposition. The University Supervisor will complete a mid-term and final evaluation based on their observations of the student teacher's performance and discussions with the student and Cooperating Teacher. The University Supervisor ensures that all written documentation of a student's performance from the Cooperating Teacher and the student are returned to the ACT program Director and assigns a final grade of Pass or Fail to the student teachers.

If a student is having significant difficulties during student teaching, the University Supervisor, in consultation with the Cooperating Teacher and ACT Director should develop an action plan for remediation according to the Serious Concerns policy.

Responsibilities of an ACT Student Teacher

The teacher candidate must be willing and able to make the time commitments necessary for a successful student teaching experience. The candidate must:

- Demonstrate dispositions such as initiative, accountability, and commitment
- Assess his or her strengths and weaknesses honestly and work towards gaining new knowledge and improved skills in areas identified for improvement
- Conference with the Cooperating Teacher about curriculum, content, developmental levels of the students being taught, communication strategies, etc.
- Communicate with the ACT program staff and University Supervisor concerning any questions or concerns that arise during student teaching.

The teacher candidate must also demonstrate appropriate professional dispositions during their placement through consistent performance of the following:

- Personal responsibility in demeanor, attendance, timeliness, appearance and conversation
- Professionalism in the planning required by the Cooperating
- All communications deemed confidential in nature, and any interactions held with students, staff or parents that require confidentiality
- A receptive attitude towards constructive feedback offered by other professional educators.

The teacher candidate must regularly assess his/her performance in the following ways.

- Participate in formative assessments and ensuing conversations about performance and effort observed during student teaching.
- Complete a Field Experience Evaluation Form. This must be provided to the ACT program Director no later than two weeks after the candidate completes his/her placement

Mandatory Reporting

- If you are employed by the school in which you are student teaching, you are a mandatory reporter.
- If you are not employed by the school in which you are student teaching, you are not considered a mandatory reporter. However, if you suspect neglect or abuse, inform your cooperating teacher or university supervisor.

Cooperating Teacher Qualifications

Cooperating teachers for clinical and student teaching experiences for the ACT program must meet the following requirements.

- a) Holds a valid Wisconsin license, or an equivalent license if the clinical program is located outside of Wisconsin.
- b) Volunteered for an assignment as a cooperating teacher or school-based supervisor.
- c) Has at least 3 years of teaching experience, including one year of experience at the current place of employment, or at least 3 years of pupil services or administrator experience, including one year of experience at the current place of employment.
- d) Has completed training in the supervision of clinical students and the Wisconsin Teaching Standards.

Prospective cooperating teachers can contact act@uwosh.edu for information on completing the required supervision course through UWO.

Assessment System

Wisconsin PI34.021: Assessment System

What (1)	Assessment / Evidence	Proficiency Level (3)	When conducted
(a) Communication skills.	Grades in a college level speech course and a college level writing course.	Minimum grade of 'C' in speech & 'B' in writing.	Admission
	Clinical Evaluation	Emerging, Proficient, Advanced in WI Teaching Standards	Clinical in EDF 380 & Sec Ed Disc. Methods,
	Student Teaching Evaluation		Student Teaching
(b) Human Relations and Professional Dispositions	Field experience reflection	Course letter grade	Spec Ed 352 & Ed Foundations 406
	Clinical Evaluation	Emerging, Proficient, Advanced in WI Teaching Standards	Clinical in EDF 380 & Sec Ed Disc. Methods,
	Student Teaching Evaluation		Student Teaching
(c) Content knowledge for subject area programs.	Transcripts from previous institutions and coursework completed during the ACT program.	ACT students must have a <ol style="list-style-type: none"> GPA of not less than 3.0 on all coursework in the content area taken at all university/ college institutions or passing score on the appropriate PRAXIS II exam for their intended license. 	Program completion.
(d) Pedagogical Knowledge	Clinical Evaluation	Emerging, Proficient, Advanced in WI Teaching Standards	Clinical in EDF 380 & Sec Ed Disc. Methods,
	Student Teaching Evaluation		Student Teaching
(e) Performance in Clinical Program & Student Teaching	Clinical Evaluation	Emerging, Proficient, Advanced in WI Teaching Standards	Clinical in EDF 380 & Sec Ed Disc. Methods,
	Student Teaching Evaluation		Student Teaching
(f) Reading.	Not Applicable		Not Applicable

Wisconsin Statutory Requirements for Licensure

[Wisconsin PI34.022: Statutory Requirements](#)

What	Where it is included in the program.
(1) Cooperatives <i>Social Studies Only</i>	Sec Ed 337
(2) Environment <i>Social Studies & Science Only</i>	Completion of an environmental science / studies course prior to student teaching. Sec Ed 337 (social studies) Sec Ed 317 (science)
(3) Equity	EDL 406 Clinicals Student Teaching
(4) Conflict Resolution	Sec Ed 221 Clinicals Student Teaching
(5) Teacher Responsibilities	Sec Ed 221 Clinicals Student Teaching
(6) Reading & Language Arts	Not Applicable
(7) Children with Disabilities	Spec Ed 352 Clinicals Student Teaching
(8) Professional Responsibilities	Sec Ed 221 (all) Clinicals Student Teaching

Praxis II Exam

The Praxis II exam is required if the GPA in their appropriate content course from previous institutions is less than a 3.0. In addition, the Praxis II can be used by students as evidence of content mastery in their discipline.

ETS usually reports official scores approximately 10 business days after the test date. The score report is only available for 45 days from the reporting date. Students should download and keep the score report in case of future need (e.g. applying for an out-of-state license). If the Praxis II is identified as a requirement, students will not be recommended for licensure until an official score report shows a passing score has been submitted to the ACT office.

Nonstandard testing accommodations are available for test takers with disabilities who meet ETS requirements. If you are requesting nonstandard testing accommodations, you must have your accommodations approved prior to testing.