



**SOUTHWEST WEST CENTRAL SERVICE COOPERATIVE**

**SWWC**

*Education & Administrative Resources*

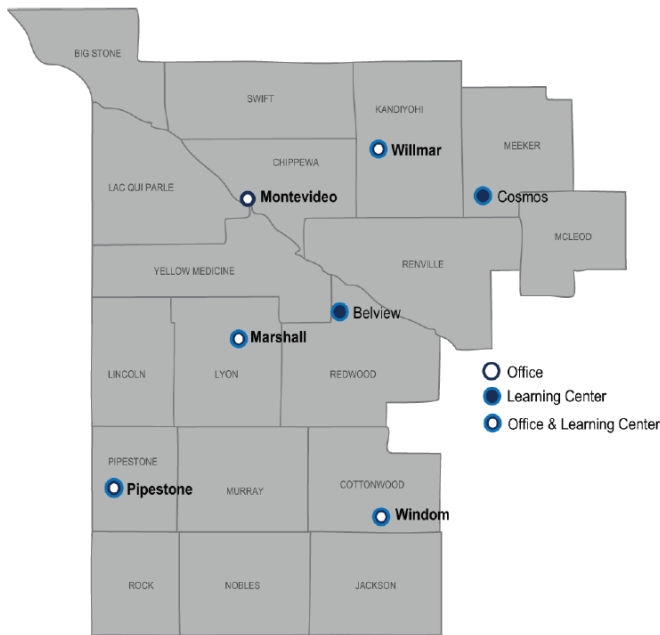
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SWWC ALTERNATIVE  
TEACHER PREPARATION  
PROGRAM HANDBOOK

## Introduction

Southwest West Central Service Cooperative (SWWC), also known as Minnesota School District #991, meets the eligibility requirement of applying for the Alternative Teacher Preparation Grant as a school district. Verification can be found on the Minnesota Department of Education website in the Schools and Organizations (MDE-ORG) section. SWWC is listed as district number 0991-83, Region 6 and 8-SWWC Service Cooperative, with Cliff Carmody as Superintendent/Director.

SWWC provides programs and services to school districts, cities, counties, and other governmental agencies in the 18-county region consisting of economic regions 6W, 6E, and 8. SWWC's main office is located in Marshall, with offices also located in Pipestone, Windom and Willmar and Educational Learning Centers located in Belview, Cosmos, Willmar, Windom and Pipestone. SWWC is comprised of Special Education Services, Teaching and Learning Services and Administrative Services.



## Service Area

Our service area is the 18 counties of southwest and west central Minnesota, which covers over 12,500 square miles.

## Membership

Members of SWWC include schools, cities, counties and other governmental agencies.

Our regional service delivery model maximizes resources and provides high quality, cost-effective services to our membership.

SWWC provides a variety of educational services to its membership, including the following:

- Special Education Direct Student Services
  - Regional Low Incidence Program
  - Alternative Learning Programs/ Educational Learning Centers
  - School Improvement Services
  - Student Enrichment Activities
  - Curriculum, Assessment & Instructional Support Services
  - Carl Perkins Consortium/ Career & Technical Education support
  - Response to Intervention (RtI)
  - Positive Behavior Interventions & Supports (PBIS)
  - Professional Development
  - Southwest Prairie Regional Center of Excellence
  - Behavioral Health Services
- Our mission and core values

### Mission:

We support and enhance the work of our members by providing programs and services to meet their needs.

### Core Values:

Service. Integrity. Respect.

### Current Statistics

SWWC currently serves 53 school districts with full membership status, and nearly 90 public and private schools with associate membership status.

As a regional provider of educational services across 18 counties for both general and special education, SWWC recognizes the need to become a resource for alternative teacher licensing due to the extreme teacher shortage experienced by both SWWC and its member school districts. SWWC envisions the alternative licensure program to be a non-traditional model that would embed experiential learning with on-the-job training, mentoring, and coaching to meet teacher licensure requirements and prepare teacher candidates for the changing needs of our regional student demographics.

SWWC's current strengths in establishing itself to provide this alternative pathway for educational licensing include:

- the high quality professional development and programming already offered;
- the established relationships currently in place with more than 55 member schools;
- the ability to provide mentoring and coaching to candidates;
- current partnerships with multiple post-secondary institutions and other organizations, and;
- the uniqueness of having five established Educational Learning Centers where candidates can have classroom experience and work with students throughout their pathway to licensure, rather than only at the end like most traditional models.

SWWC will provide a pathway that is rich with content and practice under the guidance of knowledgeable instructors, mentors and coaches. The experience will include a combination of face-to-face instruction, opportunities for online coursework, and on-the-job training opportunities. As candidates engage and proceed through their continuum of learning, they will create a portfolio to capture their mastery, experience and reflective practice.

## **Alternative Teacher Preparation Program Conceptual Framework Executive Summary**

The Conceptual Framework adopted by the Southwest West Central Service Cooperative utilizes the best practices identified in a review of current research into alternative teacher preparation. Main components of the Conceptual Framework include:

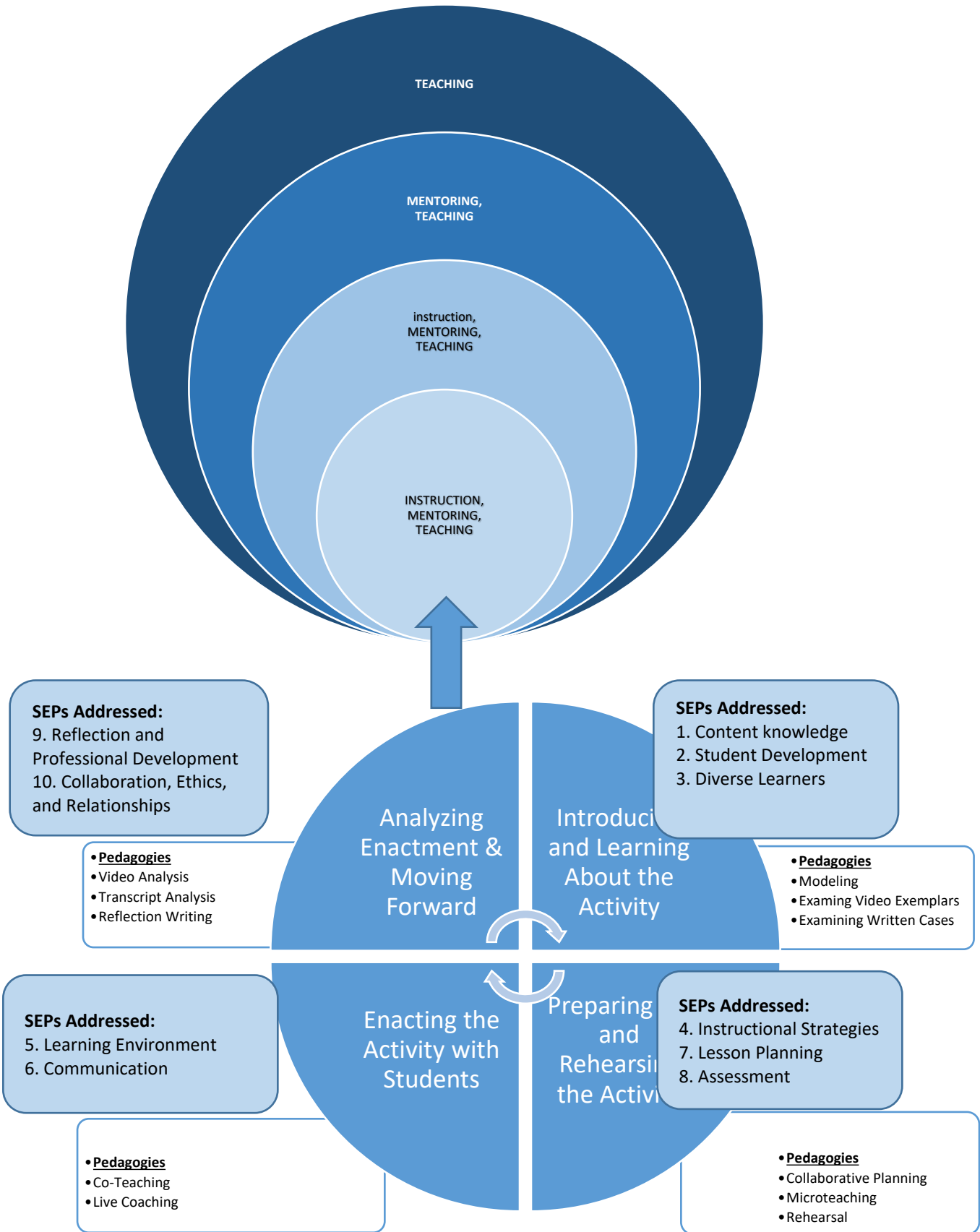
- 1) careful selection of candidates with 'star' teacher qualities**
- 2) extensive pedagogical training in instruction, curriculum, and working with diverse students**
- 3) intensive mentoring and supervision**
- 4) recruitment and training of high quality mentor teachers and student teaching supervisors**
- 5) high quality supervision with frequent and substantial evaluation**
- 6) meaningful collaboration with peers and teaching staff**
- 7) the integration of theory and practice to prepare candidates to make and enact decisions needed to meet the needs of the diverse learners they will serve**
- 8) practice in lesson planning and teaching prior to taking on full responsibility as a teacher**
- 9) well-defined standards of professional practice and performance that are used to guide and evaluate coursework and clinical work**
- 10) high exit standards**

Martin Haberman's work on the development of 'star' quality teachers notes that

- 1) the odds of selecting effective urban teachers for children and youth in poverty are approximately 10 times better if the candidates are over 30 rather than under 25 years of age; 2) there is no problem whatsoever in selecting more teachers of color, or more males, or more Hispanics, or more of any other "minority" constituency if training begins at the postbaccalaureate level. (Haberman, 1995)

The SWWC Alternative Teacher Preparation Program seeks to recruit candidates recommended by principals, teachers, etc. as possessing those characteristics that will help the candidate develop into a highly effective teacher for all students. SWWC has adopted the work of the New Teacher Center to provide high quality mentoring and supervision of candidates throughout the teacher preparation program and extending beyond into the first three years of teaching. Classroom mentor teachers and student teaching supervisors will be trained in the New Teacher Center protocols to provide effective feedback and support for candidates in the alternative certification program.

The graphic illustrates the gradual transition from theory to practice as candidates move through the program. The annotated bibliography provides a summary of the research base for the best practices included in Southwest West Central Cooperative's Alternative Teacher Preparation Program.



## SWWC Alternative Teacher Preparation Program Candidate Process Guide

**Step 1:** Recruitment/marketing of potential candidates – SWWC recruitment specialist

**Step 2:** Potential candidates apply to SWWC Alternative Teacher Licensure Program

All application materials will be submitted/stored/accessed/tracked on the SWWC website for the Alternative Preparation Program.

Application materials will include:

- Online application
- Documentation of bachelor's degree (official transcript from university/college) from an accredited institution.
- Documentation of having taken PELSB approved/MTLE tests; preferred score of 500 or higher (520 passing– not required). Evidence of adequate skills in oral and written communication will be documented in field experience evaluations.
- Self-assessment of dispositions using the SWWC dispositions evaluation and 2 letters of recommendation from someone in a position to verify the candidate has the needed dispositions to be an educator
- Personal statement of interest in teaching and qualifications, including prior experience working in structured settings with students; evaluated with SWWC rubric
- Current resume
- \$20 non-refundable application fee
- Current immunization records
- Background check per SWWC internal policy
- Student liability coverage

**Step 3:** Application materials reviewed by Lisa Gregoire and/or review committee, followed by an interview; a rubric aligned to the 10 SEPs will be used to rate the candidate during the interview

**Step 4:** Candidate notified of acceptance or clarifications needed, ideally within 2 weeks

**Step 5:** Candidate is assigned a mentor/coach (will act similar to academic advisor in university model)

Mentor/coach will collaborate with candidate to develop an individualized Professional Development Pathway along with completed “equivalency form” if appropriate (for example, what would we accept as an equivalent to the required modules/experiences). This will serve as the candidate’s “transcript.”

When using an experience in a structured setting with students, an evaluation from the candidate’s supervisor will be required.

PELSB requires at least 100 hours of field experience in the scope of licensure prior to student teaching. SWWC will allow candidates to submit documentation to be used for up to 30 hours in prior experience with at least 20 of those hours in a K-12 setting. Candidates will also have 20 hours in the content methods field experience; the remaining 50+ hours will be documented as part of micro-credentialing (MC)/modules process.

Lisa Gregoire and/or the SWWC assigned mentor will develop and document the Professional Development Pathway created for each candidate. This will be saved in candidate’s electronic file.

**Benchmark #1:** admitted into program – dispositions evaluation & personal statement evaluation

**Step 6:** Progression through Pathway and Learning Community Participation

Candidates will complete the required modules/micro-credentials listed in the Professional Development Pathway, including field experiences in the licensure grade band. Candidates will also participate in regularly scheduled Learning Community seminar days as part of the Alternative Pathways Cohort and the New Teacher Center model to receive guidance and support.

During the content methods class, candidates will write a unit and teach lesson(s) from the unit as part of the field experience aligned with the methods course. Candidates will design assessments and collect evidence of student learning. Candidates will provide evidence of the candidate's content knowledge and the ability to work with diverse student populations, and align this evidence to the criteria needed for the PELS-required performance assessment (edTPA) **(Benchmark #2)**. The mentor teacher for the content methods field experience will complete an evaluation of the candidate's work in the classroom using the SWWC Field Experience Evaluation.

**Step 7:** Prior to placement for student teaching, the unit leader and/or mentor will review the candidate's Professional Development Pathway documentation to ensure all required micro-credentials/modules have been successfully completed. The candidate will then be placed in a setting for a year-long student teaching in a residency co-teaching model. The candidate will also be assigned a field experience supervisor for student teaching.

**Step 8:** The Field Experience Student Teaching evaluation will be completed by the mentor teacher and field experience supervisor **(Benchmark #3)**.

**Step 9:** Licensure Certification Officer will verify that all requirements for licensure have been met and that the candidate can be recommend for licensure **(Benchmark #4)**. These requirements include:

- **Completion of ST in all required grade bands/disability areas**
- **Positive recommendation from mentor teacher and FE supervisor on student teaching evaluations**
- **Completion of edTPA during student teaching**
- **Licensure Portfolio review successfully completed**
- **Passing scores on required MTLE Content/Pedagogy tests**

**SWWC Personal Essay Rubric** – adapted from K Klein 2015

This rubric is intended for scoring the candidate's personal interest in teaching essay with three writing prompts and a 500-word limit.

Please respond to the following questions:

- 1.) Why are you interested in obtaining licensure through this program?
  
  
  
  
  
  
  
  
  
  
- 2.) What qualifications and personal qualities will help you to be an effective teacher in this licensure area?
  
  
  
  
  
  
  
  
  
  
- 3.) What prior experiences do you have working in structured settings with students? What have you learned from these experiences?



Category	3	2	1	0
A. Introduction – Background/History	Well-developed introduction engages the reader and creates interest. Contains detailed background information.	Introduction creates interest. Sufficient background information is provided.	Introduction adequately explains background, but may lack detail.	Background details are a random collection of information, unclear, or unrelated to the topic.
A. Response to Essay Question Writing Prompts (content)	Written response addresses all essay question writing prompts clearly and directly.	Written response addresses at least 2 of 3 essay writing prompts clearly and directly.	Response to writing prompts is unclear or vague and/or addresses only one writing prompt in a clear, direct manner.	Response lacks any comprehension of the essay question or appears to address a different essay question. <i>No essay response provided.</i>
B. Quality and Clarity of Thought (content)	Response indicates depth and complexity of thought in answering the essay question.	Response indicates simplistic or repetitive thoughts in answering the essay question.	Response lacks focus or demonstrates confused or conflicting thinking.	Response is unfocused, illogical or incoherent. <i>No essay response provided.</i>
C. Organization & Development of Ideas (writing)	Response is well organized and developed with appropriate support to make meaning clear (well-chosen examples).	Response is organized and developed with general supporting ideas provided (reasons/general examples).	Response is fairly organized and developed, presenting generalizations without adequate support.	Response is disorganized and underdeveloped, providing little or no relevant support. <i>No essay response provided.</i>
D. Grammar, Usage, and Mechanics (writing)	Response is free from any errors in grammar, usage, and mechanics.	Response has 3 or less errors in grammar, usage, and mechanics.	Response has 4-5 errors in grammar, usage, and mechanics.	Response has 6 or more errors in grammar, usage, and mechanics. <i>No essay response provided.</i>
E. Individuality: Does the piece effectively distinguish the candidate from other applicants?	Writing does not leave a dominant impression because the information is dull, vague, or lacking in examples. No conclusion present.	Writing offers some details but does not leave a strong impression. Conclusion present.	Writing offers strong details/examples but does not have a clear voice throughout the entire paper. Conclusion is informative but not memorable.	Writing has a clear voice/presence through detailed focus on experience, activities, background, etc.; topics show originality/insights/personality. Memorable conclusion.

**Scoring:**

Introduction \_\_\_\_\_ / 3

Response to Prompts \_\_\_\_\_ / 3

Quality/Clarity \_\_\_\_\_ / 3

Organization/Development \_\_\_\_\_ / 3

Grammar, Usage, Mechanics \_\_\_\_\_ / 3

Individuality \_\_\_\_\_ / 3

**TOTAL:** \_\_\_\_\_ / **18****Additional Comments:**

**SWWC Alternative Teacher Preparation Program Dispositions Evaluation**

	Indicator	Alignment to Conceptual Framework, SEPs	Needs Improvement – needs remediation	Competent- demonstrates an acceptable skill level	Competent Plus – demonstrates mastery of this skill
1.	Demonstrates professionalism	CF.9; SEP 9.K			
2.	Demonstrates a positive and enthusiastic attitude	SEP 5.A, C,E, H, K			
3.	Demonstrates effective oral communication skills	SEP 6. C, D, F, H			
4.	Demonstrates effective written communication skills	SEP 6. C, D, F, H			
5.	Exhibits an appreciation and value for diversity	CF.2; CF.7; SEP 3. A, B, K, L			
6.	Is prepared to teach and learn	CF.8 SEP 4. E, F, G, L; SEP 7. C, E, F			
7.	Collaborates effectively with peers, supervisors, parents, and students/has rapport	CF.6 SEP 5. C, E; SEP 10. B, I, K			
8.	Is a self-directed learner/takes initiative	SEP 9.E, H			
9.	Exhibits the emotional intelligence to promote personal and educational goals/stability	SEP 9.H, I			
10.	Reflects on one’s own teaching and learning	CF.7, CF.8; SEP 9.B,C, E,F, H			

11.	Exhibits empathy, compassion, and caring for peers, supervisors, parents, and students	CF.6 SEP 9.G, SEP 10.K			
12.	Exhibits respect for peers, supervisors, parents, and students	CF.6 SEP 9.G, SEP 10.K			
13.	Focuses on individual student needs	CF.2 SEP 3. A, B, K, L			
14.	Demonstrates appropriate professional appearance	CF.9 SEP 9.K			
15.	Demonstrates responsiveness to feedback from supervisors	CF.5 SEP 9.J			
16.	Accurately reads non-verbal student behavior	CF.2, CF.7; SEP 6.D			

Adapted from:

Johnston, P., Almerico, G. M., Henriott, D., & Shapiro, M. (2011). Descriptions of dispositions for assessment in pre-service teacher education field experiences. *Education, 132*(2), 391-402.

**SWWC Alternative Teacher Preparation Program Entrance Evaluation Rubric**

Candidate Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Scoring levels:

**3 - Competent Plus – demonstrates mastery of this skill**

**1 - Needs Improvement – needs remediation**

**2 - Competent- demonstrates an acceptable skill level**

**0 – Not observed/Not available**

Criteria Considered:

**Section I Completed Prior to Interview**

**I. Academic Readiness & References**

- 1. Cumulative GPA
- 2. Essay
- 3. Recommendation 1
- 4. Recommendation 2
- 5. Dispositions evaluation

**Point System/Scoring**

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1.				
2.				
3.				
4.				
5.				

**Total Points for this Section:**

**Section II Completed During Interview:**

**(Based on Responses to Interview Questions)**

**II. Standards of Effective Practice**

- 1. **Subject Matter** - Displays a passion for teaching
- 2. **Student Learning** - Has respect/high expectations for all learners
- 3. **Diverse Learners** - Celebrates diverse talents of all people
- 4. **Instructional Strategies** - Promotes learning process
- 5. **Learning Environments** - Commitment to promoting a positive learning environment for all students
- 6. **Communication** - Encourages appropriate modes that are clear, tactful, and respectful of all cultures
- 7. **Planning Instruction** - Values the collegial process
- 8. **Assessment** - Promotes student learning and values ongoing evaluation of student learning to inform instruction
- 9. **Reflection/Professional Development** - Commitment to seeking out, developing, and improving teaching practice
- 10. **Collaboration, Ethics, Relationships** - Demonstrates leadership in working with others to improve learning

	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

**Total Points for this Section:**

**Section III Completed During Interview:  
(Based on Responses During Interview)**

**Dispositional Characteristics**

- 11. **Projects Friendly, Positive Demeanor** - smiles often, shows interest in others
- 12. **Ability to Communicate** - expresses thoughts clearly to others
- 13. **Poise and Self-Confidence** - sure of self, not overly nervous
- 14. **Motivation** - high degree of self-direction
- 15. **Personal Appearance** - makes positive impression; looks professional
- 16. **Concern for Others** - expresses genuine concern for others
- 17. **Effect of Personality on Others** - engaging, like to be around
- 18. **Judgment** - well thought-out responses which make sense
- 19. **Speech** - voice is easily heard, tone is modulated
- 20. **Body Language** - not fidgety or nervous; calm and under control

	3	2	1	0
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
<b>Total Points for this Section:</b>				

**Post-Interview Analysis**

**Overall Estimation as a Potential Teacher**

3	2	1	0
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Entrance Decision:

\_\_\_\_\_ Full Admit      \_\_\_\_\_ Admitted with condition ( \_\_\_\_\_ )      \_\_\_\_\_ Not Admitted

Committee Member Signature:

\_\_\_\_\_

\_\_\_\_\_

Date

Committee Member Signature:

\_\_\_\_\_

\_\_\_\_\_

Date

Committee Member Signature:

\_\_\_\_\_

\_\_\_\_\_

Date

## **Bloomboard Micro-credentials list**

Engage in purpose-driven professional learning and improve instructional practice with micro-credentials on BloomBoard

### **Micro-credentials currently available at SWWC:**

*Personalized Learning: Understanding a Learner-Centered Experience*

*Project-Based Learning: Selecting and Revising PBL Lessons*

*Cultural Competence: Developing Culturally Responsive Instruction*

*Trauma Informed Instruction: Instituting a Trauma-Sensitive Classroom*

## **Topics**

*Addressing Learning Differences*

By identifying and addressing learning differences, educators can better nurture each individual student's performance, motivations, and talents.

*Classroom Management*

Purposeful classroom management strategies allow students a safe and supportive place to learn, creating a space where the focus is on instruction, not redirection.

*Data-Driven Instruction*

Data-driven instructional practices ensure that teachers accelerate learning and meet the needs of individual students.

*Developing Families as Partners*

Developing families as partners is a key strategy for educators to enroll families in learning processes with students.

*Growing as a Professional Educator*

Ongoing professional development enhances instruction and builds consistent collaboration with colleagues.

*Organizing Content for Learning*

Improvement in student learning can occur when an educator makes clear and effective instructional design choices.

*Promoting a Positive Classroom Climate*

A powerful factor in students' success is the sense of belonging in a supportive and welcoming classroom.

*Student Engagement Strategies*

Meaningful involvement in the learning process is a key to addressing gaps in student achievement.

### *Induction*

Induction micro-credentials build the skills necessary for early career teachers.

### *All InTASC-Aligned Competencies*

These micro-credentials align to the Interstate Teacher Assessment and Support Consortium standards and resources, preparing educators to guide students toward career-and college-readiness. This competency map includes the induction cluster of micro-credentials.

### *All PSEL-Aligned Competencies*

These micro-credentials align to the Professional Standards for Educational Leaders and prepare educational leaders to effectively develop, advocate for, and enact a shared mission, vision, and values system.

### *Caring, Supportive Community*

Cultivating an inclusive community can effectively promote academic success and well-being for each student.

### *Engaging Families and Communities*

Fostering partnerships among parents and the school community results in maximizing community resources to promote student growth.

### *Equity and Cultural Responsiveness*

Equity of educational opportunities and culturally responsive practices can promote each student's academic success and wellbeing.

### *Human Capital Management*

Providing support structures and effective skill-building aids in the retention high-quality, invested educators.

### *Leading for Student Learning*

In developing processes that create common curriculum, technology, and instructional strategies, educators create shared ownership of learning and help establish a community of practice.

### *Mission, Vision, Values*

Developing a strong mission, vision, and values structure in your school helps stakeholders achieve a shared understanding and better the school's future.

### *Operations and Management*

By strategically managing resources (e.g. staff, technology, building, etc.), educator leaders create systems that nurture meaningful school outcomes.

### *Creating a Collaborative Culture in Support of Learning*

When educators collaborate to support learning, they create a coherent school culture, drive school improvement, and support student success.



### *Promoting Professional Learning for Continuous Improvement*

By sharing evidence-based learning and skills across an organization, schools align professional learning with continuous improvement initiatives and lay the foundation for long-term success.

### *Advocating for Student Learning and the Profession*

When educator leaders advocate for student learning with staff and other stakeholders, classrooms are more fully oriented toward students and professional learning systems can address teacher needs to better meet student learning outcomes.

### *Computer Science Instruction / Computational Thinking*

Computational thinking helps students build the problem solving skills necessary for complex situations they will encounter in a variety of contexts.

### *Early Literacy*

The skills of early literacy are key, foundational skills for all learning.

### *Health and Sexuality*

Health and sexuality education is foundational for holistic student wellbeing and fosters healthy decision-making skills, inclusion, and self-understanding.

### *Meeting the Needs of Students with Exceptionalities*

Educators familiar with strategies for meeting the needs of students with exceptionalities create inclusive classrooms.

### *Personalized Learning*

In personalized learning, at any given time, learning objectives, content, methods, and pacing are likely to vary from learner to learner as they pursue proficiency relative to established standards.

### *Social Emotional Learning*

Social emotional learning builds the student skills necessary for success beyond academic content knowledge, making learning more meaningful and fostering students' wellbeing.

### *Trauma-Sensitive Education*

Trauma sensitive education creates a safe, holistic learning environment that supports social and emotional learning.

### *4 Cs of Technology Integration*

The 4Cs (critical thinking, creativity, communication, and collaboration) are central skills for preparing students for the world and building career and college readiness.

### *Strategic Integration of Technology: The SAMR Model*

The SAMR Model that categorizes four different degrees (Substitution, Augmentation, Modification, and Redefinition) of classroom technology integration. It creates a common language across disciplines as teachers strive to help students visualize complex concepts.

#### *Strategic Integration of Technology: G Suite*

Integrating the G Suite classroom tools will help streamline communications and processes in your classroom in addition to preparing you to become a Google Certified Educator Level 1.

#### *Inclusive Computational Thinking in Education*

Based upon the CSTA K–12 Computer Science Standards, these micro-credentials are designed to provide the foundation of computer science core concepts, core principals, and its implementation at the K–12 level. The micro-credentials cover four grade bands: Elementary, Middle, Secondary, and Advanced.

### **Personal, Professional, and Career Counseling Options for Candidates**

If candidates in the Alternative Preparation Program are hired by SWWC as a Tier 2, Tier 3, or Tier 4 teacher or as a paraprofessional, the candidates will have access to all personal, professional, and career counseling offered to SWWC employees. SWWC employees should refer to the Sand Creek resources in the SWWC Employee Handbook.

If candidates are not working at SWWC, they will have access to personal counseling from licensed counselors on staff at SWWC's Educational Learning Centers. Professional and career counseling will be provided by SWWC's Human Resources staff.

Academic support will be offered to all candidates as part of the mentoring/coaching process.

## **SWWC Alternative Teacher Preparation Program Benchmarks of Candidate Progress**

SWWC has developed a system of four Benchmarks (checkpoints) to monitor candidate progress throughout the program.

**Benchmark #1** occurs at admission to the program, with the review of the candidate's application materials. This will include a review of the candidate's prior learning and experiences, including documentation which will be added to the candidate's licensure portfolio to evidence meeting any applicable Standards of Effective Practice as well as licensure program content standards. A Professional Development Pathway will be developed based on this review, and will be shared with the candidate and the mentor. Benchmark #1 documentation will include the candidate's self-evaluation of dispositions and the evaluation of the candidate's personal statement of interest.

**Benchmark #2** occurs during the candidate's methods class. A mentor teacher will be assigned for a field experience connected to the methods class, and the mentor teacher will evaluate the candidate's dispositions as well as the candidate's display of the Standards of Effective Practice using the field experience evaluation tool developed/adopted by SWWC. The content methods teacher will evaluate the candidate's content knowledge using a rubric aligned to content standards and the SEPs that was developed/adopted by SWWC.

Prior to placement for student teaching, the candidate will meet with their advisor to ensure that all Professional Development Pathway criteria have been met.

**Benchmark #3** occurs at the end of the year-long residency model for student teaching with the student teaching evaluation completed by the mentor teacher and field experience supervisor in consultation with the candidate. The student teaching evaluation is completed using the field experience evaluation tool developed/adopted by SWWC.

**Benchmark #4** occurs at the end of student teaching. The candidate will submit their licensure portfolio for review to the director of the Alternative Preparation Program. Candidates for initial licensure will also be required to complete the edTPA (Teacher Performance Assessment) for their content area. Documentation will include the licensure portfolio review along with the SWWC Licensure checklist.

Each of these assessments will be included in the electronic database for reference and use with the candidate during their progression through the Alternative Pathways program.

Benchmark #1 evaluations are listed with the program admission materials in this handbook. The remaining Benchmark evaluations are provided on the next pages.

## SWWC Alternative Teacher Preparation Program Content Methods Rubric – Benchmark #2

**Context:** Candidates will demonstrate knowledge and application of the identified standards through planning a unit, teaching lessons from the unit, and assessing student learning from the lessons taught. This rubric will be used during the Content Methods course and associated 20 hours of field experience. It will be completed by the instructor for the Content Methods course.

**Purpose:** As a result of this course, candidates will have demonstrated mastery of the following standards in Special Education:

3.A. Foundational knowledge. A teacher of special education: academic and behavioral strategist understands the foundations of special education services for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance on which to base practice. The teacher must demonstrate knowledge of the:

3.A.2: - laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior;

3.B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

3.B.1: - select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;

3.B.2: - design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and pre-referral interventions;

3.B.12: - design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.

3.C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

3.C.1: - utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;

3.C.2: - design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs;

3.C.5: - select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;

3.C.6: - apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition;

3.C.10: - design, implement, monitor, and adjust instructional programs;

3.C.12: - design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills;

**Products to be assessed:**

- 1.) a research paper/project on each of the five disability areas served by teachers with SPED-ABS licensure;
- 2.) a project on completing an IEP, meeting all IDEA requirements, and developing a plan of action for a student with special needs (case study or review of a current student’s records in conjunction with mentor teacher);
- 3.) writing a unit of study, teaching lessons from the unit, and assessing student learning designed to meet IEP requirements for a student in the content methods field experience placement setting.

**Benchmark #2 Rubric – Content Methods**

	<b>Needs Improvement –</b> needs remediation.	<b>Competent-</b> demonstrates an acceptable skill level.	<b>Competent Plus –</b> demonstrates mastery of this skill.
<b>Content Knowledge (SEP 1)</b>	Candidate demonstrates minimal knowledge of content.	Candidate demonstrates acceptable knowledge of content.	Candidate demonstrates in-depth knowledge of content.

<p><b>Developmentally Appropriate Content</b> (SEP 2)</p>	<p>Candidate demonstrates minimal knowledge of developmentally appropriate content.</p>	<p>Candidate demonstrates acceptable knowledge of developmentally appropriate content.</p>	<p>Candidate demonstrates in-depth knowledge of developmentally appropriate content based on the needs of specific students and their IEP goals.</p>
<p><b>Diverse Students</b> (SEP 3)</p>	<p>Candidate does not address the needs of students with IEPs or the needs of English Learners.</p>	<p>Candidate uses some culturally responsive pedagogies to address the needs of students with IEPs and the needs of English Learners at an acceptable level.</p>	<p>Candidate fully integrates culturally responsive pedagogies to address the needs of specific students with IEPs and the needs of English Learners.</p>
<p><b>Instructional Strategies</b> (SEP 4)</p>	<p>Plans for instruction use a minimal variety in strategies throughout the unit, and rely heavily on the instructor’s manual for the text.</p>	<p>Plans for instruction utilize the Universal Design for Learning guidelines, including some variety in representation, engagement, and/or action &amp; expression.</p>	<p>Plans for instruction utilize the Universal Design for Learning guidelines, including strategic variety in representation, engagement, and/or action &amp; expression designed to meet specific student needs in alignment with IEP goals.</p>
<p><b>Technology in Teaching</b> (SEP 6)</p>	<p>Plans for instruction address minimal technology use in lessons in the unit, with little or no plans for backup if that technology is not available.</p>	<p>Plans for instruction provide an appropriate level of technology use for lessons in the unit, and also have a plan for a backup if technology is not available.</p>	<p>Plans for instruction provide an advanced level of technology use for lessons in the unit, including assistive technology as needed to meet specific student needs in alignment with IEP goals, and also have a plan for a backup if technology is not available.</p>
<p><b>Planning for Instruction</b> (SEP 7)</p>	<p>Plans for instruction provide a minimum level of detail needed</p>	<p>Plans for instruction provide an acceptable level of detail needed for another teacher to follow through with the lesson.</p>	<p>Plans for instruction provide an in-depth level of detail needed for another teacher to follow through with the lesson. Lesson plans write out the substrand</p>

	<p>for another teacher to follow through with the lesson. Lesson plans write out the substrand of the MN Academic Standards, but do not include the specific benchmark(s) addressed in the unit.</p>	<p>Lesson plans write out the substrand of the MN Academic Standards and the specific benchmark(s) addressed in the unit. Accommodations/modifications are adequately noted. Some differentiation of instruction to meet learner needs is evident.</p>	<p>of the MN Academic Standards and the specific benchmark(s) addressed in the unit. Accommodations/modifications as needed to meet specific student needs in alignment with IEP goals are given in detail. Differentiation of instruction to meet specific learner needs is clearly identified.</p>
<p><b>Assessment of Student Learning (SEP 8)</b></p>	<p>Plans for assessment of student learning are minimal throughout the unit, and rely heavily on the instructor’s manual for the textbook.</p>	<p>Plans for assessment of student learning occur 1-2 times throughout the unit, and rely somewhat on the instructor’s manual for the textbook. Assessments are aligned to the MN Academic Standards identified for the unit.</p>	<p>Plans for assessment of student learning occur frequently (3 or more times) throughout the unit, and are aligned to the MN Academic Standards identified for the unit. Assessment strategies are aligned to the needs of specific students.</p>

## **FIELD EXPERIENCE PERFORMANCE EVALUATION – Benchmark #3**

**For the**

**SWWC Alternative Teacher Preparation Program**

**Note:** It is the **student teacher's responsibility** to have this form completed by the mentor teacher for the content methods course and for student teaching, and to ensure the completed evaluation is received by the SWWC Alternative Teacher Preparation Program director. This form also needs to be completed by the student teaching supervisor at the end of that field experience.



Name of Student Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Field Experience: Content Methods \_\_\_\_\_ Student Teaching \_\_\_\_\_

Cooperating School: \_\_\_\_\_

School Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Placement Grade Level: \_\_\_\_\_

Field Experience Supervisor (Student Teaching only): \_\_\_\_\_

School Demographics (from MDE Data Center):

- Percentage of diverse students in classes served: \_\_\_\_\_
- Percentage of students on free or reduced lunch: \_\_\_\_\_
- Percentage of students on an IEP or 504 plan: \_\_\_\_\_
- Percentage of students identified as English Learners: \_\_\_\_\_

Classroom Demographics:

- Percentage of diverse students in classes served: \_\_\_\_\_
- Percentage of students on free or reduced lunch: \_\_\_\_\_
- Number of students on an IEP for the following disability areas:  
 \_\_\_\_\_ ASD \_\_\_\_\_ EBD \_\_\_\_\_ LD \_\_\_\_\_ DD \_\_\_\_\_ Other Health Impairments
- Number of students identified as English Learners: \_\_\_\_\_

Check One: Does Not Meet \_\_\_\_\_ Meets \_\_\_\_\_ Exceeds \_\_\_\_\_

\_\_\_\_\_  
Signature of mentor teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of field experience supervisor (student teaching only)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of candidate

\_\_\_\_\_  
Date

**Instructions:** Please use the scale below to rate the candidate’s performance and include comments to support your rating decisions. For student teaching, evaluation should occur at least six times during the student teaching experience. It should reflect strengths as well as growth areas to be addressed during the second half of the placement. The final evaluation should occur close to the end of the student teaching experience. It should summarize the overall quality of the student teacher’s performance.

**Scoring Levels:**

- |  |   |  |                                  |
|--|---|--|----------------------------------|
| <p><b>1- Novice:</b> appropriate performance level for those beginning teacher preparation and completing initial Clinical Experiences</p> | <p><b>2 - Pre-Service Emerging:</b> appropriate performance level for those completing content and pedagogy courses prior to student teaching</p> | <p><b>3 - Pre-Service Effective:</b> appropriate performance level for those completing Student Teaching at the end of the teacher preparation program</p> | <p><b>NA: Not Applicable</b></p> |
|--|---|--|----------------------------------|

**I. Lesson Preparation/Planning**

**1                    2                    3                    NA**

- **Specifies appropriate learner objectives (SEP 7.F)**
- **Specifies appropriate teaching procedures (SEP 7.E, 7.F)**
- **Specifies appropriate content, materials, and media/technology (SEP 7.E, 7.H)**
- **Specifies appropriate methods and materials for assessing learner progress (SEP 7.G)**
- **Accounts for individual differences among learners (SEP 7.E)**
- **Plans assessments that are well aligned with learner objectives (SEP 8.E; Disp. 6)**


**Comments:**

**II. Content Knowledge**

**1                      2                      3                      NA**

- **Is well prepared in major teaching field of study/content area (SEP 1.A)**
- **Demonstrates knowledge of child development and how it relates to learning (SEP 1.B, 2.C)**
- **Shows awareness of psychological factors affecting learning such as readiness, motivation, interest, success and reinforcement (SEP 1.B, 2.B)**
- **Integrates academic content within and across content areas (SEP 1.C, 2.F)**
- **Understands importance of personal factors in the learner such as self-image (analyzes or considers learners' experiences, interests and needs) (SEP 2.A, 2.D, 2.E, 2.F, 2.G)**


**Comments:**

**III. Learning Environment/Climate**

**1                    2                    3                    NA**

- **Provides a learning environment that is organized, stimulating and positive (SEP 5.A, 5.H, 5.N, 5.Q)**
- **Communicates enthusiasm (SEP 5.K, 5.M; Disp. 2)**
- **Expresses positive expectations for all students (SEP 3.I, 5.O)**
- **Provides learners with opportunities for participating (SEP 5.A, 5.B, 5.D, 5.G, 5.I, 5.L, 5.M, 5.P, 5.R)**
- **Engages student interest (SEP 2.F, 5.M)**
- **Maintains learner involvement throughout the lesson (SEP 5.A, 5.B, 5.D, 5.G, 5.I, 5.L, 5.M, 5.P, 5.R)**
- **Attends to physical classroom environment (SEP 5.N)**
- **Demonstrates warmth and friendliness (SEP 5.H)**
- **Demonstrates respect for students and fosters mutual respect among students (SEP 5.A, 5.B, 5.C, 5.D, 5.H, 5.I, 5.P)**


**Comments:**

**IV. Classroom Management**

- **Monitors room regularly (SEP 5.Q)**
- **Handles materials and routine tasks to promote engagement (SEP 5.L, 5.N)**
- **Sets clear expectations for behavior (SEP 5.I, 5.P, 5.R)**
- **Has clear system for grading, handing in, and checking work, etc. (SEP 5.N, 5.Q)**
- **Minimizes disruptions and delays (SEP 5.N)**
- **Lets students assume independent responsibility (SEP 5.L)**
- **Stresses and reinforces positive, desirable behavior (SEP 5.P, 5.Q, 5.R)**
- **Uses praise effectively (SEP 5.J)**
- **Ignores minor inattention (SEP 5.H)**
- **Stops sustained minor misbehavior (SEP 5.H, 5.L, 5.O, 5.P)**
- **Uses effective, appropriate actions for major misbehavior (SEP 5.E, 5.H, 5.L, 5.O, 5.P)**
- **Deals with serious inattention (SEP 5.E, 5.H, 5.L, 5.O, 5.P)**
- **Values/supports student diversity and addresses individual needs (SEP 3.A, 3.K)**

**1                    2                    3                    NA**


**Comments:**

**V. Implementation of Instruction**

- Uses methods/materials appropriate to objectives and learners (SEP 4.F)
- Implements instruction based on diverse student needs and assessment data (SEP 4.F, 8.G, 8.N)
- Sets clear expectations, directions and explanations related to lesson content (SEP 4.J)
- Asks clear, thought-provoking questions (SEP 6.H, 6.J)
- Uses responses and questions from learners in teaching (SEP 4.E, 4.H, 6.J)
- Provides feedback to learners throughout lesson (SEP 6.H, 6.J, 8.M)
- Uses acceptable standards for oral communication (SEP 6.D, 6.E, 6.H; Disp. 3)
- Uses acceptable standards for written communication (SEP 6.D, 6.E, 6.H; Disp. 4)
- Uses interesting teaching techniques (SEP 6.M)
- Uses time, space and material effectively (SEP 5.N)
- Uses available technology to implement instruction to facilitate student learning (SEP 6.K, 7.H)

	1	2	3	NA

Comments:

**VI. Assessment of Learning**

**1                    2                    3                    NA**

- **Assesses learning in relation to stated objectives (SEP 8.A)**
- **Assesses learning through observation, performance, and formal assessment (SEP 8.G)**
- **Constructs and uses tests appropriately and identifies learners who require assistance from specialists (SEP 8.E, 3.N)**
- **Uses assessment data for diagnostic and remedial purposes (SEP 8.B, 8.C, 8.E)**
- **Analyzes and uses assessment data for diagnostic purposes to promote student learning (SEP 8.H, 8.J., 8.K, 8.N)**
- **Reports progress through reports, learner feedback, and parent conferences (SEP 8.L, 8.M, 8.N)**


**Comments:**

**VII. Instructional Resources and Technology**

**1                    2                    3                    NA**

- **Effectively uses appropriate instructional materials, equipment, etc., to promote student learning (SEP 4.L, 6.K, 7.H)**
- **Appropriately uses technology during instruction to promote student learning (SEP 4.L, 6.K, 7.H)**
- **Integrates student use of technology in to instruction (SEP 4.L, 6.K, 7.H)**


**Comments:**

**VIII. Reflection**

**1                      2                      3                      NA**

- **Uses student assessment data to reflect on and evaluate student learning and instructional practice (SEP 8.N, 9.H)**
- **Seeks and accepts constructive criticism (SEP 9.I, 9.J; Disp. 15)**
- **Revises instruction in response to evaluative feedback, data regarding student learning, and self-reflection (SEP 9.G, 9.H, 9.I, 9.J; Disp. 10)**


**Comments:**

**IX. Collaborative Relationships**

**1                      2                      3                      NA**

- **Establishes positive cooperative relationships with:**
  - **Colleagues (SEP 10.G, 10.I; Disp. 7)**
  - **Administrators (SEP 10.A, 10.G; Disp. 7)**
  - **parents and community members (SEP 10.A, 10.B, 10.K; Disp. 7)**
- **Exchanges professional materials and ideas with colleagues (SEP 9.G, 9.I, 9.J, 10.G, 10.I)**


**Comments:**



**X. Professionalism/Leadership**

**1                      2                      3                      NA**

- Is punctual, dependable (Disp. 6, 8)
- Is appropriately dressed and groomed (Disp. 14)
- Is tactful, courteous (Disp. 12)
- Uses grammar correctly and expresses thoughts well (Disp. 3, 4)
- Follows school policies and procedures (SEP 10.A)
- Demonstrates ethical behavior (SEP 9.K; Disp. 1)
- Prepares reports accurately and promptly (SEP 8.L, 8.M)
- Handles routine clerical/procedural duties effectively (SEP 8.L)
- Performs extra professional duties (Disp. 8)
- Assesses professional strengths and growth areas and incorporates evaluative feedback into plan for improvement for improvement (SEP 9.E, 9.G, 9.H, 9.J; Disp. 10, 15)
- Participates in professional growth activities related to growth areas and school needs (SEP 9.G, 9.I, 9.J)
- Shows awareness of opportunities, responsibilities, and limitations of teaching profession (SEP 9.K, 9.L, 10.C)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>

Comments:

**XI. Adaptation to Culture**

**1                      2                      3                      NA**

- Shows appreciation of unique facets of culture in home country (SEP 3.F, 3.H, 3.J, 3.O)
- Shows awareness of cultural practices and traditions (SEP 3.F, 3.H, 3.J, 3.O)
- Makes use of resources and materials of home/culture/country when appropriate (SEP 3.K, 3.L, 3.M, 3.O)
- Relates effectively to students and staff in terms of their own culture (SEP 6.B, 6.G, 10.G, 10.I; Disp. 5, 12)
- Reflects about how particular culture can influence student learning, motivation, and needs (SEP 3.C, 3.E, 3.H, 3.O; Disp. 5)


**Comments:**

**Strengths:**

**Most Significant Growth area(s):**

**Areas of Concern:**

Note: Indicators were adapted from the Kentucky Teacher Internship Program Intern Performance Record <https://education.uky.edu/ocp/wp-content/uploads/sites/28/2015/05/CPSP-COST-Final-Evaluation-Forms.pdf>

Indicators are aligned to the Minnesota Standards of Effective Practice 8710.2000 and SWWC Alternative Preparation Program Dispositions Evaluation.

**SWWC Alternative Teacher Preparation Program Licensure Checklist – Benchmark #4**

Candidate name: \_\_\_\_\_ Licensure area: \_\_\_\_\_

**1) Completion of Student Teaching in all required grade bands/disability areas**

School: \_\_\_\_\_

Grade(s): \_\_\_\_\_ Disability area(s): \_\_\_\_\_

Dates: \_\_\_\_\_

Mentor teacher(s): \_\_\_\_\_

Student Teaching supervisor \_\_\_\_\_

**2) Positive recommendation from mentor teacher and FE supervisor on student teaching evaluations**

Mentor teacher(s): \_\_\_\_\_

Student Teaching supervisor \_\_\_\_\_

**3) Completion of edTPA during student teaching (initial licensure candidates only)**

Scores Task 1: \_\_\_\_\_ Task 2: \_\_\_\_\_ Task 3: \_\_\_\_\_

**4) Licensure Portfolio review successfully completed**

Date completed: \_\_\_\_\_

Signature of Licensure Portfolio Reviewer: \_\_\_\_\_

**5) Passing scores on required MTLE tests:**

Essential Academic Skills tests – Reading: \_\_\_\_\_ Writing: \_\_\_\_\_ Math: \_\_\_\_\_

OR

ACT + Writing – Combined score: \_\_\_\_\_ Combined English/Writing or ELA: \_\_\_\_\_

OR

SAT: \_\_\_\_\_ GRE: \_\_\_\_\_

MTLE Content- Subtest 1) \_\_\_\_\_ Subtest 2) \_\_\_\_\_

MTLE Pedagogy - Subtest 1) \_\_\_\_\_ Subtest 2) \_\_\_\_\_

License application submitted on (date): \_\_\_\_\_

Licensure officer signature: \_\_\_\_\_

## **Field Experience Requirements, Roles, and Expectations**

The field experiences provided for candidates in the Alternative Teacher Preparation Program are essential for skill development, mentorship, and evaluation. The program director or designee will be responsible for securing appropriate placements to meet grade band and disability area requirements for licensure, and will ensure that mentor teachers hold the appropriate Tier 3 or Tier 4 licensure required as a mentor teacher.

The student teaching experience is a critical component not only in meeting all the necessary requirements for licensure, but also to the future career of the student teacher. In order for this to be a successful experience for the student teacher, mentor teacher, host site, and most importantly, the students, the following expectations need to be met:

### **SWWC Alternative Teacher Preparation Program Responsibilities**

- a. SWWC will be responsible for the general educational experience of student teachers in the Alternative Teacher Preparation Program that are assigned to SWWC Educational Learning Center sites or placement within a SWWC member school site.
- b. SWWC will establish criteria for placement of Alternative Teacher Preparation student teachers
- c. SWWC will provide requests to potential sites for student teachers in a timely manner so appropriate planning and communication can take place.
- d. Data privacy – student teachers will be required to sign a data privacy agreement ensuring confidentiality of all student information
- e. A stipend in the amount of \$150 will be paid to the district for hosting the student teacher per semester.
- f. Teacher Candidates will receive written or oral notice of their assignment to the host school, the grade level or subject area, the mentor teacher, and program supervisor.
- g. Alternative Teacher Preparation Program Supervisor will make regular classroom visits (at least 4 visits per semester) and communicate accordingly with mentor teacher, host site administration, and student teacher. Candidates will have a mid-term evaluation at the end of the first semester and a final evaluation at the end of student teaching.
- h. SWWC will provide a trained instructional coach for support throughout the student teaching experience.

### **Educational Learning Center and/or District Responsibilities**

- a. The student teacher host site agrees to provide teaching opportunities aligned to program requirements. This includes access to adequate equipment, supplies, technology, facilities, and services necessary to promote a successful student teaching experience.
- b. The host site will provide a Tier 3 or Tier 4 licensed teacher to supervise the Alternative Teacher Preparation student teacher.
- c. The host site will provide an orientation for the student teacher prior to the start date of the student teaching experience.
- d. Policies and procedures related to the student teaching experience will be provided the SWWC Alternative Teacher Preparation Program Coordinator prior to the student teaching experience. In addition, an orientation outlining policies and procedures related to the program will be provided for the student teacher prior to student teaching.
- e. Americans with Disabilities Act (ADA) Compliance will be followed by the ELC and/or District.
- f. SWWC has the right to immediately terminate the student teaching experience for health, behavior, academic, or related issues.

**Mentor Teacher Responsibilities**

- a. The mentor teacher will be properly licensed in the content area the student teacher is working towards licensure in.
- b. The mentor teacher will complete the Field Experience Performance Evaluation at the end of the first semester and the end of student teaching.
- c. The mentor teacher is expected to provide leadership for the student teacher by encouraging and/or modeling best practices related to teaching and learning.

**Student Teacher Responsibilities**

- a. Meet all student teaching eligibility criteria prior to placement.
- b. Adhere to the Minnesota Teaching Code of Ethics and act with professionalism. This includes confidentiality regarding information about students and parents of students, and following the host site's dress code policy.
- c. Work towards successfully meeting all student teaching requirements of program.
- d. Regular communication throughout the student teaching experience is critical. The student teacher should have open communication with their mentor teacher and field experience supervisor, as well as check and respond to email on a daily basis.
- e. The student teacher must show evidence of an acceptable background check (completed at time of admission to the program).
- f. The student teacher must show evidence of adequate liability insurance. It is also recommended the student teacher have their own health insurance.
- g. The student teacher is expected to follow the host site's work schedule and calendar.
- h. In the case of illness or injury, the student teacher should contact the proper authority at the host site immediately, and follow site protocol.

**Field Experience Supervisor Responsibilities**

- a. The field experience supervisor will be experienced in the content area and/or scope that the student teacher is working towards licensure in.
- b. The field experience supervisor will complete the Field Experience Performance Evaluation at the end of the first semester and the end of student teaching.
- c. The field experience supervisor is expected to provide mentorship for the student teacher by encouraging and/or modeling best practices related to teaching and learning.

## **SWWC Member Districts and Educational Learning Centers**

### ***PUBLIC SCHOOLS***

Adrian Public School District - #511 <http://www.isd511.net>

Atwater-Cosmos-Grove City School District - #2396 <http://www.acgcfalcons.org/>

Benson School District - #777 <http://www.benson.k12.mn.us/>

BOLD School District - #2534 <http://www.bold.k12.mn.us/>

Buffalo Lake-Hector-Stewart School District - #2159 <http://www.blhsd.org>

Canby School District - #891 <http://www.canbymn.org/>

Cedar Mountain School District - #2754 <http://www.cms.mntm.org>

Clarkfield Area Charter School [http://www.clark\\_eldareacharter.org](http://www.clark_eldareacharter.org)

Dawson-Boyd School District - #378 <http://dawsonboydschools.org/>

E.C.H.O. Charter School <http://www.echo.charter.k12.mn.us>

Eden Valley-Watkins School District - #463 <http://www.ev.w.k12.mn.us/>

Edgerton School District - #581 <http://www.edgertonpublic.com/>

Ellsworth School District - #514 <http://www.ellsworth.mntm.org/>

Fulda School District - #505 <http://www.fps.mntm.org>

Glencoe-Silver Lake School District - #2859 <http://www.gsl.k12.mn.us>

Hendricks School District - #402 <http://www.hendrickspublicschools.org/>

Heron Lake-Okabena School District - #330 <https://www.isd330.org/>

Hills-Beaver Creek School District - #671 <http://www.hbc patriots.com/>

Hutchinson School District - #423 <http://www.isd423.org/>

Ivanhoe School District - #403 <http://www.lincolnhi.org/>

Jackson County Central School District - #2895 <http://www.jccschools.com/>

KMS School District - #775 <http://www.kms.k12.mn.us/>

Lac qui Parle Valley School District - #2853 <http://www.lqpv.org/>

Lake Benton School District - #404 <http://www.lakebentonschool.org/>

Lakeview School District - #2167 <http://www.lakeview2167.com/>

Lester Prairie School District - #424 <http://www.lp.k12.mn.us>

Litchfield School District - #465 [https://www.litch\\_eld.k12.mn.us/](https://www.litch_eld.k12.mn.us/)

Luverne School District - #2184 <http://www.isd2184.net/>

Lynd School District - #415 <http://www.lyndschoool.org>

MACCRAY School District - #2180 <http://www.maccray.k12.mn.us>

Marshall School District - #413 <http://www.marshall.k12.mn.us/>

Milroy School District - #635 <http://www.milroy.k12.mn.us/>

Minneota School District - #414 <http://www.minneotaschools.org/>

Montevideo School District - #129 <http://www.montevideoschools.com/>

Mountain Lake School District - #173-01 <http://home.mountainlake.k12.mn.us/>

Murray County Central School District - #2169 <http://www.mcc.mntm.org/>

New Discoveries Montessori Academy <https://newdiscoveries.org/>

New London-Spicer School District - #345 <http://nls.k12.mn.us/>

Ortonville School District - #2901-01 <http://www.ortonville.k12.mn.us/>

Pipestone Area School District - #2689 <http://www.pas.k12.mn.us/>

Red Rock Central School District - #2884 <http://www.redrockcentral.org/>

Redwood Area School District - #2897 <http://www.redwoodareaschools.com>

Renville County West School District - #2890 <http://www.rcw.k12.mn.us/>

Round Lake-Brewster School District - #2907 <http://www.rlb.mntm.org/>

RTR School District - #2902 <http://www.rtrschoools.org/>

Tracy Area School District - #2904 <http://www.tracy.k12.mn.us/>

Wabasso School District - #640 <https://www.isd640.org/>

Westbrook-Walnut Grove School District - #2898 <http://www.wwgschools.org/>

Willmar School District - #347 <http://www.willmar.k12.mn.us>

Windom School District - #177 <http://www.windom.k12.mn.us/>

Worthington School District - #518 <http://isd518.net/>

Yellow Medicine East School District - #2190 <http://isd2190.org/>

The Educational Learning Centers (ELCs) at SWWC offer two different types of programs for three age levels.

- **SUN Program:** Designed to meet the needs of special education students with severe disabilities with a diagnosis of Autism Spectrum Disorder, DCD: Severe to Profound, DCD: Mild to Moderate, and Severely Multiply Impaired (other diagnosis also accepted). Many of the students have minimal to no verbal skills. Behaviors and communication skills are main focuses of this program. Referrals are made by the school district.
- **Bridges Program:** Designed to meet the needs special education students who are having behavior issues in their resident school district. In addition to academics, programming includes social-emotional learning classroom instruction with licensed professionals provided based on the individual student’s educational needs. Referrals are made by the school district and do not require a Rule 79 diagnostic assessment or children’s mental health care management services through the county of residence.

SWWC’s ELCs are located in Belview, Cosmos, Pipestone, Willmar, and Windom. The SWWC ELC – Montevideo is scheduled to open Fall 2019. The SWWC ELC – Windom also houses the Red Rock Ridge Alternative Learning Center. A transition program, Project SEARCH – Avera Marshall, is located in Marshall.

### SWWC Alternative Preparation Program Regional Advisory Committee

The SWWC Alternative Preparation Program is informed by members of a regional advisory committee, consisting of representatives from member districts and Educational Learning Centers, SWWC staff, and higher education. This committee meets regularly to provide input on program policy and procedures.

Member	Role	Organization
Dr. Sonya Vierstraete	Professor of Education	Southwest Minnesota State University
Kayla Westra	Dean of Institutional Effectiveness	Minnesota West Technical College
Darci Love	Elementary Principal	Marshall Public School
Karin Marquardt	Teacher of Visually Impaired/Adjunct Special Education Faculty (Autism)	Southwest West Central Service Cooperative/Southwest Minnesota State University
Nels Onstad	Superintendent	ACGC Public School
Loy Woelber	Superintendent	WWG, Fulda & Lake Benton School Districts
Dr. Mary Palmer	Senior Director of Special Education	Southwest West Central Service Cooperative
Elizabeth Block	Paraprofessional	SWWC Educational Learning Center - Willmar
TBD	Regional teacher	TBD



## SWWC Alternative Preparation Program Policies

- Appeals process: Candidates for the Alternative Preparation Program will have the ability to appeal decisions regarding admission to the program or the acceptance of prior learning/experiences towards the Professional Development Pathway to a subcommittee of the Alternative Preparation Program Regional Advisory Committee. This committee will review the documentation of the candidate's materials and the decision made, and the candidate will be asked to state their rationale for the appeal. The subcommittee will conduct a meeting with the candidate and forward an appropriate determination. Information on the student appeals process is included in the program handbook.
- SWWC staff are expected to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities. SWWC has several staff members who are trained in the New Teacher Center (NTC) mentorship program. This program includes training in cultural diversity and student exceptionalities; SWWC's expectation is that those trained in the NTC mentorship program will provide leadership and training to others, and that all SWWC staff will demonstrate their ability to meet the needs of all students in their classrooms, including those with diverse backgrounds and special needs.

### Important Resources for SWWC Alternative Teacher Preparation Program Candidates:

- **Minnesota Professional Educator Licensure and Standards Board (PELSB)** - <https://mn.gov/pelsb/> This link will provide information on licensure requirements, applying for teacher licensure, programs available across the state, etc.
- **Minnesota Teacher Licensure Exams (MTLE)** - <http://www.mtle.nesinc.com/> This link provides information on the pedagogy and content tests required for Tier 3 or Tier 4 licensure, along with the Essential Academic Skills tests in reading, writing, and math required for Tier 4 licensure. A testing center is located on the campus of Southwest Minnesota State University in Marshall, with additional testing centers located throughout the region. Candidates for licensure are required pass one pedagogy test and a content test for each area of licensure.
- **edTPA** - <http://www.edtpa.com/> This link provides information on the EdTPA required of initial licensure candidates in Minnesota.