

Wisconsin Content Guidelines for Alternative Education (1952) Licensure

To receive an alternative education certification in Wisconsin, an applicant shall hold a valid tier II, III, or IV teaching license issued under Wisconsin Administrative Code sec. PI 34, complete an approved educator preparation program, and demonstrate proficient performance in the knowledge, skills, and dispositions in all the following content guidelines:

1. The alternative education teacher understands the central concepts of the core content areas, tools of inquiry, and structures of the subjects taught and can create learning experiences that make the subject matter meaningful and relevant for students.
2. The alternative education teacher understands how students with a broad range of abilities learn and provides instruction that supports their intellectual, social, and personal development. To that end, the alternative education teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, technology, the community, and the curriculum goals.
3. The alternative education teacher understands how students differ in their approaches to learning and the barriers that impede learning and can differentiate instruction to meet the diverse needs of students.
4. The alternative education teacher has the ability to use education, research, research methods, technology, and knowledge about issues and trends to improve practice in the classroom.
5. The alternative education teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
6. The alternative education teacher implements a learning plan that engages the student in transition planning for the following: regular education, community participation, employment, independent living and/or post-secondary education.
 - Curriculum prepares the student for return to regular education, transition to the next academic level, independent living, careers, future training, and/or post-secondary education.
 - Assistance is provided to students to transition into the next educational level, employment and/or post-secondary education.
 - Student portfolios and documentation of knowledge, skills and aptitudes are developed.

7. The alternative education teacher is able to comprehensively address the wide range of social, emotional, behavioral and physical issues or circumstances which may limit students' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
 - Models the development of social competence and self-advocacy.
 - Integrates best practice in conflict management and conflict de-escalation.
 - Teaches skill streaming, empathy, and effective communication.
8. The alternative education teacher is able to develop and maintain a safe, respectful, caring, and orderly climate and culture in the classroom.
 - Sets clear expectations for learning and student conduct.
 - Applies positive behavior management and student discipline.
 - Promotes student engagement and connectedness.
 - Demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs.
 - Promotes a positive connection to school.
9. The alternative education teacher understands the critical aspects of collaboration and interacts successfully with students, parents, professional educators, employers, and community providers such as juvenile justice, public health, employers, human services, community agencies, tribes, and adult education to support student learning and well-being. The educator acts with integrity, fairness and in an ethical manner.
10. The alternative education teacher understands multicultural diversity and socio-economic issues in order to provide a positive understanding of school, home, and community for all students and families.
11. The alternative education teacher uses multiple assessments that continually monitor the academic, behavioral, life skill, service coordination, and transitional needs of the student, which are used to make individual programming decisions for the student.
12. The alternative education teacher systematically conducts evaluations on two levels for continuous improvement:
 - The teacher evaluates the effects of professional conduct on students, parents, and professional partners to seek out opportunities to grow professionally.
 - The teacher evaluates program initiatives, student outcome data, and user (student, parent, learning partner) surveys to assess program quality, inform improvement and direct future activities.
13. The alternative education teacher understands and can apply state and federal statutes and regulations, as well as district policy, to identify and meet the needs of at-risk students.