



NORDA, Inc: Project Teaching

Ladysmith, Wisconsin

Secondary Preparation Program

Secondary preparation program structure:

20 hours of fieldwork required

Clinical practice:
 Candidates enter into a semester long clinical experience
 Program supervisors conduct at least four formal observations
 Cooperating teacher conducts at least two formal observations; provides support

Teacher candidate enrollment: **123** (2011-2012)
 Teacher production: **62** (2011-2012)
 (2013 Title II Reports)



Score Breakdown

Alt Cert Std A: Selection Criteria



By employing sufficiently high but pragmatic admissions standards, the program is designed to attract talented individuals who otherwise would not choose to teach.

Selection criteria for admission into the program do not satisfy this standard because neither requirements for post-secondary grade point averages nor standardized test scores are set sufficiently high to ensure that candidates have the requisite academic talent. And although the program may interview candidates and/or require “critical thinking” assessments, the program does not require candidates to audition, and so cannot ascertain whether a candidate has non-academic traits important for teaching.

Alt Cert Std B: Subject Area Expertise



Before teacher candidates have full-fledged teaching responsibilities, the program ensures their content mastery in every subject for which they could be responsible for instruction.

Without a thorough grasp of the subject they will teach—typically acquired by majoring in an academic discipline—secondary teachers will be unable to provide the sophisticated level of instruction that their students need to progress. All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages that may be used to justify preparation shortcuts. Alternative certification programs should make sure, by either reviewing transcripts or requiring that candidates pass rigorous assessments, that before secondary candidates enter the classroom as the teachers of record they know the subjects they will teach.

LEGEND: ● Meets standard; ● Nearly meets standard; ● Partly meets standard; ● Meets a small part of standard; ●* Meets a small part of standard, score imputed; ○ Does not meet standard; ○* Does not meet standard, score imputed; NA Not applicable.

We have evaluated programs on this standard with an eye toward regulations in each state regarding the nature of multiple-subject certification and required content licensing tests. Because our evaluation parallels the evaluation conducted for secondary preparation in traditional teacher preparation programs, more information can be found in the scoring methodology for the comparable standard applied to such programs, Standard 8: High School Content.

The program meets this standard because although it offers both multiple-subject and single-subject certifications, coursework and testing requirements ensure that candidates' content knowledge is adequate.

Alt Cert Std C: Supervised Practice



The program provides adequate supervised classroom instruction practice opportunities.

If a program relies solely on clinical practice prior to having the candidate enter the classroom as the teacher of record, the placement for practice should fulfill minimal requirements: a placement of sufficient length to allow at least three weeks of full time instruction, five or more formal observations, and mentoring by a teacher who has been selected due to mentoring skills and demonstrated effectiveness as measured by student performance.

The program partly satisfies the standard because the requirements for clinical practice entail

- *only four formal observations by a program supervisor; and*
- *a cooperating teacher trained to work with a student teacher, but not one who is an effective instructor as measured by student learning*

Alt Cert Std D: Evidence of Effectiveness

NA

The program's graduates have a positive impact on student learning.

A score on this standard is not applicable because evaluation depends on reports on the relative effectiveness of the program's graduates from a teacher preparation student performance data model; either 1) the program's state does not publish any such report, 2) the state publishes such a report, but the results do not pertain specifically to only this secondary program, or 3) the state publishes such a report, but the results for this program are not consistent for two consecutive years.