1) If a candidate has taken and passed the Foundations of Reading Test (score of 240 or higher), does the candidate also need to complete the FoRT Alternative? No, candidates need to demonstrate their proficiency in teaching reading by EITHER passing the FoRT or completing and passing the FoRT Alternative.

2) When should I complete the FoRT Alternative Pathway? It is advisable to complete your FoRT Alternative Pathway once you have completed the Reading course(s) of study (i.e. EDUC 302/309, EDUC 718/715, EDUC 747). Additionally, you will want to submit your portfolio at least two months before you are applying for your license.

3) How long does it take for my FoRT Alternative portfolio to be reviewed? Please allow 3-4 weeks for your portfolio to be reviewed by faculty.

4) I completed some of my reading methods coursework at another institution. Do transfer credits count toward a Course of Study? It is possible that a transfer course may count toward a UWSP course(s) to fulfill the “Course of Study” requirement for the FoRT Alternative. Courses taken at another institution are reviewed for equivalency to UWSP coursework. Transfer credits are granted when a course from another institution meets the same learning outcomes as a UWSP course. Courses from another institution that are determined to be equivalent to a UWSP course, will count toward the UWSP course equivalent. Candidates that have completed some or all of the Course of Study at an institution other than UW-SP must complete the other two components (coaching and feedback and portfolio) to complete the FoRT Alternative.

5) I completed my Special Education certification through another institution. Am I able to complete the FoRT Alternative through UW-SP? No, each candidate must complete the alternative pathway for licensure from their certifying institution.

6) If I took one or more of the courses that comprise the “course of study” prior to Fall 2020, can I still opt to complete the FoRT Alternative instead of taking the FoRT? Yes, all candidates that are currently seeking special education licensure may choose to either take and pass the FoRT or complete the FoRT alternative. If you completed your coursework prior to Fall 2020, you must complete the feedback and coaching sessions by arranging to meet with a Reading Specialist. (See directions for coaching and feedback for more details). Beginning Fall 2020, the coaching and feedback sessions were embedded in the coursework.
7) Is there a required lesson plan format?
You may use any lesson plan template or format that meets the focus of your lesson. We will add more templates to this document in the coming months. Currently, you may make your own template or utilize the Jan Richardson’s template by:
   a) Go to: https://www.scholastic.com/pro/TheNextStepForwardinGuidedReading.html
   b) Enter password: RESULTS
   c) Note that there are downloads that correspond to developmental stages of reading: PreA, Emergent, Early, Transitional, and Fluent readers. These lesson plans pull in the five reading components.

8) Is the FoRT Alternative Pathway portfolio the same as the Master’s Comprehensive portfolio?
No, these are two separate portfolios. You will reflect on and include artifacts demonstrating your proficiency of the Master’s Program learning outcomes in the Master’s Comprehensive portfolio. Your FoRT Alternative Pathway portfolio includes lesson plans, case studies with artifacts, and documentation of coaching and feedback in the five components of reading.

9) I have a Wisconsin lifetime license, do I need to complete the FoRT alternative?
No, if you already have a current Wisconsin lifetime license in any area of certification at the time you apply for your special education license, you may add on an additional area of licensure without taking the FoRT or completing the FoRT Alternative. State legislation requires candidates applying for an initial teaching license to pass the FoRT or complete the FoRT Alternative. Please note that the FoRT Alternative pathway is only an option for candidates seeking certification in Special Education.