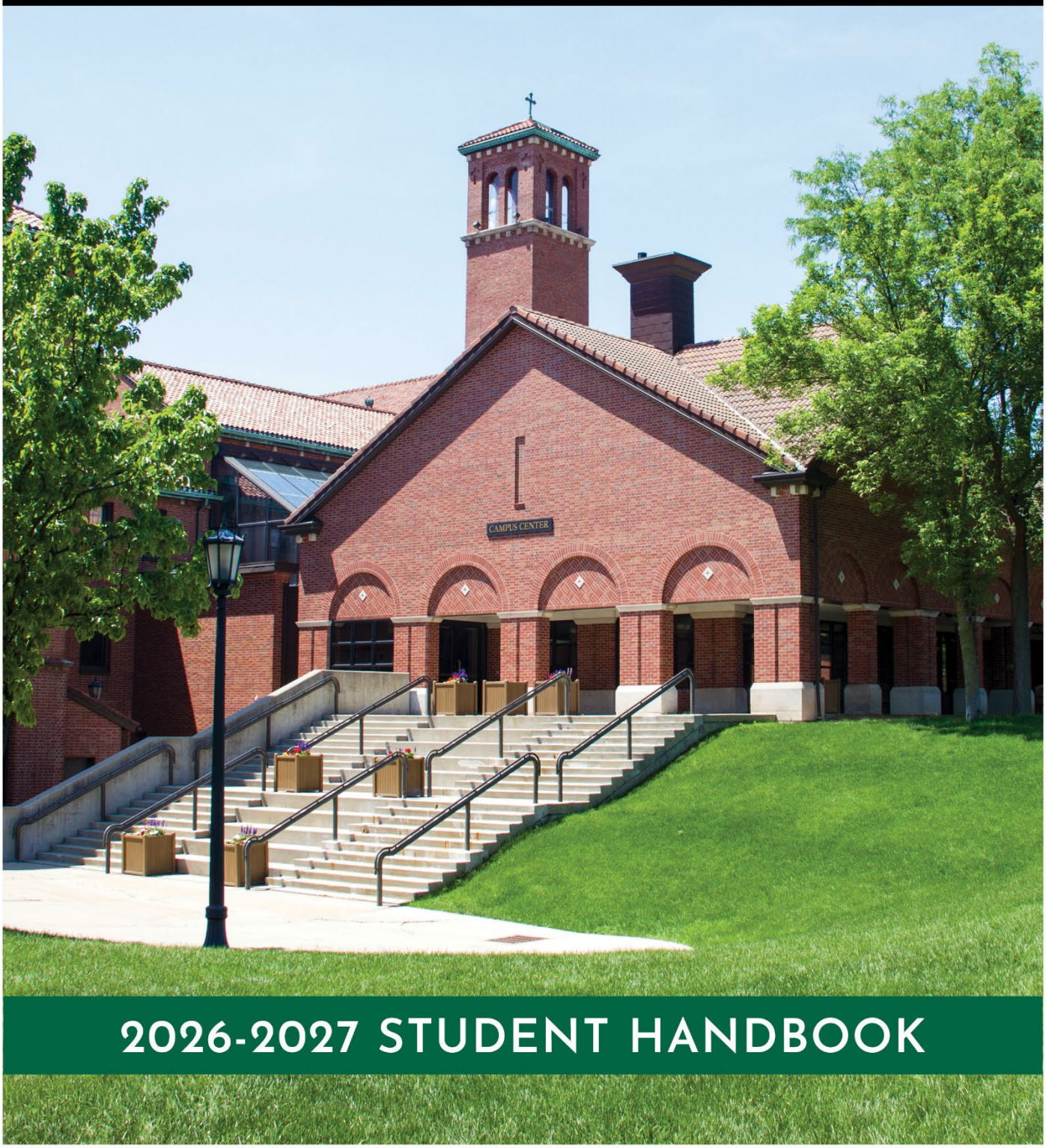
SCHOOL OF EDUCATION

WISCONSIN LUTHERAN COLLEGE



2026-2027 STUDENT HANDBOOK

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Introduction

This *School of Education Handbook* is written to serve several purposes: It is first intended to provide prospective Education students with information. The policies, procedures, standards, and requirements which are provided here must be understood if students are to be successful in applying for admission to the Education program, completing all requirements, and attainting state licensure to teach in the public schools of Wisconsin.

Secondly, this handbook is intended to provide advising information for those faculty members who are engaged in the professional training of future teachers at Wisconsin Lutheran College (WLC), as well as those faculty members who teach in the disciplines offering teaching majors and minors.

Finally, this handbook is intended to serve as the official document of the School of Education (SOE) policies and procedures and is constructed to serve as a basis for evaluation of the teacher education program by the Department of Public Instruction of the State of Wisconsin (DPI) and the faculty and administration of WLC.

> We have different gifts, according to the grace given us. . . . If it is serving, let him serve; if it is teaching, let him teach; if it is encouraging, let him encourage; if it is contributing to the needs of others, let him give generously; if it is leadership, let him govern diligently; if it is showing mercy, let him do it cheerfully. - *Romans 12:6-8*

Governing Statements

Wisconsin Lutheran College

The following statements characterize the educational intentions at WLC and provide the context, structure, and connections within and out of which the SOE and its academic program, standards, and goals function. These statements serve as integral facets of the academic liberal arts programming for all disciplines.

Context

Each college or university has its separate character – a uniqueness that sets it apart from others. Consider any college's heritage and commitment, the nature of the community in which it resides, the mission, the size, its faculty and students, its vision and its dreams, and an image of its character emerges. WLC is one of those special Christian colleges characterized as combining the excitement, vitality, and diversity of a large metropolitan area with the earnestness of helping students to understand more fully the scriptural implications for them as well as for the world in which they live and work.

Mission

The charter of WLC (1973), located in Milwaukee, authorizes the institution to provide a liberal arts education for Christian men and women. Its primary purpose is to provide higher education for students interested in the arts and sciences taught within the framework of Christian doctrine. As such, the College is "committed to providing quality teaching, scholarship, and service that are rooted in Holy Scripture; promoting the spiritual growth of students, faculty, and staff; and preparing students for lives of Christian leadership."

Official Vision Statement

"Wisconsin Lutheran College strives to establish a distinctive identity as one of America's finest liberal arts colleges characterized by faithfulness to the Scriptures and the Lutheran Confessions, rigorous pursuit of academic excellence, and dedication to preparing Christian leaders for the Church and the world."

Principles of Education

WLC is committed to the total development of its students. The College believes that the students' educational development is enhanced if they are developing spiritually, emotionally, physically, and socially. In this Christian College, the main source of life and growth is found in the Word of God. As members of the Body of Christ, all serve and are served; all teach and all learn. All recognize that the freedom of the Christian life lies within the bounds set forth in Holy Scripture. The College designs its programs within this framework. View the Academic Goals here.

Mission of the School of Education

Teacher Education is one of the professional programs offered at WLC that is nested in the liberal arts within the Christian framework. As such, we place strong emphasis on preparing teachers to meet the professional expectations of a fast-paced, diverse, and contemporary education setting. Our focus is to prepare quality teachers and positive role models who are ready to face the challenges of traditional and non-traditional educational programs that require a high degree of flexibility, stamina, and resourcefulness. Within this spirit, our intent is to develop professionals who embrace the character of teacher as Servant Leader.

Conceptual Framework: The Teacher as Servant Leader

Explanation of Conceptual Framework

The conceptual framework for the professional preparation programs in the SOE is centered on the development of teacher as Servant Leader. It is organized around four interconnected core goals: Teacher as Professional, Knowledgeable, Communicator, and Lifelong Learner. These are depicted in the diagram encircling the central focus of teacher as Servant Leader. The cross is central to the framework as an embedded integrated anchor for the knowledge, skills, and dispositions expected of professors, students, and graduates of the SOE programs.

Definition of Servant Leader

Because the role of an educator is so multi-faceted, we emphasize the dual natures of the committed Christian teacher – natures that on the surface appear to be contradictory. This duality is one of both servant and leader. The dual natures highlight the expression: "Teaching is to touch the heart in order to reach the mind." We believe if our graduates are to be prepared for the new era of education, they need to understand this dual nature.

1. As a **servant**, the teacher serves to guide and nurture learners; and serves to improve a school, district, and community through effective instruction and involvement in the issues that create the environment for the learner.

2. As a **leader**, the teacher leads and takes initiative; sets a positive example; seeks opportunities to participate, share, and lead; and continually, consciously plans for improvement in service and leadership.

Professional Goals and Dispositions of the Servant Leader

All teachers are expected to adhere to a professional code of conduct. Interaction with students, parents, and professional colleagues are as important as teachers' knowledge and skill in teaching and learning. The SOE of WLC has adopted the following professional dispositions:

Goal 1: The Teacher as **Professional**

The Servant Leader consistently demonstrates professional values and ethics in words and actions in that s/he:

- Shows conduct consistent with policy and procedures of WLC.
- Shows conduct consistent with policy and procedures at K-12 schools in clinical experiences.
- Demonstrates understanding and sensitivity to the protection of the privacy and confidentiality of K-12 students, peers, and other professionals.
- Strives to positively promote innovative programs, ideas, and experiences with fellow educators.
- Makes choices that reflect professional demeanor and dress in spite of outside influences and personal taste.
- Demonstrates integrity through actions of honesty, truthfulness, and reliability.

Goal 2: The Teacher as **Knowledgeable**

The Servant Leader acquires an attitude for continuous maintenance and expansion of learning in that s/he:

- Demonstrates enthusiasm for the disciplines s/he teaches and keeps up to date with new practices in the field.
- Shows initiative and independence in learning.
- Engages in continuous effort to expand understanding about students and the learning environment through active engagement in reading, listening, observing, questioning, participating, and researching.

Goal 3: The Teacher as **Communicator**
The Servant Leader seeks to establish a supportive, collaborative, and inclusive environment to improve educational opportunities for all students in that s/he:

- Demonstrates thoughtful, effective, and prudent verbal and non-verbal communication (including listening, speaking, writing, and technology).
- Respects, accepts, and is responsive to the experiences, ideas, and views of others, regardless of individual and cultural differences.
- Resolves differences or misunderstandings in a respectful manner according to Biblical principles (Matthew 18).
- Demonstrates that communication is an integral necessity for successful learning.

Goal 4: The Teacher as **Lifelong Leaner**
The Servant Leader critically evaluates professional performance, learns from experiences, makes changes in practice as a result of current investigation of research, and incorporates "best practices" into instruction in that s/he:

- Continually seeks out and refines practices leading to professional growth.
- Seeks opportunities to learn about self and sets goals for self-improvement.
- Is open and responsive to feedback from others.
- Demonstrates an ability to provide positive and constructive feedback to others.
- Integrates ongoing reflection for the sake of student success and improvement of teaching.

Standards for Teacher Development and Licensure

The impetus for the SOE program revolves around performance-based expectations as articulated in the Academic Goals of the College and the Teacher Education Standards for the state of Wisconsin. These provide direction for the scope and sequence of the WLC Teacher Education curriculum; for the basis of student's experiential involvement, self-assessment, and reflection; and for the assessment of student growth in knowledge, skills, and dispositions.

Standard 1: Pupil Development
The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

Standard 2: Learning Differences
The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

Standard 3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of each discipline s/he teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

Standard 5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment
The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher and pupil's decision-making.

Standard 7: Planning for Instruction
The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

Standard 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Standard 9: Professional Learning and Ethical Practice and Christian Integrity
The teacher engages in ongoing professional and spiritual growth. The teacher uses evidence to continually evaluate the teacher's practice, including the effects of the teacher's choices and actions the pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

Standard 10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, to advance the profession.

> You, dear children, are from God . . . because the one who is in you is greater than the one who is in the world. They are from the world and therefore speak from the viewpoint of the world, and the world listens to them. We are from God, and whoever knows God listens to us; but whoever is not from God does not listen to us. This is how we recongize the spirit of truth and the spirit of falsehood. - *1 John 4:4-6*

Organization and Governance

School of Education

Board of Regents' Responsibility to the Teacher Education Program

The Board of Regents of WLC approved the adoption of a program of teacher preparation. They assumed responsibility for the support of the SOE through the president and the provost, and through the adoption of the SOE budget and the calling of appropriate faculty.

Organizational Structure

As illustrated by the College's organizational structure, the SOE is organized in such a way that the Director of the School of Education ("Director") reports directly to the Dean of the College of Professional Studies. The organizational chart for the faculty indicates that the Director is a permanent advisory member of the Curriculum Committee. The SOE is a member of the College of Professional Studies. The Director serves on the Academic Council.

School of Education Personnel Policies

The SOE faculty shall be bound by the same expectations, policies, and rules for professional development, teaching loads, faculty service, and synodical certification as all other members of the faculty of WLC and as described in the *Faculty Handbook*.

School of Education Faculty Responsibilities

SOE faculty who comprise the School of Education shall have the primary responsibility for designing, developing, implementing, and evaluating the professional education sequence. Education faculty may draw upon the experiences and expertise of members of other academic schools as well as consultants from the DPI and other colleges and universities, but shall hold responsibility for all education program offerings, the quality of instruction, the compliance with state requirements, and the advising of education students. The Director shall supervise the efforts of the education faculty.

Administration of the School of Education Program

Director of the School of Education

The Director of the School of Education shall administer the teacher education program and shall be accountable to the Dean of the College of Professional Studies. In general, but not limited to, the Director shall:

- Oversee the education curriculum to ensure compliance with the Administrative Code of DPI and with the mission and purposes of WLC.
- Monitor the progress of students admitted to the education program by maintaining adequate records.
- Maintain open communication and cooperation among faculty involved in teaching majors and minors.
- Maintain a positive relationship with DPI and education faculty from other colleges of teacher education by attending meetings sponsored by the state, the Wisconsin Association of Colleges of Teacher Education, and other national, state, or regional conferences and meetings.

Director of Certification/Licensure

The Director of Certification/Licensure shall administer the certification aspects of the teacher education program and shall be accountable to the Dean of the College of Professional Studies. In general, but not limited to, the Director of Certification/Licensure shall:

- Engage in those tasks that are required for a high-quality education program mandated by state code and supported by WLC.
- Recommend those students for licensure who have satisfactorily met all education requirements and who have demonstrated those high professional standards expected by the SOE at WLC.
- Provide ongoing support and professional development for graduates of the program.
- Conduct graduate follow-up assessment.

Based on the above lists of administrative responsibilities, the provost has designated that 6 credit hours of release time per semester for each administrative position be given. This shall be reviewed annually in order to be responsive to the growth of the school.

Education Faculty

Only those individuals who have qualified themselves through formal appropriate graduate study and have the necessary professional experience may serve as members of the SOE faculty. Students should have the confidence that those who are preparing them to be future teaching professionals meet stringent requirements before they are called to teach at WLC. A summary of each education instructor's professional curriculum vitae is available upon request from the Office of the Provost.

Support Personnel

The education support personnel consist of:

Barb Sonnenberg, B.S., M.A., Coordinator of Clinical Placements

The current full-time education faculty can be found online here.

Faculty Selection, Retention, and Promotion

Policies governing education faculty selection, retention, and promotion are identical to those for all faculty at WLC and are detailed in the *Faculty Handbook.*

Adjunct Faculty

Some of the instructors in the professional teacher preparation program at WLC teach in an adjunct capacity. The SOE recognizes that utilizing professional educators from the Milwaukee area is beneficial to future teachers since it enables students to learn from a practitioner currently involved in Pre-K – 12 levels of teaching, counseling, and administration. The professional contribution of adjunct education faculty members is described in the curriculum vitae found in the personnel file for each adjunct instructor in the provost's office.

Furthermore, those members of the full-time education faculty at WLC maintain active involvement in various Pre-K – 12 schools. It is believed that such involvement helps our education faculty remain current in their disciplines and to bring continually fresh perspectives to their classrooms.

Faculty Assignments and Load

Education professors are required to serve in all the capacities of faculty as described in the *Faculty Handbook*. These responsibilities include academic advising, committee assignments, supervising independent studies, contribution to one's discipline, college and community service, recruitment, and retention of students.

A typical faculty load consists of 12 credits. In the case of education professors, special formulas have been developed to address the supervision aspect of their positions. For pre-teacher candidacy clinicals, education faculty are allocated 1 credit for up to 12 students in a clinical. For supervision of teacher candidates, education faculty are assigned 1 credit for each full-time teacher candidate.

School Meetings

The SOE meets once a month during the academic year. The meetings include formal admittance of education majors, discussion and adoption of new policies, student progress, and general reporting by faculty members. Minutes are taken and available to the faculty shortly after each meeting. Minutes are archived in the education office.

Facilities, Instructional Materials, and Equipment

WLC offers the future educator a considerable array of resources to aid in his/her professional preparation. Central to those resources is the WLC library. This academic collection has access to over 350,000 volumes through TOPCAT, the shared online catalog, to collections at 7 southeastern Wisconsin colleges with patron-initiated requests delivered between these libraries Monday through Friday during the school year, with reduced deliveries during the summer months. Journal holdings are enhanced by full text online offerings available through ERIC and other online indices. The librarians are ready and able to assist the education student with library needs to support their preparation for teaching. A growing instructional materials collection composed of curriculum resources for teaching and the children's and young adult literature collection are located in the library. Students also have access to interlibrary loans throughout the state, including the collection at UW Madison.

Community Partnerships

Local Partnerships

WLC collaborates with many different parochial, public, and charter schools throughout the greater Milwaukee area.

As the urban education reform movement has taken root in more and more cities across the country, the need for well-trained, highly motivated teachers to serve in urban public, charter, and private schools continues to grow exponentially. This is particularly true in Milwaukee where the achievement gap between African American students and their white counterparts remains one of the widest in the nation. As reform efforts take root within the traditional public system and with the growth of parental choice via charter and private school options, there is an increasingly intense need for outstanding urban teachers. For many, the recruitment and training of excellent teachers is the most pressing issue facing urban education. WLC works with the Center for Urban Teaching as they recruit undergrad students.

Teacher Advisory Council

The Teacher Advisory Council meets biannually during the calendar year to present topics of interest in the world of education and promote collaboration amongst colleagues in the education field. The Council includes administrators and teachers from schools within Southeastern Wisconsin. Current teacher candidates are invited to attend as well.

Student Services

General student services are described in the *Student Handbook of Wisconsin Lutheran College.*

Career Guidance

The Director administers services related directly to the teacher education program. These services include career guidance for education students, placement services, and information regarding employment/volunteer opportunities. Teacher candidates are informed of teaching positions in seminar as they create a WECAN account in order to secure employment.

Preparation for Employment

As part of the Career Development Office's activities, education students have access to numerous senior seminars in career development. Practice interview sessions are offered at WLC as part of the EDU496 teacher candidate seminar.

Official Documentation

Cumulative transcripts are kept for each student in the Office of the Registrar. Duplicate transcripts as well as written evaluations of field experiences are kept in the education office. Students wishing to have official transcripts sent to potential employers should submit a request for release of information to the registrar. Students have access to unofficial transcripts through myWLC, a centralized software program available on campus.

Awareness of Expectations

Students who enroll in the introductory education courses (EDU 201: Education in a Diverse Society and EDU 221: Instructional and Classroom Management Strategies) review the *School of Education Handbook* as part of the course requirements. Professors utilize class time and assignments to acquaint students with the contents of the handbook and expectations of the education program. Additionally, education advisors check with advisees periodically regarding ongoing progress in the program.

Advising

Through a strong faculty advising system, the College assists students in making informed curricular and career decisions. This advising system begins with the freshmen-mentoring program. All first-time freshmen are assigned a faculty mentor who is the teacher of the required COL 101 freshmen seminar. Students meet weekly with their mentor to discuss a wide range of topics intended to provide extended orientation to the College, self-analysis, career exploration,

academic planning, and personal development. Education majors are assigned an advisor in the SOE upon completion of their Stage 2 portfolio. This advisor works with the student to plan the remainder of their course of study, to assist the student in finalizing career plans, to explore graduate options if appropriate, and in general, to oversee the student's progress toward degree completion.

Course Registration Procedures

To facilitate timely registration, students should:

- Register early in the process to avoid critical courses being filled.
- Obtain necessary registration materials and maintain copies of audit forms for general degree requirements, majors, and minors.
- Update the education T-chart (a 4-5 year overview of the student's academic program).
- Develop a tentative list of courses for registration, being sure to:
    a. Check general degree requirements.
    b. Read course descriptions for prerequisites.
    c. Identify areas of conflict and investigate corrections with the registrar.
- Schedule an appointment with the advisor to complete registration for next semester and overview progress in the program.
- Obtain authorization for registration.
- Secure the signature of the Dean of the College of Professional Studies in the case of overload (19+ credits).

> My purpose is that they may be encouraged in heart and united in love, so that they may have the full riches of complete understanding, in order that they may know the mystery of God, namely, Christ, in whom are hidden all the treasures of wisdom and knowledge. . . . For though I am absent from you in body, I am present with you in spirit and delight to see how orderly you are and how firm your faith in Christ is. – *Colossians 2:2-5*

Course Requirements

School of Education Program Requirements

Students are typically admitted into the SOE at the end of their freshman year. Upon completion of introductory coursework and the successful presentation of the entry-level portfolio, students can apply for admittance into the SOE. Detailed information for Stage 1 Portfolio can be found starting on p. 22 of this handbook.

General Requirements for a License

All students seeking licensure to teach in public schools of the state of Wisconsin must meet the requirements, which constitute the approved program for the selected program. Consult the Academic Catalog for more information on specific details of requirements for your selected education licensure area.

All general education degree requirements and programs of study within the School of Education can be found online here.

All course descriptions within the Education Department can be found online here .

All degree and licensure requirements must be met before a recommendation for a teaching license can be authorized.

Policies for Clinical, Residency, and Teacher Candidacy Experiences

The clinical program requirements of the professional education program at WLC include pre-teacher candidacy programs and teacher candidacy. These programs are supervised by the Director and/or other SOE personnel. They are conducted in a variety of elementary, middle school, and high school settings to acquaint the future teacher with the operation of public, private, and parochial schools and the professionals who serve in those schools.

Pre-Teacher Candidacy Clinicals

The pre-teacher candidacy program is a clinical experience which is developmental in scope and sequence and which occurs in a variety of settings. It consists of observations, interviews, and participation in numerous instructional settings. These activities must be documented through observation and reflections. Policies governing the pre-teacher candidacy clinical program are as follows:

- The Coordinator of Clinical Experiences recruits and maintains a list of cooperating schools, teachers, and other professional school people who can be observed and/or interviewed.

- Pre-teacher candidacy clinical work is to be undertaken in conjunction with respective education courses according to the guidelines established by the SOE and completed prior to the ending of that respective semester. Requirements include completion of a disclosure questionnaire, background check, TB test, and specified forms. This will be discussed in EDU292.
- Instructors of courses in the professional education sequence establish performance objectives, as stated in the course syllabi, to be attained through the pre-teacher candidacy experience associated with those courses.
- Students participating in upper level (300-400) pre-teacher candidacy clinical experiences must have been admitted into the education program.
- At a minimum, at least one evaluative observation by the designated member of the WLC education faculty, and/or the cooperating teacher shall be made during the pre-teacher candidacy clinical program experience. The lesson plan for observation must be submitted at least 24 hours in advance. Failing to do so may necessitate re-scheduling the observation. As a rule, every clinical student participant is evaluated at least once per clinical experience. Written evaluations based upon these observations are placed in the student's file. Students are advised to retain copies for their portfolio.
- Unsatisfactory attendance, poor communication, lack of planning, or cooperating teacher concerns result in withdrawal from and failure of the clinical experience.
- For each segment of the pre-teacher candidacy clinical experience, students must complete verification forms with appropriate signatures and reflections fitting the focus of the experience.
- Students also complete an evaluation of the placement experience providing feedback and data used by the SOE in assessment.
- In the case of two clinicals scheduled in the same semester, efforts can be made to place the student in the same building to reduce travel time and expense. The final reflection papers must address the criteria of the specific clinical and the course to which it is connected.

Clinical Experience for K4-12 Art, Music, Spanish

Students seeking a K4-12 license will gain experience in three "grade bands," (K4-5th, 6th-9th, 10th-12th). Students in this program will also complete coursework in one of three subject areas: (Art, Music, Spanish). Graduates will be certified to teach in their subject area in grades K4-12.

Residency Experience

Students have an opportunity to experience a semester long experience in a general education residency setting. This opportunity takes places the semester prior to student teaching. Students spend a minimum of 15 hours each week, assisting in a range of instructional activities, such as areas of literacy, math, classroom management, and discipline. Students will teach one observed lesson, which includes planning, instructing, and assessing the lesson. Please discuss this opportunity with your advisor if you are interested and also to plan your credit load accordingly.

Teacher Candidacy and Internship Policies

The culmination of the student's professional preparation is the teacher candidacy experience. This experience is developmental in scope and sequence, occurs in school settings, and corresponds to one school district semester. Teacher candidacy is done on a full-time basis and is awarded 10 college credits. Additionally, students must enroll in the teacher candidacy seminar for 2 credits. Since school district semesters do not always correspond to the College's semesters, teacher candidates may have to make special housing and meal arrangements for a week or two prior to or following the college semester. Specific procedures related to student teaching are as follows:

- **Admission** - Students must have completed an application for admission to the teacher candidacy program and have approval from the Director. Criteria for acceptance into the student teaching program shall include demonstrated completion and competence in the following:
    - Teaching major and minor
    - Sequence of professional education courses
    - Pre-teacher candidacy clinical experiences
    - Presentation of Stage 3 Portfolio – High Stakes

- **Application Requirements for Teacher Candidacy:**
    - **Applications** - Due September 15 (spring) or February 1 (fall) of the preceding semester.
    - **Disclosure Questionnaire** - Students must complete a disclosure questionnaire.
    - **Fees** - A student must submit payment of $25 to cover the cost of a background check if required by the district of placement. If selected for an internship, the student must submit an additional $275 ($75 for licensure and $200 processing fee).
    - **Health History Form** - Due September 15 (spring) or February 1 (fall) of the preceding semester.
    - **TB Test** - Due November 15 (spring) or April 15 (fall) of the preceding semester. Schools do not accept teacher candidates without a general health statement and negative TB test.
    - **Classroom Liability insurance** - Due November 15 (spring) or April 15 (fall) of the preceding semester.
    - **CPR/AED/First Aid Certification** - Due November 15 (spring) or April 15 (fall) of the preceding semester.
    - **Physical exam** - Due November 15 (spring) or April 15 (fall) of the preceding semester.
    - **Praxis II or ACTFL World Language Knowledge Test** - A complete listing of Wisconsin-approved subject area tests can be found on the ETS Website. To learn more about Wisconsin-approved world language assessments, go to the LTI Website. Passing Praxis II scores are due by January 7 (spring) or July 15 (fall).

- **Foundations of Reading Test (FoRT)** - Students enrolled in a program that requires the FoRT for licensure must make at least one attempt, with the results shared with the SOE office, by November 15 (spring) or April 15 (fall). A passing score is needed to obtain full licensure without stipulations. Consult your advisor about this test. See p. 21 of this handbook for specific scoring details.

- **Placement Policy** - Students are given the opportunity to make special requests for placement into clinical/teacher candidacy locations. Such requests can be made on the application for teacher candidacy. The members of the SOE discuss these requests and a final determination is made by the Director. Approval/Disapproval of special requests is based on the following factors:
  - The SOE seeks a quality placement that is the best fit for each teacher candidate. This fit involves several considerations such as student ability, disposition, personality, licensure requirements, etc.
  - Cooperating teachers must meet specified qualifications according to PI34.
  - Schools/Districts may have their full quota of teacher candidates for the year.
  - WLC SOE policy states that teacher candidates are not placed into a school they have attended.
  - Feedback on evaluation of previous placements may indicate limitations.

- **Portfolio** - Students formally present their portfolio as a requirement for admission to teacher candidacy. Education professors shall evaluate the presentation and portfolio via rubric and discussion.

- **Duties** - The teacher candidacy experience includes various activities normally performed by a teacher in a school setting such as instruction, supervision, pupil evaluation, conferences with parents, and faculty meetings.

- **Administration** – The Director is the administrator of the teacher candidacy clinical experience. The Coordinator of Clinical Experiences identifies and verifies teacher candidate assignments. Both enlist cooperating teachers and primary teacher candidate supervisors who have had at least three years of successful teaching experience at the appropriate grade level. The Director also provides access to other subject matter supervisors as needed. These supervisors are selected from the WLC faculty.

- **Visitation** – Each teacher candidate is visited at least four times by the primary supervisor for at least one hour per visit. The additional subject matter supervisors – if applicable – also participate in the evaluative visit.

- **Evaluation** – Each teacher candidate receives at least four written evaluations based on classroom observation according to the SOE criteria and participates in at least two conferences involving the cooperating teacher and the SOE supervisors. Copies of the written evaluations are filed in the student's file and become part of permanent record.

Release of these evaluations to potential employers occurs only upon request of the student.

- **Internship** – Students selected to participate in an internship placement may need to interview with the district and complete other applications for consideration. Students will meet with the Director to discuss further options.

Qualifications of Cooperating Teachers and College Supervisors

Cooperating teachers must:

- Hold a regular Wisconsin license (or its equivalent) for the teaching assignment.
- Have three years of teaching experience with at least one year of experience in the school system of current employment.
- Have completed a course or seminar in supervision of teacher candidates.

College supervisors must:

- Have taught in PK-12 schools.
- Be a member of WLC faculty (full-time or adjunct).

Policy on full semester placement arrangements

Teacher candidates are required to complete student teaching consisting of full days for a full semester, following the daily schedule and semester calendar of the cooperating school. Prior clinical experiences and the area of licensure that the teacher candidate is pursuing will determine the details of the placement.

Teacher candidates that will serve in an internship remain in one placement all semester.

Maximum allowance of time separation between coursework and teacher candidacy

It is recommended that teacher candidacy commence immediately upon the completion of the program requirements, including the successful portfolio presentation and passing of the required DPI assessments. In the event that circumstances prevent the student from participating in a professional semester immediately following the completion of coursework and program requirements, the following provisions are enacted:

- The student must submit a written request for delay of teacher candidacy to the Director. This request must include the rationale and anticipated time schedule for completion within the allowed time frame.
- The responsibility for continued communication with the SOE rests with the student.

Liability coverage for clinical experiences

WLC provides coverage. Contact the VP of Operations and/or VP of Finance for more details. Optional coverage is available through membership in the Future Teachers' Education Association (FTEA), the Wisconsin Lutheran College chapter of the Student Wisconsin Education Association.

Liability issues with under-aged learners

Education majors must be cognizant of the liability issues that they may encounter when working with learners in an educational setting. Because we live in a litigious society that can often misinterpret good intentions, the SOE encourages special vigilance in the following areas:

- Use of personal automobile to transport learners to school events or otherwise is absolutely forbidden.
- Personal social networking sites (such as Facebook, Twitter, Instagram, etc.) should not be shared with under-aged learners under any circumstances.
- Individual or small group meetings with learners can take place in a school setting, however, education students must be prudent with keeping doors open and lights on and should inform supervisors about the activity.
- The language we use and the topics we discuss can easily be taken out of context, thus damaging relationships with learners, colleagues, and potentially future employers. Therefore, education students should choose words and expressions carefully.

Additional Education Policies

Transfer Students

Previous coursework is evaluated by the registrar and, in the case of SOE coursework, by the Director of Certification/Licensure in accordance with the SOE's approved programs for licensure. Specific procedural information for transfers is found in the WLC Catalog and on the Admissions website.

Post-Baccalaureate Candidates

Candidates who have completed a bachelor's degree can apply for admittance through the College of Professional Studies.

Graduation

SOE students who have met all of their degree and program requirements – except for teacher candidacy – and have accumulated 120 credits are eligible to process at the May or December graduation ceremonies. Students are advised to check with the registrar and financial aid offices as well as their advisor for specific information.

Licensing

Upon completion of a licensure program, including testing requirements, the Director of Certification/Licensure will endorse graduates for a Provisional License (Tier 2) with DPI. Program completers can advance to a Lifetime License (Tier 3) after completing 6 semesters of teaching. Graduates who complete a licensure program, but not testing requirements, are eligible for a 1-year License with Stipulations (Tier 1) which can be advanced to a Provisional License (Tier 2) upon successful completion of testing requirements.

> Instruct a wise man and he will be wiser still; teach a righteous man and he will add to his learning. – *Proverbs 9:9*

Performance-Based Assessment, Policies, and Procedures

Performance-Based Assessment Program

Because the nature of learning is so complex, it is difficult to define, demonstrate, and assess knowledge, skills, and dispositions in isolation from each other. The WLC teacher education program sees the Servant Leader conceptual framework as an embodiment of the complementary nature of the three aspects of teaching and learning. What follows are the SOE's generalized, contextualized definitions for each:

Knowledge: Even though earthly knowledge is constantly increasing, changing, and integrating with new dimensions of learning, the WLC SOE student should not only strive to be the most current in earthly knowledge, but also recognize that some knowledge is that which provides information about the content areas, curriculum, instruction, and learner. The student must demonstrate this knowledge through a variety of means – standardized test, identified tasks, and course level assessments.

Skills: Just as knowledge changes so do the essential skills needed for teaching and for learning. The student should demonstrate that s/he possess the abilities to prepare, plan, and execute tasks for teaching and learning.

Dispositions: Also labeled "attitudes," are generally understood to be a necessary component for effective teaching and learning. The mission of the SOE is to prepare quality teachers and positive role models. Within this spirit, our intent is to develop professionals who embrace the character of teacher as servant leader: "Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself and became obedient to death – even death on a cross!" - *Philippians 2:3-8*

Set within the context described above, the following represent the components that contribute to the assessment of the knowledge, skills, and dispositions of the WLC teacher education program and the Teacher Education Standards:

Research-Based Competencies

Utilizing research-based approaches such as C. Danielson's *Enhancing Professional Practice: A Framework for Teaching (2008),* the SOE has defined and described competencies to assess

performance on a developmental basis as students progress through the program. This spans from beginning coursework and clinical experiences to the capstone coursework and formal teacher candidacy or internship. Danielson's four domains (Planning/Preparations, Classroom Environment, Instruction, and Professional Responsibilities) are reflected in the evaluation forms designed and used by the SOE to assess performance in all clinical experiences.

Standards-Based Assessments

Using the Wisconsin State Teacher Standards as the basis for the WLC Teacher Education Standards, the SOE has chosen to maintain the framework of the Teacher Education Standards and to integrate the aspects of our College mission, vision, and educational philosophy within that framework. Students prepare and present portfolios based on these standards at four critical stages during their progress through the program: entry, during, pre-teacher candidacy, and post-teacher candidacy.

Standardized Tests

In order to receive an educator license in Wisconsin, DPI requires applicants to demonstrate competency in the content knowledge of their specific license area. Tests and passing scores are approved by the State Superintendent.

- **Content Knowledge Praxis II Test**
  This test is required for 1) K4-9 elementary students who have not met GPA criteria or 2) social studies, science, and English language arts majors. It needs to be completed before teacher candidacy. Consult with your advisor to determine if this test is necessary. Please see p. 16 of this handbook for testing deadlines. A complete listing of Wisconsin-approved subject area tests can be found on the ETS website.

- **Content Knowledge ACTFL World Language Test**
  This test is required for students seeking a K4-12 Spanish license who earned a GPA lower than 3.0 GPA in their Spanish major and is available to program completers who hold an Elementary and Middle School license and would like to add Spanish at the K4-9 level. Students interested in this pathway should consult with the Director of Certification/Licensure. Proficiency Level: Wisconsin requires both the Oral Proficiency Interview (OPI-OPIc) and Writing Proficiency Test (WPT). The qualifying score for each test is "Intermediate High." To learn more about Wisconsin-approved world language assessments, see the LTI website.

- **Foundations of Reading Test (FoRT)**
  This test is required for K4-9 Elementary and Special Education majors, with at least one attempt made by November 15 (for spring student teachers) or April 15 (for fall student teachers). A passing score of 233 is needed to obtain full licensure without stipulations. Those not passing FoRT will receive a 1-year Tier 1 license based on stipulations. For more information, see the FoRT website.

School-Based Experiences

These defined clinical opportunities are designed to reflect developmental levels in scope and sequence of responsibilities and performance expectations. These clinicals provide opportunities to observe, assist, and practice strategic instruction. Besides learning the "work" of a teacher, WLC students are expected to demonstrate professional demeanor, Christian behaviors, and servant leadership in every aspect of the clinical experience, from punctuality to classroom performance to appropriate dress.

Policies and Procedures for Entry and Completion of the Program

Since the plan for performance-based assessment is integrated throughout the program, the following guidelines are designed to reflect research-based practice, standards, and developmental progression through the stages required in the teacher education program. Students seeking admission to the SOE must meet the requirements for admission to the program as described below.

Stage 1 – Admission and Portfolio

During this stage, applicants must prepare and present a portfolio that includes evidence of knowledge, skill, and disposition development for this entry stage. The evidence should validate academic performance skills in communication and teaching. Additionally, reflective analysis skills should be evident in the preparation of a rationale and early educational philosophy. The Teacher Education Standards and the conceptual framework must be the focus of the portfolio. Specific guidelines and a scoring guide for this portfolio are introduced in EDU201 and EDU221.

- **Application Requirements for Admission:**
    - **Credits** - Application for admission may occur any time after the student has completed 30 semester hours.
    - **GPA** - Students must hold a cumulative GPA of not less than 2.5. Appeals of this requirement must be initiated by the student according to the procedures listed in the *Student Affairs Handbook* for academic appeals and grievances.
    - **Minimum Course Grade in any EDU course** - BC
    - **Speaking/Listening** - Students must demonstrate proficiency in speaking and listening. This may be accomplished by satisfactory completion of COM 101, a general degree requirement for all students.
    - **Selection of a Personal Research Topic** - As future professional educators, ongoing personal research is an essential expectation that expands one's knowledge, skills, and dispositions. Though one may find EDU courses include assignments that provide opportunity for research, this requirement of the teacher education program strives to encourage ongoing research of an educational topic of personal interest in order to achieve more in-depth understanding. Documentation of this research is required in Stage 3 Portfolio.

- **Conduct and Competency Questionnaire and Background Check** - As a requirement of EDU 292, students must complete a conduct and competency questionnaire and pass a background check. All background check procedures must be completed prior to the first clinical in no more than 6 months prior to admittance to the SOE. Convictions for crimes which would lead to the automatic revocation of teacher licensure under s. 115.31 (2g), Wis. Stats., shall result in additional review prior to program admission. A meeting will be scheduled with the directors and the candidate to discuss background check results and the impact of results on program admission decisions. All applicants must agree to and sign the following dispositional statement found on the SOE application: "If I am admitted to the School of Education, I will represent WLC in various field experiences. I understand that I need to conduct myself in a manner that reflects the dispositional goals of the program. Actions that are not in accord with these goals could result in disciplinary action, including dismissal from the program." Criminal history may disqualify a candidate from field placements and/or current and future employment opportunities. Districts or schools requiring their own background checks will inform the SOE and teacher candidates of the appropriate process/paperwork.
- **Application Forms** - Students must officially:
    a. Declare their major; declare their minor, if applicable.
    b. Complete a separate application for admission to the SOE.
- **300-400 Level Courses** - Students must be admitted to the SOE program or have Director approval to enroll in 300-400 level education courses.

Stage 2 – Portfolio

During this stage, each student's advisor will meet with his/her advisee to oversee his/her progress in the program and continuing development of the portfolio. Students participate in group presentation practice sessions with their advisor and other peer advisees. The feedback/editing process is integrated into the EDU332 coursework.

Retention in the Teacher Education Program

A student accepted in the SOE Program is expected to exhibit a level of professionalism to reflect the conceptual framework and maturation process, as follows:

- **GPA** - The advisor uses grade report forms to monitor the academic performance in order to encourage the student to be mindful of the 3.0 exit GPA in the major, minor, and educational sequence. (Exceptions may not exceed 10% of the total number of students completing certification programs each year.)
- **Course Requirements** - The advisor continues to advise the student about specifics for meeting degree and certification requirements.
- **Clinicals** - Students should be successfully participating in extended field experiences and generating various reflective responses regarding their teaching, tutoring, and observations, etc. Students must be able to document experiences in classrooms that represent the extent of licensure areas.

Stage 3 – Entry into Teacher Candidacy

During this stage, students enroll in EDU493, teacher candidacy seminar, as well as present their portfolios that address the Teacher Education Standards.

Teacher Candidacy Seminar

In readiness for this culminating experience, the Director plans for a 1-credit portfolio seminar, which assists with the preparation and presentation of the Performance-Based Portfolio and Application for Teacher Candidacy. Prospective teacher candidates are required to enroll in this seminar the semester prior to anticipated teacher candidacy. Application for teacher candidacy and specific guidelines and rubric for the portfolio will be provided in EDU493. Presentations of the portfolios typically occur at the end of exam week.

Stage 3 Portfolio Presentation

Artifacts that could be expected in the portfolio include the following:

- Performance assessments of clinical
- Samples of pupil work as evidence that students learn as a result of candidate's instruction
- Examples of lessons in education and presentations in liberal arts courses
- Samples of pupil assessments, especially if designed by education students
- Requirements of major/minor and personal research
- Samples of written work in a variety of applications and for a diverse audience
- Evidence of technology growth and application
- Assignments addressing individual learner needs
- Artifacts related to specific statute requirements

The presentations are open to the campus community. All full-time education faculty and some adjunct faculty assess the portfolio presentations through the use of a rubric. All presentations are digitally recorded and held for archival program assessment purposes.

In cases of inadequate performances, students may be 1) denied teacher candidacy; 2) delayed in teacher candidacy in exchange for retaking coursework and/or clinicals; or 3) required to revise and re-present the portfolio if the portfolio presentation is deemed unsatisfactory.

It is understood that the student who postpones his/her Stage 3 Portfolio presentation due to unfinished course work, technology problems, or a lack of preparation is not guaranteed an assigned teacher candidacy position through the SOE.

Stage 4 – Teacher Candidacy to Completion

During this stage, the emphasis is not only on teaching, but also on the development of a professional who is a reflective practitioner and continual learner. Regular feedback from the cooperating teacher and the college supervisor concerning the teaching aspect is provided through written formats and post-observation conferences. Journal entries provide insight into the reflection and ongoing development of the teacher candidate into professional mode.

Seminar for Teacher Candidates

Also during this experience, teacher candidates must be enrolled in seminar – EDU 496 – which allows for sharing of experiences and overviewing of key strands of the SOE program. Coursework activities are related to the teacher candidacy experience and preparation for employment. When the teacher candidate has completed the semester successfully, s/he meets with the supervisor and directors for an exit interview. During this meeting, the student presents an updated portfolio, which includes evidence from teacher candidacy and a beginning plan for professional development. This portfolio must also address the areas in need of improvement or expansion identified in the rubric and narrative feedback from Stage 3 Portfolio.

The above opportunities for feedback and assessment are part of a systematic evaluation process which is designed to assess the knowledge, skills, and competency of the SOE students when they complete their professional education program and apply for certification. This process also includes procedures for evaluating the pre-teacher candidacy clinical experiences, the teacher candidacy experience, competencies in the subject matter of majors and minors, and knowledge and skill in the field of education. (The complete Assessment Plan and annual reports are available in the SOE office.)

Policy on Absences from Teacher Candidacy

It is understood that a teacher candidate may need to be absent for a significant or serious reason, however, if a teacher candidate is absent more than 2 days s/he may be required to make up the time. After consultation with the cooperating teacher, teacher candidate, and college supervisor, the Director determines whether additional classroom experience time is necessary and if so, what that experience entails. Undocumented absences put completion of teacher candidacy in jeopardy. When absence is necessary, the teacher candidate should adhere to the following:

- Inform the cooperating teacher as far ahead of time as possible.
- Inform the school secretary before the school day begins.
- Call the supervisor early in the day informing him/her of the absence.

Participation in Athletics during Teacher Candidacy

Upon admission to the SOE, candidates sign a statement that they understand that requirements for student teaching will limit or preclude participation in athletics during the student teaching semester. Please schedule a meeting with the EDU directors upon admission to the SOE to ensure understanding of expectations and course planning.

Exit Meeting with College Supervisor
An exit meeting with the teacher candidate and supervisor must be held no earlier than the last week of teacher candidacy. This meeting allows the supervisor to overview the experience, check necessary paperwork, and highlight the developmental growth in teaching.

Exit Interview with the Directors
The Directors will schedule an exit interview after the exit meeting with the college supervisor. All required paperwork and evaluations will be reviewed to ensure the file is complete for certification.

Certification
Upon successful completion of this experience, the student completes application for licensure. Specific procedures and requirements for this will be handled in the exit interview. The education program at WLC leads to certification as a K4-9, 4-12, or K4-12 teacher.

Completion and Follow-up

According to PI34, teacher education programs must develop avenues for follow-up with their completers. One such example of follow-up at WLC is the Lifeline Assistance Program (LAP). A second example is that the SOE office keeps record of completers' employment, generating first year and second year statistics. Finally, the SOE office coordinates with the WLC alumni office to update records of our new completers.

Alumni Survey
The SOE has developed a survey to assess the knowledge, skills, dispositions, and teaching competencies to assure WLC constituencies that the completers of the teacher education program meet the expected high standards of the state of Wisconsin. This survey process has two components: a self-evaluation and supervisor/administrator evaluation. Both provide meaningful assessment dates used by the school for improvement and advancement of the program.

> Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight. – *Proverbs 3:5-6*