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 requirement 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 attaining 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 as well as for 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 policies and procedures and is constructed to serve as a basis for evaluation of the program of teacher education by the Department of Public Instruction of the State of Wisconsin, the faculty, and administration of Wisconsin Lutheran College.
Dear Future Educator,

At Wisconsin Lutheran College, we place strong emphasis on preparing Christian teachers who are Servant Leaders to meet the professional expectations of a fast-paced contemporary educational setting.

To meet the challenge of being a professional educator, you should begin early to work in varied settings with children and young adults, to seek guidance and advice from those in the field and to become actively involved in activities to explore many educational perspectives such as those provided through the Future Teachers Education Association (FTEA).

The core and substance of your preparation are your coursework and clinical experiences; but merely “checking off” the courses is not only uninteresting and insufficient in your professional development, but also indicative of a lack of focus and commitment. Preparing to be an educator is an investment of time, talents, and efforts; the rewards, while not necessarily great monetarily, are immeasurable in the enlightened eyes or the smiles of successful learning of your future learners. To that end, this handbook serves as a guide through that process. It is your responsibility to be fully aware of the information contained in this handbook.

To assist that development into a professional educator, you must be a diligent student and reflective practitioner who can draw on many resources; recognize opportunities for development; assimilate new knowledge, skills, and attitudes; build networks of support; and integrate these experiences into thoughtful, insightful discourse.

It is the prayer of our faculty that each teacher education student use his/her God-given gifts and abilities to develop the essential knowledge, skills, and attitudes of a professional Christian educator and Servant Leader.

“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
Part One:

Governing Statements

“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 recognize the spirit of truth and the spirit of falsehood.” 1 John 4:4-6

“The liberally educated person is one who is able to resist the easy and preferred answers, not because he is obstinate, but because he knows others (answers) that may be worthy of consideration.”

Allan Bloom
Wisconsin Lutheran College
Governing Statements

The following statements characterize the educational intentions at Wisconsin Lutheran College and provide the context, structure, and connections within and out of which teacher education 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. Wisconsin Lutheran College 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. (Appendix A)

Mission

The charter of Wisconsin Lutheran College (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” (Wisconsin Lutheran College mission statement-Appendix A)

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

Wisconsin Lutheran College 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. Within this framework the College designs its programs.
Mission of Teacher Education at Wisconsin Lutheran College

Teacher Education is one of the professional programs offered at Wisconsin Lutheran College 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, 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.

Core Goals of Teacher Education

The four core goals of the program which create the encompassing facets for the focus of the conceptual framework are as follows:

Goal 1: The Teacher as Professional

To prepare teaching professionals who demonstrate a commitment to other human beings as an extension of who they are as Christians and who reflect in their personal lives the qualities indicative of Christian commitment and leadership.

Goal 2: The Teacher as Knowledgeable

To prepare teaching professionals who demonstrate mastery of their content areas, skill in methods of teaching, sensitivity to the needs of students and parents, and in appreciation for the impact of education on society as a means for promoting positive human relations.

Goal 3: The Teacher as Communicator

To prepare teaching professionals who possess communication skills that further enhance and demonstrate knowledge and respect of individual student needs, abilities, and cultural aspects through academic performances and clinical field experiences with school systems representing urban, suburban, or rural characteristics of American life.

Goal 4: The Teacher as Life-long Learner

To prepare teaching professionals who demonstrate and articulate the need for life-long learning as that relates to the disciplines of their content areas, to the art and science of teaching and to their own spiritual faith and service lives.
Conceptual Framework: The Teacher as Servant Leader

Explanation of Conceptual Framework

The conceptual framework for the professional preparation programs in Teacher Education at Wisconsin Lutheran College is centered on the development of teacher as servant-leader. The framework is organized around four interconnected core goals: Teacher as Professional, Knowledgeable, Communicator, and Life-long Learner. These are depicted in the diagram encircling the central focus of teacher as servant-leader.

Surrounding the goals are the ten teacher standards, strategically positioned with standards nine and ten serving as the support (or legs) for the framework; additionally these two standards represent support for engagement in continuous development of our educational faculty, our students, and the larger community. 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 teacher education programs.

Definition of Servant Leader

Because the role of an educator in this new era 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. Sometimes the natures operate simultaneously and other times independently. The dual natures highlight the express “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 teacher.

2. As a leader, the teacher leads as s/he takes initiative; sets a positive example; seeks opportunities to participate, share, and lead; and continually, consciously plans for improvement in service and leadership.
Professional 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 School of Education of Wisconsin Lutheran College 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 Wisconsin Lutheran College;
- 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, 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/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 through 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 that reflect fully, respectfully, and according to biblical principles (Matthew 18);
- Demonstrates that communication is an integral necessity for successful learning.

Goal 4: The Teacher as Life-long Learner

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 set 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 teacher education program revolves around performance-based expectations as articulated in the ten Academic Goals of the institution and the ten Teacher Education Standards for the state of Wisconsin (WDPI34.02). These provide direction for the scope and sequence of the Wisconsin Lutheran College 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 attitudes.

**Standard 1: The teacher knows the subject content.**
The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make content meaningful and purposeful for learners. [P134.02(1)]

**Standard 2: The teacher knows how learners grow and develop.**
The teacher demonstrates understanding of how learners with broad ranges of ability learn and provides instruction that supports student intellectual, social, emotional, and personal development. [P134.02(2)]

**Standard 3: The teacher understands diversity.**
The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers may exist impeding learning, and that adaptation of instruction may meet these diverse needs of learners, including those with disabilities and exceptionalities. [P134.02(3)]

**Standard 4: The teacher knows how to teach.**
The teacher understands and uses a variety of instructional strategies, including technology, to encourage learner development of critical thinking, problem solving, and performance skills. [P134.02(4)]

**Standard 5: The teacher knows how to create and maintain a positive learning environment.**
The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learners through positive social interaction, active learning, and self-motivation. [P134.02(5)]

**Standard 6: The teacher promotes and models effective communication.**
The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school, and in the community. [P134.02(6)]

**Standard 7: The teacher possesses knowledge of educational foundations and skill at instructional planning.**
The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning, and clearly articulate a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundations, subject matter, learners, the community, and curricular goals or standards. [P134.02(7)]

**Standard 8: The teacher knows how to assess and evaluate student learning.**
The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development and advancement of the learner. [P134.02(8)]

**Standard 9: The teacher models Christian professional integrity.**
The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strives for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one’s faith life. [P134.02(9)]

**Standard 10: The teacher networks with educational professionals and the community.**
The teacher fosters positive relationships with colleagues, parents, and agencies in the larger community to support learning and well being; and acts with a Christian attitude, integrity, fairness, and professionalism in an ethical manner. [P134.02(10)]
Part Two:
Organization and Governance
of the Teacher Education Program

“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.”

Col 2:2-5

“The educated differ from the uneducated as much as the living from the dead”

Aristotle
Organization and Governance of the Teacher Education Program

Board of Regents Responsibility to the Programs of Teacher Education

The Board of Regents of Wisconsin Lutheran College, in properly convened meeting, approved the adoption of a program of teacher preparation at the early childhood, middle childhood, early adolescent, and adolescent levels and through adoption of the School of Education budget and the calling of appropriate faculty, assumed responsibility for the support of the School of Education through the President and the Provost.

Organizational Structure

As illustrated by the College’s organizational structure, the School of Education is organized in such a way that the Director of Teacher Education reports directly to the Dean of the College of Professional Studies. The organizational chart for the faculty indicates that the Director of Teacher Education is a permanent advisory member of the UndergraduateCurriculum Committee. The School of Education is a member of the College of Professional Studies which also includes the schools of Professional Communication, Business, and Nursing. A faculty member from each of these schools is appointed by the Dean to serve on the Academic Council. (Appendix A)

Teacher Education Personnel Policies

Teacher education 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 Wisconsin Lutheran College and as described in the Faculty Handbook sections dealing with the faculty body, conditions of service, faculty development, faculty rights and responsibilities, and faculty evaluation.

Teacher Education Faculty Responsibilities

Teacher education 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 Department of Public Instruction 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 efforts of the education faculty shall be supervised by the Director of Teacher Education.

Administration of Teacher Education Program

Director of Teacher Education

The Director of Teacher Education shall administer the program of teacher education and shall be accountable to the Vice President for Academic Affairs. In general, but not limited to, the Director shall:

- Oversee the education curriculum to ensure compliance with the Administrative Code of the Department of Public Instruction of the State of Wisconsin and with the mission and purposes of Wisconsin Lutheran College;
- 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 the Department of Public Instruction 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 (Appendix A for specific position description).
**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 Vice President for Academic Affairs. In general, but not limited to, the Director of Certification/Licensure shall:

- Engage in those tasks which are required for a high-quality education program mandated by state code and supported by Wisconsin Lutheran College;
- Recommend those students for licensure who have satisfactorily met all education requirements and who have demonstrated those high professionals standards expected by the School of Education at Wisconsin Lutheran College;
- Provide ongoing support and professional development for graduates of the program;
- Conduct graduate follow-up assessment (Appendix A for specific position description).

*On the basis of the above lists of administrative responsibilities, the provost has designated that six 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 School of Education 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 Wisconsin Lutheran College. A summary of each education instructor's professional curriculum vitae is available upon request from the office of the Vice President of Academic Affairs.

The full-time education faculty consists of the following:

- James Holman, B.S., M.A., Director of Teacher Education
- Joyce Natzke, B.S., M.A., Ph.D., Dean of Adult & Graduate Studies. Director of Certification/Licensure for AGS
- Alan Bitter, B.S., M.A. Director of Certification/Licensure for Undergraduates
- David Brightsman, B.S., M.A., Ph.D., Dean of College of Professional Studies
- Sharon Burow, B.S., M.S., Ed.D.
- Joe DuFore, B.S., M.A.
- Ray Dusseau, B.S., M.S., Ph.D.
- Martin Miller, B.S., M.A.
- Mark Murphy, B.S., M.A.
- Kristin Schulz, B.S., M.A.
- Rhoda Wolle, B.S., M.A., Ph.D.

Members of the adjunct academic staff include:

- Susan Ayvazeedah, B.S., M.S.
- Ron Buelow, B.S., M.A.T., Ph.D.
- Rebecca Carey, B.S.N., M.S.N., Ph.D.
- Kim Fischer, B.S., M.A.
- Pam Lippert, B.S., M.S.
- Jason Nelson, B.S., M.A.
- Jennifer Schweinert, B.S., M.A.

**Support Personnel**

- Larry Collyard, B.S., M.A., Coordinator of Clinical Experiences, (Appendix A)
- Cindy Gut, B.S., Administrative Assistant, (Appendix A)
Faculty Selection, Retention, and Promotion

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

Adjunct Faculty and Faculty Exchange

Some of the instructors in the professional teacher preparation program at Wisconsin Lutheran College teach in an adjunct capacity. The School of Education 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 early childhood, middle childhood, early adolescent, or adolescent school 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 Wisconsin Lutheran College maintain active involvement in various early childhood, elementary, middle, and secondary schools. It is believed that such involvement helps our education faculty to remain current in their disciplines and to bring continually fresh perspectives to their classrooms. (Consult individual curriculum vitae)

Faculty Assignments and Load

Education professors are required to serve in all the capacities of faculty in other WLC Schools 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 twelve 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 twelve students in a clinical. For supervision of teacher candidates Education faculty are assigned 1 credit for each full-time teacher candidate.

School Meetings

WLC school of education 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 distributed to the faculty shortly after each meeting. Minutes are archived in the education office.

Facilities, Instructional Materials, and Equipment

Wisconsin Lutheran College offers the future educator a considerable array of resources to aid in his/her professional preparation. Central to those resources is the Wisconsin Lutheran College library. This academic collection has access to over 700,000 volumes through TOPCAT, the shared online catalog to collections at 8 southeastern Wisconsin colleges with patron initiated requests delivered between these libraries Monday through Friday year round. Journal holdings are enhanced by full text on-line offerings available through ERIC and other on-line 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 is located in the library. Students also have access to interlibrary loans through WorldCat.

Community Partnerships

The School of Education at Wisconsin Lutheran College recognizes the importance of establishing meaningful partnerships with schools. The following descriptions highlight some of the key partnerships that are in place.

Local Partnerships

Bruce Guadalupe School

Bruce Guadalupe School is a charter school located on Milwaukee’s south side. Through a partnership fostered by Wisconsin Lutheran College Campus Pastors, approximately forty Wisconsin Lutheran College students travel to Bruce Guadalupe School once a week. While there, they teach Bible lessons in an after-school program that services students from kindergarten to grade six.
Center for Urban Teaching

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 continue 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.

At the Center for Urban Teaching we are recruiting undergraduate students from Wisconsin Lutheran, Martin Luther, Marquette, Cardinal Stritch, and Concordia to choose urban teaching as a calling, thereby expanding the number of outstanding teacher candidates who enter public and private urban teaching positions. We provide additional training and intense experiences outside of their regular teacher preparation courses to produce graduates who are prepared to achieve and sustain excellence in the urban classroom. In addition, we are expanding the circle of excellent urban teachers through the training and support of first and second year teacher currently serving in urban schools in Milwaukee.

Hope Christian Schools

Wisconsin Lutheran College students are active as student tutors at the Hope Christian Schools. Several Wisconsin Lutheran College alumni are employed by the Hope organization as teachers, administrators, educational assistants, and administrative staff. The locations of the Hope Schools in the heart of Milwaukee’s urban center have provided educational experiences for Wisconsin Lutheran College students who have an interest in urban education.

Pathways to College

Pathways to College is a program designed to assist lower-income, first generation college students who have the potential to succeed in college. The primary focus of the program is to develop students to be academically sound, to be socially and spiritually strong, and to have the financial resources to continue their education beyond high school. The Wisconsin Lutheran College School of Education continues a relationship with the Pathways Director and staff, and seeks future opportunities to education majors to assist with its programming.

St. Marcus Lutheran School

The Wisconsin Lutheran College School of Education has a strong relationship with St. Marcus Lutheran School in Milwaukee. Wisconsin Lutheran College alumni and students are active in directing the Wandani Program, an after-school and weekend ministry serving teens in the central city. In addition, Wisconsin Lutheran College students serve as tutors during and after school days at St. Marcus. Several alumni are employed as teachers or in other ministry positions at St. Marcus.

Wauwatosa School District

Most of the students enrolled in EDU 328: Foundations of Teaching Mathematics complete all of their clinical hours at Lincoln, Jefferson, Roosevelt, or Washington Elementary Schools in Wauwatosa. As part of their clinical requirement, each student completes an action research project. This project requires the cooperation and assistance of the teachers at these Wauwatosa schools. At the conclusion of the semester, the Wisconsin Lutheran College students present a poster session in which they share their action research results with the campus community. The administrators and faculty of the Wauwatosa schools are also invited to attend.

National Partnerships

KIPP Academy (Bronx); KIPP Ascend Academy (Chicago);
Frederick Douglas Academy (Harlem); San Miguel Schools (Chicago)

Wisconsin Lutheran College students who have a passion for urban teaching can participate in special learning events. Professor Ray Dusseau has established partnerships with several high-performing urban schools. Each summer a small cohort of future urban teachers participate in a week-long immersion experience in New York City. Throughout the school year, additional groups of students are able to explore urban teaching via Wisconsin Lutheran College’s partnership with two-high performing schools in Chicago. These partnerships are in the early stages of formation; the Wisconsin Lutheran College faculty hopes to develop internship and clinical programs in these schools.
**International Partnerships**

**Hungary**

At Wisconsin Lutheran College service learning undertakings are embedded and identified within the early childhood coursework. Assignments provide a foundation from which students can put new learning into action. Throughout the last decade needs/requests by the Hungarian Kindergarten superintendent have been shared in a related course and Wisconsin Lutheran College students determine their interest, talent, and level of involvement for the transferring of coursework into an international commitment.

The work in Hungary has been multi-curricular. For example, over the years collegiate studying early childhood literacy have applied their research of the various models of the teaching reading and given a seminar to reading curriculum teachers in Hungary, recorded children’s books on tape, made felt pieces for Hungarian folktales, and created big books to read and leave at the growing number of the English speaking schools.

It has been a marvelous exchange. The June dialoguing of the Hungarian and American participants has nurtured culture appreciation, language immersion, and the opportunity for comparative study of educational practices.

The second anchor in Hungary is the operating of a high school English camp that is also eleven years strong. Approximately six Wisconsin area Lutheran and public school high school students are chosen to live with Hungarian families and serve as classroom aids to the Wisconsin Lutheran College students and WELS teachers who are in the lead position of the two week camp. The college students who participate are from various majors and take charge of devotions and afternoon activities that require the Hungarians to utilize their English.

**Grenada**

Our presence in the Caribbean (St. Lucia, Antigua, and Grenada) is six years young and it has been determined that Grenada is where we are going to continue to establish roots. The contagious zeal for quality education by Cheryl Bernabe, principal of the Beacon Learning Center on the island has provided a natural partnership with Wisconsin Lutheran College. It mirrors some of the facets of the aforementioned project but have additional features. In early January each year, Wisconsin Lutheran College students spend several weeks immersed in the Grenadian school aiding, tutoring, and teaching. Additionally, another group of students head to Grenada to help at a science/music/ literacy/evangelism camp from late July through mid-August. Wisconsin Lutheran College utilizes the Caribbean texts and extends hands-on activities to approximately 130 Grenadian children from three through twelve year olds.

An additional grand funded the first two national early childhood conferences in Grenada in January 2007 and July 2008 in the name of Wisconsin Lutheran College. Over 300 teachers have participated in these workshops. Presenters have met with the Minister of Education who attended parts of the conferences and agrees to continue partnering with the college as there is no organized program of early childhood continuing education offered on the island.

**Teacher Education Advisory Committee**

The Teacher Education Advisory Committee meets biannually during the calendar year to provide the Wisconsin Lutheran College School of Education with feedback on its program. In particular, this committee provides Wisconsin Lutheran College with feedback on diversity issues. The committee, whose membership varies from year-to-year, includes administrators and teachers from public schools within Southeastern Wisconsin. An effort is made to include Wisconsin Lutheran College alumni among those on the committee. (Appendix A for listing of current committee members)

**Student Services**

General student services are described in the Student Handbook of Wisconsin Lutheran College. Career guidance, academic advising, personal counseling, health needs, spiritual guidance, housing, and food services are administered through the office of the Vice President of Student Affairs.

**Career Guidance**

Services related directly to the program of professional teacher preparation are administered by the Director of Teacher Education. These services include career guidance for education students, placement services, and employment and volunteer opportunities information. Teaching position openings are posted online and on the School of Education bulletin board outside the office of the Coordinator of
Clinical Experiences. Services provided by the Department of Public Instruction are posted online to inform students of teacher position openings.

**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 begin at Wisconsin Lutheran College as early as COL 102: Christian Life Planning and become highly focused for prospective teachers in EDU 496: Teacher Candidate Seminar.

**Official Documentation**

Cumulative transcripts are kept for each student in the office of the Registrar. However, duplicate transcripts as well as written evaluations of field experiences related to the education sequence are kept in the education office. Student 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 MY WLC 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: New Instructional Strategies) review the Teacher Education Handbook as part of the course requirements. Professors utilize class time and also assignments to acquaint students with the contents of the Handbook and expectations of the Teacher Education program. Additionally, education advisors check with advisees annually regarding ongoing progress in the program and at least once during Stage 2 portfolio development (Part Four: Assessment.)

**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 also the teacher of the required COL 101/COL 102 Freshmen Seminars. 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. Students are eligible to apply for a faculty advisor in their chosen major at the beginning of their sophomore year. 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.

**Advising in Teacher Education**

Education majors are assigned an advisor in the School of Education. Early Adolescent/Adolescent and Wide-Range education students are assigned a major advisor from the academic school in which the student wishes to seek a teaching major.

**Registration Procedures**

Understanding the program of study can greatly assist the students in a timely process through the program. This can occur when students actively participate in the registration process through the steps developed by the School of Education. To facilitate timely registration, students should:

1. Register early in the process to avoid critical courses being filled;
2. Obtain necessary registration materials and maintain copies of audit forms for general degree requirements, majors, minors, and/or professional education sequence;
3. Update the Teacher Education T-diagram (a four to five year overview of the student’s academic program: (Appendix B);
4. Develop a tentative list of courses for registration, being sure to
   a. Check General Degree Requirements (Appendix B)
   b. Read course descriptions for prerequisites
   c. Identify areas of conflict and investigate corrections with the Registrar
5. Schedule an appointment with the advisor in EDU and (if applicable) the subject major advisor for verification, clarification, and signatures;
6. Schedule an appointment with the advisor to complete registration for next semester and overview progress in the program;
7. Obtain authorization for registration;
8. Secure Vice President of Academic Affairs signature in the case of overload (19+ credits)
Part Three:
Program Definitions and Course 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*

“The world of knowledge takes a crazy turn when teachers themselves are taught to learn.”

Bertolt Brecht
Program Definitions

**At Risk** identifies those learners who are at-risk at not being successful for reasons not addressed through exceptionality or multiculturalism.

**Chapter P134 of the Wisconsin Administrative Code** describes the performance-based, standards-informed expectations of an approved education program.

**Clinical Program** means supervised experiences in a school setting which provide practical experience for the student enrolled in a professional education program including pre-student teaching, student teaching, practicum and internships. (Also called field work or pre-student teaching clinical—PST’s)

**Collateral Courses** are those course offered outside the major or minor discipline that fulfill those unique requirements of a program of study.

**Communication Skills** means proficiency in reading, writing, mathematics, speaking, listening, media, and technology including computers and emerging technology along with the ability to integrate those skills for instruction.

**Concentration** represents a minimum of 12 credit hours of course work in a subject.

**Conceptual Framework** is the articulation of the standards, assessments, and benchmarks used by an institution of higher education to determine the communication skills, human relation, teaching dispositions, content knowledge, pedagogical knowledge, and teaching practice competence of students who are candidates for certification.

**Content Knowledge** means understanding the central concepts, tools of inquiry, and structures of a subject area.

**Continuous Program Review** means a system of review and approval of teacher education programs, whereby program results are reviewed by the school annually and approval is granted by the state superintendent typically on a five-year basis.

**Cooperating Teacher** means a state certified or licensed school professional in a private or public early childhood, elementary, middle, junior high, or high school who supervises students during their clinical programs in cooperation with the college or university supervising staff and who meets specific criteria required (experience and supervision course).

**Coordinator of Clinical Experiences** is a member of the teacher education support staff whose primary responsibility is to identify schools for the purpose of clinical, practicum’s, and teacher candidacy.

**Course** means organized subject matter in which instruction is offered within a specified period of time and for which credit is usually granted by an accredited college or university.

**Declaration** means when a student formally declares a particular discipline as his/her major or minor field of study.

**DPI** means the Wisconsin Department of Public Instruction, the government agency within the state whose primary responsibility is to oversee K-12 public education.

**Discipline of Teacher Education, or School of Education** means the academic division within Wisconsin Lutheran College engaged in the preparation of professional school personnel in Wisconsin.

**Director of Certification and Licensure** means the principle administrator whose responsibility is to certify and license graduates of the approved teacher education program at Wisconsin Lutheran College.

**Director of Teacher Education** means the principal administrator of the approved teacher education program at Wisconsin Lutheran College.

**“Dispositions” in light of Wisconsin Lutheran College Conceptual Framework** The term dispositions refers to (a) the visible manifestations of the teacher’s faith as s/he nurtures positive, professional relationships with students, parents, colleagues, and community; and (b) the personal and professional integrity that will be apparent in the life of the Christian teacher as that person serves and leads.
**Diversity** encompasses acceptance and respect. It means understanding that each individual is unique, recognizing that individual differences exist. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, or other ideologies. Diversity is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions contained within each learner or educator.

**Electives** are optional courses offered within a particular discipline allowing students to investigate specific interest or expand breadth of understanding.

**Emotional Intelligence** is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them, and to use the information to guide one’s thinking and actions. It enables the personal attributes of self-awareness, impulse control, persistence, confidence, self-awareness, impulse control, persistence, confidence, self-motivation, empathy, social deftness, trustworthiness, adaptability, and a talent for collaboration.

**Equivalency** means the state of condition of being equal or comparable in value, meaning or effect, to given criteria established for courses, course work, programs, or experiences.

**ETS Recognition of Excellence** acknowledges, commends, and encourages outstanding individual performance on select PRAXIS II tests that measure specific subject matter. Examinees must earn the scaled score achieved by the top 15% of individuals who took the test. ETS issues a certificate, congratulatory letter, and notes the award on all Praxis reports.

**Field Work** means clinical experiences in PK-12 settings.

**FTEA** (Future Teachers Education Association) is the student education organization at Wisconsin Lutheran College.

**General Education Program** means that component of the institution’s baccalaureate degree program, in addition to course work taken in the major, minor, and the professional education sequence, which emphasizes the study of behavioral and social sciences, fine arts, humanities natural sciences, and mathematics (GDR’s).

**IHE** means an institution of higher education located in Wisconsin or out of state that is an accredited, four-year baccalaureate degree granting institution.

**Initial Educator** means an individual who has successfully completed an approved program and who is licensed by the School of Education for the first time in a particular level or category.

**In-service Educator** means an educator under contract.

**Institutional Endorsement** means written verification from the certifying officer at an institution which prepares professional school personnel that the applicant has satisfactorily completed the approved program and is recommended for a specific level or category license.

**Institution or College** means Wisconsin Lutheran College.

**Integration** means a curriculum framework using thematic units as an organizing principle where important concepts or topics related to the theme are identified and content and skills are integrated and used without regard to subject area lines.

**Interdisciplinary Minor** means the completion of an array of course in language arts, mathematics, science, and social studies as part of an approved program that authorizes the individual to teach integrated and interdisciplinary courses at the middle school levels.

**Internship** means an opportunity for the best pre-service teachers to enter the profession as a licensed teacher under a specialized contract. Because “Every intern can student teach—every student teacher cannot intern,” eligible teacher candidates must interview and demonstrate above average competencies and self-direction.

**Knowledge** means having the understanding of and ability to communicate the basic concepts of a field of study.

**License** means a document, including permits, issued by the School of Education under this chapter granting authority or permission to serve as an educator in Wisconsin public schools and is available to educators in private religious and nonsectarian schools.
**Listening Test** (See Steinbrecher-Willimington Listening Test)

**Major** means a field of study in which a student completes at least 36 semester credits as part of the approved program leading to certification.

**Minor** means a field of study in which a student completes at least 22 semester credits as part of the approved program leading to certification.

**No Child Left Behind** (NCLB) is the reauthorization of the Elementary and Secondary Education Act, originally passed in 1965. NCLB was passed into law in 2002 and represents a significant change in the federal government’s role in public schools throughout the United States, particularly in terms of assessment, accountability, and teacher quality.

**Pedagogical Knowledge** means an understanding of learning, human development, professional ethics, motivational techniques, cultural and individual differences, instructional strategies, classroom management, and assessment strategies that have an impact on the learner.

**Performance-based Licensing** means licensing that is focused on improved pupil learning and based on an assessment system that measures a candidate’s knowledge, skills, and disposition for teaching against established standards of performance and best practices.

**Performances** mean evidence that an individual can demonstrate techniques that improve pupil learning.

**Pre-service Educator** means a student in the process of preparing for the teaching profession, not yet under contract.

**Portfolio** means a collection of documentary evidence to demonstrate proficiency that may include but is not limited to whole group and individual pupil performance as measured by state, local, forma, and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures. Wisconsin Lutheran College has four portfolio review points: at entry, during progress, before teacher candidacy, and at exit.

**Practicum** describes an independent study that involves practical experience working in formal/informal classroom settings; it requires a written prospectus; a reflection must be one piece of the documentation of growth.

**Praxis I/Pre-Professional Skills Test** (PPST) identifies the essential entry-level skills in reading, writing, and mathematics that every future teacher should possess. Student must meet or exceed state established scores to be eligible to be admitted to the teacher education program and enroll in EDU 300+ courses.

**Praxis II (Content Knowledge) Tests** identifies the essential knowledge concepts that prospective teachers should possess and demonstrate achievement at determined performance levels. Wisconsin Lutheran College students should take this test upon acquiring junior status and achieve established score before being admitted to teacher candidacy. The deadline for passing Praxis II score submission is October 15 (Spring) or April 15 (Fall). Failure to successfully pass the Praxis II prohibits participation in teacher candidacy. (Effective 7/1/04)

**Primary Teacher Candidacy Supervisor** means the member of the education faculty assigned as the college supervisor for a teacher candidate.

**Professional Development Plan** means a list of activities, timelines for achievement, and a plan for assessment that indicates professional growth that has as a goal the improvement of student learning.

**Professional Education Sequence** means the educational foundations, the instructional materials and the methodology course work, and the clinical program designed for student enrolled in a professional education program.

**Professional Education Program** means the sequence of courses included in the baccalaureate degree for preparing professional school personnel for certification in the state of Wisconsin.

**Pupil** means any person age birth through 21 who is enrolled in a prekindergarten through grade 12 school or a school program.

**Rationale** means justification or explanation of reasons; specifically applied to the justification for the inclusion of an artifact under a teacher standard in the teacher education portfolio. A rationale must answer: What? So What? And Now What? Regarding the selected artifact.
**Reflection** means an elaboration on the self-evaluation of one’s particular experience and which responds to the 4R’s: Recollection, Reaction, Relevance, and Responsibility (Appendix E).

**Research Base** means the theoretical bases upon which a program of study in professional education is organized including the formal structure of inquiry used for the purpose of making program improvements. (Best Practices)

**Servant Leader** describes the dual nature of our conceptual framework because as Christian educators we both serve others and prepare to lead when appropriate.

**Service Learning** is a teaching method that integrates community service into the school curriculum by addressing real life problems. Service-Learning must address an identifiable need, allow students to develop positions of advocacy, and engage them in acts of service that are clearly connected to the curriculum of the school. Opportunity for reflection is to be present at the various stages of service-learning.

**State Superintendent** means the superintendent of public instruction for the State of Wisconsin.

**Steinbrecher-Willmington Listening Test** is a 45 minute audio/visual test that assesses ability in listening, including listening to understand, to evaluate, and to empathize as a candidate is presented with various kinds of videotaped messages. A minimum score of 68% is required.

**Student Teaching** means classroom practice through observation, participation, and actual teaching under the direction of a college supervisor of teacher candidates and a cooperating teacher as a part of the professional education program offered by Wisconsin Lutheran College.

**T-Chart** is a practical document in which Wisconsin Lutheran College education majors upon acceptance into teacher education plan their 4-5 year course of study. A copy of the T-chart is filed with the student’s advisor.

**Teacher Candidate Supervisor** means the member of the full-time and/or adjunct faculty designated as the subject area supervisor of a teacher candidate as deemed necessary by the Director.

**Teacher Education** means the preparation of professional school personnel through the approved professional education program offered by Wisconsin Lutheran College at the baccalaureate level.

**Title II of the HEA Report** Every spring Wisconsin Lutheran College reports its performance scores on standardized test and other assessments to the DPI as mandated by the Higher Education Act. The state then prepares an annual report card on the quality of teacher education which is submitted to the U.S. Department of Education. Wisconsin Lutheran College formally publishes its results online at its website and in admissions materials.

**Wisconsin Model Academic Standards** means pupil academic standards for licenses. [118.20 (1) (a)], Stats.

**Wisconsin Standards for Teacher Development and Licensure** means the standards for licenses contained in subch. II.

**Wisconsin Improvement (Intern) Program (WIP)** is a consortium of teacher preparation institutions and the DPI. The purpose of WIP is to promote and encourage the professional development and education of teachers throughout their careers. Two major initiatives of WIP are the Teacher Intern Program and the funding of professional development programs for interns and cooperating teachers throughout the state.
TEACHER EDUCATION PROGRAM REQUIREMENTS

General Requirements for a License

All student seeking licensure to teach in public schools of the state of Wisconsin must meet the following requirements which constitute the approved program for Early Childhood/Middle Childhood (formerly PK to Grade 6 or approximately ages Birth to 11); Middle Childhood/Early Adolescence (formerly Grades 1-9 or approximately ages 6 to 13); Early Adolescence/Adolescence (formerly Grades 6 10 12 or approximately ages 13 to 21); and Wide Range (formerly Grades K-12 or approximately ages 6 to 21) for a specialized subject area of Art, Music, Foreign Language, or Theatre. All requirements must be met before a recommendation for a teaching license can be authorized Please consult the School of Education web page of Wisconsin Lutheran College Academic Bulletin for course descriptions. Specific course syllabi are also available in the School of Education Office.

<table>
<thead>
<tr>
<th>Early Childhood Education Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood (EC)/Middle Childhood (MC)-Ages Birth to 11 years</td>
</tr>
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</table>

A. PROFESSIONAL SEQUENCE—Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Education in a Diverse Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Educational Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 221</td>
<td>Instructional/Classroom Management Strategies</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educating the Exceptional Individual</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 312</td>
<td>Instructional Strategies/Curriculum/Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 314</td>
<td>Early Childhood Assessment</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 315</td>
<td>Wellness and Movement</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 316</td>
<td>Home/School/Community</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 324</td>
<td>Teaching Social Studies</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 327</td>
<td>Teaching Science</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 328</td>
<td>Foundations of Teaching Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 330</td>
<td>Emerging Literacy 1</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Models of Teaching Writing</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 333</td>
<td>Emerging Literacy 2</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 402</td>
<td>History/Philosophy of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 431</td>
<td>Content Area Literacy</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 493</td>
<td>Portfolio Seminar</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Teacher Candidacy Seminar</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

B. CLINICALS--Experiences in the classroom—Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 292</td>
<td>Clinical: General</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 382</td>
<td>Clinical: EC Model</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 390</td>
<td>Clinical: Social Studies</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 391</td>
<td>Clinical: Science</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 329</td>
<td>Clinical: Math</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 383</td>
<td>Clinical: Literacy Early Childhood</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 396</td>
<td>Clinical: Literacy Elementary</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 492</td>
<td>Clinical: Multicultural</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 481</td>
<td>Early Childhood Practicum</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 482</td>
<td>Kindergarten Practicum</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 494</td>
<td>Teacher Candidate Internship</td>
<td>10 credits</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Teacher Candidacy</td>
<td>10 credits</td>
</tr>
</tbody>
</table>

C. ELECTIVES--Choose a minimum of 7 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 222</td>
<td>Instructional Technology</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Teaching in a Religious Setting</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 280</td>
<td>Special Topics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>EDU 319</td>
<td>Early Childhood Topics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>EDU 320</td>
<td>Teaching Multiple Intelligence</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Teaching Health</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 334</td>
<td>Reading Interest Early/Middle Childhood</td>
<td>2 credits</td>
</tr>
</tbody>
</table>
### D. MINOR (optional)

A minor of at least 22 credits is also required in one of the following areas: Art (major equivalent), adaptive education, biology, English, English/Language Arts, Spanish, German, mathematics, communication/speech, communication/theatre, psychology, chemistry, general science, history, political science, social studies and music (major equivalent). (School districts have indicated a preference for a minor in one of the core areas: language arts, mathematics, social studies, or science.) Students are required to take EDU 341 & 395 only if the elected minor is outside of the four core areas. The exact requirements of the major and minors are listed on audit forms in the Registrar and Director of Education offices. NOTE: To be licensed in this minor area, the candidate must take and pass the PRAXIS II content test for that specific subject area.

### Elementary Education Major

**Middle Childhood (MC)/Early Adolescent (EA)-Ages 6 to 13 years**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Education in a Diverse Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Educational Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 221</td>
<td>Instructional/Classroom Management Strategies</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educating the Exceptional Individual</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Instructional Strategies for Middle School</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 324</td>
<td>Teaching Social Studies</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 327</td>
<td>Teaching Science</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 328</td>
<td>Foundations of Teaching Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Models of Teaching Writing</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 333</td>
<td>Emerging Literacy 2</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 341</td>
<td>Instructional Strategies (foreign language)</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 402</td>
<td>History/Philosophy of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 431</td>
<td>Content Area Literacy</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 451</td>
<td>Human Relations</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 493</td>
<td>Portfolio Seminar</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Teacher Candidacy Seminar</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 292</td>
<td>Clinical: General</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 394</td>
<td>Clinical: Middle</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 390</td>
<td>Clinical: Social Studies</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 391</td>
<td>Clinical: Science</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 329</td>
<td>Clinical: Math</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 396</td>
<td>Clinical: Literacy Elementary</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 492</td>
<td>Clinical: Multicultural</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 494</td>
<td>Teacher Candidate Internship</td>
<td>10 credits</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Teacher Candidy</td>
<td>10 credits</td>
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</table>
### C. ELECTIVES—Choose a minimum of 5 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 222</td>
<td>Instructional Technology</td>
<td>2</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Teaching in a Religious Setting</td>
<td>2</td>
</tr>
<tr>
<td>EDU 280</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>EDU 319</td>
<td>Early Childhood Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>EDU 320</td>
<td>Teaching Multiple Intelligence</td>
<td>2</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Teaching Health</td>
<td>1</td>
</tr>
<tr>
<td>EDU 334</td>
<td>Reading Interest Early/Middle Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EDU 351</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>EDU 352</td>
<td>Introduction to Learning Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>EDU 353</td>
<td>Reading Intervention</td>
<td>2</td>
</tr>
<tr>
<td>EDU 354</td>
<td>Gifted Learners</td>
<td>2</td>
</tr>
<tr>
<td>EDU 360</td>
<td>Student Motivation</td>
<td>2</td>
</tr>
<tr>
<td>EDU 373</td>
<td>Urban Education</td>
<td>2</td>
</tr>
<tr>
<td>EDU 374</td>
<td>Clinical: Urban Education</td>
<td>1</td>
</tr>
<tr>
<td>EDU 380</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>EDU 403</td>
<td>Assessing Learning</td>
<td>2</td>
</tr>
<tr>
<td>EDU 404</td>
<td>Legal Topics for Teacher</td>
<td>2</td>
</tr>
<tr>
<td>EDU 417</td>
<td>Directing Early Childhood Programs</td>
<td>2</td>
</tr>
<tr>
<td>EDU 480</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

### D. MINOR

A minor of at least 22 credits is also required in one of the following areas: Art (major equivalent), adaptive education, biology, English, English/Language Arts, Spanish, German, mathematics, communication/speech, communication/theatre, psychology, chemistry, general science, history, political science, social studies and music (major equivalent). (School districts have indicated a preference for a minor in one of the core areas: language arts, mathematics, social studies, or science.) Students are required to take EDU 341 & 395 only if the elected minor is outside of the four core areas. The exact requirements of the major and minors are listed on audit forms in the Registrar and Director of Education offices. NOTE: To be licensed in this minor area, the candidate must take and pass the PRAXIS II content test for that specific subject area.

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**Secondary Education Major**

**Early Adolescent (EA)/Adolescent (A)-Ages 12-21 years**

### A. PROFESSIONAL SEQUENCE—Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Education in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 221</td>
<td>Instructional/Classroom Management Strategies</td>
<td>2</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educating the Exceptional Individual</td>
<td>3</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Instructional Strategies for Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Models of Teaching Writing</td>
<td>2</td>
</tr>
<tr>
<td>EDU 341</td>
<td>Instructional Strategies (for language)</td>
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<tr>
<td>EDU 342</td>
<td>Instructional Strategies in the Major</td>
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</tr>
<tr>
<td>EDU 402</td>
<td>History/Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 431</td>
<td>Content Area Literacy</td>
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<tr>
<td>EDU 451</td>
<td>Human Relations</td>
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<td>EDU 493</td>
<td>Portfolio Seminar</td>
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<tr>
<td>EDU 496</td>
<td>Teacher Candidacy Seminar</td>
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### B. CLINICALS—Experiences in the classroom—Required

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<th>Course</th>
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<th>Credits</th>
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<tr>
<td>EDU 292</td>
<td>Clinical: General</td>
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<td>EDU 394</td>
<td>Clinical: Middle</td>
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<tr>
<td>EDU 393</td>
<td>Clinical: Major</td>
<td>1</td>
</tr>
<tr>
<td>EDU 395</td>
<td>Clinical: Minor</td>
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<tr>
<td>EDU 397</td>
<td>Clinical: Early Adolescent/Adolescent</td>
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<tr>
<td>EDU 492</td>
<td>Clinical: Multicultural</td>
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<tr>
<td>EDU 494</td>
<td>Teacher Candidate Internship</td>
<td>10</td>
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<tr>
<td>EDU 495</td>
<td>Teacher Candidy</td>
<td>10</td>
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</table>
C. ELECTIVES—Choose a minimum of 3 credits

EDU 222 Instructional Technology 2 credits
EDU 223 Teaching in a Religious Setting 2 credits
EDU 280 Special Topics 1-3 credits
EDU 319 Early Childhood Topics 1-3 credits
EDU 320 Teaching Multiple Intelligence 2 credits
EDU 326 Teaching Health 1 credit
EDU 334 Reading Interest Early/Middle Childhood 2 credits
EDU 351 Classroom Management 2 credits
EDU 352 Introduction to Learning Disabilities 2 credits
EDU 353 Reading Intervention 2 credits
EDU 354 Gifted Learners 2 credits
EDU 360 Student Motivation 2 credits
EDU 373 Urban Education 2 credits
EDU 374 Clinical: Urban Education 1 credit
EDU 380 Special Topics 1-3 credits
EDU 403 Assessing Learning 2 credits
EDU 404 Legal Topics for Teacher 2 credits
EDU 417 Directing Early Childhood Programs 2 credits
EDU 480 Special Topics 1-3 credits

D. MAJOR

In addition, students must satisfy the requirements for a teaching major of at least 36 credits (some majors require more credits) in one of the approved areas: art, biology, broad field social science (Plan A or B, chemistry, communication, English, history, mathematics, music, Spanish, political science, psychology, theatre. (Check with the Teacher Education office for any newly approved majors not listed here.)

E. MINOR

Students MAY select one or more teaching minors of at least 22 credits if they have been accepted into the education program in a teaching major. Certifiable teaching minors are offered in biology, coaching, mathematics, history, English, chemistry, communication/speech, psychology, Spanish, theatre, and German. (Check with the Teacher Education office for any newly approved minors not listed here.)

Wide Range: ART Education and FOREIGN LANGUAGE Education Majors
Early Childhood (EC) through Adolescence (A) (Ages birth to 21 years)

A. PROFESSIONAL SEQUENCE-Required

EDU 201 Education in a Diverse Society 3 credits
EDU 210 Educational Psychology 3 credits
EDU 221 Instructional/Classroom Management Strategies 2 credits
EDU 311 Educating the Exceptional Individual 3 credits
EDU 323 Instructional Strategies for Middle School 3 credits
EDU 332 Models of Teaching Writing 2 credits
EDU 342 Instructional Strategies in the Major (Art) 2 credits
EDU 343 EC Methods for Wide Range 2 credits
EDU 402 History/Philosophy of Education 3 credits
EDU 431 Content Area Literacy 3 credits
EDU 493 Portfolio Seminar 1 credit
EDU 496 Teacher Candidacy Seminar 2 credits
B. CLINICALS*

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDU 292</td>
<td>Clinical: General</td>
<td>1 credit</td>
</tr>
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<td>EDU 385</td>
<td>Clinical: EC Methods for Wide Range</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 393</td>
<td>Clinical: Major</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 394</td>
<td>Clinical: Early Adolescent</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 397</td>
<td>Clinical: Content Area Literacy</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Teacher Candidy</td>
<td>10 credits</td>
</tr>
</tbody>
</table>

*Must cover all ranges of developmental stages.

C. ELECTIVES—Minimum of 2 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 222</td>
<td>Instructional Technology</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Teaching in a Religious Setting</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 280</td>
<td>Special Topics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>EDU 316</td>
<td>Home, School, and Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 320</td>
<td>Teaching Multiple Intelligence</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 334</td>
<td>Reading Interest Early/Middle Childhood</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 335</td>
<td>Reading Interest Adolescence</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 351</td>
<td>Classroom Management</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 352</td>
<td>Introduction to Learning Disabilities</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 353</td>
<td>Reading Intervention</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 354</td>
<td>Gifted Learners</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 360</td>
<td>Student Motivation</td>
<td>2 credits</td>
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<tr>
<td>EDU 373</td>
<td>Urban Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 374</td>
<td>Clinical: Urban Education</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 380</td>
<td>Special Topics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>EDU 403</td>
<td>Assessing Learning</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 404</td>
<td>Legal Topics for Teacher</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 480</td>
<td>Special Topics</td>
<td>1-3 credits</td>
</tr>
</tbody>
</table>

NOTE: Immersion Experience for both the Wide Range Major and Minor in Foreign Language: An immersion experience of a minimum of six week in a country of the target language is to include:

- Enrollment in an approved college or university course(s) equivalent to a three credits minimum and approved by the WLC foreign language advisor and the Director of education.
- Cultural and travel experiences in the country of the target language.
- Non-American, Non-English speaking placements for living accommodations.
- A minimum of a thirty-minute presentation to the EDU faculty and students on the experience upon return to the WLC community.

Wide Range: MUSIC Education Majors

CHORAL (EA/A); GENERAL MUSIC (EC-A); INSTRUMENTAL MUSIC (EC-A)

A. PROFESSIONAL SEQUENCE—Required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 201</td>
<td>Education in a Diverse Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Educational Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 221</td>
<td>Instructional/Classroom Management Strategies</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 311</td>
<td>Educating the Exceptional Individual</td>
<td>3 credits</td>
</tr>
<tr>
<td>MUS 322</td>
<td>Instructional Strategies-General Music</td>
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</tr>
<tr>
<td>MUS 323</td>
<td>Instructional Strategies-Choral Music</td>
<td>2 credits</td>
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</table>

Or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MUS 324</td>
<td>Instructional Strategies-Instrumental</td>
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</tr>
<tr>
<td>EDU 323</td>
<td>Instructional Strategies for Middle School</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 343</td>
<td>EC Methods for Wide Range</td>
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<tr>
<td>EDU 402</td>
<td>History/Philosophy of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 431</td>
<td>Content Area Literacy</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 493</td>
<td>Portfolio Seminar</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Teacher Candidy Seminar</td>
<td>2 credits</td>
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B. **CLINICALS**

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<tr>
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<tbody>
<tr>
<td>EDU 292</td>
<td>Clinical: General</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 385</td>
<td>Clinical: EC Methods for Wide Range</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 393</td>
<td>Clinical: Major</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 394</td>
<td>Clinical: Early Adolescent</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 397</td>
<td>Clinical: Content Area Literacy</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Teacher Candidy</td>
<td>10 credits</td>
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</table>

*Must cover all ranges of developmental stages.

C. **ELECTIVES—Minimum of 2 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 222</td>
<td>Instructional Technology</td>
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</tr>
<tr>
<td>EDU 223</td>
<td>Teaching in a Religious Setting</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 280</td>
<td>Special Topics</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>EDU 316</td>
<td>Home, School, and Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 320</td>
<td>Teaching Multiple Intelligence</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 332</td>
<td>Models of Teaching Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 334</td>
<td>Reading Interest Early/Middle Childhood</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 335</td>
<td>Reading Interest Adolescence</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 351</td>
<td>Classroom Management</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 352</td>
<td>Introduction to Learning Disabilities</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 353</td>
<td>Reading Intervention</td>
<td>2 credits</td>
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<td>EDU 354</td>
<td>Gifted Learners</td>
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<tr>
<td>EDU 360</td>
<td>Student Motivation</td>
<td>2 credits</td>
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<tr>
<td>EDU 373</td>
<td>Urban Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 374</td>
<td>Clinical: Urban Education</td>
<td>1 credit</td>
</tr>
<tr>
<td>EDU 380</td>
<td>Special Topics</td>
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<td>EDU 403</td>
<td>Assessing Learning</td>
<td>2 credits</td>
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<tr>
<td>EDU 404</td>
<td>Legal Topics for Teacher</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDU 480</td>
<td>Special Topics</td>
<td>1-3 credits</td>
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**Wide Range: THEATRE Education Majors**

Early Childhood (EC) through Adolescence (A) (Ages birth to 21 years)

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A. **PROFESSIONAL SEQUENCE—Required**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
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<td>EDU 201</td>
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<td>Instructional/Classroom Management Strategies</td>
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<tr>
<td>EDU 311</td>
<td>Educating the Exceptional Individual</td>
<td>3 credits</td>
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<tr>
<td>EDU 323</td>
<td>Instructional Strategies for Middle School</td>
<td>3 credits</td>
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<td>EDU 332</td>
<td>Models of Teaching Writing</td>
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</tr>
<tr>
<td>EDU 342</td>
<td>Instructional Strategies in the Major (Theatre)</td>
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<td>EC Methods for Wide Range</td>
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<td>EDU 402</td>
<td>History/Philosophy of Education</td>
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<td>EDU 431</td>
<td>Content Area Literacy</td>
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<td>EDU 493</td>
<td>Portfolio Seminar</td>
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<tr>
<td>EDU 496</td>
<td>Teacher Candidy Seminar</td>
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<td>EDU 397</td>
<td>Clinical: Content Area Literacy</td>
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<tr>
<td>EDU 495</td>
<td>Teacher Candidy</td>
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*Must cover all ranges of developmental stages.*
C. **ELECTIVES—Choose at least one elective of 4 credits or more**

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<td>Teaching in a Religious Setting</td>
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<td>EDU 280</td>
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<td>EDU 316</td>
<td>Home, School, and Community</td>
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<td>EDU 320</td>
<td>Teaching Multiple Intelligence</td>
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<td>EDU 335</td>
<td>Reading Interest Adolescence</td>
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<tr>
<td>EDU 351</td>
<td>Classroom Management</td>
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<td>EDU 352</td>
<td>Introduction to Learning Disabilities</td>
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<td>EDU 353</td>
<td>Reading Intervention</td>
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<td>EDU 354</td>
<td>Gifted Learners</td>
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<td>EDU 360</td>
<td>Student Motivation</td>
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<td>Urban Education</td>
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</tr>
<tr>
<td>EDU 374</td>
<td>Clinical: Urban Education</td>
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<tr>
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</tr>
<tr>
<td>EDU 480</td>
<td>Special Topics</td>
<td>1-3</td>
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</tbody>
</table>

**Collateral Requirements—All Programs**

Requirements also include:

- MAT 117: Elementary Statistics or higher level MAT course
- PED 200: First Aid & Safety (or equivalent certificate)
- POL 200/202: American Government 1 or 2
- ESS 182: Environmental Science—EC/MC & MC/EA; EA/A Science & EA/A Social Studies

**Non-Western cultural course (at least one)**

- HIS: Non-western History
- ART 307: Non-western Art
- ENG 341: Asian-American Perspectives

**Fine Arts: Choose 1 of 3 (EC/MC and MC/EA)**

- ART 121: Design Fundamentals 2-D Design
- OR
- ART 122: Design Fundamentals 3-D Design
- MUS 100: Music Appreciation
- THR 101: Introduction to Theatre
- OR
- THR 110: The Actor in You

**Note:** These courses also fulfill General Degree Requirements. Students should do careful planning of their academic program to streamline their credit load. It is also wise to place an updated copy of your General Degree Requirement Audit Form in Appendix B.
Course Descriptions

EDU 201 Education in a Diverse Society 3 cr.
The organization, administration, special programs, and financing of education which reflect current social issues and project the future of education.

EDU 210 Educational Psychology 3 cr.
This course introduces the psychological principles, theories, and methodologies related to issues of education, teaching, and learning in schools. Special emphasis is placed on child through adolescent cognitive, linguistic, socio-emotional, physical, and spiritual development, as well as the nature of learning within the context of the developing student in the classroom. Principles of Christian life and servant-leadership are integrated throughout the course. Offered every semester.

EDU 221 Instructional and Classroom Management Strategies 2 cr.
An examination of the objectives, materials, and methods of teaching on the elementary/middle and middle/secondary level. Includes preparation of units, demonstration, observation, and participation in instructional laboratory experiences geared for the respective elementary/middle or middle/secondary levels. Field work included: concurrently enroll in EDU 292

EDU 222 Instructional Technology 2 cr.
For the prospective teacher who desires to explore more innovative technological applications and software; off-campus investigation of technology in practice; demonstration and/or presentation of findings required. Prereq: EDU 201 or 221 or consent of the director.

EDU 223 Teaching in the Religious Setting 2 cr.
Methods, curriculum, and materials to support educators who take an active role in church, Bible study, and evangelism programs such as VBS and Sunday School; an overview of appropriate teaching practices for Bible history, catechism, and hymnology is an integrated format. Fieldwork may be included.

EDU 280 Topics in Instruction 1-3 cr.
Special topics in education and instruction techniques will be taught occasionally. Possible areas of study include environmental education, specific exceptional education areas, cooperative learning, and collaborative instruction. Prereq: EDU 221 Field work may be included.

EDU 311 Educating the Exceptional Individual 3 cr.
Study of individuals who have exceptional educational needs as defined by the state, the unique characteristics of the various disability areas, alternatives to providing the least restrictive educational environment, methods for teaching such children in the regular classroom, and the use of special referral systems and processes. Prereq: EDU 210 and admission to EDU program or consent of the director teacher education.

EDU 312 Instructional Strategies: Birth-8 3cr.
An examination of a developmentally appropriate program planning: the leading models of ECE and the published curricula to facilitate the diverse needs of young children. Both a linear and integrated study of math, science/environmental science; social studies, art, and music are researched. Guidance and the development of social/emotional competence coupled with an anti-bias and multicultural lens are also explored as integral to the learning environment. Field work required: concurrently enroll in EDU 382

EDU 314 Assessment Early Education 2 cr.
Introduces the purposes of assessment and evaluation methods with developmental considerations and procedures that frame standardized and alternative assessments in early childhood. Focus is given to designing the environment, to play observation, and to intervention as a significant and developmentally appropriate form of assessment.

EDU 315 Wellness and Movement 1 cr.
A study of movement experiences for the early childhood classroom. Identifies curriculum (health, nutrition, and fitness) strategies, and resources that are developmentally appropriate. Emphasis is given to the preschool and early elementary levels with integration to the classroom. Kindergarten field work included.

EDU 316 Home/School/Community Partnerships 2 cr.
A study of the relationship between children, families, schools, and the community. The course focuses on family structures and social factors that influence them. Emphasis will be given to developing partnership programs, techniques of communication between home and school, methods of actively engaging families in the school, and the use of community resources to benefit family and school interaction. Prerequisite: Admitted to Teacher Education.
EDU 319 Seminar: Topics in Early Childhood Education 1-3 cr.
Specialized programs offered to utilize the expertise of EC educators available as guest instructors or to complement the core program by addressing timely issues of concern for ECE programs. Includes topics appropriate for recertification and staff development.

EDU 320 Teaching Multi Intelligences 2 cr.
Study of methods and materials integrating multiple intelligence theory in the classroom. Emphasis placed on addressing the uniqueness of visual-spatial, musical, and bodily-kinesthetic learners through the integration of music, movement, and the visual arts in the core subject areas.

EDU 323 Instructional Strategies: Middle School 3 cr.
This course examines middle school structure, models of curriculum integration, and methods. In addition, participants examine physical, intellectual, and socio/emotional development issues that are integrated as essential components of middle school instruction. Field work included: concurrently enroll in EDU 394.

EDU 324 Teaching Social Studies 2 cr.
As examination of the objectives and techniques of teaching social studies on the elementary/middle school level including study of service learning, curriculum materials, methods, assessment, and evaluation. Prereq: EDU 221 and admission to the Teacher Education Program or consent of the director. Field work included: students concurrently enroll in EDU 390.

EDU 326 Teaching Health 1 cr.
Study of methods, material, and content of elementary/middle school health programs. Areas stressed include critical health issues concepts and environmental concerns which interrelate the positive relationship between health knowledge and practice and integrate with core subjects. Prereq: EDU 221 and admission to the Teacher Education Program or consent of the director.

EDU 327 Teaching Science 2 cr.
An introduction to teaching the content and processes of science in the elementary/middle school. Included are the components of good science education: the nature of problem solving, scientific knowledge, and the interactions of science, technology, and society. Methods and strategies of teaching science will be studied and practiced. Students will play an active role in sharing their activities and will practice teaching techniques. Attendance at an environmental science education workshop is required. Students are also responsible for basic science content. Field work included: students concurrently enroll in EDU 391.

EDU 328 Teaching Mathematics 3 cr.
Content and methods of teaching mathematics to middle childhood through early adolescent students. Curricula, lesson preparation and the context for learning are emphasized within the framework of national/state standards. Problem-solving, the use of technology, assessment, and an action research model are included. Field work included: students concurrently enroll in EDU 392. Prereq: a college math course, EDU 221, and admission to the Teacher Education Program or consent of the Director.

EDU 330 Emerging Literacy 1 3 cr.
A study of the ways children from infancy through grade 5K develop as oral language users, readers, and writers. Emphasis is given toward classroom organization, curriculum design, instructional strategies and home/school collaboration to support children’s literacy learning. Field work required: concurrently enroll in EDU 383.

EDU 332 Models of Teaching Writing 2 cr.
A study of the methods at the elementary and middle/secondary levels as applied to the content areas. Students examine the theories, methods, and instructional techniques informing each method.

EDU 333 Emerging Literacy 2 2 cr.
A study of the nature and process of reading, instructional procedures for developing reading skills (phonological awareness, letter/sound relationships, spelling patterns, word meaning and structure), comprehension, reading and writing workshop (whole, small, and individual work), reading intervention models, language development and handwriting. Field work required: concurrently enroll in EDU 396.

EDU 334 Reading Interests: Middle Childhood 2 cr.
Study of the story interests of children; emphasis on interactive strategies involving content area applications and processing through social and affective responses; correlation of literature as instructional, enjoyable, and bibliotherapeutic. Prereq: Admission to the Teacher Education Program or consent of the Director.

EDU 335 Reading Interests: Pre-Adolescent and Adolescent 2 cr.
Study of reading interests of the young adult; grades 6 and above; examination of historical development, current trends, and characteristics of young adult literature; analysis and investigation of the present reading, viewing, and listening habits of adolescents; evaluation of such from the Christian perspective emphasized. Prereq: Admission to the Teacher Education Program or consent of the Director.
EDU 341 Instruction Strategies in the Minor 2 cr.
A practical examination of the objectives, methods, skills, curriculum for teaching in the minor areas. Includes a study of activity learning, materials, development and implementation of curriculum, evaluative methods, and instructional strategies employed in the teaching of the minor. Prereq: EDU 221 and admission to the Teacher Education Program or consent of the Director. (Primarily intended for middle or middle/secondary level minors.) Field work included: students concurrently enroll in EDU 395.

EDU 342 Instruction Strategies in the Major 2 cr.
A practical examination of the objectives, methods, skills, curriculum for teaching in the major areas. Includes study of activity learning, materials, development and implementation of curriculum, evaluative methods, and instructional strategies employed in the teaching of the middle/secondary major. Prereq: EDU 221 and admission to the Teacher Education Program or consent of the Director. (Primarily intended for middle or middle/secondary level minors.) Field work included: students concurrently enroll in EDU 393.

EDU 343 Early Childhood Methods for Wide Range Educators 2 cr.
This course focuses on the research that embodies the study of planning for developmentally appropriate curricula and classroom to support the physical, social/emotional, and cognitive/literacy development of children at the early childhood level. Emphasis is on applying such knowledge and skills to art, music, theatre, and/or foreign language. Activities develop specific capabilities and attitudes that anchor the academic foundation for school success. Innovative strategies and assessment for measuring learning in these disciplines are also included. Field work required (EDU 385).

EDU 345 Instructional Strategies for Adaptive Education-2 cr.
The instructional content, researched-based strategies, diagnosis, and evaluation of effectiveness for responsive and inclusive programming for special need learners; addresses formalized individualized plans; focuses on systematic approaches and methods of selection, development, and maintenance of materials, environment and resources for optimum learning. (Prereq: PSY 101, 230; EDU 210, 311 or consent of the Director of Teacher Education)

EDU 351 Strategies for Teaching Behavior-Challenged Learners 2 cr.
A multi-faceted study of strategies that assist with developing a responsibility-oriented classroom; practice at clarifying and communicating expectations; establishing reasonable rules, logical consequences and problem solving; exploration of tools that guide a positive learning environment; focuses on those learners with additional challenges in behavior as a result of emotionally/behaviorally disabled or at risk characteristics. Prereq: EDU 311 or consent of the Director.

EDU 352 Introduction to Learning Disabilities 2 cr.
Study of the intervention and remediation techniques to assist learners in academic and social/behavioral areas; teaming and collaborative approaches are examined with emphasis on delivering appropriate programming and instruction for the learning disabled student in the inclusive setting. Prereq: EDU 311 and admission to the Teacher Education Program or consent of the Director.

EDU 353 Reading Intervention 2 cr.
a practical study in the observation and identification of reading difficulties; emphasis on designing informal assessments, reading and interpreting formal assessments, and developing age-appropriate reading strategies, including tutorial assistance. Prereq: EDU 333 and Admission to the Teacher Education Program or consent of the Director.

EDU 354 Gifted Learners 2 cr.
Exploration of various models which address the needs of the gifted/talented learner through extension or enrichment; study of the social, academic, and environmental issues confronting such learners. Prereq: EDU 311 and Admission to the Teacher Education Program or consent of the Director.

EDU 360 Student Motivation 2 cr.
Focus on the environmental issues, teacher strategies, and home partnership that are critical elements affective student motivation; identification, cause and correction of underachievement. Prereq: EDU 311 and Admission to the Teacher Education Program or consent of the Director.

EDU 373 Urban Education 2 cr.
An immersion experience designed to assist qualified upper division teacher candidates explore high performing schools in an urban setting. Prereq: EDU 311, Admission to the Teacher Education Program, and consent of the Director of CfUT.

EDU 374 Urban Education Practicum 1-3 cr.
Students will participate in a one-semester clinical, internship position, or approved work-study program in an urban setting. Concurrently enroll in EDU 373.

EDU 380 Special Topics 1-3 cr.

EDU 399 Practicum in Reading/Language Arts 1-3 cr.
By arrangement with the School of Education.
**EDU 402 History and Philosophy of Education** 3 cr.
A study of the precedents, problems, trends, and ideas which have shaped education throughout history into what we know and understand it to be today. Analysis of educational thought, philosophical trends, and current perspectives on the means, methods, and systems of education from early history to the present in Western civilization. Prereq: senior standing

**EDU 403 Assessing Learning** 2 cr.
Examination of learning as informed through various forms of assessment; informal to formal, authentic to standardized-study of appropriate application for correction, grading, evaluation and assessment; emphasis on improvement of instruction. Prereq: Admission to the Teacher Education Program, senior status, and EDU 331 or consent of the Director

**EDU 404 Legal Topics for Teachers** 2 cr.
Overview of critical court cases and laws that impact the daily lives of teachers; examination of resulting school policies, liability issues, and avenues of protection for students, parents, and teachers under the law. Prereq: Admission to the Teacher Education Program and senior status or consent of the Director.

**EDU 417 Directing Early Childhood Programs** 2 cr.
Focuses on the defining facets of leadership (i.e. supporting children/colleagues/parents, ethics through the Christian lens), program and facility assessment, utilizing state and credentialing resource guidelines, staffing and professional development, as well as policy making, advertisement, and funding issues. Emphasis will be on identifying best leadership practices for urban and suburban childcare settings. Field work included (optional international field work).

**EDU 431 Content Area Literacy** 3 cr.
Instruction in the teaching of reading and writing within the content areas on the elementary/middle/secondary level. Consideration of the nature of the learner, the readability and scope of content area materials, theories and methods of language arts curriculum, instructional techniques relating to continued literacy development within content areas, remediation and enrichment activities. Emphasis on the interactive processes of reading, writing, and learning. Field work included: early adolescence/adolescence majors concurrently enroll in EDU 397.

**EDU 451 Human Relations for Educators** 3 cr.
A study of human and intergroup relations; values, lifestyles, and contributions of racial, cultural, and economic groups in American society; the forces of racism, prejudice, and discrimination. Prereq: Admission to the Teacher Education Program, and senior status or consent of the Director. Includes structured field experience for those students who have not met hours as specified: students concurrently enroll in EDU 492

**EDU 480-1 Special Topics** 1-3 cr.
This course is intended to support and extend the early childhood knowledge base to experienced teachers. Sensitivity to the multifaceted background of the participants drives the group and individualized components to assist toward early childhood licensure. Emphasis is placed on developmentally appropriate practices in regard to differentiation, assessment, family/community partnership, and staff development. The examination of model programs, better curricular practices, and current issues round out a well-grounded framework for this specialized area of teaching.

**EDU 480-2 Special Topics** 1-3 cr.
This course provides an international setting for a comparative approach to an identified curricular area. A multidimensional study of issues that ignites global understanding and focuses on historical research pertinent to the country where lesson planning and teaching are completed the semester prior to going abroad. Teaching, journaling, creating a multimedia project, formal/informal presentations, and evangelistic outreach evidence this servant leadership experience during and after returning from the focused country. **Application and screening process are utilized to determine the best design for the international team.

**EDU 481 Early Childhood Practicum** 2 cr.
Practical experience in a pre-kindergarten setting. Students spend a minimum of 90 hours, assisting and teaching in a range of cross-curricular instructional activities with a focus on literacy, classroom management, and discipline. Practicum candidates are also required to attend an initial and mid-semester seminar held during the practicum with members of the education faculty who supervise practicum students and with candidate peers to discuss, compare and analyze challenges, experiences, and difficulties encountered in the classroom. Emphasis is also placed on connecting this classroom experience with the teaching profession. The seminar seeks to reinforce, through presentation and discussion, the “strands” of theory and practice that were integrated throughout the WLC teacher education program, connecting those to the Wisconsin State Teacher Standards.
EDU 482 Kindergarten Practicum 3 cr.
Practical experience in kindergarten setting. Students spend a minimum of 135 hours, assisting a range of instructional activities, focusing on areas of literacy, classroom management, and discipline. (Limited to EC/MC students who seek the additional licensure of MC/EA. Practicum candidates are also required to attend an initial and mid-semester seminar held during the practicum with members of the education faculty who supervise practicum students and with candidate peers to discuss, compare and analyze challenges, experiences, and difficulties encountered in the classroom. Emphasis is also placed on connecting this classroom experience with the teaching profession. The seminar seeks to reinforce, through presentation and discussion, the “strands” of theory and practice that were integrated throughout the WLC teacher education program, connecting those to the Wisconsin State Teacher Standards.

EDU 483 General Practicum 1-3 cr.
Practical experience in a general educational setting. Students spend a minimum of 45 hours per credit, assisting and teaching in a range of cross-curricular instructional activities with a focus on literacy, classroom management, and discipline.

EDU 484 Practicum in Adaptive Education – 2-3 cr.
Students spend a minimum of 45 hours/credit in an inclusive and/or special education setting, assisting with instruction, assessment and discipline in the area of primary licensure.

EDU 199-499 Independent Study 1-3 cr.
By arrangement with the School of Education and approved by the Director of Teacher Education.

Clinical Experiences

EDU 292 Clinical: Pre-admission 1 cr.
A practical experience in elementary, middle, or secondary schools in which students observe teachers, assist with small group instruction, interact in a diverse learning environment, and teach a program lesson. Must be taken concurrently with EDU 221 or with consent of the Director.

EDU 382 Clinical: Early Childhood Methods 1 cr.
A practical experience in preschool classrooms which emphasizes foundational components in developing a developmentally appropriate program. Must be taken concurrently with EDU 310 or EDU 312 or with consent of the Director.

EDU 383 Clinical: Literacy Early Childhood Education 1 cr.
A practical experience in a primary classroom which emphasizes curriculum development, lesson planning, and assessments in a developmentally appropriate program. Must be taken concurrently with EDU 313 or EDU 314 or with consent of the Director.

EDU 385 Clinical: Wide Range Educators 1 cr.
A practical experience in early childhood settings which emphasizes curriculum, instruction, and assessments in a developmentally appropriate art, music, theatre, or foreign language class.

EDU 390 Clinical: Social Studies 1 cr.
A practical experience in the middle school setting which emphasizes the service learning component of the teacher education program; observation of classroom instruction and mentoring of middle school students in a service learning project. Must be taken concurrently with EDU 324 or with consent of the Director.

EDU 391 Clinical: Science 1 cr.
A practical experience in elementary, middle, or secondary schools in which students observe teachers, assist with small group instruction, and teach a micro lesson in science. Must be taken concurrently with EDU 327 or with consent of the Director.

EDU 392 Clinical: Mathematics 1 cr.
A practical experience in middle childhood and/or early adolescent mathematics in which the students observe teachers, assist with small group instruction, teach two complete lesson, and collect data for an action research project. Must be taken concurrently with EDU 328 or with consent of the Director.

EDU 393 Clinical: (Major) Secondary 1 cr.
A practical experience in a secondary school in which students observe teachers, assist with small group instruction, and teach micro lessons in their major. Must be taken concurrently with EDU 342 or with consent of the Director.
EDU 394 Clinical: Middle 1 cr.
A practical experience in a middle school in which student observe teachers, assist with small group instruction, and teach micro lessons in their major or minor. Must be taken concurrently with EDU 323.

EDU 395 Clinical (Minor) Middle/Secondary 1 cr.
A practical experience in middle or secondary school in which student observe teachers, assist with small group instruction, and teach micro lessons in their minor. Must be taken concurrently with EDU 341 or with consent of the Director.

EDU 396 Clinical: Literacy: Middle Childhood 1 cr.
A practical experience in a literacy tutoring program and in the elementary classroom emphasizing developmental reading: observation of teachers, assistance with deficient and gifted readers, and instruction of skill and literature-based lessons. Must be taken concurrently with EDU 333 or with consent of the Director.

EDU 397 Clinical: Literacy: Early Adolescent/Adolescent 1 cr.
A practical experience in a literacy tutoring program and in the middle/secondary classroom emphasizing content area reading: observation of teachers, assistance with deficient and gifted readers, and instruction of lessons which emphasize reading skills. Must be taken concurrently with EDU 431 or with consent of the Director.

EDU 492 Clinical: Multiculturalism 1 cr.
Field experience in PK-12 schools which addresses awareness of diversity and multiculturalism. This clinical is taken only when these hours have not been met through other clinical experiences as described in Appendix E of the Teacher Education Handbook. If needed, taken concurrently with EDU 451 or with consent of the Director.

EDU 493 Portfolio Seminar 1 cr.
An integrative academic experience required of all EDU majors in their final academic semester prior to teacher candidacy. This course is considered a capstone course where students demonstrate through an electronic portfolio and formal presentation that they have the knowledge, skills, and dispositions necessary for the formal teacher candidacy or internship experience. Prereq: Admission to the Teacher Education Program and completion or concurrent enrollment in the final course of the program.

EDU 494 Teacher Candidate Internship 10 cr.
A supervised internship in which students engage in planned instruction and other duties as a designated part of a teaching experience on the early childhood, elementary, middle or high school levels. Placement is limited to schools in the Metro Milwaukee area. Students must have transportation. Teacher Candidacy with the seminar is considered a full load; no other classes should be added. Because of state requirements, students follow the calendar of the school district, not the college. Prereq: All other education courses, completion of clinical experiences, portfolio presentation, and formal School of Education approval.

EDU 495 Teacher Candidacy 10 cr.
A supervised practicum in which students engage in planned instruction and other duties as a designated part of a teaching experience on the early childhood, elementary, middle, or high school levels. Placement is limited to schools in the Metro Milwaukee area. Students much have transportation. Teacher Candidacy with the seminar is considered a full load; no other classes should be added. Because of state requirements, students follow the calendar of the school district, not the college. Prereq: all other education courses, completion of clinical experiences, portfolio presentation, and formal School of Education approval.

EDU 496 Seminar for Teacher Candidates 2 cr.
A seminar held weekly during the Teacher Candidacy experience with members of the education faculty and other teacher candidates to discuss and explore challenges, experiences, and difficulties encountered during the teaching experience. Must be taken concurrently with EDU 494/495.

EDU 497 Professional Development Experience 2 cr.
This combined theoretical-practice course is intended for those pursuing post-baccalaureate teacher certification as an initial license or as an add-on license. Participants overview professional literature, set professional teaching goals, design objectives that operationalize the goals. In-depth research on “Best Practices” provides the knowledge base for the teacher to implement strategies in the classroom. Application of assessment efforts determine whether growth in student learning has occurred as a result of these strategies. (Pre-requisite: Admission to the post-bac certification program and permission of the Director of Certification.)
Part Four:
Teacher Education Performance-Based Assessment, Policies, and Procedures

“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

“By learning you will teach by teaching you will learn”
Latin Proverb
Performance-Based Assessment Program

WLC Conceptual Framework: The Teacher As Servant Leader

Demonstration of Knowledge, Skills, and Dispositions

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 Wisconsin Lutheran College 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 generalized Wisconsin Lutheran College contextualized definitions for each.

**Knowledge:** Even though earthly knowledge is constantly increasing, changing, and integrating with new dimension of learning, the Wisconsin Lutheran College teacher education 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, the curriculum, instruction, and the learner. The Wisconsin Lutheran College 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 Wisconsin Lutheran College student should demonstrate that s/he possess the abilities to prepare, plan, and execute tasks for teaching and learning.

**Dispositions:** Also labeled “attitudes”, this area is one which is difficult to define and demonstrate. It is generally understood to be a necessary component for effective teaching and learning. To properly define this term as applied on this campus, it is necessary to provide this context first:

- **Scripture:** “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 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)

- **Dictionary:** a. prevailing tendency, mood, or inclination; b. temperamental makeup; c. the tendency of something to act in a certain manner under given circumstances; Synonyms: disposition, temperament, temper, character. Disposition implies customary moods and attitude toward the life around one < a cheerful disposition >. Temperament implies a pattern of innate characteristics associated with one’s specific physical and nervous organization < an artistic temperament >. Temper implies the qualities acquired through experience that determine how a person or group meets difficulties or handles situations < a resilient temper >. Character applies to the aggregate of moral qualities by which a person is judged apart from intelligence, competence, or special talents < strength of character>.

Set within the context described above, the following represent the components that contribute to the assessment of the knowledge, skills, and dispositions of the Wisconsin Lutheran College Teacher Education Program and the Ten Teacher Standards.
**Research-Based Competencies**

Utilizing research-based approaches such as C. Danielson’s *Enhancing Professional Practice: A Framework for Teaching (1996)*, the School of Education has defined and described competencies to assess performance on a developmental basis as students progress through the program 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 School of Education to assess performance in all clinical experiences.

**Standards-Based Assessments**

Using the Wisconsin State Teacher Standards as the basis for the Wisconsin Lutheran College Teacher Standards, the School of Education has chosen to maintain the framework of the original ten standards and to integrate the aspects of our college mission, vision, and educational philosophy within that framework (Pages 4-9).

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. (*Appendix C* for KSD’s)

**Standardized Tests**

Two nationally normed tests are required by the State of Wisconsin with set score requirements, at entry—Praxis I (PPST) and at exit/prior to teacher candidacy—Praxis II. Additionally the School of Education utilizes the Steinbrecher-Willimington Listening Test as an admission requirement with a 68% performance requirement for admission. This test may be taken three times.

Additionally, if students major/minor in a subject area they may also be required to take specific tests such as ETS Major Field Tests, which are part of that discipline’s assessment program.

**School-Based Experiences**

These defined clinical opportunities are designed to reflect developmental levels in scope and sequence of responsibilities and performance expectations. These clinical provide opportunities to observe, assist, and practice strategic instruction. Besides learning the “work” of a teacher, Wisconsin Lutheran College students are expected to demonstrate professional demeanor, Christian role modeling, 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.

**STAGE 1: ENTRY OR ADMISSION TO THE PROGRAM OF TEACHER EDUCATION**

Students seeking admission to the program of teacher education at Wisconsin Lutheran College must meet the requirements for admission to the program described below. (*Appendix D* for specific guideline forms)

**Portfolio One—Entry/Beginning:**

Applicant 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. Letters of recommendations provide other perspectives regarding readiness and appropriateness for this profession. The ten Wisconsin Lutheran College Teacher Standards and the
Conceptual Framework must be reflected in the organization of the portfolio as focus. Specific guidelines and scoring guide for this portfolio are included in Appendix D.

- **Credits:** Application for admission may occur any time after the student has completed 30 semester hours.
- **GPA:** Students must hold a cumulative grade point average 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:** BC
- **Speaking/Listening:** Students must demonstrate proficiency in speaking and listening. This may be accomplished by satisfactory completion of COM 101-Introduction to Speech Communication (a general degree requirement for all students) and, if needed, COM 311-Listening. The listening proficiency may also be demonstrated by satisfactorily passing an institution-administered listening test, the results of which are filed in the student’s education file. This test is administered monthly during each semester and once in summer. There is no fee assessed for the test. Students, however, must register in advance with the Teacher Education Administrative Assistant. In addition, education students present lessons or demonstrations which are taped. These example tapes should be used as historical evidence of professional growth in their coursework, student performance, variety in presentation and areas of concern/strengths before entering the teacher education program. Digitizing of the video clips is encouraged—required in some courses.
- **Selection of a Personal Research Topic:** As future professional educators, ongoing personal research is an essential expectation that expands ones’ 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 depth of understanding. When given choices or options, EDU students COULD choose their selected research topic in the assignment. Documentation of this research is required in Portfolio Three--High Stakes.
- **Praxis I:** PPST: Students must have a passing score on a standardized examination in mathematics (173 or 318 CBT), reading (175 or 320 CBT), and writing (174 or 320 CBT). The State Superintendent has mandated the use of the Pre-Professional Skills Test published by the Educational Testing Service. This test is administered by trained personnel at sites determined by the Department of Public Instruction. Successfully passing this test at or above the scores determined by the State Superintendent is required before a student can be accepted into the program of teacher education at Wisconsin Lutheran College. Students may take the examination unlimited times. Registration information is available in the Teacher Education Office or on-line at www.ets.org.
- **Disclosure Questionnaire and Background Check:** As a requirement of EDU 292 (first clinical), students must complete a disclosure questionnaire, the School of Education must conduct a background check through the Department of Justice. If students come from another state, that particular Department of Justice must also be contacted. All background check procedures must be completed prior to the first clinical; therefore entering the program.
- **Application Forms:** Students must officially: 1) Declare their major and minor; and 2) File a separate application for teacher education. The School of Education holds monthly meetings to process applications. Specific procedural forms are available in the Teacher Education Office and Appendix D.
- Completion of other career/interest evaluations may be required by the school, such as “The Perceiver.”
- **STUDENTS MUST BE ADMITTED TO TEACHER EDUCATION PROGRAM OR HAVE DIRECTOR APPROVAL TO ENROLL IN 300 OR 400 LEVEL EDUCATION COURSES.**
STAGE 2: IN-PROGRESS ADVANCEMENT

During this stage each teacher education student’s advisor shall meet with advisee to oversee his/her progress in the program and continuing development of the portfolio:

**Portfolio Two—In-Progress:**

Students participate in group presentation practice sessions with their advisor and other peer advisees. A peer feedback/editing process is integrated into required coursework for EDU 332. Provides feedback for the purpose of refinement and focus. (Appendix D for advisor feedback form.)

**Retention in Teacher Education:**

A student accepted in the Teacher Education Program is expected to exhibit a level of professionalism so as to reflect the conceptual framework and maturation process.

- **GPA:** Additionally the advisor shall use 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 for the above may not exceed 10% of the total number of students completing certification programs each year. Appeals for exception must be initiated by the student according to previously described guidelines in the Student Handbook.)
- **Course Requirements:** The advisor shall continue to advise the student about specifics for meeting degree and certification requirements, including overviewing the portfolio once a year.
- **Clinicals:** Also during this time, 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; i.e. For middle childhood/early adolescent, grades 1-8, 9. (Explanations, documentation, and assessment forms related to clinical can be found in Appendix E.)

STAGE 3: ENTRY INTO TEACHER CANDIDACY

**Portfolio Seminar:**

In readiness for this culminating experience, the Director of Teacher Education plans for a one 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 the anticipated teacher candidacy. (Application for teacher candidacy and specific guidelines and rubric for the portfolio can be found in Appendix F.)

**Application Requirements:**

- Applications for teacher candidacy are due by September 15 (Spring) or February 1 (Fall) of the preceding semester. Passing Praxis II scores are due by October 15 (Spring) or April 15 (Fall). Presentations of the portfolios typically occur at the end of the semester after exams, but before the start of the next semester—December for spring semester and May for fall semester.
Disclosure Questionnaire and Background Checks:

Students must complete a disclosure questionnaire and the School of Education must conduct a Wisconsin criminal history record check through the Wisconsin Department of Justice. If a student has lived, studied, or worked outside of Wisconsin, a criminal history record check must also be done in that state.

Fees:

If accepted for teacher candidacy, a student must submit payment of $25 to cover costs of background checks and partial supervisor costs. If selected for an internship, the student must submit an additional $250 ($50 for licensure and $200 toward processing fee for a total of $275).

Health Form:

Students must complete a health form within 30 days of the first day of teacher candidacy. Schools do not accept teacher candidates without a general health statement and negative TB test.

Portfolio Three —High Stakes:

The portfolios are expected to address the ten Teacher Education Standards as described in Part One of this handbook. 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
- Taped 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 portfolio presentation dates are announced on the campus-wide calendar. The presentations are open to the full campus community. All full-time faculty of education and some adjunct faculty assess the portfolio presentations through the use of a rubric. At least one EDU full-time faculty member reviews each candidate’s portfolio personally and provides feedback through a checklist and narrative report. Teachers from the community are also invited to assess the presentation and provide their evaluation of the portfolio process and program. All presentations are digitally recorded and held for archival program assessment purposes.

This is considered “high-stakes” portfolio presentation because policy mandates that students must be approved by the majority of the reviewers to proceed to the next level of teacher candidacy. In cases of inadequate performances, students may be 1) denied teacher candidacy; 2) delayed in teacher candidacy in exchange for retaking coursework and/or clinical; 3) required to revise and re-present the portfolio if the portfolio presentation is deemed unsatisfactory.

NOTE: It is to be understood that the student who postpones his/her Portfolio 3—High Stakes presentation due to unfinished coursework, technology problems, or a lack of preparation is not guaranteed an assigned teacher candidacy position through the School of Education at Wisconsin Lutheran College.

Praxis II/Knowledge Test:

Prior to being admitted to teacher candidacy, a student must take and pass the respective subject knowledge test assigned to the major (see WDPI website). It is recommended that students take this test as soon as they have reached junior status so that the deadlines for
teacher candidacy are met by October 15 (Spring) or April 15 (Fall). Any exceptions must be approved by the Director of Teacher Education. Failure to successfully pass the Praxis II prohibits participation in teacher candidacy.

**Practicum:**

Such an experience is available for students who desire additional practical experiences and who have demonstrated a readiness and maturity to handle more responsibility in teaching beyond the typical pre-teacher candidacy teaching clinical. A specific practicum is required of Early Childhood/Middle Childhood majors to be taken prior to the formal teacher candidacy semester in the pre-kindergarten level. (Specific guidelines are available in Appendix F.)

**Teacher Candidate Internship:**

Wisconsin Lutheran College participates in the Wisconsin Improvement Program (WIP) which emphasizes opportunities for professional development through an internship experience. Potential candidates are nominated by EDU faculty members based upon defined criteria. Then a selective process is conducted in cooperation with the Wisconsin Lutheran College School of Education and the requesting district. (Specific guidelines are available in Appendix F.)

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**STAGE 4: TEACHER CANDIDACY TO COMPLETION**

**Evaluation Process of Teaching Performance:**

During this stage the emphasis is not only on teaching, but on the development of a professional who is a reflective practitioner and a 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 on-going development of the teacher candidate into professional mode. (Specific examples of written forms can be found in Appendix G)

**Seminar:**

Also during this experience, teacher candidates must participate in a seminar, EDU 496, that allows for sharing of experiences and overviewing of key strands of the teacher education 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 exit interviews. 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 Portfolio Three.

The above venues of feedback and assessment are part of a systematic evaluation process which is designed to assess the knowledge, skills, and competency of teacher education 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 Teacher Education office.)

**Learning Styles Inventory:**

During the teacher candidacy semester, students complete “The Kaleidoscope Profile for Educators” to provide information regarding learning styles, organizational styles, and relational preferences. This instrument is not a test but it does provide a profile helpful in understanding classroom preferences and teaching styles.
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 two days she/he may be required to make up the time. After consultation with the Cooperating Teacher, Teacher Candidate, and College Supervisor, the Director of Teacher Education determines whether additional classroom experience time is necessary and what that experience entails in terms of time and placement.

When absence is necessary, the teacher candidate should follow the procedure described below.

1. The teacher candidate should inform the cooperating teacher as far ahead of time as possible. It is helpful if the teacher candidate has the phone number of the cooperating teacher in order to call him/her to inform of absence.

2. The teacher candidate should inform the school secretary before the school day begins. If the teacher candidate has not been able to contact the cooperating teacher, the secretary should be asked to give the cooperating teacher the message that the teacher candidate is absent.

3. The teacher candidate must call the college supervisor early in the day informing him/her of the absence from the assignment. Undocumented absences put completion of teacher candidacy in jeopardy. After two absences reviews are held with the Director of Teacher Education.

Wrap-up Conference:

A “wrap-up” conference with the teacher candidate and supervisor must be held no earlier than the last week of teacher candidacy. This meeting allows for the supervisor to overview the experience, check the folder and highlight the developmental growth in teaching. A grade appraisal form is completed and forwarded with the folder to the Director. Copies of lesson plans, reflections, and assessments are also included in the folder.

Portfolio Four—Completion:

Upon completion of teacher candidacy, the candidate must meet with his/her college supervisor and cooperating teacher to overview the revised portfolio and especially the documentation gathered to “prove” PK-12 student learning. The teacher candidate presents additions/changes to the portfolio which reflect the suggestions described in the Portfolio Three narrative and presentation rubric. Additionally the teacher candidate must provide evidence of documentation of and reflection of student learning and growth. The supervisor reacts in writing to the appropriateness of the documentation which is noted on the student’s final evaluation. Additionally, the supervisor shall update the education student file and completion checklist.

Exit Interview:

An exit conference/interview must be scheduled (after the supervisor meeting) with the Director of Teacher Education and certifying officer. At this meeting the student may complete application for a state license. Evaluations of both school sites and cooperating teachers are conducted. (Appendix G)

Certification:

Upon successful completion of this experience, the student completes application for licensure. Specific procedures and requirements are outlined on the application form itself. These forms are provided by the Department of Public Instruction on their website. Applicants must pay $100, have the disclosure questionnaire notarized and may have to submit fingerprint cards. (Two FBI forms available in the Teacher Education Office.)

Professional Development Plan (PDP):

At the exit meeting with the director, the candidate should submit evidence of an initial PDP which serves as a model for the candidate during their initial one-two years of teaching. These copies can also serve as assessment tools for the education faculty and program.
Certification Levels

The professional education program at Wisconsin Lutheran College leads to certification as an early childhood, middle childhood, early adolescent, adolescent, or wide-range teacher. The teaching license categories are being designated according to developmental stages:

<table>
<thead>
<tr>
<th>Level</th>
<th>Age</th>
<th>Approximate Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood through Middle Childhood</td>
<td>Birth-11</td>
<td>PK-6</td>
</tr>
<tr>
<td>Middle Childhood through Early Adolescence</td>
<td>6-12/13</td>
<td>1-7/8</td>
</tr>
<tr>
<td>Early Adolescent through Adolescence</td>
<td>10-21</td>
<td>5/6-12</td>
</tr>
<tr>
<td>Early Childhood through Adolescence</td>
<td>Birth-21 or 5, 6-21</td>
<td>PK-12 or K-12</td>
</tr>
<tr>
<td>Wide Range</td>
<td>Birth-21</td>
<td>PK-12</td>
</tr>
</tbody>
</table>

STAGE 5: COMPLETION AND FOLLOW-UP

Placement Follow-up:

According to P134, the teacher education programs must develop avenues for follow-up with their completers. One such example of follow-up at Wisconsin Lutheran College is the Lifeline Assistance Program (LAP). A second example is that the Teacher Education Office keeps record of completers employment, generating first year and second year statistics. Finally, the Teacher Education office coordinates with the Wisconsin Lutheran College alumni office to update records of our new completers.

Alumni Survey:

The Wisconsin Lutheran College School of Education has developed a survey to assess the knowledge, skills, dispositions, and teaching competencies to assure Wisconsin Lutheran College constituencies that the completers of the program of Teacher Education 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.

Policies for Clinical Programs

The clinical program requirements of the professional education program at Wisconsin Lutheran College include pre-teacher candidacy programs and teacher candidacy. These programs are supervised by the Director of Teacher Education and/or other School of Education personnel and are conducted in a variety of early childhood, middle childhood, early adolescent, adolescent, and wide-range 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 Teaching Program

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, totaling at least 100 clock hours.

Policies governing the pre-teacher candidacy clinical program are as follows:

1. 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.
2. Pre-teacher candidacy clinical work is to be undertaken in conjunction with respective education courses according to the guidelines established by the School of Education (Appendix E of this handbook) and completed prior to the ending of that respective semester. Requirements include completion of disclosure questionnaire, a background check, TB test, and specified forms.

3. Instructors of courses in the professional education sequence establish in course syllabi the performance objectives to be attained through the pre-teacher candidacy experience associated with those courses. (Criteria for evaluation of students are listed in Appendix E, Guidelines for Pre-Teacher Candidacy Clinical Experiences.)

4. Students participating in upper level (300-400) pre-teacher candidacy clinical experiences must have been admitted to the education program.

5. At a minimum, at least two evaluative observations by the designated member of the Wisconsin Lutheran College 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 twenty-four hours in advance. Failing to do so may necessitate re-scheduling the observation. In addition, lesson plan sections H and I must be submitted to the evaluator within twenty-four hours of 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.

6. Erratic attendance, poor communication, lack of planning, or cooperating teacher concerns result in withdrawal from and failure of the clinical experience.

7. For each segment of the pre-teacher candidacy clinical experience, students must complete verification forms with appropriate signatures and typed reflections fitting the focus of the experience. Any hours already counting as “human relations” hours must also have reflections focusing on that aspect.

8. Students also complete an evaluation of the placement experience, providing feedback and data used by the School of Education in assessment.

9. 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. Required hours and paperwork are not reduced; however, the professors supervising these clinical negotiate and detail their expectations of the necessary arrangements. The final reflection papers must address the criteria of the specific clinical and the course to which it is connected.

10. In the case of more than one clinical per semester and in the same setting, multicultural hours may be split between clinical, if desired, or they may be claimed in total for one clinical. (If twenty hours are being claimed, ten hours can be claimed for each clinical or twenty hours for one clinical.)

11. Students participating in pre-teacher candidacy clinical experience must have completed a disclosure questionnaire, background check and TB test—usually as part of the first clinical (EDU 292).

Clinical Experience Policies for ART, FOREIGN LANGUAGE, MUSIC, and THEATRE

A. Wide Range Clinical Experiences in Art, Foreign Language, Music, and Theatre:

Because this certification area covers developmental ages birth to twenty-one or grades pre-kindergarten through grade twelve, meaningful practica or clinical experiences need to be conducted on all four developmental/certification levels: EC, MC, EA, A; therefore, between the clinicals for the methods courses and teacher candidacy, a student must participate, observe and teach in classroom settings that represent these four levels and meet the Wisconsin Lutheran College expectations for clinical experiences and involvement. The Director of Teacher Education must document or verify that these levels have been addressed by each Wide Range Education major.

B. Non-Wide Range Clinical Experiences in Art, Foreign Language, and Theatre:

Because this major/minor is attached to the certification level of another education major, this student must complete clinical experiences for that appropriate certification level in BOTH the content area(s) of the other EDU major and in the area for foreign language, art, or theatre.
C. **Special Teacher Candidate Requirements**

1. **Wide Range:** This experience must consist of ONE full semester in two of the four developmental levels, depending upon the prior pre-teacher candidacy clinical experiences.

2. **Wide Range with another EDU major certification:** This experience must consist of TWO full semesters, one for the art, foreign language, music, or theatre as described in the above point, and one in the second major area. In the case of wide range theatre majors, special accommodations need to be approved by the Director of Teacher Education.

3. **Non-Wide Range:** This experience must consist of at least ONE full semester in the education major and possibly an additional one-half semester in the target language.

**Two majors representing two certification levels:**

Students must complete the following:

- Clinical experiences must address *all* of the levels involved;
- Praxis II tests must be taken and passed for the majors declared;
- The portfolio must demonstrate *knowledge, skills, and dispositions* for the majors declared;
- Teacher candidacy must include a minimum of three quarters of teaching —as shown in the following examples:

1. **MC/EA (Elementary Major) and English EA/A (Secondary Major)**
   Teacher candidacy would include at a minimum:
   - Elementary (MC) and Middle (EA) for one semester
   - One quarter of Secondary (A) in the English

2. **EC/MC (Early Childhood Major) and MC/EA (Elementary Major) with a minor**
   Teacher candidacy would include at a minimum:
   - Practicum for Preschool (EC)
   - One semester of kindergarten (EC) and elementary (MC)
   - One quarter of Middle School (EA) in the minor

**Practicum Policy**

Each student enrolled in the birth through age eleven program is expected to apply for a practicum experience to eliminate one of the birth through age five teaching components during the teacher candidacy semester. Applicants must meet with the early childhood professor to discuss the development of the Practicum Application Form. Upon completion of the prospectus, signature of the early childhood professor is required, with final approval by the Director of Teacher Education and Academic Dean. ([Appendix D for more specific guidelines](#))

**Teacher Candidacy and/or 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 ten 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 semester, 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:

1. Students must have completed and have approved by the Director of Teacher Education an [application for admission](#) to the teacher candidacy program. Criteria for acceptance into the student teaching program shall include demonstrated completion and competence in the:

   - Teaching major and minor
   - Sequence of professional education courses
   - Pre-teacher candidacy clinical experience
   - Background check submission
   - Presentation of Portfolio-Stage 3-High Stakes
   - Passing of the required WI score on the Praxis II (By October 1 [Spring] or April 15 [Fall])

2. **Placement Policy:** Students are given the opportunity to make special requests for placement into clinical/teacher candidacy locations. This is done by direct or email communication with an advisor, class professor, or to the EDU Coordinator of
Clinical Experiences. Such requests can also be made on the Application for Teacher Candidacy. The members of the School of Education discuss these requests and a final determination to grant a special request is made by the EDU director. Approval/disapproval of special requests is based on the following factors:

- The School of Education 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 already for the year.
- WLC School of Education policy states that teacher candidates are not placed into a school they have attended.
- Feedback on evaluation of previous placements may indicate limitations.

3. Portfolio: Students formally present their portfolio at a School of Education meeting as a requirement for admission to teacher candidacy. Each education professor shall evaluate the presentation and portfolio via rubric and discussion.

4. 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.

5. Administration: The Director of Teacher Education is the administrator of the teacher candidacy clinical experience. The Coordinator of Field Placement 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 for teacher candidates access to other subject matter supervisors as needed. These supervisors are selected from the WLC faculty.

6. 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 mentioned in section 5 also participate in the evaluative visit.

7. Evaluations: Each teacher candidate receives at least four written evaluations based on classroom observation according to School of Education criteria and participates in at least two conferences involving the cooperating teacher, the student, and the School of Education supervisors. Copies of the written evaluations are filed in the student's EDU file and become part of permanent record. Release of these evaluations to potential employers occurs only upon request of the student.

8. Health Form: Each student submits a physician's health report completed no earlier than thirty days before teacher candidacy, but must be completed prior to beginning teacher candidacy.

9. Disclosure Questionnaire/Background Check: A disclosure questionnaire and a background check must also be completed. Specific explanation is found on the form.

10. Internship: Students selected to participate in an internship placement may need to prepare special materials, present their portfolio, and/or interview with the district.

11. Fees: Each teacher candidate pays a $25 fee to cover costs of background checks and partial placement costs. Interns pay an additional $250 ($50 for license and $200 for WIP fee). These amounts are subject to change. Consult latest version of application to Teacher Candidacy.

(Specific guidelines for the teacher candidacy program are found in Appendix G of this Handbook.)

**Policies for 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.

The college supervisor must:
- Have taught in PK-12 schools
- Be a member of WLC faculty (full-time or adjunct)
Policy on “Full Semester” Placement Arrangements

- “Full Semester” Placement Policy: Depending upon the type of teacher candidacy assignment, subject area major/minor, and/or pre-teacher candidacy clinical experiences, a teacher candidate may have one of the following arrangements:

  **Wide Range: Early Childhood through Adolescence:**
  This experience must consist of ONE full semester in two of the four developmental levels, depending upon the prior pre-teacher candidacy clinical experiences.

  **Middle Childhood/Early Adolescence/Adolescence:**

  - Full day, full semester (18 weeks) at one placement (with observations, etc. in other classrooms).
  - Full day, half semester (9 weeks) at each level placement.
  - Full day, half semester (9 weeks) at one placement; split day, half-semester (9 weeks) at first and second placement.

  **Early Childhood/Middle Childhood:**

  The teacher candidate must complete experiences on the preschool, kindergarten and elementary levels: therefore a practicum on one of the early levels must be completed prior to teacher candidacy. This is best accomplished over two semesters or one summer and a semester.

  **Internship:**

  In these assignments, the intern remains in the one placement all semester. Consult the most recent edition of the WIP Handbook for additional explanation.

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 Praxis II exam. 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:

1. The student must submit a written request for delay of teacher candidacy to the Director of Teacher Education. This request must include the rationale and anticipated time schedule for completion within the allowed time frame.
2. This time frame may be extended up to TWO semesters, with an additional semester granted by permission of the Director of Teacher Education on an individual basis.
3. In order to remain current in educational practice, a student is required to take a 3 credit refresher course if the delay is longer than three semesters, unless specifically approved by the Director of Teacher Education.
4. The responsibility for continued communication with the School of Education rests with the student.

Special materials for Clinical Experience (Appendix E)

1. Wisconsin Lutheran College lesson plan
2. Verb sheet for outcomes
3. Unit Plan Guidelines
4. Journal Reflection topics and explanation/samples

Liability coverage for Clinical Experiences

Wisconsin Lutheran College provides coverage through the St. Paul Insurance Company. Specific details are available through the office of Director of Fiscal Affairs in Room A124. Optional coverage is available through membership in the Future Teachers’ Education Association, the Wisconsin Lutheran College chapter of the Student Wisconsin Education Association. Contact Teacher Education Office for details.
Liability issues with under-aged learners

Teacher 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 therefore the School of Education encourages special vigilance in the following areas:

1. Use of personal automobile to transport learners to school events or otherwise is absolutely forbidden.
2. Personal social networking sites (such as Facebook, MySpace) should not be shared with under aged learners under any circumstances.
3. 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.
4. The language we use and the topics we discuss can easily be taken out of context, thus damaging relationships with learners and colleagues and potentially future employers; therefore education students should choose words and expressions carefully.

Other Education Policies

Transfer Students

Students who have completed coursework at other accredited colleges are welcome to transfer to Wisconsin Lutheran College. Their previous coursework is evaluated by the registrar and, in the case of teacher education coursework, may also be evaluated by the Director of Certification. The transfer student must meet all admission requirements of the Teacher Education program at Wisconsin Lutheran College—even the entry level portfolio—before enrolling in 300+ level EDU courses even though s/he may have been admitted to another institution’s teacher education program. This review and admission procedure must occur at least two weeks prior to the beginning of the semester to allow for the EDU faculty to vote on admission. Specific procedural information for transfers is found in the Wisconsin Lutheran College Catalog and on the Admissions website.

Post-Baccalaureate Candidates

A student who has completed a degree program at another accredited college is welcome to enroll in the Wisconsin Lutheran College teacher education program. A special application form must be submitted along with an official transcript of coursework. The Director of Certification reviews the transcripted coursework and documentation of “life” experiences and then identifies areas of deficiencies which can be addressed through the regular teacher education program. All other admission and performance-based requirements of the teacher education program must be met. The Wisconsin Lutheran College degree requirements are not required of the post-bac candidate.

Graduation

Teacher education students who have met all of their degree and program requirements EXCEPT for teacher candidacy are eligible to process at the May graduation ceremonies. Check with the Registrar and Financial Aid advisor for specific information and advice. (Student Handbook)

Licensing

Once a student has completed all teacher education program requirements, s/he may apply for an initial educator license or a substitute teacher’s license. Due to the P134 Professional Development Plan Requirement for license conversion from initial educator to professional educator, it may be prudent for the candidate to complete all necessary forms at the exit interview meeting with the directors, but not to submit either form until employment status is realized.
APPENDIX A

Documents Which Support the Governance & Administration of Teacher Education

- Wisconsin Lutheran College Maps
- Wisconsin Lutheran College Mission Statement
- Wisconsin Lutheran College Strategic Priorities
- School of Education Position Descriptions
Wisconsin Lutheran College

Mission Statement
Wisconsin Lutheran College, affiliated with the Wisconsin Evangelical Lutheran Synod, is a Lutheran liberal arts college for Christian men and women. 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.

Wisconsin Lutheran College

Strategic Priorities

Academic Affairs
- Establish a Graduate School-onsite, off-campus, and online
- Consider University Status
- Implement Strategic Changes in Majors and Curriculum
- Academic Success Center

Institutional Advancement
- Conduct successful Annual Fund
- Grow Endowment
- Capital Campaign
- Secure “naming rights” for buildings
- Campus-Wide, Integrated Marketing Plan

Student Affairs
- Increase enrollment to Reach Goal of 1,000 Students on campus
- Create Integrated, campus-wide Leadership Program
- Complete Athletic Fields and Facilities
- Build/Justify case for need for new Sophomore Residence Hall

Fiscal Affairs
- Balance Budget
- Interim Housing Solution
- Master Campus Plan
School of Education Position Descriptions

Director of Teacher Education
The Director of Teacher Education shall administer the program of teacher education and shall be accountable to the Dean of the College of Professional Studies. In general, the Director shall:

- Oversee the education curriculum to ensure compliance with the Administrative Code (PI34) of the Department of Public Instruction (DPI) of the State of Wisconsin and with the mission and purposes of Wisconsin Lutheran College;
- Teach courses as a designated portion of the assignment load;
- Develop class schedules for each semester, summer, and special programming, in consultation with the School of Education faculty;
- Coordinate the textbook and instructional materials selection process in the School of Education;
- Monitor the progress of students admitted to the education program by maintaining adequate records in coordination with the Director of Licensure/Certification;
- Conduct primary adjudication of student complaints pertaining to the EDU program, classes and/or faculty, with referral to the Dean of the College of Professional Studies, if necessary;
- Investigate current trends and Best Practice research in K-12 education and teacher education; designate members of the school of EDU to serve as “curriculum consultants” for appropriate subject areas that represent their interests and strengths;
- Maintain open communication and cooperation among faculty involved in teaching majors, minors, and areas of concentrations for the purpose of alignment with the content standards of the administrative code in collaboration with the Director of Licensure and Certification;
- Maintain a positive working relationship with the Department of Public Instruction 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, regional, or church conferences and meetings as the “Primary” representative for Wisconsin Lutheran College;
- Serve as an advisory member of the Wisconsin Lutheran College Undergraduate Curriculum Committee;
- Establish and maintain relationships with the public school districts of Southeast Wisconsin to facilitate the acceptance of Wisconsin Lutheran College students for pre-clinical teacher candidacy experiences, practica, teacher candidacy, and internships; employ and oversee a coordinator of clinical placements to manage and develop new relationships for field work opportunities, in addition to supervising students in the clinicals;
- Hold regular School of Education meetings during the academic year;
- Hold regular meetings of the Teacher Advisory Council according to the purposes establish historically in the State Code and described specifically in the Teacher Education Handbook; delegate responsibility for chairing this council to a member of the faculty of the School of Education;
- Stimulate professionalism of education students through appropriate student organizations; delegate education faculty members to serve as advisors;
- Maintain a close working relationship with adjunct education faculty and assist in the supervision of these faculty;
- Set annual goals, develop the budget, and oversee the management of these funds; encourage and support School of Education faculty members in the pursuit of grants for special projects;
- Identify annual staffing needs, project future human resource needs, develop the rationale to pursue such positions, recruit and host prospective professors and staff; coordinate the interview/visitation process; designate faculty/staff members of the School of Education to assist in with this process;
- Conduct an annual assessment of the conceptual framework, the four overarching education goals, and the annual goals; provide a written annual report to the Dean; utilize the information for program improvement;
- Encourage and promote professional development and scholarly activities among the EDU faculty—full time and adjunct—in cooperation with the Assistant Dean of Faculty Development;
- Explore new methodologies to model in the Education classrooms (Team teaching, technological applications, problem-based strategies);
- Conduct an annual review and evaluation of staff members (Administrative Assistant and Coordinator of Clinical Placements);
• Work with the Student Employment Office in the hiring, training, supervising, and evaluating of student assistants while designating faculty/staff members of the School of Education to assume the oversight of student assistants when employed for special projects;
• In general engage in those tasks which are required for the promotion, development, maintenance and success of a high quality school of education as required by State Code and Wisconsin Lutheran College.

**Director of Licensure/Certification**

The Director of Licensure and Certification shall oversee the certification aspects of the Teacher Education program and collaborate with the Wisconsin State Department of Public Instruction to ensure that each candidate from Wisconsin Lutheran College meets all standards for credential recommendation. This person shall be accountable to the Dean. In general, this Director shall;

• Provide services to students regarding their credentialing throughout their experiences at WLC; ensure a smooth progression from application to credentialed teachers and alumni;
• Teach courses as a designated portion of the assignment load;
• Monitor the progress of students admitted to the education program by maintaining adequate records in coordination with the Director of Teacher Education;
• Suggest courses needed for certification purposes each semester, summer, and special programming, in consultation with the Director of Teacher Education;
• Conduct primary adjudication of student complaints pertaining to licensure and certification, with referral to the Director of Teacher Education, Registrar, Dean, if necessary;
• Investigate current trends in licensure areas;
• Maintain open communication and cooperation among faculty involved in teaching majors, minors and areas of concentrations for the purpose of alignment with the content standards of the administrative code in collaboration with the Director of Teacher Education;
• Maintain a positive working relationship with the Department of Public Instruction 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, regional, or church conferences and meetings as the “Secondary” representative for WLC;
• Represent Wisconsin Lutheran College at the Wisconsin Improvement Program (WIP) meetings; oversee the WIP internship program in coordination with the Coordinator of Clinical Placements;
• Establish and maintain relationships with the public school districts of Southeast Wisconsin to ascertain special licensure concerns and needs;
• Establish deadlines and develop means of communication concerning the Praxis Test requirements; attend training sessions concerning testing sponsored by the Department of Public Instruction and/or the testing agency, such as ETS;
• Monitor GPA requirements of students at the entry and exit points of the program;
• Maintain a list of “completers; by definition for the purposes of annual reports;
• Review all teacher candidacy and completer applicants for fulfillment of program requirements and any special licensure or certification criteria;
• Develop and maintain records pertaining to the filing of the annual Title II Report which is a federal obligation;
• Record information to develop the annual certification report;
• Recommend those candidates for licensure who have satisfactorily met all school of education and state requirements and who have demonstrated those high professional standards expected by the School of Education at WLC;
• Communicate endorsement procedures at the teacher candidacy seminar;
• Endorse licensure applications after a final check for completion of requirements; notify the registrar of completion;
• Conduct review of transcripts and advise all post-baccalaureate students intending to pursue Teacher Education; upon consultation with the Director of Teacher Education, determine course of study for these students;
• Advise students on questions of licensure and certification in the state of Wisconsin; provide avenues to ascertain licensure and certification requirements in other states;
• Develop and maintain a working knowledge base concerning certification in order to serve as the college expert on licensure at the initial, professional, and master teacher levels;
• Develop and maintain a program to assist WLC completers with the license conversion and renewal process, including the Professional Development Plan (PDP); serve as a representative at the Independent College Consortium; maintain training to serve as an IHE representative on a Professional Development Team (PDT).

_On the basis of the above list of administrative responsibilities, the Provost has designated that six credit hours of release time per semester be allotted to the positions of Director of Teacher Education and the Director of Licensure/Certification, respectively. This shall be reviewed annually in order to be responsive to the growth and program expansion of the School of Education._

**Coordinator of Clinical Experiences**

The Coordinator of Clinical Experiences works with college faculty, school-based professional, and others for the development, implementation, evaluation, and documentation related to field experiences associated with all professional education programs. The Coordinator is responsible for the assignments of appropriate placements for all field experiences according to national and state standards and the WLC School of Education policies for licensure.

**General Responsibilities**

• Attend School of Education meetings and prepare a written report of activities;
• Respond to e-mail and phone calls, update enrollment data and changes in placements; communicate placement changes to the directors;
• Develop and articulate to the Directors a yearly plan for establishing new opportunities for placement of clinical students; prepare an annual report of opportunities pursued at the end of the academic year;
• Investigate possible partnership opportunities between K-12 schools and WLC School of Education (for example, action research project; on-site methods course meetings, mentorship and professional development);
• Participate in campus life including chapel attendance, fine arts events, etc;
• Establish, maintain and update professional communication with K-12 school faculties and WLC candidates for clinical placement purposes;
• Finalize pre-teacher candidate and teacher candidate placements;
• Compile a representative sampling of all written communication to be submitted to Director(s) annually;
• Maintain and update database of information and assessments on schools placements, cooperating teachers, graduates, and other pertinent information;
• Analyze effectiveness of clinical experiences through development of assessment tools; prepare a detailed report to be shared annually with the Director(s);
• Coordinate and share clinical, teacher candidacy, and other pertinent information with EDU administrative assistant;
• Conduct—twice a year (August/January) seminars for prospective cooperating teachers;
• Participate in an annual job performance review in June.
• Develop and maintain the Lifeline Assistance Program (LAP) which involves follow-up communication with graduates and/or completers of the WLC EDU program in order to maintain a contact data base for purposes of assessment and assistance;
• Monitor the WIP intern website for potential placements of identified and pre-approved student teachers; report posted available internships to the Director of Certification;
• Meet monthly with the Director of Certification to review the WIP polices, placements, and use of professional development funds.
Administrative Assistant

The Administrative Assistant serves as day-to-day office manager and is responsible for a wide variety of project management and administrative duties. Tasks are of a confidential nature dealing with student-faculty relations and related personnel matters.

Primary Responsibilities

- Support the Director(s) of Teacher Education in the administration of the education program.
- Assist education faculty and adjunct professors in preparation of course materials and correspondence;
- Respond to questions from students regarding teacher education requirements, test dates, test scores, completion of forms, etc;
- Provide customer service by answering questions from students, faculty and other customers;
- Perform all general clerical duties including, but not limited to: word processing, making copies, filing, data entry, answering the telephone, opening and delivering mail, etc.; maintain records and files; draft correspondence; schedule and maintain appointments;
- Maintain School of Education related data, gather information and ensure the timely preparation and coordination of a variety of assessment reports;
- Maintain an internal control system for monitoring, ordering, distributing materials and office supplies; track the school’s budget; coordinate and perform registrations and collect related fees;
- Assist in the supervision of student employees;
- Coordinate seminars and banquets including making food purchases and facility requests;
- Attend and record minutes for monthly School of Education meetings;
- Maintain School of Education bulletin board and update yearly calendar;
- Administer and score the Steinbrecher-Willmington listening test;
- Maintain and update School of Education materials for accuracy and quality of appearance;
- Handle school’s day-to-day office and routine responsibilities by planning, organizing, and executing administrative operations;
- Use initiative and independent judgment in the application of prescribed policies, procedures, and methods set forth by the Director(s);
- Facilitate documentation and interaction with faculty and prospective students;
- Other duties assigned by Director(s).
APPENDIX B

Advising Materials

- T-Chart
- The Academic Vision of Wisconsin Lutheran College
- General Degree Audit Form (Prior to fall 2010)
- Academic Goals (Fall 2010)
- General Degree Audit Form (Fall 2010)
- Education Audit Forms
  - EC/MC
  - MC/EA
  - EA/A
  - EC-A (Wide Range)
    - Art
    - Foreign Language
    - Music
    - Theatre
**T – Diagram of Tentative Course Enrollments**

Directions: Upon admission to the WLC Teacher Education program, please complete one of these diagrams with your assigned EDU advisor. (If you also have a major/minor advisor in another discipline, you should complete one with that advisor to reflect that respective coursework.)

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The Academic Vision of Wisconsin Lutheran College

Wisconsin Lutheran College strives to develop in each student a Christian mind and a servant’s heart that will allow him or her to excel in the world of ideas and in relationships with people. Each graduate will be committed to humble and responsible service through independent and creative thought and will use research and analytical skills to make critical judgments.

In order to achieve its academic vision, Wisconsin Lutheran College strives to meet the following goals in each of its students:

1. **Christian Faith and Living**: An educated Christian will grow in faith, character, ability to serve, and involvement in the community of believers. To this end, students shall:
   a. increase their understanding of the biblical narrative and grow in their appreciation for the gospel and the Sacraments;
   b. develop the ability to analyze doctrinal belief systems;
   c. grow in the discovery, development, and application of their spiritual and personal gifts in a lifestyle of service to their church and world;
   d. grow in their ability to integrate their faith in healthy relations with others, an appreciation of Christian freedom, a vibrant worship and prayer life, and an acceptance of cross-bearing; and
   e. select spiritual mentors and enhance perspectives on Christian living through the instruction and example of others.

2. **Communication Skills**: Given the charge to “go and tell” by Christ Jesus, the ability to communicate effectively is essential. The organization and presentation of ideas in written and oral communication is vital for empowering the individual to lead and influence others. To this end, students shall:
   a. develop the ability to read and listen critically and comprehend complex ideas;
   b. develop the ability to write and speak effectively;
   c. develop the ability to successfully interact with others in diverse situations; and
   d. develop a basic understanding of the structure and cultural context of a foreign language and be able to communicate basic ideas in that language.

3. **Mathematical Skills**: The complexities of technology illustrate the profound influence of mathematics in shaping today’s world. Mathematics provides a mode of thinking which enables the individual to abstract, conceptualize, reason, and communicate in numeric, symbolic, and graphic forms. To appreciate its significance and applications, students shall:
   a. develop the numeracy and problem-solving skills necessary to function effectively and responsibly in a technological society;
   b. learn to express observed relationships in mathematical form and reason from them; and
   c. use and comprehend statistical data and reasoning.

4. **Technological Proficiency**: Information technologies have become an essential part of our daily lives in today’s society. A well-educated individual needs to understand the various information technologies and how to use them for communication and problem solving. To this end, students shall:
   a. develop knowledge and proficiency in the use of computers and other information technologies;
   b. understand the ethical and legal issues related to the use of technology and act responsibly and morally in their use; and
   c. develop the ability to integrate the use of appropriate technologies into a variety of contexts and disciplines.

5. **Scientific Reasoning**: An educated Christian should understand basic scientific principles to make informed decisions and appreciate the many physical blessings God has given us. To this end, students shall:
   a. develop the ability to demonstrate knowledge and understanding of the basic structures, forces, and systems of God’s creation; and
   b. relate scientific concepts to the challenges of the physical universe.
6. **Behavioral Analysis:** An understanding of the interaction between and among various social systems as well as the nature and behavior of persons both as individuals and in relation to others is essential to the life and development of a Christian. To this end, students shall be able to:
   a. demonstrate an understanding of the characteristics of and the differences among various political, economic, and social systems from historical and systematic perspectives;
   b. identify the sources and functions of the institutions and systems of belief that constitute human society; and
   c. evaluate the flow of events in the world and make ethical judgments based on knowledge and biblical principles.

7. **Aesthetic Sensibility:** The educated Christian should have a sensibility to the various ways in which humans have artistically represented their culture along with a knowledge of how humans have been moved to express themselves in response to social, technological, religious, political, and historical contexts in which they have lived. Knowledge of the creative endeavors of humans, however, is not in itself sufficient to stimulate creativity. Participation in the creative process allows students the opportunity to experience their world and give meaning to individual feelings and values. To this end, students shall:
   a. develop a knowledge of, appreciation for, and responsiveness to literature and the fine arts;
   b. actively participate in aesthetic experiences as a means for formulating aesthetic judgments from a Christian perspective; and
   c. express imagination and originality by exploring and developing God-given gifts to make application of the creative process to any field of study.

8. **Intellectual Diversity:** The Christian student must be open to different ways of looking at the world. Appreciation for the complexity and diversity of human experience is essential if the Christian student is to address human needs with the Gospel effectively. To this end, students shall:
   a. develop understanding and appreciation of intellectual and cultural diversity; and
   b. develop the capacity to recognize and deal with the complexity, ambiguity, and diversity in life and find ways of resolving conflicts which arise from differences.

9. **Wisdom:** Ultimately an educated Christian seeks to exercise wisdom in his or her life. Wisdom encompasses knowledge, reasoning ability, discernment, decision making, and proper motivation. It applies, analyzes, synthesizes, and evaluates facts and principles, methods and disciplines. To this end, students shall:
   a. develop the ability to evaluate and make judgments based on breadth and depth of knowledge in many disciplines;
   b. develop the ability to discern truth through a thorough understanding of God’s Word; and
   c. demonstrate in their personal lives balanced perspective, judgment, prudence, and Christian maturity.

10. **Leadership:** The educated Christian realizes that the translation of his/her learning into leadership in one’s home, church, community, and nation is the natural outcome of a distinctively Christian liberal arts education. Effective Christian leadership begins with an attitude of humble service to Jesus Christ and active followership of the Gospel. It consists of independent and public activity based on one’s abilities and willingness to take initiative. Recognizing that leadership is both a spiritual gift and practical skill, the college strives to fulfill its mission for the church and the world by empowering students to:
    a. demonstrate faithful discipleship to Jesus Christ as their leader through regular chapel and church attendance, prayer, and Bible study;
    b. develop leadership skills through volunteer and service activities on campus and in the community;
    c. demonstrate the wise gifts and abilities through active Christian leadership in their families, their congregations, their communities, and in the world at large.
GENERAL DEGREE REQUIREMENTS
(Prior to fall 2010)

NAME ____________________________________    ID ______________________

Bachelor of Arts ______    Bachelor of Science ______    Bachelor of Science in Nursing ______

I.  BASIC SKILLS
A.  Writing: ENG-101 (3) _____ (C or better)
B.  Speaking: COM-101 (3) _____ (C or better)
C.  Foreign Language: Met by high school courses: _____ or BS only _____
   BA and BSN: 3 units _____ _____ ( ) _____; _____ _____ ( ) _____; _____ _____ ( ) _____
   BS: 2 units _____ _____ ( ) _____; _____ _____ ( ) _____
D.  Mathematics: See Majors for specific requirements
   BA and BSN: At least MAT-117 or higher _____ _____ ( ) _____
   BS: At least MAT-221 (4) _____ and MAT-222 (4) _____

II.  CORE CURRICULUM (*Note: No course may be used to satisfy more than one area of the core)
A.  Theology: (At least 12crs., and one course per year as a full-time student or one course
    for every 32 credits taken as a part-time student)
   1.  Biblical Narrative – 2 courses (100 or 300 level)
      THE-100 (3) _____;  THE-_____(3) _____
   2.  THE-211 or 212 (3) _____ or PHI-201 or 202 (3) _____
   3.  Systems of Theology – 1 course: THE-4____(3) _____
B.  Fine Arts (At least 2 courses from two different schools (ART, MUS, THR), one of which must be a 3 credit course)
   1.  _____ _____ ( ) _____  2.  _____ _____ ( ) _____
C.  English Literature  ENG - _____ (3) _____
D.  Natural Science
   BA and BSN: 2 courses, at least 1 lab: _____ _____ ( ) _____; _____ _____ ( ) _____
   BS: 3 courses, at least 2 labs: _____ _____ ( ) _____; _____ _____ ( ) _____; _____ _____ ( ) _____
   NOTE: BIO-120, BIO-124, BIO-141, CHE-101, and PHY-110 do not count toward BS
E.  History  HIS - _____ (3) _____

III.  Society / Human Behavior: (2 courses from 2 different schools)
   1.  _____ _____ ( ) _____  2.  _____ _____ ( ) _____

IV.  Intellectual Diversity
   1.  _____ _____ ( ) _____

V.  SPECIAL REQUIREMENTS
A.  Physical Well-Being (At least 1 credit, applied fitness courses only)
   1.  PED - _____(1) _____;  PED - _____(.5) _____ and PED - _____(.5) _____
B.  Freshman Seminar:  COL-101 (1) _____ and COL-102 (1) _____

VI.  A TOTAL OF 128 EARNED CREDITS IS REQUIRED FOR A DEGREE.

YEAR    SEM    CR. ATT.    CR. REC.    GR. PTS.    GPA    CUM.CRS.    CUM.GR. PTS.    CGPA    HONORS
____    ____    ________    ________    ________    ________    ________    ________    ________    ________
The Academic Vision of Wisconsin Lutheran College (Fall 2010)

The faculty of Wisconsin Lutheran College believes that a Christian undergraduate education based on scholarly activity, engagement with the liberal arts, and practical application of knowledge enlarges students’ perspectives and prepares them for various vocations in which God places them. Consequently, graduates of Wisconsin Lutheran College will:

AG1: Articulate a world-view based on Holy Scripture, as interpreted by the Lutheran Confessions. Students at a Christian institution of higher learning have the unique opportunity of learning to view the wonder and order of the universe as part of God’s creation. This coherent perspective of the world is based on an understanding of the biblical narrative, systems of doctrine, church history, and Christian vocation through the hermeneutical lens of the Lutheran Confessions. Students are thus enabled to comprehend synoptically the diversity of information to which they are exposed, as they effectively and faithfully carry out their roles in the church and society.

AG2: Think critically, clearly, and accurately in the pursuit of the Truth. Because students are exposed to a wide variety of social institutions, historical perspectives, manifestations of culture, and systems of belief, as well as the means by which people express themselves in these contexts, a comprehensive Christian education equips students to evaluate wisely and discriminate and to reason validly. Moreover, the empirical skills they acquire allow them to engage with the structure, forces, and systems of God’s creation and relate scientific concepts to the phenomena of the physical universe.

AG3: Express themselves with grace and precision in a variety of contexts. A comprehensive Christian education fosters students’ ability to listen, speak, and write respectfully, critically, and effectively. It also nurtures their ability to reason and express observed relationships in numeric, symbolic, and graphic forms, while at the same time integrating appropriate technologies into their studies. In order to communicate with integrity from a global perspective, students will develop a facility with the elements, structure, and cultural context of a foreign language. Finally, their exposure to the arts and humanities stimulates students’ willingness to depict ideas and emotions creatively in verbal, visual, and musical forms.

Wisconsin Lutheran College General Education Requirements

I. Core Curriculum

Common Courses (8 credits)
- COL-101 Idea of a Christian College
- COL-202 Christian Life Planning
- ENG-101 Expository Writing
- COM-101 Introduction to Communication

Theology (12 credits)
- THE-100 Introduction to Theology
- One course in Biblical Theology, 101, 102, 111, 301-310
- One course in Systematic Theology, 401, 402, 411, 421, 431
- One elective course in Theology, 211

Humanities (9 credits)
- One English Literature course
- One 3 credit course from Art, Music, or Theatre
- 3 additional credits from the following:
  - Art
  - English
  - Music
  - Philosophy
  - Theatre
  - German 201 or above
  - Spanish 201 or above
  - Mandarin 201 or above

Social Science (9 credits)
- One History course
- 6 additional credits from the following:
  - Anthropology
  - Business
  - Communication
  - Psychology
  - Education
  - History
  - Political Science
  - Sociology
Science and Mathematics (10-19 credits)

BA-
- One Mathematics course from: MAT 117, 118, or 210 or higher.
- One Lab Science course
  - One additional course from Anthropology (ANT 202 or 203), Biology, Chemistry, Computer Science, Earth-Space Science, GEO 125, MAT 117, 118, or 210 or higher, or Physics.

BS/BSN-
- One Mathematics course from: MAT 117 or 210 or higher.
- Two Lab Science courses
  - One additional course from Anthropology (ANT 202 or 203), Biology, Chemistry, Computer Science, Earth-Space Science, Mathematics (210 or higher), or Physics.

Physical Education
1 credit from courses numbered PED 101-199

Foreign Language (0-12 credits)

BA-
- Option 1: Completion of three units of a foreign language in high school, two of which must be sequential units from the same language.
- Option 2: Completion of a foreign language unit at the 201 level or higher.
- Option 3: Completion of at least three units of any foreign language, two of which must be sequential units from the same language.

BS/BSN-
- Option 1: Completion of two units of a foreign language in high school
- Option 2: Completion of a foreign language unit at the 201 level or higher.
- Option 3: Completion of at least two sequential units of a foreign language

Note: A unit of foreign language is either one year of high school study or one semester of college study.

II. 128 total credits
III. Completion of all major requirements
   a. A minimum cumulative grade point average (CGPA) of 2.50 in courses selected by the student to satisfy the major. Collateral requirements do not count toward major grade point average.
   b. 15 credits in residence from upper division courses (300 or 400 level courses) within the major
IV. 36 credits from upper division courses
V. 2.00 CGPA for all course taken
VI. 30 credits must be earned in residence
VII. Courses taken to satisfy any one area of the core curriculum may not be used to satisfy other areas of the core.

Retroactive Credits

Students placing into higher level foreign language course will receive retroactive credit for the preceding courses if a grade of “B” or better is earned after completing the course in which they were placed. The maximum credit earned through retroactive credit is 11 credits.

Example-Student places into SPA 201 and earns a grade of “B”. The student would then receive 8 retroactive credits for SPA 101 and 102.

Students placing into a higher level mathematics course will receive retroactive credit for the preceding courses if a grade of “B” or better is earned after completing the course in which they were placed. The maximum credit earned through retroactive credit is 12 credits.

Example-Student places in MAT 223 Calculus 3 and earns a grade of “B”. The student would then receive 8 credits for MAT 221 and 222.
# Education Audit Forms

## DEGREE AUDIT FORM--EARLY CHILDHOOD EDUCATION MAJOR
Early Childhood/Middle Childhood - Ages Birth to 11 years

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### Required Courses

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<td>EDU 382</td>
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### TOTAL CREDITS: 53-54

### Collateral Courses

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<td>MAT 117</td>
<td>Elementary Stats</td>
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<td>EDU 118</td>
<td>Math for Life</td>
<td>3</td>
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<td>MAT 221/2</td>
<td>Calculus 1 and/or 2</td>
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<td>First Aid and Safety</td>
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<td>POL 200/2</td>
<td>Am. Government 1 or 2</td>
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<td>HIS 1 American History</td>
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### Fine Arts: Choose ONE of the following

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<tr>
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<tr>
<td>ENG 307</td>
<td>Non-Western Persp</td>
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<td>HIS 3 Non-West History</td>
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### Before Teacher Candidacy

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<td>The Actor in You</td>
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### After Teacher Candidacy

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### GPA

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### Note: Specific Requirements:

1. At declaration: certain specific requirements must be met and verified by the EDU Dept. (See EDU Handbook)
2. Minimum exit GPA in the major/minor must be at least 3.0.
3. All EDU majors admitted to Tchr Ed after Nov 2007 must pass EDU courses with a BC or higher, or repeat the course.
4. MAT 117 is preferred for Education majors. MAT 221/222 are encouraged if abilities so indicate.
5. All teacher candidacy experiences conducted after all other requirements are met, unless specifically approved by the Director of Teacher Education.
6. PED 200 can be met through a certificate.
7. EDU 210 now replaces both PSY 120/250. Consult the Director of Teacher Education for clarification. (Effective Fall 09)
8. EDU 451 is now met through EDU 201 and EDU 221 for those enrolled as of Fall 08.

9/9
# DEGREE AUDIT FORM—ELEMENTARY EDUCATION MAJOR

Middle Childhood/Early Adolescent (Ages 6-13 years)

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## Required Courses

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<td><strong>EDU 292</strong> Clinical: General</td>
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<td>Edu Exceptional Indiv.</td>
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<td>EDU 323</td>
<td>Instr. Strat MS</td>
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<td>EDU 324</td>
<td>Teaching Soc. Studies</td>
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<td>EDU 327</td>
<td>Teaching Science</td>
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<td><strong>EDU 391</strong> Clinical: Science</td>
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<td>EDU 431</td>
<td>Content Area Literacy</td>
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<td>EDU 451</td>
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<td>EDU 493</td>
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**TOTAL CREDITS: 45-46**

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## Elective Courses

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<td>EDU 360</td>
<td>Student Motivation</td>
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## Non-Western: Choose ONE of the following

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<td>ENG 307</td>
<td>Non-Western Persp</td>
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## Collateral Courses

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<td>MAT 117</td>
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<td>MAT 118</td>
<td>Math for Life</td>
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<td>MAT 221/2</td>
<td>Calculus 1 and/or 2</td>
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<td>PED</td>
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<td>POL 200/2</td>
<td>Am. Government 1 or 2</td>
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<tr>
<td>HIS</td>
<td>American History</td>
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## Fine Arts: Choose ONE of the following

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<td>Music Appreciation</td>
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<td>Intro to Theatre</td>
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## After Teacher Candidacy

<table>
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<tr>
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## Before Teacher Candidacy

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<tr>
<th>Credits</th>
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## Note: Specific Requirements:

1. At declaration certain specific requirements must be met and verified by the EDU Dept. (See EDU Handbook)
2. Minimum exit GPA in the major/minor must be at least 3.0.
3. All EDU majors admitted to Tchr Ed after Nov 2007 must pass EDU courses with a BC or higher, or repeat the course.
4. MAT 117 is preferred for Education majors. MAT 221/222 are encouraged if abilities so indicate.
5. All teacher candidacy experiences conducted after all other requirements are met, unless specifically approved by the Director of Teacher Education.
6. PED 200 can be met through a certificate.
7. EDU 210 now replaces both PSY 120/250. Consult the Director of Teacher Education for clarification. (Effective Fall 09)
8. A minor is required in ONE of the following areas: foreign language, languages arts, math, social studies, or science.
9. EDU 451 is now met through EDU 201 and EDU 221 for those enrolled as of Fall 08.
# Degree Audit Form—Secondary Education Major

**Early Adolescence/Adolescence (Ages 12–21 years)**

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<tr>
<th>Student Name</th>
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<th>Pts</th>
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<td>EDU 222 Instr. Technology</td>
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<td>EDU 210 Educational Psych</td>
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<td>EDU 223 Teaching in a Rel Setting</td>
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<td>EDU 316 Home/Sch.Comm Part</td>
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<td><strong>EDU 394 Clinical: Middle</strong></td>
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<td>EDU 373 Urban Education</td>
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The following do not count toward the 3 cr. minimum listed above. Approval of Director of Teacher Education required.

| EDU 324 Teaching Soc. Studies | 2 | | | | |
| EDU 390 Clinical: Soc Studies | 1 | | | | |
| EDU 327 Teaching Science | 2 | | | | |
| **EDU 391 Clinical: Science** | 1 | | | | |
| EDU 329 Teaching Math - EA | 3 | | | | |
| **EDU 392 Clinical: Math** | 1 | | | | |
| EDU 333 Emerging Lit 2 | 3 | | | | |
| **EDU 396 Clinical: Lit Elem** | 1 | | | | |

Non-Western: Choose ONE of the following

| ART 307 Non-Western Art | 3 | | | | |
| ENG 307 Non-Western Persp | 3 | | | | |
| HIS Non-Western History | 3 | | | | |

**Before Teacher Candidacy**

| Credits | | | | | |
| Grade Pts | | | | | |
| GPA | | | | | |

**After Teacher Candidacy**

| Credits | | | | | |
| Grade Pts | | | | | |
| GPA | | | | | |

**Collateral Courses**

| ESS 182 Environmental Science | 4 | | | |
| BIO 283 Marine Ecology | 3 | | | |
| BUS 181/2 Prin Micro/Macroeco | 3 | | | |

**Note:** Specific Requirements:

1. At declaration certain specific requirements must be met and verified by the EDU Dept. (See EDU Handbook)
2. EXIT GPA in the major/minor must be at least 3.0.
3. All EDU majors admitted to Tchr Ed after Nov 2007 must pass EDU courses with a BC or higher, or repeat the course.
4. MAT 117 is preferred for Education majors. MAT 221/222 are encouraged if abilities so indicate.
5. All teacher candidacy experiences conducted after all other requirements are met, unless specifically approved by the Director of Teacher Education.
6. PED 200 can be met through a certificate.
7. EDU 210 now replaces both PSY 120/250. Consult the Director of Teacher Education for clarification. (Effective Fall 09)
8. A certifiable Major must be met.
9. EDU 451 is now met through EDU 201 and EDU 221 for those enrolled as of Fall 08.
DEGREE AUDIT FORM—WIDE RANGE EDUCATION MAJOR - ART
Early Childhood through Adolescence (Ages Birth—21 years)

Student Name ___________________________ Assigned Advisor ___________________________

<table>
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<tr>
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<th>Cr</th>
<th>Grade</th>
<th>Pts</th>
<th>Elective Courses</th>
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<td>EDU 320 Tching Mult. Intelligence</td>
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<td>EDU 351 Strat for Beh/Challenged</td>
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<td>EDU 493 Portfolio Seminar</td>
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**Collateral Courses**

| POL 200/2 Am. Government 1/2             | 3  |       |     | EDU 483 Practicum                         | 1-3|       |     |
| HIS American History                     | 3  |       |     | EDU 490 Internship                        | 1-3|       |     |
| PED 200 First Aid/Safety                 | 1  |       |     | EDU .99 Independent Study                 | 1-3|       |     |

**Non-Western: ONE of the following**

| ART 307 Non-Western Art                  | 3  |       |     |
| ENG 307 Non-Western Persp                | 3  |       |     |
| HIS Non-West History                     | 3  |       |     |

**Before Teacher Candidy**

<table>
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<th>Credits</th>
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Note: Specific Requirements:
1. At declaration certain specific requirements must be met and verified by the EDU Dept. (See EDU Handbook).
2. EXIT GPA in the major/minor must be at least 3.0.
3. All EDU majors admitted to Tchr Ed after Nov 2007 must pass EDU courses with a BC or higher, or will be required to repeat course.
4. All student teaching experiences conducted after all other requirements are met, with the approval of the Director of Teacher Education.
5. PED 200 can be met through a certificate.
6. EDU 210 now replaces both PSY 120/250. Consult the Director of Teacher Education for clarification. (Effective Fall 09)
7. A certifiable Major must be met to be licensed as a art teacher in Wisconsin.
8. EDU 451 is now met through EDU 201 and EDU 221 for those enrolled as of Fall 08.

9/9
## DEGREE AUDIT FORM—WIDE RANGE EDUCATION MAJOR - FOREIGN LANGUAGE

Early Childhood through Adolescence (Ages Birth–21 years)

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<th>Student Name</th>
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<td>EDU 210 Educational Psych</td>
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<td><strong>EDU 292 Clinical: General</strong></td>
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<td>EDU 332 Models of Tchg Writing</td>
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<td><strong>EDU 385 Clinical: Wd Range</strong></td>
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<tr>
<td>EDU 402 History/Philosophy ED</td>
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<td><strong>EDU 397 Clinical: EA/Adol</strong></td>
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<tr>
<td>EDU 493 Portfolio Seminar</td>
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<td>HIS _ American History</td>
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<td>EDU 490 Internship</td>
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<td>PED 200 First Aid/Safety</td>
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<td>EDU _99 Independent Study</td>
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<th><strong>GPA</strong></th>
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2. EXIT GPA in the major/minor must be at least 3.0.
3. All EDU majors admitted to Tchr Ed **after Nov 2007** must pass EDU courses with a BC or higher, or will be required to repeat course.
4. All student teaching experiences conducted after all other requirements are met, unless specifically and individually approved by the Director of Teacher Education.
5. PED 200 can be met through a certificate.
6. EDU 210 now replaces both PSY 120/250. Consult the Director of Teacher Education for clarification. **(Effective Fall 09)**
7. A certifiable Major must be met to be licensed as a foreign language teacher in Wisconsin.
8. An approved foreign immersion experience must be completed prior to student teaching.
9. EDU 451 is now met through EDU 201 and EDU 221 for those enrolled as of Fall 08.
DEGREE AUDIT FORM—WIDE RANGE EDUCATION MAJOR - MUSIC
EARLY CHILDHOOD THROUGH ADOLESCENCE - (Ages Birth to 21 years)

<table>
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<td>EDU 221 Instr./Class Man Str</td>
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<td>EDU 280 Special Topics</td>
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<td><strong>EDU 292 Clinical: General</strong></td>
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<td>EDU 319 EC Topics</td>
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<td>EDU 320 Tching Mult. Intelligence</td>
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<td>EDU 323 Instr. Strat MS</td>
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**TOTAL CREDITS:** 38 - 39

| EDU 494 Tchrd Candidacy Intern | 10 |     | EDU 483 Practicum | 1-3 |     |
| EDU 495 Tchrd Candidacy | 10 |     | EDU 490 Internship | 1-3 |     |
| EDU 496 Tchrd Csnd Seminar | 2 |     | EDU ____ 99 Independent Study | 1-3 |     |

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<td>ENG Non-Western Persp</td>
<td>3</td>
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<tr>
<td>HIS Non-Western History</td>
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**Note:** Specific Requirements:

1. At declaration certain specific requirements must be met and verified by the EDU Dept. (See EDU Handbook)
2. Minimum exit cumulative GPA in the major/minor must be at least 3.0.
3. All EDU majors admitted to Tchrd Ed after Nov 2007 must pass EDU courses with a BC or higher, or will be required to repeat course.
4. All teacher candidacy experiences conducted after all other requirements are met, unless specifically and individually approved by the Director of Teacher Education.
5. PED 200 can be met through a certificate.
6. EDU 210 now replaces both PSY 120/250. Consult the Director of Teacher Education for clarification. (Effective Fall 09)
7. A certifiable Major must be met to be licensed as a music teacher in Wisconsin.
8. A student cannot enroll in any 300-level methods course without being admitted to Teacher Education. MUS 322, 323, 324 should be taken as close to teacher candidacy as possible.
9. EDU 451 is now met through EDU 201 and EDU 221 for those enrolled as of Fall 08.
APPENDIX C

ASSESSMENT

- Conceptual Framework
- Performance Based and Research Based Standards
- Knowledge, Skills, and Dispositions based on the Ten Teacher Standards
- Assessment Flowchart by Standards
- The Academic Vision of Wisconsin Lutheran College
- General Degree Requirements/Audit Form (Prior to fall 2010)
- Academic Goals (Fall 2010)
- General Degree Requirements (Fall 2010)
- Annual Assessment Report Outline
CONCEPTUAL FRAMEWORK

The Conceptual Framework of the WLC Teacher Education Program flows from the WLC mission and vision statements and the Institution’s Ten Academic Goals which inform and shape the knowledge, skills and dispositional bases that create our respective program of study. Our WLC literature clearly states the Board of Regents directive that Teacher Education was to be nested in the liberal arts studies of this college; it was not to be an “add on” professional program. The integrative nature of the program needed to be evident in as many ways as possible.

WLC MISSION STATEMENT

Wisconsin Lutheran College, affiliated with the Wisconsin Evangelical Lutheran Synod, is a Lutheran liberal arts college for Christian men and women. 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 life of Christian leadership.

Approximately seven years ago, the Curriculum Committee was charged with studying the academic program goals; their study yielded 10 academic goals. Following that, the newly appointed Assessment Committee was charged with designing a process to assess these goals. It was during this process that an inconsistency was noted in the goals: Goals 1 and 10 were so similar, it was difficult to distinguish objectives for assessment purposes. At that same time, it was noted that the idea of “leadership”, although clearly a part of the mission statement, was not a stated goal. With the approval of the campus community, the first and tenth goals were combined and the tenth goal emerged as “leadership.” In spring 2009, the faculty adopted new academic goals effective Fall 2010.

Ten Academic Goals of Wisconsin Lutheran College (Effective through Spring 2010)

Wisconsin Lutheran College strives to develop in each student a Christian mind and a servant’s heart that will allow him or her to excel in the world of ideas and in relationships with people. Each graduate will be committed to humble and responsible service through independent and creative thought and will use research and analytical skills to make critical judgments.

In order to achieve its academic vision, Wisconsin Lutheran College strives to meet the following goals in each of its students:

1. **Christian Faith and Living**: An educated Christian will grow in faith, character, ability to serve, and involvement in the community of believers.

2. **Communication Skills**: Given the charge to “go and tell” by Christ Jesus, the ability to communicate effectively is essential. The organization and presentation of ideas in written and oral communication is vital for empowering the individual to lead and influence others.

3. **Mathematical Skills**: The complexities of technology illustrate the profound influence of mathematics in shaping today’s world. Mathematics provides a mode of thinking which enables the individual to abstract, conceptualize, reason, and communicate in numeric, symbolic, and graphic forms.

4. **Technological Proficiency**: Information technologies have become an essential part of our daily lives in today’s society. A well-educated individual needs to understand the various information technologies and how to use them for communicating and problem solving.

5. **Scientific Reasoning**: An educated Christian should understand basic scientific principles to make informed decisions and appreciate the many physical blessings God has given us.
Behavioral Analysis: An understanding of the interaction between and among various social systems as well as the nature and behavior of persons both as individuals and in relation to others is essential to the life and development of a Christian.

Aesthetic Sensibility: The educated Christian should have a sensibility to the various ways in which humans have artistically represented their culture along with a knowledge of how humans have been moved to express themselves in response to social, technological, religious, political, and historical contexts in which they have lived. Knowledge of the creative endeavors of humans, however, is not in itself sufficient to stimulate creativity. Participation in the creative process allows students the opportunity to experience their world and give meaning to individual feelings and values.

Intellectual Diversity: The Christian student must be open to different ways of looking at the world. Appreciation for the complexity and diversity of human experience is essential if the Christian student is to address human needs with the Gospel effectively.

Wisdom: Ultimately an educated Christian seeks to exercise wisdom in his or her life. Wisdom encompasses knowledge, reasoning ability, discernment, decision making, and proper motivation. It applies, analyzes, synthesizes and evaluates facts and principles, methods and disciplines.

Leadership: The educated Christian realizes that the translation of his/her learning into leadership in one’s home, church, community, and nation is the natural outcome of a distinctively Christian liberal arts education. Effective Christian leadership begins with an attitude of humble service to Jesus Christ and active followership of the Gospel. It consists of independent and public activity based on one’s abilities and willingness to take initiative.

The Academic Vision of Wisconsin Lutheran College (effective Fall 2010)

The faculty of Wisconsin Lutheran College believes that a Christian undergraduate education based on scholarly activity, engagement with the liberal arts, and practical application of knowledge enlarges students’ perspectives and prepares them for various vocations in which God places them. Consequently, graduates of Wisconsin Lutheran College will:

AG1: Articulate a world-view based on Holy Scripture, as interpreted by the Lutheran Confessions.

Students at a Christian institution of higher learning have the unique opportunity of learning to view the wonder and order of the universe as part of God’s creation. This coherent perspective of the world is based on an understanding of the biblical narrative, systems of doctrine, church history, and Christian vocation through the hermeneutical lens of the Lutheran Confessions. Students are thus enabled to comprehend synoptically the diversity of information to which they are exposed, as they effectively and faithfully carry out their roles in the church and society.

AG2: Think critically, clearly, and accurately in the pursuit of the Truth.

Because students are exposed to a wide variety of social institutions, historical perspectives, manifestations of culture, and systems of belief, as well as the means by which people express themselves in these contexts, a comprehensive Christian education equips students to evaluate wisely and discriminate and to reason validly. Moreover, the empirical skills they acquire allow them to engage with the structure, forces, and systems of God’s creation and relate scientific concepts to the phenomena of the physical universe.

AG3: Express themselves with grace and precision in a variety of contexts.

A comprehensive Christian education fosters students’ ability to listen, speak, and write respectfully, critically, and effectively. It also nurtures their ability to reason and express observed relationships in numeric, symbolic, and graphic forms, while at the same time integrating appropriate technologies into their studies. In order to communicate with integrity from a global perspective, students will develop a facility with the elements, structure, and cultural context of a foreign language. Finally, their exposure to the arts and humanities stimulates students’ willingness to depict ideas and emotions creatively in verbal, visual, and musical forms.
Building on these institutional goals, the *Purpose and Goals* of Teacher Education have been defined. These four goals maintained their distinction within the *Conceptual Framework* as graphically depicted in the next section. The center of the graphic states what has become the mantra of our program, “The Teacher as Servant Leader.” The cross, representative of our Christian values, is clearly present, but not overpowering as an effort to communicate that which is internalized and motivates us to serve and lead others.

**Purpose of Teacher Education at Wisconsin Lutheran College**

*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, 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. The four core goals of the program which create the encompassing facets for the focus of the conceptual framework are as follows:*

**Goal 1: The Teacher as Professional**

To prepare teaching professionals who demonstrate a commitment to other human beings as an extension of who they are as Christians and who reflect in their personal lives the qualities indicative of Christian commitment and leadership.

**Goal 2: The Teacher as Knowledgeable**

To prepare teaching professionals who demonstrate mastery of their content areas, skill in the methods of teaching, sensitivity to the needs of students and parents, and appreciation for the impact of education on society as a means for promoting positive human relations.

**Goal 3: The Teacher as Communicator**

To prepare teaching professionals who possess communication skills that further enhance and demonstrate knowledge and respect of individual student needs, abilities, and cultural aspects through academic performances and clinical field experiences with school systems representing urban, suburban or rural characteristics of American life.
Goal 4: The Teacher as *Life-long Learner*

To prepare teaching professionals who demonstrate and articulate the need for life-long learning as that relates to the disciplines of their content areas, to the art and science of teaching and to their own spiritual faith and service lives.

**Conceptual Framework Explanation: The Teacher as Servant Leader**

*Because the role of an educator in this new era 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. Sometimes the natures operate simultaneously and other times independently. 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* as s/he *takes* initiative; *sets* a positive example; *seeks* opportunities to participate, share, and lead; and continually, consciously *plans* for improvement in service and leadership.

**Communication of the Conceptual Framework**

1. Students in the program are first introduced to the framework and its components in the first education course, EDU 201 Education in a Diverse Society, by relating those goals and standards in their first philosophical statement, and as they overview *The Teacher Education Handbook* as part of the course activities.

2. Professors consider these aspects at regular discipline meetings when decision-making addresses admissions to the program, curricular design, assessment and annual goal-setting for budgetary reasons.

3. Cooperating teachers at the pre-student teaching clinical levels are generally exposed to the WLC conceptual framework through the explanatory materials and evaluative forms they receive as they collaborate with us in these developmental phases. The more we are able to develop a consistent group of these cooperating teachers for the clinicals, the better informed they can be about the WLC program. The challenge remains for us to be clear in our communication and interactions regarding the conceptual framework.

4. Cooperating Teachers at the Teacher Candidacy or Internship levels are personally explained the Conceptual Framework by the college supervisor assigned to the student teacher. This is done usually during the first week of placement when an initial visit to the school is done to verify placement and to become familiar with the setting.

**Connection to Assessment System**

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 generalized WLC contextualized definitions for each:

**Knowledge:** Even though earthly knowledge is constantly increasing, changing and integrating with new dimensions of learning, the WLC teacher education student should not only strive to be the most current in earthly knowledge, but also recognize that some knowledge is constant—that which is contained in the Holy Scriptures. The essential knowledge is that which provides information about the content areas, the curriculum, instruction and the learner. The WLC student must demonstrate this knowledge through a variety of means—standardized tests, identified tasks, and course level assessments.
Skills: Just as knowledge changes so do the essential skills needed for teaching and for learning. The WLC student should demonstrate that s/he possesses the abilities to prepare, plan and execute tasks for teaching and learning through teaching mini-lessons, developmental unit plans, and strategic instructional activities for content areas.

Dispositions: Also labeled “attitudes,” this area is one which is difficult to define and demonstrate. It is generally understood to be a necessary component for effective teaching and learning. To properly define this term as applied on this campus, it is necessary to provide this context first:

- **Scripture:** “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 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)

- **Dictionary:** a. prevailing tendency, mood, or inclination; b. temperamental makeup; c. the tendency of something to act in a certain manner under given circumstances; **Synonyms:** disposition, temperament, temper, character. Disposition implies customary moods and attitude toward the life around one<a cheerful disposition>. Temperament implies a pattern of innate characteristics associated with one’s specific physical and nervous organization <an artistic temperament>. Temper implies the qualities acquired through experience that determine how a person or group meets difficulties or handles situations <a resilient temper>. Character applies to the aggregate of moral qualities by which a person is judged apart from intelligence, competence, or special talents <strength of character>.

Based on the above contexts, dispositions are those attitudes and innate qualities that enable a teacher to serve others unselfishly, to put the best efforts forth, to deliberately create a learning atmosphere that inspires others to respond, to demonstrate that persistence, insistence and consistence that learners need to develop trust in the teacher, and to demonstrate the professional behaviors such as punctuality, appropriate dress and speech, cooperation and collaboration, and desire to constantly improve.
The Institution’s Performance-Based and Research-Based Standards:

The Teacher Education Discipline views the “Performance-based” aspect of the program as flowing logically and practically out of the college mission and vision statements, its academic goals, the goals of the program itself and then its Conceptual Framework. What follows in this section are the general descriptions of what informs our assessment program in its design, implementation and evaluation.

- **Standards for Teacher Development and Licensure**
  
  The impetus for the teacher education program revolves around performance-based expectations as articulated in the 10 Academic Goals of the institution and the 10 Teacher Education Standards for the state of Wisconsin (WDPI134.02). These provide direction for the scope and sequence of the Wisconsin Lutheran College teacher education curriculum; for the basis of students’ experiential involvement, self-assessment, and reflection; and for the assessment of student growth in knowledge, skills, and attitudes.

  **Standard 1: The teacher knows the subject content.**

  The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make content meaningful and purposeful for learners. [PI34.02(1)]

  **Standard 2: The teacher knows how learners grow and develop.**

  The teacher demonstrates understanding of how learners with broad ranges of ability learn and provides instruction that supports students intellectual, social, emotional, and personal development. [PI34.02(2)]

  **Standard 3: The teacher understands diversity.**

  The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers may exist impeding learning, and that adaptation of instruction may meet these diverse needs of learners, including those with disabilities and exceptionalities. [PI34.02(3)]

  **Standard 4: The teacher knows how to teach.**

  The teacher understands and uses a variety of instructional strategies, including technology, to encourage learner development of critical thinking, problem solving, and performance skills. [PI34.02(4)]

  **Standard 5: The teacher knows how to create and maintain a positive learning environment.**

  The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learner through positive social interaction, active learning, and self-motivation. [PI34.02(5)]

  **Standard 6: The teacher promotes and models effective communication.**

  The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school, and in the community. [PI34.02(6)]

  **Standard 7: The teacher possesses knowledge of educational foundations and skill at instructional planning.**

  The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning, and clearly articulates a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundations, subject matter, learners, the community and curricular goals or standards. [PI34.02(7)]

  **Standard 8: The teacher knows how to assess and evaluate student learning.**

  The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous...
intellectual, social and physical development and advancement of the learner. \(PI34.02(8)\)

**Standard 9: The teacher models Christian professional integrity.**

The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strives for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one’s faith life. \(PI34.02(9)\)

**Standard 10: The teacher networks with educational professionals and the community.**

The teacher fosters positive relationships with colleagues, parents, and agencies in the larger community to support learning and well being; and acts with Christian attitude, integrity, fairness, and professionalism in an ethical manner. \(PI34.02(10)\)

- **Research-Based Competencies**
  Utilizing research-based approaches such as C. Danielson’s *Enhancing Professional Practice: A Framework for Teaching* (1996), the Teacher Education Discipline has defined and described competencies to assess performance on a developmental basis as students progress through the program from beginning coursework and clinical experiences to the capstone coursework and formal teacher candidacy or internship. Danielson’s four domains (Planning/Preparation, Classroom Environment, Instruction and Professional Responsibilities) are reflected in the evaluation forms designed and used by the program to assess performance in all clinical experiences.

  Danielson’s research-based work is but one professional source that the Teacher Education faculty has utilized to inform practice. An annotated list of research-based sources used by the faculty has been generated to cover general program components and specific courses and is available for review.

- **Standards-Based Assessments**
  Using the Wisconsin State Teacher Standards as the basis for the WLC Teacher Standards, the School of Education has chosen to maintain the framework of the original 10 Standards and to integrate the aspects of our college mission, vision, and educational philosophy within that framework (Pages 8 and 9).

  Students prepare and present portfolios based on these standards at four critical points during their progress through the program: **entry, during, pre-teacher candidacy, and post-teacher candidacy.** These are explained in more detail stage-by-stage in part four of this handbook. Stage 1: Entry or admission; Stage 2: During program advancement; Stage 3: Entry into teacher candidacy; Stage 4: Teacher Candidacy to completion; and Stage 5: Completion and follow-up.

- **Standardized Tests**
  Two nationally normed tests are required by the State of Wisconsin with set score requirements: At entry—Praxis I (PPST) and at exit/prior to teacher candidacy—Praxis II. The Teacher Education Discipline also utilizes the Steinbrecher Willmington Listening Test as an admission requirement with a 68% performance requirement for admission. This test may be taken three times then a student must enroll in and pass COM 311 Listening. Additionally, if students major/minor in a subject area they may also be required to take specific tests such as ETS Major Field Tests, which are part of that discipline’s assessment program.

- **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 in which to observe, assist and practice strategic instruction. Besides learning the “work” of a teacher, WLC students are expected to demonstrate professional demeanor, Christian role modeling, and servant leadership in every aspect of the clinical experience from punctuality to classroom performance to appropriate dress.

**Program-Identified Knowledge, Skills, and Dispositions**

While this is a challenging aspect to assess, certain behaviors can be observed, defined and identified to represent dispositions or attitudes that can contribute to presentation of an individual as a professional educator and servant leader.
Knowledge: The teacher:

K.1: **Demonstrates** knowledge of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the assigned discipline.

K.2: **Recognizes** how students' conceptual frameworks for an area of knowledge, conceptions, and misconceptions can influence their learning.

K.3: **Relates** disciplinary knowledge to other subject areas.

Performances/Skills: The teacher:

S.1: **Uses** effective multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

S.2: **Represents and uses** differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.

S.3: **Evaluates** teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

S.4: **Engages** students in generating knowledge and testing hypotheses according to the methods standards of evidence used in the discipline.

S.5: **Develops and uses** curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

S.6: **Creates** interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Dispositions: The teacher:

D.1: **Seeks** to keep abreast of new ideas and understandings in the field, realizing that subject matter knowledge is not a fixed body of facts.

D.2: **Appreciates** varying viewpoints and **communicates** to learners how knowledge is developed through the lens of multiple perspectives.

D.3: **Demonstrates** enthusiasm for the discipline taught and **makes** connections to everyday life.

D.4: **Shows** commitment to continuous learning and **engages** in professional discourse about subject matter knowledge and student learning of the discipline.

Knowledge: The teacher:

K.1: **Recognizes** how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and **uses** instructional strategies that promote student learning.

K.2: **Describes** how student physical, social, emotional, moral, and cognitive development influences learning and **addresses** these factors when making instructional decisions.

K.3: **Demonstrates** awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), **identifies** levels of readiness in learning, and **recognizes** how development in any one domain may affect performance in others.

Performances/Skills: The teacher:

S.1: **Assesses** individual and group performance in order to design instruction that meets current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
S.2: **Activates** student reflection of prior knowledge and links new ideas to known ideas, making connections to student experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

S.3: **Identifies** student thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

**Dispositions: The teacher:**

D.1: **Recognizes** individual variation within each area of development, **shows** respect for the diverse talents of all learners, and **shows** commitment to the development of the learner.

D.2: **Values** student strengths as a basis for growth and a means for overcoming deficits.

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**Standard #3: The teacher understands diversity.**

*The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers may exist impeding learning, and that adaptation of instruction may meet these diverse needs of learners, including those with disabilities and exceptionalities. [PI34.02(3)*]

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**Knowledge: The teacher:**

K.1: **Identifies** differences in approaches to learning performance, including different learning styles, multiple intelligences, and performance modes, and designs instruction that focus on student strengths as the basis for growth.

K.2: **Identifies** areas of exceptionality in learning.

K.3: **Incorporates** the process of second language acquisition and strategies which support the learning of students whose first language is not English.

K.4: **Recognizes** that student learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

K.5: **Articulates** a well-grounded framework for understanding cultural and community diversity and **incorporates** student experiences, cultures, and community resources into instruction.

**Performances/Skills: The teacher:**

S.1: **Identifies** and designs instruction appropriate to student stages of development, learning styles, strengths, and needs.

S.2: **Makes** appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

S.3: **Identifies** when and how to access appropriate services or resources to meet exceptional learning needs.

S.4: **Communicates** with student families, cultures, and communities, and **uses** this information as a basis for connecting instruction to student background experiences.

S.5: **Integrates** multiple perspectives into the discussion of subject matter, including attention to student personal, family, and community experiences and cultural norms.

S.6: **Creates** a learning community in which individual differences are respected.

**Dispositions: The teacher:**

D.1: **Demonstrates** a belief that all children can learn at high levels and **persists** in helping all children achieve success.

D.2: **Values** human diversity, **shows** respect for students' varied talents and perspectives, and **is committed to** individual success.

D.3: **Shows** respect to students as individuals with differing backgrounds, skills, talents, and interests.

D.4: **Recognizes** students for their potential and **provides** opportunities for them to learn to value each other.
Standard #4: The teacher knows how to teach.

The teacher understands and uses a variety of instructional strategies, including technology, to encourage learner development of critical thinking, problem solving, and performance skills. [PI34.02(4)]

Knowledge: The teacher:
K.1: Identifies the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
K.2: Applies principles and techniques of effective instruction and best practices.
K.3: Enhances learning through the use of a wide variety of materials and experiences, as well as human and technological resources.

Performances/Skills: The teacher:
S.1: Evaluates how to achieve learning goals, to choose alternative teaching strategies and materials for varying instructional purposes, and to meet student needs.
S.2: Integrates multiple teaching and learning strategies to engage students in active learning opportunities.
S.3: Monitors and adjusts strategies in response to learner feedback.
S.4: Varies the instructional role (e.g., instructor, facilitator, coach, audience) in relation to the content of instruction and the needs of learners.
S.5: Develops a variety of clear, accurate, and appropriate presentations to encourage critical thinking.

Dispositions: The teacher:
D.1: Values the development of students' critical thinking, independent problem solving, and performance capabilities.
D.2: Values flexibility for adapting instruction to student responses, ideas, and needs.

Standard #5: The teacher knows how to create and maintain a positive learning environment.

The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learners through positive social interaction, active learning and self-motivation. [PI34.02(5)]

Knowledge: The teacher:
K.1: Uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
K.2: Explains how social groups function and influence people and how people influence groups.
K.3: Describes the process by which individuals work productively and cooperatively with each other in complex social settings.
K.4: Articulates the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning within and outside the classroom.
K.5: Identifies factors and situations that are likely to promote or diminish intrinsic motivation and uses this knowledge to help learners become self-motivated.

Performances/Skills: The teacher:
S.1: Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.
S.2: Engages students in individual and cooperative learning activities that help them develop the motivation to achieve.
S.3: Organizes, allocates, and manages the resources of time, space, activities.
S.4: Facilitates the development of shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
S.5: Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
S.6: Organizes, prepares and monitors students for independent and group work that allows for full and varied participation of all individuals.

Dispositions: The teacher:
D.1: Takes responsibility for establishing a positive climate in the classroom and contributes to a positive climate in the school as a whole.
D.2: Is committed to the expression and use of democratic values in the classroom.
D.3: Values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
D.4: Recognizes the value of intrinsic motivation to students' lifelong growth and learning.
D.5: Is committed to ongoing development of individual learners' abilities and continues to explore different motivational strategies likely to encourage this development.
Standard #6: The teacher promotes and models effective communication.

The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school and in the community. [PI34.02(6)]

Knowledge: The teacher:
K.2: **Identifies** how cultural, and generational diversity may affect communication in the classroom.
K.3: **Recognizes** the importance of nonverbal as well as verbal communication.
K.4: **Uses** effective verbal, nonverbal, and media communication techniques across a variety of audiences.

Performances/Skills: The teacher:
S.1: **Models** effective communication strategies in conveying ideas and information and in asking questions.
S.2: **Supports** and **expands** learner skills in speaking, listening, writing and other media.
S.3: **Asks** questions and **stimulates** discussion in different ways for particular purposes.
S.4: **Communicates** in ways that demonstrate sensitivity to cultural and gender differences.
S.5: **Uses** a variety of multi-media communication tools to enrich learning opportunities.

Dispositions: The teacher:
D.1: **Recognizes** the power of language for fostering self-expression, identity development, and learning.
D.2: **Acknowledges** and **encourages** the variety of ways in which learners communicate in the classroom.
D.3: **Is** a thoughtful and responsive listener.
D.4: **Fosters** culturally sensitive communication by and among all students in the class.

Standard #7: The teacher possesses knowledge of educational foundations and skill at instructional planning.

The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning, and clearly articulates a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundations, subject matter, learners, the community and curricular goals or standards. [PI34.02(7)]

Knowledge: The teacher:
K.1: **Demonstrates** professional understanding, growth and expansion in the thinking and analysis of philosophical foundations of education and **uses** this knowledge in planning instruction.
K.2: **Understands** learning theory, subject matter, curricular development, and student development and **uses** this knowledge in planning instruction to meet curricular goals.
K.3: **Takes** contextual considerations into account in planning instruction to create an effective bridge between curricular goals and student experiences.
K.4: **Adjusts** and **modifies** plans based on learner needs and student responses.

Performances/Skills: The teacher:
S.1: **Creates** learning experiences that are reflective of curricular goals relevant to learners and grounded in best practices, principles, and a personal philosophical framework.
S.2: **Plans** for learning opportunities that recognize and address variation in learning styles and performance modes.
S.3: **Creates** lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners.
S.4: **Creates** short-range and long-term plans linked to learner needs and performance and adapts the plans to ensure and capitalize on student progress and motivation.
S.5: **Evaluates** plans in relation to short and long-range goals and systematically adjusts those plans to meet student needs and enhance learning.

Dispositions: The teacher:
D.1: **Values** both long term and short term planning.
D.2: **Adjusts** and **revises** instruction plans based on student needs and changing circumstances.
D.3: **Values** planning as a collegial activity.
D.4: **Commits** to ongoing reflection of educational and philosophical foundations.
Standard #8: The teacher knows how to assess and evaluate student learning. 

The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development and advancement of the learner. [PI34.02(8)]

Knowledge: The teacher:

K.1: **Identifies** the characteristics, advantages, and limitations of formative and summative means of assessment for evaluating learners.

K.2: **Demonstrates** selection, construction, and implementation for pre and post assessment strategies and instruments appropriate to the learning outcomes and for other diagnostic purposes.

K.3: **Applies** measurement theory and constructs within a comprehensive assessment plan.

Performances/Skills: The teacher:

S.1: **Utilizes** a variety of formal and informal assessment techniques to enhance knowledge of learners, evaluate progress and performances, and modify teaching and learning strategies.

S.2: **Gathers and applies** information about the learners’ experiences, their learning behavior, needs, and input from parents, guardians, colleagues, and the students themselves.

S.3: **Involves** learners in self-assessment activities designed to create an awareness of strengths and needs for personal goal setting and learning progress.

S.4: **Evaluates** the learning experiences in order to assess teaching strategies and behaviors in relation to student success, modification of plans and instructional approaches.

S.5: **Maintains** useful records of student work and performance and **communicates** progress to stakeholders in an ethical manner.

Dispositions: The teacher:

D.1: **Values** continuous assessment as essential to the instructional process.

D.2: **Commits** to utilizing assessment to ensure learner growth.

Standard #9: The teacher models Christian professional integrity.

The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strives for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one’s faith life. [PI34.02(9)]

Knowledge: The teacher:

K.1: **Identifies** methods of inquiry for purposes of reflecting on professional practices that provide a variety of self assessment and problem-solving strategies for reflecting on professional practice, its influence on student growth and learning.

K.2: **Demonstrates** knowledge of self assessment and problem-solving strategies and their influences on student growth and learning.

K.3: **Analyzes** scholarly literature and resources available for professional development.

Performances/Skills: The teacher:

S.1: **Demonstrates** professionalism grounded in Christian principles.

S.2: **Uses** a variety of data for evaluating the outcomes of teaching and learning as a basis for a reflective practice.

S.3: **Researches** professional literature and **utilizes** colleagues and other resources to support the development as learner and educator.

S.4: **Networks** collegially across professional arenas to support reflection, problem-solving and professional development.

Dispositions: The teacher:

D.1: **Values** critical thinking and self-directed learning as habits of mind.

D.2: **Is committed** to reflection, assessment, and learning as a continuous process.

D.3: **Is committed** to differentiation to address learner needs.

D.4: **Recognizes** the professional and ethical responsibility for engaging in and supporting professional practices to meet the needs of all students, colleagues and self.
Knowledge: The teacher:
K.1: **Demonstrates** an understanding of how schools operate as an organization within the larger community.
K.2: **Identifies** the environmental factors that may influence students’ life and learning.
K.3: **Articulates** and **abides** by laws related to the rights and responsibilities of learners and teachers.

Performances/Skills: The teacher:
S.1: **Participates** in collegial activities to enhance the learning community.
S.2: **Creates** and or engages in networks within the learner’s environments through consultation with parents, guardians, colleagues, counselors, and/or professionals in the community.
S.3: **Identifies** and incorporates community resources to support student learning.
S.4: **Shows** sensitivity and responsiveness to student distress and seeks outside help as needed and/or required by law.
S.5: **Advocates** for all learners.

Dispositions: The teacher:
D.1: **Values** and **appreciates** the impact of life experiences that may affect the learner’s (cognitive, emotional, social, and physical) development and well being.
D.2: **Consults** with appropriate professionals regarding the education and well being of the learner.
D.3: **Respects** the learner’s privacy and confidentiality of information.
D.4: **Embodies** the qualities of a servant leader.
The Academic Vision of Wisconsin Lutheran College

Wisconsin Lutheran College strives to develop in each student a Christian mind and a servant’s heart that will allow him or her to excel in the world of ideas and in relationships with people. Each graduate will be committed to humble and responsible service through independent and creative thought and will use research and analytical skills to make critical judgments.

In order to achieve its academic vision, Wisconsin Lutheran College strives to meet the following goals in each of its students:

1. **Christian Faith and Living**: An educated Christian will grow in faith, character, ability to serve, and involvement in the community of believers. To this end, students shall:
   a. increase their understanding of the biblical narrative and grow in their appreciation for the gospel and the Sacraments;
   b. develop the ability to analyze doctrinal belief systems;
   c. grow in the discovery, development, and application of their spiritual and personal gifts in a lifestyle of service to their church and world;
   d. grow in their ability to integrate their faith in healthy relations with others, an appreciation of Christian freedom, a vibrant worship and prayer life, and an acceptance of cross-bearing; and
   e. select spiritual mentors and enhance perspectives on Christian living through the instruction and example of others.

2. **Communication Skills**: Given the charge to “go and tell” by Christ Jesus, the ability to communicate effectively is essential. The organization and presentation of ideas in written and oral communication is vital for empowering the individual to lead and influence others. To this end, students shall:
   a. develop the ability to read and listen critically and comprehend complex ideas;
   b. develop the ability to write and speak effectively;
   c. develop the ability to successfully interact with others in diverse situations; and
   d. develop a basic understanding of the structure and cultural context of a foreign language and be able to communicate basic ideas in that language.

3. **Mathematical Skills**: The complexities of technology illustrate the profound influence of mathematics in shaping today’s world. Mathematics provides a mode of thinking which enables the individual to abstract, conceptualize, reason, and communicate in numeric, symbolic, and graphic forms. To appreciate its significance and applications, students shall:
   a. develop the numeracy and problem-solving skills necessary to function effectively and responsibly in a technological society;
   b. learn to express observed relationships in mathematical form and reason from them; and
   c. use and comprehend statistical data and reasoning.

4. **Technological Proficiency**: Information technologies have become an essential part of our daily lives in today’s society. A well-educated individual needs to understand the various information technologies and how to use them for communication and problem solving. To this end, students shall:
   a. develop knowledge and proficiency in the use of computers and other information technologies;
   b. understand the ethical and legal issues related to the use of technology and act responsibly and morally in their use; and
   c. develop the ability to integrate the use of appropriate technologies into a variety of contexts and disciplines.

5. **Scientific Reasoning**: An educated Christian should understand basic scientific principles to make informed decisions and appreciate the many physical blessings God has given us. To this end, students shall:
   a. develop the ability to demonstrate knowledge and understanding of the basic structures, forces, and systems of God’s creation; and
   b. relate scientific concepts to the challenges of the physical universe.
6. **Behavioral Analysis:** An understanding of the interaction between and among various social systems as well as the nature and behavior of persons both as individuals and in relation to others is essential to the life and development of a Christian. To this end, students shall be able to:
   a. demonstrate an understanding of the characteristics of and the differences among various political, economic, and social systems from historical and systematic perspectives;
   b. identify the sources and functions of the institutions and systems of belief that constitute human society; and
   c. evaluate the flow of events in the world and make ethical judgments based on knowledge and biblical principles.

7. **Aesthetic Sensibility:** The educated Christian should have a sensibility to the various ways in which humans have artistically represented their culture along with a knowledge of how humans have been moved to express themselves in response to social, technological, religious, political, and historical contexts in which they have lived. Knowledge of the creative endeavors of humans, however, is not in itself sufficient to stimulate creativity. Participation in the creative process allows students the opportunity to experience their world and give meaning to individual feelings and values. To this end, students shall:
   a. develop a knowledge of, appreciation for, and responsiveness to literature and the fine arts;
   b. actively participate in aesthetic experiences as a means for formulating aesthetic judgments from a Christian perspective; and
   c. express imagination and originality by exploring and developing God-given gifts to make application of the creative process to any field of study.

8. **Intellectual Diversity:** The Christian student must be open to different ways of looking at the world. Appreciation for the complexity and diversity of human experience is essential if the Christian student is to address human needs with the Gospel effectively. To this end, students shall:
   a. develop understanding and appreciation of intellectual and cultural diversity; and
   b. develop the capacity to recognize and deal with the complexity, ambiguity, and diversity in life and find ways of resolving conflicts which arise from differences.

9. **Wisdom:** Ultimately an educated Christian seeks to exercise wisdom in his or her life. Wisdom encompasses knowledge, reasoning ability, discernment, decision making, and proper motivation. It applies, analyzes, synthesizes, and evaluates facts and principles, methods and disciplines. To this end, students shall:
   a. develop the ability to evaluate and make judgments based on breadth and depth of knowledge in many disciplines;
   b. develop the ability to discern truth through a thorough understanding of God’s Word; and
   c. demonstrate in their personal lives balanced perspective, judgment, prudence, and Christian maturity.

10. **Leadership:** The educated Christian realizes that the translation of his/her learning into leadership in one’s home, church, community, and nation is the natural outcome of a distinctively Christian liberal arts education. Effective Christian leadership begins with an attitude of humble service to Jesus Christ and active followership of the Gospel. It consists of independent and public activity based on one’s abilities and willingness to take initiative. Recognizing that leadership is both a spiritual gift and practical skill, the college strives to fulfill its mission for the church and the world by empowering students to:
    a. demonstrate faithful discipleship to Jesus Christ as their leader through regular chapel and church attendance, prayer, and Bible study;
    b. develop leadership skills through volunteer and service activities on campus and in the community;
    c. demonstrate the wise gifts and abilities through active Christian leadership in their families, their congregations, their communities, and in the world at large.
GENERAL DEGREE REQUIREMENTS
(Prior to fall 2010)

NAME ____________________________________    ID __________________

Bachelor of Arts ______        Bachelor of Science ______        Bachelor of Science in Nursing ______

I.    BASIC SKILLS
   A. Writing: ENG-101 (3) _____ (C or better)
   B. Speaking: COM-101 (3) _____ (C or better)
   C. Foreign Language: Met by high school courses: _____ or BS only _____
      BA and BSN: 3 units _____ _____ ( ) _____; _____ _____ ( ) _____; _____ _____ ( ) _____
      BS: 2 units _____ _____ ( ) _____; _____ _____ ( ) _____
   D. Mathematics: See Majors for specific requirements
      BA and BSN: At least MAT-117 or higher _____ _____ ( ) _____
      BS: At least MAT-221 (4) _____ and MAT-222 (4) _____

II.    CORE CURRICULUM (*Note: No course may be used to satisfy more than one area of the core)
   A. Theology: (At least 12crs., and one course per year as a full-time student or one course
      for every 32 credits taken as a part-time student)
      1. Biblical Narrative – 2 courses (100 or 300 level)
         THE-100 (3) _____; THE- _____(3) ______
      2. THE-211 or 212 (3) _____ or PHI-201 or 202 (3) _____
      3. Systems of Theology – 1 course: THE-4(3) _____
   B. Fine Arts (At least 2 courses from two different schools (ART, MUS, THR), one of which must be a 3 credit course)
      1. _____ _____ ( ) _____ 2. _____ _____ ( ) _____
   C. English Literature  ENG - _____(3) _____
   D. Natural Science
      BA and BSN: 2 courses, at least 1 lab: _____ _____ ( ) _____; _____ _____ ( ) _____
      BS: 3 courses, at least 2 labs: _____ _____ ( ) _____; _____ _____ ( ) _____; _____ _____ ( ) _____
      NOTE: BIO-120, BIO-124, BIO-141, CHE-101, and PHY-110 do not count toward BS
   E. History  HIS - ______(3) _____

III.    Society / Human Behavior: (2 courses from 2 different schools)
   1. _____ _____ ( ) _____  2. _____ _____ ( ) _____

IV.    Intellectual Diversity
   1. _____ _____ ( ) _____

V.    SPECIAL REQUIREMENTS
   A. Physical Well-Being (At least 1 credit, applied fitness courses only)
      1. PED - _____(1) _____; PED - _____(5) _____ and PED - _____(5) _____
   B. Freshman Seminar: COL-101 (1) _____ and COL-102 (1) _____

VI.    A TOTAL OF 128 EARNED CREDITS IS REQUIRED FOR A DEGREE.

YEAR       SEM         CR. ATT.     CR. REC.     GR. PTS.     GPA         CUM.CRS.     CUM.GR. PTS.     CGPA     HONORS
__________________________________________________________

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The Academic Vision of Wisconsin Lutheran College (Fall 2010)

The faculty of Wisconsin Lutheran College believes that a Christian undergraduate education based on scholarly activity, engagement with the liberal arts, and practical application of knowledge enlarges students’ perspectives and prepares them for various vocations in which God places them. Consequently, graduates of Wisconsin Lutheran College will:

**AG1: Articulate a world-view based on Holy Scripture, as interpreted by the Lutheran Confessions.**

Students at a Christian institution of higher learning have the unique opportunity of learning to view the wonder and order of the universe as part of God’s creation. This coherent perspective of the world is based on an understanding of the biblical narrative, systems of doctrine, church history, and Christian vocation through the hermeneutical lens of the Lutheran Confessions. Students are thus enabled to comprehend synoptically the diversity of information to which they are exposed, as they effectively and faithfully carry out their roles in the church and society.

**AG2: Think critically, clearly, and accurately in the pursuit of the Truth.**

Because students are exposed to a wide variety of social institutions, historical perspectives, manifestations of culture, and systems of belief, as well as the means by which people express themselves in these contexts, a comprehensive Christian education equips students to evaluate wisely and discriminate and to reason validly. Moreover, the empirical skills they acquire allow them to engage with the structure, forces, and systems of God’s creation and relate scientific concepts to the phenomena of the physical universe.

**AG3: Express themselves with grace and precision in a variety of contexts.**

A comprehensive Christian education fosters students’ ability to listen, speak, and write respectfully, critically, and effectively. It also nurtures their ability to reason and express observed relationships in numeric, symbolic, and graphic forms, while at the same time integrating appropriate technologies into their studies. In order to communicate with integrity from a global perspective, students will develop a facility with the elements, structure, and cultural context of a foreign language. Finally, their exposure to the arts and humanities stimulates students’ willingness to depict ideas and emotions creatively in verbal, visual, and musical forms.

### Wisconsin Lutheran College General Education Requirements

1. **Core Curriculum**

   **Common Courses (8 credits)**
   - COL-101 Idea of a Christian College
   - COL-202 Christian Life Planning
   - ENG-101 Expository Writing
   - COM-101 Introduction to Communication

2. **Theology (12 credits)**
   - THE-100 Introduction to Theology
   - One course in Biblical Theology, 101, 102, 111, 301-310
   - One course in Systematic Theology, 401, 402, 411, 421, 431
   - One elective course in Theology, 211

3. **Humanities (9 credits)**
   - One English Literature course
   - One 3 credit course from Art, Music, or Theatre
   - 3 additional credits from the following:
     - Art
     - English
     - Music
     - Philosophy
     - Theatre
     - German 201 or above
     - Spanish 201 or above
     - Mandarin 201 or above

4. **Social Science (9 credits)**
   - One History course
   - 6 additional credits from the following:
     - Anthropology
     - Business
     - Communication
     - Psychology
     - Education
     - History
     - Political Science
     - Sociology
Science and Mathematics (10-19 credits)

BA-  
One Mathematics course from: MAT 117, 118, or 210 or higher. 
One Lab Science course 
One additional course from Anthropology (ANT 202 or 203), Biology, Chemistry, 
Computer Science, Earth-Space Science, GEO 125, MAT 117, 118, or 210 or 
higher, or Physics. 

BS/BSN-  
One Mathematics course from: MAT 117 or 210 or higher. 
Two Lab Science courses 
One additional course from Anthropology (ANT 202 or 203), Biology, Chemistry, 
Computer Science, Earth-Space Science, Mathematics (210 or higher), or 
Physics.

Physical Education

1 credit from courses numbered PED 101-199

Foreign Language (0-12 credits)

BA-  
Option 1: Completion of three units of a foreign language in high school, two of which 
must be sequential units from the same language. 
Option 2: Completion of a foreign language unit at the 201 level or higher. 
Option 3: Completion of at least three units of any foreign language, two of which must 
be sequential units from the same language. 

BS/BSN-  
Option 1: Completion of two units of a foreign language in high school 
Option 2: Completion of a foreign language unit at the 201 level or higher. 
Option 3: Completion of at least two sequential units of a foreign language

Note: A unit of foreign language is either one year of high school study or one semester of college study.

II. 128 total credits
III. Completion of all major requirements
  a. A minimum cumulative grade point average (CGPA) of 2.50 in courses selected by the student to satisfy the 
     major. Collateral requirements do not count toward major grade point average.
  b. 15 credits in residence from upper division courses (300 or 400 level courses) within the major

IV. 36 credits from upper division courses
V. 2.00 CGPA for all course taken
VI. 30 credits must be earned in residence
VII. Courses taken to satisfy any one area of the core curriculum may not be used to satisfy other areas of the core.

Retroactive Credits

Students placing into higher level foreign language course will receive retroactive credit for the preceding courses if a grade of “B” or 
better is earned after completing the course in which they were placed. The maximum credit earned through retroactive credit is 11 credits.

Example-Student places into SPA 201 and earns a grade of “B”. The student would then receive 8 retroactive credits for SPA 101 and 
102.

Students placing into a higher level mathematics course will receive retroactive credit for the preceding courses if a grade of “B” or 
better is earned after completing the course in which they were placed. The maximum credit earned through retroactive credit is 12 credits.

Example-Student places in MAT 223 Calculus 3 and earns a grade of “B”. The student would then receive 8 credits for MAT 221 and 
222.
Annual Assessment Report Outline

In an effort to provide assessment information to the campus-wide community and to inform our program, the School of Education compiles, analyzes, and evaluates data and information collected from a variety of sources, standardized test results, and avenues of feedback. This report is shared with the Wisconsin Lutheran College Assessment Committee, posted on the School of Education website, and utilized for establishing annual departmental goals and initiatives and determining budgetary priorities. This report is framed around the following six questions:

1. What has your school done for assessment of your school goals?
2. What results/data did your school find?
3. What did your school learn as a result of this assessment process?
4. What changes did your school make or identify to be made as a result of what you learned?
5. How did your school address the Ten Academic Goals of Wisconsin Lutheran College?
APPENDIX D

PROCEDURES FOR ENTRY

- Application for Admission
- Stage 1: Entry Portfolio Scoring Guide
- Application to declare a major
- Application to declare a minor
- Notification of Admission Status
- Stage 2: In-Progress Portfolio activity
APPLICATION REQUIREMENTS FOR ADMISSION INTO THE TEACHER EDUCATION PROGRAM

Explanation: Applicants must compile a **Stage 1: Entry Portfolio** which provides evidence of readiness for admission to the EDU program. The following requirements must be documented according to these categories; use this as a checklist to verify that all components have been met.

1. **General Academic Preparation**
   - ____ completed at least 30 credits
   - ____ ENG 101
   - ____ COM 101
   - ____ Minimum cumulative 2.5 GPA

2. **Standardized Assessments**
   - ____ Praxis I (PPST)
   - ____ Steinbrecher-Wilmington Listening Test

3. **Introductory knowledge base** in education/psychology and initial teaching philosophy
   - ____ EDU 201
   - ____ EDU 210
   - ____ EDU 221
   - ____ EDU 292
   - ____ TB test
   - ____ Copies of Clinical evaluations
   - ____ Copies of written responses (lesson plans reflections)
   - ____ Initial Teaching Philosophy (outline and digital taping)

4. A minimum of **three evidences of ability to speak** in front of an audience/class
   - ____ at least one in education
   - ____ other: ______________
   - ____ other: ______________
   - ____ other: ______________

5. **Letters of recommendation** which attest to candidates past experience as an employee, student, volunteer, etc.
   - ____ former place of employment
   - ____ educational experience with children or young adult
   - ____ former high school teacher or other academic setting

6. **Rationale** for choosing teacher education
   - ____ Rationale for choosing teacher education in formal collegiate written form.

7. **Stage 1: Entry Portfolio** organized around the Ten Teaching Standards
   - ____ Standard 1 Artifact ________________
   - ____ Standard 2 Artifact ________________
   - ____ Standard 3 Artifact ________________
   - ____ Standard 4 Artifact ________________
   - ____ Standard 5 Artifact ________________
8. **Final details**

- Advising file: request advisor to deliver file to Registrar.
- Complete major (and minor) forms with advisor.
- Interview appointment scheduled with Education professor:

  __________ Date __________ Time __________ Professor

---

**Reviewer Recommendation to the School of Education**

Name: __________________________  Interview Appt: __________________________ (date/time)

Declaration of Major/Minor sheet attached: EC/MC _____ MC/EA _____ Minor _____ EA/A _____ EC/A (WR) _____ I have interviewed the above student, checked the entry requirements, and overviewed the portfolio of evidence; at this time, I make the following recommendation to the School of Education:

_____ Admit in good standing:
_____ Admit in good standing upon completion of currently enrolled coursework
_____ Admit with reservation for the following reasons:
_____ Deny admission for the following reasons:
_____ Stage 1: Entry Portfolio Score (see back for Scoring Guide)

*This form will be presented at the next school meeting for discussion and decision. If a student chooses to appeal the decision of the reviewer s/he must do so within 7 days and then must present before the members of the School of Education.*

______________________________
Signature of Member of the School of Education  Date
Stage I: Entry Portfolio

Reviewer Scoring Guide

The presentation of portfolio can be best described as:

5 = Innovating

- **Shows** knowledge, skills, dispositions, perception and/or creativity rarely exhibited by a student at this stage;
- **Demonstrates** astute and innovative integration of course clinical requirements and assessment requirements;
- **Presents** and **communicates** clearly and consistently on a professional level.

4 = Integrating

- **Shows** unusual knowledge, skills, dispositions, perception, and/or creativity;
- Far **exceeds** expected requirements;
- **Presents** and **communicates** clearly, often on a professional level.

3 = Applying

- **Shows** higher-than-average knowledge, skills, dispositions, perception, and/or creativity;
- **Exceeds** expected requirements;
- **Presents** and **communicates** aspects of the portfolio clearly and effectively.

2 = Emerging

- **Shows** average knowledge, skills, dispositions, perception, and/or creativity;
- **Meets** expected requirements;
- **Presents** and **communicates** aspects of the portfolio adequately for the entry stage of development.

1 = Beginning

- **Shows** less-than-average knowledge, skills, dispositions, perception, and/or creativity at times;
- **Exhibits** below expected requirements or a few requirements unmet or poorly completed;
- **Presents** and **communicates** aspects of the portfolio in a halting manner as though unprepared;
- **Communicates** a desire to improve; **articulates** a plan for improvement.

0 = Inadequate/Unacceptable

- **Shows** little to no knowledge, skills, dispositions, perception, and/or creativity;
- **Requires** clinical retake to receive education credit;
- **Demonstrates** poor presentation and communication of the portfolio: Oral and written communication skills need work.
APPLICATION TO DECLARE A MAJOR

Purpose of this form

The purpose of this application form is to facilitate formal acceptance into the academic discipline from which the undersigned student seeks to complete a major. Students are eligible to apply for acceptance into a major after one year of study as a full-time student or after the completion of 32 credits as a part-time student. Procedures for declaring a major on printed on the back of this application.

Application requirements

Since requirements for admission to the major programs of various disciplines differ in terms of courses, GPA, entrance exams, and other demonstrations of ability, students should check the requirements listed in the College Catalog or on the College's web site.

Contents of application file

The application file must contain at least the following materials before the application can be reviewed by the faculty in the major discipline: application to WLC, high school transcripts, ACT/SAT test results, WLC grade reports, placement worksheet, this application, and the general degree audit worksheet. This information can be obtained from the student's mentor/advisor, the registrar, and from faculty in the major discipline. The registrar will include in the file a copy of the discipline's major audit sheet and, if necessary, enter courses taken by the student that apply toward the major.

Student Name___________________________________________ Mailbox # ____________________

Telephone # __________________ email address_________________________________________

Discipline from which Major is Being Sought_______________________________________________

(Check one) BA_____ BS____ Emphasis Area __________________________

Credits Completed__________ Cum. GPA ____________ Other Major(s) ________________

☐ I am interested in having an alumni career mentor.

Student Signature __________________________________________ Date ____________

Mentor/Advisor Signature____________________________________ Date ____________

Registrar Signature_______________________________________ Date ____________

Requested Advisor_____________________________________________________________________

With the signatures affixed below, the faculty in the major discipline verify their conclusion that the student possesses the necessary qualifications to undertake their major program of study and thereby confirm their decision to accept this student into the program.

Faculty Signatures ________________________________________ Date ____________

_______________________________________ Date ____________

_______________________________________ Date ____________

_______________________________________ Date ____________

Assigned Advisor__________________________________________

Distribution: Original to Registrar (with major audit form), copies to student, and major advisor.
PROCEDURES FOR DECLARING A MAJOR

Students are eligible to declare a major after the completion of the first year as a full-time student or upon completion of 32 credits as a part-time student. Transfer students who have successfully transferred to WLC after at least one year of college as a full-time student or 32 credits as a part-time student may declare their major upon acceptance into WLC. Procedures below are to be followed by continuing WLC students.

1. At such time as a student is ready to declare a major, the student should obtain an application form, declaration procedures, and the appropriate degree audit form from the registrar. The student shall take these to his/her mentor/advisor to discuss the intended major.

2. Assuming the mentor/advisor concurs with the student's decision, the mentor/advisor will return the application, degree audit form, and the student's advising file to the registrar. The registrar will review the contents of the file and if necessary, insert any missing materials such as grade reports, probation or warning letters, placement information, and general degree audit reports. The registrar will then deliver the complete advising file to the requested advisor in the major discipline.

3. Members of the discipline will arrange an appointment with the student for an interview to discuss the academic and career goals the student wishes to pursue through the major, to review the preparation and background of the student, to determine if there are any support services which would be required, and to provide academic advising related to the expectations of the discipline. Prior to the interview, all full-time members of the discipline should review the contents of the application file.

4. Following the interview, all full-time members of the major discipline should meet to vote on the application of the student and to assign one member of the discipline to serve as the student's major advisor. A majority of full-time members of the discipline must vote to approve admission into the major program before a student can be considered "declared." Signatures of the approving faculty must be placed on the application form before it is returned to the registrar. Disciplinary faculty are expected to act on applications within 30 days of their receipt of the application file from the registrar.

5. If the student is accepted into the major, the advising file remains in the possession of the assigned major advisor. If the student is not accepted into the major, the advising file is returned to the registrar with a written rationale for the denial. The registrar will return the advising file to the mentor/advisor.

6. The original copy of the application form is kept in the student's academic file in the registrar's office. Copies are returned to the new advisor and the student.
APPLICATION TO DECLARE A MINOR

Purpose of this form

The purpose of this application form is to facilitate formal acceptance into the academic discipline from which the undersigned student seeks to complete a minor. Students are eligible to apply for acceptance into a minor AFTER they have been accepted into their academic major.

Application requirements

Since requirements for admission to the minor programs of various disciplines differ in terms of courses, GPA, entrance exams, and other demonstrations of ability, students should check the requirements listed in the College Catalog or on the College's web site.

Application file

The application file consists of this application signed by the major advisor, the minor degree audit, and if necessary the student's advising file. The advising file will be forwarded to the minor discipline by the student's major advisor.

Student Name __________________________________________ Mailbox # ____________________

Telephone # ___________________________ email address ________________________________

Discipline from which the minor is being sought ____________________________________________

(Check One) BA _____ BS _____                      Credits Completed ________ Cum GPA ________

Major(s) __________________________________________ Other Declared Minor(s) _______________

Student Signature __________________________________________ Date ________________

Major Advisor Signature __________________________________________ Date ________________

Registrar Signature __________________________________________ Date ________________

With the signatures affixed below, the disciplinary faculty verifies their conclusion that the student possesses the necessary qualifications to undertake the discipline's program of study and thereby confirm their decision to accept this student into the program.

Faculty Signatures __________________________________________ Date ________________

________________________________________ Date ________________

________________________________________ Date ________________

________________________________________ Date ________________

________________________________________ Date ________________

Distribution: Original to registrar (with minor audit form), copies to student, and major advisor.
PROCEDURES FOR DECLARING A MINOR

Students may declare a minor AFTER they have been accepted into their major. The following procedures should be followed.

1. At such time as a student is ready to declare a minor, the student should obtain an application form, declaration procedures, and the appropriate minor audit form from the registrar. The student shall take these to his/her major advisor to discuss the intended minor.

2. Assuming the major advisor concurs with the student’s choice of minor, the major advisor will forward the completed application to the registrar who will attach a minor degree audit form and will fill in the grades for all courses that apply toward the minor. The registrar will send the application and minor audit form to a member of the discipline to which the application is addressed.

3. The full-time faculty in the minor discipline should meet to review the application. If additional information is needed, the student’s major advisor may be asked to “loan” the advising file for purposes of evaluating the abilities of the student to succeed in the discipline. An optional interview might be scheduled with the student to discuss interests, disciplinary expectations, etc., but is not required.

4. All members of the minor discipline should vote on the acceptance of the student into the minor. A simple majority of the faculty must approve the application and affix their signatures to the application before the student can be considered "declared." Faculty are expected to act on the application within 30 days of receipt of the application.

5. If the student is accepted into the minor, the completed application should be sent to the registrar along with a minor audit form and the advising file returned to the major advisor. If the student is not accepted into the minor, the advising file will be returned to the major advisor with a written rationale for the denial.

6. The registrar will place the completed application in the student's academic file and will send copies to the student, the major advisor, and one member of the minor discipline.
This is to inform you that the School of Education has received and acted upon your application for admission.

1. Congratulations! We welcome you as a future educator. Advisor: __________

2. Admit in good standing upon completion of currently enrolled coursework.

3. We accept your application with reservation. While you have met the requirements of the program, we request that you work on the following knowledge and/or skill areas in order to continue in the program next semester.

   ______ writing skills         ______ speaking skills
   ______ ability to meet deadlines    ______ class attendance
   ______ class participation       ______ other

4. We regret to inform you that your application has been denied at this time for the following reasons:

5. We are unable to process your application at this time for the following reasons:

Director – School of Education: __________________________ Date: _________________
Background: As an expectation of the teacher education program after admission, each student are to continue to add to their portfolio in preparation for the Stage 3—High Stakes Portfolio presentation. While enrolled in one of the upper level literacy courses, students must show and discuss their continued efforts to prepare that next level portfolio as part of an assignment/requirement of the course. This is the form that officially documents that conversation of advisee and advisor regarding that portfolio progress.

Purposes:

1. To provide each admitted EDU student with an opportunity to obtain feedback and encouragement on progress toward the Stage 3 Portfolio development.
2. To select an artifact, write a rationale, and obtain feedback on that artifact, rationale and connection to a standard.

Directions for the student:

- Prepare the portfolio for sharing with the advisor;
- Select one artifact and write a rationale on the artifact and connect it to a teacher standard. Attempt to solidify the portfolio theme (building on the original one or developing a new one).
- Make an appointment with the advisor and indicate that appointment time to the instructor of the course by the due date.
- Meet with the advisor and share the portfolio at its present stage and the selected artifact/rationale. Give the advisor this form to complete at the appointment.

Directions for the advisor:

- Please make every effort to meet with the advisee to provide feedback to the student in a timely manner as the student has a deadline for the course also.
- After discussing the portfolio and paging/viewing the contents, please respond to the following items—consider the development aspect of the portfolio as a whole. THEN review the specific student-selected artifact with rationale and provide feedback on that as well. (The student then is to make adjustments per the feedback and submit all of that paperwork to the instructor to meet the requirement of the course.)
Part I: PORTFOLIO AS A WHOLE

1. Overall Reaction: (Has the student thoughtfully advanced this portfolio from the entry level version?)

2. Strengths: (What aspects are particularly effective in this portfolio? Special artifacts, rationales, theme, etc.)

3. Improvements: (What three suggestions for improvements would you advise? Provide some explanation.)
   A. 
   B. 
   C. 

4. Overall Rating of the portfolio progress: Check (x) one:
   _____ Appears to be clearly directed toward a professional portfolio in format and organization.
   _____ Appears to be moving somewhat toward that Stage Three Portfolio.
   _____ Appears to be little more than “Entry Level” portfolio with a couple additional items.
   _____ Appears to have lost sight of the whole portfolio process.

Part II: ONE SPECIFIC ARTIFACT AND RATIONALE:

Artifact Selected: ______________________________________________________

Standard Addressed: (Circle one or two) 1 2 3 4 5 6 7 8 9 10

A. Circle one answer below:

   YES  NO  1. Was the artifact credible in anticipation of the Stage 3 High Stakes expectations?

   YES  NO  2. Was the artifact clearly connected to a teacher standard?
YES NO 3. Does this connection make sense?
YES NO 4. Was there a rationale to accompany the artifact and a connection made to a standard?
YES NO 5. Did the rationale include the three aspects: What—So what—Now what?
YES NO 6. Does the rationale for the artifact state that the student has experienced Improvement in knowledge, skill, and/or dispositions?
YES NO 7. Does the rationale integrate with other standards?
YES NO 8. Should the artifact be assigned to a different standard for a better fit?
YES NO 9. Does the rationale need to be improved in content?
YES NO 10. Does the rationale need to be improved because of poor writing?

B. Provide brief explanations for any of the above to facilitate the student’s ability to respond to feedback.

Advisor Signature: ____________________________ Date: __________________

Part III: Literacy Course Requirement—Revision
• Revise as suggested by the advisor.
• Hand in to the instructor the following:
  • artifact
  • original rationale
  • revised rationale
  • these evaluation pages.

Part IV: Instructor Response: Assignment: Portfolio Review

1. Was the assignment completed on time? YES NO
2. Did the assignment have the required components? YES NO
3. Points awarded: _______/10

Instructor Signature: __________________________________________________________

Date: __________________________
APPENDIX E

CLINICALS AND PRACTICA

- Policies and Guidelines
- Clinical To Do List
- Clinical Expectations
- Alternate Activities for Human Relations
- Pre-Teacher Candidacy Clinical Experience Descriptions
- Disclosure Questionnaire and Background Check Form
- TB Test Reminder
- Interview Verification Form (#1)
- Interview Question Suggestions
- Observation/Participation Verification Form (#2)
- Pre-Teacher Candidacy Clinical Log Form (#3)
- General Evaluation for Lesson Form (#4)
- Pre-Teacher Candidacy Clinical Grading Rubric
- Clinical Site Evaluation
- Lesson Plan Clarifying Details
- Lesson Plan Template
- Modified Differentiated Lesson Planning Template
- Reflective Practitioner
- Practicum Application
- Analysis of Practicum Student
- Clinical Summation Evaluation Form
The clinical program requirements of the professional education program at Wisconsin Lutheran College include pre-teacher candidacy programs and teacher candidacy. These programs are supervised by the Director of Teacher Education and/or other School of Education personnel and are conducted in a variety of early childhood, middle childhood, early adolescent, adolescent, and wide-range 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 Teaching Program**

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, totaling at least 100 clock hours.

Policies governing the pre-teacher candidacy clinical program are as follows:

1. 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.
2. Pre-teacher candidacy clinical work is to be undertaken in conjunction with respective education courses according to the guidelines established by the School of Education and completed prior to the ending of that respective semester. Requirements include completion of disclosure questionnaire, a background check, TB test, and specified forms.
3. Instructors of courses in the professional education sequence establish in course syllabi the performance objectives to be attained through the pre-teacher candidacy experience associated with those courses.
4. Students participating in upper level (300-400) pre-teacher candidacy clinical experiences must have been admitted to the education program.
5. At a minimum, at least two evaluative observations by the designated member of the Wisconsin Lutheran College 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 twenty-four hours in advance. Failing to do so may necessitate re-scheduling the observation. In addition, lesson plan sections H and I must be submitted to the evaluator within twenty-four hours of 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.
6. Erratic attendance, poor communication, lack of planning, or cooperating teacher concerns result in withdrawal from and failure of the clinical experience.
7. For each segment of the pre-teacher candidacy clinical experience, students must complete verification forms with appropriate signatures and typed reflections fitting the focus of the experience. Any hours already counting as “human relations” hours must also have reflections focusing on that aspect.
8. Students also complete an evaluation of the placement experience, providing feedback and data used by the School of Education in assessment.
9. 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. Required hours and paperwork are not reduced; however, the professors supervising these clinical negotiate and detail their expectations of the necessary arrangements. The final reflection papers must address the criteria of the specific clinical and the course to which it is connected.
10. In the case of more than one clinical per semester and in the same setting, multicultural hours may be split between clinical, if desired, or they may be claimed in total for one clinical. (If twenty hours are being claimed, ten hours can be claimed for each clinical or twenty hours for one clinical.)
11. Students participating in pre-teacher candidacy clinical experience must have completed a disclosure questionnaire, background check and TB test—usually as part of the first clinical (EDU 292).
Clinical Experience Policies for ART, FOREIGN LANGUAGE, MUSIC, and THEATRE

A. **Wide Range Clinical Experiences in Art, Foreign Language, Music, and Theatre:**

Because this certification area covers developmental ages birth to twenty-one or grades pre-kindergarten through grade twelve, meaningful practica or clinical experiences need to be conducted on all four developmental/certification levels: EC, MC, EA, A; therefore, between the clinicals for the methods courses and teacher candidacy, a student must participate, observe and teach in classroom settings that represent these four levels and meet the Wisconsin Lutheran College expectations for clinical experiences and involvement. The Director of Teacher Education must document or verify that these levels have been addressed by each Wide Range Education major.

B. **Non-Wide Range Clinical Experiences in Art, Foreign Language, and Theatre:**

Because this major/minor is attached to the certification level of another education major, this student must complete clinical experiences for that appropriate certification level in BOTH the content area(s) of the other EDU major and in the area for foreign language, art, or theatre.

C. **Special Teacher Candidate Requirements**

1. **Wide Range:** This experience must consist of ONE full semester in two of the four developmental levels, depending upon the prior pre-teacher candidacy clinical experiences.
2. **Wide Range with another EDU major certification:** This experience must consist of TWO full semesters, one for the art, foreign language, music, or theatre as described in the above point, and one in the second major area. In the case of wide range theatre majors, special accommodations need to be approved by the Director of Teacher Education.
3. **Non-Wide Range:** This experience must consist of at least ONE full semester in the education major and possibly an additional one-half semester in the target language.

**Two majors representing two certification levels:**

Students must complete the following:

- Clinical experiences must address all of the levels involved;
- Praxis II tests must be taken and passed for the majors declared;
- The portfolio must demonstrate knowledge, skills, and dispositions for the majors declared;
- Teacher candidacy must include a minimum of three quarters of teaching —as shown in the following examples:

1. MC/EA (Elementary Major) and English EA/A (Secondary Major)
   Teacher candidacy would include at a minimum:
   - Elementary (MC) and Middle (EA) for one semester
   - One quarter of Secondary (A) in the English

2. EC/MC (Early Childhood Major) and MC/EA (Elementary Major) with a minor
   Teacher candidacy would include at a minimum:
   - Practicum for Preschool (EC)
   - One semester of kindergarten (EC) and elementary (MC)
   - One quarter of Middle School (EA) in the minor

**Practicum Policy**

Each student enrolled in the birth through age eleven program is expected to apply for a practicum experience to eliminate one of the birth through age five teaching components during the teacher candidacy semester. Applicants must meet with the early childhood professor to discuss the development of the Practicum Application Form. Upon completion of the prospectus, signature of the early childhood professor is required, with final approval by the Director of Teacher Education and Dean of the College of Professional Studies.
BEFORE

1. ___ When registering for classes, make sure you register for appropriate clinicals also.
2. ___ If your schedule changes after registration weeks, please inform the Coordinator of Clinical Experiences (CCE).
3. ___ Soon after receiving your placement - Call CT to introduce yourself, discuss requirements of clinical, and set a schedule.
   As an option – Make a short personal visit to CT at the school. This shows enthusiasm!
4. ___ Since your professor will want to discuss the expectations and purposes of the clinical, you may NOT start your classroom visits prior to the start of the semester unless he/she has given permission.
5. ___ Attend required or suggested Orientation Meeting at the school.
6. ___ Obtain all Clinical paperwork and forms to be completed by the end of the semester from your course professor.
   - Clinical To Do List
   - Observation/Participation Verification
   - Experience log
   - General Evaluation for Lessons
   - Interview Verification
   - MD Lesson Plan Template
   - MD Lesson Plan Details Outline
   - Clinical Experience Expectations (2 copies-one for you and one for CT)
   - The Four Rs of Reflective Writing
7. ___ Arrange for transportation. You are responsible!

DURING

1. ___ Dress and act professionally. You are representing WLC as well as yourself!
2. ___ Arrive promptly, check in at the office, and explain why you are there. School officials will direct you to your classroom.
   (Follow school policy regarding sign-in each day.)
3. ___ Right up front discuss expectations/requirements and forms with CT.
4. ___ Be sure to confirm the days/times for the next visit in case a field trip is planned.
5. ___ Although you are to follow the district schedule as much as possible, provide CT with WLC break/vacation dates.
6. ___ Inform the school well ahead of expected arrival if you are ill and unable to attend.
7. ___ YOU MAY NOT CHANGE FROM THE CLINICAL LOCATION ASSIGNED TO YOU WITHOUT PERMISSION FROM THE COOR. OF CLINICAL EXPERIENCES AND DIRECTOR OF EDU.
8. ___ The assigned clinical hours are minimum requirements. You are encouraged to continue the partnership.
9. ___ Regularly review the requirements of the clinical (Syllabus). Document your weekly activity in a manner suitable to you (i.e.-journal). This will be of value as you create and organize the reflective clinical documents due at semester end.
10. ___ Arrange for an observation by a WLC representative if you are teaching a lesson that is a requirement of this particular clinical. PROVIDE HIM/HER AND YOUR CT WITH A DETAILED LESSON PLAN AT LEAST 24 HOURS PRIOR TO THE OBSERVATION.
11. ___ Finish clinical soon enough to complete and file paperwork by Dec. 1 / May 1 or as your professor specifies.

AFTER

1. ___ Complete the color coded clinical forms provided in class or in the teacher education handbook and the in-depth final reflection paper. Note: Professors may add or delete from this list. Know your requirements.
   IF YOU ARE CLAIMING ANY HOURS FOR MULTICULTURALISM, YOU MUST VALIDATE THEM WITH CLEARLY MARKED INFORMATION IN YOUR FINAL REFLECTION PAPER.
2. ___ Make a copy of ALL clinical paperwork for your file. Submit a copy to your advisor-professor no later than Dec. 1 / May 1 or as your professor specifies. Your professor will submit it to the EDU Director for multicultural hours approval or to the EDU office for recording and filing.
3. ___ Complete a CLINICAL SITE EVALUATION FORM. Submit it to your professor to be given to the CCE.
4. ___ Discuss any exceptions to 1 -3 above with your advisor/professor.
5. ___ Send a letter of thanks to your CT, the class, and the building principal. PR is important for us to have a continuing relationship with the schools.

ANY TIME

If you have questions and/or concerns regarding the clinical placement, please contact the coordinator of Clinical Experiences (CCE) at 443-8854. Clinicals have been assigned to provide you with a quality experience. Remember, clinicals appear as separate grades on your transcript. May God bless your experience!

03/10
What a Classroom Cooperating Teacher Should Expect from a WLC Clinical Student

1. Active observation of classroom instruction and student learning.
2. Assistance for students in their classrooms. Our students would like to move about the classroom observing and interacting.
3. Supervision of students to assure their safety and well being.
4. Modeling of appropriate behavior - with dignity, courtesy, and consideration.
6. Professional dress as role models for the students.
7. Advising of students on study techniques.
8. Providing academic guidance to students.
9. Motivating students toward higher education and other formal post-secondary experiences.
10. Help with grading papers, developing bulletin boards, displays, learning centers.
11. Teaching one to three lessons/mini-lessons with full lesson plans under the supervision of the coop. teacher. (Detailed lesson plans that have been approved and signed by the cooperating teacher are to be submitted to the college professor no later than 24 hours ahead of teaching the lesson.) Lessons could be videotaped.
12. Teacher and/or Pupil Interviews.

What WLC Expects from A Classroom Cooperating Teacher Helping our Students

1. Give our students the opportunity to understand the students.
   - Allow them to GET INVOLVED in the students’ lives academically. Allow them to observe/interact to explore their interests as they provide support for classroom instruction. Allow them to be active in the teaching and learning process.
   - Allow them to do one-on-one/small group work and/or tutoring.
   - Allow them to monitor the individual work and progress of students during class.
2. Give them the opportunity to become familiar with the curriculum.
   - Help them discover the relationship between the curriculum and the planning of the daily lesson.
3. Give them the opportunity to prepare and teach one to three lessons/mini-lessons.
   - We hope they will be a source of variety and enrichment to the instruction in the classroom.
   - Allow them to plan one or a series of lessons that fit into the overall plan for classroom instruction.
4. Please give them constructive feedback on their teaching. Make sure our lesson plans are complete and detailed.
   - Help them grow and assist them in their development as effective classroom teachers.
   - Fill out one simplified feedback sheet for classroom tutoring/teaching to help document the clinical experience in your classroom. Did their plan include proper anticipatory set with aims clearly stated? Did they provide good transition statements/activities? Was there proper lesson closure? Could you have taught the lesson from their plan (was it detailed enough)?
5. Give them the opportunity to assist with extension activities/projects with suggestions/directions in advance, so they can prepare materials before coming each time. Our students are willing to prepare and use materials for instruction under your supervision.
6. Give our students input on the following topics:
   - Their role or involvement in the classroom management/discipline. Please share your good ideas on Classroom Management!
   - Useful activities that work and sources of further learning for the subject including websites.
   - Service-learning/action research projects in the classroom.
   - E-mail addresses to assist in getting feedback and sharing observations. An exchange of e-mail addresses would be helpful.
   - Discussion of interview possibilities, proper questions for K-12 students, time allowance, location, selection of interviewees.
7. Contact the WLC Coordinator of Clinical Field placement immediately if there are any special circumstances.
   - Security clearance procedures and/or necessary paperwork (health forms, background checks, etc.).
   - Improper behavior, lack of commitment, and/or poor quality of performance.

A brief description of expectations for Wisconsin Lutheran College Clinical Field Experiences is found in the WLC Teacher Education Handbook at www.wlc.edu/academics/edu/handbook. The goal of such clinicals is to connect the instructional theory with practice through classroom experience. Students are also to bring those experiences from the clinical back into the methods class for sharing and discussion.

In this document, the WLC School of Education gives our cooperating teachers more information for working with our students. It will be helpful in guiding our students, in giving them a quality experience, and in making your experience with them enjoyable.
ALTERNATE ACTIVITIES FOR HUMAN RELATIONS HOURS

A student on his or her own may accomplish up to twenty-five of the fifty hours of observation required in human relations experiences where he or she spends out-of-college time working with various ethnic, cultural, socio economic and/or age groups in the following categories:

* On-the-job experiences
* Recreation department positions
* Church activities; i.e., choirs, teen groups;
* Coaching positions as athletic advisors, music directors, drama directors, school forensics directors, and tutors.

This type of observation could begin as early as the second semester of the freshman year.

GUIDELINES FOR WRITING MULTICULTURAL REFLECTIONS FOR CREDIT HOURS

1. Ask your cooperating teacher about the diversity of the class and about the at-risk students in the class. Plan to observe the classroom with these issues in mind.
2. In your final write up for multicultural hours:
   * Describe strategies the teacher used with diversity in mind or with at-risk students in mind.
   * Write about what you learned about multicultural students and their relationships and work in the classroom.
   * Relate this experience to your own attitudes and beliefs.
   * How does this experience working in a multicultural classroom tie in to the course you are taking in conjunction to this clinical (i.e. methods of instruction, philosophy of the school and teacher, theory to practice, etc.)
3. In your Final Reflection for the Clinical be sure to label a section “Multicultural Reflection” to write for this
4. Make sure to list the number of hours for which you are requesting credit. Do this in the reflection AND on the Verification Form to be handed in to your professor.

GUIDELINES FOR INTERVIEW, OBSERVATION, AND INSTRUCTION

I. Interviews
   A. Interviewing may be completed on a one-to-one basis or a small-group-to-one basis.
   B. A list of questions is provided in the Teacher Education Handbook.
   C. The interviewer must compile a report on the standard interview form and must obtain a verification signature from the interviewee.

II. Observation and/or Instruction in the Clinical
   A. The professor of the education course and the Coordinator of Clinical Experiences determines the school site and the cooperating teacher with whom the clinical or instruction occurs.
   B. The professor of record for the clinical describes expectations for observation and/or instruction in a syllabus.
   C. Students must compile a report of all observation/instruction activities including a log of the time spent and verification signatures from the cooperating teacher and the college professor.

III. Assignment of clock hours
   A. Interviewing-One clock hour is credited for each hour spent actually conducting an interview.
   B. Observation and Instruction-One clock hour is credited for each hour spent in observation/participation activities and/or individual group instruction.
Directions: Students must enroll in the designated experiences while concurrently registered for certain specified courses. The list below identifies those courses and expected requirements. (Some field work may be incorporated into the other EDU courses as assignments, “field trips”, or special presentations.) The abbreviations and numbers mentioned after most points represent the forms to be used for documentation. You do not need to use a new form in each case; only use another form if the first is filled. Be sure to reflect on the areas specified in each clinical and read the fine print at the bottom of each form. Note A: The hours listed are minimum requirements. Students are encouraged to give consideration to maximizing the experience by extending time involvement. Note B: A minimum of one hundred hours (100) must be met in the pre-teacher candidacy clinical program. At least fifty (50) of these hours must meet the multicultural-diversity requirement. A separate reflection and documentation must be submitted for each experience applied to diversity.

EDU 221 Instructional and Classroom Management Strategies-2 cr.

EDU 292: Clinical: Pre-admission-1 cr.
This is a student’s first experience in an education focused clinical. Students taking the course joined to this clinical(EDU 221) are not yet declared. Therefore the WLC School of Education wants this experience to be one of interacting with the students, helping the teacher in whatever ways appropriate, observing classroom and lesson procedures, generally being involved in the education process. The students are not responsible for teaching full lessons, but can help the teacher in lessons and may work in small group settings. The students are also not responsible for classroom management.
A. Participate in clinical at two different schools (urban/suburban). This experience is developmental in format following these guidelines:
   1. Observe assigned teachers for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
   2. Observe and work with students who have varied abilities. Note especially inclusive situations for exceptionality. Consider both those students who struggle with learning and those who are gifted, and those identified as “at-risk.” Observe for special materials, facilities, procedures, and strategies. (OBS #2/LOG #3)
   3. Work with students one-on-one or in small group situations.
B. Evaluate your experience and your growth in a final reflection paper and complete all necessary paperwork. See Education Handbook for all clinical paperwork to be submitted. In your Final Reflection Paper, describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include a separate reflection on these perspectives for this clinical.)
C. Interview one teacher and write a brief paper on your findings. See list of suggested interview questions in EDU Handbook.
D. Specific things to do as you work in this clinical:
   1. Review the CLINICAL EXPERIENCE EXPECTATIONS SHEET and make sure your cooperating teacher has a copy.
   2. Participate in ORGANIZED OBSERVATION.
   3. Help the teacher – Give spelling tests, correct papers, copy materials, do a bulletin board or other visual aid, reading a story, helping with recess activities, etc.
   4. Work with the students – one-on-one, small group activities, in-lesson helper, etc.
   5. Be involved in as many aspects of teaching as you can. don’t wait to be asked!! you are thinking about being a teacher so immerse yourself in as much as possible so you can better make your decision.

MINIMUM: 20 HOURS

EDU 312 Instructional Strategies: Birth-8 3 cr.

EDU 382: Clinical: Early Childhood Models 1 cr.
A. Participants in this developmental project focus on the foundational components of early childhood education.
   1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
   2. Compare and contrast the schedule, curriculum, teacher role, and classroom design of leading Early Childhood Education model classrooms serving a similar age population. (LOG #3)
   3. Observe and assist in small group or individual situations as directed by the classroom teacher. (OBS #2/LOG#3)
   4. Describe the social environment and provisions for positive child guidance. (Summarize your findings in your evaluation.)
B. Evaluate your experience overall; describe the insights you gained; identify strategies and/or approaches that were new to you in a reflection.
C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These house may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)

MINIMUM: 15 HOURS
EDU 323 Instructional Strategies: Middle School 3 cr.

EDU 394: Clinical: Middle 1 cr.
A. Participate in the middle school partnership in your major/minor area:
   1. Observe assigned classroom teacher for procedure, classroom acclimation, familiarity with students, and utilization of language arts skills in the content area.
   2. Observe and mentor assigned students to assist them in their growth in knowledge and performance in this subject area. (EVAL #4/LOG #3)
   3. Discuss standards, performance expectations, and procedures for this subject area in this district. (Summarize your findings in your evaluation.)
   4. Observe/review texts and curriculum guides for possibilities of service learning incorporation. (Describe your findings in your evaluation.)
   5. Inquire of three teachers in this content area about grading and evaluation expectations. (3 INT #1/LOG #3)
   6. Teach at least TWO different times during this experience. This can be an entire lesson or a portion of the lesson. (EVAL #4/LOG #3)
B. Evaluate your overall experience; assess your comfort level in the subject area knowledge base, standards grading, and teaching skills; Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)
MINIMUM: 20 HOURS

EDU 324 Teaching Social Studies 2 cr.

EDU 390: Clinical: Social Studies 1 cr.
A. Participate in the clinical in the elementary/middle school setting:
   1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
   2. Observe and mentor students as described in the course expectations. (3 EVAL #4/LOG #3)
   3. Note integration of literacy and content instruction.
B. Evaluate your experience and growth in social studies instruction, content standards, and the teaching profession as you complete each designated form per specified directions.
C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)
MINIMUM: 20 HOURS

EDU 327 Teaching Science 2 cr.

EDU 391: Clinical: Science 1 cr.
A. Participate in the science partnership clinical:
   1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
   2. Observe and assist in small group or individual situations to reinforce science objectives. (LOG #3)
   3. Teach and/or demonstrate an objective in science. (3 EVAL #4/LOG #3)
B. Evaluate your overall experience, comfort level in science knowledge, and standards and awareness of the importance of experimentation and scientific inquiry as you complete each designated form per specified directions.
C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)
MINIMUM: 20 HOURS
EDU 328 Teaching Mathematics 3 cr.

**EDU 392: Clinical: Mathematics**

A. Participate in the math action research project and clinical:
   1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
   2. Observe and assist in small group or individual situations to reinforce math objectives. (LOG #3)
   3. Teach and/or demonstrate an objective in math. (3 EVAL #4/LOG #3)
   4. Design and implement the steps of an action research project as connected to class assignment.

B. Evaluate your overall experience, comfort level in math knowledge, and standards and awareness of multi-sensory approach to teaching math.

C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)

**MINIMUM: 20 HOURS**

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EDU 330 Emerging Literacy 1 3 cr.

**EDU 383: Clinical: Literacy Early Childhood Education 1 cr.**

A. Participants in this developmental project focus on literacy development, lesson planning, and assessment tools of developmentally appropriate early childhood literacy models.
   1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
   2. Compare and contrast the literacy program of two kindergarten classrooms to demonstrate your understanding of developmentally appropriate practices. (Summarize your findings in your evaluation.) (LOG #3)
   3. Observe and assist in small group or individual situations to reinforce literacy. (2 INT #1/LOG #3)
   4. Interview two teachers at the same grade levels concerning their evaluation tools (anecdotal/running account, sampling, checkpoints, portfolio, etc.), frequency and format of conferences, and relevancy of their evaluation in conjunction with their literacy program. (2 INT #1/LOG #3)
   5. Teach and/or demonstrate an objective in literacy. (EVAL #4/LOG #4)

B. Evaluate your experience overall; describe your comfort level in literacy knowledge and standards; awareness of the importance of experimentation; a multi-sensory approach; teaching to match the individualized learning styles of students; assess your teaching skills.

C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)

**MINIMUM: 15 HOURS**

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EDU 333 Emerging Literacy 2 3 cr.

**EDU 396: Clinical: Literacy Middle Childhood 1 cr.**

A. Participate in a literacy tutoring program. Plan and organize approaches for instruction for each session which reflect strategies emphasized in class. Be able to identify specific areas of reading improvement. (2-3 EVAL #4/LOG #3)

B. Participate in a reading classroom partnership project which is developmental in format.
   1. Observe assigned classroom teacher for procedure, classroom acclimation, and familiarity with students.
   2. Observe for students who are struggling with reading. Try to identify areas of weakness and strategies which assist.
   3. Observe for students who are advanced in reading for this level. Try to identify areas of strengths/weaknesses and strategies which assist. (OBS #2/LOG #3)
   4. Prepare/teacher three skill lessons on some developmental reading area; prepare/teach at least one literature-based reading lesson. (3 EVAL #4/LOG #3)

C. Evaluate your overall experience; describe what techniques you have learned; analyze the learning styles and abilities of the students in the tutoring program; assess your teaching skills.

D. Describe your growth/insights/understanding of the diverse learner. Connect this need for awareness with your role as future Christian educator. (Hours may contribute to fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)

**MINIMUM: 30 HOURS**
EDU 341 Instructional Strategies in the Minor 2 cr.

EDU 395: Clinical: (Minor) Middle/Secondary 1 cr.
A. Participate in the middle and/or secondary school partnership in your minor area which is developmental in format:
1. Observe assigned classroom teacher for procedure, classroom acclimation, familiarity with students and utilization of language arts skills in the content area.
2. Observe and mentor assigned students to assist them in their growth in knowledge and performance in this subject area. (3 EVAL #4/LOG #3)
3. Discuss standards, performance expectations, and procedure for this subject area in this district. (Summarize your findings in your evaluation.)
4. Observe/review texts and curriculum guides. (Describe your findings in your evaluation.)
5. Inquire of three teachers in this content area about grading and evaluation expectations. (3 INT #1/LOG #3)
6. Teach at least two different times during this experience. This can be an entire lesson or a portion of the lesson. (3 EVAL #4/LOG #3)
B. Evaluate your overall experience; assess your comfort level in the subject area knowledge base, standards grading, and teaching skills.
C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)

MINIMUM: 20 HOURS

EDU 342 Instructional Strategies in the Major 2 cr.

EDU 393: Clinical: (Major) Secondary
A. Participate in the secondary school partnership in your major area:
1. Observe assigned classroom teacher for procedure, classroom acclimation, familiarity with students, and utilization of language arts skills in the content area.
2. Observe and mentor assigned students to assist them in their growth in knowledge and performance in this subject area. (3 EVAL #4/LOG #3)
3. Discuss standards, performance expectations, and procedures for this subject area in this district. (Summarize your findings in your evaluation.)
4. Observe/review texts and curriculum guides. (Describe your findings in your evaluation.)
5. Inquire of three teachers in this content area about grading and evaluation expectations. (3 INT #1/LOG #3)
6. Teach at least two different times during this experience. This can be an entire lesson or a portion of the lesson. (3 EVAL #4/LOG #3)
B. Evaluate your overall experience; assess your comfort level in the subject area knowledge base, standards grading, and teaching skills.
C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)

MINIMUM: 30 HOURS
EDU 343 Early Childhood Methods for Wide Range Educators 2 cr.

EDU 385: Clinical: ECH Wide-Range
D. Participate in an early childhood school classroom in your major area:
   1. Observe assigned classroom teacher for procedure, classroom acclimation, familiarity with students, and utilization of language arts skills in the content area.
   2. Observe and mentor assigned students to assist them in their growth in knowledge and performance in this subject area.
   3. Discuss standards, performance expectations, and procedures for this subject area in this district. (Summarize your findings in your evaluation.)
   4. Observe/review texts and curriculum guides. (Describe your findings in your evaluation.)
   5. Inquire of three teachers in this content area about grading and evaluation expectations.
   6. Teach at least one time during this experience. This can be an entire lesson or a portion of the lesson.
E. Evaluate your overall experience; assess your comfort level in the subject area knowledge base, standards grading, and teaching skills.
F. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)

MINIMUM: 20 HOURS

EDU 431 Content Area Literacy 3 cr.

EDU 397: Clinical: Literacy Early Adolescence/Adolescent
A. Participate in a literacy tutoring program, preferably with middle/secondary students in your major/minor area.
   1. Plan and organize approaches for instruction for each session which reflect strategies emphasized in EDU 431. Be able to describe areas of improvement and the rationale for that.
   2. Observe/interview a teacher in your major/minor area; identify and list the activities in the lessons which reflect the language arts skills: reading, writing, speaking, listening. Describe the techniques the teacher utilizes to teach the subject matter along with the skills needed to read, write, speak, and listen in this context.
B. Evaluate your overall experience, describe techniques acquired; analyze the learning styles and abilities of the students in the tutoring program; assess the application of literacy skill instruction to this subject area.
C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. (These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)

MINIMUM: 30 HOURS

EDU 451 Human Relations for Educators 3 cr.

EDU 492: Clinical: Multiculturalism 1 cr.  (This clinical is to used only when the fifty hours have not been met as part of previous experience.)
A. Participate in a partnership arrangement which represents the diversity objectives.
   1. Observe a school that has cultural, ethnic, or racial representation different from your own represented in the classroom. Note interaction of students and teacher and students with other students. Minimum of 25 hours. (OBS #2/LOG #3)
   2. Interview a minority staff member. (INT #1)
   3. Observe other classes with “children at-risk.” Assess specific teacher/student concerns. (OBS #2/LOG #3)
B. Evaluate your experience overall; describe the insights you gained concerning diversity; identify strategies/approaches that were new to you; connect the need for this awareness to our role as Christian educators.
C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators.

MINIMUM: 50 HOURS
DISCLOSURE QUESTIONNAIRE FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM/TEACHER CANDIDACY
(Must be completed at time of entry into EDU 201 and/or first off-campus field experience. A second form must be completed prior to teacher candidacy.)

INSTRUCTIONS
The School of Education requires applicants for admission to programs leading to a certificate or license to teach, or requiring field placement, e.g. field experience, elementary and/or secondary methods, human relations practicum, or teacher candidacy to complete the following confidential Disclosure Questionnaire. The Disclosure Questionnaire is distributed by and returned to the Director of Teacher Education and is kept separately from your general WLC student file. They are viewed only by the School of Education. The School of Education may need to collect additional information to make their determination. Pertinent decisions and comments are recorded and placed into the student file.

Failure to complete the Disclosure Questionnaire, falsification or omission of information relevant to these questions constitutes the denial of admission or termination of admission if the falsification or omission is discovered after admission or placement.

An affirmative response to an item does not necessarily mean that a student is denied for admission, but is contacted to explain the circumstances leading to the affirmative response. In addition, the School of Education may request further information from appropriate sources. Consent to obtain this information is necessary to continue.

The School of Education takes the information provided/obtained into account in determining whether to admit the student to the program, to postpone admission, or to place special conditions on admission or to provide special accommodations.

In the event a student is denied admission to the program based on responses to the questions below, the student has the right to appeal that decision. Notice of appeal procedure is forwarded to the student in the event of a denial. A copy of the appeal procedure is also available from the office of the Dean of the College of Professional Studies and WLC Student Handbook.

INFORMATION
Name __________________________________________
(First) (M.I.) (Last)
Previous Name (If Any) ____________________________
Alias/Maiden _________________________________
SS # ______________________________________
Birth date _________________________________
Ethnicity ___________________________________
Home Address _____________________________ City _____________________ State _______________ Zip ____________
Campus Address _________________________________________________________________________________
Street Address City State ZIP

My signature hereon indicates my understanding that misrepresentation of factual information on this Disclosure Questionnaire is cause for denial or revocation of admission to the WLC School of Education, denial, termination or retraction of field experience or teacher candidacy placement, or denial or revocation of certification. I also hereby authorize WLC to conduct the necessary background check.

_____________________________________________  _______________________________________
Student Signature  Date of Signature

Please complete both pages and return to: Director of Teacher Education
Room G236
Wisconsin Lutheran College
8800 W. Bluemound Road

File: Student Education File
Milwaukee, WI  53226
DISCLOSURE QUESTIONNAIRE

Name ____________________________ SSN _______________________ Date ___________________

Attach additional pages as necessary to fully respond to questions below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever had a teaching license?</td>
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<tr>
<td>Has teaching licensure been denied/revoked/suspended in any state in the United States for reasons other than insufficient credits or courses? If “Yes,” please describe situation:</td>
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<td>Is revocation or suspension pending? If “Yes,” please describe situation:</td>
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<td>2. Have you ever been suspended, expelled, placed on probation (other than for collegiate skills) or otherwise disciplined by any college or university or from any program of a college or university, either for academic or other reasons? If “Yes,” please describe situation:</td>
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<td>3. Have you ever been terminated for cause from an employment situation? If “Yes,” please describe:</td>
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<td>4. Have you ever been suspended, discharged or otherwise disciplined for conduct relating to the health, welfare, safety, or education of any pupil?</td>
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<td>5. Have you ever been suspended, discharged, or otherwise disciplined for conduct relating to the breach of commonly accepted moral or ethical standards?</td>
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<td>6. Have you ever been investigated for any conduct listed in Questions 4 and 5 above?</td>
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<td>7. Have you ever been under investigation, involved in, convicted of, pled guilty to, pled no contest to, or forfeited bail for any criminal conduct under law or ordinance, or is any such situation pending, excluding minor traffic violations? If “Yes,” please describe situation:</td>
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<tr>
<td>(Note: The existence of a criminal record or denial, revocation or suspension of a license does not constitute an automatic bar to admission and is considered only as they substantially relate to the duties of the program and eventual license.)</td>
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<td>8. Have you ever been reported to the state school superintendent for any conduct listed in the above questions?</td>
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<td>9. Are you able to perform the duties and responsibilities of a field experience or practicum, teacher candidacy, or internship with or without reasonable accommodation?</td>
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<tr>
<td>If “Yes, with accommodation” is checked, please describe with what reasonable conditions or circumstances you are able to carry out the duties and responsibilities of the position which you seek. (Note: Wisconsin Lutheran College makes reasonable accommodations.)</td>
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</tbody>
</table>

*******************************************************************************

A CRIMINAL HISTORY BACKGROUND CHECK based on information on this form was performed through the WISCONSIN DEPARTMENT OF JUSTICE – CRIME INVESTIGATION BUREAU (http://wi-recordcheck.org/).

DATE: ________________ Order Number: _____________ RESULTS: __________________

CHECK PERFORMED BY: _____________________________ - Wisconsin Lutheran College - School of Education
8800 West Bluemound Road
Milwaukee, Wisconsin  53226

_________________________________________________
WLC School of Education Director

113
TB TEST Reminder

Attention All WLC Education Majors

During their college career at Wisconsin Lutheran College, EDU students are required to participate in several field experience clinicals tied to a particular education course. The clinicals require them to be in classrooms working with children. The State of Wisconsin and local school districts require that clinical students have a TB (tuberculosis) test prior to working in any classroom. To assist our students in meeting this requirement, the WLC Health Services offers the TB test twice a year, once in early September and again in December. This service is FREE to all students and is covered through the student insurance package that WLC provides for its students. All education majors and students scheduled to take EDU 221 in the coming semester are encouraged to make use of this service.

There is, however, no need to be tested every semester nor is it necessarily healthy to do so! The following scenarios can assist in helping to tell whether or not a TB test is needed.

1. Students scheduled in EDU 292 (clinical attached to EDU 221) in the fall semester, DO need to have a TB test.

2. Students who have had a TB test for a clinical in the most recently past spring semester and are scheduled for another clinical in the next fall semester, DO NOT need a TB test.

3. Students who last had a TB test for clinical work in the fall semester, DO need a TB test for the next fall semester.

Watch the WLC email for announcements from the School of Education or Health Services regarding the next scheduled date for the TB test as provided by the WLC Health Services.

These tests are held in late August or early September and again in mid-December or early January.

The test MUST be read two days later to be valid.

Please watch email for these dates! If a student knows he/she is in need of the test, please contact the School of Education Office (G210) at 414-443-8818, and we in turn will contact health services. Students in doubt about whether they need a test should also contact the EDU office for a clarification.

Remember…this service is FREE. Being tested in September allows students to participate in clinicals and student teaching in fall and spring semesters. Being tested in December allows students to do clinicals and student teaching in both the spring and fall semester of the following school term.

If, however, students choose to have the test administered off campus, they must provide the necessary documentation stating the date and results of the test. In addition, the documentation must be signed by a medical professional. Documentation must be completed and turned in to the Teacher Education Office (G210) before any clinical or student teaching placement can take place.

Again, please be alert for the dates for the upcoming TB tests. To get questions answered, please contact the School of Education Office - G210) with your questions. The office phone number is campus extension 8818.
Student Name: ______________________________________________________________

last first middle

EDU Course No.: __________________________ Course Title: __________________________

Date of Interview: __________________________ Date Report Completed: __________________________

mo da yr mo da yr

(report on the interview should be completed one week after the interview)

Educational position interviewed: ______________________________________________________

Name of person being interviewed: ____________________________________________________

School: __________________________________________________________ District: _______________________

signature of person interviewed

_________________________________________

signature of student interviewer

_________________________________________

signature of EDU Professor date

_________________________________________

hours credited director initials

DIRECTIONS: Complete one form for each interview requirement. No interview may count for two requirements. Summarize the contents of the interview and write a reflection on that information obtained. Submit this summarization/reflection in a TYPED format on the back of this sheet or on an attached sheet. (It is recommended that you copy this form and your response for your own files before you submit this to your EDU professor.)
A. One Administrative Person
1. What type of in-service activities do you offer teachers?
2. What kind of topics do you discuss?
3. Do you require teachers to take a particular number of credits each year/summer?
4. What is the average number of classes and preps each teacher teaches?

B. Guidance Counselor
1. What type of programs, seminars, and presentations do you use to expose students to various careers?
2. What do you do for students who have problems with drugs, alcohol, etc.?
3. What do you do for students who are failing school?
4. What do you do for students who undergo truancy?
5. What type of help do you offer students in class scheduling?
6. What type of help do you offer students in choosing a college?
7. What type of help do you offer students in getting a job after/during high school?

C. Administrative Staff Member
1. What does the community want most in education?
2. How do you communicate the problems and successes of the school to the community?
3. Do you feel that parents are involved in a positive way in the education of their children?
4. Have parents expressed problems which the school could take measure to correct?
5. Is the school board supportive of education in a general way or more concerned about cutting taxes?
6. How is your school assisting students socially and individually to be responsible for themselves and helpful in the community?
7. Are the majority of teachers happy with their jobs (in your opinion)?
8. Do majority of the teachers have good classroom rapport/control for good conditions for learning to occur?
9. Are your teachers student-centered?
10. Are your teachers secure in their jobs and willing to take classes to improve themselves?
11. How do you promote a friendly relationship with teachers and encouragement and feedback?
12. How does the community accept instruction of moral values in the classroom?
13. What is a typical day like for you?
14. How do you handle the consequences of rule-breaking, such as truancy, violence, drugs, etc.?
15. How do you evaluate your effectiveness in getting new ideas or improvements across to teachers, students, and the community?
17. How do you feel the school can encourage students to have occupational goals early?

D. Teacher
1. What do you like most about the age level of the students in your classes?
2. What is the most difficult problem with the age level of your students?
3. How do you feel you are dealing with this problem?
4. What are your favorite methods of classroom management?
5. What would you advise a new teacher to avoid in his relationships with administration, faculty, students, staff, and community?
6. How do you spend your organization time most effectively?
7. What ideas do you have for better teaching and learning which you have implemented in your classroom?
8. Have you ever shared your ideas with the public through seminars, articles, or group discussions? If so, how?
9. How much time is used outside the school day for correcting papers, and developing plans, classes, or periodical reading?
10. What do you believe are the goals of education?
11. What do you feel are the best ways to achieve these goals?
12. Are you able to relax and do what you feel is best for your students, or do you feel that you must impress the public, the administration, or use the traditional methods of the past (how much freedom do you have to implement as needed)?
13. Are you happy to go to work every day? Do you feel that what you are trying to accomplish is successful?
14. What responsibilities do you have in deciding the curriculum to be used?
15. How do you introduce moral values to your students?
16. What do you do to become better acquainted with your students as individuals?
17. What is the procedure for using school personnel, such as guidance counselors, social workers, psychologists and speech therapists, when needed, to help students?
18. What is being done for special students that are below or above average?
19. How do you communicate success or problems to parents?
20. What do you do to vary your teaching methods to include the different ways students learn?
21. Do you use the right brain/left brain theory in your preparation?
22. Which method of presentation works best for you (lecture, discussion, small group activity, silent reading time, etc.?)?

E. Support Staff Member
1. What is the school district’s philosophy of education?
2. What is your personal philosophy of education?
3. What do your duties include?
4. What type of contact do you have with the students?
5. What do you see impeding learning in this school?
6. What do you consider to be the major problem facing educators today?
7. If your son/daughter were considering teacher education, would you encourage or discourage? Why?

F. Support Personnel
1. What is your job include?
2. How much contact do you have with the students?
3. What are the students like? Are they respectful?
4. Are the students messy?
5. Do the teachers treat you with respect?
6. Are they as clean or messy as the students?
7. Do you feel that you make a difference to this school?
8. How do the teachers relate to the students?
9. Do the teachers offer each other support?
10. What do you consider to be the major problem facing educators today?
11. In what ways do you contribute to a student’s positive attitude toward learning?
12. If your duties were not performed, what would be the problems either students or educators would face?
13. Since you have been employed by this school, have you seen any major changes either in the type of students or the educators?
14. Were you employed at any other schools previously? If so, how do the students and instructors of this school differ from where you were previously employed?
15. If your son/daughter were considering teacher education, would you encourage or discourage? Why?

G. Special Education Teacher (Director)
1. What is the school’s basic philosophy?
2. What is your own philosophy?
3. Do you feel you had to conform your philosophy to fit the school’s philosophy?
4. How do you mainstream the special ed. students?
5. What is the process your school uses?
6. Do you feel this program has been successful?
7. Do the students accept a mainstreaming program?
8. Do you feel there is a lot of support behind you?
9. Do the teachers support the students?
10. What is the referral system used in the district?

H. Minority Staff Member
1. What is the school district’s philosophy of education?
2. What is the school’s philosophy of education?
3. What is your personal philosophy of education?
4. Do you think that you have been treated equally as a teacher or educator?
5. Is it difficult to teach in a nonminority school?
6. What was it that made you decide to be a teacher?
7. How do you motivate your students?
8. How do you evaluate students in reading content?

I. Teacher in Major Field
1. What is the school district’s philosophy of education?
2. What is the school’s philosophy of education?
3. What is your philosophy of education?
4. What was it that made you decide to be a teacher?
5. How do you discipline your students in the classroom?
6. How do you motivate your students?
7. How frequently do you contact with parents?
8. What is expected from your students in the classroom?
9. How do you evaluate students in reading content?

J. Interview of Teacher in Student’s Minor Field
1. What is your overall philosophy of education?
2. How do you relate your philosophy to your teacher of (______)?
3. What communication factors do you consider with regard to your co-workers in your discipline?
4. What methods of discipline do you employ in class?
5. Which method least disrupts the flow of the lesson?
6. Do you have specific procedures for grading essays?
7. Do you have any specific procedures for grading tests, such as percentage or a curve?
8. What type of preparation do you employ for unit plans?
9. What preparation do you employ for daily lesson plans?
10. Do you advocate extra credit work?
11. Do you supplement your class with audio-visual aids?
12. If so, what kind of aids do you use?
13. Do you find any particular professional periodical useful in your teaching of (______)?
14. How do you insure that teaching theories are put into practice?
15. What advance would you give to a new teacher in the field of (______)?

03/10
Student Name: ____________________________________

last first middle

EDU Course No. __________________________________ Course Title _________________________________

Dates of Observation: ___________________________ (first date) to _________________________________ (last date)
(as taken from the log form)

Field Sites (Schools) Hours at Signatures of Cooperating Teachers
each site

___________________________________________  __________

___________________________________________  __________

___________________________________________  __________

Total Hrs. __________

__________________________
signature of student date

g____________
signature of EDU Professor date

Are you claiming any of these hours for multicultural hours? yes no _______ # of MC hours claimed

________ # of MC hours approved

Accumulating Multicultural Hours: For purposes of clarity, those clinical hours which also count as multicultural hours must be identified on this form and must be accompanied by a reflection indicating insights, learned experiences and personal assessments of attitudes gained through this experience. This reflection must be labeled with the following heading: Multicultural Reflection followed by the number of requested hours. This reflection is reviewed by the course professor and Director of Teacher Education.

___________________________
Director Initials

DIRECTIONS: Complete one form for each observation requirement. No more than three (3) different sites should be used to fulfill one (1) requirement. Obtain signatures on the last date of observation at the respective site. (Use a yellow log form to list dates, time and places which substantiate the summarized information on this form.) Write a summary and reflection of this overall experience. Submit this summarization/reflection in a TYPED format on the back of this sheet or on an attached sheet.
PRE-TEACHER CANDIDACY
EXPERIENCE LOG

Student __________________________

School Sites/Districts LOG #3

EDU courses _____________________________________________

Directions: Respond to time and place columns. Check respective activity columns and make a brief note regarding what was done.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Room # School</th>
<th>Observe</th>
<th>Tutor</th>
<th>Instruct</th>
<th>Interview</th>
<th>Other</th>
<th>Time Out</th>
<th>EDU Course Amount/Time</th>
<th>EDU 451 Amount/Time</th>
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check appropriate response:


Student: ___________________ Edu # and Title: ________________________________

Cooperating Teacher: ___________________ Date(s) of lesson/tutoring: ________________________________

School: ___________________ Grade/Subject: _______ District: ________________________________

Considering planning and presentation, this instructional episode was: (check the appropriate level)


Please Comment: (Consider areas such as preparation, interaction with students, knowledge of content, and presentation skills)

Signature of Evaluator: ___________________ Date _____________________

Signature of professor/college supervisor ___________________ Date ________________

DIRECTIONS: Notify your EDU professor/college supervisor exactly when you will be teaching a lesson. Ask your cooperating teacher to complete one of these forms. You also need to complete one for a self-assessment. (If your "lesson" covers more than one day, these forms may be reflective of the "overall" experience.) Submit the two (2) evaluation forms to your EDU professor. (It is recommended that you copy this form and your response for your own files before you submit this to your EDU professor.)
The following activities must be completed by all students desiring credit for Clinical Work.

- Final Reflection Clinical Paper
- Professional Completion of Clinical

(This includes, but is not limited to, completion of all hours/activities, proper documentation of the clinical experience, attitude, responsibility, preparation, and delivery of lessons, etc.)

Grades for clinicals will be determined according to the following rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| A     | 1. The student thoroughly completed all assignments and forms according to directions.  
       | 2. The student finished the clinical/assignments by the designated date. This includes submitting all clinical paperwork when due—Experience Log, Participation Verification, Interview Verification (if clinical description requires it), Lesson Self-Evaluation, CT Evaluation, and College Supervisor Evaluation. Note: Evaluation by College Supervisor may be absent due to schedule conflicts but every attempt should be made to get a lesson evaluated by a college supervisor.  
       | 3. The student communicated clearly and in a timely manner with school personnel.  
       | 4. The student conducted himself/herself in a professional manner at all times.  
       | 5. The student demonstrated an above-average skill in writing a reflective analysis of his/her teaching practice.  
       | 6. The student demonstrated an above-average skill in teaching the lessons asked of him/her. |
| AB    | 1. Numbers 1-4 (A level) above are fulfilled.  
       | 2. The student demonstrated an average skill level in writing a reflective analysis of his/her teaching practice; and/or  
       | 3. The student demonstrated an average skill level in teaching lessons. |
| B     | 1. Numbers 1-4 (level A) above are fulfilled.  
       | 2. The student demonstrated a below average skill level in writing a reflective analysis of his/her teaching practice; and/or  
       | 3. The student demonstrated a below average skill level in teaching the Junior Achievement lessons. |
| F     | 1. Failure to complete any or all of numbers 1-4 (level A) |
| I     | 1. Incompletes will only be awarded in cases of serious illness or emergency. |
Name ________________________  Clinical Title/Course # ____________________________
School Placement__________________________ Classroom Teacher ______________________
Grade Level ____________________

Please rate the clinical placement using the following criteria:

<table>
<thead>
<tr>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher helped me acclimate to the classroom and students.</td>
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<tr>
<td>2. I felt adequately supported by the classroom teacher when observing, assisting, and/or teaching.</td>
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<tr>
<td>3. Resource materials were provided as needed.</td>
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</tbody>
</table>
| 4. This placement was effective in:  
  - Aiding students in the classroom  
  - Helping me develop as a teacher |
| 5. What I learned in this clinical will be applicable to my future teaching. |
| 6. The theories presented in the methods class were evident in the clinical experience. |
| 7. The implementation of “theory to practice” was effective. |
| 8. The teacher showed flexibility in working with the clinical students. |
| 9. Please share any other information about this clinical that might be pertinent to future placements in this particular classroom or school, such as:  
  - This was a useful clinical placement because . . . or  
  - I did not feel this placement was as useful as it could be because. |
Differentiated Lesson Plan: Section 4

Part A: Objectives
Definition: the intended learning outcomes of the lesson - What is now known? What can now be done? How have the attitudes changed? Must be described in performance terms.

1. Provides a basis for instructional planning
2. Objectives should not
   - Be stated in terms of teacher performance (e.g. “Teach students sci. concepts”)
   - Be stated in terms of the learning process (e.g. “TSW learn scientific concepts”)
   - Be context dependent (e.g. “TSW read and summarize the main scientific concepts found in chapter 6”)

3. Exemplary objectives
   - TSW describe the function of each part of the circulatory system
   - TSW distinguish between a square and a rectangle
   - TSW list the major battles of World War II in chronological order
   - TSW explain the importance of neatness

Part B: State/District Standards/Learning Targets
Definition: statements about what students should know/be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know/do it.

1. The WMAS/Common Core Standards serve as the general framework upon which instructional planning occurs.
   - There must be a clear, unambiguous link between the general standard and the lesson’s learner objectives
   - Limiting the number of standards grounding a given lesson is highly recommended

2. Examples of this linkage between Standards and Learning Targets:
   - WMAS: Science F.6.1 Understand the structure and function of cells, organs, tissues, organ systems, and whole organisms. **Objective**: TSW name the elements of a plant cell and describe the function of each.
   - Common Core: Eng/LA-A - Writing.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Objective**: TSW organize an event sequence that unfolds naturally.

Part C: Definitions of Targeted Terms
Definition: The section of the plan where you identify the key vocabulary are noted, including expected definitions at the formal (content related) and grade-level appropriate levels.

- Appropriate for all lessons, not just those focusing on “teaching” key vocabulary
- Recording expected definitions ensures multiple sections come away with the same conceptual understanding.

Part D: Pre-Assessment
Definition: The section of the lesson plan where any appropriate assessment is conducted to determine learner readiness

- May consist of formal or informal assessment activities
- Focus is on assessing depth and accuracy of background knowledge critical to mastering the lesson’s objective(s).

Part E: Pre-requisite Skills
Definition: The section of the plan where you identify all of the skills students need in order to participate in the day’s lesson

- Provide a plan for supporting learners who may not have these skills
- Consider how you intend to teach the skills or modify the lesson to accommodate learners lacking these requisite skills

Part F: Impact on Planning
Definition: The section of the plan where you describe how the information gained from Part D (pre-assessment) and Part E (Pre-requisite Skills) impacts your lesson.

Part G: Advanced Preparation Reminders
Definition: The section of the plan where you note all of the preparatory items needed for the lesson.

- Serves to organize your preparations
- Note the agenda for the day to ensure you review it with the students
- If using technology, indicate what needs to be set up and practiced prior to the lesson

Part H: Materials and Assistive Technology
Definition: The section of the plan where you indicate the types and quantities of materials necessary for the lesson

- Include all materials and resources as well as the numbers of each
- Describe any unique material considerations for specific students
- Identify any types of assistive technology (high or low tech) that may be useful for any student to help them to do a particular step in the lesson

Part I: Duration of the Lesson
Definition: The section of the plan where you indicate the anticipated length of the lesson

- Ensure that the total time listed here matches the accumulated time indicated in Part M of the plan.
- Anticipated timing helps assess the lesson when completing the post-lesson reflection by comparing actual time spent to the anticipated time allotted

Part J: Student & Room Arrangement
Definition: The section of the plan where you indicate any student grouping or room arrangement necessary for the lesson.

- Indicate what physical arrangements may be necessary to ensure student success
- Describe the grouping method if applicable

Part K: Teaching Strategies
Definition: The section of the plan where you list the strategies chosen to help the students meet the learning objectives of the lesson

- Indicating the strategies available to the teacher that are consistent with the stated objectives provides support during the lesson if the primary strategy proves ineffective
- Listing of selected strategies proves useful when completing the post-lesson reflection as it allows quick access to your strategy tendencies
- Allows additional support for a substitute as they review the plan in preparation of the lesson, allowing them the opportunity to determine their familiarity with the planned approach and modify it if necessary

Part L: Behavioral Considerations
Definition: The section of the plan where you indicate the behavioral strategies employed to keep all students engaged

- Indicating the strategies available to the teacher that are consistent with the stated objectives allows the teacher to anticipate interventions for students who may exhibit challenging behaviors during the lesson
- Indicating positive supports you have in place provides additional support for a substitute who may be called upon to teach this lesson in your absence
Part M: Detailed Outline
Definition: The section of the plan where you provide, in detail, each step that leads to student mastery of the stated learner objective during the lesson

1. Creative Introduction
   - Definition: A mental set that causes students to focus on what will be learned. It may also give practice in helping students achieve the learning and yield diagnostic data for the teacher. Example: "Look at the paragraph on the board. What do you think might be the most important part to remember?"
   - There must be a clear and obvious link between the lesson's opening and the stated objective(s)
   - An effective anticipatory set serves to "hook" the students and establishes the learning climate. Get the students excited about your lesson and their learning!

Key Questions and Anticipated Student Responses - Located between all steps in Part M
- Definition: An opportunity to assess students' understanding of the current step. By indicating anticipated responses, you can plan how to revisit a key point if acceptable responses are not received or how to know when to move ahead to the next step.
- Planning such questions ensures they are asked and prevents teachers from assuming understanding and moving ahead before the learners are ready.

Notes - Located between all steps in Part M
- Definition: Points between each step of Part M where the teacher can make anecdotal comments during delivery of the lesson. Eliminates the need to remember thoughts regarding the effectiveness of a particular lesson part or for noting improvements or modifications for the future.
- These sections remain blank during the planning process. Entries are made as the lesson unfolds.

2. Explaining Behavioral Objectives
   - Definition: The point in the Introduction where you review the items indicated in Part L. Especially helpful for a substitute should they need to teach this lesson.
   - Demonstrates the importance of reinforcement as key to deep learning.

3. Sharing Agenda & Objectives
   - Definition: The point in the Introduction where you share an overview of the lesson and the specific learner objectives you expect the students to achieve by lesson's end.
   - Provides students with a known purpose for what they are about to do.
   - Assists a substitute in communicating what was accomplished during the lesson.

Transition - Located between Steps 3/4, 4/5, 5/6, and 6/7
- Definition: An explicit statement indicating how you will move from one phase of the lesson to another physically and/or verbally.
- Keep the learners actively engaged during transitions.
- Helps learners recognize that they are "switching gears". Transitions help lesson flow from one part to the next. Example: "As you move into your groups to begin working on the sample problem, identify three key pieces of information necessary for coming up with a solution."

4. Lesson: Steps of Instruction - Not meant to be a script
   - Definition: The phase of the lesson where students acquire new information about the knowledge, process, or skill they are to achieve. Explicitness is critical – Exactly how will you teach them what they need to know?
   - A clear and explicit link to the lesson’s standards and objectives is obvious.
   - Demonstrate good questioning skills. Write out many of the main questions you will ask. Use recall as well as various types of critical thinking questions-Bloom’s Taxonomy.
   - Include sufficient detail to allow a substitute teacher to deliver the instruction in the manner you planned.

5. Guided Practice
   - Definition: Students practice using their new knowledge or skill under direct teacher guidance. The teacher has a noticeable presence during this step.
   - NB: “Practice doesn’t make perfect, practice makes permanent” therefore, ensure your students are interacting with the new knowledge correctly before it “sets” like cement and then is difficult to correct later. “Perfect practice makes perfect!”
   - Describe the guided practice sequence explicitly on your plan.

6. Independent Practice
   - Definition: Assigned only after teacher is reasonably sure the students have an adequate understanding of the new material.
   - The application of knowledge or skills during this step must be different from the application engaged in during Guided Practice. It is not acceptable for students to simply continue what they were doing during Step 3.
   - If this lesson is an initial exposure to new knowledge or a new skill, students typically are not ready to practice independently.
   - This step implies practice independent of teacher guidance during the lesson, not that students are necessarily practicing by themselves.
   - This is not homework. Homework comes after the conclusion of the lesson. Activities begun during the lesson may continue after the formal lesson concludes, but Independent Practice is meant to occur during the lesson. Based upon student success during Independent Practice, the teacher may determine that additional exposure through a homework assignment is warranted, but the opposite may also be true.

7. Closure
   - Definition: The point in the lesson where students “see” the ground they have covered during this lesson.
   - It is not simply assigning homework or issuing vague praise.
   - Take the time to restate your objectives, connecting them to what just occurred in class. Use review, summary statements, or an appropriate activity to "wrap up" the lesson.

Differentiated Lesson Plan: Section 5
Definition: The point in the plan that allows you to identify the means planned to assess student progress toward mastery of the stated learner objectives.

A. Evaluation of Student Learning
   - Identify what you are assessing and how you are assessing it.
   - Determine which learning tasks need to be demonstrated by all students; which do not?
   - Consider challenge level, complexity, process & product modification.

B. Evidence/Thinking About Student Learning – Complete after the lesson is taught
   - Review what your students learned, thinking about the entire class as well as the targeted students. Answer the question: “How do you know that they know?” No assumptive assessment, include evidence that your students learned.

Differentiated Lesson Plan: Section 6
Definition: The portion of the plan that allows think about the overall lesson and evaluate its strengths and weaknesses. Completed after the lesson is taught.

- Respond to the following questions:
  - What did you learn about teaching the specific content as a result of this lesson?
  - What did you learn about your lesson preparation as a result of this lesson?
  - What have you learned about teaching in general as a result of this lesson?

- Not all reflective thoughts need to be about what needs improvement. Identifying things that were effective is also important.
### MODIFIED DIFFERENTIATED LESSON PLAN OUTLINE

**Teacher Candidate:** _____________________________  **Date:** ________  **Time:** _______ to ________  **Grade:** ________

**Subject:** ________________________________  **Topic:** ___________________________  **Approved by C.T.:___________**

<table>
<thead>
<tr>
<th>A. OBJECTIVES: (knowledge, attitudes, skills)</th>
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<tbody>
<tr>
<td>B. STATE/DISTRICT STANDARDS OR LEARNING TARGETS:</td>
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<td>C. Definitions of Targeted Terms</td>
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<td>D. Pre-Assessment:</td>
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<td>E. Pre-requisite Skills:</td>
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<td>F. Impact on planning:</td>
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<td>L. Behavioral Considerations:</td>
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### M. Detailed Outline

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<td>Notes:</td>
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<td>Explaining Behavioral Expectations:</td>
<td>Adaptations:</td>
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| Step 3:                  | Sharing Agenda & Objectives:  
Agenda:  
Objectives: | Adaptations: |
|                          | Your Key Questions & Anticipated Student Responses | NOTES: |
|                          |                                  | |
| Transition: This is to be scripted. | Your Key Questions & Anticipated Student Responses | NOTES: |
**THE ASSESSMENT**

A. **Evaluation of your students' learning.** Identify what are you assessing and how. What learning tasks are to be demonstrated by all?; which are not? Consider challenge level, complexity, process and product modifications. Explain criteria to be used. Connect to both the lesson objectives and unit goals. Include the rubric/tool you are using to assess the work. Complete during the lesson planning process.

B. **Evidence/Thinking about student learning.** Examine what students learned, thinking about the whole class and the targeted students. How do you know they know? – no assumptive assessment - include evidence that students have learned something. Complete this after the lesson is taught.

**Section 6 – THE REFLECTION**

After Teaching the Lesson, reflect on student participation and your planning, preparation, and teaching:

- What did you learn about teaching the specific **content** as a result of this lesson – student difficulties and successes?
- What did you learn about lesson preparation and teaching in general as a result of this lesson?
- What would you do differently and what were your strengths? Not all reflective thoughts need to be about what needs improvement. Identifying things that were effective is also important.
Entire Modified Differentiated Lesson Planning Guide

Based on the work of Causton-Theoharis & Theoharis, 2007

COVER PAGE

A. Class Information:
   - Teacher Name
   - School and grade
   - Subject and topic
   - Time of instruction

Section 1 – THE STUDENTS

A. Describe Your Class:

School: ____________________________ Grade Level ________ Number of Students ________

Demographic information (ethnicity, gender, class, dis/ability):

Other important information about your class:

B. Describe three target students:
Select three students to keep in mind during this lesson design process. These students should represent academic, behavioral and/or social range of learners in your class (e.g. struggling, average, high performing). Specifically consider students who have a disability and English language learners. Use initials to ensure confidentiality.

Write a positive student profile for each of the students, at minimum you must include the following information: 1) Likes/dislikes, 2) Intelligences/Strengths, 3) Communication, 4) Behavior, 5) Academic performance, 6) Subject specific performance, 7) Social Information, 8) Concerns, and 9) Other pertinent information.
Section 2 – THE SUBJECT

A. Subject:
What is the primary subject (e.g. social studies) and the area(s) of emphasis (e.g. geography)? Is this lesson interdisciplinary? If so, what other subjects are integrated (e.g. music)?

B. Theme, Concept, Problem, or Unit:

C. Background:
What has come before this lesson and what will follow? How does this lesson connect to the larger unit?

D. Lesson Standards:
What grade level specific state standard(s) are being addressed?

Section 3 – THE CONCEPT MAPS

A. What aspects of this subject could I teach?

B. How could I teach it?
- How will you share information? How will the students engage in the learning?
- Consider: Demonstration, modeling, min-lecture, draw & tell story, student research, inquiry project, games, simulations, centers, video, etc.

C. What are the various products students can create to demonstrate their new knowledge?
These should tie specifically to the lesson objectives.
- Consider: Work samples, song, play, photo essay, mural, article, demonstration of a skill, booklet, individual or group presentation, videotape, CD, teaching another person, etc.
- Consider: Will these products vary by student? Will students have a choice? Will different levels of mastery be accepted?

D. How can I assess it?
- How will these products be assessed? What criteria will be used? Include a rubric.

E. How will I address the strengths of the targeted students?

F. How will I address an array of Gardner’s Multiple Intelligences?

G. How will I address student culture? How is this culturally relevant?

H. How will I differentiate? Extend? Modify? How will I challenge ALL students?
### Section 4 – THE LESSON

| **A. OBJECTIVES:** (knowledge, attitudes, skills) | “After this lesson each student should be able to . . . .” | [Remember to use observable / measurable terms - strong verbs.] |
| **B. STATE/DISTRICT STANDARDS OR LEARNING TARGETS:** | **C. Definitions of Targeted Terms** |
| | List the targeted terms or content specific words and both of the corresponding definitions. |
| | 1. Formal (content related) definition |
| | 2. Grade-level appropriate definition |
| **D. Pre-Assessment:** | **E. Pre-requisite Skills:** |
| Collect information on each student before you plan and teach. How will you gather this information? What do students know about the topic? | What other skills do students need in order to participate in this lesson (e.g. cooperative skills, language, writing, technology)? For students who may not have these skills, how will you teach the skills, or modify the lesson (e.g. pre-teach, peer support, communication device)? |
| Consider: Formal and informal assessment, a quiz, work from previous lesson, anecdotal information,…. |
| **F. Impact on planning:** | How will the info from the pre-assessment and pre-requisite skills impact your planning? |
| **G. Advanced Preparation Reminders:** | **H. Materials and Assistive Technologies:** |
| What do you need to take care of before the lesson? List these to help you organize yourself before the lesson. Make sure you write or draw an agenda and review it with the students. If you are using technology, set up and practice before the lesson. |
| **I. Duration of the Lesson:** | How long will this lesson take? |
| **J. Student & Room Arrangement:** | How will students be grouped during the lesson? How will the physical arrangement of the room be configured for the lesson to ensure student success? |
| **K. Teaching Strategies:** | What teaching strategies will be used to help the students learn? |
| **L. Behavioral Considerations:** | What behavioral strategies will you use to keep all students engaged? Do you anticipate that any students will exhibit challenging behavior during the lesson? What positive behavioral supports will you put in place? |
M. Detailed Outline

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<td>e.g. 9:00 – 9:10</td>
<td>Write in detail each step that will occur during your lesson.</td>
<td>Write any specific adaptations that are needed for the corresponding step of the lesson</td>
</tr>
</tbody>
</table>

Step 1: **Creative Introduction:** (Anticipatory Set – the Hook/Launch)
How will you grab the student’s attention and put them in a receptive frame of mind for learning? This should be engaging, meaningful, and potentially exciting.

**Adaptations:**

**Your Key Questions and Anticipated Student Responses:** Write key questions you will ask the students. Use Bloom’s Taxonomy. Write what you anticipate students will say and what the students will do in response to your question. This should be about content, not management or attitudinal responses.

**Notes:** Leave this space blank initially. During your lesson, have your teacher take notes and give you feedback here. Following your lesson, you add your notes in a different color.

Step 2: **Explaining Behavioral Expectations:** How will you explain these?

**Adaptations:**

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

Step 3: **Sharing Agenda & Objectives:**
Agenda: Make sure you write or draw an agenda for your lesson and review it with the students.
Objectives: Make sure you post (write or draw) and review your objective(s) in an age-appropriate manner

**Adaptations:**

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

**Transition:** Identify how you will move your learners (cognitively, physically, emotionally) to the next step in the lesson. This is to be scripted.

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

Step 4: **Steps of Instruction:** (Instructional Strategies/Modeling)
Write the steps you will follow that serve to teach the content / skill specific to this lesson. Include sufficient detail to allow a substitute teacher to deliver the instruction in the manner you planned. Not meant to be a script.

**Adaptations:**

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

**Transition:** Identify how you will move your learners (cognitively, physically, emotionally) to the next step in the lesson. This is to be scripted.

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

Step 5: **Guided Practice:** Explain the activities/experiences students will engage in that serves to move the newly encountered content/skill from short-term to working memory. Include sufficient detail to allow a substitute teacher to engage the learners in the manner you planned. Not meant to be a script.

**Adaptations:**

**Your Key Questions & Anticipated Student Responses**

**NOTES:**
### Transition:
Identify how you will move your learners (cognitively, physically, emotionally) to the next step in the lesson. This is to be scripted.

#### Your Key Questions & Anticipated Student Responses

**NOTES:**

### Step 6: Independent Practice
Explain the activities/experiences students will engage in that serve to move the newly encountered content/skill from working memory to long-term memory. Include sufficient detail to allow a substitute teacher to engage the learners in the manner you planned. Not meant to be a script.

#### Your Key Questions & Anticipated Student Responses

**NOTES:**

### Transition:
Identify how you will move your learners (cognitively, physically, emotionally) to the next step in the lesson. This is to be scripted.

#### Your Key Questions & Anticipated Student Responses

**NOTES:**

### Step 7: Closure
This is to help students organize their learning, to reinforce major points, to clarify any confusion. How will you help students make sense of what they learned and transition to the next activity or day’s lesson? This should be engaging and interesting.

#### Your Key Questions & Anticipated Student Responses

**NOTES:**

#### Section 5 – THE ASSESSMENT

**A. Evaluation of your students’ learning.**
What are you assessing? How are you assessing it? What criteria are you using? This should be connected to both the lesson objectives and unit goals. Include the rubric or tool you are using to assess the work.

**B. Evidence/Thinking about student learning.**
What did your students learn from your lesson? Think about the whole class and the 3 target students – Be sure to include evidence that students have learned something. The students’ voices should come out in your reflection as well as student work (if applicable).

#### Section 6 – THE REFLECTION

**B. After Teaching the Lesson, Reflect on the Following:**
Think about: Student participation and your planning, preparation, and teaching.

- What did you learn about teaching the specific **content** from this lesson?
  1. Where did the students/you have difficulty with the content?
  2. Where did students/you have success with the content?
  3. What did you do differently? & What were you proud of?
- What did you learn about teaching in general (preparation, management, etc.) from this lesson?
  1. What would you do differently? & What were you proud of?
- What have you used/applied that you learned in class and readings in this lesson?

#### Section 7 – THE REFERENCES

**A. After writing your lesson plan, include references of sources, ideas, theory, etc.**
The framework for the teacher candidacy experience at Wisconsin Lutheran College is built around the purpose of developing educators who are reflective practitioners. Reflective practitioners seek to solve problems through a balanced inquiry about practical situations. We expect pre-service teachers to analyze informally and formally while they are engaged in these diverse instructional situations during the scope of teacher candidacy and beyond into their professions.

Throughout our teacher education program, pre-service teachers are encouraged to examine and interpret their attitudes and beliefs about teaching and learning in disciplined ways. Such reflective inquiry is the well-spring of responsible and deliberate teaching and learning in practice. It is only natural and essential that this reflective inquiry continue—even expand in depth and breadth—during the teacher candidacy experience.

A reflective practitioner builds and examines knowledge about learners, the culture and curricula of schooling, and the contexts in which teaching and learning occur; such a practice assists an educator to simultaneously renew, invigorate, and maximize the teaching process. Such renewal requires contemplation about:

1. One’s self and the effect on the teaching/learning process;
2. One’s previously acquired knowledge, skills and dispositions;
3. One’s current learners and educational setting; and
4. One’s vision for accountability and development of every learner’s potential.

The reflective practitioner seeks to integrate previously learned information with the present experience in order to achieve future results. This quest is enhanced through collaborative efforts with colleagues, other professionals and community resources. The Four-R format presented on the back of this sheet is an outline of a structured approach that assists the teacher candidate in the process of reflective journaling.
Four R’s of Reflective Writing

The reflective journal is not a depository for mere factual information. It is true that facts are needed in the narrative journal. The challenge, however, is to go beyond the facts to make journal writing an expression of the expectations, perceptions, and feelings, that cluster around the experiences of teaching and learning. The journal is to become essentially a journal of personal and professional growth.

Reflective journal writing need not be considered a one-size-fits-all experience. The teacher candidate may appropriately use a variety of forms, but feelings and voice should be clearly present in this record of the experience. The Four-R format that follows is an outline of a structured approach that assists the teacher candidate in the process of reflective journaling.

A. **Recollections—Capturing the Moment**

   Summarize key experiences as they have unfolded. Highlight one or two experiences and provide the facts and contexts for them. These serve as an introduction to the reflective process. If this introduction describes a teaching incident, this is the time to address the “who, what, when, how” questions of the experience.

B. **Reaction—Engaging the Affective Domain of Attitudes, Beliefs, and Feelings**

   As you re-examine your description of the even or issue that is the focus of your journal entry in the recollection section, what does the “evidence” that you have documented say to you? How are you feeling about it now? Connect the dots for your reader. Are there examples that you can reference that illustrate your response?

C. **Relevance—Engaging the Cognitive Domain of Thinking**

   How are the facts and feelings related to what is known about teaching and learning? How do these connect to your acquired research and knowledge bases? Does this information extend your understanding of teaching and learning in new ways? How is this meaningful to you? What impact has it had on you? What new possibilities do you see? What perspectives have changed or been added? Be as specific as possible to make this reflection concrete and substantive by being a “name dropper” of theorists, programs, best practice research, etc. to anchor and support your claims.

D. **Responsibility—Engaging the Psychomotor Domain of Doing**

   How does the new information, the knowledge gained, apply to the teaching and learning process? What else do you need to know? Who else can give insight? What resources should be consulted? What are possible next steps for the immediate future and/or applications for your future in the classroom?

   The time spent in reflection is especially valuable as it contributes to professional growth and results in enrichment of your teaching and your emerging role as a servant leader. This is an essential foundational practice in a purposefully professional approach to serving as an instructional leader within your classroom and in your school community. This “habit of the mind” can serve you in all of your endeavors.

12/09
**Purpose:** This application form is intended to provide guidance for the student seeking an opportunity to complete a practicum by outlining the policies and procedures which regulate such experiences at Wisconsin Lutheran College. It is also intended to document the fact that all parties involved in the planning of this practicum understand their respective responsibilities and that by signing this form they agree to the terms described in the attached prospectus.

**Prospectus:** A student who seeks to complete a practicum must prepare a prospectus which contains the following components: (This form is to serve as the cover page of the prospectus.)

1. A title or topic and the school from which the practicum is conducted and the number of credits which are to be earned.
2. A general description of the purpose for which the practicum is being conducted. This might contain a brief description of the content to be learned, the skills to be mastered, the readings and research to be conducted, and/or the practical teaching skills and levels to be addressed.
3. The learner outcomes of the practicum participation must be stated as objectives regarding the specific knowledge and skills that are to be developed over the course of the experience.
4. A statement which reflects an agreement between the student and the supervising faculty member about how the objectives of the practicum are assessed and how the final grade is determined.
5. A timeline which indicates when the practicum begins, when key milestones are reached, and when the final grade will be determined.
6. A reflection. The practicum student must indicate a timeline for regular written reflections of the experience. These must be part of the evidence of performance and growth from the first day to the last.

**Faculty Member’s Responsibility:** Faculty are compensated separately for supervising practica. In agreeing to supervise a practicum, faculty members obligate themselves to provide only such supervision and evaluation of the practicum as are necessary to ensure a quality learning experience. The supervision formula is aligned to faculty load.

**Approval Process:** Students must consult with the Director of Teacher Education and a faculty member in the school from which the practicum is being sought. If a professor is willing to work with the student, it is then the student’s responsibility to develop a prospectus according to the above outline. When the student has completed the prospectus and has the faculty member’s signature on this form, then appointments must be made with both the Director of Teacher Education and the Dean of the College of Professional Studies to explain the purpose of the practicum and to seek signed approvals. Before granting approval, the Dean of the College of Professional Studies may consult with the faculty member and the registrar. The student should supply the instructor with a copy of the prospectus.

Course# ______________ Title ______________________________

Semester ________ Year _________ Number of Credits ________ Class __________________________

**Approval Signatures:** The affixed signatures indicate approval for the practicum described in the attached prospectus.

Student ______________________________ Date ________

Faculty Member ______________________________ Date ________

Director Teacher Education ______________________________ Date ________

Dean of the College of Professional Studies ______________________________ Date ________

Original to Registrar. Copies of form to: student, supervising faculty member, advisor.
To be completed by the practicum student and the cooperating teacher at the end of the practicum experience.

Practicum Student _______________________________________________
Cooperating Teacher____________________________________ School _________________________________
Subject/Grade Level ____________________________________ Semester ____________ Year _______________

The following items are major factors related to successful classroom teaching. Please indicate with a check mark the level of performance that has been achieved by the practicum student for each of the items given below. Your added evaluative comments will be appreciated. (At the beginning of each section is a respective Teacher Education program goal being addressed.)

The practicum student demonstrates:

E = Exceptional performance (Innovating)
   • astute, innovative teaching practices that enhance student learning
   • shows unusual skills, perception and/or creativity
   • usually associated with experienced and highly motivated teachers; rarely exhibited by an undergraduate student.
   • clearly exceeds expected requirements of practicum candidates.

H = High performance (Integrating)
   • insightful, integrative teaching practices that positively influence student learning
   • shows higher-than-average skill, perception, creativity in this area
   • usually associated with experienced teachers
   • exceeds expected requirements

A = Adequate performance (Applying)
   • practical, diligent application of teaching practices that facilitate student learning
   • shows average skill, perception and creativity in this area
   • usually associated with novice teachers
   • meets expected requirements

D = Developing performance (Emerging)
   • limited, routine teaching practices that show emerging understanding of student learning
   • shows an area of skill, of perception and/or creativity that needs to further develop
   • usually requires additional study and practice as guided through specific feedback
   • below expected requirements with room for growth

U = Unacceptable performance (Beginning)
   • Halting, unsure teaching practices that show little movement from being a learner to a teacher
   • shows little or no skill, perception, and/or creativity
   • does not demonstrate ability to respond to specific feedback to improve
   • clearly does not meet expected requirements

NA = Not Assessable
   • Due to the inability of daily teaching in the practicum it is not possible to assess this component adequately.
### Goal 1: Teacher as Professional
To prepare teaching professionals who demonstrate a commitment to other human beings as an extension of who they are as Christians and who reflect in their personal lives the qualities indicative of Christian commitment.

The prospective teacher as a practicum participant:

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduces and presents self in a professional and confident manner.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>2.</td>
<td>Responds in a confident and self-directed manner when carrying out expectations of the experience.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates poise, passion and enthusiasm about teaching and learning.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>4.</td>
<td>Shows a willingness to work for improvement; accepts constructive criticism.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>5.</td>
<td>Shows interest in seeking out professional sources for answers or ideas.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>6.</td>
<td>Establishes good working relationships with faculty and staff.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrates appropriate decision-making based on solid rationale and knowledge base.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
</tbody>
</table>

Please comment on practicum student’s overall demonstration of professionalism.

### Goal 2: Teacher as Knowledgeable
To prepare teaching professionals who demonstrate mastery of their content areas, skill in the methods of teaching, sensitivity to the needs of students and parents, and appreciation for the impact of education on society as a means for promoting positive human relations.

The prospective teacher as a practicum participant:

**PROFESSIONAL AND ACADEMIC PREPARATION**

<table>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates knowledge and competence in subject matter(s).</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates ability to integrate knowledge.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>3.</td>
<td>Develops thorough lesson plans which connect previous learning to new.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>4.</td>
<td>Uses a variety of teaching strategies and questioning to make learning meaningful and purposeful.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates ability to recognize and plan for different learning needs, situations and styles.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>6.</td>
<td>Deals with every student with respect and fairness.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>7.</td>
<td>Establishes good rapport with students.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrates an ability to relate to people of different ethnic/cultural backgrounds.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
<td>U</td>
</tr>
</tbody>
</table>

Please comment on practicum student’s demonstration of knowledge.
The prospective teacher as a practicum participant:

**CLASSROOM MANAGEMENT/POSITIVE LEARNING ENVIRONMENT**

<p>| | | | | | |</p>
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<tbody>
<tr>
<td>9.</td>
<td>Adapts to classroom management/situational demands.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>10.</td>
<td>Promotes an atmosphere of mutual respect among students.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>11.</td>
<td>Helps students develop self-discipline and personal responsibility for learning and behavior; utilizes conflict resolution strategies.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>12.</td>
<td>Provides a comfortable atmosphere for the exchange of ideas and opinions.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>13.</td>
<td>Demonstrates skill in handling procedures: keeping records, distributing materials, and providing a physical atmosphere conducive to learning.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>14.</td>
<td>Connects the need for good planning with good classroom discipline.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
</tbody>
</table>

Please comment on the practicum student’s skill at creating and maintaining a positive learning environment.

---

**Goal 3: Teacher as Communicator**

To prepare teaching professionals who possess communication skills that further enhance and demonstrate knowledge and respect of individual student needs, abilities, and cultural aspects through academic performances and clinical field experiences with school systems representing urban, suburban or rural characteristics of American life.

The prospective teacher as a practicum participant:

**COMMUNICATION SKILLS**

<p>| | | | | | |</p>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Possesses effective qualities of speech (volume, enunciation, pitch, rate).</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>2.</td>
<td>Has command of grammar in speaking.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>3.</td>
<td>Has command of aspects of written directions.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>4.</td>
<td>Gives clear and precise oral and written directions.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>Has effective listening skills.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>6.</td>
<td>Shows an understanding that students develop at different rates in various areas of intellectual, social, emotional, spiritual and personal categories.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
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<tr>
<td>7.</td>
<td>Uses technology as a means of communication and/or instructional tool; shows a desire to continually learn new technology.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>8.</td>
<td>Models expectations of and teaches for good communication skills as a basic for learning and demonstrating content knowledge.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
</tbody>
</table>

Please comment on practicum student’s knowledge, skill and disposition regarding the modeling and learning of communication effectiveness.
Goal 4: Teacher as Life-long Learner
To prepare teaching professionals who demonstrate and articulate the need for life-long learning as that relates to the disciplines of their content areas, to the art and science of teaching and to their own spiritual faith and service lives.

The prospective teacher as a practicum participant:

**CONNECTION OF ASSESSMENT TO CONTINUOUS PROFESSIONAL GROWTH**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>H</th>
<th>A</th>
<th>D</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assesses student learning according to developmental stages.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Develops a variety of assessment strategies.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Plans for instruction and assessment of learning before actual teaching so that standards, goals, instructional objectives and assessment are in alignment.</td>
<td></td>
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<td>4.</td>
<td>Demonstrates an ability to apply sound rationale to self-assessment of teaching.</td>
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<tr>
<td>5.</td>
<td>Accepts constructive criticism positively, in order to improve teaching and learning.</td>
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<tr>
<td>6.</td>
<td>Communicates directly or indirectly a desire for on-going learning for the sake of improvement as a professional.</td>
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<tr>
<td>7.</td>
<td>Connects teaching effectively and effective learning.</td>
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</tr>
</tbody>
</table>

Please comment on practicum student’s ability to effectively assess growth as learners and teachers.

Please comment on the overall attributes of this practicum student’s performance.

Evaluation completed by ____________________________ Date _______________________

(signature)

Select one: Self Cooperating Teacher Other: __________________________

08/10
The Clinical experience, and/or self-evaluation met the following:

(A) E = Exceptional Performance

- Shows skills, perception, and/or creativity rarely exhibited by a clinical student
- Astute and innovative integration of course and clinical requirements
- Far exceeds expected requirements

(A-AB) H = High Performance

- Shows higher-than-average skill, perception, and/or creativity
- Exceeds expected requirements

(B-BC-C) A = Adequate Performance

- Shows average skill, perception, and/or creativity
- Meets expected requirements

(CD) I = Inadequate Performance

- Shows less-than-average skill, perception, and/or creativity
- Below expected requirements

(D-F) U = Unacceptable Performance

- Shows little to no skill, perception, and/or creativity
- May require clinical retake to receive education credit

Weighted:

50% Clinical Paper. Typed in-depth reflection of the prescribed guidelines, integrating course objectives with clinical application.

50% The ability to connect the course and the clinical (lesson planning/teaching/observation/forms).

Final Grade

Copies to:

Student file
Student

09/09
APPENDIX F

APPLICATION PROCESS FOR TEACHER CANDIDACY

- Application for Teacher Candidacy
  - Instructions
  - Teacher Candidate Personal Data
  - Background Check Form
  - Teacher Candidate Placement Information
  - Teacher Candidate Responsibilities Agreement
  - Documentation of Exit Requirements
  - Disclosure Questionnaire
  - Press Release Form
  - Student Health Form
- Stage 3-High Stakes Portfolio
  - Guidelines
  - Instructions for Portfolio Disk Duplication/Labeling
  - Presentation Rubric
  - Narrative Feedback
  - Peer Feedback Form
  - Portfolio Artifact Checklist
- Internship Selection Form
- Confirmation of Teacher Intern
- Placement Information
  - Sample Letter
  - School Acceptance Response
Note: All information on these pages (except Health Form) must be typed or neatly printed in black and submitted to EDU office - G210.

Part I  Teacher Candidate Personal Data
This form is sent to you directly from the School of Education. Fully complete the background information and return to the EDU Admin. Assistant’s office electronically. Additionally, prepare a professional resume to send along with this form. This page and a copy of the resume are sent to the cooperating principal(s) and teacher(s) to supply general information about you. Please note-After your assignment is announced, you are expected to write a letter of introduction to your cooperating teacher(s). If you need assistance with this letter, contact Career Services or the Director of Teacher Education for help.

Part II  Background Check
This form while it repeats information from Part I, must be fully completed. Background checks are required on all teacher candidates and interns.

Part III  Placement Information
It is imperative that students share any circumstances/suggestions regarding your placement for teacher candidacy.

Part IV  Responsibilities
It is important that you read the following carefully. You must demonstrate you readiness for teacher candidacy and fully accept this responsibility. If you are having some doubts about your preparation, please contact your advisor or the Director of Teacher Education for counsel.

Disclosure Questionnaire  Please complete both pages as directed. (after part V)

Part V  Documentation of Exit Requirements  Note: Only some information is completed by the candidate.
1. Complete personal and academic information.
2. Prepare portfolio to be presented/submitted at the time of meeting with the School of Education. (See Appendix F, Portfolio Guidelines and Rubric)
3. Note your scheduled portfolio presentation times. Dates and times are posted on the Director of Teacher education’s office door, outside of the Teacher Education office and with WLC calendar planner.
4. A faculty recommendation: Submit a faculty members name from the major/minor who can best attest to your academic preparation. The School of Education contacts that faculty member to directly respond.
5. Present your portfolio. This is a presentation to ascertain your readiness for teacher candidacy. The candidate for this clinical experience must demonstrate readiness in knowledge, skills, and disposition for teacher candidacy. The school faculty/staff members complete the “assessment of readiness” form at the portfolio meeting.

Presentation and Portfolio Release Form
Please complete and return with your Application for Teacher Candidacy.

Health Form  WLC form attached which must be completed within 30 days of the first day of teacher candidacy. The Wisconsin Lutheran College School of Education cannot in good conscience allow teacher candidates to begin their professional semester without first obtaining a negative TB test. These health results are shared with the cooperating schools.

*Copy all pages for your own records.
Application for Teacher Candidacy
Wisconsin Lutheran College School of Education

Name _________________________________________________  Last  First  Middle  Date__________________

Students are notified officially of their assignments prior to or at the orientation meeting scheduled before the start of school. Students register at the regular registration.

Grade Level Certification  Specialization Area

Early Childhood/Middle Childhood  certifiable: yes/no  (Praxis II met)
Middle Childhood/Early Adolescence  certifiable: yes/no  (Praxis II met)
Early Adolescence/Adolescence  certifiable: yes/no  (Praxis II met)
Early Childhood thru Adolescence  certifiable: yes/no  (Praxis II met)

Requirements
1. Academic
   a. A minimum overall GPA of 3.0 in the major (subject and/or professional sequence) and minor.
   b. A minimum grade of BC in all teacher education courses (removal of all failure or D grades).
   c. No “Incomplete” grades or unfinished online or correspondence courses upon start of teacher candidacy.
   d. No Wisconsin Lutheran College probation of any kind.
2. Successful completion of all courses for licensure area.
3. Successful completion of all clinical experiences.
4. Successful participation in Portfolio Preparation Seminar
5. First Aid/CPR certificate (attach documentation if not contained in your EDU file).
6. Liability Coverage

________ I have reliable transportation to and from my teacher candidacy assignment and the vehicle I will be using is fully insured.

________ I declare that I am fully covered by personal liability insurance provided by ________________________ during my teacher candidacy assignment.

Believing that I have met the above requirements, I hereby apply for admission to EDU 495 Teacher Candidacy.

__________________________________ ________________________________
Signature of Teacher Candidate  Date
I. Teacher Candidate Personal Data

This form along with a copy of your resume is sent to your cooperating school(s).

<table>
<thead>
<tr>
<th>Name:</th>
<th>Major / Minor (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Attended:</td>
<td>Other Colleges Attended:</td>
</tr>
<tr>
<td>Dates:</td>
<td>Dates:</td>
</tr>
<tr>
<td>Student Address at College:</td>
<td>Student Home Address:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Email:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

Employment and volunteer experiences:

Activities—Interests, hobbies, college and community organizations, teams, music groups:

Teaching experiences prior to teacher candidacy:

Travel experiences:

Permission to copy:

Wisconsin Lutheran College has my permission to give a copy of this Teacher Candidate Personal Data Form to school personnel concerned with making teacher candidacy placements.

Signature ____________________________________________________ Date ________________
II. Application For Clinical Experiences: Background Check

NOTE: This information is necessary to complete the background check. Your birthdate and social security number are not given to other parties.

Fall 20______
Spring 20_____

Circle One:
Name:  Mr.  Mrs.  Miss  Ms.  ______________________________________________________

Alias: _________________________________________________

School Address:
Street                        City                     State                     Zip

Home Address:
Street                        City                     State                     Zip

Birthdate: __________________ SS # __________________ Ethnicity: ____________ Gender: _____________

Phone: ______________________ (Home) __________________________ (Work)
__________________________ (Cell)

OUT OF STATE:
Have you lived, worked or studied outside of the state of Wisconsin in the past 20 years? _______ yes ________ no
If yes, please give specific address(es) and circumstances.
_____________________________________________________________________________________________
_____________________________________________________________________________________________

EDUCATION
Name                                     City & State                      Dates Attended
High School __________________________________________________________
Other Colleges _________________________________________________________
Certification Area: _____________________________________________________

Release Signature
I hereby understand that the above information is being used to investigate my background.

__________________________ (signed) _________________ (date)
III. Teacher Candidate Placement Information

Name: Mr. Mrs. Miss Ms. ________________________________

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>M.I.</th>
<th>Former Name(s)</th>
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School Address: ____________________________

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<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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</table>

Home Address: ____________________________

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<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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Phone: ____________________________

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<tr>
<th>Home</th>
<th>Work</th>
<th>Cell</th>
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</table>

E-Mail: ____________________________________________

Licensure Area(s): ____________________________

Grade levels at which I have had clinical experience are as follows: (Indicate subject area and grade level) ________________


Student Request

In your teacher candidacy placement, your preferences regarding the type of school and classroom setting are important. Please indicate below any special considerations that should be made in placement, school or district preferences, or type of school, etc. Special requests are considered to the extent that it is possible as well as desirable for your professional growth. Provide any supporting detail. (Ref: Appendix E Teacher Education Handbook)

________________________________________________________________________________________________________

Check here if you are willing to participate in co-curricular activities. Describe below.

Please state briefly any special requests, accommodations, situations or circumstances pertaining to your teaching assignment:

FEES:
All teacher candidates/interns: If accepted for teacher candidacy, you must pay the following: $25 to cover costs of background check and partial supervision costs. Fee must be paid in full prior to teacher candidacy.

Teacher Candidate Initial ________

B. Interns Only: If an internship becomes available for you, are you willing to do the following:
   1. Pay for a license ($50 on-line): ______ yes ______ no
   2. Pay $200 DPI processing fee: ______ yes ______ no
   3. Make arrangements to be interviewed: ______ yes ______ no
   4. Fulfill any other district and WIP requirements: ______ yes ______ no

   NOTE: If selected for an internship, this means a total fee of $275.00 which includes the $50 on-line license fee.

Teacher Candidate Initial ________

CAUTION: For all programs leading to a certificate or license to teach or requiring field placement, e.g., field experience, and teacher candidacy, applicants for admission must disclose whether they have been denied, revoked or suspended in any state for reasons other than insufficient credits or courses. The existence of a criminal record or denial, revocation or suspension does not constitute an automatic bar to admission and is considered only as it substantially relates to the duties and responsibilities of the programs and eventual licensure.
IV. Teacher Candidate Responsibilities Agreement

Please read, initial after each point and sign below:

If I am accepted in the Teacher Candidacy Program, it is understood that I am responsible for:

1. Keeping a continuous and accurate check of my overall program as to the required courses in my Major(s) and Minor(s) area, the general education requirements, and all other requirements for graduation and certification.

2. Arranging for a visit to the cooperating school upon confirmation of the assignment for the purpose of meeting and conferring with the principal and cooperating teacher(s) with whom I am assigned during the teacher candidacy program.

3. Thoroughly preparing all unit and daily lesson plans that are to be submitted to the cooperating teacher for appraisal and approval.

4. Being punctual and attending school every day; communicating with the principal, teacher, and the supervisor in the event of any absence or unavoidable tardiness.

5. Participating in such professional activities, including parent meetings and sponsorship of school activities, as requested by the principal and cooperating teachers.

6. Completing the daily journals and any other required reports, regularly, thoroughly, and on time.

7. Attending EDU 496 Seminar for Teacher Candidacy and participating as a professional.

8. Conducting myself, both in the school and community, in a manner that reflects favorably upon Wisconsin Lutheran College, the teaching profession and, Christian character and integrity.

9. Planning for and preparing of my Stage 4-Completion Portfolio to clearly demonstrate growth in my knowledge, skills, and dispositions as brought forth through the teacher candidacy experience; I understand that it is my responsibility to demonstrate student learning as a result of my teaching.

10. Collecting samples/examples of materials such as journal entries, assessment, communication, lesson plans, and instructional technology which demonstrate growth over time and contribute to instructional effectiveness.

(Points 9 and 10 must be presented at the Exit Meeting with your supervisor.)

I understand the importance of teacher candidacy and my commitment to both the cooperating teacher(s) and the students. I assume responsibility for participating in college activities and/or working part time while a teacher candidate may affect my success in the classroom.

__________________________  __________________________
Date                      Signature of Teacher Candidate
## V. Documentation of Exit Requirements

**Coursework Information:** Supply ONLY major/minor labels; the rest is completed by School of Education administrative assistant.

1. **Academic Major:** _______________________
   - Completion of coursework (as of end of semester) ______ yes ______ no
   - Grade Point Average (approximate GPA) __________

2. **Education Major (ECH/MC; MC/EA; EA/A; WR):** ______________________________
   - Completion of coursework (as of end of semester) ______ yes ______ no
   - Grade Point Average (approximate GPA) __________

3. **Academic Major/Minor:** __________________
   - Completion of coursework (as of end of semester) ______ yes ______ no
   - Grade Point Average (approximate GPA) __________

**Specific Criteria:** This section is completed by School of Education administrative assistant.

1. **Health Form**
   - Completion within required time frame ______ yes ______ no
   - General Health--satisfactory ______ yes ______ no
   - Accommodations/Limitations to be shared with cooperating school ______ yes ______ no
     - Specifics:
     - TB Test Results--acceptable ______ yes ______ no

2. **Disclosure Questionnaire Completion** ______ yes ______ no

3. **Background check satisfactory** ______ yes ______ no

**Faculty Recommendation:** Supply ONLY the name of a professor. The School of Education administrative assistant forwards this form to that professor.

**Faculty selected by the teacher candidate:** ______________________________

(Approval is based on performance and contribution in coursework.)
In my best estimation, the above named candidate does/do not (circle one choice) have the content knowledge/skills/dispositions essential for teacher candidacy.

Signed: ____________________________ Date: ____________________________

Additional Comments:

Information that is in italics is supplied by the student.

**Education Faculty Assessment of Readiness**

- The candidate shows **above average** potential for a successful teacher candidacy experience.
- The candidate shows **average** potential for a successful teacher candidacy experience.
- The candidate shows **below average** potential for a successful teacher candidacy experience.

The School of Education makes recommendation of the following:

- Revise and re-present the portfolio, addressing two areas of weakness:
  - Observe master teachers, concentrating specifically on:
  - ___________________________________________________________
  - ___________________________________________________________

- Enroll in __________.

_____ Withdraw from application for teacher candidacy.

__________________________________________ is hereby accepted for/denied to teacher candidacy.

(Student Name)

This is to certify that the following members of the School of Education have examined and evaluated the above criteria.

<table>
<thead>
<tr>
<th>Signature of School of Education Member</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Additional Comments:
DISCLOSURE QUESTIONNAIRE FOR ADMISSION TO
THE TEACHER EDUCATION PROGRAM/TEACHER CANDIDACY
(Must be completed at time of entry into EDU 201 and/or first off-campus field experience. A second form must be completed prior to teacher candidacy.)

INSTRUCTIONS

The School of Education requires applicants for admission to programs leading to a certificate or license to teach, or requiring field placement, e.g. field experience, elementary and/or secondary methods, human relations practicum, or teacher candidacy to complete the following confidential Disclosure Questionnaire. The Disclosure Questionnaire is distributed by and returned to the Director of Teacher Education and is kept separately from your general WLC student file. They are viewed only by the School of Education. The School of Education may need to collect additional information to make their determination. Pertinent decisions and comments are recorded and placed into the student file.

Failure to complete the Disclosure Questionnaire, falsification or omission of information relevant to these questions constitutes the denial of admission or termination of admission if the falsification or omission is discovered after admission or placement.

An affirmative response to an item does not necessarily mean that a student is denied for admission, but is contacted to explain the circumstances leading to the affirmative response. In addition, the School of Education may request further information from appropriate sources. Consent to obtain this information is necessary to continue.

The School of Education takes the information provided/obtained into account in determining whether to admit the student to the program, to postpone admission, or to place special conditions on admission or to provide special accommodations.

In the event a student is denied admission to the program based on responses to the questions below, the student has the right to appeal that decision. Notice of appeal procedure is forwarded to the student in the event of a denial. A copy of the appeal procedure is also available from the office of the Dean of the College of Professional Studies and WLC Student Handbook.

INFORMATION

Name ____________________________________________
(First) (M.I.) (Last)

Student ID ______________________________________

SS # ____________________________________________

Previous Name (If Any) ____________________________

Birth date ________________________________________

Alias/Maiden _____________________________________

Ethnicity ____________________________

Home Address _____________________________ City _____________________ State _______________ Zip ____________

Campus Address __________________________________________________________________________

Street Address __________________________________________________________________________

City _____________________ State _______________ ZIP ____________

My signature hereon indicates my understanding that misrepresentation of factual information on this Disclosure Questionnaire is cause for denial or revocation of admission to the WLC Teacher Education Program, denial, termination or retraction of field experience or teacher candidacy placement, or denial or revocation of certification. I also hereby authorize WLC to conduct the necessary background check.

_______________________________________________
Student Signature

_______________________________________________
Date of Signature

Please complete both pages and return to: Director of Teacher Education
Room G236
Wisconsin Lutheran College
8800 W. Bluemound Road

File: Student Education File
Milwaukee, WI 53226
**DISCLOSURE QUESTIONNAIRE**

Name ______________________________________ SSN ____________________ Date ___________________

Attach additional pages as necessary to fully respond to questions below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Dept. Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Have you ever had a teaching license? Has teaching licensure been denied/revoked/suspended in any state in the United States for reasons other than insufficient credits or courses? If “Yes,” please describe situation:</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>Is revocation or suspension pending? If “Yes,” please describe situation:</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>11. Have you ever been suspended, expelled, placed on probation (other than for collegiate skills) or otherwise disciplined by any college or university or from any program of a college or university, either for academic or other reasons? If “Yes,” please describe situation:</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>12. Have you ever been terminated for cause from an employment situation? If “Yes,” please describe:</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>13. Have you ever been suspended, discharged or otherwise disciplined for conduct relating to the health, welfare, safety, or education of any pupil?</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>14. Have you ever been suspended, discharged, or otherwise disciplined for conduct relating to the breach of commonly accepted moral or ethical standards?</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>15. Have you ever been investigated for any conduct listed in Questions 4 and 5 above?</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>16. Have you ever been under investigation, involved in, convicted of, pled guilty to, pled no contest to, or forfeited bail for any criminal conduct under law or ordinance, or is any such situation pending, excluding minor traffic violations? If “Yes,” please describe situation:</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>(Note: The existence of a criminal record or denial, revocation or suspension of a license does not constitute an automatic bar to admission and is considered only as they substantially relate to the duties of the program and eventual license.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Have you ever been reported to the state school superintendent for any conduct listed in the above questions?</td>
<td>Yes _____ No _____</td>
<td></td>
</tr>
<tr>
<td>18. Are you able to perform the duties and responsibilities of a field experience or practicum, teacher candidacy, or internship with or without reasonable accommodation?</td>
<td>Yes w/ accommodation ___</td>
<td></td>
</tr>
<tr>
<td>If “Yes, with accommodation” is checked, please describe with what reasonable conditions or circumstances you are able to carry out the duties and responsibilities of the position which you seek. (Note: Wisconsin Lutheran College makes reasonable accommodations.)</td>
<td>Yes w/o accommodation ___</td>
<td></td>
</tr>
<tr>
<td>No ______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

******************************************************************************

A CRIMINAL HISTORY BACKGROUND CHECK based on information on this form was performed through the WISCONSIN DEPARTMENT OF JUSTICE – CRIME INVESTIGATION BUREAU (http://wi-recordcheck.org/).

DATE: _______________ Order Number: _____________ RESULTS: ___________________________________

CHECK PERFORMED BY: _____________________________ - Wisconsin Lutheran College - Dept. of Education
8800 West Bluemound Road
Milwaukee, Wisconsin  53226

WLC School of Education Director
Wisconsin Lutheran College
Presentation and Portfolio Release Form

With this RELEASE FORM the WLC School of Education seeks your permission to use all or a portion of your presentation and/or portfolio for observation/training purposes within WLC.

If you prefer NOT to have your presentation and/or portfolio used, you may also indicate that preference on this form.

**Release Form**

<table>
<thead>
<tr>
<th>Name (print)</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________________________</td>
<td>______________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________</td>
<td>______________</td>
</tr>
</tbody>
</table>

| Semester/Year of Teacher Candidacy/Professional Development Experience/Internship: | ______________ |

**Taped Presentation**

Permission is given for my taped presentation to be used for observation/training purposes.

_____________________________  Date _________________________

(signed)

Date of Presentation: ______________

Permission is **NOT** given for my taped presentation to be used for observation/training purposes.

_____________________________  Date _________________________

(signed)

**Electronic Portfolio**

Permission is given for my electronic portfolio to be used for observation/training purposes.

_____________________________  Date _________________________

(signed)

Permission is **NOT** given for my electronic portfolio to be used for observation/training purposes.

_____________________________  Date _________________________

(signed)
As a new student at Wisconsin Lutheran College, you are required to provide the following information. All forms must be on file in the Student Health Center 15 days prior to the start of your semester. Failure to supply the required information will result in a registration hold. Please send appropriate forms to: Wisconsin Lutheran College, ATTN: Health Services, 8800 W. Bluemound Road, Milwaukee WI 53226. Please direct questions to Karen Fischer at 414-443-8549.

1. Health History Form (grey) The Health History Form provides information that is kept in your confidential health file in the Student Health Center. This file will be accessed when you seek services in the there and in emergencies. This establishes a baseline of care for the providers in the Student Health Center.

2. Medical/Orthopedic Physical Exam Form (white) A medical exam is encouraged for all students, but required if a chronic medical condition exists or if the student is anticipating being an intercollegiate athlete at any time during the school year. This exam must be completed by a physician prior to arrival on campus. This record will be kept in your confidential health file in the Health Services and in the case of athletes be shared with the Athletic Director’s office.

3. Immunization Request Form (blue) All full-time students have a health insurance policy with limited coverage in force through the college. This information was sent under separate cover. Please fill out the Personal Health Insurance Form for any other health insurance coverage for which the student is a named beneficiary and provide copies of cards the student will have while at school.

4. Immunization Request Form (pink) Any immunizations that are not completed can be done at Health Services upon your arrival to campus by ordering them in advance. Return the Immunization Request Form and applicable deposits with your other forms to arrange for any vaccinations you need or would like. These vaccines are available at no cost and your deposit will be returned one your inoculations are completed.

5. Tuberculosis Questionnaire (orange) The Tuberculosis Questionnaire A TB skin test within the past year is required for all foreign born students, individuals who lived in another country for 3 months or those whose answers to the questionnaire require a test. TB tests can also be requested using the Immunization Request Form.

6. Personal Health Insurance Form (yellow) Each student’s immunizations must be documented. Required immunizations are listed on the Immunization Record and include Measles, Mumps & Rubella (MMR), Diphtheria, Tetanus & Pertussis (DTP) 4 doses and one every 10 years. Many vaccines are recommended and those should also be listed on the Record. Immunization records can generally be found at your doctor, high school, grade school, local health office, or state health department. In the State of Wisconsin, for example, you can access your record at the Wisconsin Immunization Registry www.dhsfsir.org.

Health History Form

All students must complete the Health History Form. Failure to comply with the Student Health Information Requirements may result in your inability to live on campus, register for classes and/or complete in athletics.

Name: ____________________________

LAST: ____________________________ FIRST: ____________________________ MIDDLE: ____________________________

Date of Birth: ____________________ Age: __________ Sex: Male ________ Female ________

S.S. Number: ____________________ Cell Phone # ( ) __________________

Home Address: ____________________ Street __________________ City __________________ State ________ Zip Code ________

Father’s Name: ____________________ Phone # ( ) __________________

Mother’s Name: ____________________ Phone # ( ) __________________

Nearest Relative: ____________________ Phone # ( ) __________________

Family Physician: ____________________ Phone # ( ) __________________

Personal Health History: I have/had the following (Check all that apply):

<table>
<thead>
<tr>
<th>Condition</th>
<th>Dates and comments</th>
<th>Condition</th>
<th>Dates and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD/ADHD</td>
<td></td>
<td>Eating disorder</td>
<td></td>
</tr>
<tr>
<td>Alcohol/substance abuse*</td>
<td></td>
<td>Epilepsy/seizures*</td>
<td></td>
</tr>
<tr>
<td>Allergies-seasonal or food</td>
<td></td>
<td>Heart concerns*</td>
<td></td>
</tr>
<tr>
<td>Anemia</td>
<td></td>
<td>Hernia</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td></td>
<td>Hepatitis*</td>
<td></td>
</tr>
<tr>
<td>Asthma*</td>
<td></td>
<td>High blood pressure*</td>
<td></td>
</tr>
<tr>
<td>Blood disorder*</td>
<td></td>
<td>Joint disease</td>
<td></td>
</tr>
<tr>
<td>Bone disease</td>
<td></td>
<td>Kidney disease*</td>
<td></td>
</tr>
<tr>
<td>Cancer*</td>
<td></td>
<td>Orthopedic problems</td>
<td></td>
</tr>
<tr>
<td>Chicken pox</td>
<td></td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Concussion-head trauma</td>
<td></td>
<td>Psychiatric diagnosis</td>
<td></td>
</tr>
<tr>
<td>Convulsions*</td>
<td></td>
<td>Rheumatic fever</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td></td>
<td>Scarlet fever</td>
<td></td>
</tr>
<tr>
<td>Diabetes</td>
<td></td>
<td>Skin disease</td>
<td></td>
</tr>
<tr>
<td>Diseases of intestinal tract</td>
<td></td>
<td>Thyroid condition*</td>
<td></td>
</tr>
<tr>
<td>Ear infections</td>
<td></td>
<td>Tonsillitis</td>
<td></td>
</tr>
</tbody>
</table>
I experience the following symptoms (check all that apply):

<table>
<thead>
<tr>
<th>During Exercise</th>
<th>Dates and comments</th>
<th>Normally</th>
<th>Dates and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Tire quickly</td>
<td></td>
<td>☐ Indigestion</td>
<td></td>
</tr>
<tr>
<td>☐ Shortness of breath</td>
<td></td>
<td>☐ Spitting up blood</td>
<td></td>
</tr>
<tr>
<td>☐ Dizziness</td>
<td></td>
<td>☐ Frequent urination</td>
<td></td>
</tr>
<tr>
<td>☐ Fainting</td>
<td></td>
<td>☐ Eye problems</td>
<td></td>
</tr>
<tr>
<td>☐ Chest pain</td>
<td></td>
<td>☐ Back problems</td>
<td></td>
</tr>
<tr>
<td>☐ Racing heart</td>
<td></td>
<td>☐ Frequent headaches</td>
<td></td>
</tr>
<tr>
<td>☐ Heart skips beats</td>
<td></td>
<td>☐ Weight fluctuations</td>
<td></td>
</tr>
<tr>
<td>☐ Heat illness</td>
<td></td>
<td>☐ Other</td>
<td></td>
</tr>
</tbody>
</table>

ORTHOPEDIC HEALTH HISTORY: I have/had injuries to the following (Check all that apply):

<table>
<thead>
<tr>
<th>Condition</th>
<th>Dates and type</th>
<th>Condition</th>
<th>Dates and type</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Neck</td>
<td></td>
<td>☐ Eating disorder</td>
<td></td>
</tr>
<tr>
<td>☐ Shoulder</td>
<td></td>
<td>☐ Epilepsy/seizures</td>
<td></td>
</tr>
<tr>
<td>☐ Forearm</td>
<td></td>
<td>☐ Heart/cardiac concerns</td>
<td></td>
</tr>
<tr>
<td>☐ Elbow</td>
<td></td>
<td>☐ Hernia</td>
<td></td>
</tr>
<tr>
<td>☐ Forearm</td>
<td></td>
<td>☐ Hepatitis</td>
<td></td>
</tr>
<tr>
<td>☐ Asthma</td>
<td></td>
<td>☐ High blood pressure</td>
<td></td>
</tr>
<tr>
<td>☐ Blood disorder</td>
<td></td>
<td>☐ Joint disease</td>
<td></td>
</tr>
</tbody>
</table>

FAMILY HEALTH HISTORY: I have/had family members with the following (Check all that apply):

<table>
<thead>
<tr>
<th>Condition</th>
<th>Dates, relation and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Cancer</td>
<td></td>
</tr>
<tr>
<td>☐ Diabetes</td>
<td></td>
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<tr>
<td>☐ Heart Disease</td>
<td></td>
</tr>
<tr>
<td>☐ Kidney Disease</td>
<td></td>
</tr>
<tr>
<td>☐ Tuberculosis</td>
<td></td>
</tr>
<tr>
<td>☐ Sudden death under age 50</td>
<td></td>
</tr>
<tr>
<td>☐ Other</td>
<td></td>
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</tbody>
</table>

OTHER HISTORY: Other than that listed above, I have/had the following surgery, illness or health condition: ____________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

I have allergies to these medications:

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

I require vision aid and need the following accommodations: __________________________

_______________________________________________________________________________________________________________________

I require hearing assistance and need the following accommodations: __________________________

_______________________________________________________________________________________________________________________

I have a medical condition that requires special housing or dining services accommodations: __________________________

_______________________________________________________________________________________________________________________

Individuals who report as having a chronic conditions (marked with *) must also provide a copy of a recent physical. If you are receiving treatment for any physical or psychological condition, attach a current plan of care including your provider’s name and contact information.

Other comments, concerns or items to share with the Student Health Center: __________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

Student Signature: ____________________________ Date: ____________________________
MEDICAL/ORTHO PHYSICAL EXAM FORM
Must be completed for ALL student athletes. Must be completed by students with chronic conditions listed on the Health History Form. Must be completed by personal physician prior to arrival on campus.

Name:________________________________________
S.S. Number _______________________________________
Height:___________     Weight:____________
B/P:______/_______     Pulse:______________

<table>
<thead>
<tr>
<th>Head/Face</th>
<th>N</th>
<th>AB</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eyes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Acuity</td>
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<td></td>
<td></td>
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<tr>
<td>Movements</td>
<td></td>
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<td></td>
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<tr>
<td>Fields</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Nystagmus</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pupils</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ears</td>
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<tr>
<td>Nose</td>
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<thead>
<tr>
<th>Mouth / Throat</th>
<th>N</th>
<th>AB</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonsils</td>
<td></td>
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<td></td>
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<tr>
<td>Neck</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Nodes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thyroid</td>
<td></td>
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<thead>
<tr>
<th>Respiratory</th>
<th>N</th>
<th>AB</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Upper</td>
<td></td>
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<tr>
<td>Lower</td>
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</table>

<table>
<thead>
<tr>
<th>Cardiovascular</th>
<th>N</th>
<th>AB</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murmurs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulse</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abdomen</th>
<th>N</th>
<th>AB</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testicles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If Indicated Rectal</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Genitourinary</th>
<th>N</th>
<th>AB</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testicles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If Indicated Rectal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Neurological Sx</th>
<th>N</th>
<th>AB</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concussion Hx</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the preceding evaluation, this athlete is:
☐ Cleared for athletics WITHOUT medical restrictions
☐ Cleared with the following medical restrictions
☐ DENIED clearance due to ____________________________

Evaluating Physician (print)________________________
Evaluating Physician (sign and date) __________________
IMMUNIZATION RECORD
Must be completed for ALL students. Students must have required vaccinations or order them on Immunization Request Form. Those with concerns or objections should contact the Director of Health Services.

Wisconsin State Law (Assembly Bill 344) requires students to sign an acknowledgement statement related to Hepatitis B and Meningitis. Please refer the enclosed Vaccine Information Sheets regarding Hepatitis B and Meningococcal disease. My signature below verifies my receipt of the Hepatitis B and Meningitis information statements. My signature below also Indicates that my vaccination history below is true and correct.

SIGNED ______________________________________________________________________ Date: __________________

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Type</th>
<th>Dose</th>
<th>Date (MM/DD/YY)</th>
<th>Vaccine</th>
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<th>Dose</th>
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<td>Diphtheria</td>
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<td>Pertussis (DTP)</td>
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<td>Tetanus/Diphtheria (Adult) (TD)</td>
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PERSONAL HEALTH INSURANCE FORM
Must be completed for ALL students. Information regarding the student health insurance policy was sent in a separate mailing.

INSURANCE INFORMATION:
Insured’s Name: ______________________ Policy Holder Name: ______________________ Date of Birth: ____________
Policy Holder Relationship to Insured: ________________________________________________
Employer Name and Phone: __________________________________________________________
Insurance Company Name: ______________________ Insurance Phone Number:____________________
Insurance Address: _________________________________________________________________

Please provide a copy of the front and back of your insurance and/or prescription benefit card(s).

Parental consent for minors under 18 years of age.
The law requires parental permission before medical or surgical treatment of a minor. The hospitals in our area have a similar requirement relative to admission and treatment. If such treatment becomes necessary, every effort will be made to obtain your specific consent before treatment. On occasion you may be unavailable. In order to avoid unnecessary delay, your prior consent to treatment is important. However, no surgical procedures will be performed without your specific knowledge and consent, except in cases of critical emergency.

I understand the considerations set forth above, consent to use of the above insurance policy and authorize any physician and any hospital involved to perform such medical or surgical treatments as me be deemed necessary for my son/daughter.

Signed: ______________________________________ Relationship to student: ________________
Candidates for teacher certification are expected to develop the professional knowledge base, skills, and dispositions identified in these standards at a level generally associated with beginning teachers. Proficiency is demonstrated in part through the presentation of a personal portfolio which accommodates the developing patterns of evidence prior to the teacher candidacy placement. This is considered a “High Stakes” portfolio, meaning that the candidate must bear the responsibility to demonstrate readiness to teach.

Directions: The following descriptions are intended to serve as suggestions or ideas only. The “categorical” information, however, must be addressed somewhere in the portfolio. Consider the following notes as you coordinate the materials for your portfolio:

1. An artifact can address more than one standard. (This is highly encouraged to reduce the size of the portfolio.)
2. Develop a brief rationale about the artifact which
   a. Explains the linkage to the standard;
   b. Identifies significant points/key ideas
   c. Addresses growth areas in knowledge, skills, and dispositions;
   d. Links to the “conceptual framework—Teacher as Servant Leader, etc.”
      • In brief, explain the WHAT, SO WHAT, and NOW WHAT of the artifact and how it connects to the chosen standard.
   e. Use of the term “artifact” singularly does not limit you to one item—necessarily
   f. The theme should be woven throughout the portfolio: the rationales, graphics, standard by standard connections, and the closure should all clearly relate to the theme. Use the theme as a means to facilitate the cohesiveness of the portfolio and to personalize the portfolio as a representative of who you are as a candidate.

INTRODUCTION: PERSONAL BIOGRAPHY/THEME
Foundational to all teacher preparation is exploring who you are and what you bring to your education and your teaching experiences. Personality, philosophy, attitudes, background experiences, and belief systems influence your teaching style, your students, and your peers/colleagues. Selection of a theme should have significance for you as a candidate and its significance should be clear to the listeners as portfolio reviewers.

1. An autobiography, (two pages maximum), should highlight significant background and events that have brought you to the threshold of teaching.
2. Artifact (resume, documentation from previous work travel experiences, awards, certificates) or items which depict you and your personality and ideals/values. A brief rationale of each is helpful.
3. Rationale of theme and its connection to the conceptual framework.
4. Pictures—limited in number and each with a caption. (This is optional, but helpful)

Standard 1: The teacher knows the subjects he/she is teaching.
The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make content meaningful and purposeful for learners. [P134.02(1)]

1. Artifact should reflect your knowledge base in the specific subject areas (Early Childhood, Middle Childhood—these should represent the FOUR core areas-language arts, science, mathematics, and social studies; Early Adolescence/Adolescence—these should represent a variety of topics in major/minor areas.)
2. Artifact may include specific lesson plans, unit plans, projects, annotated bibliographies, and work from liberal arts studies.
3. Artifact highlights understanding of the reading, writing, speaking, and listening areas as processes and discrete skill areas that also assist learning of content.
4. Artifact should also address the specified code areas—for many candidates that would be government, especially technological literacy, environmental education, cooperatives, phonics:
   a. **Government**: If we are to educate the future citizenry, we, as educators, should be knowledgeable about government. “Answer” these questions to demonstrate that knowledge through your artifact and rationale:
      • What is the structure of government from local (could be as local as school structure, congregation, town/village) all the way to federal level?
      • Where is “education” of the citizens provided for in the constitution?
      • What direct/indirect means do we use to instruct our K-12 students about government?
        - WHO? ALL education majors at any level.
   b. **Environmental Education**: Demonstrate knowledge base and specific classroom application (certificate and lesson plan ideas).
      - WHO? All Early Childhood, all Elementary, or those Secondary majors/minors in any science and/or social science content area.
c. **Cooperatives** (not cooperative learning): What are they? Why were they formed? What is the impact on society, especially in the Midwest? When could this knowledge be incorporated into K-12 classes?
   - **WHO?** All Early Childhood, all Elementary, or those Secondary majors/minors in any social science content area.

d. **Phonics**: Demonstrate knowledge of and proficiency in the phonological system needed for reading, strategies, and skills in teaching phonics.
   - **WHO?** All Early Childhood, all Elementary, or those Secondary majors/minors in any English Language Arts content area.

e. **Technological Literacy**: Demonstrate that you can use technology as a tool for professional work and for instruction—especially as a means to assist the learning process.
   - **WHO?** ALL education majors at any level.

**Standard 2: The teacher knows how learners grow and develop.**
The teacher demonstrates understanding of how learners with broad ranges of ability learn and provides instruction that supports student intellectual, social, emotional, and personal development. [P132.02(2)]
1. Artifact should clearly show the developmental considerations of the learner.
2. Artifacts which document your understanding of learning theories as they relate to the various stages of development.
3. Include any lessons which have been taped and recorded for the electronic portfolio which clearly document ability to plan for the nature of the learner and the ranges that can be present in a single classroom at a given grade/stage.

**Standard 3: The teacher understands diversity.**
The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers may exist impeding learning, and that adaptation of instruction may meet these diverse needs of learners, including those with disabilities and exceptionalities. [P134.02(3)]
1. Paper/presentation information on an area of exceptionality and any other materials which you plan to utilize as part of your classroom planning, including learning styles, modalities, and multiple intelligences.
2. Evidence of your understanding of multiculturalism (Project on a particular cultural group, etc.)
3. Artifact which underscores your knowledge of the Native American in Wisconsin and non-western culture.
4. Artifact that defines your understanding of human relations and conflict resolution.
5. Artifact that addresses the “at-risk” learner
6. Evidence for planning of differentiated instruction.

**Standard 4: The teacher knows how to teach.**
The teacher understands and uses a variety of instructional strategies, including technology to encourage learner development of critical thinking, problem solving, and performance skills. [P134.02(4)]
1. Artifact should detail lessons plans in a variety of levels and /or subject areas and which clearly should demonstrate planning for a variety of teaching strategies.
2. Artifact may be special assignments and student work.
3. Artifact should show an ability to integrate technology applications.

**Standard 5: The teacher knows how to create and maintain a positive learning environment.**
The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learners through positive social interaction, active learning, and self-motivation. [P134.02(5)]
1. Artifact documents motivation considerations such as papers on motivation, lessons plans with exceptional anticipatory sets or other motivational components/strategies.
2. Artifact demonstrates your understanding of student development and behavior management.
3. Reference any taped lessons on the electronic portfolio which emphasize motivation, adjusted lesson procedure or behavior management techniques.
4. Artifact should show provision for the physical environment conducive to learning.
5. Artifact should show understanding of group dynamics and organizational culture.
6. Artifact should show extension of the learning environment into the community.

**Standard 6: The teacher communicates effectively.**
The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school and in the community. [P134.02(6)]
1. Artifact should attest to the teacher’s communication ability personally.
2. Artifact should demonstrate the ability to teach aspects of communication—both written and oral—to others.
3. Artifact should demonstrate knowledge of verbal and nonverbal communication aspects including body language.
4. Artifact should depict teacher communication with others beyond the classroom.

**Standard 7: The teacher possesses knowledge of educational foundations and skills at instructional planning.**
The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning and clearly articulate a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundation, subject matter, learners, the community, and curricular goals or standards. [P134.02(7)]

1. Formal statement of your current philosophy; compare/contrast this one to an earlier version. Include an explanation aligning the philosophy to a major theorist(s).
2. At least one other artifact which addresses a philosophical view of a specific area of education (whole language, writing across the curriculum, assessment, etc.)
3. At least one artifact which depicts an ability to plan for differentiated instruction on a long and short term basis.
4. Evidence of the application of curricular/K-12 standards in planning.

**Standard 8: The teacher knows how to assess and evaluate student learning.**
The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development and advancement of the learner. [P134.02(8)]

1. Artifact should demonstrate understanding and use of rubrics, grading practices, self-evaluation, and reflections on the purposes of grading assessment, and evaluation and their differences.
2. Artifact should demonstrate an understanding of formative and summative evaluation; direct and indirect measures; action research.
3. Artifact should show an ability to apply and plan for the metacognitive aspects often found in self-evaluation formats.

**Standard 9: The teacher models Christian professional integrity.**
The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strives for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one’s faith lift. [P134.02(9)]

1. Reflective artifact from class assignments, learning logs and journals—including reflections on the exceptional learner and the multicultural/at-risk experiences.
2. Reflective artifact from personal research areas.
3. Artifact suggests ethical consideration.

**Standard 10: The teacher in connected with other educational professionals and the community.**
The teacher fosters positive relationships with colleagues, parents, and agencies in the larger community to support learning and well being; and acts with a Christian attitude, integrity, fairness, and professionalism in an ethical manner. [P134.02(10)]

1. Artifact should indicate connection to or networking with professional groups, organizations, etc. in order to assist learners directly or indirectly.
2. Artifact should show community involvement and which would depict the “servant leadership” aspect of the conceptual framework.

**CONCLUSION:** This conclusion should provide the final “exclamation mark” on your efforts to demonstrate your preparation and readiness to student teach. To facilitate this you need to include the following—in separate treatments or as an integrated, unified whole:

1. A summative self-evaluation: This is to be written as a rationale in which you analyze your professional growth through this portfolio development experience, highlighting the areas of knowledge, skills, and dispositions that have surfaced as strengths. Individual rationales—addresses the WHAT, SO WHAT, and NOW WHAT of this portfolio as proof that you have “arrived” at a point, ready to student teach; finally, as a candidate for student teaching, you need to identify goals for the short term (student teaching) and possibly the long term.

2. A culminating emphasis/significance of the theme: This should clearly bring the listener AND the viewer of your portfolio “full circle” to the beginning of your introduction and possibly weave in some aspects or dimensions of the theme highlighted throughout your portfolio.

3. Conceptual Framework: Commentary on your understanding of your growth and its connection to the “Teacher as Servant Leader” central focus of the program should be treated in this concluding section either as a separate paragraph or integrated into the self-evaluation.
### Wisconsin Lutheran College School of Education

**Portfolio Presentation Rubric**

The following descriptions apply to the scale:

- **4** = Exceptional demonstration of criteria
- **3** = Acceptable, solid demonstration of criteria
- **2** = Developing, not clearly achieved
- **1** = Unacceptable, lacking significant aspects of criteria
- **0** = Lacking; not addressed

### Introduction: Personal Contribution to the Profession

The student provides sufficient information through autobiography introspection to present her/himself as a serious teacher for the teaching profession.

*The artifacts selected and explanations offered in the presentation:*

<table>
<thead>
<tr>
<th>INTa.</th>
<th>The autobiographical material that was presented is organized, selective in information, and captures the essence of the individual that has shaped and readied the candidate for teacher candidacy.</th>
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<tbody>
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<td>0 1 2 3 4</td>
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</table>

<table>
<thead>
<tr>
<th>INTb.</th>
<th>The artifact, including the portfolio theme, aids in defining the candidate and is coherently explained and establishes the theme as a natural fit for the portfolio.</th>
</tr>
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<tbody>
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<td>0 1 2 3 4</td>
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</table>

### Standard 1: The teacher knows the subjects he/she is teaching.

The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make content meaningful and purposeful for learners.

*The artifacts selected and explanations offered in the presentation:*

<table>
<thead>
<tr>
<th>1a.</th>
<th>Reflect evidences of the knowledge bases necessary to instruct others in respective subject areas and in areas of expected general knowledge.</th>
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<thead>
<tr>
<th>1b.</th>
<th>Document understanding and ability to apply and adjust content related pedagogy to make learning meaningful and purposeful.</th>
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<tr>
<th>1c.</th>
<th>Highlight understanding of the reading, writing, speaking and listening areas as processes and discrete skill areas that also assist learning. (Include Phonetic Awareness—ECH/MC/EA)</th>
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</table>

### Standard 2: The teacher knows how children grow and develop.

The teacher demonstrates understanding of how learners with broad ranges of ability learn and provides instruction that supports students intellectual, social, emotional, and personal development.

*The artifacts selected and explanations offered in the presentation:*

<table>
<thead>
<tr>
<th>2a.</th>
<th>Show ability to plan for ranges of knowledge/skills, background experience, cognitive thinking and academic readiness for learning in a particular classroom.</th>
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<tr>
<th>2b.</th>
<th>Demonstrate knowledge of student development in physical, intellectual, psychological, emotional, or literacy acquisition areas across the certification levels.</th>
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</table>
**Standard 3: The teacher understands diversity.**
The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers exist impeding learning, and that adoption of instruction may meet these diverse needs of learners, including those with disabilities and exceptionality.

*The artifacts selected and explanations offered in the presentation:*

<table>
<thead>
<tr>
<th>3a.</th>
<th>Document understanding and ability to apply theoretical models concerning the learning processes, styles, modalities and multiple intelligences.</th>
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<tr>
<td>3b.</td>
<td>Demonstrate knowledge of a specific area of exceptionality and other barriers to learning; demonstrate ability to plan for differentiated instruction and other learner considerations.</td>
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<tr>
<td>3c.</td>
<td>Describe your journey to understanding and development of a personal attitudinal awareness of multi-culturalism, including the study of one particular cultural group—and how that can be woven into a future classroom.</td>
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<tr>
<td>3d.</td>
<td>Identify specific knowledge concerning the Native American in Wisconsin and how that can be integrated into a future classroom.</td>
</tr>
<tr>
<td>3e.</td>
<td>Outline human relations issues and steps in conflict resolution that would be utilized in a future classroom or in life applications.</td>
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</table>

**Standard 4: The teacher knows how to teach.**
The teacher understands and uses a variety of instructional strategies, including technology, to encourage learner development of critical thinking, problem solving, and performance skills.

*The artifacts selected and explanations offered in the presentation:*

<table>
<thead>
<tr>
<th>4a.</th>
<th>Demonstrate logical lesson design including appropriate components that facilitate learning and instructional techniques.</th>
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<tbody>
<tr>
<td>4b.</td>
<td>Highlight variety of instructional strategies to enhance higher order thinking.</td>
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<tr>
<td>4c.</td>
<td>Demonstrate ability to use various technological applications for personal and instructional purposes.</td>
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</tbody>
</table>

**Standard 5: The teacher knows how to create and maintain a positive learning environment.**
The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learners through positive social interaction, active learning and self-motivation.

*The artifacts selected and explanations offered in the presentation:*

<table>
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<tr>
<th>5a.</th>
<th>Document a clear understanding of motivational theory and its connection to purposeful lesson design and to establishment of a positive learning atmosphere.</th>
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<tr>
<td>5b.</td>
<td>Show ability to plan for an inviting physical environment for learning for various types of learners.</td>
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<tr>
<td>5c.</td>
<td>Show a commitment to the creation of a positive learning environment through clearly articulated classroom management plan, identified components, and specified strategies.</td>
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</table>
**Standard 6: The teacher communicates effectively.**
The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school, and in the community.

*The artifacts selected and explanations offered in the presentation:*

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<td>6a.</td>
<td>Demonstrate writing ability in a variety of formats; demonstrate ability to instruct students about writing.</td>
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<td>6b.</td>
<td>Show evidence of participation in various formal speaking experiences as well as show ability to integrate speaking or oral activities into the teaching/learning process.</td>
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<td>6b.</td>
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</table>

**Standard 7: The teacher possesses knowledge of educational foundations and skill at instructional planning.**
The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning, can clearly articulate a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundations, subject matter, learners, the community and curricular goals or standards.

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<tr>
<td>7a.</td>
<td>State your current philosophy of education; demonstrate how this has changed and or expanded from an earlier version.</td>
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<td>7b.</td>
<td>Highlight another specific application of philosophical perspective applied to a specific area outside of EDU 201 and 402.</td>
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<tr>
<td>7c.</td>
<td>Depict an ability to plan for long-term instruction based on educational foundations, content standards/curricular goals, and differentiated instruction.</td>
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<td>7c.</td>
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**Standard 8: The teacher knows how to assess and evaluate student learning.**
The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development and advancement of the learner.

*The artifacts selected and explanations offered in the presentation:*

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<td>8a.</td>
<td>Represent multiple means of evaluation, including holistic scoring, rubric design and authentic scoring and pre, during, post assessment of learning.</td>
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<td>8b.</td>
<td>Demonstrate ability to plan for student grade appraisal.</td>
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**Standard 9: The teacher models Christian professional integrity.**
The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strive for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one’s faith life.

*The artifacts selected and explanations offered in the presentation:*

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<tbody>
<tr>
<td>9a.</td>
<td>Show progressive development as a reflective practitioner.</td>
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<td>9b.</td>
<td>Describe specific areas for desired growth in knowledge, skills, and dispositions; address one area of personal research that was expanded upon since admission to the program.</td>
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<tbody>
<tr>
<td>9a.</td>
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<td>9b.</td>
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</table>
Standard 10: The teacher is connected with other educational professionals and the community.
The teacher fosters positive relationships with colleagues, parents, and agencies in the larger community to support learning and well being; and acts with a Christian attitude, integrity, fairness, and professionalism in an ethical manner.

The artifacts selected and explanations offered in the presentation:

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<td>10a.</td>
<td>Tell the developmental story of a journey through a professional teacher education program that demonstrates ability to expand professional relationships and networks.</td>
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<tr>
<td>10b.</td>
<td>Include evidences of knowledge of resources (human and printed) available in theory, instruction, and curriculum.</td>
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<td>4</td>
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<tr>
<td>10c.</td>
<td>Possess evidence of skills in communication, analysis and evaluation in order to foster relationships outside of the classroom.</td>
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<td>1</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10d.</td>
<td>Communicate an overall positive attitude, enthusiasm for teaching, and a caring concern for learners and colleagues.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

Conclusion: The Presentation and Portfolio Format
In general the teacher uses clear communication techniques to explain his/her personal development as teacher.

Finally, the artifacts of the entire portfolio and especially those highlighted in the presentation:

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CONa.</td>
<td>Depict organization, rehearsal and proper time allotment.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>CONb.</td>
<td>Demonstrate good speaking skills.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>CONc.</td>
<td>Reflect a unified whole and serve as evidence of readiness for teacher candidacy through a summative self-evaluation of the portfolio as an artifact and process.</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>CONd.</td>
<td>Are designed around a professionally-focused electronic version of the portfolio that is complete, organized, and attractive.</td>
<td>0</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Average Portfolio Presentation Score: __________

Holistic Portfolio Score Overall: 0 1 2 3 4

Strengths:

Weaknesses:

Evaluator(s):
After presentation of the Stage 3 High Stakes Portfolio an assigned EDU faculty member offers a formal and detailed written response of the teacher candidate’s Stage 3 High Stakes Portfolio. Feedback may include strengths and weaknesses of the portfolio, recommend improvements of written rationales linked to a particular standard or general remarks to consider as the candidate compiles the Stage 4 Portfolio. The following format represents a possible outline to guide the reviewer.

To:
Reviewer:
Date of Review:
Semester and Year:

Please comment on each of the following areas for strengths and weaknesses. Make recommendations for improvement.

1. **Theme:** Is the theme effective overall and connected to each standard?

2. **Introduction, Autobiography, and Other Materials:** Does this information provide the viewer with a reasonable impression of the candidate as a person with interests and experiences that can be of benefit in the classroom?

3. **Standards:** Does the candidate clearly address EACH one for knowledge, skills, and dispositions?

4. **Closure:** Does the candidate bring the portfolio “full circle?”

5. **Artifact Reflections:** Do they provide the “what,” “so what,” and “now what?”

6. **Self-evaluation:** Does the candidate offer areas for improvement and focus during teacher candidacy? Does the candidate reflect on the overall portfolio process through a holistic self-evaluation?

7. **Organization and Format:** Is the portfolio arranged in a clear, logical format? Does it represent an overall professional representation of effort?

8. **Other comments:**
Directions: As the peer reviewer, you have an awesome responsibility to assist your colleague in preparing for the High Stakes Portfolio Presentation. As such, it is your duty to be honest in your efforts to time the presentation and to provide genuinely helpful feedback. During this process you may also experience insights that can improve your own portfolio and/or presentation. Answer each of the items below and add comments. (It is recommended that you use a laptop and word process your answers as you listen to the presentation and hold discussions after the practice. However, handwritten LEGIBLE responses are also accepted.)

Presenter: _____________________________________ Theme of Portfolio: ____________________________

Date/Time of Practice: ____________________________ Actual length of Presentation in minutes: ________________

Introduction:
1. The introduction of the candidates and the portfolio: (Comment on amount of time and information that was shared.) Time in minutes just for introduction: _______________________________

2. An interesting piece of information that was (or should be) shared in the introduction:

3. The theme was clearly and succinctly explained and graphically shown on the visible web pages of the portfolio. __________ Yes __________ No __________ Mostly Explain:

Standards
4. Every standard was clearly linked to the theme, orally and visually. ______ Yes _______ No _______ Mostly Explain:

5. The standard that was the clearest was 1 2 3 4 5 6 7 8 9 10 because:

6. The standard that needs to be made clearer is 1 2 3 4 5 6 7 8 9 10 because:

7. The standard that had the most “interesting” artifacts was 1 2 3 4 5 6 7 8 9 10 because it contained:
Conclusion:
8. The conclusion brought the theme “full circle” when the candidate stated or explained:

9. The conclusion provided a smooth, effective ending to the portfolio. _____ Yes _____ No _____ Mostly
   Explain:

10. The candidate’s area of research was clearly explained and visible to the viewer.
    __________ Yes ___________ No ___________ Mostly   Explain:

11. The candidate clearly used the whole portfolio as an artifact. _____ Yes _____ No _____ Mostly
    The candidate developed a rationale which included self-evaluation. _____ Yes _____ No _____ Mostly
    Explain:

12. Any other comments to assist the presenter.

Peer Reviewer (Signed): ________________________________________________________________

Date: _______________

Provide a copy for the presenter; turn in the original.
<table>
<thead>
<tr>
<th>Checklist of Artifacts</th>
<th>Student-Selected Artifact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifacts: Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>______ Autobiography</td>
<td></td>
</tr>
<tr>
<td>______ Resume</td>
<td></td>
</tr>
<tr>
<td>______ Other examples which depict Candidate as a total “package”</td>
<td></td>
</tr>
<tr>
<td><strong>Artifacts for Knowledge Base from the Liberal Studies and Methods Courses</strong></td>
<td></td>
</tr>
<tr>
<td>______ Core Area: Language Arts (EC/MC &amp; MC/EA)</td>
<td></td>
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<tr>
<td>______ Core Area: Mathematics (EC/MC &amp; MC/EA)</td>
<td></td>
</tr>
<tr>
<td>______ Core Area: Social Studies (EC/MC &amp; MC/EA)</td>
<td></td>
</tr>
<tr>
<td>______ Core Area: Science (EC/MA &amp; MC/EA)</td>
<td></td>
</tr>
<tr>
<td>______ Core Area: Major ______________________ (EA/A &amp;EC-A)</td>
<td></td>
</tr>
<tr>
<td>______ Core Area: Minor ______________________ (MC/EA/A/EC-A)</td>
<td></td>
</tr>
<tr>
<td><strong>Artifacts for Specific Code Areas</strong></td>
<td></td>
</tr>
<tr>
<td>______ Reading Instruction-(Phonics for EC to EA)</td>
<td></td>
</tr>
<tr>
<td>______ Literacy Instruction to enhance learning (all)</td>
<td></td>
</tr>
<tr>
<td>______ Government (all)</td>
<td></td>
</tr>
<tr>
<td>______ Technology Literacy (all)</td>
<td></td>
</tr>
<tr>
<td>______ Environmental Education (EC/MC &amp; MC/EA &amp; EA/A &amp; SC/SS)</td>
<td></td>
</tr>
<tr>
<td>______ Cooperatives (EC/MC &amp; MC/EA &amp; EA/A &amp; SS)</td>
<td></td>
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<tr>
<td>______ Minority Group Relations (all)</td>
<td></td>
</tr>
<tr>
<td>______ Native American (all)</td>
<td></td>
</tr>
<tr>
<td>______ Conflict Resolution (all)</td>
<td></td>
</tr>
<tr>
<td>______ Role/Responsibility of a Teacher (all)</td>
<td></td>
</tr>
<tr>
<td>Artifacts for WLC Requirements</td>
<td></td>
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<tr>
<td>-------------------------------</td>
<td>--</td>
</tr>
<tr>
<td>_____ Two Philosophies (all)</td>
<td></td>
</tr>
<tr>
<td>_____ One special Philosophy (all)</td>
<td></td>
</tr>
<tr>
<td>_____ Servant Leader Conceptual Framework (all)</td>
<td></td>
</tr>
<tr>
<td>_____ Research area (all)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifacts for Closure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Conclusion (all)</td>
<td></td>
</tr>
<tr>
<td>_____ Portfolio as artifact/self evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Reviewer: ____________________________ Date: ____________________________

01/10
TEACHER INTERNSHIP SELECTION FORM

Student Name: ___________________________ Semester/Year: _______________ Major/Level: __________________

Directions: The student named above has been nominated as a potential candidate for an internship. Please complete, sign and return to the Director of Certification.

A. Check all settings listed in which you have observed the applicant.
   _____ Observation and Participation in class
   _____ Demonstration of a lesson or presentation in a methods course
   _____ Pre-Student Teaching Clinical Experience Lesson
   _____ WLC course: (Course name/number) _____________________________
   _____ WLC course in which student has presented: (Name/Number) _____________________________
   _____ Other: (briefly describe) _____________________________

B. Using the following, circle the number that best applies to the applicant. If you have not observed the applicant for a category, circle “n/o.” Use the following rating scale:

   5 = Exceeded Expectations  4 = Met Expectations  3 = Approached Expectations  2 = Below Expectations  1 = Not Acceptable

   Initiative: Takes initiative and works with minimal supervision. Comments: 5 4 3 2 1 n/o

   Respect: Classmates respect the applicant. Comments: 5 4 3 2 1 n/o

   Teaching Ability: Demonstrates skill and effectiveness as a potential teacher in formal and/or informal teaching/presenting situations. Comments: 5 4 3 2 1 n/o

   Enthusiasm: Demonstrates enthusiasm for teaching in formal or informal situations. Comments: 5 4 3 2 1 n/o

   Applicable experiences: Working with children/youth has prepared this candidate for a teaching internship; has demonstrated a willingness to do more than the usual clinical requirements in effort, hours and involvement. Comments: 5 4 3 2 1 n/o

Total Score: Average:

C. What specific characteristics does the applicant have that may contribute to the person’s effectiveness as an intern?

D. What characteristics, if any, does the applicant demonstrate that may deter that person’s effectiveness as an intern?

E. Circle ONE number that best represents your recommendation of this applicant as an intern.

   4: Highly recommend  3: Recommend  2: Recommend with qualification  1: Do NOT recommend

Signature: _____________________________ Date: _____________________________

01/10
CONFIRMATION OF WLC INTERN ACCEPTANCE

DATE: ___/___/_______ SCHOOL: __________________________
      Mo Da Year
      DISTRICT: ____________________________

TO:  WISCONSIN LUTHERAN COLLEGE SCHOOL OF EDUCATION
     8800 W. BLUEMOUND ROAD
     MILWAUKEE, WI 53226
     (phone) 414-443-8818     (fax) 414-443-8741

This letter is to confirm that ____________________________, a student at
Wisconsin Lutheran College, has been accepted by our school and district to be an intern for
the 1st / 2nd semester of the 20__ - 20__ school year.
     (Name of Intern)     (circle one)     (fill in years)

_____________________________ will be the cooperating teacher for the internship
     (Name of Cooperating Teacher)
experience. The internship will be served primarily in grade(s) ____.

FROM:  ____________________________ (Print Name)
       ____________________________ (Signature)
       ____________________________ (Title)
       ____________________________ (Telephone)

(Internship Candidate – Please give this form to the appropriate school/district personnel upon
being accepted as an intern. Ask them to fill it out and send it to the WLC School of Education
as soon as possible.)

169
Date

Student
Address 1
Address 2

Dear,

Your teacher candidacy assignment is:

<table>
<thead>
<tr>
<th>1st Placement</th>
<th>2nd Placement</th>
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<tbody>
<tr>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>Address 1</td>
<td>Address 1</td>
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<tr>
<td>Address 2</td>
<td>Address 2</td>
</tr>
<tr>
<td>Phone #</td>
<td>Phone #</td>
</tr>
<tr>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>Cooperating Teacher</td>
</tr>
<tr>
<td>Dates</td>
<td>Dates</td>
</tr>
</tbody>
</table>

Mark Monday, August 25 on your calendar. Call it a “Readiness Day.” From 3:30 - 6:00 pm in L052 is a mandatory meeting during the regularly scheduled seminar time covering policies, procedures and liability issues.

Please bring your Education Handbook, updated resume, and health form (if you haven’t turned it in) to the meeting on August 25. Remember, that you cannot step into the classroom without a general health check-up and a TB test. The School of Education must have evidence of that.

Before you come to the meeting, double check with the registrar’s office and the teacher education office to make sure you have everything completed as you thought before you begin student teaching.

Special reminder: Don’t forget to contact your cooperating teacher(s) a week or two before you are scheduled to arrive at the school. Introduce yourself, ask about any prep work you can do, ask them if you should attend year beginning in-service meetings, ask about any other things that you can think of that shows your general enthusiasm for the coming experience. May the Lord bless your work!

Sincerely,

Director Teacher Education
Teacher Candidate Assignment Response Form
Re: Teacher Candidate

Please respond with a check (X) as appropriate and return in the envelope provided:

_____ We will be able to accept a teacher candidate for the fourth quarter of the 2009-10 school year.

_____ We will NOT be able to accept a teacher candidate for the fourth quarter of the 2009-10 school year.

Fourth Quarter Starting Date: ____________

Fourth Quarter Ending Date: ____________

Comment:

Cooperating Teacher(s):

Signed: ____________________________________ Principal (school)

Date: ______________________________
APPENDIX G

TEACHER CANDIDACY/INTERNSHIPS

- Teacher Candidacy/Internship Guidelines
- Cooperating Teacher License Verification
- Cooperating Teacher/Teacher Candidate Agreement
- Cooperating Teacher Weekly Feedback
- Teacher Candidate Analysis
- Teacher Candidate Grade Appraisal
- Emergency Contact
- Two Cooperating Teacher Articles
  - 13 Tips
  - What your Teacher Candidate Wants You to Know
- Lesson Plan and Clarifying Details
- Lesson Plan Outline
- Modified Differentiated Lesson Planning Template
- Useful Verbs
- Pre-observation Preparation Guide
- Teacher Candidate Observation Format
- Teacher Candidate Goal Setting Form
- Checklist of Basic Documentation
- Framework and Context for the Reflective Practitioner
- Teacher Candidate K-S-D Assessment
- Teacher Candidate K-12 Student Feedback
- Cooperating Teacher Evaluation (Teacher Candidate)
- Cooperating Teacher Evaluation (College Supervisor)
- Exit Meeting Information for Supervisors
- Exit Meeting Evaluation Questions
- Professional Development Plan
- Guidelines for Portfolio Stage Four
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 semester, 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:

1. Students must have completed and have approved by the Director of Teacher Education an application for admission to the teacher candidacy program. Criteria for acceptance into the teacher candidacy program shall include demonstrated completion and competence in the:
   - Teaching major and minor
   - Sequence of professional education courses
   - Pre-teaching candidacy clinical experience
   - Background check submission
   - Presentation of Portfolio-Stage Three-High Stakes
   - Meeting of the required WI score on the Praxis II

2. “Full Semester” Placement Policy: Depending upon the type of teacher candidacy assignment, subject area major/minor, and/or pre-teaching candidacy clinical experiences, a teacher candidate may have one of the following arrangements:

   Wide Range: Early Childhood through Adolescence: Wide Range: This experience must consist of ONE full semester in two of the four developmental levels, depending upon the prior pre-teaching candidacy clinical experiences.

   Middle Childhood/Early Adolescence/Adolescence:
   - Full day, full semester (18 weeks) at one placement (with observations, etc. in other classrooms).
   - Full day, half semester (9 weeks) at each level placement.
   - Full day, half semester (9 weeks) at one placement; split day, half-semester (9 weeks) at first and second placement.

   Early Childhood/Middle Childhood:
   The teacher candidate must complete experiences on the preschool, kindergarten and elementary levels: therefore a practicum on one of the early levels must be completed prior to teacher candidacy. This is best accomplished over two semesters or one summer and a semester.

   Internship:
   In these assignments, the intern remains in the one placement all semester. Consult the most recent edition of the WIP Handbook for additional explanation.

3. Placement Policy regarding special requests: Students are given the opportunity to make special requests for placement into clinical/teacher candidacy locations. This is done by direct or email communication with an advisor, class professor, or to the EDU Coordinator of Clinical Experiences. Such requests can also be made on the Application for Teacher Candidacy. The members of the School of Education discuss these requests and a final determination to grant a special request is made by the EDU director. Approval/disapproval of special requests is based on the following factors:
The School of Education 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 already for the year.

WLC School of Education policy states that teacher candidates are not placed into a school they have attended.

Feedback on evaluation of previous placements may indicate limitations.

4. Portfolio: Students formally present their portfolio at a School of Education meeting as a requirement for admission to teacher candidacy. Each education professor shall evaluate the presentation and portfolio via rubric and discussion.

5. 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.

6. Administration: The Director of Teacher Education 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 for teacher candidates access to other subject matter supervisors as needed. These supervisors are selected from the WLC faculty.

7. Policy on Absences: 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 two days she/he may be required to make up the time. After consultation with the Cooperating Teacher, Teacher Candidate, and College Supervisor, the Director of Teacher Education determines whether additional classroom experience time is necessary and what that experience entails in terms of time and placement.

When absence is necessary, the teacher candidate should follow the procedure described below.

A. The teacher candidate should inform the cooperating teacher as far ahead of time as possible. It is helpful if the teacher candidate has the phone number of the cooperating teacher in order to call him/her to inform of absence.

B. The teacher candidate should inform the school secretary before the school day begins. If the teacher candidate has not been able to contact the cooperating teacher, the secretary should be asked to give the cooperating teacher the message that the teacher candidate is absent.

C. The teacher candidate must call the college supervisor early in the day informing him/her of the absence from the assignment. Undocumented absences put completion of teacher candidacy in jeopardy. After two absences reviews are held with the Director of Teacher Education.

8. 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 mentioned in section 4 also participates in the evaluative visit.

9. Evaluations: Each teacher candidate receives at least four written evaluations based on classroom observation according to School of Education criteria and participates in at least two conferences involving the cooperating teacher, the student, and School of Education supervisors. Copies of these written evaluations are filed in the student's education file and become part of the permanent record. Release of these evaluations to potential employers occurs only upon request of the student.

10. Background Check and Health Form: Each student submits a physician's health report completed within 60 days of student teaching. This health report must include the results of a TB test. A disclosure questionnaire and a background criminal history check must also be completed. Specific explanation is found on the form.

11. Internship: Students selected to participate in an internship placement may need to prepare special materials, present their portfolio, and/or interview with the district.
12. Fees: Each teacher candidate pays a $25 fee to cover costs of background checks and partial placement costs. Interns pay an additional $250 ($50 for license and $200 for WIP fee).

13. Qualifications Policy 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 or successful service as a cooperating teacher. (Successful service as a cooperating teacher should be determined by the recommendations of an immediate supervisor [building principal, learning coordinator or district administrator], a college supervisor, or former teacher candidate.)

   The college supervisor must:
   - Have taught in PK-12 schools
   - Be a member of WLC faculty (full-time or adjunct)

14. Completion of Teacher Candidacy: Upon successful completion of the Teacher Candidacy Clinical Experience, a student may file for a state license, following the specified procedures as stated on the DPI application.
   1. A “wrap-up” conference with the teacher candidate and supervisor must be held no earlier than the last week of teacher candidacy. This meeting allows for the supervisor to overview the experience, check the folder and highlight the developmental growth in teaching. A grade appraisal form is completed and forwarded with the folder to the Director. Copies of lesson plans, reflections and assessments are also included in the folder.
   2. Portfolio Four-Completion: Upon completion of teacher candidacy, the candidate must meet with his/her college supervisor and cooperating teacher to overview the revised portfolio and especially the documentation gathered to “prove” PK-12 student learning. The teacher candidate presents additions/changes to the portfolio which reflect the suggestions described in the Portfolio Three narrative and presentation rubric. Additionally, the teacher candidate must provide evidence of documentation of and reflection of student learning and growth. The supervisor reacts in writing to the appropriateness of the documentation which is noted on the student’s final evaluation. Additionally, the supervisor shall update the education student file and completion checklist.
   3. An exit conference/interview must be scheduled (after the supervisor meeting) with the Director of Teacher Education and certifying officer. At this meeting the student may complete application for a state license. Other exit surveys and evaluations may be conducted at this time. Evaluations of both school sites and cooperating teachers are conducted.

Expectations and Responsibilities of Teacher Candidates
   1. The teacher candidate attends an orientation meeting with WLC faculty prior to commencing with teacher candidacy.
   2. The teacher candidate attends preparation sessions with the cooperating teacher to whom s/he has been assigned.
   3. The teacher candidate acquaints her/himself with the philosophy of education, general handbooks and general information about that school system(s) and specific school(s) to which she/he has been approved by the Director of Teacher Education.
   4. The teacher candidate spends approximately one week observing the cooperating teacher. This may occur at the end of the first semester (in the case of second semester assignments) or at the beginning of the semester.
   5. Purpose of One Week Observation: Some of the purposes of this experience include:
      - Introduce the teacher candidate to the teaching situation.
      - Provide the teacher candidate with the opportunity to observe the climate of the school and class.
      - Discuss with the cooperating teacher specific courses for which the teacher candidate is responsible, particular units of study in the course, textbooks, and school procedural concerns.
      - Give the teacher candidate a particular focus for the actual experience.
Performance Expectations of Teacher Candidates

For teacher candidacy to be a successful experience, it is necessary that all teacher candidates clearly understand and demonstrate adherence to their responsibilities which include to:

- **Appear** promptly and regularly for teacher candidacy.
- **Cooperate** with the policies of the school and its personnel.
- **Prepare** thoroughly for the particular lessons s/he must teach.
- **Develop** at least two copies of each lesson plan and store in respective 3-ring folders: one for cooperating teacher, and one for teacher candidate. A folder must be made available for the supervisor whenever that person observes.
- **Reflect** upon the experience on a daily basis for each day in the classroom. *Reflections are written as journal reflections and are shared with the supervisor weekly, and sent electronically by midnight of Sunday evening.*
- Prior to scheduled evaluation, to **provide** the college supervisor with lesson plans and other necessary materials at least 24 hours prior to the scheduled observation.
- **Arrange** a post-observation conference with that supervisor.
- **Arrange** for conferences with the cooperating teacher at the convenience of the cooperating teacher.
- **Follow** the standards of conduct and dress as deemed professional by the school system and the Wisconsin Lutheran College School of Education.
- **Demonstrate** responsibility with confidential matter.
- **Report** legal concerns promptly to superiors (cooperating teacher and/or principal).
- **Accept** criticism in a constructive manner and **make** efforts to respond to that criticism positively and professionally.
- **Acquaint** oneself with the curriculum materials in the room/department, the library and other areas of the school district.
- **Work** with the cooperating teacher in setting goals and objectives, in determining and choosing suitable strategies and in selecting appropriate materials for instruction.
- **Maintain** a continuous self-evaluation of performance.
- **Participate** in parent-teacher conferences and other normally required functions of a regular classroom teacher as permitted by the cooperating teacher.
- **Attend** weekly seminars (EDU 496) at the college; **be punctual and prepare** for those seminars.
- **Exceed** the minimum expectations of teacher candidates in order to show enthusiasm for the profession.
- **Participate** in non-classroom duties if required of teachers: supervision of study halls, hall duty, attendance reporting, clinic supervision, etc.

Responsibilities of Cooperating Teachers

1. **Orientation**
   The most helpful and natural situation for the teacher candidate is one in which s/he is made to feel that s/he is a professional. These suggestions include allowing the teacher candidate to be:
   - Introduced to the class in some appropriate way (co-worker, associate teacher).
   - Assigned a place for personal belongings and teaching materials.
• Introduced to other staff members as appropriate.
• Provided with a seating chart or list of student names.
• Given an overview of the required semester work and materials for the class.
• Informed about school policies: use of school facilities, the keeping and handling of school records and reports, contractual concerns.
• Acquainted with the school building--library, cafeteria, audio-visual room, etc.—and encourage him/her to use them as appropriate.
• Invited to attend professional meetings in the school and encouraged to observe other master teachers as appropriate.

2. Assignment of Teaching Responsibilities

• Getting Started
It is the cooperating teacher who decides when the teacher candidate should begin teaching a particular class. This decision is based upon the degree of competence which the teacher candidate displays, the nature of the project or topic or skill to be taught, and the readiness of the particular class of students. Sometimes it is best if the teacher candidate begins teaching as soon as she/he has had the opportunity to become acquainted with the procedures and methods--that is, within a few days.

During the first few days the teacher candidate might be asked to participate in various ways. Some suggested initial activities include: checking attendance, arranging bulletin boards, helping individual pupils, operating audio-visual aids, preparing materials, and teaching a segment of a lesson.

• Establishing the Teacher Role
It is hoped that when the teacher candidate begins teaching, s/he may have the feeling that, to some extent, "it is his/her class." Although the cooperating teacher is responsible for the education and well-being of the students, it is necessary for the teacher candidate’s progress and success that some authority be delegated to her/him. If a cooperating teacher thinks that the teacher candidate does not have the competence necessary for some degree of responsibility, this should be discussed with the college supervisor. After the initial teaching of a subject has begun, the teacher candidate should continue in that class, taking it on a regular basis.

3. Planning

• Wisconsin Lutheran College Lesson Plan Requirement
It is expected that the teacher candidate presents to the cooperating teacher written plans covering the lessons to be taught. Although the Wisconsin Lutheran College format is required, adjustments and adaptations can be made after discussion with the college supervisor. This planning is to be worked out by the cooperating teacher with the teacher candidate. The cooperating teacher should require of the teacher candidate the kind of lesson plans that are meaningful to the two of them, that advocate student learning, AND that follow the prescribed WLC format. All lesson plans should provide the following information:

  ➢ Establishment of Lesson Plan Deadlines
It is suggested that the cooperating teacher make clear to the teacher candidate how far in advance lesson plans are to be submitted with the college recommending at least a full day in advance. It is also helpful for the teacher candidate in long-range planning to know well in advance what units are expected to cover during the semester.

  ➢ Expectations of Novice Teacher vs. Experienced Teacher
It is important to stress that the lesson plans of teacher candidates are expected to be more detailed than those of an experienced teacher. All lesson plans must be approved by the cooperating teacher by initialing in the appropriate place before teaching.

  ➢ Maintenance of a Lesson Plan Folder
The supervisors from the college, as well as the cooperating teacher, review the plans developed by the teacher candidate in advance of teaching. It is important that the teacher candidate keep a folder also for the cooperating teacher and supervisor of all plans so that these can be discussed with the cooperating
teacher as well as with the college supervisor because the supervisor needs to understand the context of
the observed lesson and needs to verify professional growth in lesson planning.

4. **Observation and Conferences**
   - **Conferences**
     It is in this aspect of teacher candidacy that the teacher candidate receives the individual guidance (from
     experienced, competent, and professional persons) that gives direction to professional development. Through
     conferences, the student is enabled to analyze the growing understanding of the relationship between theory and
     practice. In many significant ways the conference becomes the testing ground in which the teacher candidate
     organizes, assesses, and assimilates the experiences of teacher candidacy. It is here that the cooperating teacher
     and/or the college supervisor capitalize upon the opportunity to help the teacher candidate become more
     thoughtful, analytic, and reflective about teaching and about student learning.

     Conferences, of course, are held for various purposes. For example, before the instruction takes place, it is
     helpful for the cooperating teacher to discuss plans with the teacher candidate so that each knows what is to be
     accomplished.

   - **Observation and Analysis**
     It is expected that the cooperating teacher regularly and formally observes entire lessons by taking notes during
     this observation in order to convey, in the later conference, specific points of information relative to the teacher
     candidate’s performance. Careful observation makes it possible to tell the teacher candidate the specific
     elements of the lesson that strengthened and/or weakened the lesson's effectiveness. Following the formal
     observation, the cooperating teacher helps the teacher candidate analyze the teaching by addressing questions
     such as the following:

     - Were the objectives of the lesson clear to the learners and met successfully?
     - Were adaptations planned for and implemented, if necessary?
     - Was the necessary material available and properly organized?
     - Did the teacher candidate exhibit passion for teaching?
     - Did the students exhibit enthusiasm for learning the lesson?
     - What elements of effective instruction were present?
     - Was time used efficiently?
     - Did the students learn the concepts? How do you know that they did?
     - Is the teacher candidate able to effectively assess teaching and learning?

   - **Cooperating Teacher Weekly Feedback Forms**
     Forms are included in the Cooperating Teacher packet used weekly to document professional growth and to
     make recommendations for the next week. (These are also available in electronic form on the WLC Teacher
     Education website.)

5. **Evaluation**
   - **Developmental in Scope**
     The evaluation of the teacher candidate’s professional growth is a continuous process, involving the
     cooperating teacher, the college supervisor(s), and the teacher candidate.

     It is expected that the teacher candidate brings new ideas, new methods, and enthusiasm to the classroom.
     Inexperience, however, causes teacher candidates to make mistakes, thereby giving the cooperating teacher the
     opportunity to show where and why the mistakes were made and how improvement can be made. The teacher
     candidate cannot be expected to conduct lessons with the skill of an experienced teacher, and therefore
     encouragement of initial attempts is essential.

   - **Mid-Term Evaluation**
     It is expected that at regular intervals the cooperating teacher provide a summary of the teacher candidates
     strengths and weaknesses. The cooperating teacher also should make known to the college supervisor(s) the
     teacher candidate’s deficiencies, evidence of growth, and development of teaching ability. One means for this
     is the mid-term evaluation form. Both the cooperating teacher and the teacher candidate complete and discuss
the forms. The completed form is returned to the Director of Teacher Education, where it is kept on file. The purpose of this evaluation is to assure that the teacher candidate and all persons directly responsible for development of the teacher candidate as a teacher have a clear understanding of progress at this point. (Electronic versions are also available on the WLC Teacher Education website)

- **Final Evaluation**
  At the end of the teacher candidate placement, the cooperating teacher is asked to complete the Teacher Candidate Evaluation--Final Form. The Teacher Candidate Evaluation Form becomes part of the student's permanent file and portfolio. The college supervisor also completes a Final Evaluation which is placed in this file and portfolio.

- **Grades**
  Teacher candidacy grades are determined by the college supervisor(s) and are based upon observations of and conferences with the teacher candidate during the semester; conferences with the cooperating teacher during the semester and evaluation of the cooperating teachers on the final evaluation mentioned above. Letter grades are assigned according to the WLC grading policy.

- **Letter of Recommendation**
  A recommendation may be requested by the teacher candidate. A cooperating teacher may choose not to write a recommendation. If one is written, it should be written honestly and a copy provided the Teacher Education Office. Because of changes in hiring practices, most teacher candidates maintain their Credential file in their portfolios and through employment websites.

**Responsibilities of the Principal or Designee of Teacher Candidates in the Cooperating School**

The principal, or the principal's designee, is responsible for accepting the teacher candidate in the school. It is that person who approves the appointment of a cooperating teacher to work in the teacher candidacy program. The principal may wish to play an active role in planning the teacher candidacy experiences. This role might include working with the cooperating teacher to plan a balanced sequence of experiences for the teacher candidate, providing an occasional opportunity to observe other teachers in the school, and meeting with the teacher candidate to explain overall operations and the policies of the school.

01/10
## CHECKLIST OF Cooperating TEACHER FORMS W/DUE DATES

Cooperating Teachers receive this checklist to guide submittal of forms used to gather Teacher Candidacy data. WLC Supervisors may give specific submittal dates for the forms. Some have no specific submittal dates and are submitted at the approximate time given. WLC Supervisors can provide hard copies of the forms. All forms are available on-line in the WLC Teacher Education Handbook-Appendix G. Send forms to WLC School of Education by 1.) the Teacher Candidate; 2.) mail (address above); or 3.) email attachment to your WLC TC Supervisor or to WLC EDU School of Education email address: teach@wlc.edu.

<table>
<thead>
<tr>
<th>FORMS - RESPONSIBILITY OF Cooperating TEACHER (CT)</th>
<th>SUBMIT TO:</th>
<th>APPROX. DUE DATE</th>
<th>SPECIFIC DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CT License Verification</td>
<td>WLC EDU Office</td>
<td>1st week</td>
<td></td>
</tr>
<tr>
<td>CT - TC Agreement</td>
<td>WLC EDU Office</td>
<td>1st week</td>
<td></td>
</tr>
<tr>
<td>CT Weekly Feedback</td>
<td>Teacher Candidate (TC)</td>
<td>EACH WEEK</td>
<td></td>
</tr>
<tr>
<td>TC Analysis</td>
<td>WLC Supervisor after Discussion w/TC</td>
<td>Mid-term &amp; End of each placement</td>
<td></td>
</tr>
<tr>
<td>TC Knowledge, Skills, and Dispositions Assessment</td>
<td>WLC Supervisor after Discussion w/TC</td>
<td>End of each placement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORMS - RESPONSIBILITY OF THE TEACHER CANDIDATE (TC)</th>
<th>SUBMIT TO:</th>
<th>APPROX. DUE DATE</th>
<th>SPECIFIC DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC Respon. TC Goal Setting Form</td>
<td>Discuss w/CT and WLC Supervisor</td>
<td>Beginning &amp; End of Teacher Candidacy</td>
<td></td>
</tr>
<tr>
<td>TC Respon. Checklist of Basic Documentation and/or Conditions</td>
<td>WLC Supervisor</td>
<td>End of each placement</td>
<td></td>
</tr>
<tr>
<td>TC Respon. MD Lesson Plan Outline</td>
<td>CT for each lesson; WLC Supervisor for visits</td>
<td>24 hrs prior to lesson</td>
<td></td>
</tr>
<tr>
<td>TC Respon. TC Evaluation by Students (Middle School to High School)</td>
<td>WLC Supervisor after Students complete</td>
<td>End of each placement</td>
<td></td>
</tr>
<tr>
<td>TC Respon. TC Evaluation by Students (Early Childhood to Elementary)</td>
<td>WLC Supervisor after Students complete</td>
<td>End of each placement</td>
<td></td>
</tr>
<tr>
<td>TC Respon. TC Analysis - self-evaluation</td>
<td>WLC Supervisor after Discussion w/CT</td>
<td>Mid-term &amp; End of each placement</td>
<td></td>
</tr>
<tr>
<td>TC Respon. TC Knowledge, Skills, and Dispositions Assessment - self-evaluation</td>
<td>WLC Supervisor after Discussion w/CT</td>
<td>End of each placement</td>
<td></td>
</tr>
</tbody>
</table>

Note: The WLC Supervisors discuss/explain these forms on initial visit with CT. Other helpful documents distributed at initial visit: 13 Tips for Supporting Student Teachers; What Your Student Teacher Would Like To Tell You; MD Lesson Planning Guide; A Framework and Context for the Reflective Practitioner.
Dear Cooperating Teacher:

Please supply the following information for the teacher candidate placement listed below.

Cooperating Teacher: ___________________ Grade level/subject: ______________________
Home Address: ___________________________ Room Number: ______________________
____________________________________ e-mail: ________________________________
Home Phone: _____________________________ listed: ___ unlisted: ___ unpublished: ___
Cooperating School: __________________________ District: _________________________
School Address: ________________________________________________________________
School Phone: _____________________________
Principal: ___________________________ Principal e-mail: __________________________

Teacher Candidate: ________________________ School Term: _______________________
Address (during teacher candidacy): ________________________________________________
____________________________________ Phone: ________________________________

Please check the ones that apply:

_____ Wisconsin Teaching Certification: (grade level(s) and subject) ____________________________
_____ At least 3 years teaching experience (yr) _______ to (yr) _______ (yrs of experience)
_____ At least 1 year in the current school system ________ (year began in current district)
_____ Have taken supervision course [P134.15(6)] or Institution/Sem/Yr. _______

or

_____ Currently enrolled in a supervisor course or seminar to be completed prior to the teacher candidate beginning the
   experience. Institution: ___________________________ Date: ____________________
_____ Approved by principal and/or district administrator to serve in this capacity.

The above information concerning the cooperating teacher requirements is accurate to the best of my knowledge.

_____________________________ ____________________________
(signature of cooperating teacher) (date)

Please attach a copy of the schedule of the school day and a school calendar and mail in the enclosed envelope. Thank you.
School: __________________________  City: _________________  State: __________  School Phone: ______________

Grade/Subject(s): ___________________________  Cooperating Teacher(s): ___________________________

Teacher Candidacy Dates: ___________________________  Semester/Year: _________________________

Directions: Please read the agreement sections of both the cooperating teachers and student teachers. If you agree, please sign the acknowledgement section below.

**Cooperating Teacher Agrees to:**
- Be specific in directions for all work assignments and due dates.
- Acquaint/integrate the teacher candidate with/into the classroom, school, and district environment and policies.
- Actively model effective planning for instruction throughout the experience.
- Provide specific and meaningful feedback of teacher candidate’s performance.
- Function as a mentor/resource person in matters pertaining to classroom and professional practice.

**Teacher Candidate Agrees to:**
- Put forth his/her best effort, arrive on time, be well prepared, and meet all deadlines.
- Maintain a professional attitude toward all members of the school community.
- Know, follow, and enforce rules, regulations, and policies of the cooperating teacher and school.
- Prepare written unit and lesson plans for any teaching assignments in advance of teaching as prescribed.
- Be proactive to improve teaching skills by being reflective, observant of other teaching methods, and taking constructive criticism.

**Checklist:** All items listed below must be completed and checked off prior to the start of the teacher candidacy experience and before returning this form.

- Cooperating teacher has been provided a copy of the Teacher Candidacy Policies of WLC.
- Cooperating teacher and teacher candidate have discussed expectations/roles/assignments.
- Teacher Candidate and cooperating teacher have set next meeting date and time for ________________.
- Teacher Candidate has been or will be provided a school/district handbook and/or other materials to help prepare for the teacher candidacy experience.

**Acknowledgment and Acceptance:** I have reviewed this document and discussed its contents. My signature means that I understand what is expected of me as a cooperating teacher or teacher candidate and that I will do my best to follow the aforementioned guidelines/agreement.

**Cooperating Teacher**
- ____ I accept the student teaching placement.
- ____ I do not accept the placement.

**Teacher Candidate**
- ____ I accept the teacher candidacy assignment.
- ____ I do not accept the assignment.

____________________________________________  __________________________________________
Cooperating Teacher Signature  Teacher Candidate Signature

This completed and signed form must be returned to the Director of Teacher Education’s office prior to the start of teacher candidacy.
**Teacher Candidate:** ________________________________  **Week of:** ____________

**Explanation:** This form is designed to offer a basis for analysis of instruction. It may be used as a discussion format or as an aid for note taking during the observation. At least once a week, the cooperating teacher and teacher candidate should meet to assess professional growth. Please circle the area of discussion in each category and summarize the discussion points. (Electronic version available on the WLC Teacher Education website.)

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Professional Attitude and Manner</td>
<td></td>
</tr>
<tr>
<td>• Working relationships</td>
<td></td>
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<tr>
<td>• Acceptance of constructive criticism</td>
<td></td>
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<tr>
<td>• General attention to appearance of self, room and materials</td>
<td></td>
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<tr>
<td>• Other</td>
<td></td>
</tr>
<tr>
<td>B. Instructional Procedures</td>
<td></td>
</tr>
<tr>
<td>• Content knowledge</td>
<td></td>
</tr>
<tr>
<td>• Clarity of objectives; assessment of outcomes</td>
<td></td>
</tr>
<tr>
<td>• Variety of questioning; addressing levels of thinking/comprehension</td>
<td></td>
</tr>
<tr>
<td>• Assessment strategies—varied and ongoing</td>
<td></td>
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<tr>
<td>• Multiple stimuli utilized</td>
<td></td>
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<tr>
<td>• Appropriate materials and strategies</td>
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<tr>
<td>• Learning modalities and styles addressed</td>
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<tr>
<td>C. Communication Skills and Human Relations</td>
<td></td>
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<tr>
<td>• Listening skills</td>
<td></td>
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<tr>
<td>• Oral/written directions</td>
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<tr>
<td>• Interpersonal skills for situational demands</td>
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<tr>
<td>• Rapport with students, etc.</td>
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<tr>
<td>D. Classroom Management</td>
<td></td>
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<tr>
<td>• Atmosphere of respect and conducive to learning</td>
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<tr>
<td>• Behavior expectations</td>
<td></td>
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<tr>
<td>• Assessment of critical times (beginning, ending or transitional points of the lesson)</td>
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<tr>
<td>• Anticipation of “problem” or challenging areas of the class period</td>
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<tr>
<td>• Development of repertoire of strategies</td>
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<td>• Use of class time</td>
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<tr>
<td>E. Other</td>
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</tbody>
</table>

Recommended focus for next week:

__________________________________________________________

Cooperating Teacher Signature: ____________________________  Date: ____________

01/10
Student ____________________________  ___________ Midterm _________ Final
Cooperating Teacher _________________________ School ________________________________
Subject/Grade Level _________________________ Class Period ______________________________
Absences from Teacher Candidacy _________________ Semester ____________ Year _______________

The following items are major factors related to successful classroom teaching. Please indicate with a check mark the level of performance that has been achieved by the teacher candidate for each of the items given below. Your added evaluative comments will be appreciated. (At the beginning of each section is a respective Teacher Education program goal being addressed.)

The teacher candidate demonstrates:

E = Exceptional performance (Innovating)
- astute, innovative teaching practices that enhance student learning
- shows unusual skills, perception and/or creativity
- usually associated with experienced and highly motivated teachers; rarely exhibited by a teacher candidate
- clearly exceeds expected requirements of teacher candidates.

H = High performance (Integrating)
- insightful, integrative teaching practices that positively influence student learning
- shows higher-than-average skill, perception, creativity in this area
- usually associated with experienced teachers
- exceeds expected requirements of teacher candidates

A = Adequate performance (Applying)
- practical, diligent application of teaching practices that facilitate student learning
- shows average skill, perception and creativity in this area
- usually associated with novice teachers
- meets expected requirements

D = Developing performance (Emerging)
- limited, routine teaching practices that show emerging understanding of student learning
- shows an area of skill, of perception and/or creativity that needs to further develop
- usually requires additional study and practice as guided through specific feedback
- below expected requirements with room for growth

U = Unacceptable performance (Beginning)
- Halting, unsure teaching practices that show little movement from being a learner to a teacher
- shows little or no skill, perception, and/or creativity
- does not demonstrate ability to respond to specific feedback to improve
- clearly does not meet expected requirements

NA = Not Assessable
- Immature beginning teaching practices do not impact student learning
Goal 1: Teacher as Professional
To prepare teaching professionals who demonstrate a commitment to other human beings as an extension of who they are as Christians and who reflect in their personal lives the qualities indicative of Christian commitment.

The teacher candidate:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>8. Introduces and presents self in a professional and confident manner.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
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<tr>
<td>9. Responds in a confident and self-directed manner when carrying out expectations of the experience.</td>
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<td>10. Demonstrates poise, passion and enthusiasm about teaching and learning.</td>
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<td>11. Shows a willingness to work for improvement; accepts constructive criticism.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
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<tr>
<td>12. Shows interest in seeking out professional sources for answers or ideas.</td>
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<td>13. Establishes good working relationships with faculty and staff.</td>
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<td>14. Demonstrates appropriate decision-making based on solid rationale and knowledge base.</td>
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</table>

Please comment on teacher candidate’s overall demonstration of professionalism.

Goal 2: Teacher as Knowledgeable
To prepare teaching professionals who demonstrate mastery of their content areas, skill in the methods of teaching, sensitivity to the needs of students and parents, and appreciation for the impact of education on society as a means for promoting positive human relations.

The teacher candidate:

**PROFESSIONAL AND ACADEMIC PREPARATION**

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<tbody>
<tr>
<td>15. Demonstrates knowledge and competence in subject matter(s).</td>
<td>E</td>
<td>H</td>
<td>A</td>
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<td>16. Demonstrates ability to integrate knowledge.</td>
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<td>17. Develops thorough lesson plans which connect previous learning to new.</td>
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<td>18. Uses a variety of teaching strategies and questioning to make learning meaningful and purposeful.</td>
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<td>19. Demonstrates ability to recognize and plan for different learning needs, situations and styles.</td>
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<td>20. Deals with every student with respect and fairness.</td>
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<td>21. Establishes good rapport with students.</td>
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<td>22. Demonstrates an ability to relate to people of different ethnic/cultural backgrounds.</td>
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</table>

Please comment on teacher candidate’s demonstration of knowledge.
The teacher candidate:

**CLASSROOM MANAGEMENT/POSITIVE LEARNING ENVIRONMENT**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>H</th>
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<th>D</th>
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<th>NA</th>
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<tbody>
<tr>
<td>23.</td>
<td>Adapts to classroom management/situational demands.</td>
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<tr>
<td>24.</td>
<td>Promotes an atmosphere of mutual respect among students.</td>
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<td>25.</td>
<td>Helps students develop self-discipline and personal responsibility for learning and behavior; utilizes conflict resolution strategies.</td>
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<td>26.</td>
<td>Provides a comfortable atmosphere for the exchange of ideas and opinions.</td>
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<td>27.</td>
<td>Demonstrates skill in handling procedures: keeping records, distributing materials, and providing a physical atmosphere conducive to learning.</td>
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<td>28.</td>
<td>Connects the need for good planning with good classroom discipline.</td>
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</tbody>
</table>

Please comment on the teacher candidate’s skill at creating and maintaining a positive learning environment.

---

**Goal 3: Teacher as Communicator**

To prepare teaching professionals who possess communication skills that further enhance and demonstrate knowledge and respect of individual student needs, abilities, and cultural aspects through academic performances and clinical field experiences with school systems representing urban, suburban or rural characteristics of American Life.

The teacher candidate:

**COMMUNICATION SKILLS**

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>H</th>
<th>A</th>
<th>D</th>
<th>U</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Has command of aspects of written directions.</td>
<td></td>
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<tr>
<td>13.</td>
<td>Has effective listening skills.</td>
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<tr>
<td>14.</td>
<td>Shows an understanding that children develop at different rates in various areas of intellectual, social, emotional, spiritual and personal categories.</td>
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<tr>
<td>15.</td>
<td>Uses technology as a means of communication and/or instructional tool; shows a desire to continually learn new technology.</td>
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<tr>
<td>16.</td>
<td>Models expectations of and teaches for good communication skills as a basic for learning and demonstrating content knowledge.</td>
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</tr>
</tbody>
</table>

Please comment on teacher candidate’s knowledge, skill and disposition regarding the modeling and learning of communication effectiveness.
Goal 4: Teacher as Life-long Learner
To prepare teaching professionals who demonstrate and articulate the need for life-long learning as that relates to the disciplines of their content areas, to the art and science of teaching and to their own spiritual faith and service lives.

The teacher candidate:

CONNECTION OF ASSESSMENT TO CONTINUOUS PROFESSIONAL GROWTH

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>8.</td>
<td>Assesses student learning according to developmental stages.</td>
<td>E</td>
<td>H</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>9.</td>
<td>Develops a variety of assessment strategies.</td>
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<tr>
<td>10.</td>
<td>Plans for instruction and assessment of learning before actual teaching so that standards, goals, instructional objectives and assessment are in alignment.</td>
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<tr>
<td>11.</td>
<td>Demonstrates an ability to apply sound rationale to self-assessment of teaching.</td>
<td></td>
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</tr>
<tr>
<td>12.</td>
<td>Accepts constructive criticism positively, in order to improve teaching and learning.</td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>Communicates directly or indirectly a desire for on-going learning for the sake of improvement as a professional.</td>
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</tr>
</tbody>
</table>

Please comment on teacher candidate’s ability to effectively assess growth as learners and teachers.

Please comment on the overall attributes of this teacher candidate’s performance.

Evaluation completed by ________________________________ Date ____________________

(signature)

Circle one: self cooperating teacher director supervisor other: ________________________________
**GRADE APPRAISAL**

**TEACHER CANDIDACY**

Teacher Candidate: _____________________________________________________________

Status: _____ Degree Seeking _____ Post-Bac Certification Semester/Year: ___________

Explanation: In the right column is the circled grade which reflects the level of performance for that item. The grades correspond to numbers which are then totaled and averaged. That score is found below. (One of these forms to be completed for each teacher candidacy assignment.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>A = Exceptional performance; one that would be expected of someone with experience.</td>
</tr>
<tr>
<td>6</td>
<td>AB = Above average performance; leaning toward experienced teacher level.</td>
</tr>
<tr>
<td>5</td>
<td>B = Average performance—to be expected of a solid teacher candidate performance.</td>
</tr>
<tr>
<td>4</td>
<td>BC = Average performance with some aspects in need of refinement.</td>
</tr>
<tr>
<td>3</td>
<td>C = Less than average performance with aspects that need more practice/refinement.</td>
</tr>
<tr>
<td>2</td>
<td>CD = Less than average performance due to demonstration of little growth over the teacher candidacy assignment.</td>
</tr>
<tr>
<td>1</td>
<td>D = Substandard performance due to no growth and/or multiple aspects in need of correction.</td>
</tr>
</tbody>
</table>

I. **Instructional Preparation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Standard(s)</th>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Knowledge of Content</strong>  (Standard 1, 2)</td>
<td>Teacher Candidate demonstrated adequate content knowledge in terms of information, specific terminology, and ability to explain concepts.</td>
<td>A AB B BC C CD D</td>
<td></td>
</tr>
<tr>
<td>B. <strong>Knowledge of Learner</strong>  (Standard 2)</td>
<td>Teacher Candidate articulated clear understanding and utilized appropriate terminology to highlight the learning processes, styles, ability levels, and developmental stages of learners.</td>
<td>A AB B BC C CD D</td>
<td></td>
</tr>
<tr>
<td>C. <strong>Knowledge of Effective Lesson Design</strong>  (Standard 7)</td>
<td>Teacher Candidate demonstrated well developed lesson plans which detailed the curricular and philosophical background and standards connected to the lesson, objectives, behavior expectations, and the lesson procedure.</td>
<td>A AB B BC C CD D</td>
<td></td>
</tr>
<tr>
<td>D. <strong>Ability to Assess Student Learning</strong>  (Standard 8)</td>
<td>Teacher Candidate utilized a variety of approaches to assess student progress; identified areas of strengths and weaknesses; developed strategies to reinforce, re-teach, or extend concepts.</td>
<td>A AB B BC C CD D</td>
<td></td>
</tr>
</tbody>
</table>

II. **Instructional Effectiveness**

<table>
<thead>
<tr>
<th>Component</th>
<th>Standard(s)</th>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Lesson Objectives</strong>  (Standard 4)</td>
<td>Teacher Candidate wrote strong objectives that included verbs that were observable and measurable, content that was clearly identified, and expectations that suggested performance level.</td>
<td>A AB B BC C CD D</td>
<td></td>
</tr>
<tr>
<td>B. <strong>Lesson Design</strong>  (Standard 4)</td>
<td>Teacher Candidate developed thorough lessons which addressed the major components of a lesson, including multiple intelligences.</td>
<td>A AB B BC C CD D</td>
<td></td>
</tr>
<tr>
<td>C. <strong>Lesson Delivery</strong>  (Standard 4)</td>
<td>Teacher Candidate demonstrated an ability to teach an effective lesson, including anticipatory set and closure.</td>
<td>A AB B BC C CD D</td>
<td></td>
</tr>
<tr>
<td>D. <strong>Lesson Variety</strong>  (Standard 2, 3)</td>
<td>Teacher Candidate developed lessons that were varied in strategy, approach and modality to address learner needs.</td>
<td>A AB B BC C CD D</td>
<td></td>
</tr>
</tbody>
</table>
III. Instructional Environment

<table>
<thead>
<tr>
<th>A. Classroom Management  (Standard 3, 5)</th>
<th>A AB B BC C CD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate utilized a proactive means to maintain a positive learning environment; utilized positive reinforcement to correct behavior; articulated clear expectations and consequences; and developed means to address conflict resolution.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Classroom Materials  (Standard 5)</th>
<th>A AB B BC C CD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate readied the classroom for teaching to lessen “off-task” opportunities; prepared and gathered materials in advance; planned procedures to eliminate/lessen disruption.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Teacher Attitude  (Standard 10)</th>
<th>A AB B BC C CD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate demonstrated a positive passion for teaching, content and learners; demonstrated professional approach to teaching in appearance, communication, and instruction; showed sensitivity to delicate and confidential issues.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Human Relations  (Standard 3)</th>
<th>A AB B BC C CD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate demonstrated attitudes of respect toward learners with diverse needs; developed means to accommodate academic and social needs of learners.</td>
<td></td>
</tr>
</tbody>
</table>

IV. Professionalism

<table>
<thead>
<tr>
<th>A. Reflective Practitioner  (Standard 9)</th>
<th>A AB B BC C CD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate wrote journal entries that were adequate in number and that reflected on the synthesis and/or evaluative level rather than just summarization level.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Attitude Toward Improvement  (Standard 9)</th>
<th>A AB B BC C CD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate responded to recommendations of supervisor and/or cooperating teacher immediately; demonstrated a willingness to become an effective educator; asked questions or provided self-evaluation about the lesson instead of waiting for feedback from observer.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Communication  (Standard 6)</th>
<th>A AB B BC C CD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate communicated clearly and regularly with professionals, students and parents, utilizing appropriate writing and oral language skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Conceptual Framework  (Standard 9, 10)</th>
<th>A AB B BC C CD D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate demonstrated through observed behaviors and reflections an understanding and commitment to servant leadership.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: _____________

Average: ______________

Based on the above performance indicators and the advice of cooperating teachers, formal evaluations, informal observations and personal consultations, the grade for this placement ________(# credits) of teacher candidacy is _________. Seminar grade is ________ (2 credits).

____________________________________________  Supervisor  ___________________________ Date

____________________________________________  Director of Teacher Education  ___________________________ Date of Exit Meeting
Emergency Contact Information
Spring 2010 Teacher Candidate

Name: _______________________________________________

In case of emergency, please contact:
Name: ________________________________ Relationship ____________________________________
Phone: ________________________________

OR
Name: ___________________________ Relationship ____________________________________
Phone: ________________________________

Allergies that I have include: __________________________________________________________
Medications I currently take include: ____________________________________________________
Primary Healthcare Provider ____________________________ Phone ____________________
Hospital of Choice _________________________________________

Emergency Contact Information
Spring 2010 Teacher Candidate

Name: _______________________________________________

In case of emergency, please contact:
Name: ________________________________ Relationship ____________________________________
Phone: ________________________________

OR
Name: ___________________________ Relationship ____________________________________
Phone: ________________________________

Allergies that I have include: __________________________________________________________
Medications I currently take include: ____________________________________________________
Primary Healthcare Provider ____________________________ Phone ____________________
Hospital of Choice _________________________________________
Tips for First Year Teachers...and for Veteran Teachers, too

Before you unlock the door... By Marian Brovero

First-Year teachers come in all sizes and ages. Some arrive by the traditional route; others have merged from the business lane. Many attended college later in life. What really matters is not the prior route, but the road ahead. As teachers, we are only too aware of the effort that is required daily—any previous life experiences can only enhance our efforts in the classroom.

The knowledge you need. A new teacher is placed under the stressful lens of the administrative microscope. Once the school year is in gear, it’s often difficult to discover the answers to the little things that make anyone’s day easier. Having a mentor should be a national requirement. For success, support of the entire staff is a necessity; being knowledgeable makes success attainable. Here’s a list of things which I wish I’d known before unlocking the classroom door for the first time.

1. Keep a photo diary. This is your most important year. You’ll want this year’s class picture...and all the ones that follow.
2. You may have to purchase your own supplementary materials. Doing so simplifies life. Keep all your receipts—some things are deductible on your income tax.
3. Throw away nothing. Organization of materials is a continual effort. Scan your stuff monthly for discoveries.
4. Be in the know with the latest songs, TV shows, movies, toys, and styles. The kids will know them and you’ll have to be able to keep up.
5. Listen—to your students, to other teachers, to the community.
6. Watch your conversation in the faculty room. Define your position as a defender of children.
8. Learn to use the school machines (copiers, scanners, computers) on your own time. Get the manuals an go.
9. How will you handle report cards? Be ever prepared to document and explain the reasoning behind each mark.
12. Never, ever leave your class alone. Find a way to handle emergencies with proper coverage.
13. Check to see what courses will soon be available. Find out what magazines the school receives. As a professional, it’s necessary you remain constantly informed.
14. Try not to run to the principal for every little thing. Ask other teachers on your grade level the procedure for solving problems.
15. Where you see the need for change, write it in your daily journal. Find the right opportunity for discussing it. Always check the curriculum and school policies before setting your own requirements.
16. If you live in the town where you teach, dress casually, but neatly on the weekends. If you live elsewhere, visit on the weekend for games and shows.
17. Be upbeat. If something fails to work, use it as a learning situation.

What’s it all about? You’ll survive the first year. Hopefully, you’ll be asked back. With budgets and many problems today, anything is possible. Examine the information and experience you have accumulated. That’s what summer vacation is for. You close the classroom door on one year and one group of students, but in September there’s a whole new chance to do it better.

Schools are loaded with people you’ll always remember. And you will be a part of some child’s memory forever. Teaching is a magnificent profession. As a teacher, you’re a hero, a stand-up comedian, a spare parent, and the dealer of dreams and opportunities. Guard it all with great care and concern. The nation is counting on your success.
What Your Student Teacher Would Like to Tell You
by Sandra Looper

These tips were a compilation of East Central University Project TEAMS students’ responses when asked, “What things can your mentor teacher do to assist you in your growth as a professional educator?”

X Remember, I’m just learning to become a teacher. Please . . .
X Provide encouragement and support when I need it.
X Don’t put me in a difficult situation which I’m not yet equipped to handle.
X Provide honest and timely feedback so I won’t keep making the same mistakes over again and develop bad habits. Offer alternatives and suggestions when I have a problem.
X Tell me when I’ve done something wrong (privately and courteously, but tell me).
X Communicate with me. Inform me about what you want me to do and how I can help.
X Provide me with the basic classroom procedures so I’ll know how you want things done.
X Give me some of your insight into the children as individuals so that I might better understand their personalities, their learning styles, their strengths and weaknesses.
X Discuss the techniques and methods that you’ve tried and share those that haven’t worked.
X Allow me to share in some of the excitement of learning that goes on in the classroom. I realize that grading papers and putting up bulletin boards are part of a teacher’s role, but please don’t limit my experience only to the things you dislike doing.
X Let me gain some experience before you expect me to handle a large group activity.
X Try to provide some time in the schedule away from the students so that I can feel free to ask questions and process what’s actually taking place in the classroom.
X Teach me how you plan activities and develop lesson plans and schedules.
X Be as flexible as possible. I’m working around a school schedule just like you are.
X Listen to me and be receptive to my ideas and suggestions.
X Instruct me about effective classroom management and unique guidelines for your school/classroom.
X Show me how to organize a classroom and keep up with the myriad of details.
X Share tips on handling parent conferences and ways of dealing with angry or unhappy parents.
X Be the kind of role model that will make me want to be like you.

I need your knowledge, support and confidence. You’re my teacher, my mentor, my friend. I’m counting on you.

Differentiated Lesson Plan: Section 4

Part A: Objectives
Definition: the intended learning outcomes of the lesson - What is now known? What can now be done? How have the attitudes changed? Must be described in performance terms.

1. Provides a basis for instructional planning

2. Objectives should not
   - Be stated in terms of teacher performance (e.g. “Teach students sci. concepts”)
   - Be stated in terms of the learning process (e.g. “TSW learn scientific concepts”)
   - Be context dependent (e.g. “TSW read and summarize the main scientific concepts found in chapter 6”)

3. Exemplary objectives
   - TSW describe the function of each part of the circulatory system
   - TSW distinguish between a square and a rectangle
   - TSW list the major battles of World War II in chronological order
   - TSW explain the importance of neatness

Part B: State/District Standards/Learning Targets
Definition: statements about what students should know/be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know/do it.

- Content standards refer to what students should know and be able to do
- Performance standards tell how students will show they are meeting a standard

1. The WMAS /Common Core Standards serve as the general framework upon which instructional planning occurs.
   - There must be a clear, unambiguous link between the general standard and the lesson’s learner objectives
   - Limiting the number of standards grounding a given lesson is highly recommended

2. Examples of this linkage between Standards and Learning Targets:
   - Common Core: Eng/LA-A - Writing,W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Objective:** TSW organize an event sequence that unfolds naturally.
   - WMAS: Science F.8.1 Understand the structure and function of cells, organs, tissues, organ systems, and whole organisms. **Objective:** TSW name the elements of a plant cell and describe the function of each.

Part C: Definitions of Targeted Terms
Definition: The section of the plan where you identify the key vocabulary are noted, including expected definitions at the formal (content related) and grade-level appropriate levels.

- Appropriate for all lessons, not just those focusing on "teaching" key vocabulary
- Recording expected definitions ensures multiple sections come away with the same conceptual understanding.

Part D: Pre-Assessment
Definition: The section of the lesson plan where any appropriate assessment is conducted to determine learner readiness

- May consist of formal or informal assessment activities
- Focus is on assessing depth and accuracy of background knowledge critical to mastering the lesson’s objective(s)

Part E: Pre-requisite Skills
Definition: The section of the plan where you identify all of the skills students need in order to participate in the day’s lesson

- Provide a plan for supporting learners who may not have these skills
- Consider how you intend to teach the skills or modify the lesson to accommodate learners lacking these requisite skills

Part F: Impact on Planning
Definition: The section of the plan where you describe how the information gained from Part D (pre-assessment) and Part E (Pre-requisite Skills) impacts your lesson.

Part G: Advanced Preparation Reminders
Definition: The section of the plan where you note all of the preparatory items needed for the lesson.

- Serves to organize your preparations
- Note the agenda for the day to ensure you review it with the students
- If using technology, indicate what needs to be set up and practiced prior to the lesson

Part H: Materials and Assistive Technology
Definition: The section of the plan where you indicate the types and quantities of materials necessary for the lesson

- Include all materials and resources as well as the numbers of each
- Describe any unique material considerations for specific students
- Identify any types of assistive technology (high or low tech) that may be useful for any student to help them to do a particular step in the lesson

Part I: Duration of the Lesson
Definition: The section of the plan where you indicate the anticipated length of the lesson

- Ensure that the total time listed here matches the accumulated time indicated in Part M of the plan.
- Anticipated timing helps assess the lesson when completing the post-lesson reflection by comparing actual time spent to the anticipated time allotted

Part J: Student & Room Arrangement
Definition: The section of the plan where you indicate any student grouping or room arrangement necessary for the lesson.

- Indicate what physical arrangements may be necessary to ensure student success
- Describe the grouping method if applicable

Part K: Teaching Strategies
Definition: The section of the plan where you list the strategies chosen to help the students meet the learning objectives of the lesson

- Indicating the strategies available to the teacher that are consistent with the stated objectives provides support during the lesson if the primary strategy proves ineffective
- Listing of selected strategies proves useful when completing the post-lesson reflection as it allows quick access to your strategy tendencies
- Allows additional support for a substitute as they review the plan in preparation of the lesson, allowing them the opportunity to determine their familiarity with the planned approach and modify it if necessary

Part L: Behavioral Considerations
Definition: The section of the plan where you indicate the behavioral strategies employed to keep all students engaged

- Indicating the strategies available to the teacher that are consistent with the stated objectives allows the teacher to anticipate interventions for students who may exhibit challenging behaviors during the lesson
- Indicating positive supports you have in place provides additional support for a substitute who may be called upon to teach this lesson in your absence
Part M: Detailed Outline
Definition: The section of the plan where you provide, in detail, each step that leads to student mastery of the stated learner objective during the lesson

1. Creative Introduction
   - Definition: A mental set that causes students to focus on what will be learned. It may also give practice in helping students achieve the learning and yield diagnostic data for the teacher. Example: “Look at the paragraph on the board. What do you think might be the most important part to remember?”
   - There must be a clear and obvious link between the lesson’s opening and the stated objective(s)
   - An effective anticipatory set serves to “hook” the students and establishes the learning climate. Get the students excited about your lesson and their learning!

Key Questions and Anticipated Student Responses - Located between all steps in Part M
- Definition: An opportunity to assess students’ understanding of the current step. By indicating anticipated responses, you can plan how to revisit a key point if acceptable responses are not received or how to know when to move ahead to the next step.
- Planning such questions ensures they are asked and prevents teachers from assuming understanding and moving ahead before the learners are ready.

Notes - Located between all steps in Part M
- Definition: Points between each step of Part M where the teacher can make anecdotal comments during delivery of the lesson. Eliminates the need to remember thoughts regarding the effectiveness of a particular lesson part or for noting improvements or modifications for the future
- These sections remain blank during the planning process. Entries are made as the lesson unfolds.

2. Explaining Behavioral Objectives
   - Definition: The point in the Introduction where you review the items indicated in Part L. Especially helpful for a substitute should they need to teach this lesson
   - Demonstrates the importance of reinforcement as key to deep learning

3. Sharing Agenda & Objectives
   - Definition: The point in the Introduction where you share an overview of the lesson and the specific learner objectives you expect the students to achieve by lesson’s end
   - Provides students with a known purpose for what they are about to do
   - Assists a substitute in communicating what was accomplished during the lesson.

Transition - Located between Steps 3/4, 4/5, 5/6, and 6/7
- Definition: an explicit statement indicating how you will move from one phase of the lesson to another physically and/or verbally.
- Keep the learners actively engaged during transitions
- Helps learners recognize that they are “switching gears”. Transitions help lesson flow from one part to the next. Example: “As you move into your groups to begin working on the sample problem, identify three key pieces of information necessary for coming up with a solution.”

4. Lesson: Steps of Instruction - Not meant to be a script
   - Definition: The phase of the lesson where students acquire new information about the knowledge, process, or skill they are to achieve. Explicitness is critical – Exactly how will you teach them what they need to know?
   - A clear and explicit link to the lesson’s standards and objectives is obvious
   - Demonstrate good questioning skills. Write out many of the main questions you will ask. Use recall as well as various types of critical thinking questions-Bloom’s Taxonomy
   - Include sufficient detail to allow a substitute teacher to deliver the instruction in the manner you planned

5. Guided Practice
   - Definition: Students practice using their new knowledge or skill under direct teacher guidance. The teacher has a noticeable presence during this step.
   - NB: “Practice doesn’t make perfect, practice makes permanent” therefore, ensure your students are interacting with the new knowledge correctly before it “sets” like cement and then is difficult to correct later. “Perfect practice makes perfect!”
   - Describe the guided practice sequence explicitly on your plan

6. Independent Practice
   - Definition: Assigned only after teacher is reasonably sure the students have an adequate understanding of the new material
   - The application of knowledge or skills during this step must be different from the application engaged in during Guided Practice. It is not acceptable for students to simply continue what they were doing during Step 3.
   - If this lesson is an initial exposure to new knowledge or a new skill, students typically are not ready to practice independently
   - This step implies practice independent of teacher guidance during the lesson, not that students are necessarily practicing by themselves
   - This is not homework. Homework comes after the conclusion of the lesson. Activities begun during the lesson may continue after the formal lesson concludes, but Independent Practice is meant to occur during the lesson. Based upon student success during Independent Practice, the teacher may determine that additional exposure through a homework assignment is warranted, but the opposite may also be true.

7. Closure
   - Definition: The point in the lesson where students “see” the ground they have covered during this lesson.
   - It is not simply assigning homework or issuing vague praise
   - Take the time to restate your objectives, connecting them to what just occurred in class. Use review, summary statements, or an appropriate activity to “wrap up” the lesson.

Differentiated Lesson Plan: Section 5
Definition: The point in the plan that allows you to identify the means planned to assess student progress toward mastery of the stated learner objectives.

A. Evaluation of Student Learning
   - Identify what you are assessing and how you are assessing it
   - Determine which learning tasks need to be demonstrated by all students; which do not?
   - Consider challenge level, complexity, process & product modification
   - Explain what criteria are being used
   - Include the rubric or tool being used to assess student work
   - Completed during the planning process

B. Evidence/Thinking About Student Learning – Complete after the lesson is taught
   - Examine what your students learned, thinking about the entire class as well as the targeted students. Answer the question: “How do you know that they know?” No assumptive assessment, include evidence that your students learned.

Differentiated Lesson Plan: Section 6
Definition: The portion of the plan that allows think about the overall lesson and evaluate its strengths and weaknesses

- Respond to the following questions:
  - What did you learn about teaching the specific content as a result of this lesson?
  - What did you learn about your lesson preparation as a result of this lesson?
  - What have your learned about teaching in general as a result of this lesson?
- Not all reflective thoughts need to be about what needs improvement. Identifying things that were effective is also important
MODIFIED DIFFERENTIATED LESSON PLAN OUTLINE

Teacher Candidate: _____________________________ Date: ________ Time: ________ to ________ Grade ______

Subject ________________________________ Topic __________________________________ Approved by C.T.:___________

M. OBJECTIVES: (knowledge, attitudes, skills)

N. STATE/DISTRICT STANDARDS OR LEARNING TARGETS: O. Definitions of Targeted Terms

P. Pre-Assessment: Q. Pre-requisite Skills:

R. Impact on planning:

S. Advanced Preparation Reminders: T. Materials and Assistive Technologies:

U. Duration of the Lesson: V. Student & Room Arrangement:

W. Teaching Strategies:

X. Behavioral Considerations:

N. Detailed Outline

<table>
<thead>
<tr>
<th>Time: e.g. 9:00 – 9:10</th>
<th>Sequence of Steps:</th>
<th>Adaptations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1:</td>
<td>Creative Introduction: (Anticipatory Set – the Hook/Launch)</td>
<td>Adaptations:</td>
</tr>
<tr>
<td></td>
<td>Your Key Questions and Anticipated Student Responses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notes:</td>
<td></td>
</tr>
<tr>
<td>Step 2:</td>
<td>Explaining Behavioral Expectations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your Key Questions &amp; Anticipated Student Responses</td>
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</tr>
<tr>
<td></td>
<td>NOTES:</td>
<td></td>
</tr>
<tr>
<td>Step 3:</td>
<td>Sharing Agenda &amp; Objectives:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agenda:</td>
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<td>Objectives:</td>
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<td></td>
<td>Your Key Questions &amp; Anticipated Student Responses</td>
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<tr>
<td></td>
<td>Your Key Questions &amp; Anticipated Student Responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTES:</td>
<td></td>
</tr>
</tbody>
</table>
### Step 4 - Steps of Instruction: (Instructional Strategies/Modeling)
Not meant to be a script.

<table>
<thead>
<tr>
<th>Your Key Questions &amp; Anticipated Student Responses</th>
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**NOTES:**

**Transition:** This is to be scripted.

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</thead>
</table>

**NOTES:**

### Step 5 - Guided Practice
Not meant to be a script.

<table>
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<th>Your Key Questions &amp; Anticipated Student Responses</th>
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**NOTES:**

**Transition:** This is to be scripted.

<table>
<thead>
<tr>
<th>Your Key Questions &amp; Anticipated Student Responses</th>
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</thead>
</table>

**NOTES:**

### Step 6 - Independent Practice: Not meant to be a script.

<table>
<thead>
<tr>
<th>Your Key Questions &amp; Anticipated Student Responses</th>
</tr>
</thead>
</table>

**NOTES:**

**Transition:** This is to be scripted.

<table>
<thead>
<tr>
<th>Your Key Questions &amp; Anticipated Student Responses</th>
</tr>
</thead>
</table>

**NOTES:**

### Step 7 - Closure:

<table>
<thead>
<tr>
<th>Your Key Questions &amp; Anticipated Student Responses</th>
</tr>
</thead>
</table>

**NOTES:**

---

### THE ASSESSMENT

**A. Evaluation of your students’ learning.** Identify what are you assessing and how. What learning tasks are to be demonstrated by all?, which are not? Consider challenge level, complexity, process and product modifications. Explain criteria to be used. Connect to both the lesson objectives and unit goals. Include the rubric/tool you are using to assess the work. **Complete during the lesson planning process.**

**B. Evidence/Thinking about student learning.** Examine what students learned, thinking about the whole class and the targeted students. How do you know they know? – no assumptive assessment - include evidence that students have learned something. **Complete this after the lesson is taught.**

---

### Section 6 – THE REFLECTION

**After Teaching the Lesson, reflect on student participation and your planning, preparation, and teaching:**

- What did you learn about teaching the specific content as a result of this lesson – student difficulties and successes?
- What did you learn about lesson preparation and teaching in general as a result of this lesson?
- What would you do differently and what were your strengths? Not all reflective thoughts need to be about what needs improvement. Identifying things that were effective is also important.
A. Class Information:
- Teacher Name
- School and grade
- Subject and topic
- Time of instruction

Section 1 – THE STUDENTS

A. Describe Your Class:

School: ____________________________ Grade Level ________ Number of Students ________

Demographic information (ethnicity, gender, class, dis/ability):

Other important information about your class:

C. Describe three target students:

Select three students to keep in mind during this lesson design process. These students should represent academic, behavioral and/or social range of learners in your class (e.g. struggling, average, high performing). Specifically consider students who have a disability and English language learners. Use initials to ensure confidentiality.

Write a positive student profile for each of the students, at minimum you must include the following information: 1) Likes/dislikes, 2) Intelligences/Strengths, 3) Communication, 4) Behavior, 5) Academic performance, 6) Subject specific performance, 7) Social Information, 8) Concerns, and 9) Other pertinent information.
Section 2 – THE SUBJECT

A. Subject:
What is the primary subject (e.g. social studies) and the area(s) of emphasis (e.g. geography)? Is this lesson interdisciplinary? If so, what other subjects are integrated (e.g. music)?

B. Theme, Concept, Problem, or Unit:

C. Background:
What has come before this lesson and what will follow? How does this lesson connect to the larger unit?

D. Lesson Standards:
What grade level specific state standard(s) are being addressed?

Section 3 – THE CONCEPT MAPS

A. What aspects of this subject could I teach?

B. How could I teach it?
- How will you share information? How will the students engage in the learning?
- Consider: Demonstration, modeling, min-lecture, draw & tell story, student research, inquiry project, games, simulations, centers, video, etc.

C. What are the various products students can create to demonstrate their new knowledge?
These should tie specifically to the lesson objectives.
- Consider: Work samples, song, play, photo essay, mural, article, demonstration of a skill, booklet, individual or group presentation, videotape, CD, teaching another person, etc.
- Consider: Will these products vary by student? Will students have a choice? Will different levels of mastery be accepted?

D. How can I assess it?
- How will these products be assessed? What criteria will be used? Include a rubric.

E. How will I address the strengths of the targeted students?

F. How will I address an array of Gardner’s Multiple Intelligences?

G. How will I address student culture? How is this culturally relevant?

H. How will I differentiate? Extend? Modify? How will I challenge ALL students?
## Section 4 – THE LESSON

### A. OBJECTIVES: (knowledge, attitudes, skills)  “After this lesson each student should be able to . . . .”  [Remember to use observable / measurable terms - strong verbs.]

### B. STATE/DISTRICT STANDARDS OR LEARNING TARGETS:

### C. Definitions of Targeted Terms
List the targeted terms or content specific words and both of the corresponding definitions.

1. Formal (content related) definition
2. Grade-level appropriate definition

### D. Pre-Assessment:
Collect information on each student before you plan and teach. How will you gather this information? What do students know about the topic?

 Consider: Formal and informal assessment, a quiz, work from previous lesson, anecdotal information,….

### E. Pre-requisite Skills:
What other skills do students need in order to participate in this lesson (e.g. cooperative skills, language, writing, technology)? For students who may not have these skills, how will you teach the skills, or modify the lesson (e.g. pre-teach, peer support, communication device)?

### F. Impact on planning:
How will the info from the pre-assessment and pre-requisite skills impact your planning?

### G. Advanced Preparation Reminders:
What do you need to take care of before the lesson? List these to help you organize yourself before the lesson. Make sure you write or draw an agenda and review it with the students. If you are using technology, set up and practice before the lesson.

### H. Materials and Assistive Technologies:
- Include numbers of each material that is needed and how many are needed for each group (i.e. 12 timers; or each group will receive 1 thermometer, 2 sponges, 3 containers of hot water).
- Describe any unique material considerations for specific students.
- Are there any types of assistive technology (high or low tech) that will be useful for any student to help them to do a particular step in the lesson?
- Make sure all materials look professional (i.e. worksheets must be computer generated).
- Consider: Access to written material, communication, physical space,

### I. Duration of the Lesson:
How long will this lesson take?

### J. Student & Room Arrangement:
How will students be grouped during the lesson? How will the physical arrangement of the room be configured for the lesson to ensure student success?

### K. Teaching Strategies:
What teaching strategies will be used to help the students learn?

### L. Behavioral Considerations:
What behavioral strategies will you use to keep all students engaged? Do you anticipate that any students will exhibit challenging behavior during the lesson? What positive behavioral supports will you put in place?
### M. Detailed Outline

<table>
<thead>
<tr>
<th>Step 1: Creative Introduction: (Anticipatory Set – the Hook/Launch)</th>
<th>Adaptations: Write any specific adaptations that are needed for the corresponding step of the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you grab the student’s attention and put them in a receptive frame of mind for learning? This should be engaging, meaningful, and potentially exciting.</td>
<td></td>
</tr>
</tbody>
</table>

**Your Key Questions and Anticipated Student Responses:** Write key questions you will ask the students. Use Bloom’s Taxonomy. Write what you anticipate students will say and what the students will do in response to your question. This should be about content, not management or attitudinal responses.

**Notes:** Leave this space blank initially. During your lesson, have your teacher take notes and give you feedback here. Following your lesson, you add your notes in a different color.

<table>
<thead>
<tr>
<th>Step 2: Explaining Behavioral Expectations: How will you explain these?</th>
<th>Adaptations:</th>
</tr>
</thead>
</table>

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

<table>
<thead>
<tr>
<th>Step 3: Sharing Agenda &amp; Objectives:</th>
<th>Adaptations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda: Make sure you write or draw an agenda for your lesson and review it with the students. Objectives: Make sure you post (write or draw) and review your objective(s) in an age-appropriate manner</td>
<td></td>
</tr>
</tbody>
</table>

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

**Transition:** Identify how you will move your learners (cognitively, physically, emotionally) to the next step in the lesson. This is to be scripted.

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

<table>
<thead>
<tr>
<th>Step 4: Steps of Instruction: (Instructional Strategies/Modeling)</th>
<th>Adaptations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the steps you will follow that serve to teach the content / skill specific to this lesson. Include sufficient detail to allow a substitute teacher to deliver the instruction in the manner you planned. Not meant to be a script.</td>
<td></td>
</tr>
</tbody>
</table>

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

**Transition:** Identify how you will move your learners (cognitively, physically, emotionally) to the next step in the lesson. This is to be scripted.

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

<table>
<thead>
<tr>
<th>Step 5: Guided Practice: Explain the activities/experiences students will engage in that serves to move the newly encountered content/skill from short-term to working memory. Include sufficient detail to allow a substitute teacher to engage the learners in the manner you planned. Not meant to be a script.</th>
<th>Adaptations:</th>
</tr>
</thead>
</table>

**Your Key Questions & Anticipated Student Responses**

**NOTES:**
**Transition:** Identify how you will move your learners (cognitively, physically, emotionally) to the next step in the lesson. This is to be scripted.

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

**Step 6:** **Independent Practice:** Explain the activities/experiences students will engage in that serve to move the newly encountered content/skill from working memory to long-term memory. Include sufficient detail to allow a substitute teacher to engage the learners in the manner you planned. Not meant to be a script.

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

**Transition:** Identify how you will move your learners (cognitively, physically, emotionally) to the next step in the lesson. This is to be scripted.

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

**Step 7:** **Closure:** This is to help students organize their learning, to reinforce major points, to clarify any confusion. How will you help students make sense of what they learned and transition to the next activity or day’s lesson? This should be engaging and interesting.

**Your Key Questions & Anticipated Student Responses**

**NOTES:**

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**Section 5 – THE ASSESSMENT**

A. **Evaluation of your students’ learning.**
   What are you assessing? How are you assessing it? What criteria are you using?

   This should be connected to both the lesson objectives and unit goals. Include the rubric or tool you are using to assess the work.

B. **Evidence/Thinking about student learning.**
   What did your students learn from your lesson? Think about the whole class and the 3 target students – Be sure to include evidence that students have learned something. The students’ voices should come out in your reflection as well as student work (if applicable).

---

**Section 6 – THE REFLECTION**

A. **After Teaching the Lesson, Reflect on the Following:**
   Think about: Student participation and your planning, preparation, and teaching.

   - What did you learn about teaching the specific content from this lesson?
     - Where did the students/you have difficulty with the content?
     - Where did students/you have success with the content?
     - What did you do differently? & What were you proud of?
   - What did you learn about teaching in general (preparation, management, etc.) from this lesson?
     - What would you do differently? & What were you proud of?
   - What have you used/applied that you learned in class and readings in this lesson?

---

**Section 7 – THE REFERENCES**

A. After writing your lesson plan, include references of sources, ideas, theory, etc.
USEFUL DEMONSTRATION VERBS FOR SELECTED OUTCOME DOMAINS

The following is a compilation of some useful “demonstration verbs” that can be used in defining outcomes of significance. They are clustered under categories that resemble Benjamin Bloom’s Taxonomy, but they are not identical to Bloom’s six domains.

Some verbs may apply to more than one category and there are many other possibilities that could be added.

<table>
<thead>
<tr>
<th>Knowledge/Recall</th>
<th>Define</th>
<th>Describe</th>
<th>Identify</th>
<th>Label</th>
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<tbody>
<tr>
<td>Locate</td>
<td>Name</td>
<td>Recognize</td>
<td>Select</td>
<td></td>
</tr>
<tr>
<td>State</td>
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<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Define</th>
<th>Describe</th>
<th>Distinguish</th>
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<tbody>
<tr>
<td>Compare</td>
<td>Describe</td>
<td>Describe</td>
<td>Infer</td>
</tr>
<tr>
<td>Explain</td>
<td>Generalize</td>
<td>Illustrate</td>
<td></td>
</tr>
<tr>
<td>Interpret</td>
<td>Match</td>
<td>Paraphrase</td>
<td>Restate</td>
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<tr>
<td>Select</td>
<td>Summarize</td>
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<table>
<thead>
<tr>
<th>Application</th>
<th>Adapt</th>
<th>Compute</th>
<th>Discover</th>
<th>Draw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather</td>
<td>Graph</td>
<td>Modify</td>
<td>Operate</td>
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<tr>
<td>Prepare</td>
<td>Revise</td>
<td>Show</td>
<td>Solve</td>
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</tr>
<tr>
<td>Survey</td>
<td>Use</td>
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</table>

<table>
<thead>
<tr>
<th>Conceptual Reasoning/Analysis</th>
<th>Categorize</th>
<th>Classify</th>
<th>Compare</th>
<th>Contrast</th>
</tr>
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<tbody>
<tr>
<td>Decipher</td>
<td>Deduce</td>
<td>Differentiate</td>
<td>Distinguish</td>
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<tr>
<td>Explain</td>
<td>Generalize</td>
<td>Infer</td>
<td>Predict</td>
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<tr>
<td>Relate</td>
<td>Solve</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conceptual Reasoning/Synthesis</th>
<th>Combine</th>
<th>Compose</th>
<th>Create</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop</td>
<td>Incorporate</td>
<td>Integrate</td>
<td>Invent</td>
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</tr>
<tr>
<td>Organize</td>
<td>Plan</td>
<td>Predict</td>
<td>Produce</td>
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<tr>
<td>Structure</td>
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</table>

<table>
<thead>
<tr>
<th>Conceptual Reasoning/Evaluation</th>
<th>Appraise</th>
<th>Critique</th>
<th>Decide</th>
<th>Evaluate</th>
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</thead>
<tbody>
<tr>
<td>Judge</td>
<td>Justify</td>
<td></td>
<td>Recommend</td>
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<table>
<thead>
<tr>
<th>Operational Skill</th>
<th>Demonstrate</th>
<th>Draw</th>
<th>Execute</th>
<th>Handle</th>
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</thead>
<tbody>
<tr>
<td>Operate</td>
<td>Perform</td>
<td>Use</td>
<td></td>
<td></td>
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</tbody>
</table>
Dear Teacher Candidate:
Please fully complete this form in advance of each one of my observations. Your attention to these items will assist me in doing a
good job of serving you and of meeting your needs each time I visit your classroom. Thanks for doing this!

Supervisor __________________________________________ Date of Observation: ______________________

Class/Classes/Activities to be Observed: __________________________________________________________

What goal or goals is/are your focus for this week? (see the purple weekly feedback form)

List at least one (and no more than three) specific areas of your teaching on which you would like me to focus as I
observe you teach today (e.g., transitions between lessons):

Please list any specific topics you would like to discuss during our post-observation conference. By listing these items,
you will give me the opportunity to prepare for our discussion.

Pre-Observation Checklist - Please use the following checklist to prepare for your professor’s observation visit:

_____ Pre-Observation Preparation Guide is fully completed.

_____ Teacher candidacy binder is well organized (so well organized that even a college professor will be able to easily find key
documents).

_____ Weekly feedback forms are current.

_____ Reflective journal entries are current through yesterday.

_____ Copy of the lesson plan(s) for the lesson(s) to be observed are located behind the front tab of the teacher candidacy binder
(immediately behind this form).

_____ A copy of student text(s), handouts, trade book(s), etc. that will be used during observed lesson(s) are available for use by my
professor.

_____ Other things I need to prepare in advance of this visit:

01/10
Professional Instructional Goals Worksheet

Name:________________________________________________ Date:__________________________

**Directions**: List the goals you hope to accomplish during your teacher candidacy experience. At the end of your teacher candidacy experience, you will be asked to rate the level at which you have realized each goal and comment on your growth or need for growth. Since the Conceptual Framework of the Education Dept. revolves around the teacher as a servant leader, incorporate at least one facet as a practicum goal.

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Rating: (Circle one) 0 1 2 3</th>
<th>Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
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<th>Goal #2</th>
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<th>Comments:</th>
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<table>
<thead>
<tr>
<th>Goal #3</th>
<th>Rating: (Circle one) 0 1 2 3</th>
<th>Comments:</th>
</tr>
</thead>
</table>
Teacher Candidate: __________________________ Date Completed: ________________

Supervisor: ______________________________________

Directions: During the visits for each placement, the supervisor shall observe for each of the following items and indicate that observation with a (Y) check.

**Section 1: WLC School Expectations**

- _____ Teacher candidate expectations/guidelines
- _____ Established journal
- _____ Lesson plan book/folder (for self)
- _____ Lesson plan book/folder (for CT and supervisor)

Comment:

**Section 2: Cooperating School Expectations**

- _____ Daily schedule
- _____ Semester schedule
- _____ School requirements/rules/procedures
- _____ Emergency information

Comment:

**Section 3: Proficiency with Curriculum**

- _____ School curriculum guides
- _____ Core standards for subject areas
- _____ Grade level proficiency expectations
- _____ Teacher’s Editions
- _____ Supplementary Instructional Materials

Comment:

**Section 4: Lesson Preparation/Readiness**

- _____ Appropriate texts
- _____ Workbooks
- _____ Teacher prepared materials
- _____ WLC lesson plan/format
- _____ Class lists
- _____ Attendance/Seating charts
- _____ AV equipment for production
- _____ Technology
- _____ Information on students (particularly exceptional needs/circumstances)

Comment:

**Section 5: Instructional Performance**

- _____ Articulated objectives
- _____ Outline of procedure
- _____ Physical evidence of detailed lesson plan
- _____ Cooperating teacher approval of plan
- _____ Evidence of student independent work (homework)
- _____ Use of varied modalities
- _____ Use of multiple intelligences
- _____ Chalkboard use
- _____ AV usage for instruction
- _____ Technology for any aspect of lesson

Comment:

**Section 6: Evaluation of Student Growth**

- _____ Checked regularly for student understanding during lesson
- _____ Designed/Used formative measures
- _____ Designed/Used summative measures
- _____ Established a record-keeping system
- _____ Recorded grades in some format
- _____ Designed/Used rubrics
- _____ Posted student work
- _____ Utilized student journals or learning logs
- _____ Utilized student portfolios/folders
- _____ Participated in parent conferences or feedback opportunities

Comment:

**Section 7: Positive Learning Environment**

- _____ Posted expectations/rules/procedures
- _____ Posted class schedule
- _____ Organized classroom materials
- _____ Bulletin boards
- _____ Appropriate seating arrangement
- _____ Neat organized student Aspaces®
- _____ Orderly arrival/dismissal

Comment:
The framework for the teacher candidacy experience at Wisconsin Lutheran College is built around the purpose of developing educators who are reflective practitioners. Reflective practitioners seek to solve problems through a balanced inquiry about practical situations. We expect pre-service teachers to analyze informally and formally while they are engaged in these diverse instructional situations during the scope of teacher candidacy and beyond into their professions.

Throughout our teacher education program, pre-service teachers are encouraged to examine and interpret their attitudes and beliefs about teaching and learning in disciplined ways. Such reflective inquiry is the well-spring of responsible and deliberate teaching and learning in practice. It is only natural and essential that this reflective inquiry continue—even expand in depth and breadth—during the teacher candidacy experience.

A reflective practitioner builds and examines knowledge about learners, the culture and curricula of schooling, and the contexts in which teaching and learning occur; such a practice assists an educator to simultaneously renew, invigorate, and maximize the teaching process. Such renewal requires contemplation about:

1. One’s self and the effect on the teaching/learning process;
2. One’s previously acquired knowledge, skills and dispositions;
3. One’s current learners and educational setting; and
4. One’s vision for accountability and development of every learner’s potential.

The reflective practitioner seeks to integrate previously learned information with the present experience in order to achieve future results. This quest is enhanced through collaborative efforts with colleagues, other professionals and community resources.
Four R’s of Reflective Writing

This reflective journal is not a depository for mere factual information. It is true that facts are needed in the narrative journal. The challenge, however, is to go beyond the facts to make journal writing an expression of the expectations, perceptions, and feelings, that cluster around the experiences of teaching and learning. The journal is to become essentially a journal of personal and professional growth.

Reflective journal writing need not be considered a one-size-fits-all experience. The teacher candidate may appropriately use a variety of forms, but feelings and voice should be clearly present in this record of the experience. The Four-R format that follows is an outline of a structured approach that assists the teacher candidate in the process of reflective journaling.

To facilitate a deeper understanding and growth of reflective practice during the teacher candidacy, the WLC School of Education requires teacher candidates to express their insights and observations in weekly written journals which are sent to the college supervisor and due at the end of each week by Sunday at 11:59 p.m.

Directions for the Weekly Reflective Journal:
1. Develop a heading which includes: name, school, grade(s), week number/dates and weekly theme.
2. Create day-by-day bulleted listings of observations, projects and teaching experiences, etc.
3. Using the information from the past week, compose journal entries following the four R’s and labeling each respective section as explained under each section below:
   A. Recollections—Capturing the Moment
      Summarize this week’s key experiences as they have unfolded. Highlight one or two experiences and provide the facts and contexts for them. These serve as an introduction to the reflective process. If this introduction describes a teaching incident, this is the time to address the “who, what, when, how” questions of the experience.
   B. Reaction—Engaging the Affective Domain of Attitudes, Beliefs, and Feelings
      As you re-examine your description of the event or issue that is the focus of your journal entry in the recollection section, what does the “evidence” that you have documented say to you? How are you feeling about it now? Connect the dots for your reader. Are there examples that you can reference that illustrate your response?
   C. Relevance—Engaging the Cognitive Domain of Thinking
      How are the facts and feelings related to what is known about teaching and learning? How do these connect to your acquired research and knowledge bases? Does this information extend your understanding of teaching and learning in new ways? How is this meaningful to you? What impact has it had on you? What new possibilities do you see? What perspectives have changed or been added? Be as specific as possible to make this reflection concrete and substantive by being a “name dropper” of theorists, programs, best practice research, etc. to anchor and support your claims.
   D. Responsibility—Engaging the Psychomotor Domain of Doing
      How does the new information, the knowledge gained, apply to the teaching and learning process? What else do you need to know? Who else can give insight? What resources should be consulted? What are possible next steps for the immediate future and/or applications for your future in the classroom?

The time spent in reflection is especially valuable as it contributes to professional growth and results in enrichment of your teaching and your emerging role as a servant leader. This is an essential foundational practice in a purposefully professional approach to serving as an instructional leader within your classroom and in your school community. This “habit of the mind” can serve you in all of your endeavors.

(Original “Four R’s” created by Dr. R. Dusseau, 2005; Revised by Prof. J. Holman, 2009)
4. Besides describing observations and teaching experiences through the four R’s of the reflection process, the teacher candidates should also devote a well-developed paragraph to insights and connections on each of the following areas according to the week of teacher candidacy:

**Week 1:** General Observations; Beginning Experience Feelings

**Week 2:** Describe the culture of your School environment
A. District Philosophy
B. School Philosophy/Climate
C. Classroom Climate
D. Teacher Expectations (CT and yours)

**Week 3:** First Level of Responsibilities
A. What are they?
B. How did it go?

**Week 4:** Grading/Evaluation of Learning
A. School reporting format
B. Cooperating Teacher’s Philosophy
C. One other teacher’s Philosophy
D. Your Philosophy or questions or concerns

**Week 5:** Next Level of Responsibilities
A. What are they?
B. How did it go?

**Week 6:** Relationships
A. Cooperating Teacher and you
B. Students in the Classroom
C. Seminar peers
D. You and your students

**Week 7:** Home-School Partnerships
A. General Curriculum
B. Parent/Teacher Conferences

**Week 8:** Classroom Management
A. Cooperating Teacher Philosophy
B. Your Philosophy
C. A positive example
D. A negative example

**Week 9:** Next Level of responsibilities
A. What are they?
B. How did it go?
C. Self-Assessment—one half of teacher candidacy is completed. Have I improved since the first day of the experience?

**Week 10:** The “Buzz” on state assessments: Standards.

**Week 11:** Special experiences
A. Student stories
B. Collegial sharing

**Week 12:** Handling the holiday experiences
A. What can/cannot be done in public classrooms
B. What about children who cannot celebrate the holidays?

**Week 13:** Next Level of Responsibilities
A. What are they?
B. How did it go?

**Week 14:** Non-classroom responsibilities
A. What else do teachers do? Is it required of them?
B. Is your school’s faculty legalistic concerning these activities or willing to participate?

**Week 15:** Exceptional individuals
A. Describe a struggling student with a learning problem.
B. Describe a gifted student. Concerns? Strategies?

**Week 16:** Advice on securing employment
A. In seminar
B. From cooperating teacher
C. From the principal
D. Others

**Week 17:** Self-assessment comments on:
A. Teaching
B. Grading/Learning expectations
C. Relationships
D. Application of knowledge/skills
E. Areas for improvement

**Week 18:** Wrap-up and advice for future teacher candidates
A. Starting the semester
B. Never forget to:
C. Watch out for:
D. Ask your supervisor for:

**Summative:** Review ALL of your topical paragraphs and journal entries.
Teacher Candidate ____________________ Grade __________________

E = Exceptional performance (Innovating)

- Astute, innovative teaching practices that enhance student learning
- Shows unusual skills, perception, and/or creativity
- Usually associated with experienced and highly motivated teachers; rarely exhibited by a teacher candidate
- Clearly exceeds expected requirements of teacher candidates

H = High performance (Integrating)

- Insightful, integrative teaching practices that positively influence student learning
- Shows higher-than-average skill, perception, creativity in this area
- Usually associate with experienced teachers
- Exceeds expected requirements of teacher candidates

A = Adequate performance (Applying)

- Practical, diligent application of teaching practices that facilitate student learning
- Shows average skill, perception, and creativity in this area
- Usually associated with novice teachers
- Meets expected requirements

D = Developing performance (Emerging)

- Limited, routine teaching practices that show emerging understanding of student learning
- Shows an area of skill, of perception, and/or creativity that needs to further develop
- Usually requires additional study and practice as guided through specific feedback
- Below expected requirements for growth

U = Unacceptable performance (Beginning)

- Halting, unsure teaching practices that show little movement from being a learner to a teacher
- Shows little or no skill, perception, and/or creativity
- Does not demonstrate ability to respond to specific feedback to improve
- Clearly does not meet expected requirements

N/A = Not assessable

- Immature beginning teaching practices do not impact student learning
<table>
<thead>
<tr>
<th><strong>Standard #1: The teacher knows the subject content.</strong> The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make content meaningful and purposeful for learners</th>
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<tr>
<td>K.1: <strong>Demonstrates</strong> knowledge of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the assigned discipline.</td>
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<td>K.2: <strong>Recognizes</strong> how students’ conceptual frameworks for an area of knowledge, conceptions, and misconceptions can influence their learning.</td>
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<td>K.3: <strong>Relates</strong> disciplinary knowledge to other subject areas.</td>
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<tr>
<td>S.1: <strong>Uses</strong> effective multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.</td>
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<td>S.3: <strong>Evaluates</strong> teaching resources and curriculum materials for the comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</td>
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<td>S.4: <strong>Engages</strong> students in generating knowledge and testing hypotheses according to the methods standards of evidence used in the discipline.</td>
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<td>S.5: <strong>Develops and uses</strong> curricula that encourages students to see, question, and interpret ideas from diverse perspectives.</td>
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<td>S.6: <strong>Creates</strong> interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.</td>
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<td><strong>Dispositions: The teacher:</strong></td>
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<tr>
<td>D.1: <strong>Seeks</strong> to keep abreast of new ideas and understanding in the field, realizing that subject matter knowledge is not a fixed body of facts.</td>
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<td>D.2: <strong>Appreciates</strong> varying viewpoints and <strong>communicates</strong> to learners how knowledge is developed through the lens of multiple perspectives.</td>
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<td>D.3: <strong>Demonstrates</strong> enthusiasm for the discipline taught and <strong>makes</strong> connections to everyday life.</td>
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<td>D.4: <strong>Shows</strong> commitment to continuous learning and <strong>engages</strong> in professional discourse about subject matter knowledge and student learning of the discipline</td>
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**Standard #2: The teacher knows how learners grow and develop.** The teacher demonstrates understanding of how learners with broad ranges of ability learn and provides instruction that supports student’s intellectual, social, emotional, and personal development.

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<tr>
<td>K.1: <strong>Recognizes</strong> how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and <strong>uses</strong> instructional strategies that promote student learning.</td>
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<td>K.2: <strong>Describes</strong> how student physical, social, emotional, moral, and cognitive development influences learning and <strong>addresses</strong> these factors when making instructional decisions.</td>
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<td>K.3: <strong>Demonstrates</strong> awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), <strong>identifies</strong> levels of readiness in learning, and <strong>recognizes</strong> how development in any one domain may affect performance in others.</td>
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<tr>
<td>S.1: <strong>Assesses</strong> individual and group performance in order to design instruction that meets current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.</td>
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<td>S.2: <strong>Activates</strong> student reflection of prior knowledge and links new ideas to known ideas, making connections to student experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.</td>
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<td>S.3: <strong>Identifies</strong> student thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.</td>
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<tr>
<td>D.1: <strong>Recognizes</strong> individual variation within each area of development, <strong>shows</strong> respect for the diverse talents of all learners, and <strong>shows</strong> commitment to the development of the learner.</td>
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<td>D.2: <strong>Values</strong> student strengths as a basis for growth and a means for overcoming deficits.</td>
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Comments:
### Standard #3: The teacher understands diversity

*The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers may exist impeding learning, and that adaptation of instruction may meet these diverse needs of learners, including those with disabilities and exceptionalities.*

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<tr>
<td><strong>K.1:</strong> Identifies differences in approaches to learning performance, including different learning styles, multiple intelligences, and performance modes, and designs instruction that focus on student strengths as the basis for growth.</td>
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<tr>
<td><strong>K.2:</strong> Identifies areas of exceptionality in learning.</td>
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<tr>
<td><strong>K.3:</strong> Incorporates the process of second language acquisition and strategies which support the learning of students whose first language is not English.</td>
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<tr>
<td><strong>K.4:</strong> Recognizes that student learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</td>
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<tr>
<td><strong>K.5:</strong> Articulates a well-grounded framework for understanding cultural and community diversity and incorporates student experiences, cultures, and community resources into instruction.</td>
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<tr>
<td><strong>S.1:</strong> Identifies and designs instruction appropriate to student stages of development, learning styles, strengths, and needs.</td>
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<td><strong>S.2:</strong> Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.</td>
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<td><strong>S.3:</strong> Identifies when and how to access appropriate services or resources to meet exceptional learning needs.</td>
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<td><strong>S.4:</strong> Communicates with student families, cultures, and communities, and uses this information as a basis for connecting instruction to student background experiences.</td>
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<td><strong>S.5:</strong> Integrates multiple perspectives into the discussion of subject matter, including attention to student personal, family, and community experiences and cultural norms.</td>
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<td><strong>S.6:</strong> Creates a learning community in which individual differences are respected.</td>
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<th>Dispositions: The teacher:</th>
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<tr>
<td><strong>D.1:</strong> Demonstrates a belief that all children can learn at high levels and persists in helping all children achieve success.</td>
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<tr>
<td><strong>D.2:</strong> Values human diversity, shows respect for students’ varied talents and perspectives, and is committed to individual success.</td>
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<tr>
<td><strong>D.3:</strong> Shows respect to students as individuals with differing backgrounds, skills, talents, and interests.</td>
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<tr>
<td><strong>D.4:</strong> Recognizes students for their potential and provides opportunities for them to learn to value each other.</td>
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<td>Standard #4: The teacher knows how to teach. The teacher understands and uses a variety of instructional strategies, including technology, to encourage learner development of critical thinking, problem solving, and performance skills.</td>
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**Knowledge: The teacher:**

- **K.1:** Identifies the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- **K.2:** Applies principles and techniques of effective instruction and best practices.
- **K.3:** Enhances learning through the use of a wide variety of materials and experiences, as well as human and technological resources.

**Performance/Skills: The teacher:**

- **S.1:** Evaluates how to achieve learning goals, to choose alternative teaching strategies and materials for varying instructional purposes, and to meet student needs.
- **S.2:** Integrates multiple teaching and learning strategies to engage students in active learning opportunities.
- **S.3:** Monitors and adjusts strategies in response to learner feedback.
- **S.4:** Varies the instructional role (e.g., instructor, facilitator, coach, audience) in relation to the content of instruction and the needs of learners.
- **S.5:** Develops a variety of clear, accurate, and appropriate presentations to encourage critical thinking.

**Dispositions: The teacher:**

- **D.1:** Values the development of students’ critical thinking, independent problem solving, and performance capabilities.
- **D.2:** Values flexibility for adapting instruction to student responses, ideas, and needs.

**Comments:**
Standard #5: The teacher knows how to create and maintain a positive learning environment. The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learners through positive social interaction, active learning, and self-motivation.

Knowledge: The teacher:

K.1: Uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

K.2: Explains how social groups function and influence people and how people influence groups.

K.3: Describes the process by which individuals work productively and cooperatively with each other in complex social settings.

K.4: Articulates the principles of effective classroom management and uses a range of strategies to promote positive relationships, coop-eration, and purposeful learning within and outside the classroom.

K.5: Identifies factors and situations that are likely to promote or diminish intrinsic motivation and uses this knowledge to help learner become self-motivate.

Performance/Skills: The teacher:

S.1: Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

S.2: Engages students in individual and cooperative learning activities that help them develop the motivation to achieve.

S.3: Organizes, allocates, and manages the resources of time, space, and activities.

S.4: Facilitates the development of shared values and exceptions for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

S.5: Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation, and engagement, and productive work.

S.6: Organizes, prepares, and monitors students for independent and group work that allows for full and varied participation of all individuals.

Dispositions: The teacher:

D.1: Takes responsibility for establishing positive climate in the class-room and contributes to a positive climate in the school as a whole.

D.2: Is committed to the expression and use of democratic values in the classroom.

D.3: Values the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

D.4: Recognizes the value of intrinsic motivation to students’ lifelong growth and learning.

D.5: Is committed to ongoing development of individual learners’ abilities and continues to explore different motivational strategies likely to encourage this development.

Comments:
**Standard #6: The teacher promotes and models effective communication.**

*The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school, and in the community.*

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<tr>
<td>K.2: <strong>Identifies</strong> how cultural and generational diversity may affect communication in the classroom.</td>
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<td>K.3: <strong>Recognizes</strong> the importance of nonverbal as well as verbal communication.</td>
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<td>K.4: <strong>Uses</strong> effective verbal, nonverbal, and media communication techniques across a variety of audiences.</td>
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<tr>
<td>S.1: <strong>Models</strong> effective communication strategies in conveying ideas and information and in asking questions.</td>
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<td>S.2: <strong>Supports</strong> and <strong>expands</strong> learner skills in speaking, listening, writing, and other media.</td>
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<td>S.3: <strong>Ask</strong> questions and <strong>stimulates</strong> discussion in different ways for particular purposes.</td>
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<td>S.4: <strong>Communicates</strong> in ways that demonstrate sensitivity to cultural and gender differences.</td>
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<td>S.5: <strong>Uses</strong> a variety of multi-media communication tools to enrich learning opportunities.</td>
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<tr>
<td>D.1: <strong>Recognizes</strong> the power of language for fostering self-expression, identity development, and learning.</td>
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<td>D.2: <strong>Acknowledges</strong> and <strong>encourages</strong> the variety of ways in which learners communicate in the classroom.</td>
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<td>D.3: <strong>Is</strong> a thoughtful and responsive listener.</td>
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<td>D.4: <strong>Fosters</strong> culturally sensitive communication by and among all students in the class.</td>
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Standard #7: The teacher possesses knowledge of educational foundations and skill at instructional planning. The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning, and clearly articulates a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundations, subject matter, learners, the community, and curricular goals or standards.

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<tr>
<td>K.1: <strong>Demonstrates</strong> professional understanding, growth, and expansion in the thinking and analysis of philosophical foundations of education and <strong>uses</strong> this knowledge in planning instruction.</td>
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<td>K.2: <strong>Understands</strong> learning theory, subject matter, curricular development, and student development and <strong>uses</strong> this knowledge in planning instruction to meet curricular goals.</td>
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<td>K.3: <strong>Takes</strong> contextual considerations into account in planning instruction to create an effective bridge between curricular goals and student experiences.</td>
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<td>K.4: <strong>Adjusts</strong> and <strong>modifies</strong> plans based on learner needs and student.</td>
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<tr>
<td>S.1: <strong>Creates</strong> learning experiences that are reflective of curricular goals relevant to learners and grounded in best practices, principles, and a personal philosophical framework.</td>
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<td>S.2: <strong>Plans</strong> for learning opportunities that recognize and address variation in learning styles and performance modes.</td>
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<td>S.3: <strong>Creates</strong> lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners.</td>
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<td>S.4: <strong>Creates</strong> short-range and long-term plans linked to learner needs and performance and adapts the plans to ensure and capitalize on student progress and motivation.</td>
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<td>S.5: <strong>Evaluates</strong> plans in relation to short and long-range goals and systematically adjusts those plans to meet student needs and enhance learning.</td>
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<td>D.1: <strong>Values</strong> both long term and short term planning.</td>
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<td>D.2: <strong>Adjusts</strong> and <strong>revises</strong> instruction plans based on student needs and changing circumstances.</td>
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<td>D.3: <strong>Values</strong> planning as a collegial activity.</td>
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<tr>
<td>D.4: <strong>Commits</strong> to ongoing reflection of educational and philosophical foundations.</td>
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</table>

Comments:
Standard #8: The teacher knows how to assess and evaluate student learning. The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development and advancement of the learner.

<table>
<thead>
<tr>
<th>Knowledge: The teacher:</th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>K.1: <strong>Identifies</strong> the characteristics, advantages, and limitations of formative and summative means of assessment for evaluating learners.</td>
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<tr>
<td>K.2: <strong>Demonstrates</strong> selection, construction, and implementation for pre and post assessment strategies and instruments appropriate to the learning outcomes and for other diagnostic purposes.</td>
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<tr>
<td>K.3: <strong>Applies</strong> measurement theory and constructs within a comprehensive assessment plan.</td>
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<tr>
<th>Performance/Skills: The teacher:</th>
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<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.1: <strong>Utilizes</strong> a variety of formal and informal assessment techniques to enhance knowledge of learners, evaluate progress and performances, and modify teaching and learning strategies.</td>
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<tr>
<td>S.2: <strong>Gathers</strong> and <strong>applies</strong> information about the learners’ experiences, their learning behavior, needs, and input from parents, guardians, colleagues, and the student’s themselves.</td>
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<tr>
<td>S.3: <strong>Involves</strong> learners in self-assessment activities designed to create an awareness of strengths and needs for personal goal setting and learning progress.</td>
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<tr>
<td>S.4: <strong>Evaluates</strong> the learning experiences in order to assess teaching strategies and behaviors in relation to student success, modification of plans and instructional approaches.</td>
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<tr>
<td>S.5: <strong>Maintains</strong> useful records of student work and performance and <strong>communicates</strong> progress to stakeholders in an ethical manner.</td>
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</table>

<table>
<thead>
<tr>
<th>Dispositions: The teacher:</th>
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<th></th>
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<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>D.1: <strong>Values</strong> continuous assessment as essential to the instructional process.</td>
<td></td>
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<tr>
<td>D.2: <strong>Commits</strong> to utilizing assessment to ensure learner growth.</td>
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</tbody>
</table>

Comments:
Standard #9: The teacher models Christian professional integrity. The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strives for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one’s faith life.

### Knowledge: The teacher:

<table>
<thead>
<tr>
<th>K.1: <strong>Identifies</strong> methods of inquiry for purposes of reflecting on professional practices that provide a variety of self assessment and problem-solving strategies for reflecting on professional practice, its influence on student growth and learning.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>K.2: <strong>Demonstrates</strong> knowledge of self assessment and problem-solving strategies and their influences on student growth and learning.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>K.3: <strong>Analyzes</strong> scholarly literature and resources available for professional development.</th>
</tr>
</thead>
</table>

### Performance/Skills: The teacher:

<table>
<thead>
<tr>
<th>S.1: <strong>Demonstrates</strong> professionalism grounded in Christian principle</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>S.2: <strong>Uses</strong> a variety of data for evaluating the outcomes of teaching and learning as a basis for a reflective practice.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>S.3: <strong>Researches</strong> professional literature and <strong>utilizes</strong> colleagues and other resources to support the development as a learner and educator.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>S.4: <strong>Networks</strong> collegially across professional arenas to support reflection, problem-solving, and professional development.</th>
</tr>
</thead>
</table>

### Dispositions: The teacher:

<table>
<thead>
<tr>
<th>D.1: <strong>Values</strong> critical thinking and self-directed learning as habits of mind.</th>
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</table>

<table>
<thead>
<tr>
<th>D.2: <strong>Is committed</strong> to reflection, assessment, and learning as a continuous process.</th>
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</table>

<table>
<thead>
<tr>
<th>D.3: <strong>Is committed</strong> to differentiation to address learner needs.</th>
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</table>

<table>
<thead>
<tr>
<th>D.4: <strong>Recognizes</strong> the professional and ethical responsibility for engaging in and supporting professional practices to meet the needs of all students, colleagues, and self.</th>
</tr>
</thead>
</table>

Comments:
Standard #10: The teacher networks with educational professionals and the community. The teacher fosters positive relationship with colleagues, parents, and agencies in the larger community to support learning and well being; and acts with a Christian attitude, integrity, fairness, and professionalism in an ethical manner.

<table>
<thead>
<tr>
<th>Knowledge: The teacher:</th>
<th>E</th>
<th>H</th>
<th>A</th>
<th>D</th>
<th>U</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>K.1:</strong> Demonstrates an understanding of how schools operate as an organization within the larger community.</td>
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<tr>
<td><strong>K.2:</strong> Identifies the environmental factors that may influence students’ life and learning.</td>
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<tr>
<td><strong>K.3:</strong> Articulates and abides by laws related to the rights and responsibilities of learners and teachers.</td>
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<tr>
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<th>A</th>
<th>D</th>
<th>U</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>S.1:</strong> Participates in collegial activities to enhance the learning community.</td>
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<tr>
<td><strong>S.2:</strong> Creates and engages in networks within the learner’s environments through consultation with parents, guardians, colleagues, counselors, and/or professionals in the community.</td>
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<tr>
<td><strong>S.3:</strong> Identifies and incorporates community resources to support student learning.</td>
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<td><strong>S.4:</strong> Shows sensitivity and responsiveness to student distress and seeks outside help as needed and/or required by law.</td>
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<td><strong>S.5:</strong> Advocates for all learners.</td>
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<table>
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<tr>
<th>Dispositions: The teacher:</th>
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<th>H</th>
<th>A</th>
<th>D</th>
<th>U</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D.1:</strong> Values and appreciates the impact of life experiences that may affect the learner’s cognitive, emotional, social, and physical development and well being.</td>
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<tr>
<td><strong>D.2:</strong> Consults with appropriate professionals regarding the education and well being of the learner.</td>
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<td><strong>D.3:</strong> Respects the learner’s privacy and confidentiality of information</td>
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<td><strong>D.4:</strong> Embodies the qualities of a servant leader.</td>
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</table>

Comments:
Teacher Candidate __________________________________ Date ____________________________

Please read the statements about your teacher candidate and use the symbols to show your opinion about the statement. Mark your response with an X in the box that best shows how you feel about the statement.

Note A: In some cases students may need assistance in completing/reading this survey. Please return this form to the teacher candidate.

Note B: If read orally, substitute the teacher candidate’s name.

<table>
<thead>
<tr>
<th>1. My teacher candidate knows what he/she is teaching.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2. My teacher candidate answers my questions when I don’t understand</td>
<td></td>
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<tr>
<td>3. My teacher candidate teaches lessons that make me think</td>
<td></td>
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<tr>
<td>4. My teacher candidate told me why it is important to learn what he/she is teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My teacher candidate teaches lessons that are interesting</td>
<td></td>
<td></td>
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<tr>
<td>6. My teacher candidate uses different things to teach like movies, t.v., computers, and smart boards.</td>
<td></td>
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<tr>
<td>7. My teacher candidate cared about me</td>
<td></td>
<td></td>
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<tr>
<td>8. My teacher candidate treats everyone the same</td>
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</tr>
</tbody>
</table>

The best thing about my teacher candidate is ____________________________________________

________________________________________________________________________________

One thing I think my teacher candidate can do better is ____________________________________

________________________________________________________________________________
Please read the statements about your teacher candidate and mark your response with an X in the box that best shows how you feel about the statement. Return the form to the teacher candidate.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teacher candidate knows the subject(s) he/she teaches</td>
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<tr>
<td>2. My teacher candidate answers student questions when we don’t understand</td>
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<tr>
<td>3. My teacher candidate teaches lessons that were challenging</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. My teacher candidate explains why it was important to learn what he/she is teaching</td>
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<tr>
<td>5. My teacher candidate teaches lessons in a way I could understand</td>
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<tr>
<td>6. My teacher candidate’s lessons are interesting</td>
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<tr>
<td>7. My teacher candidate involves the class in a variety of activities during his/her lessons</td>
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<tr>
<td>8. My teacher candidate uses a variety of equipment like video, television, computers, and smart boards when he/she teaches</td>
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<tr>
<td>9. My teacher candidate is organized and prepared for every lesson</td>
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<tr>
<td>10. My teacher candidate helps me want to learn more</td>
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<tr>
<td>11. My teacher candidate’s tests are fair</td>
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<tr>
<td>12. My teacher candidate cares about me as a person</td>
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<tr>
<td>13. My teacher candidate cares about how I am doing as a student</td>
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<tr>
<td>14. My teacher candidate shows respect for everyone in my class</td>
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</tbody>
</table>

The best thing about my teacher candidate was ____________________________________________

__________________________________________________________

One thing I think my teacher candidate can do better is ____________________________________________

__________________________________________________________
**COOPERATING TEACHER EVALUATION**

(To be completed by exiting teacher candidate)

Name of Cooperating Teacher: ____________________________________________

Name of Teacher Candidate: ____________________________________________

Date of Teacher Candidacy Assignment: __________ to _________________

Cooperating Teacher’s School and Subject/Grade: __________________________

_____________________________________________________________________

Please respond to the following statements by checking the column that BEST represents your judgment.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This teacher provided a worthwhile teaching experience.</td>
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<tr>
<td>2. This teacher was knowledgeable about the content.</td>
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<tr>
<td>3. This teacher was knowledgeable about educational concerns, such as learning styles, methodology, individual student abilities, etc.</td>
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<tr>
<td>4. This teacher gave control of this class, not only to teach content, but to develop thinking skills and classroom management techniques.</td>
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<tr>
<td>5. This teacher could be trusted to assist the student teacher with constructive criticism.</td>
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<tr>
<td>6. The overall performance of the cooperating teacher was satisfactory.</td>
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</table>

Would you recommend this teacher to take another one of our Wisconsin Lutheran College Students? ________

Comments:

01/10
COOPERATING TEACHER EVALUATION

(To be completed by college supervisor)

Name of Cooperating Teacher: ____________________________

Name of Teacher Candidate: _____________________________

Date of Teacher Candidacy Assignment: ____________________ to ______________________

Cooperating Teacher’s School and Subject/Grade: ________________________________

Please respond to the following statements by checking the column that BEST represents your judgment.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>1. This teacher provided a worthwhile teaching experience.</td>
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<td>3. This teacher was knowledgeable about educational concerns, such as learning styles, methodology, individual student abilities, etc.</td>
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<td>4. This teacher gave control of this class, not only to teach content, but to develop thinking skills and classroom management techniques.</td>
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<td>6. The overall performance of the cooperating teacher was satisfactory.</td>
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</table>

Would you recommend this teacher to take another one of our Wisconsin Lutheran College Students? _________

Comments:

01/10
WLC Teacher Candidate Supervisors - Wrapping up the Semester

Areas that all TC Supervisors need to address to finish the teacher candidacy semester as smooth as possible

1. Check and re-check each student’s file to make certain they have completed all of their requirements. Check with EDU Admin. Assistant to see if anything on the student’s office folder checklist needs to be completed. Any questions about coursework should be verified with registrar.

2. Make double and triple sure that the Cooperating Teacher Verification Form is completed for each CT (This for verifies the CTs qualifications and licensure).

3. Complete the Supervisor version of the Evaluation of CT/Placement.

4. Try hard to get in at least the 7-8 visits per student teacher. (It is understood that in some cases it might only be 6 and in others, many more than 8?) Please be certain that those observation write-ups are dated and numbered. Hard copies of these are still kept in the student files. (This will continue for at least 2 more years.)

5. Analysis of Teacher Candidate Forms (mid-term and final) need to be completed by CTs and Teacher Candidates. Supervisors need only complete a final one for each placement. Place copies of each in candidate’s file, but give the candidate copies as well.

6. Journals are to be reviewed for the entire semester as the visits are made or on a weekly basis. Students are to write an in-depth reflection of their entire semester as their last journal entry. (If they are not identifying areas of growth and possible areas for improvements, then as the supervisor, make them analyze a bit more. This should become a part of their PDP which they develop for the exit.)

NOTE: In the past students were to bring to the Exit Interview copies of their early, middle and later journal entries to demonstrate growth. They should still select those, BUT only need to show them to you and then include them in their own Stage 4 Portfolio, probably in Standard 9 or 10.

7. Checklist of Basic Documentation (different areas of “school life”) should have been completed as you progressed through the semester or at your last meeting with them. A copy of that should be placed in their file.

8. Grading: Ask each CT (after explaining our grading scale) what grade s/he would assign the Teacher Candidate. Talk this through with CT and highlight strengths and weaknesses. However, the supervisor is the one who assigns the grade—just get input from the CT. Complete the Grade Appraisal Form for EACH placement. Don’t worry about the credit allotments. The directors will take care of that.

EXIT WITH THE SUPERVISOR:

9. Share Grade Appraisal with the teacher candidate. Make a copy of it for the candidate if s/he wants one.

10. In the past students selected samples of journals, assessment, lesson plans, communication, instructional technology, etc., and placed these in their file. Instead they select, BUT place them where appropriate in their PORTFOLIO, STAGE 4. The TC supervisor is to review those samples as you review the portfolio with the teacher candidate.

11. PDP, and Exit Questions are to be completed for the exit meeting with the Directors. Make certain that they have the PDP and Exit Questions ready. Remind them of the APPLICATION for licensure and that it needs to be notarized BEFORE coming to meet with the Director of Certification/Licensure.

12. The Evaluation of the CT/Placement (Teacher Candidate version) is completed during the Exit Interview.

13. Clip the observation write-ups, evaluation forms, checklist, grade appraisal, and any other forms directly related to teacher candidacy into one bundle. Write a COVER SHEET summarizing the visits, growth in areas of teaching—knowledge, skills and dispositions—reflection insightfulness, portfolio, and particular gifts/strengths/ weaknesses, etc. Put this in “memo” format (one page) addressed to the Director of Teacher Education. This needs to be completed before the Directors can meet with the student. It is suggested that the exit meeting with the Directors occur the next day at the earliest.

14. Remember to complete items 15 to 20 on the Completion of Teacher Education Program (purple) in the student’s file. Do not just “check” but initial each blank. The Directors takes care of the last 4.

EXIT WITH THE DIRECTORS AND CERTIFICATION PROCESS:

15. PDP, Exit Questions, Evaluation of the CT/Placement: The Directors verifies the last 4 items on the checklist and reviews the feedback on the two additional forms. The Directors may ask questions to clarify responses to the questions. The License Application is placed in the student’s file. A WLC certificate is issued to the students if all items are in good order.

16. License Application: The Director of Certification/Licensure takes care of this final form by checking one more time that requirements are met and the file is complete, signing the form and sending it to the DPI.

08/10
Name: ____________________________________  Semester/Year: _____________________________

1. What is the most significant growth area for you this semester? How do you know? What evidence have you chosen to depict that?

2. What is an example of significant student learning growth? What evidence have you chosen to depict that? What specifically contributed to that growth? What teaching strategies were used?

3. What types of assessment strategies were utilized over the course of the semester?

4. What was the most helpful aspect of our teacher education program? Why?

5. What one aspect do you recommend for improvement to our program? Why?

6. What courses did you specifically note as providing helpful preparation for teaching?

7. What clinicals were the most helpful in preparing you for teacher candidacy?

8. What subject area is under-represented in liberal arts studies outside of education courses?
9. What did you learn about education that was unique to the school/district in which you taught?

10. Regarding classroom management, how would you assess your preparedness for managing a classroom of students?

11. What advice would you suggest to the School of Education regarding improvement of classroom management skills?

12. How prepared are you to meet the literacy requirements for state and national requirements? 
   Scale 1-6 (low—high) Explain

13. How prepared are you to meet the subject area standards for state and national requirements? 
   Scale 1-6 (low—high) Explain

14. What other insights do you have to offer that could improve our program? What are we currently doing that should be continued?

15. Of the 10 WLC Teacher Standards, which one do you feel represents the area in which you grew the most? Which one represents the weakest area of growth? Explain each.

16. What additional question should we have asked? Answer it.

17. Other Comments:
Directions: Complete the following by word processing your answers and then printing a hard copy for the School of Education. For your convenience the form below is also sent to you electronically. [This form is designed to reflect the main components of the PDP Writing Form found at http://dpi.wi.gov/tepdl/pdp.html. HOWEVER, at this juncture, we are simplifying the responses through the WLC-created form. (You need to click through a couple of screens on the initial educator to get to the DPI form.)]

Step 1: Reflection—This is to be the last entry of your journal in which you overview your entire student teaching experience and identify strengths and weaknesses.

*Insert your summative reflection:*

Step 2: Writing the Plan—Components

A. Description of School and Teaching Situation. (This is about the situation, not your teaching performance.)

*Description of School, Teaching Situation:*

The following four components are treated together goal by goal:

B. Identify 2-3 goals that you need to work on during your first years of teaching—based on your last journal reflection. [Goals statements start out with “I will” (some measurable verb) study, research, apply, learn, etc., so that (describe how this impacts student learning).]

C. Link each one to a standard. Provide a rationale for each goal and its relationship to the standard.

D. Then include possible strategies or activities you would use to accomplish your goals. (Activities such as coursework, projects, resources, workshops, action research, observations of experts, etc.)

E. Describe a method that could be used to assess your growth and the improvement in student learning.
<table>
<thead>
<tr>
<th>Goal 1 Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
<tr>
<td>Rationale:</td>
</tr>
</tbody>
</table>

Possible strategies to address this goal:

Possible means to assess YOUR growth and impacts on student learning:

<table>
<thead>
<tr>
<th>Goal 2 Statement:</th>
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</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
<tr>
<td>Rationale:</td>
</tr>
</tbody>
</table>

Possible strategies to address this goal:

Possible means to assess YOUR growth and impacts on student learning:

<table>
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<tr>
<th>Goal 3 Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
<tr>
<td>Rationale:</td>
</tr>
</tbody>
</table>

Possible strategies to address this goal:

Possible means to assess YOUR growth and impacts on student learning:
Step 3: **Evidence of accomplishment**: What might be a possible way you would document all of this progress in order to share with a team of professionals? (This treats all of the goals as a whole.)

<table>
<thead>
<tr>
<th>Validation Method of Accomplishment:</th>
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01/10
Directions: The following guidelines should assist you in the steps for your final portfolio for exiting the teacher education program.

1. Collect artifacts during your teacher candidacy that connects to specific standards. These artifacts should reflect growth and evidence of student learning.

2. Develop rationales for and of those artifacts as instructed throughout the Wisconsin Lutheran College portfolio process.

3. Select artifacts from Portfolio Stage 3-High Stakes that can be replaced with more current examples from teacher candidacy. Also select those artifacts that should remain.

4. Additionally, create a summative category entitled “Professional Development” in which the following artifacts must be included:
   a. Praxis II results
   b. Stage 3 High Stakes Narrative/Rubric Evaluation
   c. Teacher Candidacy Evaluations Mid-term/Final
      - Self
      - Cooperating teacher
      - Supervisor
   d. One selected lesson that was observed
      - Lesson plan with H and I completed
      - Supervisor feedback on the lesson
   e. K-12 Student feedback of Teacher Candidate
   f. Teacher Candidate K-S-D Tabulation
   g. Final reflection of Teacher Candidacy (Consider what you stated for goals in your Stage 3 summative.)
   h. Summative reflection of the whole Wisconsin Lutheran College program.
   i. Other evidence
      - Recommendation letters
      - Conference attendance
APPENDIX H

MISCELLANEOUS

- Recommendation Letter Request Form
- Guidelines for Writing the Letter of Recommendation
- An Aid in Writing Letters of Recommendation
- Study Abroad Application
I, ____________________________, give permission for ____________________________ to write a
letter of recommendation to:

_________________________________

_________________________________

_________________________________

I __________________________ have my permission to include information regarding EDU coursework,
clinical performance (including teacher candidacy), my grades, GPA, and similar information in this letter.

I  waive  /  do not waive  (circle one) my right to review a copy of this letter at any time in the future.

_________________________________________ has agreed to write this letter by _________________.

__________________________  __________________
Signed  Date

01/10
What was the nature of the teacher candidacy experience?

A. Brief statement about the socio-economic nature of the school and community.
B. Description of the school program, particularly as it relates to the student’s experience. Consider such things as grade levels, subjects, scheduling arrangements, large/small group instruction, team teaching, special programs, e.g., Direct Instruction, a specific math program.
C. Length of time you have known the candidate and the amount of time he or she taught with you under your supervision.

Describe the performance of this candidate as related to instructional responsibilities and effectiveness.

A. How well does he or she plan for instruction? (Objectives, appropriate activities, etc.)
B. How well is instruction actually conducted? Effectiveness is carrying out plans, interaction with pupils, adherence to components of effective instruction, etc.
C. How well does the candidate evaluate his or her own instruction? Student progress?
D. How much improvement have you observed in A-C above?
E. Is the candidate capable of variety of instruction to meet all learning styles of students.
F. Is the candidate able to assess student learning in a variety of ways? Can they identify teaching strategies that impact learning?

Describe the performance of this candidate as it relates to non-instructional responsibilities.

A. Involvement in activities-school and community.
B. Working relationships with colleagues.
C. Relationships with students outside of formal instruction time.
D. Relationship with parents and community in general.

Concluding paragraph

A. Response to your supervision.
B. Projections for future (e.g., would you want this person as a teacher in your departments, or would you want this person teaching your child?)
An Aid in Writing Letters of Recommendation

The following list of desirable characteristics may be useful in describing a student teacher that you wish to recommend.

The Teacher as a Professional
- Interprets and complies with the policies of the school and school system.
- Accepts responsibilities for cooperating with requests made by the administrator.
- Maintains complete and accurate records as required by law, school policy, and administrative regulation.
- Demonstrates responsibility for the care of materials.
- Is cooperative with certificated members and other employees.
- Is punctual and regular in attendance to class, required meetings, and assignments.
- Established and seriously attempts to achieve professional goals.
- Assumes responsibility for professional growth (e.g., in-service, workshops, graduate work, etc.)
- Is knowledgeable and current in subject content and learning processes.
- Is willing to seek and implement promising new ideas; shares ideas and techniques with others.
- Reflects poise and confidence in meeting emotional and crisis situations.
- Reflects admirable traits of appropriate personal conduct.
- Evidences good health through regular attendance and vitality.

The Teacher Interacting With People
- Respects the worth and dignity of all individuals.
- Is sensitive to others (i.e., listens, looks for and acknowledges strengths of others).
- Is empathetic to the problems of others.
- Communicates so others understand.
- Has a sense of humor.
- Is self-confident.
- Is tactful.
- Is reasonable and realistic in self evaluation.

The Teacher and the Learning Atmosphere
- Creates a stimulating, non-threatening learning atmosphere.
- Creates a feeling of trust and openness with students.
- Encourages student involvement in decisions related to their learning and conduct.
- Plans learning experiences to meet individual needs based on prior diagnosis.
- Uses various approaches to meet variant needs of students.
- Maintains a balance between freedom and control.
- Encourages excellence, commitment, and seriousness of purpose.
- Creates a sense of unity and cohesiveness.
- Disciplines in a dignified, fair, and positive manner, striving toward student self-control.
- Controls physical aspects as far as possible (i.e., lights, ventilation, heat, etc.).
- Creatively arranges physical environment to encourage interest and involvement (i.e., seating, interest centers, exhibits, etc.).
- Uses a variety of materials, media and resources.
- Is a good listener and utilizes student responses and feedback to facilitate learning.
- Uses a variety of teaching techniques (e.g., lecture, demonstration, dialogue, simulation, discovery, problem solving), and matches the technique to the situation.
- Draws upon student experiences to enrich and give meaning to content.
- Utilizes outside resources and helps students use the resources which are available from the schools and the community.
- Uses varied and appropriate evaluative techniques for student appraisal.
- Makes evaluation a continual part of the learning process and relates it directly to the instructional goals.
- Encourages responses above recall and memory.
- Provides experience which helps students to become responsible, self-directed learners.
STUDY ABROAD APPLICATION
Wisconsin Lutheran College

Student’s Name ___________________________________________ Date __________________

Major(s) __________________ Minor(s) __________________ Advisor Name____________________

Foreign Program Institution _____________________________ Semester of Study __________________

Program Location __________________________ Semester of Graduation __________________

NOTES: Attach a published long description of each course you list below. Credits from an approved host institution (college or study abroad agency) will be accepted after an official transcript is received showing courses earned C or above.

<table>
<thead>
<tr>
<th>Host Courses</th>
<th>WLC Course Equivalent</th>
<th>Signature of Authorizing Faculty</th>
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___________________________________________________________________

Registrar Approval __________________________ Date __________________

Cost of Program (Attach Documentation)

Tuition and Fees _____________

Living Expenses _____________

Transportation ______________

Total Costs ________________

___________________________________________________________________

Financial Aid Approval __________________________ Date __________________

Student Signature

________________________________________ Date __________________

Academic Advisor Approval

________________________________________ Date __________________

School of Foreign Language/ School of Education Approval (If applicable)

________________________________________ Date __________________

Dean Approval

________________________________________ Date __________________

Original form to Registrar

01/10