

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

- **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 School of Education also utilizes the Steinbrecher Wilmington 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,