

## **Part Four: Teacher Education Performance-Based Assessment, Policies, and Procedures**

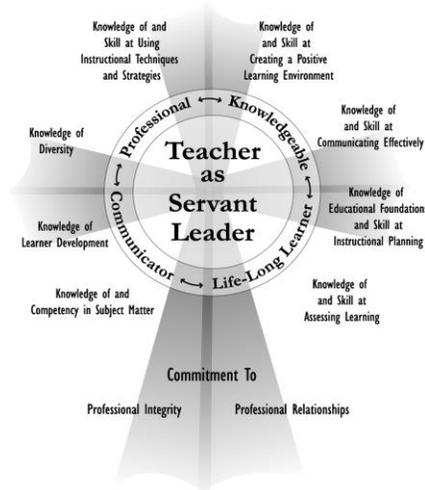
*“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will make your paths straight.” Proverbs 3:5-6*

“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**

In order to receive an educator license in Wisconsin, the Wisconsin Department of Public Instruction requires applicants to demonstrate competency in the basic skills of Reading, Writing, and Mathematics, as well as in the content knowledge of their specific license area. Tests and passing scores are approved by the State Superintendent.

### ***Content Knowledge Tests***

What: Core Academic Skills

When: Admission to Teacher Education

- *Wis. Admin. Code PI 34 requires that all students applying for admission to an educator preparation program in a Wisconsin college/university or alternative program must pass competency tests in communication skills prior to admission. [Praxis Core Academic Skills](#) for Educators in Reading, Writing, and Mathematics are the state's approved basic skills tests.*
- *Beginning September 1, 2013, Wisconsin Educator Preparation Programs may use ACT, SAT, or GRE as the standardized test of communication skills required for program admission. Baseline scores are available on the [DPI website](#).*

What: Tests for Specific Licensure Areas

When: Before Teacher Candidacy (Student Teaching)

- *Praxis II content knowledge tests are required for all teaching candidates enrolled in Wisconsin educator preparation programs in any subject other than world languages. A complete listing of Wisconsin-approved subject area tests can be found on the [ETS Website](#).*
- *ACTFL World Language Tests are required for all world language teacher candidates. Wisconsin requires both the Oral Proficiency Interview (OPI-OPIc) and Writing Proficiency Test (WPT). The qualifying score for licensure in Wisconsin on both tests are "Intermediate High. To learn more about Wisconsin-approved world language assessments, go to the [LTI Website](#).*

### ***Foundations of Reading Test (FoRT)***

Who: Early Childhood, Elementary, Special Education

When: By January 31 after EDU 333

- *Effective January 31, 2014, applicants for initial licensure as an elementary teacher (grades K-5, EC, EC-MC, MC-EA), a special education teacher, a reading teacher, or reading specialist must receive a passing score of 240 or higher on the Wisconsin Foundations of Reading Test. Any licensed teacher wanting to add one or more of these areas to their license must also pass the test. For more information, see the [Wisconsin Foundations of Reading Test](#).*

### ***edTPA***

Who: All Candidates for Licensure

When: During Teacher Candidacy (Student Teaching)

- Upon the recommendation of the Wisconsin educator preparation programs, the State Superintendent has selected the [edTPA](#) to be used as a required performance-based measure for initial licensing.

## **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).. In addition, education students present lessons or demonstrations which are recorded and included in Portfolio One.
- **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. Students choose a research topic as part of Portfolio One and show documentation of this research is required in Portfolio Three--[High Stakes](#).
- **Praxis Core Academic Skills:** Students must have a passing score on a standardized examination in mathematics reading , and writing. 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. Student may take the examination unlimited times. Registration information is available on the [ETS website](#).

- **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; ie. For middle childhood/early adolescent, grades 1-8, 9. (Explanations, documentation, and assessment forms related to clinical can be found in **Appendix E**.)
- **Wisconsin Foundations of Reading Test (FoRT)**

The Wisconsin Department of Public Instruction [website](#) states, “**Effective January 31, 2014**, applicants for initial licensure as an elementary teacher (grades K-5, EC, EC-MC, MC-EA), a special education teacher, a reading teacher, or reading specialist must receive a passing score on the Wisconsin Foundations of Reading Test. This requirement is in addition to the current content testing requirements for each license as outlined on the DPI [website](#). FoRT is scored independently by nationally-trained reviewers. The \$155 scoring cost is included as a course fee for EDU 333.

**Minimum Qualifying Score = 240**

### **Policy for the FoRT and Teacher Candidacy Eligibility**

Candidates for license categories that are governed by the Foundations of Reading Test must have passed the exam prior to beginning their teacher candidacy placement. Students must take the FoRT immediately after completing **EDU 333** Emerging Literacy 2.

Students who do not pass the FoRT must schedule a meeting with the Director of Teacher Education or the Director of Certification and Licensure, to determine eligibility for teacher candidacy. This meeting should be scheduled by **January 31** in the semester following EDU 333.

This meeting will result in a plan of action which may include a requirement to retake the FoRT, or a recommendation to delay or deny teacher candidacy.

## **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 course work, 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 or ACTFL World Language Knowledge Test:**

Prior to being admitted to teacher candidacy, a student must take and pass the respective subject knowledge test assigned to the major. A complete listing of Wisconsin-approved subject area tests can be found on the [ETS Website](#). To learn more about Wisconsin-approved world language assessments, go to the [LTI Website](#).

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 or ACTFL 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**.)

## **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 over-viewing 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.)

### **edTPA**

During teacher candidacy, students must complete the edTPA. Several sessions of EDU 496 provide guidance in completing this performance-based assessment. edTPA is scored independently by nationally trained reviewers. The \$300 scoring cost is included as a course fee for EDU 496.

### **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:

<u>Level</u>	<u>Age</u>	<u>Approximate Grade</u>
• Early Childhood through Middle Childhood	Birth-11	PK-6
• Middle Childhood through Early Adolescence	6-12/13	1-7/8
• Early Adolescent through Adolescence	10-21	5/6-12
• Early Childhood through Adolescence	Birth-21 or 5, 6-21	PK-12 or K-12
• Wide Range	Birth-21	PK-12



## 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 participates 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: 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.

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 transcribed 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.