

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 department 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 the Dean of the College of Professional Studies.