

Policies for Teacher Candidacy

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 student teaching 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 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-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.

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 to:
 - 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 Ac 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.