

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 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*

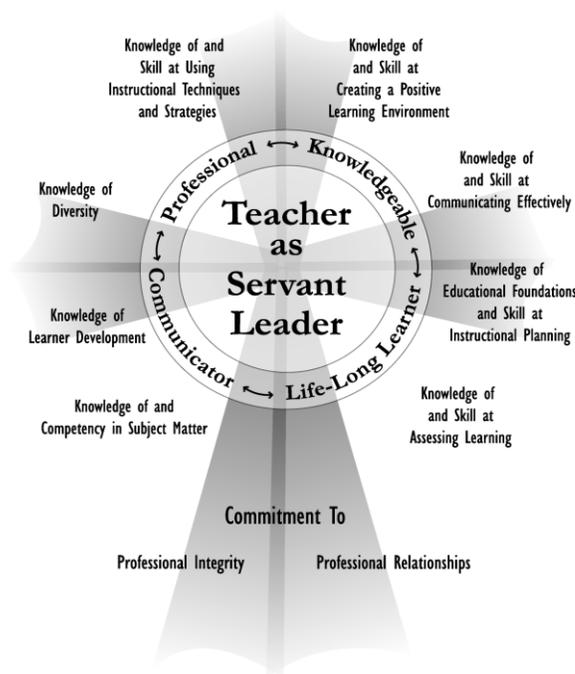
To prepare teaching professionals who demonstrate and articulate the need for life-long learning as that relates to the disciplines of their content areas, to the art and science of teaching and to their own spiritual faith and service lives.

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 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.

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, and experiences with fellow educators;
- Makes choices that reflect professional demeanor and dress in spite of outside influences and personal taste; *and*
- 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 s/he teaches and keeps up-to-date with new practices in the field;
- Shows initiative and independence in learning; *and*
- Engages in continuous effort to expand understanding about students and the learning environment through active engagement in 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); *and*
- 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 sets goals for self-improvement;
- Is open and responsive to feedback from others;
- Demonstrates an ability to provide positive and constructive feedback to others; *and*
- 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 (WDP134.02). 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 support 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)]