

Part Two:

Organization and Governance of the Teacher Education Program

“My purpose is that they may be encouraged in heart and united in love, so that they may have the full riches of complete understanding, in order that they may know the mystery of God, namely, Christ, in whom are hidden all the treasures of wisdom and knowledge. For though I am absent from you in body, I am present with you in spirit and delight to see how orderly you are and how firm your faith in Christ is.”

Col 2:2-5

“The educated differ from the uneducated as much as the living from the dead”

Aristotle

Organization and Governance of the Teacher Education Program

Board of Regents Responsibility to the Programs of Teacher Education

The Board of Regents of Wisconsin Lutheran College, in properly convened meeting, approved the adoption of a program of teacher preparation at the early childhood, middle childhood, early adolescent, and adolescent levels and through adoption of the School of Education budget and the calling of appropriate faculty, assumed responsibility for the support of the School of Education through the President and the Provost.

Organizational Structure

As illustrated by the College's organizational structure, the School of Education is organized in such a way that the Director of Teacher Education reports directly to the Dean of the College of Professional Studies. The organizational chart for the faculty indicates that the Director of Teacher Education is a permanent advisory member of the Undergraduate Curriculum Committee. The School of Education is a member of the College of Professional Studies which also includes the schools of Professional Communication, Business, and Nursing. A faculty member from each of these schools is appointed by the Dean to serve on the Academic Council. (**Appendix A**)

Teacher Education Personnel Policies

Teacher education faculty shall be bound by the same expectations, policies, and rules for professional development, teaching loads, faculty service, and synodical certification as all other members of the faculty of Wisconsin Lutheran College and as described in the *Faculty Handbook* sections dealing with the faculty body, conditions of service, faculty development, faculty rights and responsibilities, and faculty evaluation.

Teacher Education Faculty Responsibilities

Teacher education faculty who comprise the School of Education shall have the primary responsibility for designing, developing, implementing, and evaluating the professional education sequence. Education faculty may draw upon the experiences and expertise of members of other academic schools as well as consultants from the Department of Public Instruction and other colleges and universities, but shall hold responsibility for all education program offerings, the quality of instruction, the compliance with state requirements, and the advising of education students. The efforts of the education faculty shall be supervised by the Director of Teacher Education.

Administration of Teacher Education Program

Director of Teacher Education

The Director of Teacher Education shall administer the program of teacher education and shall be accountable to the Vice President for Academic Affairs. In general, but not limited to, the Director shall:

- Oversee the education curriculum to ensure compliance with the Administrative Code of the Department of Public Instruction of the State of Wisconsin and with the mission and purposes of Wisconsin Lutheran College;
- Monitor the progress of students admitted to the education program by maintaining adequate records;
- Maintain open communication and cooperation among faculty involved in teaching majors and minors; *and*
- Maintain a positive relationship with the Department of Public Instruction and education faculty from other colleges of teacher education by attending meetings sponsored by the State, the Wisconsin Association of Colleges of Teacher Education, and other national, state, or regional conferences and meetings (**Appendix A for specific position description**).

Director of Certification/Licensure

The Director of **Certification/Licensure** shall administer the certification aspects of the teacher education program and shall be accountable to the Vice President for Academic Affairs. In general, but not limited to, the Director of **Certification/Licensure** shall:

- Engage in those tasks which are required for a high-quality education program mandated by state code and supported by Wisconsin Lutheran College;
- Recommend those students for licensure who have satisfactorily met all education requirements and who have demonstrated those high professional standards expected by the School of Education at Wisconsin Lutheran College;
- Provide ongoing support and professional development for graduates of the program; *and*
- Conduct graduate follow-up assessment (**Appendix A for specific position description**).

On the basis of the above lists of administrative responsibilities, the provost has designated that six credit hours of release time per semester for each administrative position be given. This shall be reviewed annually in order to be responsive to the growth of the school.

Education Faculty

Only those individuals who have qualified themselves through formal appropriate graduate study and have the necessary professional experience may serve as members of the School of Education faculty. Students should have the confidence that those who are preparing them to be future teaching professionals meet stringent requirements before they are called to teach at Wisconsin Lutheran College. A summary of each education instructor's professional curriculum vitae is available upon request from the office of the Vice President of Academic Affairs.

The full-time education faculty consists of the following:

James Holman, B.S., M.A., Director of Teacher Education
Alan Bitter, B.S., M.A. Director of Certification/Licensure for Undergraduates
David Brightsman, B.S., M.A., Ph.D., Dean of College of Professional Studies
Jason Lowrey, B.S., M.S., Ph.D., Director of Graduate Studies
Martin Miller, B.S., M.A.
Mark Murphy, B.S., M.A.
Joyce Natzke, B.S., M.A., Ph.D., Dean of Adult & Graduate Studies. Director of Certification/Licensure for AGS
Kristin Schulz, B.S., M.A. Ph.D
Rhoda Wolle, B.S., M.A., Ph.D.

Members of the adjunct academic staff include:

Joshua Johnson, B.S., M.S.

Support Personnel

Jon Ziesemer, B.S., M.A., Coordinator of Clinical Experiences, (**Appendix A**)
Kristina Magsig, B.A., Administrative Assistant, (**Appendix A**)

Faculty Selection, Retention, and Promotion

Policies governing education faculty selection, retention, and promotion are identical to those for all faculty at Wisconsin Lutheran College and are detailed in the *Faculty Handbook*.

Adjunct Faculty and Faculty Exchange

Some of the instructors in the professional teacher preparation program at Wisconsin Lutheran College teach in an adjunct capacity. The School of Education recognizes that utilizing professional educators from the Milwaukee area is beneficial to future teachers since it enables students to learn from a practitioner currently involved in early childhood, middle childhood, early adolescent, or adolescent school teaching, counseling, and administration. The professional contribution of adjunct education faculty members is described in the curriculum vitae found in the personnel file for each adjunct instructor in the Provost's office.

Furthermore, those members of the full-time education faculty at Wisconsin Lutheran College maintain active involvement in various early childhood, elementary, middle, and secondary schools. It is believed that such involvement helps our education faculty to remain current in their disciplines and to bring continually fresh perspectives to their classrooms. (Consult individual curriculum vitae)

Faculty Assignments and Load

Education professors are required to serve in all the capacities of faculty in other WLC Schools as described in the *Faculty Handbook*. These responsibilities include: academic advising, committee assignments, supervising independent studies, contribution to one's discipline, college and community service, recruitment and retention of students.

A typical faculty load consists of twelve credits. In the case of Education professors, special formulas have been developed to address the supervision aspect of their positions. For pre-teacher candidacy clinicals, Education faculty are allocated 1 credit for up to twelve students in a clinical. For supervision of teacher candidates Education faculty are assigned 1 credit for each full-time teacher candidate.

School Meetings

WLC school of education meets once a month during the academic year. The meetings include formal admittance of education majors, discussion and adoption of new policies, student progress and general reporting by faculty members. Minutes are taken and distributed to the faculty shortly after each meeting. Minutes are archived in the education office.

Facilities, Instructional Materials, and Equipment

Wisconsin Lutheran College offers the future educator a considerable array of resources to aid in his/her professional preparation. Central to those resources is the Wisconsin Lutheran College library. This academic collection has access to over 700,000 volumes through TOPCAT, the shared online catalog to collections at 8 southeastern Wisconsin colleges with patron initiated requests delivered between these libraries Monday through Friday year round. Journal holdings are enhanced by full text on-line offerings available through ERIC and other on-line indices. The librarians are ready and able to assist the education student with library needs to support their preparation for teaching. A growing instructional materials collection composed of curriculum resources for teaching and the children's and young adult literature collection is located in the library. Students also have access to interlibrary loans through WorldCat.

Community Partnerships

The School of Education at Wisconsin Lutheran College recognizes the importance of establishing meaningful partnerships with schools. The following descriptions highlight some of the key partnerships that are in place.

Local Partnerships

Bruce Guadalupe School

Bruce Guadalupe School is a charter school located on Milwaukee's south side. Through a partnership fostered by Wisconsin Lutheran College Campus Pastors, approximately forty Wisconsin Lutheran College students travel to Bruce Guadalupe School once a week. While there, they teach Bible lessons in an after-school program that services students from kindergarten to grade six.

Center for Urban Teaching

As the urban education reform movement has taken root in more and more cities across the country, the need for well-trained, highly motivated teachers to serve in urban public, charter, and private schools continue to grow exponentially. This is particularly true in Milwaukee where the achievement gap between African American students and their white counterparts remains one of the widest in the nation. As reform efforts take root within the traditional public system and with the growth of parental choice via charter and private school options, there is an increasingly intense need for outstanding urban teachers. For many, the recruitment and training of excellent teachers is the most pressing issue facing urban education.

At the Center for Urban Teaching we are recruiting undergraduate students from Wisconsin Lutheran, Martin Luther, Marquette, Cardinal Stritch, and Concordia to choose urban teaching as a calling, thereby expanding the number of outstanding teacher candidates who enter public and private urban teaching positions. We provide additional training and intense experiences outside of their regular teacher preparation courses to produce graduates who are prepared to achieve and sustain excellence in the urban classroom. In addition, we are expanding the circle of excellent urban teachers through the training and support of first and second year teacher currently serving in urban schools in Milwaukee.

Hope Christian Schools

Wisconsin Lutheran College students are active as student tutors at the Hope Christian Schools. Several Wisconsin Lutheran College alumni are employed by the Hope organization as teachers, administrators, educational assistants, and administrative staff. The locations of the Hope Schools in the heart of Milwaukee's urban center have provided educational experiences for Wisconsin Lutheran College students who have an interest in urban education.

Pathways Milwaukee

Pathways Milwaukee is a program designed to assist lower-income, first generation college students who have the potential to succeed in college. The primary focus of the program is to develop students to be academically sound, to be socially and spiritually strong, and to have the financial resources to continue their education beyond high school. The Wisconsin Lutheran College School of Education continues a relationship with the Pathways Milwaukee director and staff, and seeks future opportunities for education majors to assist with its programming.

St. Marcus Lutheran School

The Wisconsin Lutheran College School of Education has a strong relationship with St. Marcus Lutheran School in Milwaukee. Wisconsin Lutheran College alumni and students are active in directing the Wandani Program, an after-school and weekend ministry serving teens in the central city. In addition, Wisconsin Lutheran College students serve as tutors during and after school days at St. Marcus. Several alumni are employed as teachers or in other ministry positions at St. Marcus.

Wauwatosa School District

Most of the students enrolled in EDU 328: Foundations of Teaching Mathematics complete all of their clinical hours at Lincoln, Jefferson, Roosevelt, or Washington Elementary Schools in Wauwatosa. As part of their clinical requirement, each student completes an action research project. This project requires the cooperation and assistance of the teachers at these Wauwatosa schools. At the conclusion of the semester, the Wisconsin Lutheran College students present a poster session in which they share their action research results with the campus community. The administrators and faculty of the Wauwatosa schools are also invited to attend.

National Partnerships

KIPP Academy (Bronx); KIPP Ascend Academy (Chicago); Frederick Douglas Academy (Harlem); San Miguel Schools (Chicago)

Wisconsin Lutheran College students who have a passion for urban teaching can participate in special learning events. Professor Ray Dusseau has established partnerships with several high-performing urban schools. Each summer a small cohort of future urban teachers participate in a week-long immersion experience in New York City. Throughout the school year, additional groups of students are able to explore urban teaching via Wisconsin Lutheran College's partnership with two-high performing schools in Chicago. These partnerships are in the early stages of formation; the Wisconsin Lutheran College faculty hopes to develop internship and clinical programs in these schools.

International Partnerships

Hungary

At Wisconsin Lutheran College, service learning undertakings are embedded and identified within the early childhood coursework. Assignments provide a foundation from which students can put new learning into action. Throughout the last decade, needs/requests by the Hungarian Kindergarten superintendent have been shared in a related course, and Wisconsin Lutheran College students determine their interest, talent, and level of involvement for the transferring of coursework into an international commitment.

The work in Hungary has been multi-curricular. For example, over the years collegiates studying early childhood literacy have applied their research of the various models of teaching reading and have given a seminar to reading curriculum teachers in Hungary. They have also recorded children's books on tape, made felt pieces for Hungarian folktales, and created big books to read and leave at the growing number of English speaking schools.

It has been a marvelous exchange. The June dialoguing of the Hungarian and American participants has nurtured culture appreciation, language immersion, and the opportunity for comparative study of educational practices.

The second anchor in Hungary is the operating of a high school English camp that is twenty-three years strong. Approximately six Wisconsin area Lutheran and public school high school students are chosen to live with Hungarian families and serve as classroom aids to the Wisconsin Lutheran College students and WELS teachers who are in the lead position of the two week camp. The college students who participate are from various majors and take charge of devotions and afternoon activities that require the Hungarians to utilize their English.

Grenada

Our presence in the Caribbean (St. Lucia, Antigua, and Grenada) is eleven years young and it has been determined that Grenada is where we are going to continue to establish roots. The contagious zeal for quality education by Cheryl Bernabe, principal of the Beacon Learning Center on the island has provided a natural partnership with Wisconsin Lutheran College. It mirrors some of the facets of the aforementioned project but have additional features. In early January each year, Wisconsin Lutheran College students spend several weeks immersed in the Grenadian school aiding, tutoring, and teaching. Additionally, another group of students head to Grenada to help at a science/music/ literacy/evangelism camp from late July through mid-August. Wisconsin Lutheran College utilizes the Caribbean texts and extends hands-on activities to approximately 130 Grenadian children from three through twelve year olds.

An additional grant funded the first two national early childhood conferences in Grenada in January 2007 and July 2008 in the name of Wisconsin Lutheran College. Over 300 teachers have participated in these workshops. Presenters have met with the Minister of Education who attended parts of the conferences and agrees to continue partnering with the college as there is no organized program of early childhood continuing education offered on the island.

Teacher Education Advisory Committee

The Teacher Education Advisory Committee meets biannually during the calendar year to provide the Wisconsin Lutheran College School of Education with feedback on its program. In particular, this committee provides Wisconsin Lutheran College with feedback on diversity issues. The committee, whose membership varies from year-to-year, includes administrators and teachers from public schools within Southeastern Wisconsin. An effort is made to include Wisconsin Lutheran College alumni among those on the committee. (**Appendix A** for listing of current committee members)

Student Services

General student services are described in the *Student Handbook of Wisconsin Lutheran College*. Career guidance, academic advising, personal counseling, health needs, spiritual guidance, housing, and food services are administered through the office of the Vice President of Student Affairs.

Career Guidance

Services related directly to the program of professional teacher preparation are administered by the Director of Teacher Education. These services include career guidance for education students, placement services, and employment and volunteer opportunities information. Teaching position openings are posted online and on the School of Education bulletin board outside the office of the Coordinator of Clinical Experiences. Services provided by the Department of Public Instruction are posted online to inform students of teacher position openings.

Preparation for Employment

As part of the Career Development Office's activities, education students have access to numerous senior seminars in career development. Practice interview sessions begin at Wisconsin Lutheran College as early as COL 102: Christian Life Planning and become highly focused for prospective teachers in EDU 496: Teacher Candidate Seminar.

Official Documentation

Cumulative transcripts are kept for each student in the office of the Registrar. However, duplicate transcripts as well as written evaluations of field experiences related to the education sequence are kept in the education office. Student wishing to have official transcripts sent to potential employers should submit a request for release of information to the Registrar. Students have access to unofficial transcripts through *MY WLC* a centralized software program available on campus.

Awareness of Expectations

Students who enroll in the introductory education courses (EDU 201: Education in a Diverse Society and EDU 221: Instructional and Classroom Management Strategies) review the *Teacher Education Handbook* as part of the course requirements. Professors utilize class time and also assignments to acquaint students with the contents of the *Handbook* and expectations of the Teacher Education program. Additionally, education advisors check with advises annually regarding ongoing progress in the program and at least once during Stage 2 portfolio development (Part Four: Assessment.)

Advising

Through a strong faculty advising system, the college assists students in making informed curricular and career decisions. This advising system begins with the freshmen mentoring program. All first time freshmen are assigned a faculty mentor who is also the teacher of the required COL 101/COL 102 Freshmen Seminars. Students meet weekly with their mentor to discuss a wide range of topics intended to provide extended orientation to the college, self analysis, career exploration, academic planning, and personal development. Students are eligible to apply for a faculty advisor in their chosen major at the beginning of their sophomore year. This advisor works with the student to plan the remainder of their course of study, to assist the student in finalizing career plans, to explore graduate options if appropriate, and in general, to oversee the student's progress toward degree completion.

Advising in Teacher Education

Education majors are assigned an advisor in the School of Education. Early Adolescent/Adolescent and Wide-Range education students are assigned a major advisor from the academic school in which the student wishes to seek a teaching major.

Registration Procedures

Understanding the program of study can greatly assist the students in a timely process through the program. This can occur when students actively participate in the registration process through the steps developed by the School of Education. To facilitate timely registration, students should:

1. Register early in the process to avoid critical courses being filled;
2. Obtain necessary registration materials and maintain copies of audit forms for general degree requirements, majors, minors, and/or professional education sequence;
3. Update the Teacher Education T-diagram (a four to five year overview of the student's academic program: **(Appendix B)**;
4. Develop a tentative list of courses for registration, being sure to
 - a. Check General Degree Requirements **(Appendix B)**
 - b. Read course descriptions for prerequisites
 - c. Identify areas of conflict and investigate corrections with the Registrar
5. Schedule an appointment with the advisor in EDU and (if applicable) the subject major advisor for verification, clarification, and signatures;
6. Schedule an appointment with the advisor to complete registration for next semester and overview progress in the program;
7. Obtain authorization for registration; *and*
8. Secure Vice President of Academic Affairs signature in the case of overload (19+ credits).