

TEACHER EDUCATION HANDBOOK

TABLE OF CONTENTS

INTRODUCTION

- A. Central Focus of Teacher Education Program1
- B. Vision, Mission and Goals of College2

I. CONCEPTUAL FRAMEWORK

- A. Program Standards/Teacher Roles3-6
- B. Knowledge Bases6-12
 - 1. Critical Thinker
 - 2. Researcher
 - 3. Communicator/Collaborator
 - 4. Servant Leader
 - 5. Lifelong Learner
 - 6. Assessor/Evaluator
 - 7. Facilitator of Learning
- C. References12-16

II. TEACHER PREPARATION COURSES, COMPETENCIES AND PROGRAMS

- A. Liberal Arts Studies 16
- B. Sequence of Professional Core Courses..... 16-17
- C. Competency Requirements 17
- D. Wisconsin Department of Public Instruction Requirements (PI-34) 17-18
- E. Specific Programs..... 18-19
- F. Portfolio Process..... 20

III. TEACHER EDUCATION PROGRAM POLICIES AND PROCEDURES

- A. Prerequisites for Application to the Teacher Education Program (TEC 608A) 20-21
- B. Appeal Process of Prerequisites for Application to the Teacher Education Program (TEC 608B)..... 21
- C. Procedures for Application and Admission to the Teacher Education Program (TEC 608C)..... 22
- D. Criteria for Enrollment in Upper Level Teacher Education Core Courses (TEC 608D)..... 22
- E. TB Screening Requirement (TEC 608E) 22-23
- F. Monitoring of Professional Dispositions (TEC 608F)..... 23
- G. Prerequisites for Application to Student Teaching (TEC 610A) 23-24
- H. Appeal Process of Prerequisites for Application to Student Teaching (TEC 610B)..... 24
- I. Procedures for Acceptance to Student Teaching (TEC 610C) 24-25
- J. Retention and Dismissal from Teacher Education Program (TEC 611).. 26
- K. Re-Application to Teacher Education Program (TEC 612)..... 26

| | |
|---|-------|
| L. Field Experiences in Teacher Education (TEC 620) | 27-29 |
| M. Field Experience Liability Coverage (TEC 629)..... | 29-30 |
| N. Student Teaching Program (TEC 630) | 30 |
| O. Credit Allotments for Student Teaching Experiences (TEC 630A)..... | 31 |
| P. Student Teacher Responsibilities (TEC 631)..... | 31-32 |
| Q. Cooperating Teachers (TEC 633) | 32-33 |
| R. Internship Program (TEC 635) | 33-34 |
| S. College Supervisors (TEC 637)..... | 34-35 |
| T. Evaluation of Student Teaching (TEC 638)..... | 35 |
| U. Certification for the State of Wisconsin (TEC 645) | 35-36 |
| V. Teacher Education Committee (TEC 652) | 37 |
| W. Advisory Council (TEC 655)..... | 37 |
| X. Appeal Process (TEC 660)..... | 37 |
| Y. Control of Teacher Education (TEC 690)..... | 38 |

IV. APPENDICES

| | |
|--|-------|
| A. Teacher Education Core Competencies | 39-52 |
| B. Program Evaluation Guides | 53-69 |
| 1. Art Education (Birth to Age 21) | |
| 2. Early Childhood/Early Childhood Special Education (Birth to Age 8) | |
| 3. Middle Childhood/Early Adolescence (Ages 6-13) | |
| 4. Music Education (Birth to Age 21) | |
| 5. Early Adolescence/Adolescence (Ages 10-21) | |
| a. Biology Major/Minor | |
| b. Computer Science Major/Minor | |
| c. English Major/Minor | |
| d. History Major/Minor | |
| e. Mathematics Major/Minor | |
| f. Psychology Major/Minor | |
| g. Computer Education Minor | |
| h. Natural Science Minor | |
| i. Social Science Minor | |
| j. Spanish Minor | |
| 6. Special Education | |
| a. Middle Childhood/Early Adolescence (Ages 6-13) Dual Certification CD or LD and General Education | |
| b. Special Education Evaluation and Program Plan | |
| 7. Reading 316 Tracking Form | |
| C. Portfolio Guide | 70 |
| D. Wisconsin Standards for Teacher Development and Licensure | 71-72 |

EDUCATING PROFESSIONALS FOR ALL LEARNERS

As various colored pieces of glass viewed from the lens of a kaleidoscope converge to form one unique image, so the different dimensions of the Silver Lake College Teacher Education Program, at this point in time, aim at forming the central focus of **Educating Professionals for All Learners**. Teacher candidates are encouraged through course work and field experiences to approach teaching as a profession, and to concentrate their efforts on learning to address effectively the needs of diverse learners in today's classrooms.

Following a design initially implemented in the spring of 2000, the program is competency-based and requires teacher candidates to demonstrate growth in specific knowledge, skills and dispositions related to ten standards. The ten standards are based on the Wisconsin Teacher Standards and on standards articulated by pertinent professional agencies and organizations. As noted below, the standards relate to three main areas of endeavor.

| Scholarship/Leadership | Commitment to Others | Reflective Practice |
|------------------------------------|------------------------------------|-------------------------------|
| <i>Standard</i> | <i>Standard</i> | <i>Standard</i> |
| 1. Foundation Knowledge and Skills | 4. Communication/ Collaboration | 7. Assessment and Evaluation |
| 2. Critical Thinking | 5. Professionalism/Human Relations | 8. Programming |
| 3. Research | 6. Home/School/Community Relations | 9. Pedagogy/Teaching Practice |
| | | 10. Management |

Through an ongoing portfolio process, undergraduate students and licensure-only candidates opting to teach at the early childhood, elementary or secondary levels in the areas of art, music, special or regular education assess themselves on the knowledge, skills and dispositions delineated under the ten standards listed above. By gaining proficiency in the specified competencies, teacher candidates prepare to assume seven key teacher roles. Positioned on the rim of the logo appearing on the handbook's front cover, these roles include: **critical thinker, researcher, communicator/collaborator, servant leader, lifelong learner, assessor/evaluator and facilitator of learning**. Each of these roles contributes to the ongoing formation of a professional teacher who strives to meet the needs of diverse learners.

FORWARD

This Teacher Education Handbook contains general program information and policies pertaining to all areas of undergraduate teacher preparation offered at Silver Lake College. The information in the handbook supplements program descriptions, found in the Silver Lake College Academic Bulletin. Please study the handbook carefully. Feel free to ask for clarification if you encounter ambiguities in reading the text. You may direct all handbook inquires to the Director of Teacher Education. You are also invited to suggest modifications in content or presentation, as the handbook will be revised on a regular basis. Additional updates will be posted in the Teacher Education section of the Silver Lake College website (<http://www.sl.edu>).

VISION, MISSION AND GOALS OF SILVER LAKE COLLEGE

The Teacher Education Program is rooted in the overall vision, mission and goals of Silver Lake College that are presented below.

Vision Statement

Silver Lake College, sponsored by the Franciscan Sisters of Christian Charity, is a community of life-long learners founded on the Catholic tradition.

The College community fosters an environment modeled on the ideals of Francis and Clare of Assisi whose Gospel living and profound sense of faith illumine the entire world. Their wisdom nurtured in a climate of simplicity and poverty, joy and gratitude, finds expression in a Christian sense of community, compassion, peacemaking, and reverence for all creation.

In this Franciscan environment Silver Lake College offers students a share in the Christian cultural heritage of a liberal arts education. A foundation in the liberal arts provides avenues to search for truth, beauty, goodness, and meaning in life and to promote wholistic development in order to empower students to actualize their God-given potential.

Silver Lake College assumes the responsibility to educate persons for Christian leadership and service. It provides graduate and undergraduate programs that afford students the opportunity to pursue their professions and challenge them to exercise responsible stewardship in the world.

Within the climate of its heritage, the Silver Lake College community strives to impact the formation and transformation of our world into a civilization of love by creating a faith environment, nurturing the insights into life gained in the liberal arts, and engendering a commitment of service to others.

Mission Statement

Silver Lake College is
a dynamic learning community

that empowers students

through a quality liberal arts education

integrated with professional preparation

offered in an environment of mutual respect
and concern for persons,

based on the principles and truths of
Franciscan Catholic tradition.

Goals

Silver Lake College strives:
To develop a community of life-long learners

To provide educational opportunities for
professional preparation within a liberal arts
experience

To prepare students for self-directed
intellectual inquiry and aesthetic appreciation

To foster commitment to Christian values,
service, and leadership in the world
community.

CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION PROGRAM

The Teacher Education Program of Silver Lake College is rooted in a Franciscan vision that fosters mutuality, equality and respect of all learners. The program strives to prepare effective teachers through a competency-based curriculum that:

- builds on the foundation of the liberal arts studies;
- fosters self-directed learning and reflective inquiry which prepare leaders who serve others and who are change agents in education;
- promotes the acquisition and integration of the knowledge, skills and dispositions needed to assume the multiple roles of an educator in today's global society; and
- prepares teacher candidates to teach all students.

The liberal arts foundation studies required for all initial teacher candidates provide a broad exposure to and valuable experiences with different academic studies. Through these studies candidates' personal talents are cultivated and they are alerted to global perspectives on issues that affect all people. Candidates are required to take 7 – 12 credits in courses aimed at assisting them in developing foundational knowledge and skills for growth in communication (verbal, non-verbal and written), critical thinking, group dynamics and technology (Liberal Arts Goal 1). Candidates are also required to take 6 – 9 credits in courses designed to help them become aware of Judaeo-Christian values in the promotion of truth, justices and peace (Liberal Arts Goal 2). Other Liberal Arts course requirements for initial teacher candidates include 24-30 credits in the study of the humanities (including literature), social science, history, mathematics, biological and physical science, and the fine arts (Liberal Arts Goal 3). Liberal Arts Goal 4 requires candidates to take 4 - 6 additional credits in courses providing opportunities for the integration of the liberal arts with life skills.

Sharing the vision of *Education Professionals for all Learners* with the Silver Lake College Graduate Professional Education Programs, the Initial **Teacher Education Program** has developed a specific set of standards/competencies related to the three key areas of *Commitment to Others, Scholarship/Leadership and Reflective Practice*.

Scholarship/Leadership – The concepts of leadership and service are presented to the Initial candidates from a practical philosophic perspective that supports professionals who choose to serve first, and then lead as a way of expanding service to individual and institutions (Greenleaf, 1977). This view of leadership flowing from service is consistent with Judaeo-Christian values and relates to a current notion of shared instructional leadership that calls forth the substantial talents of teachers and thus links leadership with learning (Lambert, 1988).

Commitment to Others – The concept of commitment to others is presented to the candidates through a set of core values and actions that the candidates will develop and expand throughout their course of study. Commitment to others stems from the most essential element of the Franciscan Philosophy: the promotion of truth, justice, and peace (Franciscan Committee document, 2001).

Reflective Practice - The concept of reflective practice stems from a recognition of the need for continuous assessment of student learning, teacher performance, and school-wide programs and

activities in order to improve instruction, enhance school climate, and promote learning. Assessment is viewed as an ongoing collection of data or information that enlightens the teacher, administrator, learner, parents, and community members and aims at having a positive effect upon learning (Strickland and Strickland, 1998). The reflective practices integrated into the initial Teacher Education Program develop the leader while improving the learning environment at the same time. The program includes a reflective component, and thereby, gives each candidate opportunities to examine and evaluate his/her own learning.

Candidates preparing to be early childhood, elementary, secondary, special education, art, or music teachers pursue and are assessed on a common set of core competencies related to ten Silver Lake College initial Teacher Education Standards. Five of these standards are directly linked to specific Wisconsin Teacher Standards, and the other five are indirectly linked to multiple Wisconsin Teacher Standards. The direct alignment of the Silver Lake College Initial Teacher Education Standards with the Wisconsin Teacher Standards is outlined below.

| Initial Teacher Education Standards Directly Related to Wisconsin Teacher Standards | |
|--|--|
| Initial Teacher Education Standard | Wisconsin Teacher Standard |
| 4. Communication/Collaboration | 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |
| 6. Home/School/Community Relationships | 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. |
| 7. Assessment and Evaluation | 8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. |
| 9. Pedagogy and Teaching Practice | 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills. |
| 10. Management | 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. |

The five initial Teacher Education Standards indirectly linked to multiple Wisconsin Teacher Standards include: Standard 1 – Foundational Knowledge, Skills and Dispositions which outlines competencies expressed in Wisconsin Teacher Standards 2, 3, 9, and 10; Standard 2 – Critical Thinking which specifies competencies that are evident in Wisconsin Teacher Standards 3, 4, 7, 9, and 10; Standard 5 or Professionalism and Human Relations which is linked to some of the competencies noted in Wisconsin Teacher Standards 1, 3, 5, 9, and 10. Standards 3 – Research is

linked to competencies in Wisconsin Teacher Standards 1 and 9. Standard 8 – Programming expresses knowledge, skills and dispositions present in all ten of the Wisconsin Teacher Standards. The content knowledge and skills called for in Standard 1 of the Wisconsin Teaching Standards are embedded in competencies 8.1.3 and 8.2.3 of the initial Teacher Education Program Standard – 8 Programming. (The Wisconsin Teacher Standards are included as an appendix in this handbook.)

Discipline specific content knowledge, skills and dispositions for candidates preparing to teach in elementary or secondary schools or in special education are addressed through competencies articulated and assessed by individual programs. These program specific content competencies are aligned with Wisconsin’s Model Academic Standards, content standards recommended by NCATE or the standards that have been developed by pertinent professional organizations.

Competencies pertaining to the initial Teacher Education Program Standards build upon the Liberal Arts studies at Silver Lake College. These competencies focus on meeting ten standards that address the essential knowledge, dispositions and skills needed by educators who will assume seven key teacher roles as they strive to meet the diverse needs of all learners in school settings.

The linkage between the initial Teacher Education Program Standards and seven designated key teacher roles identified in educational research and literature is noted below.

| | Program Standard | Teacher Role(s) |
|------------------------|--|---|
| Scholarship/Leadership | 1. Foundation Knowledge, Skills and Dispositions | Critical Thinker Communicator/Collaborator Servant Leader Lifelong Learner |
| | 2. Critical Thinking | Critical Thinker |
| | 3. Research | Researcher |
| Commitment to Others | 4. Communication/Collaboration | Communicator/Collaborator |
| | 5. Professionalism/Human Relations | Servant Leader Communicator/Collaborator Lifelong Learner |
| | 6. Home/School/Community Relations | Communicator/Collaborator Servant Leader |

| | | |
|---------------------|-------------------------------|---|
| Reflective Practice | 7. Assessment and Evaluation | Assessor/Evaluator Facilitator of Learning |
| | 8. Programming | Facilitator of Learning |
| | 9. Pedagogy/Teaching Practice | Facilitator of Learning Researcher Lifelong Learner |
| | 10. Management | Facilitator of Learning |

The competencies that have been articulated to address the ten program standards at the initial or undergraduate level place a strong emphasis on **meeting the diverse needs of all students in today’s classrooms**. To help candidates address these competencies, the SLC Teacher Education Program requires all candidates to take core courses in special education, as well as regular education. After successfully completing the professional sequence of course work and related field experiences, all candidates in the elementary, secondary, music education and art education programs are eligible for adaptive special education licensure.

The descriptions of key teacher roles and the knowledge bases below provide the foundation for the conceptual model. The literature review following the knowledge bases contains scholarly writings from which the framework was developed. Colleagues in the Teacher Education Program and from various SLC departments suggested most of the literature review entries. Writings recommended by school practitioners, state agencies and professional organizations are also included in the review.

KEY TEACHER ROLES AND KNOWLEDGE BASES

Critical Thinker

The teacher uses higher-order thinking skills and is guided by a Judaeo-Christian perspective, making ethical decisions and conceptualizing a creative vision for the future.

Critical thinking is an essential part of the **scholarship** dimension of the SLC Teacher Education conceptual framework.

The SLC liberal arts based teacher education program enables the candidate to frame and choose between rational alternatives (Aristotle) and to recognize the existence of both a natural and supernatural order of reality (Aquinas, 1947). Liberal arts foundation courses present ethical decision making modes based on Judaeo-Christian principles as a starting point for all professional decision-making (Kainz, 1988; O’Rourke, 1993; Adler, 1996).

Through the integration of cognitive, affective and psychomotor taxonomies of learning (Bloom, 1956; Harrow, 1972; Kruthwohl, 1964) with professional sequence course work, on-campus and off-campus clinical practice and student teaching, the candidate is encouraged to utilize a critical thinking process. This process enables the candidate to write objectives for self and others, to ask questions that evoke insight and depth of thinking, to identify, prioritize and make decisions based on alternative solutions/options, to analyze, synthesize and evaluate information, and to state objective definitions of problems/needs. In line with the dimensions and systems of thinking described by Marzano (1988; 2001), the candidate is expected to regulate his/her own thinking and to think creatively as well as critically. Opportunities for generating a creative vision for personal and professional growth are provided through a portfolio process and participation in professional organizations and activities.

Key to the candidate's growth in the area of critical thinking is the practice of reflection. The belief that learning and teaching are processes of growth which depend upon reflection was advocated by Dewey (1933) and later by Schön (1983). According to Dewey (1933), reflection frees us from merely impulsive and routine activity and enables us to know what we are about when we act. Stephen Brookfield (1995) re-emphasizes and redefines the reflective process as being necessary for teachers to function effectively in the twenty-first century. He notes that reflection helps teachers discover some of the taken-for-granted assumptions that influence their approach to practice (Brookfield, 1995).

Researcher

The teacher utilizes the findings of research to improve practice, and conducts research to validate one's own educational beliefs and practices.

The pursuit of reputable research studies pertaining to education and teaching practice relates to the **scholarship** and **reflective practice** dimensions of the SLC Teacher Education conceptual framework.

With the exploding knowledge base on teaching and learning and the increasing demands on teachers to help all children achieve mastery of meaningful objectives, educational research can be a very helpful tool for today's teacher. When an individual teacher makes a personal commitment to collect data systematically on his/her work, he or she embarks upon a type of research that can foster professional growth and development and that has the potential of enhancing student learning (Sagor, 2000).

The SLC teacher candidate is expected to become familiar with the systematic inquiry into what constitutes best teaching practices. This is accomplished through the reading and critiquing of articles concerning classroom research. The candidate is also introduced to the different types of educational research and to the basic components of research studies conducted by classroom teachers and professional researchers (Anderson and Burns, 1989; Seifert, 1999). During the second clinical experience and student teaching, the candidate is expected to assess and evaluate the impact of his/her teaching upon student learning.

Communicator/Collaborator

The teacher communicates effectively in verbal, nonverbal and written forms, employs technology to enhance student learning, and uses appropriate interpersonal skills in relating to students, family members, school personnel and representatives from community agencies.

Commitment to others can develop and flourish in the individual who becomes skilled in communication and collaboration.

Well developed language skills of listening, speaking, reading and writing are needed by the effective teacher for advancing student learning and for effective communication with peers, students, family members and community agencies (Darling-Hammond, 1995).

The SLC teacher candidate is provided with an understanding of the phases of language development, and is expected to demonstrate clarity in verbal, nonverbal and written communication in professional sequence courses and related field experiences. A writing sample is required in the Orientation to Teacher Education class and serves as a baseline for continued improvement in written communication. Oral communication skills are evaluated by means of a rubric at the Entrance to Program interview, the Entrance to Student Teaching interview and the Issues in Education Seminar presentation.

At SLC, technology is viewed as an essential tool to be used by teachers to maximize student learning, address the needs of diverse learners, facilitate a variety of effective assessment and evaluation strategies, and enhance professional practice. Through the Media Production Techniques course (EDU 161) and the faculty's deliberate integration of technology with professional course work and related field experiences, the candidate is given many opportunities to become technologically literate and to demonstrate continual growth in the knowledge and skills associated with technology (ISTE, 2000).

Interacting with colleagues and the members of a school community is a crucial part of the teacher's responsibility in meeting the needs of all students. The teacher is expected to confer and plan with colleagues, family members and community agencies in order to address the unique needs of learners in today's inclusive classrooms. According to Conzemius and O'Neill (2001), effective collaboration involves problem-solving skills, decision-making skills, communication skills, group process skills and meeting skills. In preparation for the collaborative dimension of teaching, the SLC teacher candidate is given many opportunities to work in groups to solve educational problems and he/she is invited to critique or evaluate the effectiveness of teaching strategies used by colleagues. The candidate is expected to log field experiences involving observations of and interactions with students from various cultural backgrounds or students having diverse physical, cognitive or emotional needs. The candidate is also encouraged to participate in volunteer educational activities involving home, school and community relationships.

Servant Leader

The teacher models characteristics of leadership and service that respect and address the diverse needs of students.

Commitment to others and **leadership** help to define the teacher who chooses to be a servant leader.

The concepts of leadership and service are presented to the SLC teacher candidate from a practical philosophic perspective that supports professionals who choose to serve first, and then lead as a way of expanding service to individuals and institutions (Greenleaf, 1977). This view of leadership flowing from service is consistent with Judaeo-Christian values and relates to a current notion of shared instructional leadership that calls forth the substantial talents of teachers and thus links leadership with learning (Lambert, 1988).

As a servant leader, the SLC teacher candidate is expected to exhibit the skills of listening, inquiry and advocacy.

Acceptance and appreciation of diversity within and outside the classroom are also characteristic of the SLC teacher who embraces the philosophy of servant leadership. Through course work and field experiences the candidate is acquainted with teaching strategies that will help students acquire knowledge, values, and skills needed to become effective participants in a pluralistic democratic society (Banks, 1994). Within field experiences the candidate is expected to take the lead in differentiating instruction that meets the needs of all learners in today's classroom. This differentiation is addressed in reference to readiness, interest and learning profile, the three key ways in which research studies confirm that all learners are different (Tomlinson, 1996; Tomlinson and Allan, 2000).

Lifelong Learner

The teacher exhibits a strong foundation in general knowledge, content knowledge and pedagogical knowledge, and demonstrates a commitment to lifelong learning.

Scholarship for one choosing the profession of teaching implies a commitment to a career-long pursuit of many types of knowledge.

The SLC teacher candidate is prepared for a career-long process of continuous learning and development. Initial preparation for teaching begins with course work related to the four liberal arts goals of SLC. The required 45-50 credits of liberal arts studies are designed to help the candidate obtain the skills, values, and concepts needed for empowerment, self-direction and motivation for lifelong learning. Liberal Arts Goal I aims at assisting students in developing foundational knowledge and skills for personal professional growth in communication, critical thinking, group dynamics, and the use of technology. Liberal Arts Goal II attempts to help students become aware of Judaeo-Christian values in the promotion of truth, justice, and peace and to challenge them to identify, deepen, and live out their own moral and religious convictions. Liberal Arts Goal III centers on providing students with an experience of intellectual pursuit through a study of the humanities, social science, natural science, mathematics, philosophy, religious studies and the fine arts. The

purpose of Liberal Arts Goal IV is to provide opportunities for students to experience and to create ways of integrating the liberal arts and life skills which will motivate and empower the for self-direction, service, and leadership (Silver Lake College Academic Bulletin, 2008-2010).

The SLC candidate is also required to take course work that will provide a thorough knowledge of the subject(s) he or she will eventually be teaching. The candidate is expected to gradually come to a deep and flexible understanding of the subjects he or she will be teaching. The SLC Teacher Education Program endorses the view of Lee Shulman who holds that a good teacher needs to be an enlightened, passionate intellectual, and that teaching itself is scholarly work (Tell, 2001). To be an effective teacher, the candidate needs to have a grasp of the structure of the subject or discipline, the way it applies to real-world situations, and how it can be conveyed to students (Darling-Hammond et al, 1995). Elementary teacher candidates minor in a content area. Secondary, music, art, and special education teacher candidates major in their respective content areas. All candidates take content methods courses for the all content areas and levels they are preparing to teach and are provided clinical experiences before student teaching.

The candidate also needs to pursue growth in knowledge about learners and the learning process. In line with the cognitive theory of Piaget, the social-cultural theory of Vygotsky and the moral development theory of Kohlberg, the SLC Teacher Education Program subscribes to a developmental learning approach. The candidate is expected to note or apply this approach while observing and teaching in their clinical experiences.

Recognizing the social, cultural and technological influences impacting the learning process, the SLC Teacher Education Program emphasizes the use of multiple instructional approaches that promote cooperative and collaborative learning experiences, while recognizing the individual differences and needs, or diversity, of the learners (Bronfenbrenner, 1979; Vygotsky, 1978). Cognitive, affective and psychomotor taxonomies of learning (Bloom, et al, 1956; Kruthwohl, et al., 1964; Harrow, 1972) and dimensions of learning (Marzano, 1992) are integrated into the SLC teacher education course sequence, providing both a sequential and a hierarchical framework. This framework of pedagogical knowledge serves as a focus for developing goals, objectives and tasks for courses, and also as a means to assess the progress of candidates both in curriculum course work and clinical experiences.

Assessor/Evaluator

The teacher knows basic assessment theory and uses effective assessment and evaluation strategies and techniques.

Reflective practice involves a continuous assessment of student learning and teacher performance in order to improve instruction and promote student learning.

Assessment is viewed as an ongoing collection of data or information that enlightens the teacher and the learner, enhances instruction, and aims at having a positive effect upon student learning (Strickland and Strickland, 1998). When teachers are better informed of the learning progress and difficulties of their students, they can make better decisions about what a student needs to learn next, and how to teach that material in a manner that will maximize the student's learning (Fuchs, 1995).

With the heavy emphasis currently being placed on the assessment of learning through the meeting of standards and mandatory state testing, it is crucial that educators find ways to use a classroom assessment process for learning. Assessment instruments and procedures need to be flexible enough to meet individual needs and they need to be designed so as to help all students want to learn and feel able to learn (Stiggins, 2002; Geenen and Ysseldyke, 1997).

The SLC teacher candidate is given a firm foundation in the field of educational measurement, testing and assessment through the required Educational Measurement and Assessment (SED 300) course. Competencies involving assessment and evaluation strategies and techniques, as well as the technical aspects of the selection, design, implementation, interpretation, and evaluation of assessment instruments are emphasized in this course. Opportunities to design and use curriculum-based assessments are provided through the required Curriculum and Methods course, clinical, and the student teaching experience. Additionally, the teacher candidate is given first-hand experience with alternate assessment strategies through required reflection papers, observation logs, interviews, and a portfolio process involving self-assessment.

Facilitator of Learning

The teacher understands the developmental nature of the learner and the learning process, differentiates instruction to meet learner needs, creates environments which enhance learning opportunities and models active engagement in the teaching and learning process.

The **Reflective Practice** dimension of the SLC Teacher Education framework calls the teacher candidate to become a facilitator of learning who plays an active role in applying various types of knowledge and theories of learning within a classroom setting and in encouraging student interaction.

One of the important outcomes of developmental psychology is that it serves as a guide for adjusting instruction to the developmental level of instruction (Joyce and Weil, 1996). In line with research confirming that the learning process needs to be developmentally appropriate and interactive, the candidate is encouraged to sequence content and skills through hands-on learning experiences.

The SLC Teacher Education Program prepares the prospective teacher to address the diverse learning needs of all students. Awareness of diverse learning needs is promoted by helping the candidate to recognize the social, cultural and technological influences impacting the learning process (Bronfenbrenner, 1989). Both in professional course work and through field experiences, the candidate is encouraged to use multiple instructional approaches that recognize and respect the individual differences and needs of all learners (Vygotsky, 1978).

The candidate is expected to incorporate effective instructional and evaluative methodologies in planning instruction. Planning involves writing objectives that are specific, observable, and measurable; providing adaptations and modifications to meet the needs of all learners; using technology and other media to provide, reinforce, and enhance instruction; aligning assessments with objectives; and, using a variety of instructional formats (Stiggins, 2002). Instructional formats include, but are not limited to, the use of direct instruction, cooperative learning, discovery, investigation, inquiry and problem solving.

The candidate is encouraged to provide clarity and meaning during instruction (Marzano, 1992). This is accomplished through the use of diagrams and charts, relevant examples, modeling and demonstration of concepts, questions that promote higher level thinking, effective transitions, cues and prompts and appropriate feedback. Evaluation forms for clinicals and student teaching focus on the candidate's provision of clarity and meaning during instruction.

Techniques and strategies alone will not enable the candidate to pass on his or her knowledge and values to successive generations or to challenge students to "learn to learn." The candidate's personal love and responsibility for learning is key to being an effective facilitator of learning. The candidate must continually nurture his or her thirst for knowledge in order to engage students in the construction of their own knowledge (Vygotsky, 1978; Tell, 2001).

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TEACHER EDUCATION COURSE WORK

Liberal Arts Studies

The liberal arts studies are the foundation upon which all areas of undergraduate teacher preparation at Silver Lake College are built. Liberal arts studies are designed to help students acquire a breadth of general knowledge and to master skills that characterize a liberally educated professional person. All degree-seeking teacher candidates are required to take 45-50 credits in liberal arts studies in order to meet the college's four liberal arts goals and their accompanying objectives. Goal I concerns the development of foundational knowledge and skills for personal professional growth in communication, critical thinking, group dynamics and the use of technology. Goal II pertains to the cultivation of an awareness of Judaeo-Christian values in the promotion of truth, justice and peace. It also challenges students to identify, deepen and live out their own moral and religious convictions. Goal III provides students with an intellectual pursuit through the study of humanities, social science, natural science, mathematics, philosophy, religious studies, and the fine arts. Goal IV calls students to experience and create ways of integrating the liberal arts and life skills in order to motivate and empower them for self-direction, service, and leadership.

Current courses approved for meeting each of the four liberal arts goals are posted on the Silver Lake College Website <http://www.sl.edu/LAS/>. Although course options exist for meeting the four liberal arts goals, teacher candidates must obtain the approval of their advisor before making course selections related to the liberal arts studies.

Teacher Education Core Courses

The Silver Lake College Teacher Education Committee has developed 13 core courses and maintains a common set of competencies to serve as a basis of professional development for all students preparing to be teachers. Candidates preparing to teach at the early childhood, elementary or secondary levels, as well as those preparing to teach in the areas of music, art, special or regular education pursue the same 13 core courses, and are responsible for meeting a common set of

competencies over a period of four to five years. The sequence of professional core courses is outlined on the chart that follows.

| SEQUENCE OF TEACHER EDUCATION CORE COURSES | | |
|---|---|--|
| | First Semester | Second Semester |
| FRESHMAN | | EDU 160 Teaching Diverse Learners |
| | | EDU 161 Media Production Techniques |
| | | EDU 162 Orientation to Teacher Education |
| SOPHOMORE | EDU 163 Educational Foundations | EDU 164 Cultural Diversity and Liberal Arts |
| | EDU 260 Psychology of Development and Learning | EDU 261 Differences in Development and Learning |
| | | EDU 262 Curriculum and Methods |
| JUNIOR | SED 300 Educational Measurement and Assessment | SED 460 Adaptations and Modifications |
| | EDU 360 Teaching Reading and Writing | |
| SENIOR | SED 400 Classroom and Behavior Management | EDU 464 Issues in Education Seminar |

Teacher Education Competencies

All teacher candidates will meet the Silver Lake College Teacher Education Program Core Competencies outlined in Appendix A of this handbook. A candidate will also meet additional competencies for his/her specific program as provided by the individual Program Director.

(Approved 10/31/08)

Professional Dispositions

Professional dispositions have equal weight with knowledge and skills in the evaluative process of determining continuation in the Teacher Education Program. Professional dispositions are assessed at the developmental benchmarks of EDU 162 or EDU 180, in each clinical experience, and in each placement of student teaching. Professional dispositions may also be assessed at the completion of a course. Documentation of professional dispositions is retained in the candidate's portfolio.

(Approved 10/31/08)

Wisconsin Department of Public Instruction Requirements (PI-34)

A teacher candidate for initial licensure must meet the following Wisconsin Department of Public Instruction requirements:

- a. General education demonstrating knowledge in communication, mathematics, fine arts, social studies, biological and physical sciences, humanities, history, and Wisconsin Model Academic Standards
 - b. Student portfolio that evidences proficiency in the standards
 - c. Multiple assessments over time of written and oral communication skills and technology
 - d. Documentation of human relations with evidence of developmental growth over time
 - e. Professional dispositions with multiple, developmental assessments
 - f. Content knowledge evidenced by Wisconsin passing scores on Praxis I and II and assessed by standards of specific programs
 - g. Knowledge of cooperative marketing and consumer cooperatives (social studies license)
 - h. Pedagogical knowledge assessed over time with developmental evidence
 - i. Teaching practice with multiple, developmental assessments identifying levels of proficiency
 - j. Environmental education (license for EC, MC-EA, science, and social studies)
 - k. Minority group relations including American Indian tribes located in Wisconsin, contributions of women, diverse groups, and the implications of discrimination
 - l. Direct experiences with diverse learners
 - m. Knowledge of conflict resolution methods
 - n. Clinical experiences which are developmental and in a variety of school settings evidenced by written evaluations
 - o. Full-day, full semester of student teaching with an assigned cooperating teacher or approved mentor (for on-job placement or internship)
 - p. Knowledge of methods for teaching reading and writing including phonics instruction (EC, MC-EA, EA-A licenses)
 - q. Knowledge of assessment and adaptations for children with disabilities
- (Approved 10/31/08)**

SPECIFIC PROGRAMS OF UNDERGRADUATE TEACHER PREPARATION

To coincide with the PI-34 Wisconsin licensure categories, Silver Lake College endorses a developmental approach for all specific programs of teacher education. The Silver Lake College undergraduate programs for teachers approved by the State of Wisconsin are as follows:

APPROVED PROGRAMS OF TEACHER PREPARATION

Art Education, (MC-A), Ages 6-21

Early Childhood (EC), Birth–Age 8

Early Childhood/Middle Childhood (EC-MC), ages Birth-Age 11

Middle Childhood/Early Adolescence (MC-EA), Ages 6-12 or 13

Approved Minors:

| | |
|--------------------|-----------------|
| Biology | Math |
| Computer Education | Natural Science |
| Computer Science | Psychology |
| English | Social Science |
| History | Spanish |

Music Education

- Choral, (EA-A), Ages 10-21
- Instrumental, (EA-A), Ages 10-21
- General (Kodaly), (EC-A), Birth-Age 21

Early Adolescence/Adolescence (EA-A), Ages 10-21

Approved Majors:

- Biology
- English
- History
- Mathematics
- Computer Science
- Psychology

Approved Minors:

- English
- Spanish
- Mathematics
- Computer Education
- Music
- Biology
- Natural Science
- History
- Psychology
- Social Science

Special Education

Early Childhood/Early Childhood Special Education (EC/ECSE), Birth-Age 8

Middle Childhood/Early Adolescence Cross Categorical (MC-EA), Ages 6-13

One or more of the following concentrations required:

- Cognitive Disabilities (CD)
- Emotional Behavioral Disabilities (EBD)
- Learning Disabilities (LD)

Early Adolescence/Adolescence Cross Categorical (EA-A), Ages 10-21

One or more of following concentrations required:

- Cognitive Disabilities (CD)
- Emotional Behavioral Disabilities (EBD)
- Learning Disabilities (LD)

Specific program planning sheets are included in Appendix B of this handbook. The requirements for each of the specific program are listed in the current *Academic Bulletin*. Program specific competency documents are provided to students by individual program directors.

PORTFOLIO PROCESS

All teacher candidates are required to maintain a developmental portfolio to document their growth in the competencies related to the ten Teacher Education Program standards and in the attainment of appropriate content knowledge. In the Orientation to Teacher Education course (EDU 162 or 180), candidates are expected to initially self-assess themselves in reference to competencies under six standards. As they progress through a specific program, all candidates are expected to assess themselves in reference to the knowledge, skills and dispositions listed under the ten Teacher Education standards and in reference to program specific competencies. Candidates submit the Professional Developmental Portfolio for evaluation to instructor for EDU 162 or Program Director for EDU 180 prior to application for the Teacher Education Program. The Program Director evaluates the portfolio prior to student teaching and at the completion of the student teaching experience. In addition to identifying and describing their level of mastery for the various Teacher Education competencies, candidates provide pieces of evidence related to the ten Teacher Education Program standards and documentation of growth in appropriate content knowledge. They also indicate a plan for continued growth. A Portfolio Guide is included in Appendix C of this Handbook.

POLICIES AND PROCEDURES

TEC 608A Prerequisites for Application to the Teacher Education Program

1. All first license applicants must meet the following prerequisites before applying for entrance to the Teacher Education Program:
 - a. Completion of at least 40 semester credits of college level coursework with a cumulative GPA of 2.5 or greater (2.75 or greater for degreed students) on a 4.0 scale
 - b. Completion of EDU 160, EDU 161, and EDU 162 or EDU 180 with a grade of “C” or better in EDU 162 or EDU 180
 - c. Verification of passing scores for all three components of the PPST (PPST scores received from the Educational Testing Service are confidential and are on file with the Director of Teacher of Education.)
 - d. Documentation of an acceptable Background Investigation completed by USA-Fact, Inc. through Silver Lake College or background investigation through the license application process at the Wisconsin Department of Public Instruction (on file with the Director of Teacher Education)
 - e. Documentation of a current (within one year of submission) baseline negative TB screening is on file in the office of the Director of Teacher Education (submit to Director of Teacher Education)
 - f. Successful evaluation of all the requirements of Portfolio I (place evaluation rubric in Portfolio I)

2. When all application prerequisites are met or appeal process outlined in Policy TEC 608B is completed, the student obtains an application form from his/her advisor. **(Approved 4/4/08)**

TEC 608B Appeal Process of Prerequisites for Application to the Teacher Education Program

1. Under the 10% waiver policy, no more than 10% of the total number of candidates in any admission period can be admitted with a GPA less than 2.5 (2.75 for degreed students), or PPST scores lower than the cut scores determined by DPI, or a grade of less than “C” in EDU 162 or EDU 180. The Teacher Education Committee may waive only one of the prerequisites (PPST, GPA, or “C” in EDU 162/180) per applicant.
 2. The waiver of the lacking prerequisite may be considered by the Teacher Education Committee if
 - a. the GPA is above 2.0 (2.5 for degreed students) and rising
 - b. at least one component of the PPST is passed; there is evidence that each lacking score was attempted three times; each lacking score is within 2 points of the cut score; and there is alternate proof of competency in the lacking component(s)
 - c. deficient work causing a grade less than “C” in EDU 162 or EDU 180 is redone and meets “C” level work
 3. Student requesting consideration under the 10% waiver policy for application prerequisites submits the following with the completed application form:
 - a. a word-processed letter which contains a return address and clearly states the reason(s) for seeking an exception to the prerequisite. If appealing the PPST prerequisite, indicate the number of attempts and the scores received for each attempt and the steps taken to improve in the deficient skill(s). If appealing the GPA prerequisite, indicate the steps taken to improve the GPA and evidence of success
 - b. at least two letters of recommendation attesting to your competency in deficient areas from
 - i. professor/instructor from content area
 - ii. education professor/instructor
 - iii. advisor
 - iv. instructor in the Learning Resource Center or a tutor
 - c. work samples that demonstrate your competency in deficient area(s)
- (Approved 4/4/08)**

TEC 608C **Procedures for Application and Admission to the Teacher Education Program**

1. Student obtains an application form from advisor and completes the application with all appropriate signatures (advisor, major/minor advisor(s), program director).
2. Program director submits completed application to Director of Teacher Education on or before 1st day of November, March, or August.
3. The Director of Teacher Education and program director arrange for a personal interview with faculty from applicant's specialized field in Teacher Education Program and the Director of Teacher Education.
4. The interview team makes a recommendation to the Teacher Education Committee for acceptance or non-acceptance into the Teacher Education Program.
5. The Teacher Education Committee decides the acceptance or non-acceptance of applicants. Notification of the decision is given to the applicant:
 - a. The Director of Teacher Education sends a letter of acceptance into the Teacher Education Program to the applicant.
 - b. The program director and/or Director of Teacher Education notify the applicant of non-acceptance into the Teacher Education Program in a personal meeting and send a follow-up letter documenting the decision.
6. An applicant may appeal the non-acceptance decision of the Teacher Education Committee by following the Grievance Procedure as outlined in the Silver Lake College Student Handbook for Grievance in Academic Affairs.
7. Admission to the Teacher Education Program is required for enrollment in off-campus clinicals.
8. Any exception to the application and admission procedures is the decision of the Director of Teacher Education in consultation with the respective program director and advisor. The decision is reported to the Teacher Education Committee.

(Approved 4/4/08)

TEC 608D **Criteria for Enrollment in Upper Level Teacher Education Core Courses**

Undergraduate degree-seeking candidates must have passed all components of the PPST and have earned a GPA of at least 2.5 (on a 4.0 scale) to be eligible for enrollment in Teacher Education core courses beyond the 200 level.

(Approved 12/10/05)

TEC 608E **TB Screening Requirement**

As a baseline screening, a student must submit to the Director of Teacher Education verification of a current (not more than one year old) negative TB screening result prior to the commencement of any observation or field experience. Further screenings

may be required, per the policy of a particular school district or field placement agency, before commencement of a particular placement. For preventative health purposes, all candidates are advised to have annual TB testing during clinical and student teaching experiences. **(Approved 12/7/07)**

TEC 608F Monitoring of Professional Dispositions

1. Ongoing evaluation of candidate professional dispositions takes place at Acceptance to Program, Clinicals, Acceptance to Student Teaching, and Program Completion, as well as at other selected points in the teacher candidate's program of study.
2. The following scale is used to rate dispositions: 4 – candidate consistently applies disposition, 3 – candidate frequently applies disposition, 2 – candidate seldom applies disposition, 1 – candidate rarely applies disposition.
3. A Plan of Improvement is required for any disposition rated below 3 at any point prior to Acceptance to Student Teaching. **(Approved 5/5/06)**

TEC 610A Prerequisites for Application to Student Teaching

1. All first license applicants must meet the following prerequisites before applying for Student Teaching:
 - a. Completion of Silver Lake College liberal arts degree requirements by the end of current term.
 - b. Completion of professional sequence courses and clinical experiences by the end of current term.
 - c. Cumulative GPA of 2.75 or greater on a 4.0 scale (3.0 for degreed students)
 - d. Documentation of professional dispositions at benchmarks of EDU 162 or 180, each clinical experience and each student teaching placement.
 - e. Verification of passing score on required Wisconsin Praxis II exam or attempts of Praxis II
 - f. Documentation of acceptable Background Investigation on file
 - g. Documentation of TB screening on file
 - h. Successful evaluation of all the requirements of Portfolio II.
2. Degreed students must take courses in their major field if they have not met all Silver Lake College requirements for the major.
3. Transfer students who have completed a teacher education program except student teaching from another institution must satisfactorily (C grade) complete no less than 6 credits from Silver Lake College before admittance to student teaching.
4. When all prerequisites are met or appeal process is completed, the student obtains an application for Student Teaching form from his/her advisor.

5. Applications for Student Teaching are due to the Director of Teacher Education by September 15 (interview for Spring student teaching) and January 15 (interview for Fall student teaching).
6. Licensed teachers adding a certification will meet the following prerequisites:
 - a. Completion of EDU 180 requirement
 - b. Completion of required coursework for the certification
 - c. Verification of Wisconsin passing score on required Praxis II exam
 - d. Documentation of TB screening (if not currently employed in an educational setting)

When all prerequisites are met, licensed teachers adding a certification obtain from their program director and complete an Intent to Student Teach for Additional Certification form. **(Approved 10/31/08)**

TEC 610B Appeal Process of Prerequisites for Application to Student Teaching

1. Under the 10% waiver policy, no more than 10% of the total number of candidates in any admission period can be admitted with a GPA less than 2.75 (3.0 for degreed students).
2. Student requesting a waiver to the minimum 2.75 GPA (3.0 GPA for degreed students) for student teaching submits the following with the completed application:
 - a. A word-processed letter which contains a return address, clearly states the reason for seeking the exception, indicates the steps taken to improve the GPA and evidence of success
 - b. Two letters of recommendation attesting to your competency from professors, instructors, tutor, and/or advisor **(Approved 10/31/08)**

TEC 610C Procedures for Acceptance to Student Teaching

1. First license candidates will follow the procedures listed below:
 - a. Candidate obtains an application from program director and completes the information.
 - b. Program Director submits completed application to Director of Teacher Education on or before September 15 (Spring student teaching) or January 15 (Fall student teaching).
 - c. The Director of Teacher Education and Program Director arrange for a personal interview with faculty from the applicant's specialized field in teacher education, the Director of Teacher Education, and a school administrator or practitioner.
 - d. The interview team makes a recommendation to the Teacher Education Committee for acceptance, conditional acceptance, or non-acceptance into student teaching. If a recommendation for acceptance is made, the candidate completes a placement information form.

- e. The Teacher Education Committee decides the acceptance, conditional acceptance, or non-acceptance of candidates for student teaching. Notification is given to the candidate:
 - i. Director of Teacher Education sends a letter of acceptance for student teaching.
 - ii. Director of Teacher Education sends a letter of conditional acceptance with directives for fulfilling the requirements and the completion date required for student teaching placement in a specific term. After requirements have been met, Director of Teacher Education will send an acceptance letter and a placement information form for the next eligible student teaching term.
 - iii. Program Director and/or Director of Teacher Education will notify the candidate of non-acceptance for student teaching in a personal meeting and send a follow-up letter documenting the decision.
 - f. Passing Praxis II scores must be verified by December 1 for Spring student teaching placement and May 1 for Fall student teaching placement.
 - g. Candidate receiving a non-acceptance for student teaching may reapply after satisfying the stipulations approved by the Teacher Education Committee.
 - h. Candidate may appeal the non-acceptance decision of the Teacher Education Committee by following the Grievance Procedure as outlined in the Silver Lake College Student Handbook for Grievance in Academic Affairs.
 - i. Registrar will verify in writing that all financial responsibilities to the College have been met before any student teaching placements will be arranged.
2. All student teaching placements are initiated and confirmed by the Silver Lake College Field Placement Coordinator.
 3. Any exception to the application and acceptance for student teaching is the decision of the Director of Teacher Education in consultation with the respective Program Director and Advisor. The decision is reported to the Teacher Education Committee.
 4. Licensed teachers adding a certification will follow the procedures listed below:
 - a. Obtain and complete an Intent to Student Teach for Additional Certification form and submit to Program Director
 - b. Program Director submits form to Director of Teacher Education by September 15 (student teaching in Spring term) or January 15 (student teaching in Fall term)
 - c. Passing Praxis II scores are verified
 - d. Registrar will verify in writing that all financial responsibilities to the College have been met before any student teaching placements will be arranged
 - e. Needed field placement(s) must be requested by December 1 or May 1.

(Approved 10/31/08)

TEC 611**Retention in and Dismissal from Teacher Education Program**

1. Teacher candidates are evaluated in reference to core teacher education competencies and program specific competencies for their area of certification. Evaluation checkpoints occur at the completion of EDU 160 or EDU 180, the pre-student teaching clinicals, and student teaching. Faculty members in collaboration with cooperating teachers make commendations and suggestions or recommend plans for improvement
2. Teacher candidates must earn a grade of “B-” or greater in each of their pre-student teaching clinicals. A candidate receiving a grade of less than “B-” may enroll in one remediation clinical with a plan for improvement. If a grade of less than “B-” is earned in the remediation clinical, the candidate will be recommended to withdraw from the program.
3. A recommendation to withdraw from the Teacher Education Program may be given to a student at any one of the designated checkpoints due to a failure to meet program requirements or to demonstrate satisfactory growth in program competencies.
4. After consultation between the faculty and student, a teacher candidate who does not satisfactorily complete a plan of improvement will be recommended to withdraw from the program.
5. A Wisconsin passing score on Praxis II is required before student teaching. A candidate not passing the Praxis II exam should formulate a plan with his/her advisor that addresses the areas in which he/she is deficient and retake the exam. A candidate with an extremely low score on the exam after repeated attempts, is advised to withdraw from the Teacher Education Program and, if possible, complete another college program.
6. A teacher candidate must earn a “B-” or better in student teaching to be eligible for licensure. **(Approved 10/31/08)**

TEC 612**Re-Application to Teacher Education Program**

1. Applicants re-applying for formal admission to the Teacher Education Program or Student Teaching must follow the same procedure as first applicants.
2. Teacher Education Committee makes the final decision concerning readmission to the Teacher Education Program or Student Teaching.
3. In a personal interview, the Director of Teacher Education presents the applicant with the decision of acceptance, conditional acceptance, or non-acceptance for readmission. A letter stating the decision is sent to the applicant and filed in the student’s folder. **(Approved 10/31/08)**

TEC 620**Field Experiences in Teacher Education**

1. Depending upon their specific program, teacher candidates are required to complete from 65-170 hours of pre-student teaching clinicals. All candidates are required to complete one 40 hours clinical or student teaching placement in a setting that has a diverse student population that includes at least 30% who are non-Caucasian. This placement may require candidates to travel to a site other than where they reside. **(TEC 620-1 approved 4/22/05)**

2. Developmental field experiences are provided through the following professional sequence courses:

| | | |
|---------|---------------------------|-----------|
| EDU 160 | Teaching Diverse Learners | 8-10 hrs. |
| EDU 262 | Methods and Curriculum | 6 hrs. |

3. Teacher candidates fulfill the remaining portion of their pre-student teaching practicum hours through clinical experiences required by their specific area or field of teacher education. These include the following:

a. Art Education Clinical Experiences

| | | |
|---------|--|---------|
| ART 445 | Early/Middle Childhood Art Curriculum and Methods | 40 hrs. |
| ART 446 | Early Adolescent/Adolescent Art Curriculum and Methods | 40 hrs. |

b. Music Education Clinical Experiences

| | | |
|-----------|--------------------------------|---------|
| MUS 442 | Kodaly Concept I | 15 hrs. |
| MUS 443 | Kodaly Concept II | 15 hrs. |
| MUS 444 | Kodaly Concept III | 15 hrs. |
| MUS 343 | Secondary Instrumental Methods | |
| OR | | 10 hrs. |
| MUS 344 | Secondary Choral Methods | |

c. Early Childhood Clinical Experiences

| | | |
|---------|---------------------------|---------|
| EDU 359 | Pre-Kindergarten Clinical | 40 hrs. |
| EDU 359 | Kindergarten Clinical | 40 hrs. |
| EDU 359 | Middle Childhood Clinical | 40 hrs. |

d. Middle Childhood-Early Adolescence Clinical Experiences

| | | |
|---------|----------------------------|---------|
| EDU 359 | Middle Childhood Clinical | 40 hrs. |
| EDU 359 | Early Adolescence Clinical | 40 hrs. |

e. Early Adolescence-Adolescence Clinical Experiences

| | | |
|---------|----------------------------|---------|
| EDU 359 | Early Adolescence Clinical | 40 hrs. |
| EDU 359 | Adolescence Clinical | 40 hrs. |

f. Early Childhood/Early Childhood Special Education Clinical Experiences

| | | |
|---------|-------------------------------------|---------|
| SED 350 | Birth-Age 3 Inclusive Clinical | 40 hrs. |
| SED 350 | Pre-Kindergarten Inclusive Clinical | 40 hrs. |
| SED 350 | Kindergarten Inclusive Clinical | 40 hrs. |
| SED 350 | Primary Inclusive Clinical | 40 hrs. |

g. Special Education Middle Childhood-Early Adolescence Clinical Experiences

| | | |
|---------|---|---------|
| SED350 | Middle Childhood Clinical in Categorical Licensure Area | 40 hrs. |
| SED 350 | Early Adolescence Clinical in Categorical Licensure | 40 hrs. |

h. Special Education Early Adolescence-Adolescence Clinical Experiences

| | | |
|---------|--|---------|
| SED 350 | Early Adolescence Clinical in Categorical Licensure Area | 40 hrs. |
| SED 350 | Adolescence Clinical in Categorical Licensure Area | 40 hrs. |

4. Acceptance into the Teacher Education Program is required for enrollment in the off-campus clinicals. Placements are made after all financial responsibilities due to the college have been met.
5. Transfer and degreed students must provide their Program Director evidence of previous field experiences that fulfill the pre-student teaching field experiences required by the Silver Lake College Teacher Education Program. Evidence is documented in the student's file.
6. Teacher candidates are responsible for their own transportation to and from their field-based experiences.
7. Teacher candidates will follow the scheduled times of the school or site to which they are assigned. Expectations of the school or site will be made known to the candidates at the time of the pre-conference.
8. Selection and retention of cooperating teacher for pre-student teaching field experiences is determined through the SLC Education Field Placement Coordinator, Program Director and site administrators. Such selection will be made only with the consent of the classroom teachers.
 - a. The cooperating teachers are selected according to the following criteria:
 - i) have at least a Bachelor's Degree
 - ii) hold a regular Wisconsin DPI license or its equivalent for the teaching assignment
 - iii) have at least three years of teaching experience with at least one year of experience in the school system of current employment
 - iv) completion of a course in supervisory skills.

- b. Cooperating teachers will be provided copies of the Teacher Education Program Conceptual Framework and of the expectations and evaluation standards for the field experience.
 - c. Site administrators will be provided copies of the Teacher Education Program Conceptual Framework and of the expectations and evaluation standards for the field experience.
9. Program director of the special areas of Teacher Education after consultation with local PreK-12 administrators have the prerogative of recommending that teacher candidates be placed in the most effective setting for field-based experiences.
 10. College supervision of the pre-student teaching field experience is determined by respective Program Director.
 11. Evaluations of the pre-student teaching field experiences are determined by the specific Program Directors. Successful clinicals (“B-” or greater) are a pre-requisite for student teaching.
 - a. At least two written evaluations of observations made by the cooperating teacher and/or the college supervisor are required during the pre-student teaching clinical experiences.
 - b. All written evaluations of observations made by the cooperating teacher or college supervisor are filed with the specific program director at the end of each semester.

TEC 629 Field Experience Liability Coverage

1. Silver Lake College employees and/or enrolled students are covered by the College’s insurance when they are engaged/involved in activities required in the normal course of field experiences. Such experiences include observations, clinicals and student teaching/internship placements arranged under the direction of the Director of Teacher Education and the Education Field Placement Coordinator.
2. The scope of the insurance coverage referenced above is limited to legal and prudent behavior. Examples of illegal activities which would not be covered include, but are not limited to, sexual assault, intentional physical abuse, and intentional damage to property.
3. Silver Lake College employees and/or students must not, under any circumstances, provide students under 18 years of age or non-Silver Lake College personnel with transportation to or from a placement site.
4. If a student drives his/her personal vehicle to or from a placement site, he/she should be aware that Silver Lake College insurance will not provide insurance coverage for any claims arising out of the use of such a personal vehicle.

5. If a Silver Lake College student is injured at a placement site, the site's insurance might cover the medical costs related to the injury if it is determined that site negligence was a factor in the injury. However, in the absence of such coverage by the site, it is the responsibility of the student to pay for all medical costs (e.g., student's personal health insurance).
6. Students may obtain professional liability insurance through private companies or professional organizations.

TEC 630 Student Teaching Program

Silver Lake College provides for substantial directed teaching in each respective teacher education program through cooperative planning with the supervisory and administrative staffs of selected sites. Directed teaching can be student teaching and/or internship(s).

1. The College exercises no control over the cooperating site; the private schools are independent schools under the Diocesan Department of Education or another governing body and the public schools are under the jurisdiction of state and local public auspices; selected child care sites used are under the state jurisdiction.
2. Student teaching or internship will be at least a continuous full day, full semester experience following the daily schedule and semester calendar of the cooperating sites. In order to meet the requirements of the student teaching or intern experience, candidates are advised not to be employed on a full-time basis at another job.
3. The in-service teacher working toward an additional certification can be supervised for a shorter period than that required of the regular student teacher as determined by the Program Director.
4. The student teacher or intern is required to attend student teaching seminars provided by the College throughout the semester of student teaching.
5. The student teacher or intern provides his/her own transportation to and from the cooperating site.
6. Placement of the student teachers and interns is the responsibility of the Education Field Placement Coordinator. The appropriate director of a specific Program makes recommendation for and approval of student teaching and internship assignments. No placements are made until the student has passed Praxis II and has met all financial responsibilities due to the College.

TEC 630A **Credit Allotments for Student Teaching Experiences**

1. First License Candidate (Not on-the-Job):
12 Credits for 18 week placements or more with cooperating teachers
Depending upon the number of placements, credits are divided so that the total number of credits always equals 12. (Examples: 3 + 3 + 3 + 3, 4 + 4 + 4, and 6 + 6)
Note: EC/ECSE candidates are permitted to have one of their placements in the term immediately prior to or immediately following a continuous 18 week period of student teaching.
2. First License Intern Candidate:
Six (6) credits for intern placement.
3. First License On-the-Job Candidate under Full-time Contract:
Two (2) credits (School, district or agency makes arrangements for candidate to be released to teach at levels or in content areas required by licensure.)
4. First License On-the-Job Candidate under Part-time Contract:
Two (2) credits for the on-the-job portion of the placement
Four (4) credits for each additional placement that must be obtained
5. Add-on Certification Candidate under Full-time or Part-time Contract:
Two (2) credits (School, district or agency makes arrangements for candidate to be released to teach at levels or in content areas required by licensure.)
6. Add-on Certification Candidate not under Full-time or Part-time Contract:
Three (3) credits for each placement that must be obtained
(TEC 630A approved 03/01/07)

TEC 631 **Student Teacher Responsibilities**

1. The student teacher will not be responsible for teaching outside the regular assigned classes without supervision. The site administrator is expected to abide by this policy of the College's Teacher Education Program.
2. In the case of the absence of the cooperating teacher or any other teacher, the student teacher may not serve as a substitute teacher. Exception to this policy requires the approval of the Director of Teacher Education.
3. **Attendance:** Student teachers are to assume the same responsibility for regular attendance as the cooperating teacher. This is defined as the full teaching day, including in-service and field trips for which a cooperating teacher is responsible. Student teachers and interns must arrive at the cooperating school at the beginning of the cooperating teacher's day as stipulated by local policies and depart at the end of the cooperating teacher's day. No exceptions are to be made concerning

arrival and departure times without the permission of the cooperating teacher and the college supervisor.

4. **Absences:** Personal illness and the illness, death, and emergencies in the immediate family are considered legitimate. All absences must be reported according to the procedure specified by the cooperating school policy. Additionally, the college supervisor must be notified immediately of any absences.

Unexcused absence or absences in excess of 3 days for the entire placement may result in termination of the placement or in a time extension of the placement. Placement termination or an extension requires the approval of the Director of Teacher Education.

TEC 633 **Cooperating Teachers**

Administrators from the cooperating sites approve the cooperating teachers according to criteria agreed upon with the college personnel and assign the student teachers to the specified schools after the cooperative planning and consultation of the SLC Education Field Placement Coordinator and the Program Directors.

1. The cooperating teachers are selected according to the following criteria:
 - a.) have at least a Bachelor's Degree
 - b.) hold a regular Wisconsin DPI license or its equivalent for the teaching assignment
 - c.) have at least three years of teaching experience with at least one year of experience in the school system of current employment
 - d.) complete a course or seminar in supervision of student teachers/interns OR have qualified as a cooperating teacher prior to July, 1988, based on successful service as a cooperating teacher. Successful service as a cooperating teacher shall be determined by the recommendations of an immediate supervisor, a college or university supervisor and a former student teacher/intern who has worked with the teacher in a student teaching/intern situation
 - e.) be initially recommended by the superintendent or principal/administrator of the site
 - f.) express a willingness to serve in the capacity of cooperating teacher.
2. Specific allocation of compensation for cooperating teachers is at the discretion of site systems involved. The cooperating teachers request compensation on the form provided by the Director of Teacher Education.
3. Cooperating teachers may request the designated monetary compensation from Silver Lake College, a credit incentive, or may accept the responsibility as a service to the teaching profession.

4. A “credit incentive” or tuition voucher equivalent to the cost of one college credit certificate may be granted to cooperating teachers who do not ask for monetary compensation.
 - a. The certificate must be submitted by the cooperating teacher to the Student Accounts Office when registering for the selected course.
 - b. Credit incentive is honored for 1-3 calendar year(s) from the date of completion of the student teaching assignment.
 - c. Credit incentives are not cumulative; only one credit incentive may be redeemed per course.
 - d. Credit taken by cooperating teacher may be one graduate or undergraduate credit.
 - e. Credit incentive is redeemable only for those courses carrying Silver Lake College credit—not usable for courses from other colleges/universities taught on Silver Lake College campus.
 - f. Credit incentives may be only given to cooperating teachers who do not receive monetary remittance for professional services.
5. An initial conference is held with the administrator (when available), cooperating teacher, student teacher, and the college supervisor prior to each student teaching placement. A Student Teaching Seminar is held prior to the student teaching semester for all cooperating teachers, student teachers, and college supervisors to review the responsibilities and roles of each respective group.
6. Pertinent information is given to the principals and cooperating teachers regarding philosophy, conceptual framework, content of Silver Lake College Teacher Education Program, the nature of student teaching experiences, resume of the student teacher, and forms for evaluation.
7. At the conclusion of each supervisory visit, a conference is held by the college supervisor with the cooperating teacher and the student teacher.

TEC 635 Internship Program

An internship is a paid position in which the pre-service teacher assumes no more than 50% of the responsibility to teach independently. The internship is in lieu of student teaching. Only pre-service students that have demonstrated proficiency in teaching practice are recommended by the Teacher Education Committee to be considered for internships. In accordance with DPI requirements, the SLC Teacher Education Program allows an internship of one placement to qualify for more than one student teaching placement in the elementary and secondary levels. Pre-service teachers are expected to explore the implications of a one-placement experience. The intern pays a state-mandated internship fee to Silver Lake College. A video with a full explanation of an internship program is available in the Curriculum Resource Center.

1. The Internship Program at Silver Lake College follows the guidelines of the state program as administered by the Wisconsin Improvement Program (WIP).

2. The process for an internship is as follows:
 - a. Program Directors use the Internship Rubric to identify potential intern candidates for the following year (fall and spring).
 - b. Previous to the February Teacher Education Committee meeting, Program Directors submit the names of candidates for internships to the Director of Teacher Education.
 - c. At the February meeting, the Teacher Education Committee will vote to approve each candidate's eligibility for an internship in the next academic year.
 - d. After the February approval by the Teacher Education Committee, the Program Director will meet with the recommended candidate to determine his/her interest in an internship and complete the application.
 - e. By March 15, all applications for internships are submitted to the Field Placement/WIP Coordinator who will seek suitable internships.
 - f. The school district will interview the student to determine eligibility for internship.
 - g. If an internship is awarded to a candidate by a school district, the WIP Coordinator provides a password for the intern to apply for the DPI intern license.
 - h. Generally, all internship candidates are approved in February for the successive fall and spring terms. By exception, in the event a suitable candidate for a spring term internship is identified in the fall of that academic year, the candidate, with appropriate documentation, can be presented to the Teacher Education Committee at its September meeting for recommendation.
3. Six (6) credits are awarded for a semester internship.
4. The cooperating teacher of an intern is considered a mentor and is not eligible for a credit incentive or monetary reimbursement.
5. The mentor requirements are the same as those of a cooperating teacher (see TEC 633, section 1).
6. The intern is supervised following the same manner as for a student teacher.

TEC 637 College Supervisors

Program directors, selected education faculty members, and professors of specialized curriculum areas have responsibility for the supervision of student teachers/interns.

1. The primary supervisor must conduct a minimum of four classroom supervisory visits of at least one hour in length for each student teacher/intern.
2. The number of student teachers/interns assigned to each college supervisor varies according to faculty teaching load, number of student teachers, and administrative duties.
3. Each college supervisor must have substantial teaching experience and expertise in the specialty subject matter and at the grade level for which supervision is assigned.
4. All faculty members responsible for supervision of student teachers must have taken a supervision skills course or workshop prior to the assignment of supervision. Faculty supervisors will update supervisory skills through on-going professional development and reading.

5. The Teacher Education Program reimburses College supervisors for mileage between the college and the cooperating sites.
6. The normal distance for student teaching placements is within the normal outreach of the College. The Director of Teacher Education is consulted previous to placement arrangements outside the normal outreach of the College.

(Approved 2/6/09)

TEC 638 **Evaluation of Student Teaching**

1. At the culmination of the student teaching/internship program, each teacher candidate is required to have a conference with the primary supervisor.
2. The cooperating teacher, student teacher/intern, and the college supervisor(s) will complete evaluation forms provided by the college.
3. A letter grade is determined after the final evaluation conference. Input from the cooperating teacher(s), student teacher/intern and site administrator(s) (should they wish to supply any) will be considered. The college supervisor determines the final grade.

TEC 645 **Certification for the State of Wisconsin**

Wisconsin law requires that all teachers hold a valid teaching license. The actual license is granted by the Department of Public Instruction through approved Teacher Education Programs.

1. The Certifying Officer of Silver Lake College is the only authority recognized by the Wisconsin Department of Public Instruction to recommend candidates for licensure and certification.
2. Graduating seniors and/or transfer students successfully completing all institutional approved requirements in general education, professional education, and academic major and/or minor sequence are eligible for licensure.
 - a. To be licensed, teacher candidates must achieve a GPA of 2.75 on a 4.0 scale based on all course work in the major, minor and professional education courses except in the clinical program.
 - b. For licensure, teacher candidates must have Wisconsin passing scores on the Praxis II exam for their area(s) of certification.
 - c. A student must earn a "B-" or greater for student teaching to be eligible for licensure.
3. Degreed students seeking initial licensure must complete all professional courses and any courses in their SLC major field requirements for the licensure level sought.
 - a. Candidates must achieve a GPA of 3.0 on a 4.0 scale.
 - b. For licensure, teacher candidates must have Wisconsin passing scores on the Praxis II exam for their area(s) of certification.

- c. A student must earn a “B-” or greater for student teaching to be eligible for licensure.
4. Students seeking additional certification must meet all the requirements of the certification area(s) and obtain a Wisconsin passing score on the Praxis II exam for that certification area.
5. All candidates seeking a license to teach in Wisconsin or additional certification(s) must demonstrate proficient performance in the knowledge, skills and dispositions related to the following 10 Wisconsin Teacher Standards:
 - (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
 - (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
 - (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
 - (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
 - (5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
 - (6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
 - (7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
 - (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
 - (9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
 - (10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.
6. Students who have not completed all the requirements of the specific Teacher Education Program and have not met the necessary qualifications and standards of Silver Lake College and Teacher Education Program are denied licensure and/or certification.

TEC 652 **Teacher Education Committee**

The Teacher Education Committee is charged with the responsibility of the effective operation of the Teacher Education Program in accord with its chosen philosophy and goals, requirements of the State of Wisconsin and standards of the National Council for the Accreditation of Teacher Education.

1. More specifically, the Teacher Education Committee is responsible for:
 - a. Determining the philosophy and goals of the Teacher Education Program.
 - b. Development of all policies governing the Teacher Education Program, including admission and retention, course requirements, and clinical experiences.
 - c. Ensuring that all requirements of the State of Wisconsin and all standards of the National Council for the Accreditation of Teacher Education are satisfied.
 - d. Admission of students into the Teacher Education Program and into student teaching/internship.
 - e. Evaluation of the Teacher Education Program in light of program goals, state requirements, NCATE standards, and professional consensus on best practices.

2. Membership on the Teacher Education Committee consists of the Director of Teacher Education, Certifying Officer, Directors of all undergraduate licensure levels, Director of Graduate Education, Chair of Special Education Department, Faculty members who are assigned at least half-time to the Departments of Education or Special Education, Chair of the Secondary Teacher of Education Team, Field Placement Coordinator, and two student representatives. The Director of Teacher Education chairs the Teacher Education Committee.

TEC 655 **Advisory Council**

The Teacher Education Advisory Council monitors all policies and activities of the Teacher Education Program and gives feedback to the Director of Teacher Education.

TEC 660 **Appeal Process**

Students may appeal any decision made by the Teacher Education Committee, by the Director of Teacher Education, or by individual faculty members of the specialized fields in the Teacher Education Program through the Silver Lake College Grievance Process outlined in the Student Handbook.

Control of Teacher Education

Legal responsibility for control of teacher education rests with the Legislature of the State of Wisconsin. By law the State Department of Public Instruction is the sole agency to establish and administer regulations concerning the preparation and licensing of teachers.

The present regulations are contained in a State Department of Public Instruction publication entitled *Chapter PI-34 Teacher Education Program Approval and Licenses*. The Office of the State Superintendent of Public Instruction communicates with the Director of Teacher Education.

Silver Lake College prepares teachers under an “approved program” endorsed by the Wisconsin Department of Public Instruction. This plan permits the College to develop programs of teacher preparation in accordance with the regulations cited above. The planned programs are submitted to the Department of Public Instruction for approval. The approval authorizes the College to prepare teachers within the defined programs.

The Certifying Officer for Silver Lake College is responsible for the licensure or certification recommendation for those students completing an approved program incorporating the 10 Wisconsin Teacher Standards. Upon receipt of this recommendation and verification of compliance with State regulations, the Wisconsin Department of Public Instruction issues the teaching license.

Proposed changes in the Teacher Education Program may originate in any department of the College, at any administrative level, with the Advisory Council, or with the student body. They should be made according to the following systematic procedure designed to facilitate needed change:

1. Matters of a general nature are brought to the attention of the Director of Teacher Education.
2. Concerns regarding any specific program are brought to the attention of the Director of that program.
3. Proposed changes are presented to the Teacher Education Committee for consideration and action. It is the responsibility of this Committee to consult appropriate specialists on the Department of Public Instruction staff, members of academic departments involved and/or members of the administration and finally to make a decision concerning any proposed changes in the Teacher Education Program.
4. Changes approved by the Teacher Education Committee are submitted to the Academic Dean for approval.
5. The State Department of Public Instruction is the final approving body for major changes in the Teacher Education Program at Silver Lake College. Proposed changes are submitted over the signature of the Director of Teacher Education.

APPENDIX A

SILVER LAKE COLLEGE TEACHER EDUCATION PROGRAM CORE COMPETENCIES

Standard 1 – Foundational Knowledge, Skills and Dispositions

Assessed by group presentation, log report, Internet search, reflection paper, article critique, interview, PowerPoint presentation, journal entry lesson design, role play and written exam.

| LA | WIS | TEP Core Competencies |
|------|-------------|---|
| | | KNOWLEDGE: |
| | 2, 9 2 | TEP 1.1.2.1 Philosophy, Theories and Historical Foundations a.) Major education Philosophies and Theories of Human Development b.) General education curriculum theory and models with implications for diverse learners |
| IV.2 | 2 3 3 | TEP 1.1.2.2 – Characteristics of Diverse Learners a.) Normal development: personal, psychological, physical, social, behavioral, communication and learning characteristics b.) Differences in development: personal, psychological, physical social, behavioral, communication, sensory and learning characteristics c.) Phases of language development for diverse learners |
| IV.2 | 10 | TEP 1.1.2.3 Legal Foundations a.) Rights and responsibilities of parents, students, teachers and other professionals as they relate to student’s learning needs and educational programs. b.) Current legislation, regulation, policies, litigation, and ethical issues related to the provision of educational services for students with disabilities: i.) due process ii.) continuum of services iii.) assessment iv.) discipline v.) inclusive education vi.) supplemental services and supports vii.) specialized health care needs viii.) assistive technology |
| | | SKILLS: |
| I.1 | 6 | TEP 1.2.1.1 Demonstrate communication skills |
| I.4 | 4 | TEP 1.2.1.2 Utilize Media & Technology |
| I.2 | 4 | TEP 1.2.1.3 Demonstrate Critical Thinking skills a.) Moral and ethical decision making b.) Relationship between disciplines and liberal arts |
| I.1 | 9 | TEP 1.2.1.4 Identify types of research with their respective purposes and methodologies |

| | | |
|---------------------------------------|------------------|---|
| IV.1, 2, 3, 4 | 10 | TEP 1.2.1.5 Integrate the LAS and life skills for: a.) Self-direction b.) Service c.) Leadership d.) Integration |
| I.2 | 2, 9 | TEP 1.2.1.6 Major Educational Philosophies and Theories of Human Development a.) List the major theories b.) Trace the chronological development c.) Compare and contrast their tenets |
| I.2 IV.1 | 9 | TEP 1.2.1.7 Construct a personal, viable philosophy of education |
| | | DISPOSITIONS: |
| | 10 | TEP 1.3.1.1.1 Integrate servant leadership with the context of an educational leader by: a.) identifying the characteristics of leadership b.) stating the concepts of service and servant leadership based on Judeo-Christian values c.) matching personal qualities, talents and abilities with the leadership style |
| | | TEP 1.3.1.1.2 Demonstrate the skills of a servant leader by: a.) exhibiting the skills of listening and advocacy cooperation b.) integrating the concepts and skills of the liberal arts and professional studies |
| | 9 | TEP 1.3.1.2.1 Exhibit the characteristics of a Lifelong Learner by: a.) articulating the interconnectedness of the liberal arts, the field of education and personal growth b.) maintaining currency with legal and fiscal frameworks of the educational system c.) exhibiting habits of reflection, self-assessment and openness to new information from a variety of perspectives by: i.) participating in professional associations and activities ii.) establishing habits of broad and critical reading iii.) establishing habits of reflection |
| IV.1 III. 1- 10 II.1 IV.2 | 1 1 1 1 | TEP 1.3.1.2.2 Demonstrate: a.) commitment to continuous learning b.) commitment to professional discourse about subject matter knowledge and children’s learning of the discipline c.) appreciation for individual variation within each area of development, shows respect for the diverse talents of all learners d.) commitment to help all learners develop self-confidence and competence |

Standard 2 – Critical Thinking

Assessed by position paper, case study, research and analysis paper, video analysis, semantic map, small group presentation, integrated unit design, journal critique, class discussion, formative/summative key idea focus, personal behavior intervention plan, self-assessment and written exam.

| LA | WIS | TEP Core Competencies |
|----------------|------|--|
| | | KNOWLEDGE: |
| I.2 | 9 | TEP 2.1.1 Critical thinker’s habits of mind. |
| I.2 | 9 | TEP 2.1.2 Higher level thinking skills (Bloom) |
| I.2 | 9 | TEP 2.1.3 Problem solving and decision making strategies |
| | | SKILLS: |
| II.1, 2 I.2 | 9 | TEP 2.2.1 Explicate a Judeo-Christian framework for moral and ethical decision-making a.) Ask questions that evoke insight and depth of thinking b.) Identify, prioritize and make decisions systematically based on alternative solutions/options c.) Analyze, synthesize and evaluate information d.) State objective definition of problem/needs |
| IV.4 I.2 | 4, 9 | TEP 2.2.2 Identify relationships between the various disciplines and the liberal arts studies, using critical thinker’s habits of mind a.) Regulate own thinking i.) Reflect on own thinking ii.) Plan iii.) Identify and use necessary resources iv.) Respond to feedback v.) Evaluate effectiveness of own actions |
| | 4 | TEP 2.2.3 Demonstrate skills of analysis, synthesis and evaluation of information problem (Bloom) |
| | 4 | TEP 2.2.4 Implement problem solving/decision making skills a.) Define problems/needs objectively b.) Systematically identify alternative solutions/interventions |
| | | DISPOSITIONS: |
| I.2 | 9 | TEP 2.3.1 Think creatively a.) Engage intensely b.) Challenge limits c.) Use own standards of evaluation d.) View situation in new ways |

| | | |
|------------|--------|--|
| I.2 | 9 | TEP 2.3.2 Think critically a.) Seek accuracy b.) Seek clarity c.) Accept new information d.) Restrain impulsivity e.) Take a position f.) Respond to others' feelings and knowledge |
| IV.1 | 9 | TEP 2.3.3 Generate a creative vision of personal and professional growth utilizing the critical thinking processes |
| | 3, 7 | TEP 2.3.4 Prioritize solutions by professional standards, and programming/student needs |
| II.2 | 10 | TEP 2.3.5 Make decisions which are based on ethical principles |
| I.2 I.2 | 9 4 | TEP 2.3.6 Demonstrate a.) value of critical thinking and self-direction learning as habits of mind b.) value of the development of students' critical thinking, independent problem solving, and performance capabilities |

Standard 3 – Research

Assessed by research study critique, position paper, journal critique, critique of primary source selection, group research and presentation, written exam and evaluation of classroom teaching.

| LA | WIS | TEP Core Competencies |
|-----|-----|---|
| | | KNOWLEDGE: |
| I.1 | 9 | TEP 3.1.1 Types of research with their respective purposes and methodologies |
| | 9 | TEP 3.1.2 Research-based best practices for effective management of teaching and learning |
| | 9 | TEP 3.1.3 Research-based best practice for effective programming |
| | | SKILLS: |
| I.1 | 9 | TEP 3.2.1 Utilize the professional language, vocabulary and format of research to espouse a research perspective |
| | 9 | TEP 3.2.2 Critique research reports to determine pertinence for classroom purposes |

| | | |
|------|---|---|
| | 9 | TEP 3.2.3 Use research, incorporate results to improve practice a.) Identify the sources of relevant research b.) Validate and document educational beliefs and practices c.) Research classroom practice |
| | 9 | TEP 3.2.4 Utilize learning theory and research-supported instructional strategies and practices, educational beliefs based on research |
| | | DISPOSITIONS: |
| | 9 | TEP 3.3.1 Choose teaching practice based on research |
| | 9 | TEP 3.3.2 Choose programming based on research |
| IV.1 | 1 | TEP 3.3.3 Demonstrate: a.) realization that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving b.) commitment to keep abreast of new ideas and understandings in the field |

Standard 4 – Communication/Collaboration

Assessed by writing sample, individual oral presentation, group presentation, journal entries, position paper, case study, language video analysis, language sample analysis, reflection paper, class discussion, team teaching activity and evaluation of classroom teaching.

| LA | WIS | TEP Core Competencies |
|------|------|---|
| | | KNOWLEDGE: |
| I.1 | 6 | TEP 4.1.1 Principles of Communication Theory and the phases of language development |
| | 6 | TEP 4.1.2 Diverse and culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members |
| | | SKILLS: |
| I.1 | 6 | TEP 4.2.1 Use communication techniques: verbal, nonverbal, and written language, and media/technological |
| I.3 | 5, 6 | TEP 4.2.2 Use techniques to plan or problem solve with others a.) Consult b.) Collaborate c.) Conference d.) Resolve conflict |
| II.2 | 10 | TEP 4.2.3 Demonstrate ethical practices and maintain confidential communication with others about individuals |
| | | DISPOSITIONS: |
| | 6 | TEP 4.3.1 Use communication techniques to respond to human differences |

| | | |
|--------|----|---|
| | 10 | TEP 4.3.2 Demonstrate rapport and credibility with administrators, staff, students, parents, and community |
| | 6 | TEP 4.3.3 Demonstrate effective communication with families of student from diverse background |
| II.2 | 10 | TEP 4.3.4 Demonstrate privacy and confidentiality in the communication to others about the learning needs of students with disabilities |
| I.1, 3 | 6 | TEP 4.3.5 Demonstrate: a.) Recognition of the power of language for fostering self-expression, identity development, and learning b.) value of the many ways in which people seek to communicate and encourage many modes of communication in the classroom c.) thoughtful and responsive listening d.) appreciation for the cultural dimensions of communication, respond appropriately, and seek to foster culturally sensitive communication by and among all students in the class |
| I.1, 3 | 6 | |
| I.3 | 6 | |
| IV.2 | 6 | |

Standard 5 – Professionalism/Human Relations

Assessed by log report, journal critique, diversity journal entries, liberal arts journal entries, role play, group presentation, oral report, one-on-one clinic progress report, evaluation of classroom teaching.

| LA | WIS | TEP Core Competencies |
|---------|-----|---|
| | | KNOWLEDGE: |
| IV.3 | 9 | TEP 5.1.1 Servant leadership within the context of educational leader a.) Identify the characteristics of leadership types and models b.) State the concepts of service and servant leadership based on Judeo-Christian values in their educational philosophy c.) Integrate the concepts and skills of the liberal arts and professional studies |
| II.1, 2 | 9 | |
| IV.4 | 9 | |
| IV | 1 | TEP 5.1.2 Lifelong learning and the interconnectedness of the liberal arts, the field of education and personal growth a.) Identify characteristics of one’s own culture and use of language, and the ways in which these can differ from other cultures and uses of language b.) Identify personal cultural biases and differences that affect one’s teaching and interactions with others c.) Identify current issues within the profession |
| I.2 | 3 | |
| I.2 | 3 | |
| IV.2 | 9 | |
| | | SKILLS: |
| IV.4 | 10 | TEP 5.2.1 a.) Integrate the concepts and skills of the Liberal Arts and Professional studies into their role as servant leader |

| | | |
|----------------------|-------|--|
| IV.2 | 3 | b.) Plan for the effects of the culture, language, religion, gender, disability, socio-economic status, sexual orientation, availability of health care, community supports, abuse/neglect, and substance abuse of individual students |
| IV.1 | 9 | c.) Utilize organizational time management and stress management strategies for self d.) Demonstrate positive student recognition e.) Create a positive school climate f.) Accept and utilize constructive criticism g.) Demonstrate responsibility in decision making |
| II.1 | 5 | |
| II.1 | 5 | |
| IV.1 | 9 | |
| I.1 | 9 | |
| IV.1 | 9, 10 | TEP 5.2.2 Exhibit lifelong learner habits of reflection, self-assessment, and openness to new information from a variety of perspectives. |
| IV.1 | 9, 10 | a.) Participate in professional associates or activities |
| IV.1 | 9 | b.) Establish habits of broad and critical reading |
| IV.1 | 9 | c.) Establish habits of reflection |
| IV.3 | 9 | TEP 5.2.3 Conduct professional activities in compliance with applicable laws and policies |
| DISPOSITIONS: | | |
| IV.1 | 9 | TEP 5.3.1.1 Match personal qualities, of motivation, compassion, flexibility and perceptiveness with the most appropriate leadership style |
| IV.2 | 9, 10 | TEP 5.3.1.2 Demonstrate commitment to students and the profession |
| II.2 | 9, 10 | TEP 5.3.2.1 Demonstrate on-going study in the behavior and communication among cultures that can lend themselves to misinterpretation and misunderstanding |
| II.2 | 9, 10 | TEP 5.3.2.2 Self-evaluate personal cultural biases and differences that affect one's teaching on a continual basis |
| IV.1 | 9 | TEP 5.3.2.3 Demonstrate: a.) recognition of professional responsibility for engaging in and supporting appropriate practices for self and colleagues |
| IV.2 | 9 | b.) willingness to give and receive help |
| IV.1 | 9 | c.) commitment to seeking out, developing, and continually refining practice that address the individual needs of students |

Standard 6 – Home/School/Community Relationships

Assessed by class discussion, interview report, one-on-one clinic progress report, written exam, and evaluation of classroom teaching.

| LA | WIS | TEP Core Competencies |
|---------------------|--------------|---|
| | | KNOWLEDGE: |
| II.1 | 10 | TEP 6.1.1 Schools as organizations within the larger community context |
| | 10 | TEP 6.1.2 Operation of the relevant aspects of the school system(s) |
| | 10 | TEP 6.1.3 Factors in the student’s environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students’ lives and learning |
| | | SKILLS: |
| II.1 | 10 | TEP 6.2.1 Link with the learners other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies |
| | 10 | TEP 6.2.2 Identify and use community resources to foster student learning |
| | 10 | TEP 6.2.3 Establish relationships with parents and guardians from diverse home and community situations |
| | 10 | TEP 6.2.4 Develop cooperative partnerships in support of student learning and well-being |
| | | DISPOSITIONS: |
| I.3 IV.1 IV.1 | 10 10 | TEP 6.3.1 Demonstrate: a.) willingness to consult with other adults regarding the education and well-being of his/her students b.) willingness to work with other professionals to improve the overall learning environment for students |

Standard 7 – Assessment and Evaluation

Assessed by lesson design, log report, IEP role play, test analysis, class discussion, weekly quiz, student-made test, test blueprint, calculations, written exam, one-on-one clinic progress report and evaluation of classroom teaching.

| LA | WIS | TEP Core Competencies |
|------|------|---|
| | | KNOWLEDGE: |
| II.2 | 8 | TEP 7.1.1 National and state standards, movements, and assessment mandates |
| II.2 | 8 | TEP 7.1.2 Legal provisions regulations, guidelines, and ethical principles regarding assessment of individuals |
| | 8 | TEP 7.1.3 Basic terminology used in assessment |
| | 8 | TEP 7.1.4 Screening, pre-referral, referral, and classification procedures |
| | 8 | TEP 7.1.5 Strengths and limitations of formal and informal tests including validity and reliability issues |
| | 9 | TEP 7.1.6 Silver Lake College Teacher competencies |
| | | SKILLS: |
| I.1 | 8 | TEP 7.2.1 Analyze assessment and evaluation; purposes, types, criteria and protocols |
| IV.3 | 7, 8 | TEP 7.2.2 Use assessment strategies to design curriculum, monitor, evaluate, and report student progress to various publics |
| | 7 | a.) Assess curriculum effectiveness |
| | 8 | b.) Interpret standardized and other assessment results |
| | 8 | c.) Select and construct a variety of measurement strategies |
| | 8 | d.) Adapt and modify measurement strategies to meet special needs |
| | 7, 8 | e.) Design instructional improvements based on assessment results |
| | 8 | f.) Monitor student progress |
| | 8 | g.) Report outcomes to various publics |
| | 8 | TEP 7.2.3 Employ productive assessment strategies to improve student learning and program effectiveness |
| | 8 | a.) Construct protocols and assessment criteria indicated by the objective |
| | 8 | b.) Use classroom observation reflection and concrete data to modify instruction and curriculum |
| | | DISPOSITIONS: |
| I.2 | 8 | TEP 7.3.1 Utilize assessment as an integral component in planning and instruction |
| I.2 | 8 | TEP 7.3.2 Utilize assessment as an ongoing process |
| I.2 | 8 | TEP 7.3.3 Utilize assessment to determine the effectiveness of programming and instruction as well as the abilities of the student |
| I.2 | 8 | TEP 7.3.4 Demonstrate a commitment to the use of assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities |

Standard 8 - Programming

Assessed by lesson design, group presentation, log report, integrated reading and writing unit, vocabulary teaching technique, creation of mnemonic strategy, team teaching activity, practice teaching session and written exam.

| LA | WIS | TEP Core Competencies |
|--------------------|----------------------|--|
| | | KNOWLEDGE: |
| I.2 | 1-10 | TEP 8.1.1 Program Design |
| I.2 | 5 | TEP 8.1.2 Organization of Instructional Environment |
| I.2 | 1 | TEP 8.1.3 Curriculum/Content a.) Demonstrate a comprehensive knowledge of curriculum b.) Compare and contrast curriculum models |
| | | SKILLS: |
| I.2 | 4 | TEP 8.2.1 Program Design a.) Use technology in planning and managing the teaching and learning environment |
| I.2 | 5 | b.) Design, structure and manage daily routines including transition time, effectively for students, staff, and the instructional setting |
| | | TEP 8.2.2 Establish instructional environment conducive to learning |
| I.2 | 1, 7 1, 7 | TEP 8.2.3 Curriculum/Content Plan curriculum a.) Demonstrate skills in the organization and alignment of curriculum b.) Use Wisconsin curriculum models and standards in developing curriculum |
| II.2 | 1, 7 | c.) Integrate multicultural concepts into curriculum |
| I.2 | 1, 7 1, 7 1, 7 | TEP 8.2.3.1 Design curriculum which meets learner needs a.) Relevant and adapted to the learner's diverse abilities b.) Responds to cultural, linguistic, and gender differences |
| I.2 | 1, 7 | TEP 8.2.3.2 Evaluate existing curricula |
| | | DISPOSITIONS: |
| I.4 | 4 | TEP 8.3.1 Contribute and adapt to scientific and technological change |
| II.1 | 5 | TEP 8.3.2 Demonstrate enthusiasm for students and their learning |
| II.1 | 9 | TEP 8.3.3 Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs |
| II.2 | 9 | TEP 8.3.4 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession |
| I.2 IV.2 I.3 | 7 7 7 | TEP 8.3.5 Demonstrate: a.) value of both long-term and short-term planning b.) acceptance of plans that are open to adjustment and revision based on student needs and changing circumstance c.) value of planning as a collegial activity |

Standard 9 – Pedagogy/Teaching Practice

Assessed by log report, reflection paper, media production, reflective journal entries, oral presentation of unit, story writing, vocabulary presentation, reading and writing activity box, practice teaching simulation, behavior intervention plan, one-on-one clinic progress report and evaluation of classroom teaching.

| LA | WIS | TEP Core Competencies |
|-------------------|------|---|
| KNOWLEDGE: | | |
| I.2 | 4 | TEP 9.1.1 Pedagogy implications of human development in teaching and learning a.) Demonstrate an in-depth understanding of development at the level at which certification is sought b.)Exhibit knowledge of developmental deviancies and differences and how they affect a student’s learning |
| I.2 | 2 | |
| I.2 | 3 | |
| II.1 | 5 | TEP 9.1.2 Approaches to create positive learning environments |
| I.2 | 4 | TEP 9.1.3 Effective Teaching Strategies |
| I.2 | 4 | TEP 9.1.4 Varied instructional strategies |
| I.2 | 8 | TEP 9.1.5 Varied evaluation strategies |
| SKILLS: | | |
| I.2 | 5 | TEP 9.2.1. Design and provide a positive learning environment a.) Affirm student contributions b.) Provide positive feedback c.) Respond to students’ needs for a change in pace and activity levels d.) Establish rapport with students e.) Model and require the use of common values needed to live in a cooperative society f.) Establish active inquiry and supportive interaction among students |
| I.2 | 5 | |
| IV.4 | 7, 9 | TEP 9.2.2 Implementation of instruction. Pedagogy for content knowledge and the liberal arts foundational competencies a.) Plan instructional strategies, which integrate knowledge of the liberal arts, curriculum goals, subject matter, students, the community b.) Explain and demonstrate the relationship among the education frameworks, content knowledge, and the liberal arts (Senior Synthesis) |

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| I.2 | 3, 4, 5 7 7 3 7 4 3 4 | TEP 9.2.2.1 Utilize effective instructional and evaluative methodologies a.) Plan for effective instruction i.) Write objective that are specific, observable, and measurable ii.) Provide adaptations and modifications to meet the needs of all students iii.) Design a variety of lesson plans appropriate to meet the needs of the students and the goals of the curriculum iv.) Use technology and audio/visuals to provide, reinforce and enhance instruction v.) Plan for a variety of learning modes vi.) Use a variety of instructional formats (e.g., direct instruction, cooperative learning, discovery approach, workshop approach, investigation, experimental inquiry, invention, problem solving, etc.) |
| I.2 | 4 5 4 4 4 4 4 4 4 4 | b.) Provide clarity and meaning for students during instruction i.) Use diagrams, charts, etc. to facilitate student organization of knowledge ii.) Relate learning to real life experiences: use relevant examples iii.) Provide sequential or global instruction and examples as appropriated iv.) Model and demonstrate the concept v.) Probe for student understanding vi.) Ask question that promote higher level thinking vii.) Ask questions according to students' diverse abilities viii.) Use effective transitions ix.) Use cues and prompts |
| DISPOSITIONS: | | |
| IV.3 | 1, 5 5 1 5 | TEP 9.3.1 Develop in students a love of and responsibility for personal learning a.) Engage students in generation of their own knowledge b.) Facilitate student integration of learning among disciplines and with life experiences c.) Maximize student involvement in both instruction and classroom management |
| II.2 | 5 | TEP 9.3.2 Create learning environments that allow students to retain and appreciate their own and each others respective language and cultural heritage |
| II.2 | 5 | TEP 9.3.3 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued |

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| II.1 | 4 | TEP 9.3.4 Demonstrate: a.) value of flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. b.) belief that all children can learn at high levels c.) persistence in helping all children achieve success d.) appreciation for and value of human diversity, respect for students’ varied talents and perspectives e.) commitment to the pursuit of “individually configures excellence.” f.) respect of students as individuals with differing personal and family backgrounds and various skills, talents, and interests g.) enthusiasm for the discipline(s) and the connection to everyday life |
| II.1 | 3 | |
| II.2 | 3 | |
| II.1 | 3 | |
| II.2 | 3 | |
| II.1 | 3 | |
| II.1 | 3 | |

Standard 10 - Management

Assessed by class discussion, oral presentation, journal analysis, personal functional assessment, behavior intervention plan, vignette, formative and summative key idea focus, written exam and evaluation of classroom teaching.

| LA | WIS | TEP Core Competencies |
|-------------------|-----|---|
| KNOWLEDGE: | | |
| II.2 | 10 | TEP 10.1.1 Federal, state and district policies and procedures governing the discipline of all students and the implications for individuals with exceptionalities |
| II.2 | 10 | TEP 10.1.2 Legal, ethical, and safety and training issues surrounding use of various forms of behavior management procedures |
| I.3 | 1 | TEP 10.1.3 Social skills needed for educational and other environments |
| II.2 | 1 | TEP 10.1.4 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. |
| | 5 | TEP 10.1.5 Basic classroom management theories and strategies for individuals with exceptional learning needs |
| | 5 | TEP 10.1.6 Basic group management theories and strategies for individuals with exceptional learning needs |

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| | 5 | TEP 10.1.7 Basic individualized management theories and strategies for individuals with exceptional learning needs |
| SKILLS: | | |
| I.3 | 5 5 4 5 | TEP 10.2.1 Classroom Management a.) Communicate goals, expectations and consequences b.) Enforce classroom rules and procedures consistently c.) Organize materials and lessons for effective teaching d.) Use age-appropriate, preventative, supportive, direct discipline and positive |
| I.2 | 5 5 5 4 5 | TEP 10.2.2 Group Behavior Management Strategies a.) Set classroom routines and rules, and environmental modification b.) Organize, develop, and sustain learning environments that support positive intercultural experience c.) Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group or person d.) Implement effective teaching strategies e.) Define and use skills in problem solving and conflict resolution |
| DISPOSITIONS: | | |
| II.1 | 5, 9 | TEP 10.3.1 Demonstrate teacher attitudes and behaviors that influence behavior of individuals |
| II.2 II.2 II.2 II.1 II.1 II.1 II.2 | 5 5 5 5 5 5 5 | TEP 10.3.2 Demonstrate: a.) Responsibility for establishing a positive climate in the classroom b.) Participation in maintaining a positive climate in the school c.) Commitment to the expression and use of democratic values in the classroom d.) Value of the role of students in promoting each other's learning e.) Recognition of the importance of peer relationships in establishing a climate for learning f.) Recognition of the value of intrinsic motivation to students' life-long growth and learning g.) Commitment to the continuous development of individual students' abilities and the use of different motivational strategies to encourage the development of each student |

KEY LA Liberal Arts Goals for Silver Lake College
 WIS Wisconsin Standards for All Teachers
 TEP **Teacher Education Program**