



# Foundations of Teacher Education Handbook

2025-2026

# **Lakeshore College**

## **Mission:**

Transform individuals and strengthen communities through innovative and accessible learning.

## **Vision:**

The communities' driver for individual, social, cultural and economic vitality



## **Foundations of Teacher Education**

The Foundations of Teacher Education - Associate Degree is an Associate of Applied Science Degree, which prepares qualified individuals to work directly with students under the supervision of a licensed teacher. The duties include assisting children with math, science, reading, and writing assignments as well as handling classroom management and other tasks related to instruction. This program meets Title I requirements.

Duties may also include monitoring student activities, assisting with reading, correcting papers, tutoring, one-on-one activities and small group facilitation. The focus of this program is on preparing graduates to work primarily in elementary and middle level schools.

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# **Institutional Learning Outcomes:**

## **Institutional Learning Outcomes:**

1. Communicates Effectively
  - a. Utilize effective communication practices.
  - b. Express ideas and information clearly.
2. Demonstrates Critical Thinking
  - a. Define problems clearly.
  - b. Apply appropriate methods to solve problems.
3. Works Collaboratively
  - a. Contribute positively to team efforts.
  - b. Apply resolution of conflicts constructively.
4. Exhibits Respect of Individuality
  - a. Demonstrate the respect of others' viewpoints.
  - b. Promote inclusivity.
5. Models Professionalism
  - a. Exhibit behaviors consistent with workplace standards.
  - b. Demonstrate personal accountability.

## **Foundations of Teacher Education Program Outcomes**

1. Demonstrate instructional support strategies for content areas
2. Implement developmentally appropriate practices to foster learning
3. Adapt instruction to meet the diverse needs of all learners
4. Use proactive classroom management techniques
5. Perform professional responsibilities
6. Incorporate the reflective process to promote professional growth

# Wisconsin Educator Preparation Standards

**1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

**2. Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

**3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation. (Teaching Practice, Human Relations)

**4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

**5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

**7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

**8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

**9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

[PI34.002] teaching standards

## **Foundations of Teacher Education – Professional Code of Conduct**

Professionalism is a set of standards that students are expected to adhere to as students in the Foundations of Teacher Education Program. As preservice teachers, and role models for children, students should demonstrate responsibility, accountability, respect and trust, always. Professionalism in the Foundations of Teacher Education program looks like:

- Reliability – this includes submitting assignments on time, honoring your field placement schedule, doing what you say and saying what you mean
- Respect – this includes respect for your classmates, cooperating teacher, school staff, children and your program instructor. Respect can be demonstrated in many ways: through your actions and your words. Dressing appropriately for your day, greeting others, actively listening, communicating appropriately, and being present throughout your day are a few ways to demonstrate respect.
- Consideration – being mindful of others and demonstrating thoughtfulness and empathy are an important part of professionalism.
- Strong Work Ethic – this includes taking initiative, being positive about the work you need to do, ensuring the work you submit is high quality, meeting deadlines and being punctual. This also includes going above and beyond expectations to ensure a high-quality experience and/or product.
- Integrity – This is doing what is right and fair by always being honest and ethical, maintaining confidentiality, and following rules and regulations. Understanding that electronic communication may be visible to students, parents and stakeholders, students always ensure appropriate communication that will not reflect negatively on the student, school, practicum sites and the teaching profession.

If a student demonstrates behavior that does not adhere to these standards, the student will be subject to the Lakeshore College Student Code of Conduct policies found in the Lakeshore Student Handbook.

## **Professional Responsibilities**

Candidates demonstrate professionalism by readily assuming responsibilities expected of educators in the field, demonstrating a genuine concern for students, commitment to the Practicum field experience, and a passion for educating children.

## **Forward Program: Partnership with UWGB**

### ***Transferring to UWGB and additional information for those seeking Wisconsin Department of Public Instruction Licensure***

- *UWGB School of Education Admission Requirements*
- *Foundations of Teacher Education Program Sequence and suggested timeline*
  - Students attending Lakeshore College who are accepted and enrolled in the Foundations of Teacher Education program should plan to enroll in 12-15 credits/term. Following the program sequence outlined in the course catalog

ensure timely completion of the program. Students who are enrolled part time should work with their program counselor and/or program instructor to determine the course sequence that best fits their schedule.

- *Foundations of Teacher Education Signature Assessments*
  - Throughout the program, signature assessments are embedded in courses. These assessments are designed to evaluate the pre-service teacher's knowledge, skills and understanding of WI DPI teacher preparation standards and meet compliance for state statute PI.34. Signature assessments in the CBE courses are treated like all other assessments in the program and you must achieve a score of Met or Superiorly Met to pass the course. Signature Assessments in a traditional or online delivery course have the same standard of completion. You must achieve a score of 87% or higher on these assessments to pass the course. If you do not meet the required score, you can revise and resubmit your work. Signature assessments will be identified in the course syllabus and in Blackboard.

## **Foundations of Teacher Education Practicum Expectations**

It is critical for pre-service educators to gain valuable experience in classrooms under the guidance and mentorship of a licensed educator. To provide these rich experiences, students in the Foundations of Teacher education program will participate in 2 separate practicum experiences. A background check is required prior to enrolling in the practicum courses.

During these experiences, students have opportunities to learn through observation, active engagement in the teaching process, planning developmentally appropriate lessons, engage appropriately with students, engage professionally with the cooperating teacher and other staff, experience different classroom environments, and connect course concepts to professional practice.

Students will meet the compliance requirements of state law, national standards (where applicable), and the Wisconsin Department of Public Instruction. Additional requirements including assignments can be found in the Student Learning Management System (Blackboard)

## **Portfolio**

Students in the Foundations of Teacher Education program create a portfolio during their first semester of courses and continually add and update their portfolio throughout the program. This portfolio documents each student's proficiency in the program outcomes, institutional Learning Outcomes and the WI Teacher Preparation standards.

## **Repeating Courses**

A student who fails the same FoTE course a second time will need to meet with the program counselor, program instructor, and petition to take the course a third time. The



student, program counselor and program instructor will meet to discuss a mutual plan of action that the student will need to work on and demonstrate they can be successful in a classroom setting. Failing the same course three times will result in being excused for the Foundations of Teacher Education program.

## **Short-Term Substitute Teaching License**

Upon successful completion of the Foundations of Teacher Education program students are eligible for a WI Short Term Substitute Teaching License. More information about this license and how to apply can be found on the WI DPI website at <https://dpi.wi.gov/licensing/apply-educator-license/substitute>

## **Program Completion**

Upon successful completion of all coursework identified in the Foundations of Teacher Education Program, students in good standing will be recommended for graduation. Students wishing to transfer to UWGB to complete their bachelors degree and teaching license should work with their program counselor and program instructor during the prior semesters to ensure all UWGB admission requirements are met for acceptance into the UWGB School of Education by the time their Lakeshore program is completed.

## **Student Records**

Students' records will be maintained electronically throughout attendance at Lakeshore. Additionally, any students' records needed for licensure will be transferred to UWGB upon request.

## **Graduation**

Lakeshore College offers commencement exercises at the end of both the fall and spring semesters. Students may complete their studies and graduate in either semester. If you have outstanding coursework that will be completed in the summer term, students are allowed to participate in spring commencement, however, diplomas will not be awarded until all program requirements are met.

## **Non Discrimination**

Lakeshore College does not discriminate against protected classes, including but not limited to race, color, national origin, religion, sex, or gender – including sexual orientation, gender identity, gender expression, disability or age in employment, admissions, or its programs or activities. To handle inquiries regarding Lakeshore's nondiscrimination policies, contact the Vice President of Student Success for students 920.693.1858, [tanya.boman@lakeshore.edu](mailto:tanya.boman@lakeshore.edu) or the Executive Director of Human Resources for staff/others 920.693.1139, [Marissa.Holst@lakeshore.edu](mailto:Marissa.Holst@lakeshore.edu). Lakeshore College, 1290 North Avenue, Cleveland, WI 53015. TTY 711 Equal Opportunity Statement | Lakeshore.

# **Program Faculty**

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Associate Dean Education – Rachel Graff

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