

Standard 23.

The unit must ensure each teacher educator is able to show expertise for teaching assignments through documentation of one of the following:

(1) the individual holds a master's degree or higher in any field and:

- (a) has at least 18 graduate credits in the teacher educator's area of instruction; or
- (b) has completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction;

(2) the individual:

- (a) holds a bachelor's degree in any field;
- (b) has at least five years of experience as a teacher of record; and
- (c) has completed a state-approved teacher preparation program.

At least one of the components listed in units (a) to (c) must align to the content area of instruction;

(3) for teacher educators of career and technical education or the visual or performing arts, a bachelor's degree in any field and at least five years of relevant professional work experience aligned to the teacher educator's area of instruction; or

(4) the individual holds a bachelor's degree or higher in any field and provides evidence of the individual's background and experience to the board that demonstrates essential equivalency of necessary pedagogical and content standard proficiency. Examples of background and experience include but are not limited to previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications, and national board certification.

Evidence

To prepare effective, culturally responsive teachers, Fond du Lac Tribal & Community College (FDLTCC) ensures that every teacher educator demonstrates appropriate expertise aligned to their teaching assignments. Standard 23 provides multiple, flexible pathways for demonstrating this expertise, recognizing that faculty qualifications may be grounded in advanced academic preparation, K–12 teaching experience, professional practice, or culturally rooted and community-based knowledge. The Elementary Education Unit applies these pathways consistently and equitably, ensuring all teacher educators meet required qualifications while honoring diverse ways of knowing,

FDLTCC maintains a single, centralized qualification tracking system that includes only SEP teacher educators, their assigned non-methods teaching assignments, and the Standard 23 pathway under which each educator qualifies for each assignment. Teacher educators may appear multiple times in this document when different pathways apply to different teaching assignments. This centralized table serves as the primary verification document for Standard 23 compliance and is reviewed annually to ensure accuracy and alignment (Evidence: SEP Teacher Educator Qualification Matrix: [Faculty Qualifications 2025-2026](#)).

A formal, multi-step verification process begins during hiring. Human Resources verifies minimum degree requirements and collects official transcripts, while the Program Coordinator reviews graduate coursework, teaching licenses, professional experience, research activity, and other credentials to determine the applicable Standard 23 pathway for each candidate. Search committees document pathway eligibility during the hiring process, and all materials are stored in the Teacher Educator

Qualification File (Evidence: SEP Teacher Educator Qualification Matrix: [Faculty Qualifications 2025-2026](#).)

Before any teaching assignment is finalized, the Dean verifies that the educator's documented pathway aligns with the content and pedagogical expectations of the specific course. For teacher educators teaching multiple courses, pathway eligibility is confirmed course by course, ensuring that expertise aligns appropriately to each assignment. This verification is documented within the qualification tracking system and retained in the educator's file (Evidence: [2026-2027 Schedule](#) , Faculty Qualifications 2025-2026).

Teacher educators qualify under multiple pathways outlined in Standard 23. Some educators meet Pathway 1 through a master's degree or higher combined with graduate credits in the area of instruction or through a completed dissertation or peer-reviewed research aligned to their teaching area. Others qualify under Pathway 2 through a bachelor's degree, completion of a state-approved teacher preparation program, and five or more years of experience as a teacher of record, with at least one element aligned to content taught. Faculty in career and technical education or the arts qualify under Pathway 3 through relevant professional experience aligned to instruction. All pathway determinations are clearly documented (Evidence: [Faculty Qualifications 2025-2026](#).)

The unit maintains comprehensive, up-to-date qualification files for all teacher educators. Each file includes a CV or resume, official transcripts, licensure records where applicable, documentation of professional experience, verification of pathway eligibility, and records of course assignments. Files are reviewed annually by the Program Coordinator and Dean of Academics, and updates are made whenever faculty earn new credentials or teaching responsibilities change (Evidence: [Faculty Qualifications 2025-2026](#), [Faculty](#))

This system is supported by transparent policies and clearly defined roles. The Dean serves as the primary reviewer of qualifications and approves course assignments. Human Resources maintains credential documentation and oversees compliance during hiring and contract review and maintains the centralized tracking system. Faculty are informed of how their qualifications align to assignments and are supported in professional growth when additional credentials are needed (Evidence: [Faculty Qualifications 2025-2026](#).)

Through this structured, multi-pathway verification system, FDLTCC ensures that every SEP teacher educator is demonstrably qualified for each non-methods teaching assignment. By maintaining centralized documentation, validating essential equivalency with rigor, and reviewing credentials annually, the unit fully meets PELSB Standard 23 and upholds the integrity of its teacher preparation program.