

Guidelines for
Early Childhood Education
Student Teaching I (EDU4151)



Orientation Booklet
2014-2015

Martin Luther College
New Ulm, MN



August 2014

INTRODUCTION

This booklet contains the guidelines and procedures for participation in the Student Teaching I experience for Early Childhood Education majors of Martin Luther College (MLC). Any questions about the information in this booklet should be directed to Professor Jennifer Mehlberg, Professor Cheryl Loomis, Professor Paul Tess, or Mrs. Kristal Miller. Contact information is listed on the last page of this booklet. The partnership between the infant/toddler center and MLC is vital to the training of candidates who aspire to the teaching profession.

Purpose

The goal of the Student Teaching I experience is to provide MLC students who are majoring in early childhood education a pre-service opportunity in working with children ages birth through two. Student Teaching I is among the following required experiences:

- Individual field experience hours in working with children
- 3 one-week experiences in a variety of early childhood settings
- ECE Clinical (a one college semester, one day per week experience concurrent with the preprimary curriculum course)
- Student Teaching II (a full-time, nine week professional experience in a Lutheran or public early childhood center working with children ages three through five)
- Student Teaching III (a full-time, six week professional experience in a Lutheran elementary school classroom working with children in grades kindergarten through two)

Upon completion of the Minnesota State Board of Teaching approved program required of all MLC early childhood education majors, teaching candidates are eligible for a Minnesota teaching license, birth to age eight.

MLC EXPECTATIONS OF STUDENT TEACHERS

Student attendance

1. Students follow the calendar of the center in which they are assigned being present at the center all day each day of the experience.
2. If the student teacher is ill and unable to go, he/she is expected to **excuse by phone to**
 - **the center supervisor and**
 - **Mrs. Kristal Miller in the Clinical Experiences Office (354-8224 or 8221 ext. 282).**
3. **Scheduled absences** (e.g., sports or music events, medical appointments, family) **should be reported to Professor Tess in advance for approval.** If approved, students should *then* notify the center supervisor and college supervisor in advance of the absence. Students may leave early from their clinical experience for approved absences a maximum of one time during the term.
4. Absences will be made up that exceed the maximum allowable. The MLC Director of Clinical Experiences is responsible for determining the length and/or amount of make-up days.
5. Unexcused absences will be reported to the MLC Director of Clinical Experiences by center personnel.

6. On questionable weather days students should check television, radio stations or school websites for information regarding center closings. MLC students are expected to go to the center in the event of a later start.

Student lunch

Each student on an MLC meal plan may make a sack lunch from the MLC cafeteria. Lunch items are available for making and packing by 7:00 A.M. Students who leave earlier than 7:00 A.M. may make their lunch the evening before their clinical day. The lunch items should be packed in the white lunch bags provided. An alternative to packing a sack lunch the night before is to pick dinner items for a green to-go container, a microwavable container that can be refrigerated overnight. The container is obtained from the food service checker on duty for a \$5.00 deposit. When the container is returned, the student can receive the \$5.00 deposit or a clean container for use the next clinical day.

Student dress/conduct

MLC students are expected to dress and work professionally. Student teachers should be informed of dress policies at the center. Do not hesitate to contact MLC representatives regarding any concerns about the dress or conduct of any MLC student in the building.

Student arrival

A uniform start time is agreed upon by the participating supervisors in each center. Students are not to decide their own start times. Time each day should be set aside for conferencing between the MLC student and the center supervisor to reflect on the day's experiences and to plan for future experiences. Participation in the conferencing is important to the growth of the pre-service teacher.

Student dismissal

Students have been advised to consult center supervisors regarding dismissal time. They should spend a minimum of eight hours per day at the center. Students have been advised to inform employers, etc. that they may not be available until after 5:30 P.M.

Field Trips

Unless instructed differently, the Student Teaching I student should plan to attend and assist as a chaperone on any field trip that begins and concludes during the regular center hours. MLC students can be given the option of but are not required to attend a field trip that takes place outside the regular schedule. In cases in which the MLC student does not attend a field trip, arrangements will be made for the MLC student to assist in another room of the center.

Transportation

Candidates are responsible for transportation to and from student teaching as well as during the experience. As a result, student teachers are encouraged to have a vehicle during the student teaching term. The college does not cover the costs for transportation. Arrangements may be possible in which student teachers share rides and costs of travel for those going to the same area. However, in making placement decisions, the Clinical Experiences Office will not consider the individual transportation needs of student teachers.

GENERAL POLICIES

Student Teaching I participating teacher qualifications

The participating teachers who provide center experiences for MLC students are those early childhood teachers who generally possess a minimum of two years of teaching experience.

Participating supervisor honorarium

As a token of appreciation for the willingness to partner with MLC in the training of pre-service teachers, an honorarium for work as a supervisor of MLC students is provided in the amount of \$30. At the end of each semester, the honorarium is payable upon the MLC Clinical Experiences Office receiving the evaluation form completed by the center supervisor on each student.

MLC is thankful for the willingness of early childhood centers to open their rooms to MLC students and work together in providing experiences and guidance as they develop skills in working with and caring for infants and toddlers.

Student eligibility

Students eligible for the Student Teaching I experience are those MLC early childhood education majors who have met all program prerequisites and who have been screened by the faculty and retained in the education program.

All students scheduled for a center experience must have a criminal background check required by the state of Minnesota.

Sexual harassment

MLC adheres to all guidelines regarding sexual harassment in the work place. An MLC student, who feels an incident of sexual harassment has occurred, should first report the incident to his/her center supervisor. If satisfactory resolution of the incident is not obtained, the MLC student should report the occurrence to the MLC Director of Clinical Experiences.

Likewise, center personnel should report any incidents of sexual harassment on the part of an MLC student to the center director, and then to the MLC Director of Clinical Experiences.

8700.7500 CODE OF ETHICS FOR MINNESOTA TEACHERS

Subpart 1. *Scope.*

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart. 2. *Standards of professional conduct.*

The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.

- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

STUDENT EVALUATION

Student Teaching I student evaluation

The Student Teaching I experience is evaluated with a Pass – No Pass rating. A student must receive a Pass rating to be eligible for graduation and candidacy for teaching. The rating is derived jointly between the student's college and center supervisors.

Students will be made aware of their progress by the college supervisor at the time of the visit between the college and center supervisor.

The center supervisor will evaluate the student's overall development as a teaching candidate by rating the student on several summary statements on the MN Standards of Effective Practice at the end of the three-week term. In addition, the center supervisor is requested to write narrative comments related to the student's development as a candidate for teaching on the back side of the final form.

The information related to each student's personal and teaching traits will be made available by the college supervisor to the MLC Director of Clinical Experiences as helpful information in developing the student's teaching candidate biography.

No Pass (NP) Rating

The student teacher who does not perform satisfactorily on the standards of effective practice receives a no-pass (NP) grade for Student Teaching I. The classroom supervisor, the college supervisor, and the Director of Clinical Experiences will determine jointly if another student teaching term is recommended. The student teacher who receives an NP may be required to pass an alternative experience (EFE IV) before the second attempt of student teaching. The primary goal of the alternative experience is to remediate the identified deficiencies related to the standards. The student teacher must reapply for student teaching through the regular process and will be granted or denied a second student teaching term by the Teacher Education Committee. The Teacher Education Committee's decision is final.

The student teacher cannot continue on to Student Teaching II or III until he/she passes Student Teaching I.

A student who does not participate in an alternate experience (EFE IV) and therefore is no longer a student at MLC must also reapply for admission to MLC through the admission process in addition to reapplying for student teaching.

Under normal circumstances a student teacher will be given no more than two opportunities for student teaching. Only under extraordinary circumstances will an additional opportunity be given.

The student may be permitted to participate in the graduation ceremony, but the diploma is held in abeyance. If the student teacher does not remove the "no pass" by successfully completing a second term of student teaching, the student teacher may substitute the equivalent number of credits from the MLC curriculum. Under this circumstance, the student teacher receives a Bachelor of Science with a major in Educational Studies rather than a Bachelor of Science in Education degree. The student

teaching grade remains “no pass,” and the note “Non-teaching degree” is added to the student’s transcript.

Dismissal from Student Teaching I

Due to issues of performance that may be detrimental to the welfare of children and/or the integrity of Martin Luther College’s student teaching program, a student teacher may be dismissed prior to the end of any student teaching term. The decision to remove is a joint one made by the college supervising professor, the center supervisor, and the Director of Clinical Experiences and is without appeal.

Students who are dismissed before the end of the term are no longer students at Martin Luther College unless they participate in an alternate experience sanctioned and arranged by the Director of Clinical Experiences.

Any student who has been dismissed before the end of any one of his or her student teaching terms and wishes to student teach again must re-apply for student teaching through the regular process and will be granted or denied a second student teaching term by the Teacher Education Committee. Students who are not admitted to student teaching may appeal that decision to a panel consisting of the vice president for academics and the two academic deans. A student must appeal via an appeal form and accompany the appeal with supporting documentation if applicable by the date posted. The student has the right to appeal in person and to have one other person with him or her.

A student who did not participate in an alternate experience and therefore is no longer a student at MLC must also re-apply for admission to Martin Luther College through the admissions process in addition to re-applying for student teaching.

Graduation Policies

Students who will satisfy degree requirements in the summer can participate in the May Graduation Ceremony, but must pre-register for summer classes prior to the May ceremony. Diplomas for students who complete requirements during the summer will be mailed at the conclusion of the summer term.

Students completing a Bachelor of Science degree with a major in Educational Studies must complete all requirements for the education degree except student teaching, clinical experiences, licensure examinations, and the portfolio requirements. Academic credits are taken in lieu of student teaching and clinical experiences. A student graduating with an educational studies major is not recommended for assignment into the teaching ministry and is not eligible for licensure.

PROGRAM SPECIFICS

Student Teaching I experience dates for 2014 – 2015

Monday, August 18 – Friday, September 5
Monday, December 1 – Friday, December 19
Monday, January 5 – Friday, January 23
Monday, April 20 – Friday, May 8

Communication

Each student's roster contains the e-mail and/or center phone information of his/her participating center supervisor. The student has been encouraged to initiate communication in advance of the experience to introduce him/her and to ask for a time to meet to share goals for the experience. The initial conference is also a good time for the supervisor to share center procedures used. Arrange a time to meet on the first day to discuss these matters critical to the success of the experience.

Each student has been told that taking the lead in initiating communication will set a tone that he/she wants to make the most of the experience. Each student has been advised the key to a good experience is the attitude he/she communicates.

If possible, schedule time for conferencing to reflect on the day's experiences and to plan for future experiences. Comments and suggestions are important to the growth of the pre-service teacher.

Classroom supervisors have been provided a copy of the Student Teaching I student's Personal Information Form and have been given the e-mail address of the student. Supervisors should feel welcome to correspond via that address during the experience.

MLC faculty supervision of the program

Each center supervisor and student will receive one individual conference visit from an MLC college supervisor to discuss the student's progress during the Student Teaching I experience.

Open communication is available and encouraged between the college and center supervisors. Included on the last page of this packet is the college phone number and e-mail address of all MLC personnel involved in the Student Teaching I experience. MLC personnel are available by phone or e-mail for comments or concerns about the pre-service teachers working in the center.

Expectations

Student Teaching I students have been advised that central to their having a good experience is their eagerness to become actively engaged in center routines and procedures. Student Teaching I students should be expected to do the following during the experience:

1. Develop warm, supportive relationships with infants, toddlers, and their families.
2. Follow a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
3. Apply infant and toddler health and safety standards.
4. Maintain the established care and play areas for an infant and toddler environment.

5. Support the actions, choices, and problem solving for successful early learning experiences of infants and toddlers.
6. Record infant and toddler observations.
7. Work with parents and caregivers to observe, interpret, and nurture infants and toddlers' growth and development.
8. Conference with the center supervisor and college supervisor.

MLC expects that the center supervisor and Student Teaching I student develop an implementation plan for induction into experience over the three weeks.

Connecting the Student Teaching I experience to methods courses

Students are expected to **write two entries in their reflection journals**, one concerning infants and one concerning toddlers. The college supervisor will read the journal entries and "sign off" completion. Please remember to be tactful in writing comments.

**EDU4151 ECE Infant/Toddler Student Teaching
MN Teachers of Early Childhood Education Standards**

MLC Student Name _____

Infant/Toddler Care Center _____

City/State _____

Licensed Supervisor completing this form _____



The teacher in an infant and toddler center demonstrated an ability to:	Yes	Partly	No
1. build and maintain a primary care relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. use observation skills to determine an infant's and toddler's needs, interests, and preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. meet the physical needs of infants and toddlers and to promote their health, safety, and physical development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. assess an infant's or toddler's level of cognitive development and design developmentally appropriate learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. assess an infant's or toddler's emerging level of social and emotional development and design developmentally appropriate learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. assess an infant's or toddler's emerging level of physical development and design developmentally appropriate learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. assess an infant's or toddler's creative development and design developmentally appropriate learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. establish and maintain positive, collaborative relationships with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. use informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS

1) The statements in the left column are based on the standards for teachers of early childhood education as outlined in the teacher licensure requirements of the state of Minnesota.

2) The preservice teacher should demonstrate these standards in his or her teaching and interactions with the students.

3) Darken the appropriate circle as to whether the standard is evident in the preservice teacher's planning, teaching, or assessing learning.

NOTE: MLC students in ECE Student Teaching should demonstrate mastery of the standards; ratings of other than yes should be discussed with the preservice teacher and the college supervisor. In the space at the bottom of this form, comment on standards that are marked "partly" or "no".

Comment on items that are marked "partly" or "no".

Please indicate the day(s) or 1/2 days the MLC student was absent
(for example: Tuesday, October 7, all day)

Briefly describe the MLC student's ability for teaching. For example, indicate strengths and weaknesses, along with any additional comments you feel would be helpful:

**MLC PERSONNEL AND CONTACT NUMBERS
FOR STUDENT TEACHING I**

Martin Luther College

(507) 354-8221 (MLC receptionist) or
354-8224 (then dial extension)

Prof. Cheryl Loomis, College Supervisor

loomisca@mlc-wels.edu

Ext 346

Cell: (507) 766-6439

Prof. Jennifer Mehlberg, College Supervisor

mehlbeja@mlc-wels.edu

Ext. 105

Cell: (262) 707-2776

Prof. Paul Tess, Director of Clinical Experiences

tesspa@mlc-wels.edu

Ext. 287

Cell: (507) 217-9719

Mrs. Kristal Miller, Administrative Assistant

millerkl@mlc-wels.edu

Ext. 282