

# CLINICAL GUIDELINES

---

2013-2014



MARTIN LUTHER COLLEGE  
NEW ULM, MINNESOTA



August 2013

## INTRODUCTION

This booklet contains the guidelines and procedures for participation in the Martin Luther College Clinical experience. If you have any questions about the information in this booklet, contact Dr. Cindy Whaley, Professor Paul Tess, Ms. Gina Dunham, or Mrs. Kristal Miller (absences). Contact information is listed on the last page of this booklet.

### Purpose

The goal of the Clinical program of Martin Luther College is to provide Studies in Educational Ministry (SEM) students pre-service opportunities in working with students in a variety of classroom settings. Clinical is among the following required experiences:

- Individual community experience hours in working with children (IFE hours)
- Three week-long classroom experiences (EFE hours)
- Clinical - a one college semester, one-day-per-week experience in the junior year concurrent with a methods course
- Student Teaching II - a five-week professional experience in elementary or secondary level classrooms of public schools
- Student Teaching I - a ten-week professional experience in elementary or secondary level classrooms of Lutheran schools

Upon completion of the Minnesota State Board of Teaching approved program required of all MLC **elementary** education majors, teaching candidates are eligible for a Minnesota K-6 license with an optional 5-8 endorsement. Upon completion of the Minnesota State Board of Teaching approved program required of MLC **secondary** education majors, teaching candidates are eligible for a Minnesota 5-12 license (Mathematics, Communication Arts, Social Studies, or Science) or K-12 license (Music, Physical Education or Spanish).

### Clinical Placement Determination

Clinical placements are determined as follows:

1. To be eligible for a Minnesota **standard K-6 license**, the student teacher must complete experiences in primary (K-2) and intermediate (3-6) level classrooms, with the middle level (7-8) being optional. The candidate who desires an **endorsement** *must* teach in grade 7 or 8 in the discipline area of the endorsement.
2. To be eligible for a Minnesota **5-12 license**, the student teacher must complete experiences in intermediate (5-6), middle (7-8), and high school (9-12) level classrooms. To be eligible for a Minnesota **K-12 license**, the student teacher must complete experiences in primary (K-2), intermediate (3-6), middle (7-8), and high school (9-12) level classrooms. These experiences are comprised of those that come from the EFE III week, Clinical, Student Teaching I, and Student Teaching II. The candidate is placed according to his/her program major (Mathematics, Life Science, Physical Science, Chemistry, Social Studies, English, Spanish, Vocal/Instrumental Music and Physical Education).

### Student Eligibility

Students eligible to participate in a clinical must have met all required program prerequisites, been screened by the faculty, and be retained in the education program.

All MLC students must have a criminal background check by the state of Minnesota on file in the MLC Education Office. The Minnesota Bureau of Criminal Apprehension report is also made available to the superintendent of the school district in which the student is placed.

## MLC Expectations of Students

### A. Attendance

1. Students should follow the MLC calendar, being present at the school all day each scheduled day of the experience.
2. If the student is ill and unable to go to school, he/she is expected to **excuse by phone** to:
  - **the classroom supervisor and**
  - **Mrs. Kristal Miller in the Clinical Experiences Office (354-8224 or 354-8221 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, the MLC student should *then* notify the classroom supervisor and college supervisor in advance of the absence. Students may leave early from their clinical experiences for approved absences a maximum of **two** times during the term.
4. Absences that exceed the maximum allowable must be made up. 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 school district personnel.
6. On questionable weather days, students should check television and radio stations or school websites for information regarding cancellations and late starts. MLC students are expected to go to school in the event of a late start.

### B. Dress/Conduct

MLC students are expected to dress and work professionally in the building. Students should inquire of teacher dress code policies in the building. The students should adhere to the Code of Ethics for Minnesota Teachers (see following). Supervisors should not hesitate to contact MLC representatives regarding any concerns about the dress or conduct of any MLC student in the building.

### C. Arrival

MLC students should arrive early at the school in order to participate in planning with the teacher (perhaps as early as 7:30 A.M.). **A uniform start time will be determined for each building. A listing of start times by building will appear on the roster. Students are not to decide their own start times.**

### D. Dismissal

MLC students should remain after school in order to receive feedback on the day from the classroom teacher and to plan experiences for the next school day. Teacher dismissal times vary from building to building. **Students should consult the classroom supervisor for the teacher ending time at the school and adhere to the building guideline.** Students have been advised to inform employers, etc. that they may not be available until after 4:30 P.M.

### E. Transportation

Candidates are responsible for transportation *to* and *from* clinical. As a result, clinical students are encouraged to have a vehicle during the clinical term. The College does not cover the costs for transportation. Arrangements may be possible in which clinical students share rides and costs of travel for those going to the same school. However, in making placement decisions, the Clinical Experiences Office will not consider the individual transportation needs of clinical students.

## CODE OF ETHICS FOR MINNESOTA TEACHERS. (8700.7500)

### 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 Identification**

MLC students should display their MLC student identification card in the provided badge holder each day while participating in a clinical experience.

### **Lunch Procedures**

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. **MLC students should not leave their clinical setting during the school day.**

### **Personal Communication**

The MLC student should not use cell phones and computers for personal use during the school day. When emergencies arise requiring their need, permission of the classroom supervisor should be asked and advice sought on how best to handle emergency communication in the classroom.

### **Field Trips**

The MLC student should plan to attend and assist as a chaperone on any class field trip that begins and concludes during the regular school day hours. He/She has the option to attend a field trip that takes place outside the regular school day schedule. In cases in which the MLC student does not attend a field trip, arrangements will be made for him/her to observe in another classroom.

### **Clinical Participating Teacher Qualifications**

The participating teachers who provide classroom experiences for MLC clinical students are those public school licensed teachers who possess a minimum of two years of teaching experience.

### **Participating Teacher Honorarium**

As a token of appreciation for the willingness of public school classroom teachers to partner with MLC in the training of pre-service teachers, an honorarium for their work as a supervisor of MLC students is provided in the amount of \$25 for each student with whom they work.

MLC is thankful for the willingness of the classroom teacher to open his/her classroom to MLC students and for providing classroom experiences and guidance in developing skills in teaching and leading students.

### **Sexual Harassment**

MLC adheres to all guidelines regarding sexual harassment in the work place. Clinical students who feel an incident of sexual harassment has occurred should first report the incident to his/her classroom supervisor. If satisfactory resolution of the incident is not obtained, the occurrence should be reported to the MLC Director of Clinical Experiences. Likewise, school district personnel will report any incidents of sexual harassment on the part of an MLC student to the classroom supervisor, and then to the MLC Director of Clinical Experiences.

## **PROGRAM SPECIFICS FOR CLINICAL**

### **Clinical Experience Dates for 2013 – 2014**

#### **Semester One**

Tuesdays – September 10 – December 10

Thursdays – September 12 – December 12

Exception: Thursday students do not attend their clinical on October 17 due to Education Minnesota meetings and November 28 due to Thanksgiving break.

#### **Semester Two**

Tuesdays – January 21 – May 6

Exceptions: MLC is not in session March 4 & March 11

Thursdays – January 16 – May 8

Exceptions: MLC is not in session March 6, March 13 & April 17

### **Communication with the Clinical Classroom Supervisor**

Each student's roster contains the e-mail and/or school phone information of his/her participating classroom teacher. The student has been encouraged to e-mail in advance of the experience to introduce himself/herself and to ask for a time to meet on the first day to share goals for the experience, to discuss the reflection journal, and to ask questions related to teaching and classroom procedures.

The MLC student is to initiate communication with the classroom teacher to set a tone that shows he/she wants to make the most of the experience. Each student has been advised that the key to a good experience is the attitude he/she communicates.

Ample time each day should be scheduled 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 clinical 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.

An MLC college supervisor will make a minimum of one face-to-face visit with the classroom supervisor to gain feedback on the progress of the clinical student and to discuss any concerns he/she has about the clinical experience. Comments or concerns shared by the classroom supervisor will be shared and discussed with the MLC student by MLC personnel.

Included on the last page of this packet are the college phone numbers and e-mail addresses of all MLC personnel involved in the Clinical program. MLC personnel are available by phone or e-mail for comments or concerns about the experiences.

### **Classroom Experiences**

Clinical students have been advised that central to their having a good experience is their eagerness to become actively engaged in classroom experiences. The clinical student should be an extra set of hands in helping the students in their learning and should frequently ask how he/she can become involved.

Clinical students will be expected to do the following during the experience:

1. Be a willing helper in any way to assist the classroom teacher
2. Observe classroom procedures, lesson structure, and student behaviors
3. Help individual students with their work
4. Tutor students in specific subject areas
5. Teach small group lessons
6. Team teach lessons with the classroom supervisor
7. Teach whole group lessons

### **Building Up to Whole Group Teaching Over the Semester**

Early experiences should include several opportunities for small group and team teaching of lessons under the direction of the classroom teacher. As the clinical student gains experience, he/she should be able to plan lessons independently under the guidance of the classroom teacher. With the help of the classroom teacher the clinical student will become involved in teaching according to the needs of the classroom teacher and the needs of children in the classroom.

The classroom teacher and clinical student will develop a schedule for teaching that includes **a minimum of at least two large group lessons in which written lesson plans are required. The MLC student will work with the classroom supervisor(s) to build a teaching schedule that allows teaching much more than the minimum requirement, if possible.**

### **Written Lesson Planning**

The clinical student is expected to **submit in writing via e-mail attachment at least two large group lesson plans to the classroom supervisor in advance of teaching.** The classroom teacher has been asked to advise on the content and procedures for carrying out the lesson assigned. A lesson plan template is included in the packet; however, a form suggested by the classroom teacher is also welcome.

### **Connecting the Clinical to Methods Courses**

MLC clinical students are expected to **write weekly reflections in their MLC reflection journal using a list of topics provided by the MLC college instructors. They are also expected to share with the classroom teacher the process by which journaling takes place.**

Classroom supervisors will read and sign several of the weekly reflections throughout the term. The college supervisor and student peers will also read the entries.

## **STUDENT EVALUATION**

### **Clinical Experience Student Evaluation**

The clinical experience is evaluated with a Pass or No Pass. A student must receive a Pass in the clinical to be eligible for graduation and candidacy for teaching. The grade is derived jointly between the student's college and classroom supervisors.

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

The classroom 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 (see form on pp. 10-11). In addition, the classroom supervisor is requested to write narrative comments related to the student's development as a candidate for teaching on the back side of the form.

Clinical experience information related to each student's personal, teaching, and classroom management 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 Ratings**

For students who *complete* the clinical experience, but do not receive a passing grade, a recommendation will be made by the college and classroom supervisors whether a second clinical experience term should be granted to the student. If granted, the time of placement for the second term will be at the discretion of the MLC Director of Clinical Experiences. Students who receive a No Pass must make up the experience with a successful clinical term in order to graduate and to be recommended as a candidate for the teaching ministry.

### **Dismissal from the Clinical Experience**

Not adhering to the guidelines outlined in this manual and/or unprofessional conduct are grounds for dismissal from the clinical experience at any time. In such a circumstance, when the college and classroom supervisors agree that dismissal is deemed appropriate, the MLC student will be informed orally and in writing of their decision. A recommendation will also be made by the college and classroom supervisors whether a second clinical term should be

granted to the student. If granted, the time of placement for the second term will be at the discretion of the MLC Director of Clinical Experiences.

*In the case of dismissal from the clinical experience,* students may complete their other semester coursework. An appeal of a recommendation to deny a second term for this experience may be made in writing to the VP for Academics.

MLC Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Directions: Check any that apply (skills or dispositions *consistently* demonstrated)

Skills

- \_\_\_\_\_ Helps individual students with reading, math, etc.
- \_\_\_\_\_ Works with small groups
- \_\_\_\_\_ Understands concepts being taught
- \_\_\_\_\_ Uses classroom routines
- \_\_\_\_\_ Plans and delivers a whole group lesson
- \_\_\_\_\_ Manages classroom appropriately

Dispositions

- \_\_\_\_\_ Punctual
- \_\_\_\_\_ Shows initiative
- \_\_\_\_\_ Good rapport with students
- \_\_\_\_\_ Good rapport with supervisor
- \_\_\_\_\_ Open to feedback and suggestions
- \_\_\_\_\_ Professional
- \_\_\_\_\_ Good communication skills
- \_\_\_\_\_ Enthusiasm

Comment on  
Specific strength(s):

Specific area(s) in which to grow:

Has the candidate missed any scheduled days? \_\_\_\_ Yes \_\_\_\_ No

Were you notified? \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ N/A

Has the candidate shared the reflection journal entries? \_\_\_\_ Yes \_\_\_\_ No

How many detailed lesson plans has the candidate written so far? \_\_\_\_\_

When do you conference together? \_\_\_\_\_ Length? \_\_\_\_\_

MLC Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Directions: Check any that apply (skills or dispositions *consistently* demonstrated)

Skills

- \_\_\_\_\_ Works with small groups
- \_\_\_\_\_ Understands concepts being taught
- \_\_\_\_\_ Uses classroom routines
- \_\_\_\_\_ Plans and delivers a whole group lesson
- \_\_\_\_\_ Manages environment appropriately

Dispositions

- \_\_\_\_\_ Punctual
- \_\_\_\_\_ Shows initiative
- \_\_\_\_\_ Good rapport with students
- \_\_\_\_\_ Good rapport with supervisor
- \_\_\_\_\_ Open to feedback and suggestions
- \_\_\_\_\_ Professional
- \_\_\_\_\_ Good communication skills
- \_\_\_\_\_ Enthusiasm

Comment on  
Specific strength(s):

Specific area(s) in which to grow:

Has the candidate missed any scheduled days? \_\_\_\_ Yes \_\_\_\_ No

Were you notified? \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ N/A

Has the candidate shared the reflection journal entries? \_\_\_\_ Yes \_\_\_\_ No

How many detailed lesson plans has the candidate written so far? \_\_\_\_\_

When do you conference together? \_\_\_\_\_ Length? \_\_\_\_\_

**Clinical Final  
MN Standards of Effective Practice Assessment**



MARTIN LUTHER COLLEGE

MLC Student Name \_\_\_\_\_  
 School \_\_\_\_\_  
 School City/State \_\_\_\_\_  
 Licensed Classroom Supervisor completing this form \_\_\_\_\_

What percent of the students are minority? \_\_\_\_\_% (If none, please write "0")  
 special needs \_\_\_\_\_% (documented IEP and/or Title I)

Grades included in this experience  
 (blacken applicable circles)

	PK	K	1	2	3	4	
5	6	7	8	9	10	11	12

Does the MLC student—

- |   | Yes                   | Partly                | No                    |
|---|-----------------------|-----------------------|-----------------------|
| 1. Connect what is taught   |                       |                       |                       |
| ...to the students' lives   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...to other subject areas   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...to the students' prior knowledge   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...to the students' families and community  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Use a variety of methods, strategies, media, that are appropriate to students with different needs and abilities               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Promote and encourage active learning  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Adapt instruction during teaching based on feedback from students  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Collaborate with other staff   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Show flexibility in classroom management and instruction to accommodate varying abilities                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Use teaching procedures that promote student motivation  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Help students engage in inquiry and discovery  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Use appropriate teaching skills  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Manage student records  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Promote a learning environment that enables cooperation and respect for other students  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Plan and develop curricula that are appropriate for students of varying abilities, learning styles, and types of intelligence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Use assessment techniques appropriate to content and students   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Identify levels of readiness and development  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Evidence a belief that all students can learn and succeed   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**DIRECTIONS**

1) The statements in the left column are based on the standards of effective teaching practice as outlined in the teacher licensure requirements of the state of Minnesota.

2) The clinical student 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 clinical student's planning, teaching, or assessing learning.

**NOTE:** MLC students should be able to demonstrate the above standards; less than a "yes" rating, however, may be acceptable. In the space at the bottom of the 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:

Teacher:

Subject/Grade:

Date:

Time:

Lesson Topic/Title:

**Big Idea/Question** (Is there an overarching theme or question in the classroom or subject area that this lesson fits under?):

**OBJECTIVES AND ASSESSMENTS:** (Cognitive knowledge, psychomotor skills, and/or affective attitudes – use measurable verbs – be sure to connect written objectives to assessment tools)

Objectives may be written in a traditional format (i.e. “The student will...”) or as learning targets written from the perspective of the students (i.e. “I can...” or “I will be able to...”)

Objective	Assessments	Formative/Summative

**STANDARDS** (Reference number and text of State Standards, Common Core Standards, and/or content themes met within this lesson):

**MATERIALS NEEDED FOR INSTRUCTION**

- 1. Text pages:                      Manual pages:
- 2. Resources                        Teacher:
- Student:

Special preparation that needs to be completed in advance (set-up, handouts, etc.):

**DIFFERENTIATED INSTRUCTIONAL STRATEGIES** How will you gain the students’ attention, engage them in their learning, and attend to their preferred modes of learning?

**ACADEMIC LANGUAGE** What oral or written language will teacher and/or students need to understand and/or be able to use successfully in connection with the lesson?

**INSTRUCTIONAL PROCEDURES** – Insert specific plans here, making provisions for the following:

- A. Review (as needed, make connections from a previous lesson/s)
- B. Developing Background (how will students connect the lesson to their own experiences?)
- C. Transitional Statement (including stated objectives)
- D. Developing the New Lesson (introduce and practice new content)
- E. Summary (ask about/restate objectives)
- F. Assessment (formative and summative tasks related to lesson objectives – see above)

**LESSON REFLECTION** (Completed by the student teacher after the lesson has been taught):

- 1. In what way(s) was the lesson effective?
- 2. How would you change this lesson if teaching it again?
- 3. What students may need extra help? What type of help may be needed?

**MARTIN LUTHER COLLEGE  
PERSONNEL AND CONTACT NUMBERS  
FOR THE CLINICAL EXPERIENCE**

Dr. Cindy Whaley, Clinical Supervisor  
[whaleyce@mlc-wels.edu](mailto:whaleyce@mlc-wels.edu)

(507) 354-8221 Ext. 347  
Cell: (507) 217-0704

Prof. Paul Tess, Director of Clinical Experiences  
[tesspa@mlc-wels.edu](mailto:tesspa@mlc-wels.edu)

(507) 354-8221 Ext. 287  
Cell: (507) 217-9719

Ms. Gina Dunham, Administrative Assistant  
[dunhamgc@mlc-wels.edu](mailto:dunhamgc@mlc-wels.edu)

(507) 354-8221 Ext.324

***To report absences:***

Mrs. Kristal Miller, Administrative Assistant

(507) 354-8221 Ext. 282