

Junior Clinical and Student Teaching II Experiences



Orientation Booklet for Participating Teachers
2007-2008

Martin Luther College
New Ulm, MN



INTRODUCTION

This booklet has been produced to assist classroom supervisors participating in the Martin Luther College Junior Clinical and Student Teaching II (formerly Senior Practicum) experiences. If you have any questions about your role in working with an MLC student, contact Professor Tess, Ms. Miller, or the college supervisor of the student who is working in your classroom. Contact information is listed on the last page of this booklet. Your partnership with MLC is vital to the training of young people who aspire to the teaching profession. *The ivory colored pages describe the policies and procedures for the Junior Clinical, while the white pages describe the policies and procedures for the Student Teaching II experience.* Please refer to the appropriate colored pages for information about the experience in which you are participating.

Purpose

The goal of the Junior Clinical and Student Teaching II programs is to provide MLC Studies in Educational Ministry students pre-service opportunities in working with children in a variety of classroom settings. Both programs are among the following required experiences:

- *Individual hours in working with children*
- *3 one-week classroom experiences*
- *Junior Clinical* (a one college semester, one day per week experience in the junior year concurrent with the Language Arts methods block of courses)
- *Student Teaching II* (an all day, every day experience for five weeks following the Inquiry methods block of courses – Teaching Math, Teaching Science, Teaching Social Studies - in the senior student's professional semester)
- *Student Teaching I* (an all day, every day experience for nine weeks in the senior student's professional semester)

Upon completion of the Minnesota State Board of Teaching approved program required of all MLC education majors, teaching candidates are eligible for a Minnesota grades K-6 / 5-8 specialty license.

Junior Clinical / Student Teaching II placement determination

Junior Clinical / Student Teaching II placements are determined as follows:

1. To be eligible for a Minnesota grades K-6 license (with a grades 5-8 specialty) students must complete experiences in primary, intermediate, and middle level classrooms. These experiences are comprised of those that come from their junior EFE week, Junior Clinical, Student Teaching I, and Student Teaching II.
2. When possible, students are placed according to their program specialty/emphasis areas (middle level Math, Science, Social Studies, Communication Arts, and Spanish specialty areas, and music and physical education/coaching emphases). The first consideration, however, is meeting grade level requirements.
3. Students who participate in a clinical/student teaching experience outside of New Ulm are placed with driving partners in order to allow for carpooling opportunities.

GENERAL POLICIES

Student attendance

Students are expected to be present at their school all day each scheduled day of the experience (see “Junior Clinical” and “Student Teaching II” sections for dates).

Students unable to attend on a scheduled day due to illness are expected to excuse themselves by phone or by e-mail to their classroom supervisor.

Students who become aware of a need for an absence in advance must obtain approval from the MLC Director of Clinical Experiences. If approved, the classroom supervisor will be notified by MLC personnel that the student has been approved for a scheduled absence. The student should also contact the classroom supervisor to discuss planning for the next scheduled clinical/student teaching date. Students are allowed a maximum of two scheduled absences during the experience.

If a student is not present for a scheduled day of participation, and the classroom supervisor has not been contacted about an excuse for an absence, please report the unexcused absence to Mrs. Kristal Miller in the Clinical Experiences Office (contact info on last page).

On questionable weather days students have been told to listen to KNUJ (860 AM) for information regarding cancellations and late starts. Students are expected to attend their clinical/student teaching in the event of a late start.

MLC students should not leave the school building during the school day. Each student on a meal plan is provided a sack lunch from the MLC food service program. Students also have the option of purchasing a lunch from your food service program or packing their own lunch.

Student dress

MLC students are expected to dress and work professionally in your building. Please inform your student of teacher dress policies in your building. Please do not hesitate to contact MLC representatives regarding any concerns you have about the dress or conduct of any MLC student in your building.

Student arrival

Students are expected to arrive early at their schools (as early as 7:30 A.M.) in order to participate in planning with their teachers. A uniform start time should have been agreed upon by the participating teachers in each building and is posted on the Junior Clinical/Student Teaching II rosters. Students are not to decide their own start times.

Student dismissal

Students are expected to remain after school in order to receive feedback on the day from their teachers and plan experiences for the next school day. Students have been advised to consult you regarding teacher dismissal time at your school. Students have been advised to inform employers, etc. that they may not be available for other activities until after 4:30 PM.

Field Trips

Unless you instruct your MLC student differently, the Clinical/Student Teaching II 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*. MLC students can be given the *option of but are not required 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 should be made for the MLC student to observe in another classroom.

Junior Clinical / Student Teaching II participating teacher qualifications

The participating teachers who provide classroom experiences for MLC Junior Clinical / Student Teaching II students should be those public school licensed teachers who possess a minimum of two years of teaching experience.

Participating teacher honorarium

As a token of appreciation for your willingness to partner with MLC in the training of pre-service teachers, an honorarium for your work as a supervisor of MLC students is provided in the amount of \$25 for each MLC junior with whom you work and \$40 for each senior. At the end of each semester, the honorarium is payable upon the MLC Clinical Experiences Office receiving the brief evaluation form completed by the classroom supervisor on each student.

We are thankful for your willingness to open your classroom to MLC students and your work in providing them classroom experiences and guidance as they develop skills in teaching and leading students.

Student eligibility

Students eligible for a Clinical or Student Teaching II Experience are those MLC upper level 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 classroom experience must have a criminal background check for the state of Minnesota on file in the MLC Education Office. Each student's Minnesota Bureau of Criminal Apprehension report is made available to the school district superintendent in which the student is placed.

Student identification

Students should display their MLC identification in the provided badge holder each day while participating in a clinical or student teaching experience.

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 classroom supervisor. If satisfactory resolution of the incident is not obtained, the MLC student should then report the occurrence to the MLC Director of Clinical Experiences.

Likewise, school district personnel should 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.

STUDENT EVALUATION

Junior Clinical/Student Teaching II experience student evaluation

The Junior Clinical and Student Teaching II experiences are evaluated with a “Pass – No Pass” rating. A student must receive “Pass” ratings in both experiences to be eligible for graduation and candidacy for teaching. These ratings are 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(s) 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 Standards of Effective Practice (an evaluation form for each student with whom you work is included in the packet). 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.

Junior Clinical and Student Teaching II experience information related to each student’s personal, teaching, and classroom management traits will be made available by the college supervisor to the Director of Clinical Experiences as helpful information in developing the student’s teaching candidate biography.

Non-Pass Ratings

For students who complete the clinical or student teaching experience, but do not receive a passing rating, a recommendation will be made by the college and classroom supervisors to the MLC Teacher Education Committee (TEC) whether a second clinical or student teaching term should be granted to the student. If granted, the time of placement for the second term will be at the discretion of the Teacher Education Committee. Students who receive a “No Pass” rating must make up the experience with a successful Clinical/Student Teaching term in order to graduate and to be recommended as a candidate for teaching by MLC. (See also the “Dismissal” section for more information.)

Dismissal from the Clinical/Student Teaching II experience

Not adhering to the guidelines outlined in this manual and/or unprofessional conduct are grounds for dismissal from the clinical/student teaching 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 that dismissal is being recommended to the Teacher Education Committee (TEC). The TEC will review the recommendation and determine if dismissal is warranted. The TEC will inform the student orally and in writing of their decision. Should the TEC decide to dismiss the student, the student is then removed from the experience.

A recommendation will also be made by the college and classroom supervisors to the TEC to determine whether a second clinical or student teaching term should be granted to the student. If granted, the time of placement for the second term will be at the discretion of the TEC.

In the case of dismissal from the clinical experience, students may complete their other semester coursework.

In the case of dismissal or “No Pass” from a Student Teaching II experience which precedes student teaching in a Lutheran elementary school, the student will not be allowed to continue with the professional semester.

Seniors who do not pass or are dismissed from Lutheran elementary school student teaching prior to the public school student teaching, are not permitted to participate in the student teaching experience in that semester.

An appeal of any decision of the TEC regarding student dismissal from these experiences may be made in writing to the President of the college.

In lieu of a successful professional semester experience (Student Teaching I in the Lutheran elementary school and Student Teaching II in the public school), students may graduate with a non-teaching degree by making up the professional semester experience credits by taking 10 credits of coursework in the MLC curriculum.

PROGRAM SPECIFICS

THE JUNIOR CLINICAL

Clinical experience dates for 2007 – 2008

Semester One

Tuesdays – September 11 – December 11

Thursdays – September 13 – December 13

Exception: Thursday students do not attend their clinical on October 18 due to Minnesota Education Association meetings and November 22 due to Thanksgiving Break.

Semester Two

Tuesdays – January 22 – May 6

Exception: MLC is not in session March 11 & 18

Thursdays – January 17 – May 8

Exception: MLC is not in session March 13 & 20

Communication with your Junior Clinical student

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

Each student has been told that taking the lead in initiating communication with you will set a tone that he 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 to you.

Please schedule ample time each day your Junior Clinical student is present for conferencing to reflect on the day's experiences and to plan for experiences the next scheduled day. Your comments and suggestions are important to the growth of the pre-service teacher.

You have been provided a copy of the Personal Information Form and e-mail address of each student with whom you will work. Please feel welcome to correspond with your student via the e-mail address.

An MLC professor will make a minimum of one face-to-face visit with each classroom supervisor of a junior to gain feedback from you on the progress and concerns of the student, and to answer any questions you have about the program.

Open communication is available between the college and classroom 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 Junior Clinical program. Please contact MLC personnel by phone or e-mail if you have any comments or concerns about the pre-service teachers working in your classroom.

Classroom experiences

Junior Clinical students have been advised that central to their having a good experience is their eagerness to become actively engaged in classroom experiences. MLC expects the Junior Clinical students to be extra sets of hands in helping your students in their learning and to frequently ask how they can become involved.

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

1. Be a willing helper in any way you can use their assistance.
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 your classroom supervisor
7. Teach whole group lessons

NOTE: If agreeable to all involved, it may be beneficial to have the MLC student accompany the children to observe lessons taught by specialists (PE, art, music, library, etc.) in order to gain a background for the entire school curriculum.

Clinical students should build up to whole group teaching over the semester.

Early experiences should include several opportunities for small group and team teaching of lessons with you under your direction. With experience, your Junior Clinical student should be able to plan lessons independently under your guidance. Individualize your plan for getting your student involved in teaching according to your needs and the needs of your children in the classroom.

Please develop with your Junior Clinical student a schedule for teaching that includes **a minimum of at least two large group lessons that include written lesson plans. Students will want to work with their classroom supervisors to build a teaching schedule that allows them to teach much more than the minimum requirement.**

Written lesson planning

Junior Clinical students are expected to **submit in writing via e-mail attachment at least two large group lesson plans to their classroom supervisors in advance of teaching.** Please feel welcome to advise the student on the content and procedures for carrying out the lesson you have assigned to him. A lesson plan template is included in the packet that students may use; however, they are welcome to use a form suggested by you.

MLC college supervisors will discuss lesson planning format with the students. In general, classroom supervisors should expect lesson plans to contain the following sections:

- Stated objective(s) for the lesson
- Review of the previous lesson
- Development of background for the new lesson
- A statement of the new lesson's purpose
- An outline of topics, statements, and procedures/activities for the new lesson
- Summary/Closure
- Assignment

Connecting the Junior Clinical to methods courses

Students are expected to **write weekly reflections in their MLC reflection journal using a list of topics provided by their MLC methods course professors. Clinical students are expected to share the process by which journaling takes place with their classroom teachers.** For those who teach in disciplines other than the Language Arts, feel welcome to suggest pertinent topics for your student to reflect upon in their journal writing.

Classroom supervisors should anticipate reading and signing several of the weekly reflections throughout the term. The college supervisor and the students' peers will also read the entries.

Lesson Plan Template

Teacher: _____ Subject/Grade: _____ Date: _____ Time: _____

Lesson Topic: _____

OBJECTIVES (Cognitive knowledge and/or psychomotor skills and/or affective attitudes):

Vocabulary to be learned: _____

MATERIALS NEEDED FOR INSTRUCTION

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

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

1. In what way(s) was the lesson effective? Ineffective? _____

2. Which students may need extra help? What type of help may be needed? _____

3. How would you change this lesson if teaching it again? _____

4. What evidence indicated that the students found the lesson meaningful and the assignment worth completing?

INSTRUCTIONAL PROCEDURES – Make provisions for the following:

Review	Developing the New Lesson
Developing Background and Vocabulary	Conclusion, or summary
Transitional Statement	Assignment/Assessment

STUDENT TEACHING II (formerly Senior Practicum)

Practicum experience dates for 2007 – 2008

Session One – Monday, September 17 – Wednesday, October 17

Session Two – Monday, November 19 – Friday, December 21

Session Three – Monday, February 4 – Friday, March 7

Session Four – Tuesday, April 8 – Friday, May 9

Session Four students required orientation Monday, April 7, 6-9 PM

Communication with your Student Teaching II student

Each student's roster contains the e-mail and/or school phone information of his/her participating classroom teacher. Your student has been encouraged to initiate communication with you by contacting you in advance of the experience to introduce him/herself to you and to ask for a time to meet with you to share their goals for the experience and to discuss an induction into teaching plan for the experience. The initial conference is also a good time for the classroom supervisor to share teaching and classroom procedures used in the classroom. Although not always possible, it is suggested this meeting take place prior to the beginning of the student teaching experience. If not possible, 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 with you will set a tone that he wants to make the most of the experience. Each student has been advised the key to a good experience is the attitude he communicates to you.

Please schedule ample time each day with your Student Teaching II student for conferencing to reflect on the day's experiences and to plan for future experiences. Your comments and suggestions are important to the growth of the pre-service teacher.

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

MLC faculty supervision of the program

Each classroom supervisor and student will receive two individual conference visits from an MLC college supervisor to discuss the student's progress during the student teaching experience. A conference checklist form will be provided the classroom teacher for each conference. Typically, the first conference takes place in the first two weeks of the experience, and the second conference in the last two weeks of the experience.

Open communication is available between the college and classroom 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 II experience. Please contact MLC personnel by phone or e-mail if you have any comments or concerns about the pre-service teachers working in your classroom.

The college supervisor will also arrange two group meetings with the student teaching students for debriefing and discussion. Attendance by the students at these meetings is mandatory and typically takes place in the late afternoon/early evening and lasts approximately one hour.

Classroom experiences

Student Teaching II students have been advised that central to their having a good experience is their eagerness to become actively engaged in classroom experiences. MLC expects the Student Teaching II students to be extra sets of hands in helping your students in their learning and to frequently ask how they can become involved.

Student Teaching II students should be expected to do the following during the experience:

1. Be a willing helper in any way you can use their assistance.
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 your classroom supervisor
7. Teach whole group lessons

NOTE: If agreeable to all involved, it may be beneficial to have the MLC student accompany the children to observe lessons taught by specialists (PE, art, music, library, etc.) in order to gain a background for the entire school curriculum.

MLC expects that the classroom supervisor and Student Teaching II student develop an implementation plan for induction into teaching over the five weeks in order to build up to whole group teaching for a minimum of at least one week. We expect this plan to detail the gradual build up of large group teaching by adding new subjects/sections for the student to teach each week of the experience. Students will want to work with their classroom supervisors to build a teaching schedule that allows them to teach much more than the minimum requirement.

Written lesson planning

Student Teaching II students should be expected to **submit lesson plan outlines to their classroom supervisors two days in advance of teaching.** Please feel welcome to advise the student on the content and procedures for carrying out the lessons you have assigned to him.

A lesson plan template is included in the packet that students may use; however, they are welcome to use a form suggested by you.

MLC college supervisors will discuss lesson planning format with the students. In general, classroom supervisors should expect lesson plans to contain the following sections:

- Stated objective(s) for the lesson
- Review of the previous lesson
- Development of background for the new lesson
- A statement of the new lesson's purpose
- An outline of topics, statements, and procedures/activities for the new lesson
- Summary/Closure
- Assignment

In each subject area the student teaching student is required to submit for approval **two lesson plan outlines** to the supervising teacher. The student should then move to weekly block planning of lessons. Again, weekly block plans should be submitted to classroom supervisors two days in advance of teaching. A template for weekly block planning is included in this packet.

Connecting the Student Teaching II experience to methods courses

Students are expected to **write three weekly reflections in their portfolio reflection journals on selected topics provided by their college supervisor**. The classroom supervisor is encouraged to read as many of the weekly reflections as possible, and to “sign off” completion of the entries at the end of the term. The college supervisor will also read the journal entries.

Lesson Plan Template

Teacher: _____ Subject/Grade: _____ Date: _____ Time: _____

Lesson Topic: _____

OBJECTIVES (Cognitive knowledge and/or psychomotor skills and/or affective attitudes):

Vocabulary to be learned: _____

MATERIALS NEEDED FOR INSTRUCTION

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

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

1. In what way(s) was the lesson effective? Ineffective? _____

2. Which students may need extra help? What type of help may be needed? _____

3. How would you change this lesson if teaching it again? _____

4. What evidence indicated that the students found the lesson meaningful and the assignment worth completing?

INSTRUCTIONAL PROCEDURES – Make provisions for the following:

Review	Developing the New Lesson
Developing Background and Vocabulary	Conclusion, or summary
Transitional Statement	Assignment/Assessment

SENIOR PROFESSIONAL EXPERIENCES BLOCK PLAN

School: _____

City: _____

Teacher: _____

Week of: _____ 20____

Subject: _____

Grade(s): _____

	Monday	Tuesday	Wednesday	Thursday	Friday
OBJECTIVES					
MATERIALS					
PROCEDURE(S)					
ASSIGNMENT					
Evaluation (Supervising Teacher or Student Teacher-continue on back side if desired)					

Student Teaching II Field Report

Martin Luther College

School Year _____ Session _____

Student Teacher: _____

School: _____ Grade Level: _____

Classroom teacher: _____

Professional Dress/Demeanor	_____ _____
Self-Confidence	_____ _____
Receptive to and implements suggestions	_____ _____
Rate enthusiasm on a 1-10 scale (low-high)	_____ _____
Punctual	_____ _____
Quality of lesson plans	_____ _____
Organizational skills	_____ _____
Knowledge of subjects being taught	_____ _____
Vocabulary appropriate to grade level	_____ _____
Effective lesson delivery	_____ _____
Effective classroom management	_____ _____
Additional comments:	_____ _____ _____

MLC PERSONNEL AND CONTACT NUMBERS

Martin Luther College MLC receptionist (507) 354-8221

Prof. Paul Tess, Director of Clinical Experiences (507) 354-8224 Ext. 287
tesspa@mlc-wels.edu Cell: (507) 217-9719

Ms. Kristal Miller, Clinical Experiences (507) 354-8224 Ext. 282
millerkl@mlc-wels.edu

Junior Clinical Supervisors

Prof. Paul Tess, Director of Clinical Experiences (507) 354-8224 Ext. 287
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Dr. Cindy Whaley (507) 354-8224 Ext. 347
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Student Teaching II Supervisors

Prof. Paul Tess (507) 354-8224 Ext. 287
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Dr. Carla Melendy (507) 354-8224 Ext. 357
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Prof. Jack Minch (507) 354-8224 Ext. 342
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