

Waldorf College Student Teaching Handbook

“Prepare engaging teachers to serve a community of learners.”

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Waldorf College Mission Statement

Waldorf College seeks to be a lively community of learning and faith. Our mission is to educate the whole person in the spirit of Jesus Christ for a life of service to the world.

Education Department Mission Statement

Prepare engaging teachers to serve a community of learners.

Education Department Goals

The Waldorf College Education Program has adopted INTASC (Interstate New Teacher Assessment and Support Consortium) Principles as its department goals. The Program also endeavors to incorporate the CEC's (The Council for Exceptional Children) worldwide mission to improve educational outcomes for individuals with exceptionalities. Graduates of Waldorf College's Teacher Education Program will demonstrate the following:
Key: K – Knowledge; D – Disposition; P – Performance

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1K – The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

1D – The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

1P – The teacher can use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

2K – The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

2D – The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

2P – The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

3K – The teacher understands how students' learning is influenced by individual differences, talents, and prior learning, as well as language, culture, family and community values.

3D – The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

3P – The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4K – The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

4D – The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4P – The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. development stages, prior knowledge, learning styles, and interests).

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5K – The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5D – The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

5P – The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6K – The teacher understands communication theory, language development, and the role of language in learning.

6D – The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

6P – The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7K – The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

7D – The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

7P – As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

8K – The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

8D – The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

8P – The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

9K – The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

9D – The teacher values critical thinking and self-directed learning as habits of mind.

9P – The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Principle #10: The teacher fosters relationships with colleagues, parents, and agencies in the larger community to support students' learning and well being.

10K – The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

10D – The teacher is willing to work with parents and other professionals to improve the overall learning environment for students.

10P – The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

Terminology

Student Teaching

A period of directed teaching experiences under the guidance of a cooperating teacher in a school/agency setting and a college supervisor.

Student Teacher

A college student who has been assigned to a cooperating school/agency to acquire practical teaching experience under the direction of a cooperating teacher and a college supervisor.

Cooperating Teacher

The cooperating teacher is a fully licensed teacher in a public or private school or agency who directs the experience, assists with the supervision and evaluation of a student teacher.

Cooperating School/Agency

A public or private school or agency that works jointly with the college to provide a site for the student teaching experience.

College Supervisor

An Education Department faculty member assigned to supervise and evaluate the progress of a student teacher.

Licensure Officer

An Education Department faculty member responsible for licensure recommendation.

Director of Student Teaching

An Education Department faculty member assigned to be responsible for student teacher placements and seminars.

Policies

Placement

All placements are made through the Director of Student Teaching.

Only students fully accepted into the Teacher Education Program with a completed Student Teaching Application will be placed for student teaching.

Students may make requests or file a list of preferences for placement, but may not make their own placement. Placements outside of a 30-mile radius are contingent on availability of college supervision.

Student Teaching placement may be in the same district, but may not be in the same school in which a Waldorf College student teacher may have children, a spouse, or other immediate family members. Placement may not be in the district or schools the Waldorf College student teacher attended.

After placement, a contract is sent to the district and the student's resume' is sent to the cooperating teacher.

Cooperating teachers and student teachers are invited to a workshop after placements are confirmed.

Waldorf College student teachers may not be placed in the same semester in which they are actively engaged in a major extracurricular activity (sports, theater, music, etc). Student teaching is a full-time job and a Waldorf College student's first priority. Other jobs or heavy extracurricular activity is not compatible with full-time teaching responsibilities.

Students requesting a teaching placement outside of a 30-mile radius of Waldorf College will be charged an extra fee for supervision.

Attendance

If a Waldorf College student teacher has any absences during the student teaching placement, the days must be made up. After three absences, the student teacher needs to make up an additional week. School cancellations due to weather do not need to be made up.

Student teaching is split into two sessions which are a minimum of seven weeks each.

Attendance is also required for Student Teaching Seminars. If a student teacher must miss a seminar, a three-page paper on the seminar topic is required. Seminar dates are announced when placements are posted.

Transportation

Student teachers are responsible for their own transportation to and from placement school sites.

Dress Code

Student teachers must wear appropriate professional attire or their Waldorf College Education Department polo shirt during student teaching. Slacks may be worn for men, and slacks or loose fitting skirts for women. Jeans, mid-thigh skirts, shirts that reveal the waistline, spaghetti straps, facial jewelry and hats are not appropriate attire. Personal grooming must be at a professional level. Additional restrictions on dress may apply if a student teaching placement school site has a more restrictive dress code for its teachers.

Confidentiality

Student teachers are expected to observe confidentiality concerning all aspects of clinical experiences. This means a student teacher must not talk about individual students to anyone other than the teachers and other professionals in a school. It also means that student teachers can not talk about student interactions, student-teacher interactions, student progress, parents, etc. Violators will receive a written reprimand. A copy will be sent to the student teacher supervisor and advisor. Such violations may prevent a student from continuing Student Teaching.

Professional Behavior

Professional behavior is required. Student teachers must observe a code of professional ethics. Any behavior that reflects badly on the student teacher and in turn, Waldorf College, will result in failure of student teaching.

Extended Student Teaching

A student teaching request for extended student teaching must be made at least one semester prior to the first student teaching session. The request should be directed to the Education Department Chair.

Any extended student teaching request for reasons other than additional endorsement areas or out-of-state licensure requirements must be approved by the Education Department Chair.

Role of Cooperating Teachers

The cooperating teacher exerts a primary influence on the development of the student teacher. Those serving in this role are responsible for guiding the student teachers through their professional experience. When they demonstrate model lessons, give suggestions in matters of discipline and evaluate student teachers' performances, they are using their expertise to mold new members of the teaching profession.

Specifically, cooperating teachers will be responsible to:

- Attend Waldorf College's Cooperating Teacher In-Service Workshop.
- Express a desire to work with the student teacher
- Create an atmosphere of acceptance of the student teacher by introducing the student teacher to other faculty members and to students as a "second teacher" or a co-worker.
- Provide the student teacher with his/her own working space and a place to file classroom and college assignments.
- Provide a daily schedule and a school calendar.
- Provide information concerning school policies and regulations.
- Inform the student teacher of classroom policies and procedures.
- Provide seating charts or some means for the student teacher to learn student names.
- Provide class lists and necessary information about pupils, such as, IEP student needs.
- Guide the student teacher in planning, teaching and evaluation of lessons and/or units.
- Model various teaching strategies throughout the experiences.
- Acquaint the student teacher with available instructional materials, supplies, and equipment.
- Schedule as early as possible with the student teacher the sequence of teaching experiences.
- Give the student teacher instructional responsibilities in the classroom.
- Provide continuous feedback evaluation of the student's teaching, including daily specific feedback and weekly planned conferences (documented with the weekly log).
- Include the student teacher in faculty/staff working relationships.
- Confer with the college supervisor about the student teacher's progress.
- After completing a written mid-placement evaluation and a final evaluation, meet with the college supervisor and student teacher to discuss the evaluation.
- Supply the college placement office with an evaluation of the student teaching experience.
- Study, evaluate, and make recommendations for improving the student teaching experience.

Role of College Supervisors from Waldorf College

College supervisors serve as resource persons for the Principal of the cooperating school, the cooperating teacher, and the student teacher. College supervisors work with the cooperating teacher and the student teacher in evaluating the student teacher's performance. Specifically, college supervisors will:

- Meet with the cooperating teacher and the student teacher by the end of the first full week of the student teacher's assignment in order to:
 - Describe the evaluation procedures.
 - Determine how the student teacher's time will be allocated and tentatively determine the time-line for assignments.
 - Discuss concerns and/or answer questions.
- Check with the building administrator periodically in order to maintain communication concerning progress and/or problems of the student teacher and/or cooperating teacher.
- Contact the student teaching site a minimum of three times during each seven week placement to:
 - Provide guidance to the student teacher.
 - Make a minimum of three in-class observations.

- Collaborate with the cooperating teacher on the progress of the student teacher and to formatively and summatively evaluate the student teacher, including conducting the following meetings with the student teacher present:
 - A non-binding, written mid-placement evaluation of the student teacher.
 - A final written evaluation of the student teacher.
- Confer with the student teacher and the cooperating teacher after each observation when possible.
- Evaluate and provide feedback on all specific student teaching assignments.
- Help the student teacher and cooperating teacher resolve any problems affecting the student teaching situation.
- Offer praise, encouragement, and tactful but frank criticism/constructive recommendations.
- Maintain student teaching records, and after transmitting the final grade to the Registrar's Office, file appropriate records in the permanent Education Department file.
- Supply the college placement office with an evaluation of the student teaching experience.
- Study, evaluate, and make recommendations for improving the student teaching experience.

Role of Principals

The Principal of the cooperating school works with the cooperating teacher and the college supervisor to assure an effective experience for student teachers. The Principal's responsibilities may include assisting in the orientation of the student teachers, observing the student teachers in their assigned classrooms, and acting as a resource person for the cooperating teacher and the student teacher.

Specifically, Principals may:

- Meet with the student teachers during their first day of placement.
- Introduce the student teachers to the staff and acquaint the student teachers with the facilities and services of the school.
- Visit informally with the student teachers in the hallways, the lounge, and the lunchroom.
- When possible, observe student teachers in the assigned classroom.
- Talk with the student teachers about their work.
- Conduct mock evaluation on Iowa Teaching Standards and complete the form after session II.
- Evaluate the student teaching experience with the college supervisor.

Role of the Waldorf College

Director of Student Teaching

The Director of Student Teaching makes student teaching location assignments and facilitates starting and concluding procedures for this experience. Specifically, the Director of Student Teaching will:

- Notify student teachers and college supervisors of placement locations and dates.
- Conduct, with other college supervisors, Cooperating Teachers' In-Service Workshop.
- Conduct, with other college supervisors, Student Teaching Seminars.
- Solicit, receive and collate feedback suggestions from cooperating teachers, principals, college supervisors, and student teachers regarding ways to strengthen the teacher preparation program.
- Coordinate payment of honoraria to cooperating teachers.
- Coordinate fingerprinting and background check process as required by the Iowa Department of Education.
- Assist graduates, along with the Licensure Officer, in making application for teacher licensure.

Role of Student Teacher

As exemplified by the title, the student teacher's role is twofold: s/he is both a professional teacher with a job to do and a student of the classroom, learning to do that job well. When one begins student

teaching, s/he should have an understanding of the skills needed to apply all INTASC Principles beginning on page 1.

Although student teaching is designed to be a learning experience, it is also a responsibility. The student teacher owes the classroom students his/her very best efforts in providing worthwhile learning experiences. Providing those experiences goes beyond merely presenting the content of a lesson. Specifically, the student teacher will also:

- Attend Student Teaching Seminars
- Attend on-campus Capstone sessions
- Establish positive relationships with the cooperating teacher and college supervisor.
- Provide background information about skills and abilities to the cooperating teacher.
- Observe students in the class carefully in order to plan for individual needs.
- Provide well in advance of the lesson for the materials and audio-visual aids to execute a lesson.
- Initiate ideas for classroom teaching and volunteer to do classroom tasks.
- Attend to the details of classroom routine as well as cheerfully assuming supervisory duties during lunch periods, recess, school activities, and before/after school.
- Listen carefully to the observations and coaching of the cooperating teacher and college supervisor in order to grow in a self-reflective manner.
- Follow classroom management procedures consistently and fairly.
- Maintain a professional manner with students while sharing concern and caring for their learning.
- Observe ethical considerations of confidentiality toward students, show respect for religious and cultural beliefs, be nondiscriminatory, and be aware of the effects of one's own behavior.
- Observe legal mandates concerning child abuse, mainstreaming/inclusiveness, and discipline.
- Take advantage of professional opportunities to observe other teachers and attend faculty in-service workshops, faculty meetings, school board meetings, and school organization meetings.
- Assume professional attitudes of dependability, promptness, and respect for school staff and administrators.
- Maintain professional dress and appearance.
- Adhere to the policies of the school and college without criticism or complaining.
- Maintain a file of all assignments and work completed.
- Adhere to the Code of Ethics of the Education Profession.

Specific Assignments for Each

Student Teaching Placement:

As soon as a student teaching placement is made, the student needs to arrange a one-day visit with each cooperating teacher for each session. A written report is then filed with the Waldorf College supervisor. Student teachers will complete two seven-week sessions. The specific assignments for each placement are listed below:

Daily:

- Write in a student teaching journal each day, logging participation in activities, reflecting on strengths and areas to improve; also record intellectual and emotional reflections and attitude, as well as questions, concerning teaching. Be sure to include ideas you want to remember for future use: what was effective and what wasn't.
- All lesson plans need to be written in detail. Lesson plans need to be written for every activity done with students. Lesson plans need to be reviewed by the cooperating teacher prior to implementation. Plans also need to be available for the college supervisor during visits. Student teachers are given a lesson plan format that will be used for their unit and observations.

Week One:

- Learn faculty and student names.
- Observe cooperating teacher to learn classroom routines and strategies for teaching each subject area or class.
- Written report of school/classroom rules.
- Assist teacher and interact with students in classroom, hallway, etc.
- Conduct small group activities or portions of class period using cooperating teacher's plans and evaluate your skills.
- Conduct one whole class activity using the cooperating teacher's plan and evaluate your skills.
- Ask questions and discuss with teacher why he/she does things as he/she does.

Week Two:

- Plan, conduct and evaluate two different small group activities or portions of class period; share your written plans with the cooperating teacher prior to implementation.
- Plan, conduct and evaluate whole class activity; share your written plan with the cooperating teacher prior to implementation.
- Finalize plans for unit.
- Set aside time daily for feed back from cooperating teacher.
- Add classes/subjects every few days until teaching half-days.

Week Three:

- Develop a learning center or classroom area and after the center has been utilized, evaluate its effectiveness in contributing to the achievement of the stated goals for the students; this activity should be completed by the fourth week.
- Continue lesson planning, teaching, observing, and conferring with the cooperating teacher.
- Begin discussing and planning evaluative techniques.
- Develop a plan for record keeping.
- Pick up additional classes/content areas.

Week Four:

- When proficient at conducting group sessions, plan, implement, and evaluate lesson plans for half-day teaching responsibilities.
- Begin implementing unit.
- Mid-session evaluation and three-way conference.

Week Five:

- Begin fulltime teaching.
- Ask for an observation by the principal.
- Schedule video taping of a lesson; review and analyze the video.

Week Six:

- Fulltime teaching.
- Phase out of fulltime teaching.

Week Seven:

- Final evaluation and three-way conference.
- Visit other classes/classrooms in second session.

Student Teaching Evaluation

Student teaching evaluation will take these forms:

- Written feedback by college supervisor on observations.
- Checklist of assignments and activities by college supervisor.
- Non-binding mid-placement evaluation by college supervisor, cooperating teachers, and student teacher, which will be discussed at a conference.
- Final evaluation by college supervisor, cooperating teachers, and student teacher, which will be discussed at a conference. A summative evaluation will be placed in the student's placement file.
- The college supervisor is responsible for assigning the grade for student teaching. This grade will appear on the student's transcript.

Unsatisfactory Performance

After the mid-placement evaluation, if it is determined jointly by the cooperating teacher and the college supervisor that the student's performance at that point is unsatisfactory, a plan of assistance will be developed detailing the areas that need significant improvement and suggesting steps to make that improvement. If there is not satisfactory improvement s/he will need to repeat the student teaching placement in a subsequent semester, either with the same cooperating teacher or another cooperating teacher. The rationale and the plans for the subsequent student teaching experience will be shared with the student and placed in the student teacher's education file.

A final unsatisfactory grade for student teaching would not permit the student to be recommended for licensure. The summative evaluation would include a rationale for the unsatisfactory grade. A copy would be transmitted to the student teacher, the education advisor of the student teacher, and the Vice President for Academic Affairs. The student may appeal to the Teacher Education Committee.

Career Services

All students seeking employment in education-related fields should register with Career Services. To register, students are advised to take the following steps:

1. Obtain and complete an education registration form from Career Services.
2. Decide on the type of credential file to be established. An **open** file is one to which the student/graduate has access and can read letters of recommendation. A **closed** file is one a student/graduate cannot examine because the student has agreed that the letters are confidential.
3. Pay the registration fee. This fee establishes a credential file with Career Services and places the student/graduate in a databank. Credential requests may be purchased as needed.
4. Include in the credential file letters of recommendation from the college supervisor and cooperating teachers. These need to be sent to Career Services after completing student teaching.
5. After student teaching or the last academic term before graduation, request the Registrar's Office to send a transcript to Career Services upon graduation.

THE WALDORF COLLEGE EDUCATION DEPARTMENT

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