

# Waldorf College Pre-student Teaching Clinical Experience Handbook

**“Preparing teachers to serve a community of learners.”**

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## Waldorf College Mission Statement

The College's mission is to educate the whole person in the spirit of Jesus Christ, enabling the individual to experience fulfillment through a life of service.

## Education Department Mission Statement

Preparing teachers to serve a community of learners.

## Education Department Goals (INTASC Principles)

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:

- 1) **The teacher** understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- 2) **The teacher** understands how children learn and develop and can provide learning opportunities that support their intellectual social and personal development.
- 3) **The teacher** understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.
- 4) **The teacher** understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- 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.
- 6) **The teacher** uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7) **The teacher** plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 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.
- 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.
- 10) **The teacher** fosters relationships with colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## Introduction

Pre-student Teaching Clinical Experiences are an important part of the Waldorf College's Teacher Preparation Program because they provide opportunities for teacher candidates to enter educational settings, to observe K-12 students and to practice teaching techniques in limited ways. Students can experience Waldorf College's Department of Education Mission: "Preparing teachers to serve a community of learners."

Pre-student Teaching Clinical Experiences occur prior to student teaching. The State of Iowa requires teacher candidates to have at least 10 hours of clinical experience prior to admission to the Teacher Education Program and at least 40 hours after acceptance.

The major goal is for the teacher candidate to be involved in the daily workings of a teaching situation. The amount of involvement depends on previous experience, the cooperating teacher/personnel, and which clinical experience the teacher candidate is taking. The teacher candidate is **not** expected to be responsible for a class or duty except under the supervision and help of the cooperating teacher.

## Clinical Experience Courses

Course Number	Course Name	Hours	Description of Experience
<b>Education Core</b>			
EDU103	Exploring Classrooms	24	Observations in K-12 classrooms at three levels to introduce students to the K-12 environment.
EDU240	Educational Psychology	10	Observations in a K-12 classroom focus on educational psychology theory to connect theory to practice.
EDU440	Assessment and Goal Setting	10	Students observe assessment activities and collect assessments in classrooms.
EDU 411	Multicultural Practicum	40	Co-teaching experience in a school with a diverse student population. The goal is to provide teacher candidates with experience teaching in a setting with students different from students in schools in North Iowa.
<b>Elementary Endorsement</b>			
EDU 253	Children's Literature	3	Students plan and present children's literature to preschool or elementary classrooms.
SPED320	Diverse Learners	10	Observation and participation in a special education setting.
EDU340	Teaching Math and Science in K-6th Grade Clinical Experience	15	Students are placed in a math and science classroom to participate by presenting lessons, working with small groups, co-teaching, and tutoring.
EDU350	Teaching Music/Art/Drama/Movement in K-6th Grade Clinical Experience	15	Students are placed in a regular classroom and integrate music, art, drama and movement into the regular curriculum. Students also present lessons in regular education classrooms and visit specials.
EDU360	Teaching Reading, Language Arts and Social Studies in K-8th	15	Students are placed in reading, language arts, and social studies classroom to participate by presenting lessons, working with small groups,

	Grade Clinical Experience		team co-teaching, and tutoring.
EDU460	Behavior Management for Elementary	10	Students are placed in a classroom to observe and participate in classroom management strategies.
SPED335	Inclusive Reading Pre-Student Teaching	60	Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.
<b>Reading K-6 or 7-12</b>			
SPED335	Inclusive Reading Pre-Student Teaching	60	Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.
<b>Instructional Strategist I: K-6 or 7-12</b>			
SPED321	Special Education Clinical Experience	20	Students work with two levels of Special Education students and participate in co-teaching.
SPED335	Inclusive Reading Pre-student Teaching	60	Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans to remediate.
SPED410	Special Education Clinical II	60	Endorsement seeking-only students teach or co-teach in a special education setting.
<b>Secondary Endorsements</b>			
EDU395	Content Area Reading	10	Students use content reading strategies one-on-one with secondary students.
EDU465	Behavior Management for Secondary	10	Students are placed in a classroom to observe and participate in classroom management strategies.
EDU371	Pre-student Teaching Clinical Experience for Secondary	20	Students observe in a secondary classroom and explore different teaching methods and materials.
EDU376	Clinical Experience in Teaching Speech/Theater in the Secondary School	20	Students gain instructional experience in a secondary speech/theater classroom.
EDU381	Clinical Experience in Teaching Social Studies in the Secondary School	20	Students gain instructional experience in a secondary social studies classroom.
EDU383	Clinical Experience in Teaching Science in the Secondary School	20	Students gain instructional experience in a secondary science classroom.
EDU386	Clinical Experience in Teaching English in the Secondary School	20	Students gain instructional experience in a secondary English classroom.
EDU399	Clinical Experience in Teaching Mathematics in the Secondary School	20	Students gain instructional experience in a secondary mathematics classroom.
<b>K-12 Endorsements</b>			
MUE341	Methods of General	20	Student gain instructional experience in an

	Music in Public K-12 Schools		elementary music classroom.
MUE441	Methods of Performance Ensembles in the Schools	20	Students gain instructional experience with performance ensembles in a secondary school.
PED/SPED310	Adaptive PE	10	Students are placed in an adaptive PE setting to observe and interact with the teacher and students.
PED344	Clinical Experience in Teaching Physical Education in the Elementary School	20	Students gain instructional experience in an elementary physical education classroom.
PED346	Clinical Experience in Teaching Physical Education in the Secondary School	20	Students gain instructional experience in a secondary physical education classroom.

- *PLEASE NOTE: SPED 405 Special Education Clinical Experience II is for endorsement-seeking students only.*

## **Terminology**

### **Clinical Experience**

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

### **Clinical Experience Student/Teacher Candidate**

A college student who has been assigned to a cooperating school/agency to acquire observation/interaction/participation 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 of, and assists with the supervision and evaluation of, a clinical experience student.

### **Cooperating School/Agency**

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

### **College Supervisor**

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

## **Policies**

### **Confidentiality**

Clinical Experience students are expected to observe confidentiality concerning all aspects of clinical experiences. This means a clinical experience student can not talk about individual students to anyone other than the teachers and other professionals in a

school. It also means that clinical experience students 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 clinical experience supervisor and advisor. Such violations may prevent a student from entering Teacher Education or Student Teaching.

### Placement

Clinical Experience placement may be in the same district, but may not be in the same classroom in which a Waldorf College student may have children, a spouse, or other immediate family members. Placement is made by the principal and the Department Chair.

### Transportation

Clinical experience students are responsible for their own transportation to and from clinical experience school sites.

### Dress Code

Clinical experience students are required to wear a Waldorf College Education Department polo shirt for all clinical experiences. 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 clinical experience placement school site has a more restrictive dress code for its teachers.

### Professional Behavior

Professional behavior is required. Clinical experience students must observe a code of professional ethics. Any behavior that reflects badly on the clinical experience student and in turn, Waldorf College, will result in failure of the course and may negatively impact progress in the Teacher Education Program. (See policy in the appendix of Education Student Handbook.)

### Attendance

Clinical experience students are required to stop in the placement school's office and sign in on the required Waldorf College Clinical Experience Sign-In form prior to an experience and also at the end, before leaving the building. If unable to attend at a scheduled time, students must call the school and reschedule with the cooperating teacher. Students must also contact the College course professor. College supervisors often make unannounced visits, so students must provide accurate schedules. Only illness or an emergency is reason to change the schedule.

## **Role of Cooperating Teachers**

The cooperating teacher exerts a primary influence on the development of the clinical experience student. Those serving in this role are responsible for guiding the students through their first professional experiences.

Specifically, cooperating teachers will be responsible to:

### Introductory Clinical Experience

- Introduce the student to the class(es) with which he/she will have contact.
- Familiarize the student with the classroom rules and the discipline policy.

- Involve the clinical experience student as soon as both the cooperating teacher and student believe the student is capable of handling the responsibility.
- Sign the student's attendance log each day they are present.
- Evaluate the student using the evaluation form provided by the college supervisor; return it to the office for the college supervisor to pick up.
- Note that the clinical experience student follows the college calendar. However, some college students may request to continue their experience during college breaks.

### Participatory Clinical Experience

- Create an atmosphere of acceptance of the clinical experience student by introducing the student as a part-time associate.
- Provide the clinical experience student with his/her own working space.
- Provide information concerning school policies and regulations.
- Inform the student of classroom policies and procedures.
- Provide background information about pupils (when appropriate).
- Model various teaching strategies throughout the experiences.
- Provide opportunities for the clinical experience student to develop and/or implement any specific course requirements such as lesson plans, games, etc.
- Provide continuous feedback to the student, based on his/her level of participation.
- Confer with the college supervisor about the student's progress.
- Complete a written mid-placement evaluation, a final evaluation, and return them to the college supervisor.

## **Role of College Supervisors from Waldorf College**

### Introductory Clinical Experience

Faculty members of the Waldorf College Education Program are in charge of the clinical experiences and their job is to be of help to the student and the cooperating teacher. Some of their responsibilities are as follows:

- The assigning of each college student to a classroom teacher is done through school administration according to the practice of each school building. Notification of teacher assignment for each college student is done through the college supervisor for each clinical experience course.
- Visiting the cooperating teachers about the college students' response/actions, and answering any questions about the program. The visits can be on site or by telephone
- Conducting seminars/conferences for clinical experience students.
- Collecting, reviewing, and filing evaluations.
- Assigning a final grade for the Clinical Experience.

### Participatory Clinical Experience

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

- Place students in cooperating schools.
- Meet (may be via telephone) with the cooperating teacher and the student during the first two weeks of the student's assignment in order to:
  - Describe the evaluation procedures
  - Determine how the student's time will be allocated
  - Discuss concerns and/or answer questions

- Check with the cooperating teacher periodically in order to maintain communication concerning progress and/or problems of the student.

### **Role of Principals**

The Principal of the cooperating school places clinical experience students and works closely with the cooperating teacher and the college supervisor to assure an effective experience for clinical experience students.

### **Role of Clinical Experience Student**

Clinical Experience is designed to be a learning experience. The learning opportunities are through directed observation, interaction, and/or participation, depending on the specific clinical experience course expectations.

Although clinical experience is designed to be a learning experience, it is also a responsibility. The clinical experience student 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 (when required). Specifically, the clinical experience student will also:

### **Introductory Clinical Experience**

- Follow the college calendar, although with special arrangements a student may continue clinical experiences during college breaks.
- Notify the cooperating teacher/personnel if he/she cannot be present on the day and time scheduled. The student must also call the supervising college professor.
- Keep a record of attendance on a Clinical Experience Log that is signed by the on-site cooperating teacher/personnel each time.
- Self evaluate after completing each clinical placement experience, and return the form to his/her college supervisor.
- Sign in and out at the office in each school/agency each time.

### **Participatory Clinical Experience**

- Establish positive relationships with the cooperating teacher and college supervisor. The first step is to establish and maintain an accurate schedule of visits. This schedule is a formal agreement between the student, cooperating teacher and Waldorf College supervisor. Honor it as a professional and provide copies and updates when needed.
- Provide background information about skills and abilities to the cooperating teacher.
- Observe students in the class carefully in order to understand individual needs. Become familiar with classroom routines.
- Provide well in advance of the lesson for the materials and audio-visual aids to execute a lesson (when a lesson is required in a clinical experience).
- Volunteer to do classroom tasks.
- Listen carefully to the observations and coaching of the cooperating teacher and college supervisor in order to grow in a self-reflective manner.
- Follow established classroom management procedures.
- 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.
- 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 (Specific assignments for each clinical experience placement are described in each syllabus).

### **Introductory Clinical Experience Evaluation**

Evaluations will be completed by the cooperating teacher at the school site. Students should complete self-evaluation if it is requested by the instructor.

### **Participatory Clinical Experience Evaluation**

Evaluation will take these forms:

- Written feedback by college supervisor on all specific assignments.
- Non-binding mid-placement evaluation by cooperating teacher/teachers.
- Final evaluation by college supervisor and cooperating teacher/teachers.

### **Unsatisfactory Performance**

Clinical experiences may be repeated with permission from the college supervisor and the academic advisor. The college supervisor and the academic advisor may also require an extension of the clinical experience.

### **Suggestions for Activities**

#### **100 & 200 Level Courses**

- Read story
- Assist with small group work
- Assist student individually
- Record grades
- Arrange/design bulletin board
- Monitor during tests
- Assist with lab experiments
- Reinforce appropriate behavior
- Operate/Assist with computers
- Listen to a student or small group
- Observe teacher
- Supervise play areas
- Observe student behaviors
- Correct/Grade objective tests & homework
- Reorganize materials at end of class/day
- Ask questions to prompt thinking
- Tutor student who has been absent

- Assist in class activity under teacher direction
- Assist in technology use

#### **300 Level Courses (in addition to above)**

- Conduct partial or full lesson
- Lead discussion group
- Assist with writing conference/lab
- Interview school personnel
- Tutor individual or small group
- Plan & setup a learning center
- Assist with IEP implementation
- Attend IEP planning meeting
- Administer standardized tests
- Administer informal inventories
- Evaluate learning plans & teaching practices
- Collect and analyze student assessment data

## WALDORF COLLEGE EDUCATION DEPARTMENT FACULTY

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## Clinical Experience/Participating Schools Websites and Telephone Numbers

Belmond-Klemme Community School District

[www.belmond-klemme.k12.ia.us](http://www.belmond-klemme.k12.ia.us)

Belmond-Klemme Jr/Sr High School  
Parker Elementary – Belmond  
Ramsay Elementary School – Belmond

641-444-4300  
641-444-4300  
641-444-4300

Clear Lake Community School District

[www.clearlake.k12.ia.us](http://www.clearlake.k12.ia.us)

Check website for information regarding your building and grade level.

Forest City Community School District

[www.forestcity.k12.ia.us](http://www.forestcity.k12.ia.us)

Forest City High school  
Forest City Middle School  
Forest City Elementary

641-585-2324  
641-585-4772  
641-585-2670

Forest City Christian School – Elementary  
Forest City Christian School – High School

641-585-2688  
641-585-3233

Garner-Hayfield Community School District	
<a href="http://www.garner.k12.ia.us">www.garner.k12.ia.us</a>	
Garner-Hayfield High School	641-923-2632
Garner-Hayfield Middle School	641-923-2809
Garner Elementary School	641-923-2831
Hanson Family Life Center, Forest City	641-585-5187
Lake Mills Community School	
<a href="http://www.lake-mills.k12.ia.us">www.lake-mills.k12.ia.us</a>	
Lake Mills High School	641-592-0893
Lake Mills Middle School	641-592-0894
Lake Mills Elementary School	641-592-1882
Lake Mills Community Preschool & Day Care Center	641-592-1318
Mason City Community School District	
<a href="http://www.mason-city.k12.ia.us">www.mason-city.k12.ia.us</a>	
Check website for information regarding your building and grade level.	
North Iowa Community School District	
<a href="http://www.north-iowa.k12.ia.us">www.north-iowa.k12.ia.us</a>	
North Iowa High School	641-562-2525
North Iowa Middle school	641-584-2231
North Iowa Elementary School	641-562-2525
Titonka Consolidated School District	
Sharing agreement with Woden-Crystal Lake	
Titonka Middle School	515-928-2720
Titonka Elementary School	515-928-2717
West Hancock Community School District	
<a href="http://www.whancock.k12.ia.us">www.whancock.k12.ia.us</a>	
West Hancock High School	641-843-3863
West Hancock Junior High	641-762-3261
Britt Elementary	641-843-3833
Kanawha Elementary School	641-762-3215
Woden Crystal Lake Community School District	
Sharing agreement with Titonka Consolidated School District	
<a href="http://www.netins.net/showcase/cryslake/education.htm">www.netins.net/showcase/cryslake/education.htm</a>	
Woden-Crystal Lake-Titonka High School	641-565-3211
Woden Elementary School	641-926-5311