Waldorf College Pre-student Teaching Clinical Experience Handbook

"Prepare engaging teachers to serve a community of learners."

Revised May 2, 2012

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Waldorf College Mission Statement~

Waldorf 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~

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.

The Education Program also endeavors to incorporate the CEC's (The Council for Exceptional Children) worldwide mission to improve educational outcomes for individuals with exceptionalities.

(Definition of abbreviations: K – Knowledge; D – Disposition; P – Performance.)

Graduates of Waldorf College's Teacher Education Program will demonstrate the following:

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 now 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.

~Clinical Experiences~

Introduction

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

Pre-student Teaching Clinical Experiences occur prior to student teaching.

The state requires students to have at least 10 hours of clinical experience prior to admission to the Teacher Education Program.

The major goal is for the student 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 student is taking. The student 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
Education Core			
EDU202	Introduction to Teaching Clinical	20	Observations in K-12 classrooms at two 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.
Elementary Endorsement			
EDU253	Children's Literature	3	Students plan and present children's literature to preschool or elementary classrooms.
SPED220	Exceptional Children & Adults	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	15	Students are placed in reading, language arts, and social studies classroom to participate by

	and Social Studies in K-8th Grade Clinical Experience		presenting lessons, working with small groups, 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.
Reading	**K-8 or 5-12**		
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.
Instructional Strategist I:	**K-8 or 5-12**		
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.
Secondary Endorsements			
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.
K-12 Endorsements			
MUE341	Methods of General Music in Public K-12 Schools	20	Student gain instructional experience in an 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 - 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.

Clinical Experience Coordinator - An Education Department faculty member assigned to work with school/agency for placement and supervision of clinical experience students.

Policies

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 Education Dept. Clinical Experience Coordinator.

Transportation - Clinical Experience students are responsible for their own transportation to and from clinical experience school sites. When you register for a course which requires clinical hours it is expected **YOU,** as the learner, take responsibility for your educational program and as a result arrange for your transportation to and from clinical placements.

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 contact policy in the appendix.)

Attendance - Clinical experience students are required to stop in the placement school's office and sign in when entering the building and before leaving the building.

Students will coordinate their schedule with their host classroom teacher and will **ALWAYS** be on time for the clinical experience. On the **RARE** occasion you are unable to attend at a scheduled time, students must call the school and reschedule with the cooperating teacher. Students must also notify the college course professor. College supervisors may 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 with which s/he 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 clinical experience coordinator; return it to the office for pick up by college faculty.
- 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 faculty about the student's progress.
- Complete a written mid-placement evaluation, a final evaluation, and return them to the office for college faculty to pick up.

Role of College Supervisors from Waldorf College

Introductory Clinical Experience

Members of the Waldorf College Education Program are in charge of the Clinical Experience 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 Waldorf College Education Department Clinical Experience Coordinator 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

The Clinical Experience Coordinator serves as a resource person for the principal of the cooperating school, the cooperating teacher, and the clinical experience student. The Clinical Experience Coordinator and College Faculty work with the cooperating teacher and the student in evaluating the clinical experience student's performance. Specifically they will:

- Place students in cooperating schools.
- Communicate 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

Role of Principals

The principal of the cooperating school places clinical experience students and works closely with the cooperating teacher and the college clinical experience coordinator 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:

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 s/he 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 experience placement, and return the form to his/her college professor.
- Must 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 professor. 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 professor. 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 professor 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
- Observe student behaviors
- Correct/Grade objective tests & homework
- Supervise play areas
- 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 us

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

~The Education Department~

FACULTY	OFFICE	PHONE	EMAIL

Dr. Larry D. Hill, B.S., M.S., Ed.S., Ed.D. **S217** **641-585-8186** **larry.hill@waldorf.edu**
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Administrator Licensure: PK-8 Principal; 5-12 Principal; PK-12 Superintendent & AEA Administrator; Evaluator Approval
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Secondary Education: 5-12 Reading
Special Education: IA K-8 Behavior Disabilities; K-8 Learning Disabilities; K-8 Multi-categorical Resource (mild); 5-12 Multi-categorical Resource (mild); K-8 Multi-categorical Special Class with Integration; K-8 Instructional Strategist I: Mild/Moderate; 5-12 Instructional Strategist I: Mild/Moderate; K-12 Instructional Strategist II: Behavioral Disorders/Learning Disabilities

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~Clinical Experience/Participating Schools Websites & Telephone Numbers~

Belmond-Klemme Community School District
www.belmond-klemme.k12.ia.us
Belmond-Klemme Jr/Sr High School 641-444-4300
Parker Elementary 641-444-4300
Ramsay Elementary School 641-444-4300

Central Springs Community Schools
Manly Elementary 641-454-3283
Nora Springs Elementary 641-749-5301
Central Springs MS (Nora Springs) 641-749-5301
Central Springs HS (Manly) 641-454-2208

Clear Lake Community School District
www.clearlake.k12.ia.us
Clear Creek Elementary 641-357-5288
Clear Lake Middle School 641-357-6114
Clear Lake High School 641-357-5235

Forest City Community School District
www.forestcity.k12.ia.us
Forest City High School 641-585-2324
Forest City Middle School 641-585-4772
Forest City Elementary 641-585-2670

Forest City Christian School
Elementary 641-585-2688
MS /HS 641-585-3233

Garner-Hayfield Community School District
www.garner.k12.ia.us
Garner-Hayfield High School 641-923-2632
Garner-Hayfield MS (Ventura) 641-923-2809
Garner Elementary School 641-923-2831

Hanson Family Life Center
Forest City 641-585-5187

Lake Mills Community School District
www.lake-mills.k12.ia.us
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
www.mason-city.k12.ia.us
Check website for information regarding your building and grade level.

North Iowa Community School District
www.north-iowa.k12.ia.us
North Iowa High School 641-562-2525
North Iowa Middle school 641-584-2231
North Iowa Elementary School 641-562-2525

Northwood-Kensett Community Schools
Northwood-Kensett Elementary 641-324-1127
Northwood-Kensett MS/HS 641-324-2142

Titonka Consolidated School District
Sharing agreement with Algona Community Schools
Titonka Elementary School 515-928-2717

West Hancock Community School District
www.whancock.k12.ia.us
West Hancock High School 641-843-3863
West Hancock MS (Kanawha) 641-762-3261
Britt Elementary 641-843-3833
Kanawha Elementary School 641-762-3215

Woden-Crystal Lake Community School District
Sharing agreement with Forest City Community Schools
Crystal Lake Elementary School 641-565-3211