

ECE Preprimary Student Teaching Handbook



Martin Luther College
Revised July 2014



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Preface

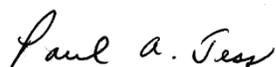
This handbook is dedicated to the children who attend the Lutheran elementary schools and early childhood ministries within the Wisconsin Evangelical Lutheran Synod and to those who have the privilege of serving in the teaching ministry leading these children ever closer to their Savior. The children's spiritual, physical, cognitive, and socioemotional welfare is the focal point for all the work of student teachers, classroom supervisors, and college supervisors.

The handbook is intended to assist in coordinating the efforts of all persons working in the Martin Luther College student teaching program. The information and suggestions it contains are directed toward helping to make the student teaching experience contribute significantly to the training of competent teachers who will be ready to serve in the church's ministry.

Because the student teaching experience is very important, the student teacher has a great responsibility to be conscientious in all aspects of this work. The classroom supervisor also undertakes a serious responsibility by providing assistance to help the student teacher develop abilities to become a capable teacher. Full cooperation between the student teacher and classroom supervisor is of utmost importance to achieve a positive student teaching experience.

The policies and procedures of the student teaching program constitute the majority of the handbook. This comprehensive framework is an important component to a full, complete experience. Any suggestions to help improve how the guidelines are formatted or communicated would be appreciated. Comments can be directed to the undersigned.

May God richly bless the work of student teachers, supervisors, principals, pastors, and college supervisors during the school year. May his special blessing rest on those who are preparing themselves for full-time service in his kingdom. May he move us to pray that Christ remain the focus of training teachers for our WELS ministries. To him be the glory!



Professor Paul A. Tess
Director of Clinical Experiences
Martin Luther College

*Information in this handbook is current as of July 1, 2014. Martin Luther College reserves the right to make changes in this handbook without advanced notice. The most current information can be found in the electronic version of the **2014-15 ECE Preprimary Student Teaching Handbook** on the MLC website.*

Martin Luther College Mission Statement

The mission of Martin Luther College is to train a corps of Christian witnesses who are qualified to meet the ministry needs of the Wisconsin Evangelical Lutheran Synod (WELS) and who are competent to proclaim the Word of God faithfully and in accord with the Lutheran Confessions in the Book of Concord.

To fulfill this mission, Martin Luther College carries out all instruction and programs of student life according to the gospel as revealed in the inspired and inerrant Word of God. With the guidance of the Holy Spirit, the college desires

- To strengthen the student in a consecrated spirit of love for God and his Word;
- To educate the student for faithful, capable, intelligent citizenship in today's world;
- To assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church and for lifelong learning; and
- To encourage the student in developing and demonstrating a heart for service in the church, community, and world.

To meet the current ministry needs of the WELS, Martin Luther College

- Prepares men for pastoral training at Wisconsin Lutheran Seminary;
- Prepares men and women for service as teachers and staff ministers in the synod's churches, schools, and other institutions;
- Prepares men and women for other church ministries both full and part-time, responding to the needs of the WELS;
- Prepares international students for ministry in partnership with WELS mission fields; and
- Provides programs of continuing education that meet the ministerial needs of the WELS.

EARLY CHILDHOOD MINISTRIES

Philosophy, Principles, Guidelines

Adopted – March 2001

Introduction

Formal early childhood education has grown in importance in both church and society. The care and education of young children outside the home has become almost indispensable in our society. Early childhood education in the church reflects society's trends as well as the church's concern for the Christian nurturing of young children and their families.

The church needs to think through and articulate the principles and practices that we believe to be appropriate and scriptural in early childhood education. This document presents general statements that can be beneficial to congregations in establishing and operating early childhood education programs. The portions of Scripture cited can provide a useful basis for discussion and be a wholesome guide to practice in our congregations.

Early childhood education is commonly defined as education for children between birth and age eight. While these principles and guidelines are applicable for the education of children birth through age eight, most WELS early childhood ministries focus on the education of children prior to the first grade level. Therefore for purposes of this document, early childhood is defined as a ministry of education to children at home, in a Christian school, or in some other church agency, from birth through kindergarten.

PHILOSOPHY

God specifically gives parents the primary responsibility for nurturing their children. Christian early childhood ministries provide for the Christian nurturing of young children which is a necessary aspect of the mission of the church. This unique ministry strives to meet the spiritual, social, emotional, intellectual, and physical needs of young children in a developmentally appropriate manner.

PRINCIPLES AND GUIDELINES

I. God gives parents the primary responsibility for nurturing their children.

A. Parents specifically have been given this responsibility.

Scripture identifies the family as our first and most enduring relationship. It teaches that children are a "heritage from the Lord" (Psalm 127:3) and that God gives parents the direction to "bring them up in the training and instruction of the Lord" (Ephesians 6:4). Christian early childhood ministries will encourage and assist parents in meeting their responsibilities toward their children and it will endeavor to emphasize the joys of taking these privileges to heart.

B. Christian Early Childhood Ministries supports parent in carrying out this responsibility.

Christian early childhood programs are ministries to children and parents. They are carried out with an awareness of the family setting and are responsive to the needs of the family. From the time of the child's birth, early childhood ministries work directly with parents in providing materials, activities, and training in the privilege of being their child's most important teacher. When the parent enrolls the child in an agency of the congregation, this ministry includes the child directly as well as the parent. Parents are included in this training and instruction of the Lord by involving them meaningfully and appropriately in the activities of the early childhood ministry.

II. The Christian nurturing of young children and their families is a necessary aspect of the mission of the church.

A. *The mission of the church is to make disciples.*

The church carries out its various forms of ministry for the sake of and by the command of Christ to “go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit” (Matthew 28:19). This disciple making includes the two complementary tasks of reaching out to the unbeliever and nurturing the faith of the believer. Children are particularly included as Peter told the crowd on Pentecost, “the promise is for you and your children and for all who are far off – for all whom the Lord our God will call” (Acts 2:39). Thus, the Christian early childhood ministry of a congregation will include both outreach and nurture in its program and policies.

B. *God has given the church the responsibility to assist parents in training the young.*

The Old Testament often describes the community of believers, the church, instructed and trained children (2 Chronicles 20:13; Nehemiah 8:3; Nehemiah 12:43). Our Lord gave a specific command to the church to nurture children in his words to Peter, “Feed My Lambs” (John 21:15). The church has historically established agencies for the education of the young. Christian early childhood ministries are now a growing part of that rich tradition. The church meets this responsibility when its programs encourage and support parents in their God-given obligations and help children grow as disciples of Jesus Christ.

C. *Christian training is necessary for young children.*

By precept and example the Bible speaks to the necessity of Christian training for young children. The need for Christian training is found in the sinful nature of the child (Psalm 512:5); the words of our Lord declare that the truths of Scripture can and must be taught to children (Mark 10:13); and the admonition of Proverbs to clearly and directly prescribe training (22:6). The examples of Samuel (1 Samuel 3:19) and Timothy (2 Timothy 3:15) are to be emulated by families and congregations today. The WELS upholds its heritage and clear words of Scripture as it provides for the Christian education of young children. Attitudes, knowledge, and skills are developed at an early age which foster growth as a child of God.

D. *Christian early childhood education is a part of a congregation’s ministry families.*

The various agencies of Christian education (e.g. childcare, preschool, Sunday School, the Lutheran elementary school, and youth ministries) have a cooperative focus to support and reinforce the goals of Christian outreach and nurture, particularly as parents and teachers share these goals. Early childhood education should be one strand of the congregations’ approach to Christian education. Under God’s blessings this ministry will serve to nurture the home-church partnership by being a means to strengthen the relationship of the family with the Savior.

III. Christian Early Childhood Ministries strive to meet the spiritual, social, emotional, intellectual, and physical needs of young children in a developmentally appropriate manner.

A. *Christian early childhood ministries need to be developmentally appropriate for young children.*

God created human life as developmental. Every human moves through developmental stages from childhood through adulthood. By that creation and by implication in the words of Scripture, Christian early childhood education should be appropriately structured for the developmental needs of young children. Characteristics of this type of program are:

Age appropriate: Child development research has shown that children progress through predictable stages of growth and maturation. A teacher who understands the stages of development can better prepare a learning environment and select materials and activities that foster that development.

Individually appropriate: God has determined an individual timetable of growth and development for each child. In addition, each child has unique characteristics, learning styles, and family experiences. Christian early childhood ministries and the teacher's relationship with the child need to reflect an understanding of and sensitivity for these individual differences. Learning in young children is the result of a complex interaction involving all aspects of the child's life – his thoughts; his experiences with materials, ideas, and people; adequate nutrition and rest; and the routines and discipline in his environment. These factors and experiences should coincide with the child's unfolding abilities while also challenging the child's curiosities and understandings. Christian early childhood educators will seek to guide and teach each child to be and to do his best for God.

Socially / culturally appropriate: God has placed children in different social and cultural environments. Christian teachers will want to understand and be aware of the social and cultural context in which the children live so that "by all possible means we might save some" (1 Cor. 9:22). Learning experience will be structured so that they are meaningful, relevant, and respectful of the children and their families.

- B. *Christian early childhood ministries foster the development of the whole child.*** A developmentally appropriate program will recognize that young children are holistic learners. Motor skill learning, social learning, intellectual learning, emotional learning, and the learning of spiritual truths are interrelated. Useful learning activities in early childhood education are not compartmentalized by subjects; likewise, a scriptural viewpoint permeates all learning experiences.

A Christian early childhood education program is truly Christian when that program finds its integration and correlation in God's message of sin and grace. These programs should allow children to understand sin, to experience repentance and forgiveness, and to share with and care for others. Children will learn of Jesus their Savior, they will learn the stories and teachings of Scripture, and they will experience the joy and privilege of sharing their Savior with others.

- C. *Young children learn through play.*** Early childhood programs involve children as active learners by providing them with play experiences that help them learn. Play enables children to pass through the stages of development by interacting with activities and materials that are concrete, real, and relevant to their young lives. Play as a child-initiated and child-directed activity is a vital component for establishing a foundation for learning. It is important that parents and teachers provide encouragement and facilitate quality play activities, model purposeful types of play, and appropriately participate in the child's play.
- D. *Christian early childhood ministries should provide an environment that is safe and secure, and that is arranged and equipped to meet the needs of the age group.*** The relative quality of the physical environment can help or hinder the learning process. Though a congregation may be exempt from the regulations that apply to public or for-profit programs, these regulations as well as the WELS Early Childhood Ministries Standards should be met or exceeded.
- E. *Christian early childhood educators will have both a solid foundation in God's Word and a thorough understanding of the theory and practice of Christian early childhood education.***

Besides providing an appropriate curriculum and adequate facilities, the **church** has a responsibility for adequate teacher preparation for Christian early childhood education. This preparation includes a solid foundation in God's Word and a thorough grounding in the theory and practice of Christian early childhood education. Teachers in Christian early childhood ministries should be synodically certified as preschool, kindergarten, or elementary school teachers; and they should be called by the congregation. The training of early childhood educators should include an understanding of developmentally appropriate instructional techniques, child development theory, and some specialized college-level training in early childhood education. Field experience at the appropriate level should also be a part of this training. It is also important for teachers to be actively involved in a program of continuing early childhood education.

A Code of Ethics for Teachers in Early Childhood Education Programs



*Understanding and believing by faith through God's grace,
that "Christ Jesus came into the world to save sinners, of whom I am the worst,"
I strive, with God's help, to live my life of faith in the following areas:*

A. Responsibilities to my God

I will seek to share the good news of salvation at every possible opportunity. I commit myself to a continual personal study of Scripture and to a regular use of the means of grace (worship and the Lord's Supper) (Ps 122:1). Recognizing that I can do nothing of my own power, I will seek the Lord's help through prayer. I will honor my call, first to the Lord, and second, to the congregation that has called me (1 Ti 1:12). I will use the ECE program as a focus of Kingdom ministry and an opportunity for evangelism outreach into the community (Mt 28:19, 1 Ti 2:3). I will strive to serve all in love as the Lord gives me opportunity (Co 3:23). I will encourage families to nurture their faith also through the use of God's Word. I will encourage others to and I myself will invite unchurched parents to worship with us. I will view my body as a living sacrifice to God (Rom 12:1) and strive to have my life be a model of Christian sanctification in and out of the classroom.

B. Responsibilities to the congregation I serve

I recognize my position as a minister serving a particular congregation and I understand that the congregation, formally or informally, has called me to this service. I will enthusiastically support and promote all educational and outreach activities of the congregation and I will participate in those programs to the extent I can (for example, choir, committee work, Sunday school teaching), understanding that the responsibilities of my call take priority. I accept and will support the policies and practices of the congregation I serve. [When such policies determine the enrollment precedence of members of the congregation, I will carry out those

policies. When such policies prescribe that all persons who serve as teachers or assistants in the classroom be in fellowship with us, I accept and support those policies.] I will strive to help the members have a sense of ownership in the childcare center. In the finances, staffing, and business activities of the program I will be accountable to those elected or appointed by the congregation to oversee the operation of the ECE program. If it is my responsibility, I will report regularly on the activities of the early childhood center to the responsible person or board or the voters' meeting. I will respect the pastor as the overseer / shepherd in his responsibilities for the spiritual welfare of the entire congregation (He 13:17). I will respect the physical facilities of the congregation and will exercise good stewardship in caring for them.

C. Responsibilities to the children

I will always remember that the children have been placed in my care by God and the parents whom God has given them. I will see children as fellow-believers and heirs with me of eternal life. I will never discriminate against any child because of race, gender, economic circumstances, or physical, intellectual, or emotional impairment. I will seek to have an early childhood center that accommodates to children regardless of their circumstance or handicap. To help them grow in their faith life I will have daily religious instruction in my classroom (Bible stories, prayers, and song), I will model Christian behavior, and I will carefully plan other activities that will help them grow spiritually, cognitively, physically, emotionally, and socially. In my discipline I will use both Law and gospel. I will encourage children to attend other Christian educational programs of the congregation such as Sunday school, weekly worship, and vacation Bible school. I will provide for the children a developmentally appropriate as well as individually appropriate curriculum. In keeping with a Christian understanding of self-concept, I will seek to encourage children to see themselves in positive, healthy ways, helping them to understand that what they are is a gift of grace from a loving God. My classroom will have centers or areas that will stimulate the children to play with sound, rhythm, language materials, space, ideas, materials that arouse curiosity, exploration and problem solving in individual ways. I will encourage self-help and independence skills. One goal of the early childhood center will be to prepare children for the exciting world of school learning. My classroom also will build a climate of emotional safety and a feeling of community. I will show children the love and affection that reflects my love for my Savior and I will treat them with respect, which includes listening carefully to them and responding quickly and appropriately to their feelings. I will teach them to regard their parents with the same respect and love.

D. Responsibilities to parents

I will always remember that parents are also God's children who need the help and guidance that God's Word can give. I will respect them as the parents / caregivers / guardians of the child (Eph 6:4) and I understand that they are to the child the most important persons in that child's life. I will respect the family life style / arrangement / customs insofar as it is in harmony with Scripture. I will do all I can to assist parents in their work of training children (Pr 22:6). I will strive to be a Christian role model to the parents (Mt 5:16). I will encourage them to grow in God's Word by attending worship services, the Bible information class, or Bible study classes. I will make myself available to parents at all reasonable times. If they are active members of another Christian church, I will encourage them to continue a faithful use of the means of grace in that church. I will speak truthfully of the differences between their church and mine, but I will not coerce or force them away from their current church home. I will encourage them to provide spiritual growth at home through family devotions, private Bible study, and discussing Bible lessons with their children. I will provide where appropriate parenting classes and literature to help them in their important responsibilities as parents. I will keep parents informed of the activities and goals of the ECE program and health issues through newsletters, personal notes, and personal communication. I will provide them the opportunity and training to serve as a helper in my classroom. I will honestly inform parents of any assessment I conduct of their children, I will report such assessment in a positive and constructive manner, and I will refer them to resources or persons who can supplement my assessments. I will suggest to parents competent, and, if possible, Christian professionals

(for example, WLCFS) or resource persons for counseling or other services. I will provide parents opportunities to interact and socialize with other parents.

E. Responsibilities to colleagues

I will seek to strengthen my colleagues in their lives of sanctification even as they strengthen me (Eph 5:19, 20). I will seek to have a relationship with them that reflects God's love and understanding and which includes trust, cooperation, respect, and open communication. If it is my responsibility, I will provide inservice training and instruction and do all I can to make them competent caregivers. I will share with my colleagues materials and ideas that will help them be better caregivers. I will work with them to make decisions in the childcare center that are based on what Scripture and professional practice suggests to be appropriate learning environments. I will support them in their professional development and I will help them receive due recognition for their work and professional achievements. I will speak positively of them to other persons (2 Ti 2:16-17), but I also recognize my responsibility to correct them for unprofessional behavior or a life that does not reflect their ministry.

F. Responsibilities to my profession

I will always try to conduct myself in a professional manner, which includes my appearance and my communication skills. In keeping with my professional responsibilities, I will put the needs of children and parents before my own preferences and emotions. I will be honest about the nature and extent of services that are provided by the childcare program and I will not promise services or skills that are beyond my or the program's resources. I will not serve in positions for which I am not qualified or for which there are not adequate resources for me to fulfill the responsibilities of that position. I will clearly communicate the goals of the ECE program. I will be familiar with laws and regulations that pertain to the childcare programs in my state and insofar as these regulations do not conflict with my Christian beliefs or the Christian goals of the center, I will comply with them and seek to have the responsible church board comply. I will keep myself informed of the latest developments and research in early childhood education through reading and attending workshops or seminars. I will particularly seek to develop professionally in the uniquely Christian aspects of early childhood education.

I willing commit myself to this because of the children I serve, the parents I assist, and the fellow believers who have given me this responsibility. But, primarily, I do this because of the God who created me, who redeems me, and who sanctifies me.



I will give them singleness of heart and action...for the good of their children after them. Jeremiah 32:39

(Developed by the class members of EDU0153 The Ministry of the Early Childhood Education Teacher, Lansing, Michigan, 1997)

The Student Teaching Program

Introduction

The Martin Luther College Student Teaching Program is based on the assumption that student teaching is one of the most important phases of teacher preparation. It is designed to provide an opportunity for the future teacher to learn good teaching behavior by working with students under typical classroom conditions. Direct experience with teaching and learning in a Lutheran ministry setting and participating in a congregational life permits the student teacher to practice principles learned in general and professional education courses. This experience is carried out under the guidance of a classroom supervisor who allows for variation according to the individual student's talents, interests, and needs.

Definition of Terms

1. **Student teaching.** A full time professional experience during which a pre-service teacher is assigned to a Lutheran school/center for supervised teaching as a part of his/her college program. The semester long experience is comprised of three course numbers which carry a total of seventeen semester hours of credit.
2. **Student teacher.** A college student engaged in student teaching. The term is used synonymously with student or candidate.
3. **Classroom supervisor.** A cooperating teacher who guides the daily experiences of the student teacher.
4. **College supervisor.** A member of the college faculty who is responsible for supervising and advising a group of student teachers and working together with supervising teachers in the schools/centers where student teachers are placed.
5. **Director of Clinical Experiences.** The member of the college faculty who is responsible for the administration of the student teaching program. The director oversees all field experiences required of pre-service Education students including the coordination of the student teaching program.
6. **Participating congregation.** A congregation in fellowship with the Wisconsin Evangelical Lutheran Synod and which agrees to make its facilities available for the student teaching program of Martin Luther College.
7. **Participating school/center.** A school/center which is controlled by a congregation or congregations participating in the student teaching program of Martin Luther College.

Objectives of the ECE Student Teaching Program

The major concerns in full-time student teaching in the WELS include effective classroom management, growth and development in personal and professional competency, and an awareness of the total life of a WELS/ELS congregation. While this limited experience cannot make the student teacher proficient in the many activities that comprise a teacher's responsibilities, student teaching should prepare every student for the demands which face a beginning teacher. The objectives of the MLC student teaching program follow.

The student teacher will

1. work with an experienced teacher to observe, experience, and develop effective nurturing and teaching of young children.
2. work with young children and demonstrate knowledge of their physical, social-emotional, and cognitive

development.

3. plan and design learning experiences that match young children's development.
4. select and utilize methods and materials that stimulate active child participation and learning.
5. demonstrate effective and appropriate methods for observing, assessing, and recording young children's growth, development, and learning in an inclusive early childhood atmosphere.
6. develop insights and strategies for effective classroom organization and management.
7. clarify and evaluate a personal philosophy of early childhood program planning, teaching, and management.
8. utilize and refine individual personal qualities which will enhance teacher effectiveness.
9. work and interact as an effective team member in the partnership of staff, parents, and children.
10. become acquainted with the total operation of the early childhood program, its routines, procedures, and regulations.
11. become acquainted with the community and the resources that it offers a teacher.
12. experience a deepening interest and desire to serve the church as a member of its teaching ministry.

Fundamental Agreements Between the College and a Participating Congregation

1. Congregations declare their willingness to permit assignment of student teaching candidates to their schools/centers with the understanding that
 - a. pastor, principal/director, and selected participating teacher(s) are in full agreement.
 - b. the congregation retains sole jurisdiction over its school/center with the right to request removal of a student teacher for reasons deemed sufficient.
 - c. classroom supervisors are given time to provide adequate supervision for student teachers assigned to them.
 - d. the congregation provides accommodations for the student. The college covers the cost of room and board for student teachers.
 - e. assignment of and ultimate responsibility for student teachers remains in the province of the college.
2. Participating teachers under the supervision of the principal/director and guided by a college supervisor are responsible for leading and directing student teachers during the experience of teaching and all responsibilities normally concomitant to teaching, with the understanding that
 - a. this guidance and direction will be carried out in a way that agrees with the principles of Christian education held by the college.
 - b. progress reports of student teachers will be completed by classroom supervisors and principals/directors as scheduled.
 - c. the college obligates itself to orient principals/directors and classroom supervisors of participating schools/centers to the total program.
 - d. not more than one student teacher is assigned to a classroom supervisor at one time, with every effort made that classroom supervisors will not carry such responsibility through an entire school year.
3. It will remain the prerogative of the college or the congregation to determine whether or not to continue participating in the student teaching program.
4. The MLC staff through its Director of Clinical Experiences, will

- a. prepare a manual for participating schools/centers and classroom supervisors and a manual for the student teacher.
- b. explain the student teaching program to the pastor(s) and teaching staff of a participating congregation.
- c. select classroom supervisors who will participate in the program.
- d. prepare and implement a schedule which assigns students to classroom supervisors in participating schools/centers.
- e. assure that student teachers are oriented to the program through a special program at the beginning of each term.
- f. prepare and receive records from classroom supervisors about the experiences of student teachers that will provide useful and meaningful information for the placement of the student as a beginning teacher.
- g. administer all affairs of the program and see that periodic visits to participating schools/centers are made by the college supervisor.
- h. carry on a continuous study to bring about changes and improvements in the program.
- i. encourage and provide for an exchange of ideas among all involved with the student teaching program.

Responsibilities of the College Supervisor

The college supervisor is a member of the college faculty who as a supervisor of student teachers and co-worker of classroom supervisors

1. assists in the orientation of pastors, principals/directors, and classroom supervisors in the student teaching program.
2. orients the student teachers at the beginning of each term of student teaching.
3. observes the student teachers in a variety of settings.
4. consults with each student teacher and the classroom supervisors either individually or jointly as circumstances indicate.
5. gives help and guidance to student teachers, classroom supervisors, and principals/directors relative to information that may be needed to improve the program and to resolve problems which may arise during the student teaching experience.
6. writes a report about the student teacher that will be helpful in the placement of the student teacher as a beginning teacher and gives this information to the Director of Clinical Experiences.
7. is a source of encouragement and of counsel to the student teachers and to their classroom supervisors.
8. is a liaison between MLC and the student teacher.

College Supervisor - Observations and Conferences

Usually the college supervisor is able to visit each student teacher four times during the term. At the time of each visit to the participating school, the college supervisor's work will involve a number of activities. These include examining the student teacher's lesson plans, observing the student's teaching, and conferring with the classroom supervisor and the student teacher in separate conferences. Occasionally, the college supervisor may wish to meet with the classroom supervisor and the student teacher in a three-way conference. The college supervisor will arrange his or her schedule of classroom visits and conferences taking into

consideration such things as the number of student teachers, number of schools to be visited and any special needs of the student teachers.

Responsibilities of the Principal/Director of a Participating School/Center

The principal/director of a participating school/center is the official liaison between the college and the participating congregation. The principal's duties in the student teaching program of Martin Luther College include the following:

1. Represent the student teaching program of Martin Luther College to the congregation's board of education and the congregation.
2. Develop within the faculty and congregation the concept that participation in the student teaching program is an opportunity for sharing in the work of the church in preparing a qualified teaching minister as well as for professional growth of the faculty.
3. Encourage classroom supervisors to attend the MLC summer workshop for participating teachers and the August orientation meeting for classroom supervisors, when offered.
4. Help orient new supervising teachers to the student teaching program.
5. Orient the student teachers to the school/center, the congregation, and the community.
6. Foster acceptance of the student teachers among the children, the faculty, and the congregation.
7. Aid the classroom supervisors in reviewing the work of the student teacher if needed.
8. Encourage the student teachers to participate in school/center and church activities and responsibilities outside the classroom.
9. Arrange for room and board accommodations (if needed) for the student teachers and send requisitions for the payment of expenses to the Director of Clinical Experiences.
10. Give prospective hosts the information memo for hosts found on the following page.

To: Prospective Hosts for a Martin Luther College Student Teacher

Thank you for considering serving as host for a student teacher from Martin Luther College. Having a comfortable home during the student teaching term will help a student teacher put forth her/his best effort in the classroom. The following information deals with housing arrangements in our student teaching program.

1. The principal of the school is responsible for arranging housing for the student teacher(s) assigned to the school.
2. The college does not set a specific amount of money to be paid to you for your services as host. You will receive a requisition form from the principal. On this form you are to indicate how much you feel you should receive for hosting a student teacher for the student teaching term. We appreciate the fact that hosts have traditionally been conservative in requisitioning reimbursement from MLC (see special note below).

MLC reimburses hosts for room and board during the student teaching term. We do not reimburse hosts for the student teacher's use of telephone or for car/mileage expenses. Students are required to pay for long distance calls using personal calling cards or personal cell phones.

SPECIAL NOTE: Student teachers who live in off-campus housing and who will student teach off-campus pay a fee which is used to cover student expenses for host housing requisitions, school hot lunch expenses, and costs to administer the student teaching program. To make it possible to cover these expenses, we are not able to honor housing requisitions over \$630 for the 9 week experience.

Your requisition needs to be submitted by June 15 in order to receive payment. MLC's fiscal year ends June 30 and the business office requests all invoices for the year be paid by that date. Thank you for your prompt submission of your invoice.

If you submit a requisition that is lower than the projected average amount, please note the following: Tax laws do not allow us to acknowledge your generosity with a charitable contribution receipt. However, since Martin Luther College is a religious, charitable institution, you may wish to consult your tax advisor about any tax benefits you may be eligible for as a result of housing our student teacher. An acknowledgement letter confirming your service will be sent after the student teaching session is completed.

Also, please be aware of the following for tax purposes:

In keeping with state and federal laws, money received from MLC for hosting a student is taxable income. Hosts who request reimbursement in the amount of \$600 or more will receive a "1099 Miscellaneous Tax Form" at the end of that year.

Expectations for a Host of an MLC Student Teacher

1. Hosts are expected to provide the student teacher a private bedroom, bathroom access, and an area to study. Most student teachers also appreciate laundry service.
2. Hosts are expected to provide or arrange for meals each day. We do not expect meals to be any more elaborate than customary for the host. MLC does not expect student teachers to do their own grocery shopping. Some may want to assist in meal preparation. As guests, we expect student teachers to offer to assist in clean-up after meals.
3. Hosts are not expected to provide the student teacher a car or pay for gas. It is the responsibility of the student teacher and principal to arrange for transportation and for the student teacher to pay for these costs. Most MLC student teachers have cars. Please arrange for parking while the student teacher is staying with you.
4. Before student teachers leave the college for student teaching, we go through the house guest etiquette found in this handbook.
5. If any problems arise, discuss your concerns with the student teacher first. If necessary, contact the principal and the college supervisor for help in solving any difficulties.

Guidelines for Selecting Classroom Supervisors

1. The principal/director of a participating school/center will indicate to the college which teachers on the faculty are willing to serve as classroom supervisors.
2. The Director of Clinical Experiences will make the final selection from the list of participating teachers. In making these selections the director will consider the following:
 - a. Under normal circumstances, student teachers will not be assigned to teachers having less than two years teaching experience.
 - b. Classroom supervisors must hold a current state teaching license.
 - c. Generally, no more than two teachers in a school/center will be assigned student teachers during the same term.
3. All teachers who serve as classroom supervisors are encouraged to participate in a summer workshop for participating teachers at least once during their career as a supervisor. This one-week workshop rotates from New Ulm, to Watertown, Milwaukee, and Appleton-Manitowoc on an annual basis to accommodate the needs of participating teachers.
4. The college prefers to assign students to teachers who have completed or are in the process of completing requirements for synodical certification.

Responsibilities of the Classroom Supervisor

The role of the classroom supervisor is one of the most important components of the program. In his/her influential role the cooperating teacher is to:

1. Become thoroughly acquainted with the Martin Luther College student teaching program.
2. Attend the MLC orientation meeting, when held, prior to the student teaching term.
3. Attend the MLC summer workshop for classroom supervisors, if possible.
4. Cooperate with the principal/director in orienting the student teacher to the school/center, the congregation, and the community.
5. Orient the student teacher to the classroom and to the routine of the classroom.
6. Acquaint themselves with the background of the student teacher through material sent by the college.
7. Prepare the students for the arrival and duties of the student teacher.
8. Provide the student teacher an opportunity to observe techniques of working with a group and to participate in class and co-curricular activities before being given full responsibility for the classroom.
9. Acquaint the student teacher with writing, filing, and using student records.
10. Acquaint the student teacher with available instructional materials, supplies, and equipment.
11. Guide and assist the student teacher in establishing objectives, organizing long-range lesson outlines, and daily lesson plans.
12. Encourage resourcefulness and self-evaluation on the part of the student teacher.

13. Observe the teaching and provide feedback that will foster improvement and provide encouragement to the student teacher.
14. Evaluate the student's teaching through analysis of the student teacher's self-evaluation, conferences, checklists, and report forms.
15. Provide for professional growth of the student teacher by requiring attendance at faculty meetings and share or suggest educational literature for the student's enrichment.
16. Encourage Christian conduct.
17. Cooperate with all other personnel in carrying out the student teaching program in all its details and consult with the college supervisor regarding any problems that arise in working with the student teacher.
18. Provide an evaluation of the student's performance to the Director of Clinical Experiences following the close of the term.
19. Encourage the student teacher to participate in activities of the congregation.
20. Acquaint the student teacher to the individual differences/exceptionalities of the children they are about to teach.
21. Arrange for the student teacher to visit in the other classrooms of the school/center.

Responsibilities of the Student Teacher

Most student teachers are aware of the importance of the student teaching experience. They anticipate that it will be both a satisfying experience and that their classroom work will have prepared them for these experiences. The following items highlight many aspects of the student teaching experience. Classroom supervisors can assist student teachers in attending conscientiously to these matters which will contribute to a successful student teaching term as well as enhancing the learning of the children in their care.

Responsibilities as a Person:

1. Complete the Personal Information Form (see appendix) as a means of providing an introduction to the classroom supervisor.
2. Reflect personal faith in the Savior. Let the children sense that teaching the Word is an expression of faith rather than just teaching another subject.
3. Display social skills and sensitivity as a cultured, mature Christian.
 - a. Use the formal mode of address (Mr., Miss, Mrs.) when speaking to the classroom supervisor and others unless he or she indicates that a first-name basis is appropriate.
 - b. Deal cooperatively and tactfully with all personnel in the school: nurse, custodians, secretary, and kitchen workers.
 - c. Be a congenial and thoughtful guest in relationships with those who are hosts for the student teaching term. (cf. "House Guest Etiquette," p. 20)
4. Use every opportunity to become acquainted with the students, the faculty, members in the congregation, and the community.
5. Display cheerfulness and a positive outlook.

6. Show interest, initiative, and resourcefulness in attacking and solving problems.
7. Seek and recognize the achievement of others. Be ready, willing, and gracious in acknowledging their successes.
8. Be considerate of others, especially the classroom supervisor. Give assistance whenever possible. Be sure to return materials and equipment to their proper places after using them.
9. Avoid discussion of personalities and other forms of gossip. Criticism of teachers, pastors, the administration, parents, the school's facilities, or related matters does not reflect a Christian attitude.
10. Have a receptive attitude toward suggestions and constructive criticism. If unsure about any matter, ask the classroom supervisor, principal/director, pastor, or college supervisor.
11. Do not allow personal activities to interfere with the student teaching experience. Student teachers are teachers in the congregation which they are serving. Spirit-worked values should guide the use of time.
 - a. Student teachers should not leave for more than one weekend during the student teaching term. Emergencies, of course, are exceptions. Be sure to inform the classroom supervisor, principal/director, host, and college supervisor well in advance if plans are made to leave for a weekend.
 - b. Having visitors can also interfere with the time needed during weekends to plan and prepare. Consider tactfully suggesting a limit to visits.
 - c. Communication with students of a personal nature via electronic means (e.g., Facebook, texting) should not occur.
12. Do not use cell phones and computers for personal use during the school day. When emergencies arise requiring their need, ask for permission of the classroom teacher and seek his/her advice on how best to handle emergency communication inside the classroom.

Responsibilities as a Student Teacher

1. Prepare carefully and in detail for each day. It is not enough to be ready to "stand and deliver." Student teachers should try to anticipate and prepare for the unexpected.
2. Strive for understanding and application of the standards of effective practice.
3. Get to know the students through observation, conferences, and examination of daily work and school records. However, avoid a peer relationship with the students. Proper student-teacher relationships on an adult-child basis contribute considerably to successful teaching and learning.
4. Recognize that school records, especially student data, are confidential. Such information helps teachers in their efforts to teach effectively and should not be the topic of casual conversation.
5. Offer willingly to help prepare newsletters, keep records, and assist with other tasks. Take the initiative to help keep the classroom comfortable and well organized.
6. Plan with the classroom supervisor and gradually develop independence in planning and presenting lessons.
7. Abide by all regulations which apply to students and teachers. Student teachers are not visitors with a privileged status; rather, they are fellow workers subject to established standards.

8. Student teachers may be expected, as is any teacher, to give extra time to help students solve their problems and to participate in extra-curricular activities.
9. Complete the Weekly Activity Report (see appendix) promptly each week.

Responsibilities as a Servant in a Congregation

1. Be an example of Christian living in all circumstances.
2. Become aware of and sensitive to accepted standards of propriety which prevail in the congregation. For example, in matters of smoking, having a drink in a public place, or in manner of dress, remember some things may be acceptable in one congregation but may give offense in another. Prompted by Christian love "...put no stumbling block in anyone's path so that our ministry will not be discredited." 2 Cor. 6:3 (NIV).
3. Participate in congregational life and activities. The student teacher's position as observer, participant, or leader will be determined cooperatively by him or her, the classroom supervisor, the principal/director, and pastor.
4. Plan for opportunities to develop competence in such facets of congregational life as youth work, part-time educational agencies, Bible classes, choir, and other activities.
5. Encourage the work of the preaching and teaching ministry as a lifetime vocation among the children and youth of the congregation. Whenever the opportunity arises, foster the desire to further the work of the Church among all people.

House Guest Etiquette

Students of Martin Luther College are Christian women and men. You will live as guests with host families during the student teaching term and represent the Christian ministry and the college. Your representation should be in a positive manner.

Living with hosts will require greater sensitivity to social etiquette than dormitory living generally demands. Some of the following suggestions deal with rather mundane matters of daily living. However, concern in observing these guidelines will be appreciated by the host and by all others involved in the student teaching experience. We trust that you will receive them with the same spirit in which they are offered.

1. To be a sensitive and cultured guest

- a. keep your room "picked up" at all times.
- b. arrange to use the shower at times of mutual convenience.
- c. cleanup after yourself each time you've finished using the bathroom, (i.e. hang towels where they belong, and take clothing back to your room.)
- d. complete grooming in your room. (Others in the household may also need to use the bathroom before going to work.)

2. The host will appreciate it if

- a. you are ready for meals at the appointed time.
- b. he/she is informed well in advance if you will be eating out.
- c. your table manners are correct.
- d. you ask before bringing food or beverages into your room.
- e. you follow the house rules. (Respect the wishes of your host in regard to smoking and all other matters.)

3. The considerate guest will

- a. be careful not to arouse or disturb the family after the family has retired.
- b. not take guests of the opposite sex into your private room.
- c. not monopolize the living room in any way; for example, with visitors or use of the TV.
- d. not abuse telephone privileges by lengthy conversations and long-distance calls. When making long-distance calls, use a calling card or your personal cell phone. Do not charge calls to your host's number. MLC does not reimburse you or your host for use of the phone.
- e. not expect the host to house friends overnight. If you do have overnight visitors, it is suggested you make arrangements for your guest(s) to stay at a local motel.
- f. write a thank you note to the host family before you leave to return to campus.

Guidelines during Student Teaching

Student Teaching Housing

Off-campus student teachers are not to make housing arrangements on their own. This responsibility rests with the principal/director of each participating school/center.

Student Teachers as Substitute Teachers

Under ordinary circumstances student teachers should not be expected to serve as substitute teachers. Asking student teachers to serve as substitutes early in the student teaching term could have an adverse effect on their entire experience. Having student teachers substitute without supervision for an extended period of time may interfere with their progress in developing teaching skills. If there is an apparent need to use student teacher substitutes, the college supervisor should be consulted.

Student Teacher Attendance at Teachers' Conferences

Student teachers are expected to attend WELS district and state teachers' conferences that are held during the student teaching term. Attending these conferences may involve expenses for the student teacher. Many schools help student teachers by paying for expenses at the same rate they reimburse their teachers. However, expenses incurred for attendance at such conferences are the responsibility of the student teachers. No reimbursement for conference expenses is available to either the participating school/center or the student teachers.

Absences during the Student Teaching Term

As a teaching minister, the student teacher is expected to be at his/her placement for all assigned days during the student teaching term and whenever the teachers are expected to be at their schools/centers (e.g., before students arrive, after students leave, conference days, workdays, in-service days). The student teacher follows the participating school/center calendar during the student teaching term.

From time to time student teachers may become ill. In such situations, the student teacher should report illnesses to his or her classroom supervisor. The classroom supervisor may excuse the student teacher from school/center until the student teacher is feeling better. Absences should be reported to the college supervisor. The Director of Clinical Experiences is responsible for determining the length and/or amount of make-up days when absences exceed two days.

Weekend Absences for Student Teachers

The demands for planning and preparing to teach will often require student teachers to use weekend hours to complete their work. In addition, while the main focus of the student teaching experience is the teacher's work in the classroom, it is also intended to help student teachers understand the role of a teacher in the broader scope of congregational life. To achieve that goal, it is important that the student teacher participates in the activities of the congregation. For these reasons, student teachers are advised that they are expected to

remain at their assigned schools/centers during the weekends. A student should not be absent for an entire weekend more than twice during the student teaching session, excluding holidays and conferences.

A student teacher who plans to be absent for a weekend should discuss his/her plans with the classroom supervisor, college supervisor, and host as far in advance as possible. The student teacher is responsible for having his/her work planned and prepared in advance so that there is no disruption in the teaching schedule.

Student Teacher's Use of a Car

Due to liability concerns, the college strongly discourages student teachers from using their cars to furnish transportation for children who are participating in school/center activities such as athletic events or field trips.

Traveling to Off-Campus Student Teaching Locations

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

Extracurricular Activities and Employment

Student teachers are discouraged from becoming involved in college extracurricular activities and employment during the student teaching session in order to give full attention to this experience. Any exceptions should be cleared with the Director of Clinical Experiences and shared with the college supervisor and classroom supervisor.

Mail during Student Teaching

For student teachers that are living with a host family, campus mailboxes will be closed and mail will be forwarded to the school at which the student teacher is working. Prior to the student teachers return to MLC, mail will be held on campus and distributed via the campus mailboxes.

Student Teacher Insurance Coverage

Liability insurance is provided by Martin Luther College for all student teachers. The primary limit of liability is \$1,000,000.

Criminal Background Check

A Minnesota State Bureau of Criminal Investigation background check is conducted on each student prior to his/her clinical experience. The background check is conducted once a year while a student at Martin Luther College is in a clinical experience. Students sign a release and pay a fee to initiate the check. Results of background checks are kept on file at the MLC Teacher Licensure Office and are released to participating schools upon request.

Sexual Harassment

MLC adheres to all guidelines regarding sexual harassment in the work place. A student teacher, 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 student teacher should then report the occurrence to

his/her college supervisor. If necessary, the college supervisor will report the incident to the Director of Clinical Experiences.

Likewise, participating school personnel should report any incidents of sexual harassment on the part of a student teacher to the classroom supervisor, and then to the college supervisor of the student teacher. If further resolution of the incident is warranted, the college supervisor will report the incident to the Director of Clinical Experiences.

Experiences for Student Teachers

Effectiveness in carrying out the many activities that are the teacher's responsibility may be gained only through years of service in the teaching ministry. The experiences listed below are related to some of the activities in which most teachers are involved. Student teachers will benefit from participating in as many of these experiences as possible. Very likely no single situation will make all of these experiences available to a student teacher; neither is this necessary for the accomplishment of the basic objectives of the program. Use the following as a checklist to note the types of experiences in which student teachers may be involved during the term.

EXPERIENCE

Infant/Toddler

1. Develop warm, supportive relationships with infants, toddlers, and their families.
2. Maintain a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
3. Apply infant and toddler health and safety standards.
4. Maintain care and play areas for an infant and toddler environment.
5. Support infants' and toddlers' actions, choices, and problem solving for successful early learning experiences.
6. Record infant and toddler observations.
7. Work with parents and caregivers to observe, interpret, and nurture infants and toddlers growth and development.
8. Conference regularly with the supervising teacher and college supervisor.

Preprimary

1. Develop warm, supportive relationships with preprimary children and their families.
2. Observe and assess preprimary children's developmental levels.
3. Support preprimary children's emerging decision making, self-regulation of emotions, problem-solving, and social competencies.
4. Maintain a safe and healthy indoor and outdoor learning environment, routines, and transitions that promote children's development and learning.
5. Observe, extend, and participate in young children's play.
6. Develop interactive skills with preprimary children.
7. Plan and implement developmentally appropriate large and small group learning experiences: Bible story, literacy, math, music, movement, science, social studies, dramatic and visual arts.
8. Record child development observations. Share these observations with parents when called upon.
9. Conference regularly with the supervising teacher and college supervisor.

Primary

1. Develop warm, supportive relationships with primary children and their families.
2. Observe and assess primary children's developmental levels.
3. Guide the living and learning in the classroom to help students be respectful and responsible learners.
4. Make the classroom physically comfortable and conducive to a learning environment.
5. Establish goals and standards for achieving learning outcomes in learning.

6. Plan and implement developmentally appropriate lessons for all areas of the curriculum.
7. Prepare and use materials for instructional use.
8. Assess, evaluate, and keep accurate records of children's learning. Discuss student progress with parents when requested.
9. Provide feedback to students, individually and in groups.
10. Supervise children on the playground before, during, and /or after school hours.
11. Learn school policies; assist with co-curricular activities as opportunities present themselves; and attend and participate in faculty meetings, in-service programs, and teachers' conferences.
12. Attend church services and participate in the life of the congregation as opportunities present themselves.
13. Conference regularly with the supervising teacher and college supervisor.

Minnesota Licensure Requirements

During the student teaching term, each student must strive to meet the Standards of Effective Practice (see below) in order to be eligible for Minnesota state licensure. Classroom supervisors complete *EDU4152 Preprimary Student Teaching Standards of Effective Practice Assessment* (see appendix) to verify the student has successfully met each standard.

While student teaching, each student will also be collecting evidence for his/her portfolio to demonstrate he/she has satisfactorily met the standards of effective practice. The required models of evidence and other pertinent information concerning the portfolio are described in the Portfolio Handbook.

Standards of Effective Practice

These objectives of the Teacher Education Program are consonant with the Standards of Effective Practice that the Minnesota Board of Teaching requires of those seeking state licensure.

Standard 1 (Subject Matter)

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.

Standard 2 (Student Learning)

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. (This standard is also interpreted to mean spiritual development.)

Standard 3 (Diverse Learners)

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

Standard 4 (Instructional Strategies)

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

Standard 5 (Learning Environment)

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.

Standard 6 (Communication)

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

Standard 7 (Planning Instruction)

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

Standard 8 (Assessment)

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

Standard 9 (Reflection and Professional Development)

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.

Standard 10 (Collaboration, Ethics, and Relationships)

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

Note: For detailed explanation of each standard, please see appendix for *8710.2000 MN Standards of Effective Practice for Teachers*.

8700.7500 Code of Ethics for Minnesota Teachers

Subpart 1. Scope.

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching.

Subp. 2. Standards of professional conduct.

The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Phases of the Student Teaching Experience

Four major phases of the student teaching experience are considered in this section of the handbook. They are orientation, observation, participation, and induction into teaching. The listing of these phases is not intended to suggest that they are to be provided sequentially. Although these phases will receive emphasis during different parts of the student teaching term, ideally, the student teacher should experience each of them throughout the term.

Orientation

A good beginning in the experience is important to the student teacher. Although orientation is regarded as very significant during the early stages of student teaching, it is most effective when it is a continuous process throughout the student teaching term. The following identifies some of the responsibilities for helping the student teacher "feel at home," and some suggestions for carrying out these responsibilities.

At the College

The college will assist in orientation by

1. making available to the student teacher informational material that has been sent to the college by the principal/director of the congregation to which the student has been assigned.
2. reviewing basic principles of teaching and discussing the general policies, rules, and regulations of the student teaching program.
3. making available to the classroom supervisor the "Personal Information Form" which the student teacher has completed.

At the Participating School/Center

The principal/director and other teaching personnel assist in orientation by

1. introducing the student teacher to the pastor, other colleagues, the host, congregational members, and other people in the community.
2. providing the student teacher with a general introduction to the school/center facilities, program, and policies; extending an invitation to attend faculty meetings, school/center, and congregational activities; and helping her/him to become acquainted with the community.
3. helping the student teacher to feel accepted as a member of the faculty.

Naturally, the classroom supervisor assumes the greatest responsibility for helping the student teacher become acquainted with the school/center and congregation. One aspect of this responsibility is preparing the children for the student teacher's arrival and considering how they will become acquainted with each other. Additional aspects of orientation relate to the ongoing activities common to a teacher's work. The suggestions on the following page may be helpful in orientating the student teacher.

Preparing the Children

1. Show enthusiasm for the coming experience. Both students and the student teacher will reflect the classroom supervisor's attitude.

2. Prepare the children in advance for the student teacher's arrival. Generally, it is better to announce her/his arrival fairly close to the beginning of the term. What is done to prepare the children may be influenced by their age and by the number of student teachers that have previously taught in the school/center.
3. Use the information on the *Personal Information Form* to give the children some information about their new "teacher."
4. Explain why the student teacher is coming. This will develop in the children an understanding of one phase of our church's work and the specialized training a teacher receives.
5. Make clear that the student teacher is a member of the school's/center's faculty who has the authority and responsibilities of other faculty members. Enlist the children's cooperation in making the student teacher's stay a pleasant one.
6. Introduce the student teacher to the children in a manner that will foster their respect and that will encourage them to look to him/her for help.
7. Avoid building up the student teacher so much that fulfilling expectations will be very difficult.

General Orientation

1. Get to know the student teacher as a person through informal conversation.
2. Have a place arranged in the room for the student teacher.
3. Invite the student teacher to browse in the room to discover where materials are kept.
4. Help the children's "new teacher" become acquainted with them and to develop proper relationships with them.
5. Give the student teacher responsibilities that will identify him/her as a teacher.
6. Make certain that the student teacher's first experiences with the class are positive.
7. Explain the community and congregational backgrounds which influence school/center activities.
8. Show confidence in your student teacher by encouraging initiative and resourcefulness in carrying out the tasks you assign.
9. Demonstrate that good planning promotes an effective learning environment.
10. Acquaint the student teacher with the following general policies of your school/center:
 - a. The organization of the teaching program
 - b. The student teacher's responsibility in this program
 - c. The use of school/center records
 - d. Acquiring and using supplies and materials, teaching aids, and technology
 - e. The kinds and uses of textbooks and reference materials
 - f. The handling of disciplinary problems and working with children who have exceptional needs in the classroom
 - g. The activities of children and teachers in the building and on the playground
 - h. The use of special rooms in the building: kitchen, gymnasium, library, faculty lounge, and workroom
 - i. The use of the building for studying at night: use of lights and the time the student teacher is expected to leave
 - j. Responding to emergencies such as injury and fire

Observation

The student teacher is bound to a great extent by the program which the classroom supervisor has planned and implemented for the year. Eager to make a successful beginning, student teachers realize that they must teach within the framework the classroom supervisor has established. Thus, it is important that the classroom supervisor demonstrates and explains the procedures which are to be followed in his/her classroom and in the school/center.

During the period of time before assuming responsibility for teaching a class, the student teacher is an observer and participator in the classroom. Through observation the student teacher can study theory in practice. In order to make observation effective, it is vital that the classroom supervisor has the student teacher observe with a purpose. The classroom supervisor should be careful to limit the number of things the student teacher is to observe on a given day in order to provide a sharp focus to each observation.

In addition to setting up specific purposes for observing, the classroom supervisor should encourage the student teacher to record observations in writing for ready reference. It is all too easy to assume that once a procedure has been observed, the student teacher will remember how to follow it in the future.

Logically, observation is an extension of the concept of orientation. Like orientation, observation is of vital importance at the beginning of student teaching, but it will contribute most to the development of the student teacher if it is experienced throughout the student teaching term.

The classroom supervisor will help the student teacher become acquainted with the working of his/her classroom by directing observation toward routine procedures such as the following:

1. Children's activities before school begins for the day.
2. Greeting parents and seeing to children's needs.
3. Transition times throughout the day.
4. Routines for using the lavatories and the drinking fountain.
5. Teacher and children clean-up procedures.

The student teacher's observation of planning and teaching will be more productive by

1. Discussing daily lesson plans with the student teacher.
2. Demonstrating how Christian principles are integrated in teaching and in maintaining classroom control.
3. Assigning specific items which the student is to observe in a lesson which is to be discussed later. (forms)
4. Having the student teacher take note of the following aspects of observations:
 - a) Small/Large Group Time, Plan-Do-Review
 - b) Adult-Child Interaction

The classroom supervisor may assist the student teacher in observing the children by

1. Discussing the general characteristics of children at the age level of those in the classroom.
2. Discussing ways of getting the children's attention and of holding their interest.
3. Helping the student teacher analyze learning and discipline problems that arise, considering the causes of the problems, and suggesting possibilities for taking care of the problems.
4. Noting children with exceptional needs in the classroom and discussing ways to work effectively with them.
5. Helping the student teacher see how children develop skills, concepts, and attitudes, and how they are led to apply these through effective teaching-learning situations.

The student teacher will complete observation pages included in the student teaching materials or observations designed by the classroom teacher during the first week of student teaching.

Participation

Participation is an integral part of observation. By participating actively in the total program the student teacher has an opportunity to gain direct knowledge of the entire school/center organization. From the very beginning of the student teaching term it is good practice to have the student teacher assume some responsibilities. The scope of these responsibilities will vary from classroom to classroom and at different grade levels. Some types of activities in which the classroom supervisor may have the student participate are the following:

1. Sharing in the planning of classroom activities
2. Participating in routines that occur before the school day begins
3. Distributing supplies
4. Preparing, locating, and setting up materials that will be used in the classroom
5. Assisting individual children
6. Supervising playground activities and end-of-day dismissal
7. Playing with children

Evaluation

General Guidelines

Student teachers experience some tension and anxiety as they approach the task of guiding children's education in a classroom. These young people need the counsel and aid of understanding, experienced teachers. Evaluation is a very important phase of this assistance. By definition, evaluation of student teaching is the continuous process of appraising the growth of teaching competence as the student teacher guides the children's learning.

The purpose of evaluation is the improvement of the student teacher as one who serves as a teaching minister of the church. Improvement through evaluation is most likely to occur when it is a continuing process, beginning with the student teacher's orientation, observation, participation, induction into teaching, and full time teaching.

The most improvement will occur, and continued growth in teaching competence will be assured, when the evaluation process includes realistic self-evaluation on the part of the student teacher. The "Teaching Skills to Improve Next Week" section of the *Weekly Activity Report* (see appendix) is intended to foster self-evaluation. The classroom supervisor should encourage the student teacher to complete these activities thoughtfully.

Characteristics of Effective Evaluation

Evaluation should be continuous and include student teaching self-assessment. In addition, evaluation is:

1. **Cooperative.** Student teachers, classroom supervisors, and college supervisors share in the process. Occasionally, the principal/director may also become involved. The student teacher's teaching competence is discussed in a helpful and understanding manner.
2. **Progressive.** Previous discussions and observations form the basis for each new evaluative conference.
3. **Specific.** The student teacher receives the most help when you make comments and suggestions which are "to the point." Positive feedback and constructive criticism are both part of being specific.

4. **Diagnostic.** Classroom supervisors should discuss effective and ineffective strategies, as well as causes and implications of them, with the student teachers.
5. **Based on valid criteria.** The means and methods used to evaluate the student teacher's teaching must agree with the basic principles of the student teaching program. Practical considerations in establishing bases of evaluation include such questions as the following:
 - a. What should the student teacher accomplish during the term? Both student teacher and classroom supervisor need to have definite values and goals for the program. Has the growth of the student teacher toward fulfillment of these goals been satisfactory? Classroom supervisors need to be aware of the student teacher's accomplishments. Remember not to compare them with those displayed by an experienced teacher or a previous student teacher you have had.
 - b. What is the student's role in the classroom? How has the student teacher's presence affected the students' development?
 - c. How does the present work of the student teacher compare with his/her earlier accomplishments?

Techniques of Evaluation

The following are means by which evaluation can be made.

1. **Daily observation.** This is a continuous, informal evaluation of the student teacher's performance. Notes may be made on the student teacher's lesson plan while the classroom supervisor observes. A brief discussion based on the observation may do much to improve the details of the student's teaching skill and his/her personal and professional qualifications. As mentioned earlier, the observation of the classroom supervisor by the student may do much to train the latter to understand this kind of evaluation and, at the same time, train him/her in self-evaluation. Note: it is better to observe for specific items rather than broad generalities.
2. **Recording of Lessons.** The student teacher should arrange with his/her classroom supervisor to record lessons during the term. These lessons can be viewed and discussed by the classroom supervisor and student teacher. Another purpose of recording is to potentially provide evidence of teaching proficiency for the student teacher's teaching portfolio.
3. **Check lists or rating sheets.** Periodic summaries of strengths and weaknesses may be made of the student teacher's competence through use of checklists or rating scales. The student teacher may be asked to complete a self-evaluation on the basis of a prepared list of teaching qualities. The *Classroom Supervisor – Student Teacher Conference Checklist* (see appendix) may be used for this purpose. For this method to be effective, it is important that the classroom supervisor and student teacher discuss the interpretation of the ratings.
4. **Conferences.** It is evident from the techniques listed above that classroom supervisor-student teacher conferences are an important means of evaluation in student teaching. It is recommended that at least two longer evaluation conferences be held during the student teaching period. One conference should be held at the middle of the term and another at the close. The *Classroom Supervisor – Student Teacher Conference Checklist* should be used as a basis for these conferences. The following guidelines aid conferencing.
 - a. Each participant should recognize the purpose of the conference.
 - b. Conferences may be held at various times and for different reasons, but at all times it should be a frank discussion between the participants. "We need to listen to each other, not merely take

turns talking."

- c. The conference should be held in a room where there will be no interruptions and in a setting free from tension.
- d. The conference should be constructive. Emphasis should be placed on the future with limited consideration of past errors. Specific topics should be discussed. It is better to arrive at a full understanding of one problem than to rehash several without any solution.
- e. The end result of an evaluation conference should be a mutual understanding of the student teacher's accomplishments, needs and goals.

Final Evaluations for Student Teaching

The student teaching experience is evaluated without the use of letter grades, carries no grade points, and has no impact on a student's semester GPA or cumulative GPA. The following categories are used for evaluating student teaching:

PASS – (P) Successful completion of the student teaching term. The student teacher successfully assumes full-time responsibility for a minimum of two weeks and achieves a rating of at least "satisfactory" in teaching or classroom management or both.

WITHDRAWAL (W) The student teacher is unable to complete the student teaching term. The student may reapply for student teaching or may opt to substitute the equivalent number of credits from the MLC curriculum.

NO PASS - (NP) The student teacher completes the student teaching term but does not perform satisfactorily in either teaching or classroom management or both. Ratings of "Acceptable" in both teaching and management will automatically result in a "NP" (*see appendix for Rubric for Final Ratings for Student Teaching*).

The student teacher who does not perform satisfactorily on the standards of effective practice receives a no-pass (NP) grade for Student Teaching II. The classroom supervisor, the college supervisor, and the Director of Clinical Experiences will determine jointly if another student teaching term is recommended. The student teacher who receives an NP may be required to pass an alternative experience (EFE IV) before the second attempt of student teaching. The primary goal of the alternative experience is to remediate the identified deficiencies related to the standards. The student teacher must reapply for student teaching through the regular process and will be granted or denied a second student teaching term by the Teacher Education Committee. The Teacher Education Committee's decision is final.

The student teacher cannot continue on to ECE Student Teaching I or III until he/she passes ECE Student Teaching II.

A student who does not participate in an alternative experience (EFE IV) and therefore is no longer a student at MLC must also reapply for admission to MLC through the admission process in addition to reapplying for student teaching.

Under normal circumstances a student teacher will be given no more than two opportunities for student teaching. Only under extraordinary circumstances will an additional opportunity be given.

The student may be permitted to participate in the graduation ceremony, but the diploma is held in abeyance. If the student teacher does not remove the “no pass” by successfully completing a second term of student teaching, the student teacher may substitute the equivalent number of credits from the MLC curriculum. Under this circumstance the student teacher receives a Bachelor of Science with a major in Educational Studies rather than a Bachelor of Science in Education degree. The student teaching grade remains “no pass”, and the note “Non-teaching degree” is added to the student’s transcript.

An “NP” may also be given, if in the judgment of the college supervisor, the classroom supervisor, and the Director of Clinical Experiences the student teacher’s performance will not improve with another term of student teaching and the student teacher should be advised to seek another vocation. The student teacher may still earn a diploma by substituting the equivalent number of credits from the MLC curriculum for the student teaching credits. The student teacher receives a Bachelor of Science with a major in Educational Studies rather than a Bachelor of Science in Education degree. The student teaching grade remains “no pass,” and the note “Non-teaching degree” is added to the student’s transcript.

Dismissal

Due to issues of performance that may be detrimental to the welfare of students, and/or the integrity of Martin Luther College’s student teaching program, a student teacher may be dismissed prior to the end of any student teaching term. The decision to remove is a joint one made by the college supervising professor, the classroom teacher, and the Director of Clinical Experiences and is without appeal.

Students who are dismissed before the end of the term are no longer students at Martin Luther College unless they participate in an alternate experience sanctioned and arranged by the Director of Clinical Experiences.

Any student who has been dismissed before the end of any one of his or her student teaching terms and wishes to student teach again must re-apply for student teaching through the regular process and will be granted or denied a second student teaching term by the Teacher Education Committee. A student who did not participate in an alternate experience and therefore is no longer a student at MLC must also re-apply for admission to Martin Luther College through the admissions process in addition to re-applying for student teaching.

Graduation Policies

Students who will satisfy degree requirements in the summer can participate in the May Graduation Ceremony, but must pre-register for summer classes prior to the May ceremony. Diplomas for students who complete requirements during the summer are dated the last day of the month when requirements were completed.

Students completing a Bachelor of Science degree with a major in Educational Studies must complete all requirements for the education degree except student teaching, clinical experiences, licensure examinations, and the portfolio requirements. Academic credits are taken in lieu of student teaching and clinical experiences. A student graduating with an educational studies major is not recommended for assignment into the teaching ministry and is not eligible for licensure.

Records Used in Evaluation

1.	Organizational System for Lesson Plans (notebook, folder)		
2.	Student Teaching Reports (see appendix)	Completed	Comments
a.	Weekly Activity Report	Weekly	Completed by the student teacher. Classroom supervisor signs the report. Student keeps a copy and original is given to the college supervisor.
b.	Classroom Supervisor-Preprimary Student Teacher Conference Checklist (green & yellow)	Mid term End of term	Used as a basis for two longer conferences. Classroom supervisor and student teacher complete separate copies. FORM IS NOT MAILED.
c.	Preprimary ECE Student Teacher Evaluation Report Form A	End of term	Classroom supervisor and college supervisor together decide the appropriate descriptor. Classroom supervisor signs the report. Principal also signs the report. Mail it to the Director of Clinical Experiences.
d.	Preprimary Student Teacher Evaluation Report Form B	End of term	Classroom supervisor completes and signs the report. Principal also signs the report. Mail it to the Director of Clinical Experiences.
e.	ECE Student Teaching Self Evaluation	End of professional semester	Student teacher completes the report after the final ECE student teaching experience and returns to ECE college supervisor.
f.	EDU4152 Preprimary Student Teaching MN Standards of Effective Practice Assessment	End of term	Classroom supervisor completes and signs the report. Mail it to the Director of Clinical Experiences.

Evaluation reports *c-f* are an important source of information utilized in the preparation of recommendations to the Synodical Assignment Committee. These reports are kept on file in the Education Office archives. The student's education file may be viewed by the student upon his/her request.

College supervisors may also choose to share their reports with the student teacher before submitting them to the Clinical Experiences Office. Student teachers may view a copy of their recommendation report that goes to the Synodical Assignment Committee.

How the Assignment Committee Carries Out Its Responsibilities

Note: The following paragraphs are excerpts from a paper former Synod President Pastor Carl Mischke presented to the Dr. Martin Luther College faculty in August, 1980. The procedure he outlined below continues to be used today.

A congregation that wishes to call a teacher from the graduating class of DMLC places its call with the president of the district to which it belongs. Using the usual diploma of vocation, the congregation indicates whether it wants a man or a woman teacher, or simply the most qualified candidate. The congregation will specify the grade or grades to be taught, the number of students anticipated, other special duties such as principalship, organ and choir work, or physical education. It specifies the level of competence desired, whether head organist or assistant organist, or only organist, whether as director of a well-developed physical education program or somewhat less than that.

The ten district presidents (twelve district presidents now) tabulate the information they have concerning the calls in their district and submit it to me (Pres. Mischke). My office then compiles a Book of Requests and a copy is prepared for each member and advisory member of the Assignment Committee. In this way, each president is not only apprised of the requests from his district but from the entire Synod. So, before we begin the actual placement of individual candidates, we know how many calls there are for men, how many for women, how many principals are being requested, how many organists, how many coaches and directors of physical education. In this way, we become aware of all the needs out in the field.

But, that's only one side of it. The other side is learning to know the abilities and capabilities of the individual candidates. We do this through the rather sizable volume of information provided by the administration and faculty of DMLC. This includes a brief characterization noting the strengths and weaknesses of each candidate. It notes his academic proficiency or lack of it. It includes an evaluation of the candidates' practice teaching, as well as a recommendation for the type of placement for which he or she is best suited. Frequently, this information is supplemented orally by the advisors.

In the actual assignment process, matching a specific candidate with a specific place, any call that requires very special gifts (such as the Japan call) is filled first. After the special needs have been met, we follow a rotation according to districts. The district with the highest number of calls is first in the rotation, the district with the fewest calls is last. The district with the highest number will receive a choice every round, the district with only one or two calls will not.

As each district is given its turn, the president presents the call that he wishes to fill, reviews the requirements of the call, and states the name of the candidate that, in his judgment, best fills that need. The other presidents, as well as the advisors, then have an opportunity to respond, either concurring in the choice or advancing reasons why that candidate might serve better elsewhere. After discussion, a separate motion is passed in the case of each candidate. When all the candidates have been assigned, there is still an opportunity for further review in the event that someone feels that a specific candidate might serve better elsewhere.

Although each president naturally feels a keen responsibility toward the congregations in his district, that concern is superseded by a concern for the church at large, for the overall needs of the kingdom. The spirit of harmony in that meeting is second to none. The obvious desire to place each candidate where he or she can best serve, where individual talents can be further developed, is much in evidence. I don't know if I ever had any reservations about the divinity of the call, but if I did, they have been completely removed for me since being privileged to serve as part of the human machinery in the assignment process. Again and again, when one compares his personal candidate choices at the beginning of the meeting for possible assignment to specific places with those that emerge at the meeting's end, the Spirit's direction is readily apparent. (End of the quotation from President Mischke's paper.)

The Assignment Committee and the MLC faculty realize the system of assigning graduates is not perfect-no human arrangement for carrying out the Lord's work ever is. Nevertheless, we remain confident that the Holy Spirit operates through human procedures to call men and women into the Christian ministry.

Assignment to the Christian Ministry

Graduates of the college are ready for assignment into the Christian ministry upon recommendation of the faculty. The committee on assignment of calls, consisting of the praesidium of the Wisconsin Evangelical Lutheran Synod and the presidents of its respective districts, determines the placement of the graduates. The college administration and faculty (College President, Education Dean, VP for Student Life, Director of Clinical Experiences) are represented at the meetings of this assignment committee in an advisory capacity.

Policies Regarding Candidate's Status in the Book of Candidates

The categories of MLC candidates included in the Book of Candidates are as follows:

1. Available for assignment

These are candidates who have been presented to the church by MLC and are available for assignment anywhere.

2. Declining assignment

These are candidates who have been presented to the church by MLC, but are declining assignment at this time. This means that the graduate does not wish to and therefore will not

- be considered for assignment until the graduate has informed the Assignment Committee otherwise;
- be considered or approved for call lists presented to calling bodies by the District Presidents.

Graduates who decline assignment are not eligible to be assigned by the Assignment Committee. If at a later date they wish to become eligible for a call from the field they will be required to speak with the district president of the district in which they reside.

3. Deferring assignment

These are candidates who have been presented to the church by MLC but have asked that their assignment be deferred to a later date. (Examples: those who wish to serve through "Friends of China" for one or more years, those who wish to pursue an advanced degree with a view of still teaching in our WELS educational system.) This means

- that a graduate is asking not to be considered for assignment to a call for the upcoming school year;
- that the time of deferment is understood to be one year but may be extended at the request of a graduate made to the Assignment Committee;
- that the graduate plans to return to the Assignment Committee the following year;
- that the graduate is not eligible to be called during the time of deferment;
- that if the graduate wants to withdraw his/her request, that desire is to be expressed to the president of the district in which the graduate currently resides;
- that the maximum period of deferment for a graduate is generally two years with approval from the Assignment Committee. After the completion of the third year of deferral in order to be eligible for assignment a teacher candidate will be required to commit to the recertification process.

4. Unavailable for assignment

These are candidates who have been presented to the church by MLC but:

- have not yet fulfilled all of the requirements necessary for assignment.
Or
- have legitimate and compelling reasons that limit availability for assignment (e.g. study, marriage);
- will not be considered for assignment to a call; and
- may be considered for call lists presented to calling bodies in the limited area specified by the graduate.

Student Teaching Grade Level - Grade Level of First Call

The grade level to which student teachers are assigned for student teaching does not determine the grade level of the first call received through the Assignment Committee. Student teachers should not consider it unusual if they are assigned to serve a congregation either at a higher or lower grade level than their student teaching grade level. Needs of the church-at-large and abilities of the students are the primary considerations in the work of the Assignment Committee.

Receiving Your Assigned Call

Procedures to follow when accepting your assigned call:

- a. Write a letter to the congregation in the name of the pastor to inform the congregation that you received a Call through the Assignment Committee. Include the thought that you will fulfill your duties to the best of your ability with the help of God. Ask for the prayers of the congregation and the pastor that your work may be done to the glory of God and the welfare of His kingdom.
- b. Write a separate letter of a personal nature to the pastor. If there is no pastor, write to the president of the congregation or the vacancy pastor. Ask when your installation is to be and when you are expected to begin your work. You may also wish to ask about other duties and inquire about living arrangements. If possible, arrange a personal visit after graduation. If the school has a principal, be sure to also write him.
- c. Write a letter to the Director of the Commission on Lutheran Schools, N16W23377 Stone Ridge Drive, Waukesha, Wisconsin 53188. Inform him where you are assigned. Also note the grades you are to teach.
- d. Write to the president of the district to which you were assigned. Make application for Synod membership as a teacher (male graduates only).
- e. If you are assigned to a mission congregation, you must inform the mission board of that district in which the mission congregation is located.

Conference of Presidents

President - Rev Mark G Schroeder
N16W23377 Stone Ridge Dr, Waukesha, WI 53188
mark.schroeder@wels.net
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jon.buchholz@wels.net
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Dakota-Montana District President - Rev Douglas L Free
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Michigan District President - Rev John C Seifert
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North Atlantic District President - Rev Donald L Tollefson
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Southeastern Wisconsin District President - Rev David N
Rutschow
527 63rd St, Downers Grove, IL 60516
sewdp@aol.com
Home: 715/ 834-2595; Work: 630/ 852-1519

South Central District President - Rev Donald W Patterson
10601 Bluff Bend Dr, Austin, TX 78753
pastorpatterson@sbcglobal.net
Home: 512/ 255-2937; Work: 512/ 836-4264

Western Wisconsin District President - Rev Herbert H Prah
3307 State St, Eau Claire, WI 54701
wwdp@wels.net
Work: 715/ 834-2595

Requests for Deferment of Assignment or for Declining Assignment

Occasionally students may request that assignment into the Christian ministry be deferred for a year. The most common reasons that students wish to defer are to pursue further study or to serve in the world mission fields through various agencies of WELS. Some students may decline an assignment for various reasons. The following information and procedures should be noted.

A. Terminology

1. Deferment of assignment – the candidate wishes to delay assignment into full-time public ministry for a period of time – typically one or two years. After the deferred candidate notifies the MLC Director of Clinical Experiences with the intention to return for assignment, the candidate is made available to the Assignment Committee.
2. Declining assignment – the candidate does not wish to be assigned into full-time public ministry. Upon approval from the Conference of Presidents, the candidate is removed permanently for assignment consideration. If in the future the person wishes to teach in WELS, the candidate may contact his/her District President.

B. Approval of requests for deferment of assignment/declining assignment is granted by the Synodical Assignment Committee, not by the Martin Luther College faculty. Note: Requests may be denied by the Synodical Assignment Committee.

C. The MLC faculty is informed of such requests and serves in an advisory capacity to the Assignment Committee.

D. Procedures

1. Discuss your plans with your advisor or with anyone else who may assist you.
2. A letter of request for deferment of assignment or declining assignment should be addressed and mailed to the President of WELS, who serves as the chair of the Assignment Committee. Mail to this address:

**President Mark Schroeder
Wisconsin Evangelical Lutheran Synod
N16W23377 Stone Ridge Drive
Waukesha, WI 53188**

(Alternatively, you can attach the letter on an email to president@wels.net)

- a. State specifically the reason for the request. If you are deferring for further study, an area of study should be identified and specific college or university indicated. If you are planning to serve in Friends of China, state so. Indicate the period of time requested for deferment and

when you intend to be ready for assignment. An example of a letter requesting deferment is provided on the next page.

- b. If you are declining, state the reason why (family reasons, pursuing a different career, etc.)

Copies of your letter should be submitted to the **President of MLC** and to the **Director of Clinical Experiences**.

3. May graduates - Requests for deferment of/declining assignment should be submitted by March 15. The Assignment Committee considers these requests at their quarterly meetings.
4. December graduates - Requests for deferment of/declining assignment should be submitted by November 15.
5. If the request letter is not submitted by the time the Assignment Committee meets to consider the request, it will be considered a declining candidate.

Sample Letter Requesting Deferment of Assignment

Format for writing the letter to the Assignment Committee

Your Return Address

Street or Box Number

City, State, ZIP

Date

WELS President Schroeder
N16W23377 Stone Ridge Drive
Waukesha, WI 53188

Dear President Schroeder:

(First paragraph – request) After prayerful consideration, I would like to express my hope to defer assignment for the May 2014 call day. I have been given an opportunity to work in China with the Friends of China program. I have consulted many people, I have prayed for the Lord's guidance, and I believe that this position is where I should be until May 2015. If the deferment is granted, I plan on presenting myself for assignment in May 2015.

Please share this request for deferment with the Conference of Presidents. My hope and prayer is that they grant the deferring of a call until next May. I pray that the Lord blesses your meetings with the Assignment Committee to his glory and the good of his church.

In Jesus,

Signature

Your name (typed)

Lesson Plan Guidelines, Outlines, and Models

Necessity of Lesson Planning

1. It helps the teacher be systematic and orderly.
2. It encourages good organization of the learning experience.
3. It prevents haphazard teaching and goes a long way toward eliminating disorder and thoughtless teaching.
4. It encourages a proper consideration of the learning process and choice of appropriate learning procedures.
5. It encourages continuity in the teaching process.
6. It focuses consideration of goals and objectives.
7. It takes into account developmental learning needs of individual children.

Forms and Types of Plans

1. Bible Lesson Plan
2. Small Group Lesson Plan
3. Weekly Planning Form
4. Student Teaching Block Plan

Appendix

ECE Student Teacher Personal Information Form	A-1
Large Group Time Observation	A-2
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Student Teaching Block Plan	A-32

MARTIN LUTHER COLLEGE
ECE Student Teacher Personal Information Form

Name: _____ Male _____ Female _____ Date of Birth: _____

Program: ECE _____ ECE/Elem _____

Home Address: _____ Email address: _____

College Address: _____ Box # _____ MLC email address: _____

Emergency Contact: _____ Emergency Phone #: _____

Birthplace: _____ Cell Phone #: _____

Educational background. Please list school(s) attended for elementary, high school and college, if other than MLC.

Elementary: _____

High School: _____

College(s): _____

Are you a married student? _____ Are you engaged to be married? _____ If yes, anticipated marriage date? _____

Do you have a vehicle? _____ Are you a smoker? _____ List allergies or health concerns for housing arrangements during student teaching: _____

Check below the courses in education and psychology you have taken or will take prior to your professional semester.

- | | | |
|---|-------------------------------------|--|
| _____ Early Field Experiences I, II, III | _____ EDU3201 Children's Literature | _____ EDU4103 Admin of EC Programs |
| _____ EDU2101 The Arts & Movement in ECE | _____ EDU3205 Tchg Language Arts | _____ EDU4220 Educating the Except Child OR |
| _____ EDU3102 Infant & Toddler Educare | _____ EDU3210 Tchg Reading | _____ SPE2101 Educating the Except Learner |
| _____ EDU3104 Teaching Literacy I | _____ EDU3235 Tchg Social Studies | _____ ENG3310 Interpersonal Communicate |
| _____ EDU3109 Preprimary Curriculum | _____ EDU3405 Individual Field Exp | _____ PSY3010 Child Development |
| _____ EDU3115 Tchg Math & Science in Prim | _____ EDU3407 ECE Clinical | _____ PSY3020 Psychology of Learning |
| _____ EDU3116 Tchg Religion in ECE | _____ EDU3201 Children's Literature | _____ Intercultural Elective -- Course Name: |
| _____ EDU3117 Observation & Assess | _____ EDU4101 Foundations in ECE | _____ |

List educational experiences you have had with children and the ages of those children.

What traveling have you done? _____

What extra-curricular activities did you participate in during high school? _____

What extra-curricular activities are you involved in at college? _____

What special interests and/or hobbies do you have? _____

Check any abilities in which you feel you are quite competent.

- | | | | |
|-----------------------------------|---------------------------------|--------------------------|----------------------------|
| _____ Operating media equipment | _____ Playing piano | _____ Directing choir | _____ Coaching drama |
| _____ Playing organ | _____ Playing a band instrument | _____ Coaching athletics | _____ Leading youth groups |
| _____ Using computer applications | _____ Networking computers | | |

Permission to Send Personal Information:

I give my permission to the Director of Student Teaching to release this Personal Information Form to my classroom supervisor and school personnel for my student teaching experiences.

Date _____

Signature _____

LARGE GROUP TIME (AM STORIES) OBSERVATION

Outline the structure of the lesson. Note what is being done (starting with the transition into the area and ending with excusing children to groups) and the length of time for each part of the lesson.

What management strategies were used with the large group?

What expectations does the teacher have for the children?

How do children show signs of self-control?

SMALL GROUP OBSERVATION

How was the lesson begun?

What was the focus of the lesson?

How were the children encouraged in this key experience?

How was the lesson brought to a close?

How did the children help clean up?

What specific things did you observe about the children learning and doing?

PLAN/DO/REVIEW OBSERVATION

Outline the procedure for planning.

How are individual differences met during planning/recall?

What prompts are given to encourage children to talk about their thinking?

How does the group transition from planning to working?

During Work Time, how are the teachers expanding/encouraging children in their plans?

ADULT-CHILD INTERACTION

Teacher Observed _____ Observer _____

Date/Time _____

Write down examples of adult-talk that falls into these categories:

1. Acknowledging child initiated talk –

2. Correcting a child –

3. Encouraging a child –

4. Close-ended questions –

5. Open-ended questions –

6. Problem-posing questions –

7. Teacher solved a problem –

8. Teacher referred one child to another to solve problem –

PLAY OBSERVATION

School _____ Student Teacher _____

Teacher _____ Date and Time _____

Observe Pretend Play in Preschoolers

Young children are discovering who they are and what they can do through play. They see mental images that allow one object to represent another. This is when the child begins to engage in pretend play. Pretend play happens any time young children act as if an object or an event is real with the clear knowledge that it is not. For example, they may appear to drink out of a cup that is empty to emulate dad at the breakfast table, or they may put on women's shoes and be mom getting ready to go shopping. They may be playing alone or with other children. They may seem to be playing together, but each child is really playing out his or her own script. (parallel play)

Anecdote #1

How many children were involved? _____

Name	Age	Sex
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Who initiated the play, or how did it get started?

What roles did the children assume?

What happened?

Anecdote #2

How many children were involved? _____

Name	Age	Sex
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Who initiated the play, or how did it get started?

What roles did the children assume?

What happened?

Name _____

Weekly Activity Report (Infant/Toddler and Preprimary Levels)

Week of _____

For each day of the week, write about something you learned about children and about yourself. Reflect on why this was significant.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Goals to maintain and improve

1.

2.

Classroom Supervisor – Preprimary ECE Student Teacher Conference Checklist (For Classroom Supervisor-Student Teacher Conference ONLY – DO NOT RETURN TO MLC)

Student _____ **Date** _____

MINISTRY TRAITS (to be evaluated in the Lutheran school setting only)

Comments

Discuss in relation to service in the school and congregation.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to the teaching ministry
- participates in congregational activities
- participates in school activities

MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS (ADAPTED)

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

	1	2	3	4	5
	Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

STANDARD 1: SUBJECT MATTER

Comments

- | | | | | | |
|---|---|---|---|---|---|
| 1. demonstrates support for young children’s (ages 3-5) individual development and early learning | 1 | 2 | 3 | 4 | 5 |
| 2. applies early childhood theories and their implications to young children and families | 1 | 2 | 3 | 4 | 5 |

STANDARD 2: STUDENT LEARNING

- | | | | | | |
|---|---|---|---|---|---|
| 1. demonstrates understanding of preprimary-aged children’s development and learning..... | 1 | 2 | 3 | 4 | 5 |
| 2. is sensitive to preprimary-aged children’s physical needs | 1 | 2 | 3 | 4 | 5 |
| 3. plans experiences that enable preprimary-aged children to organize their play..... | 1 | 2 | 3 | 4 | 5 |
| 4. promotes active learning..... | 1 | 2 | 3 | 4 | 5 |
| 5. plans experiences to achieve maximum participation | 1 | 2 | 3 | 4 | 5 |
| 6. encourages self-help and independence in preprimary-aged children..... | 1 | 2 | 3 | 4 | 5 |

STANDARD 3: DIVERSE LEARNERS

- | | | | | | |
|--|---|---|---|---|---|
| 1. respects each child as a unique child of God..... | 1 | 2 | 3 | 4 | 5 |
| 2. is sensitive to preprimary-aged children’s culture and home experiences..... | 1 | 2 | 3 | 4 | 5 |
| 3. provides for preprimary-aged children’s developmental and learning differences..... | 1 | 2 | 3 | 4 | 5 |

STANDARD 4: INSTRUCTIONAL STRATEGIES

- | | | | | | |
|---|---|---|---|---|---|
| 1. uses guidance techniques to support sense of security and self-image | 1 | 2 | 3 | 4 | 5 |
| 2. creates turn-taking experiences to facilitate information in increasingly complex ways | 1 | 2 | 3 | 4 | 5 |
| 3. encourages curiosity and exploration | 1 | 2 | 3 | 4 | 5 |
| 4. enhances emerging knowledge of cause and effect and spatial relationships | 1 | 2 | 3 | 4 | 5 |

STANDARD 5: LEARNING ENVIRONMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. uses scheduling and daily routines to meet preprimary-aged children’s needs for predictable active and quiet activities | 1 | 2 | 3 | 4 | 5 |
| 2. provides consistent social and solitary experiences..... | 1 | 2 | 3 | 4 | 5 |

- 3. conducts reliable transitions and physical care-giving1 2 3 4 5
- 4. manages environmental conditions to promote health and safety1 2 3 4 5
- 5. establishes environments in which predictable interaction sequences occur1 2 3 4 5
- 6. provides opportunities for active physical exploration in emerging fine and gross motor skills1 2 3 4 5
- 7. enhances creativity through sensory, music, movement, and dramatic play1 2 3 4 5

STANDARD 6: COMMUNICATION

- 1. supports language-interaction development and skills.....1 2 3 4 5
- 2. participates in give-and-take communication1 2 3 4 5
- 3. allows the child to lead.....1 2 3 4 5
- 4. provides emergent literacy foundation through books, rhymes, and singing.....1 2 3 4 5

STANDARD 7: PLANNING INSTRUCTION

- 1. plans systematically and carefully1 2 3 4 5
- 2. plans opportunities for preprimary-aged children’s self-initiating repetition of newly acquired skills.....1 2 3 4 5
- 3. structures and integrates positive child-adult communication skills1 2 3 4 5
- 4. plans and integrates Jesus’ stories, pictures, and songs for preprimary-aged children’s learning1 2 3 4 5
- 5. plans to integrate technology into lessons when appropriate1 2 3 4 5

STANDARD 8: ASSESSMENT

- 1. uses valid observation goals to assess development and early learning1 2 3 4 5
- 2. maintains daily preprimary-aged children’s performance records1 2 3 4 5

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

- 1. shows appropriate self-confidence1 2 3 4 5
- 2. is dependable for care and education1 2 3 4 5
- 3. exhibits professional dress and demeanor in preprimary-aged children’s care-giving and early learning.....1 2 3 4 5
- 4. is reliable in completing assigned tasks.....1 2 3 4 5
- 5. is well organized and efficient1 2 3 4 5
- 6. displays initiative1 2 3 4 5
- 7. is able to accept and implement constructive criticism1 2 3 4 5
- 8. demonstrates effective oral and written communication with parents, co-workers, and community.....1 2 3 4 5
- 9. makes appropriate self-evaluations of teaching1 2 3 4 5
- 10. makes appropriate adjustments as a result of self-evaluation1 2 3 4 5

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS

- 1. is considerate, courteous, and cooperative1 2 3 4 5
- 2. demonstrates the crucial concept of family friendliness1 2 3 4 5
- 3. relates well to others in social situations1 2 3 4 5

EDU4152 - Preprimary ECE Student Teacher Evaluation Report Form A

Student _____ **Date** _____

MINISTRY TRAITS (to be evaluated in the Lutheran school setting only)

Comments

Discuss in relation to service in the school and congregation.

- reflects faith in the Savior, Jesus Christ
- shows joy and enthusiasm for teaching
- shows dedication to the teaching ministry
- participates in congregational activities
- participates in school activities

MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS (ADAPTED)

Evaluate the trait, the ability, or the success of the student teacher in each of the items listed. Use the following:

1	2	3	4	5
Not evident	Inconsistent but developing	Proficient	Highly evident	Mastered at an exemplary level

STANDARD 1: SUBJECT MATTER

- | | | | | | |
|---|---|---|---|---|---|
| 1. demonstrates support for young children’s (ages 3-5) individual development and early learning | 1 | 2 | 3 | 4 | 5 |
| 2. applies early childhood theories and their implications to young children and families | 1 | 2 | 3 | 4 | 5 |

STANDARD 2: STUDENT LEARNING

- | | | | | | |
|---|---|---|---|---|---|
| 1. demonstrates understanding of preprimary-aged children’s development and learning..... | 1 | 2 | 3 | 4 | 5 |
| 2. is sensitive to preprimary-aged children’s physical needs | 1 | 2 | 3 | 4 | 5 |
| 3. plans experiences that enable preprimary-aged children to organize their play..... | 1 | 2 | 3 | 4 | 5 |
| 4. promotes active learning..... | 1 | 2 | 3 | 4 | 5 |
| 5. plans experiences to achieve maximum participation | 1 | 2 | 3 | 4 | 5 |
| 6. encourages self-help and independence in preprimary-aged children..... | 1 | 2 | 3 | 4 | 5 |

STANDARD 3: DIVERSE LEARNERS

- | | | | | | |
|--|---|---|---|---|---|
| 1. respects each child as a unique child of God..... | 1 | 2 | 3 | 4 | 5 |
| 2. is sensitive to preprimary-aged children’s culture and home experiences..... | 1 | 2 | 3 | 4 | 5 |
| 3. provides for preprimary-aged children’s developmental and learning differences..... | 1 | 2 | 3 | 4 | 5 |

STANDARD 4: INSTRUCTIONAL STRATEGIES

- | | | | | | |
|---|---|---|---|---|---|
| 1. uses guidance techniques to support sense of security and self-image | 1 | 2 | 3 | 4 | 5 |
| 2. creates turn-taking experiences to facilitate information in increasingly complex ways | 1 | 2 | 3 | 4 | 5 |
| 3. encourages curiosity and exploration | 1 | 2 | 3 | 4 | 5 |
| 4. enhances emerging knowledge of cause and effect and spatial relationships | 1 | 2 | 3 | 4 | 5 |

STANDARD 5: LEARNING ENVIRONMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. uses scheduling and daily routines to meet preprimary-aged children’s needs for predictable active and quiet activities | 1 | 2 | 3 | 4 | 5 |
| 2. provides consistent social and solitary experiences..... | 1 | 2 | 3 | 4 | 5 |

- 3. conducts reliable transitions and physical care-giving1 2 3 4 5
- 4. manages environmental conditions to promote health and safety1 2 3 4 5
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STANDARD 6: COMMUNICATION

- 1. supports language-interaction development and skills.....1 2 3 4 5
- 2. participates in give-and-take communication1 2 3 4 5
- 3. allows the child to lead.....1 2 3 4 5
- 4. provides emergent literacy foundation through books, rhymes, and singing.....1 2 3 4 5

STANDARD 7: PLANNING INSTRUCTION

- 1. plans systematically and carefully1 2 3 4 5
- 2. plans opportunities for preprimary-aged children’s self-initiating repetition of newly acquired skills.....1 2 3 4 5
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- 5. plans to integrate technology into lessons when appropriate1 2 3 4 5

STANDARD 8: ASSESSMENT

- 1. uses valid observation goals to assess development and early learning1 2 3 4 5
- 2. maintains daily preprimary-aged children’s performance records1 2 3 4 5

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT

- 1. shows appropriate self-confidence1 2 3 4 5
- 2. is dependable for care and education1 2 3 4 5
- 3. exhibits professional dress and demeanor in preprimary-aged children’s care-giving and early learning.....1 2 3 4 5
- 4. is reliable in completing assigned tasks.....1 2 3 4 5
- 5. is well organized and efficient1 2 3 4 5
- 6. displays initiative1 2 3 4 5
- 7. is able to accept and implement constructive criticism1 2 3 4 5
- 8. demonstrates effective oral and written communication with parents, co-workers, and community.....1 2 3 4 5
- 9. makes appropriate self-evaluations of teaching1 2 3 4 5
- 10. makes appropriate adjustments as a result of self-evaluation.....1 2 3 4 5

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS

- 1. is considerate, courteous, and cooperative1 2 3 4 5
- 2. demonstrates the crucial concept of family friendliness
relates well to others in social situations1 2 3 4 5

Rubric for Final Ratings for Student Teaching

(for use in determining final ratings for teaching and management on Form B)

The final ratings of a student teacher are included in the information that is presented to the Assignment Committee for candidates for the teaching ministry. The ratings are determined jointly by the classroom supervisor and the college supervisor. The ratings for teaching and management may be a single word or a combination of two (e.g., satisfactory-strong).

Foundation

All Christian student teachers will

- reflect a Christ-centered attitude toward everyone.
- convey the belief that all children will learn.
- reflect faith in Christ through words, actions, activities, and relationships.
- show joy for teaching, learning, leading, and serving.
- support students, co-workers, parents, and the church through active participation in school and congregational activities.

Teaching Rating

The **SUPERIOR** student teacher has the knowledge and skills to demonstrate masterfully, intuitively, and consistently an **exemplary** (i.e., above and beyond) level of

- initiative in the classroom (respectfully initiates ideas and gives help to students).
- ability to meet deadlines without prompting or excuses.
- lesson planning that includes well written and implemented plans.
- content knowledge, developmental principles, and ability to make concepts understandable.
- efficiency, creativity, and resourcefulness (creates and uses a wide variety of methods and materials).
- involvement of students in lessons through skillful questioning, discussions, and planned experiences.
- integration of subjects and God's Word where appropriate.
- use of assessments to support student learning.
- communication that is clear and articulate.
- implementation of changes in lessons based on suggestions and self-reflection.

The **STRONG** student teacher has the knowledge and skills to demonstrate naturally and consistently a **high degree** of

- initiative in the classroom (respectfully initiates ideas and gives help to students).
- ability to meet deadlines without prompting or excuses.
- lesson planning that includes well written and implemented plans.
- content knowledge, developmental principles, and ability to make concepts understandable.
- efficiency, creativity, and resourcefulness (creates and uses a variety of methods and materials).
- involvement of students in lessons through skillful questioning, discussions, and planned experiences.
- integration of subjects and God's Word where appropriate.
- use of assessments to support student learning.
- communication that is clear and articulate.
- implementation of changes in lessons based on suggestions and self-reflection.

The **SATISFACTORY** student teacher has the knowledge and skills to perform ably and consistently a **proficient level** of

- initiative in the classroom (respectfully initiates ideas and gives help to students).
- ability to meet deadlines without prompting or excuses.
- planning lessons that included well written and implemented plans.
- content knowledge, developmental principles, and ability to make concepts understandable.
- efficiency, creativity, and resourcefulness (creates and uses a variety of methods and materials).
- involvement of students in lessons through skillful questioning, discussions, and planned experiences.
- integration of subjects and God's Word where appropriate.
- use of assessments to support student learning.
- communication that is clear and articulate.
- implementing changes in lessons based on suggestions and self-reflection.

The **ACCEPTABLE** student teacher has beginning knowledge and **inconsistent, but developing** skills in

- initiative in the classroom (respectfully initiates ideas and gives help to students).
- meeting deadlines without prompting or excuses.
- planning lessons that includes well written and implemented plans.
- content knowledge, developmental principles, and ability to make concepts understandable.
- efficiency, creativity, and resourcefulness (creates and uses some variety of methods and materials).
- involvement of students in lessons through skillful questioning, discussions, and planned experiences.
- integration of subjects and God's Word where appropriate.
- use of assessments to support student learning.
- communication that is clear and articulate.
- implementation of changes in lessons based on suggestions and self-reflection.

Management Rating

The **SUPERIOR** classroom manager has the knowledge and skills to demonstrate masterfully, intuitively, and consistently an **exemplary** (i.e., above and beyond) level of

- support for students by keeping routines and procedures consistent.
- ability to state expectations clearly and enforce them consistently.
- leadership with diverse learners.
- use of God's Word in disciplining children.
- implementation of many and appropriate strategies for differentiating instruction.
- use of smooth transitions and maximizing time on task.
- flexibility to adjust to changes and to adapt lessons when needed and without help.
- development of positive relationships with the students while maintaining a professional demeanor.
- organizational skills before, during, and after preparation and teaching.

The **STRONG** classroom manager has the knowledge and skills to demonstrate naturally and consistently a **high degree** of

- support for students by keeping routines and procedures consistent.
- ability to state expectations clearly and enforce them consistently.
- leadership with diverse learners.
- use of God's Word in disciplining children.
- implementation of appropriate strategies for differentiating instruction.
- smooth transitions and time on task.
- flexibility to adjust to changes and to adapt lessons when needed.
- development of positive relationships with the students while maintaining a professional demeanor.
- organizational skills before, during, and after preparation and teaching.

The **SATISFACTORY** classroom manager has the knowledge and skills to demonstrate ably and consistently a **proficient level** of

- support for students by keeping routines and procedures consistent.
- ability to state expectations clearly and enforce them consistently.
- leadership with diverse learners.
- using God's Word in disciplining children.
- implementing appropriate strategies for differentiating instruction.
- smooth transitions and time on task.
- flexibility to adjust to changes and to adapt lessons when needed.
- developing positive relationships with the students while maintaining a professional demeanor.
- organization.

The **ACCEPTABLE** classroom manager has beginning knowledge and **inconsistent, but developing** skills in

- stating expectations clearly and enforcing them consistently.
- leadership with diverse learners.
- using God's Word in disciplining children.
- implementing appropriate strategies for differentiating instruction.
- transitions and time on task.
- flexibility to adjust to changes and to adapt lessons when needed.
- developing positive relationships with the students while maintaining a professional demeanor.
- organization.

**EDU4152 – Preprimary Student Teacher Evaluation Report
Form B**

Student Teacher _____ School _____

Classroom Supervisor _____

College Supervisor _____ Semester _____ Date _____

Ages Taught _____

The Student Teacher as a Person:

(Ministry traits and Standards 9-10)

The Student Teacher as an Instructor:

(Standards 1-4, 6, 7, 8)

The Student Teacher as Classroom Manager:

(Standards 3, 5, 6)

**Student Teacher Evaluation Report – Form B
(Continued)**

Strengths Shown by this Student Teacher:

Weaknesses Shown by this Student Teacher:

Suggested Age Level to which this Student should be Assigned:

Comment on this Candidate as an ECE Director (Leadership Qualities):

Areas of Congregational Service in which this Student Exhibited Strength:

Additional Comments (Optional):

Final Ratings for Student Teaching

See "Rubric for Final Ratings for Student Teaching" for descriptions of rating choices

Please choose from the following:

Acceptable Acceptable-Satisfactory Satisfactory Satisfactory-Strong Strong Strong-Superior Superior

Teaching: _____

Management: _____

Classroom Supervisor: _____

Date: _____

Director Signature: _____

Date: _____

ECE STUDENT TEACHING SELF EVALUATION
(given to classroom supervisor who returns to MLC Education Office)

Student Name: _____
(Last Name) (First) (Middle)

Check below areas of interest:

Infant/Toddler _____	Band _____	Cheerleading _____	Pioneers _____
Preprimary _____	Music _____	PE _____	Youth groups _____
Primary grades _____	Art _____	Athletic director _____	Urban ministry _____
ECE Director _____	Spanish _____	Coaching _____	World missions _____
Organist _____	Computer _____	Technology Coordinator _____	
Choir _____	Sunday school _____	Other _____	

Self Reported Computer Application Skills: limited _____ capable _____ very capable _____

Indicate any involvement during your college years with evangelism, urban ministry or with individuals with special needs. Please include the type of experience (ex. TCW, MMA, Jesus Cares), location and length.

List three of your strong points or characteristics.

1. _____
2. _____
3. _____

List three of your weak points or characteristics.

1. _____
2. _____
3. _____

Student Teaching Reflective Essay

(a required Model of Evidence for Standard 9 in your portfolio)

Part I: Evaluate your student teaching experience in terms of the professional (spiritual, personal and academic) growth.

Part II: How do you plan to continue the professional growth that began during student teaching?

**EDU4152 ECE Preprimary Student Teaching
MN Teachers of Early Childhood Education Standards**



MLC Student Name _____
 Preprimary Center _____
 City/State _____
 Licensed Supervisor completing this form _____

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

Ages included in this experience
 (blacken applicable circles)

The teacher in a **preprimary classroom** demonstrated an ability to:

	Yes	Partly	No
1. establish and maintain physically and psychologically safe and healthy learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. plan and implement appropriate instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. assess a preprimary-aged student's level of cognitive development and design developmentally appropriate learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. assess a preprimary-aged student's level of social and emotional development and design developmentally appropriate learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. assess a preprimary-aged student's level of physical development and design developmentally appropriate learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. assess a preprimary-aged student's level of creative development and design developmentally appropriate learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. establish and maintain positive, collaborative relationships with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. use informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS

1) The statements in the left column are based on the standards for teachers of early childhood education as outlined in the teacher licensure requirements of the state of Minnesota.

2) The preservice teacher should demonstrate these standards in his or her teaching and interactions with the students.

3) Darken the appropriate circle as to whether the standard is evident in the preservice teacher's planning, teaching, or assessing learning.

NOTE: MLC students in ECE Student Teaching should demonstrate mastery of the standards; ratings of other than yes should be discussed with the preservice teacher and the college supervisor. In the space at the bottom of the form, comment on standards that are marked "partly" or "no".

Comment on items that are marked "partly" or "no".

8710.2000 MN STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS.

Standards. A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 in a teacher preparation program approved under part [8700.7600](#).

Standard 1, Subject Matter. A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

- A.** understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
- B.** understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
- C.** connect disciplinary knowledge to other subject areas and to everyday life;
- D.** understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
- E.** use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
- F.** use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
- G.** evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
- H.** engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
- I.** develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
- J.** design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Standard 2, Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- A.** understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- B.** understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
- C.** understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
- D.** use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
- E.** assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
- F.** link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
- G.** use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.

Standard 3, Diverse Learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

- A.** understand and identify differences in approaches
- B.** know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and

special physical or mental challenges, gifts, and talents;

- C.** know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
 - D.** understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
 - E.** understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
 - F.** understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
 - G.** understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
 - H.** understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
 - I.** understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
 - J.** know about community and cultural norms;
 - K.** identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
 - L.** use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
 - M.** accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
 - N.** identify when and how to access appropriate services or resources to meet exceptional learning needs;
 - O.** use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
 - P.** bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and
 - Q.** develop a learning community in which individual differences are respected.
- Standard 4, Instructional Strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
- A.** understand Minnesota's graduation standards and how to implement them;
 - B.** understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
 - C.** understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
 - D.** enhance learning through the use of a wide variety of materials and human and technological resources;
 - E.** nurture the development of student critical thinking, independent problem solving, and performance capabilities;
 - F.** demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
 - G.** design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
 - H.** use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
 - I.** monitor and adjust strategies in response to learner feedback;
 - J.** vary the instructional process to address the content and purposes of instruction and the needs of students;
 - K.** develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations

to assist students' understanding and present varied perspectives to encourage critical thinking; and
L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

Standard 5, Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- A.** understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
- B.** understand how social groups function and influence people, and how people influence groups;
- C.** know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
- D.** know how to help people work productively and cooperatively with each other in complex social settings;
- E.** understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
- F.** know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- G.** understand how participation supports commitment;
- H.** establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- I.** establish peer relationships to promote learning;
- J.** recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- K.** use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
- L.** design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
- M.** engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- N.** organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- O.** maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- P.** develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- Q.** analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
- R.** organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6, Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- A.** understand communication theory, language development, and the role of language in learning;
- B.** understand how cultural and gender differences can affect communication in the classroom;
- C.** understand the importance of nonverbal as well as verbal communication;

D. know effective verbal, nonverbal, and media communication techniques;

E. understand the power of language for fostering self-expression, identity development, and learning;

F. use effective listening techniques;

G. foster sensitive communication by and among all students in the class;

H. use effective communication strategies in conveying ideas and information and in asking questions;

I. support and expand learner expression in speaking, writing, and other media;

J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and

K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

Standard 7, Planning Instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

- A.** understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- B.** plan instruction using contextual considerations that bridge curriculum and student experiences;
- C.** plan instructional programs that accommodate individual student learning styles and performance modes;
- D.** create short-range and long-range plans that are linked to student needs and performance;
- E.** plan instructional programs that accommodate individual student learning styles and performance modes;
- F.** design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
- G.** implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and
- H.** evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

Standard 8, Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- A.** be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
- B.** understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
- C.** understand the purpose of and differences between assessment and evaluation;
- D.** understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- E.** select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- F.** use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- G.** use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects,

student self-assessments, peer assessment, and standardized tests;

H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

L. establish and maintain student records of work and performance; and

M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.

Standard 9, Reflection and Professional

Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

A. understand the historical and philosophical foundations of education;

B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

C. understand the influences of the teacher's behavior on student growth and learning;

D. know major areas of research on teaching and of resources available for professional development;

E. understand the role of reflection and self-assessment on continual learning;

F. understand the value of critical thinking and self-directed learning;

G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part [8700.7500](#); and

L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.

Standard 10, Collaboration, Ethics, and

Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations

of known or suspected abuse or neglect;

D. understand the concept of addressing the needs of the whole learner;

E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

F. understand data practices;

G. collaborate with other professionals to improve the overall learning environment for students;

H. collaborate in activities designed to make the entire school a productive learning environment;

I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;

J. identify and use community resources to foster student learning;

K. establish productive relationships with parents and guardians in support of student learning and well-being; and

L. understand mandatory reporting laws and rules.

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION.

Subpart 1. Scope of practice. A teacher of early childhood education is authorized to design, implement, and evaluate developmentally appropriate learning experiences for young children from birth through grade 3 in a variety of early childhood settings and to collaborate with families, colleagues, and related service personnel to enhance the learning of all young children.

Subp. 2. Licensure requirements. A candidate for licensure in early childhood education for teaching young children from birth through age eight shall:

A. hold a baccalaureate degree from a college or university that is accredited by the regional association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part [8710.2000](#); and

C. show verification of completing a Board of Teaching preparation program approved under part [8700.7600](#) leading to the licensure of teachers of early childhood education in subpart 3.

Subp. 3. Subject matter standard. A candidate for licensure as a teacher of early childhood education must complete a preparation program under subpart 2, item C, that must include the demonstration of the knowledge and skills in items A to H.

A. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:

(1) the research base for and the best practices of early childhood education;

(2) the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight;

(3) how young children differ in their development and approaches to learning to support the development and learning of individual children;

(4) the major theories of early childhood development and learning and their implications for practice with young children and families from birth through age eight;

(5) the concepts of "belonging" and "family connectedness" as crucial to the development of young children;

(6) that children are best understood in the contexts of family, culture, and society; and

(7) the interrelationships among culture, language, and thought and the function of the home language in the development of young children.

B. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(1) the unique developmental milestones associated with young infants 0 to 9 months, mobile infants 8 to

18 months, and toddlers 16 to 36 months;

(2) the need to build and maintain a primary care relationship with each infant and toddler;

(3) how to build and maintain positive care giving relationships with infants and toddlers in groups;

(4) how to use observation skills to determine infants' and toddlers' needs, interests, preferences, and particular ways of responding to people and things;

(5) strategies for developing an appropriate learning environment that:

(a) meet the physical needs of infants and toddlers through small and large group muscle play, feeding, diapering and toileting, and rest, including:

i. health and safety procedures and universal precautions to limit the spread of infectious diseases;

ii. symptoms of common illness and environmental hazards;

iii. how to evaluate infant and toddler environments to ensure the physical and emotional safety of children in care; and

iv. how to use environmental factors and conditions to promote the health, safety, and physical development of infants and toddlers;

(b) use scheduling and daily routines to meet infants' and toddlers' needs for balance in predictable active and quiet activities, social and solitary experiences, reliable transitions, and rest;

(c) use educational materials for infants and toddlers that balance needs for growing independence and active exploration with the need for safety and health;

(d) create learning experiences that incorporate the infants' and toddlers' cultural and home experiences; and

(e) use guidance and management techniques to accommodate the developmental characteristics of infants and toddlers and to support their need for a sense of security and self-esteem;

(6) strategies for assessing an infant's or toddler's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:

(a) facilitate the acquisition of skills to acquire, organize, and use information in increasingly complex ways;

(b) create experiences that enable infants and toddlers to use play as an organizer between the acquisition and use of information;

(c) encourage curiosity and exploration;

(d) support development of language and communication skills;

(e) provide opportunities for infants and toddlers to use self-initiated repetition to practice newly acquired skills and to experience feelings of autonomy and success;

(f) enhance infants' and toddlers' emerging knowledge of cause and effect and spatial relations;

(g) encourage self-expression through developmentally appropriate music, movement, dramatic, and creative art experiences; and

(h) provide a foundation for literacy and numeracy development through daily exposure to books, stories, language experiences, and activities that involve object relationships;

(7) strategies for assessing an infant's or toddler's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:

(a) establish environments in which responsive and predictable interaction sequences occur;

(b) structure the classroom to promote positive, constructive interactions between and among children;

(c) promote healthy peer relationships;

(d) adapt a pattern of care to meet infants'

and toddlers' rapidly changing needs;

(e) emphasize caregiving routines that allow for interaction and visual and tactile learning;

(f) facilitate the development of infants' and toddlers' self-esteem; and

(g) provide continuity and consistency of affectionate care for infants and toddlers;

(8) strategies for assessing an infant's or toddler's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

(a) foster a positive attitude toward activity;

(b) enhance infants' and toddlers' perceptual skills, balance and coordination, and flexibility, strength, and endurance; and

(c) create environments that provide opportunities for active physical exploration and the development of emerging fine and gross motor skills;

(9) strategies for assessing an infant's or toddler's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:

(a) enhance infants' and toddlers' abilities to create their own ideas and solve problems through art, music, movement, dramatic play, and other creative activities;

(b) develop experiences that encourage initiative, creativity, autonomy, and self-esteem, integrating adult support, comfort, and affection to facilitate these aspects of development; and

(c) create an environment where infants and toddlers are able to explore and expand their creative abilities.

C. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

(1) the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children's development and learning are integrated;

(2) the development of infants and toddlers and its effects on the learning and development of preprimary-aged children;

(3) how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:

(a) acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning;

(b) acknowledge the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships;

(c) acknowledge basic health, nutrition, and safety management practices for young children, including procedures regarding childhood illness and communicable disease;

(d) use appropriate health appraisal procedures and how to recommend referrals to appropriate community health and social services when necessary; and

(e) recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities;

(4) how to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content, including how to use:

(a) developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop curiosity, solve problems, and make decisions; and

(b) knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children's ideas, needs, interests, culture, and home experiences;

(5) strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:

- (a) facilitate the acquisition of skills to acquire, organize, and use information in increasingly complex ways;
- (b) create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information;
- (c) extend children's thinking and learning and move them to higher levels of functioning;
- (d) assist children to plan, evaluate, reflect on, revisit, and build on their own experiences;
- (e) allow children to construct understanding or relationships among objects, people, and events;
- (f) encourage the use and construction of numeracy skills;
- (g) encourage the development of language and communication skills;
- (h) encourage the use and construction of literacy skills; and
- (i) allow children to construct knowledge of the physical world, manipulate objects for desired effects, and understand cause-and-effect relationships;

(6) strategies for assessing a preprimary-aged child's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:

- (a) establish environments in which responsive and predictable interaction sequences occur;
- (b) structure the classroom to promote positive and constructive interactions among children;
- (c) promote healthy peer relationships;
- (d) build in each child a sense of belonging, security, personal worth, and self-confidence toward learning;
- (e) allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems;
- (f) facilitate the development of self-acceptance, self-control, and social responsiveness in children through the use of positive guidance techniques; and
- (g) promote children's understanding, acceptance, and appreciation of human differences due to social, cultural, physical, or developmental factors;

(7) strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:

- (a) foster a positive attitude toward physical activity;
- (b) enhance preprimary-aged children's perceptual skills; balance and coordination; and flexibility, strength, and endurance;
- (c) support age-appropriate risk-taking within safe boundaries;
- (d) assist children in becoming competent in acquiring basic gross and fine motor skills;
- (e) facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness, and physical safety; and
- (f) meet children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment and elimination; and

(8) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:

- (a) help children develop and sustain curiosity about the world including past, present, and future events, trends, relationships, and understandings;

- (b) build children's confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion;

- (c) encourage children to express ideas and feelings;

- (d) provide children with opportunities to use materials in self-selected and self-directed ways;

- (e) use open-ended activities to reinforce positive self-esteem and individuality among children; and

- (f) promote shared problem solving, creativity, and conceptual integration among children.

D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

- (1) the cognitive, social and emotional, physical, and creative development of primary-aged children and how children's development and learning are integrated;

- (2) how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that:

- (a) acknowledge the influence of the physical setting, scheduling, routines, and transitions on children and use these experiences to promote young children's development and learning;

- (b) acknowledge developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the acceptance of supportive relationships;

- (c) acknowledge basic health, nutrition, and safety management practices for primary-aged children, including procedures regarding childhood illness and communicable diseases; and

- (d) recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities;

- (3) how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others;

- (4) the central concepts and tools of inquiry for teaching language and literacy, including how to:

- (a) use teaching practices that support and enhance literacy development at all developmental levels;

- (b) use appropriate techniques for broadening the listening, speaking, reading, and writing vocabularies of primary-aged children;

- (c) help children use phonemic, semantic, and graphemic cuing systems during literacy learning activities;

- (d) develop primary-aged children's ability to use spoken, visual, and written language to communicate with a variety of audiences for different purposes;

- (e) communicate with adult caregivers of primary-aged children about concepts of language and literacy development and age-appropriate learning materials; and

- (f) use a variety of strategies to present, interpret, and elicit responses to primary-aged children's literature;

- (5) the central concepts and tools of inquiry for teaching mathematics, including:

- (a) the use and understanding of mathematics and of how primary-aged children learn mathematics to guide instruction that develops children's understanding of number sense and number systems, geometry, and measurement;

- (b) planning activities that develop primary-aged children's understanding of mathematics and increases their ability to apply mathematics to everyday problems;

- (c) helping primary-aged children experience mathematics as a way to explore and solve problems in their environment at home and in school through open-ended work that includes child-invented strategies with different problems, games, and authentic situations;

- (d) selecting and creating a variety of resources, materials, and activities for counting and studying patterns and mathematical relationships;

- (e) building learning environments where

children can construct their own knowledge for learning mathematics;

(f) providing objects, counters, charts, graphs, and other materials to help primary-aged children express ideas, and represent and record problem solving through numbers and symbols;

(g) using field trips, science experiments, cooking and snack times, sports, and games to use mathematics to solve problems, to symbolize phenomena and relationships, and to communicate quantitative information; and

(h) asking questions to clarify how primary-aged children perceive a problem, develop a strategy, and understand different approaches to reasoning and thinking in mathematics;

(6) the central concepts and tools of inquiry for teaching science, including:

(a) supporting primary-aged children's enthusiasm, wonder, and curiosity about the world and increase their understanding of the world;

(b) building on primary-aged children's capabilities for using their senses to acquire information by examining, exploring, comparing, classifying, describing, and asking questions about materials and events in their environment;

(c) creating engaging and useful interdisciplinary projects that introduce primary-aged children to the major ideas of science;

(d) encouraging primary-aged children to make predictions, gather and classify data, carry out investigations, make observations, and test ideas about natural phenomena and materials; and

(e) designing experiences to help primary-aged children construct and build their knowledge of science;

(7) the central concepts and tools of inquiry for teaching social studies, including:

(a) building on primary-aged children's experiences in their classrooms, homes, and communities to enrich understandings about social relationships and phenomena;

(b) leading primary-aged children to examine and discuss similarities, common interests, and needs and important differences among peoples, communities, and nations; and

(c) promoting social development, democratic ideals, civic values, cooperative relationships, and mutual respect within the school community while helping primary-aged children grow as citizens;

(8) the central concepts and tools of inquiry for teaching visual and performing arts, including:

(a) providing primary-aged children with the time, materials, and opportunities to explore, manipulate, and create using a variety of media;

(b) providing primary-aged children with experiences producing, discussing, and enjoying various forms of the arts, including visual art, music, creative drama, and dance;

(c) enabling primary-aged children to understand how the arts represent different ways to perceive and interpret the world;

(d) promoting primary-aged children's knowledge of various criteria for evaluating the arts; and

(e) using a variety of artistic materials and techniques for discussing, experiencing, and thinking about important and interesting questions and phenomena with primary-aged children; and

(9) the central concepts and tools of inquiry for teaching health and physical education, including:

(a) providing experiences to encourage personal and community health promotion, disease prevention, and safety;

(b) applying movement concepts and principles to the learning and development of motor skills; and

(c) encouraging the development of a health-enhancing level of physical fitness.

E. A teacher of young children establishes and maintains positive, collaborative relationships with families. The teacher must understand:

(1) the need to respect families' choices and goals for their children and the need to communicate with families about curriculum and their children's progress;

(2) the need to be sensitive to differences in family structures and social and cultural backgrounds;

(3) theories of families and dynamics, roles, and relationships within families and between families and communities;

(4) how to support families in assessing educational options and in making decisions related to child development and parenting; and

(5) how to link families with a range of family-oriented services based on identified resources, priorities, and concerns.

F. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand:

(1) observing, recording, and assessing young children's development and learning and engage children in self-assessment;

(2) using information gained by observation of family dynamics and relationships to support the child's learning;

(3) using assessment results to identify needs and learning styles and to plan appropriate programs, environments, and interactions; and

(4) developing and using formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.

G. A teacher of young children understands historical and contemporary development of early childhood education. The teacher must understand:

(1) the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice; and

(2) the effects of societal conditions on children and families, and current issues and trends, legal issues, and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.

H. The teacher of young children applies effective teaching practices for teaching young children through a variety of early and ongoing clinical experiences with infant and toddler, preprimary-aged, and primary-aged children within a range of educational programming models.

Subp. 4. Continuing licensure. A continuing license shall be issued and renewed according to the Board of Teaching rules governing continuing licensure.

Subp. 5. Effective date. The requirements in this part for licensure as a teacher of early childhood education are effective on September 1, 2001, and thereafter.

Standards of Effective Practice (8710.2000) are teaching skills, attitudes, and knowledge that are considered essential for teacher effectiveness. These standards are used by a number of states, including Minnesota, to determine whether a teacher education program addresses competencies that are considered necessary for teaching effectiveness. The program standards (8710.3000) relate to the particular area for which the student is seeking licensure. These two sets of competencies are required of each person who applies for a license from the state of Minnesota.

CANDIDATE	TEACHING	MANAGEMENT	RECOMMENDATION	MUSIC	PHYSICAL EDUCATION	ASSIGNMENT
Miller, Shelby A 1 Manitowoc, WI Age: 22 GPA: 3.125	<u>ECE Pre-Prm</u> 5 Satisfactory <u>ECE Prm</u> 2 Strong-Superior	<u>ECE Pre-Prm</u> 5 Satisfactory <u>ECE Prm</u> 3 Strong	<u>Grade(s):</u> Infant-grade 2 Up to two grades No ECE director Available for assignment	<u>Years of Choir:</u> 0 <u>Conducting:</u> No Conducting Course <u>Piano:</u> 3 Moderate		<u>Location:</u> <u>Duties:</u>

Eligible for a birth - age 8 Minnesota license. Shelby has participated in an evangelism outreach experience and an urban WELS school experience.

PERSONAL Shelby is a cheerful and genuine person. She demonstrates professionalism in all aspects of her ministry service. Shelby is more comfortable in following the lead of others but has grown in self-confidence and is capable of leading her students. Her oral and written communication skills, along with her organization skills, are appropriate. Her outgoing and collaborative nature is demonstrated by how well she interacts with people of all ages in school and church activities. She is reflective and uses constructive criticism as a means for making changes. Shelby realizes the amount of energy, enthusiasm, and organization needed for teaching. She displays initiative, creativity, and resourcefulness appropriate for a beginning teacher.

Marriage Plans and Community: No marriage plans. Community: Any

Self-Reported Interests: ECE: All levels ECE, Sunday school, Cheerleading, Coaching, Pioneers, World missions, Self reported computer application skills: capable

EARLY CHILDHOOD

-Pre-Primary Teaching: (MLC Early Childhood Learning Center, New Ulm, MN, ages 3-5) Shelby's plans and materials were completed on time. Shelby needed guidance throughout the term in planning engaging lessons for young children. She was inconsistent in recognizing children's cues in terms of adding to their knowledge and encouraging meaningful interactions. By the end of the term, Shelby grew to connect child development knowledge with child learning and interaction. Shelby was able to record accurate observations of the children.

-Pre-Primary Management: Shelby was able to follow an established routine. Her style of management was reactive rather than proactive. She had a nurturing rapport with the children. By the end the term, Shelby realized the need to pay attention to small details that contributed to good order.

-Primary Teaching: (Grade 1-2, Mt. Calvary, La Crosse, WI, 12 students) Shelby's lesson plans were consistent throughout the session. She met lesson plan deadlines and was prepared to teach each day. She had appropriate content knowledge in all subject areas and grew to incorporate more knowledge from outside of the textbooks. She used materials to make content meaningful and to actively involve the students, especially in the area of Social Studies, Martin Luther, and God's Word. She used appropriate assessments to evaluate learning and to make changes as needed. Questions and discussions were used to encourage participation and to increase critical thinking skills. From early on Shelby demonstrated a desire to meet her students' learning needs and foster a Christ-centered learning environment.

-Primary Management: Shelby kept the routines and procedures consistent throughout the day. She remained current with correcting, grading, and recording student work. She set clear

expectations and enforced them consistently. Shelby retained management procedures already in place in her classroom to continue the class schedule. Her smooth transitions during and between classes allowed the class to function at a proper level. Shelby's realistic nature and strong flexibility to handle the needs of her first and second graders were evident during her experience. She maintained a well-balanced relationship with the students, parents, faculty, and church members.

Bible Lesson Plan

Title (Bible Reference)

Aim:

Truth:

Vocabulary: (explained here and included in the written story)

Getting ready to hear the story:

Sing, "Jesus Loves Me"

Here is my Bible.
I open it wide.
I learn about Jesus.
From the words inside.

Telling the story:

Memory Treasure and Connection to the story:

New Song and Connection to the story:

Closing:

Alleluia (from CW)

Notes Page: (List the reference books used and information learned)

Small Group Time Plan

Teacher:

Date:

Key Developmental Indicators/Objectives: The objectives for the lesson phrased from the child's point of view, e.g. "the child will....."

Materials (how many of each):

Children's Choices:

Experience beginning:

Experience Encouragement:

Experience Closing (including clean-up):

Experience Follow-up:

Experience Assessment:

Lesson Evaluation

1. In what way was the lesson effective/ineffective?
2. Which children may need help?
3. Which part of this experience would be valuable to repeat?
4. What did you observe the children learning and doing?

Weekly Planning Form

AM/Date:

Adults:

Greeting Time Door: Books:	
Planning/Recall	
Work Time	
Clean-up Time	
Bible Story Time 1. Bible Story - 2. Bible Verse - 3. Bible Song-	
Large Group Time 1. Movement- 2. Music-	
Small Group Time	
Mon	
Tues	
Wed	
Thurs	
Fri	

Weekly Planning Form

PM/Date:

Adults:

Kitchen:

Bathroom:

Book Area:

Indoor: Cots and Lunch Preparation/Read Before Lunch

Work Time:	Key Developmental Indicator
Monday-Math Connection	
Tuesday-Small Motor	
Wednesday-Put-together/Take Apart Manipulatives	
Thursday-Drawing/Painting	
Friday-Play Doh/Sand/Water/Legos/Light Table	
Big Backyard:	
Movement:	
Music:	
Predictable Book/Author/Props:	<ol style="list-style-type: none"> 1. Sequence 2. Word Play 3. Puppets 4. Drama

STUDENT TEACHING BLOCK PLAN

School: _____

Teacher: _____

Week of: _____ 20____

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