



Note: Section I for Ages 0-5 setting
Section II for Grades K-6 setting
Section III for Grades 7-12 setting

I. Infant-Toddler (ages 0-2) or Preprimary (ages 3-5) Setting

A. Objectives of Experience

Through this experience the candidate will

1. become familiar with the general operation of an infant-toddler or preprimary learning environment
2. become familiar with certain age-characteristics of the children at the level in which the observation occurs
3. become familiar with general characteristics of the curriculum at the level in which the observation occurs
4. become familiar with some of the methods and techniques for managing the infant/toddler or preprimary learning environment efficiently
5. acquire a growing sense of confidence in working with children
6. acquire a growing appreciation for the characteristics and needs of children
7. begin to develop skills of interpersonal communication with children
8. begin to develop child observation skills

Lutheran school/center setting only

1. become acquainted with the evidences and manifestations which make Christian education unique
2. acquire a greater desire to serve in the teaching ministry
3. acquire a greater appreciation for the value and importance of Christian education

B. High Priority Activities

1. activities which involve interacting with children one-on-one or in small groups (e.g., providing infant care, reading a story, assisting the teacher in small group experiences, interacting with children during play experiences, teaching a song to the children)
2. activities which provide an opportunity for management and supervision of children (e.g., assisting in the supervision of outdoor activities, lunch room, before or after school care)
3. reflection journal entry (*Student Assessment Form*)

Lutheran school/center setting only

1. teach a Word of God lesson

C. Desirable Activities

1. activities which involve parent contact, individually or collectively (e.g., participating in the morning greeting, observing a parent-teacher consultation, attending parent-teacher meetings)
2. opportunities to promote active learning during play
3. the planning and construction of a visual aid (e.g., story with props)
4. child observation resulting in a case study

II. Grades K – 6 Classroom

A. Objectives of Experience

Through this experience the candidate will

1. become familiar with the general operation of an elementary school classroom
2. become familiar with certain age-characteristics of the children at the level in which the observation occurs
3. become familiar with general characteristics of the curriculum at the level in which the observation occurs
4. become familiar with some of the methods and techniques for managing the classroom efficiently
5. acquire a growing sense of confidence in working with children
6. acquire a growing appreciation for the characteristics and needs of children
7. begin to develop skills of interpersonal communication with children
8. begin to develop classroom observation skills

Lutheran school setting only

1. become acquainted with the evidences and manifestations which make Christian education unique
2. acquire a greater desire to serve in the teaching ministry
3. acquire a greater appreciation for the value and importance of Christian education

B. High Priority Activities

1. activities which involve interacting with children in small groups and one-on-one tutoring (e.g., orally dictating answers, administering spelling tests, listening to student recitations, reading a story to the class, aiding the teacher in lesson presentation, leading opening activities, interacting with children on an informal basis, teaching a song to the children)
2. activities which provide an opportunity for management and supervision of children (e.g., assisting in the supervision of recess activities, lunch room, field trips, study hour, before school, bus duty)
3. reflection journal entry (*Student Assessment Form*)

Lutheran school setting only

1. prepare a devotion and teach a Word of God lesson

C. Desirable Activities

1. activities which involve parent contact, individually or collectively (e.g., observing a parent-teacher consultation, attending parent-teacher association meetings)
2. opportunities to play a musical instrument in the classroom (e.g., playing the piano, playing an instrument in a music class)
3. the planning and construction of a visual aid (e.g., a math teaching aid, a SMART Board notebook)
4. evaluation of student progress (e.g., correcting student papers and evaluation of the work, listening to oral reports, correcting a spelling test)
5. classroom observation resulting in a case study

III. Grades 7-12 Classroom

A. Objectives of Experience

Through this experience the candidate will

1. become familiar with the general operation of a middle level (grades 7-8) or high school classroom
2. become familiar with the characteristics of middle level (grades 7-8) or high school students
3. become familiar with general characteristics of the curriculum at this level
4. become familiar with some of the methods and techniques for managing the classroom efficiently
5. acquire a growing appreciation for the characteristics and needs of students
6. develop skills of interpersonal communication with students
7. develop classroom observation skills
8. reflect and self-assess his/her teaching
9. acquire a growing sense of confidence in working with students

Lutheran school setting only

1. become acquainted with the evidences and manifestations which make Christian education unique
2. acquire a greater desire to serve in the teaching ministry
3. acquire a greater appreciation for the value and importance of Christian education

B. High Priority Activities

1. activities which involve interacting with students in small groups and one-on-one tutoring (e.g. orally dictating answers, reading a story to the class, aiding the teacher in lesson presentation, interacting with students on an informal basis)
2. activities which provide an opportunity for management and supervision of students (e.g. administering tests; assisting in the supervision of recess activities, lunch room, field trips, study hour, before school, bus duty)
3. reflection journal entry (*Student Assessment Form*)

Lutheran school (gr. 7-8) setting only

1. prepare a devotion and teach a Word of God lesson

C. Desirable Activities

1. activities which involve parent contact, individually or collectively (e.g. observing a parent-teacher consultation, attending parent-teacher association meetings)
2. the planning and construction of a visual aid (e.g. a math teaching aid, a SMART Board notebook)
3. evaluation of student progress (e.g. correcting student papers and evaluation of the work, listening to oral reports)
4. classroom observation resulting in a case study

IV. Guidelines

1. Candidates should consult the EFE requirement chart to determine the appropriate setting required for their major(s).
2. The candidate may teach a lesson with complete guidance from the cooperating teacher.
3. The candidate is expected to be in the classroom and engage in activities suggested in this guide for five full school days, morning **and** afternoon. Only days when school is in session shall be counted. Not all five days need to be consecutive, but the candidate is expected to be in one classroom and get the experience in no more than two sessions (e.g., two days plus three days).
4. Candidates may not do their Early Field Experience in a classroom where a student teacher is working.
5. Candidates are discouraged from completing Early Field Experiences in the rooms of family members or in schools attended.

V. Participating Teacher Responsibilities

1. Guide the candidate in completing the activities as suggested. Note: Because of liability concerns, the MLC candidate should be supervised at all times while working with children.
2. Sign and date the student assessment form printed by the candidate at the end of EFE II.
3. Complete the *Classroom Supervisor Assessment Form* and submit it electronically by the first Friday after completion of the experience.

VI. Candidate Responsibilities

1. Attend the orientation meeting in January.
2. Ensure that the *Approval Form* is submitted by February 15.
3. Complete the suggested activities under the guidance of the participating teacher during EFE II.
4. Submit the *Student Assessment Form* on the last day of the experience. After submission, the form must be printed, signed by the cooperating teacher, and placed into the MLC reflection journal.

Important Deadlines

A student will receive a No Pass for EDU2401 if the *Approval Form – EFE II & EFE III* is not submitted by the Friday prior to spring break.

A student whose *Student Assessment Form* is not submitted by the end of the first week of May will receive an Incomplete for EDU2401.

An Incomplete becomes a No Pass if the form is not returned by closing date of summer session (usually the fourth Friday of July).

A No Pass in EDU2401 requires that the student retake this EFE week the following spring.

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