

STUDENT TEACHING I HANDBOOK

Elementary, Secondary, and Special Education



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PREFACE

This handbook is dedicated to the students who attend the Lutheran elementary schools and high schools within the Wisconsin Evangelical Lutheran Synod, and to those who have the privilege of serving in the public teaching ministry, leading these students ever closer to their Savior. Their spiritual, physical, cognitive, and socioemotional welfare is the focal point for all the work of teacher candidates, cooperating teachers, 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 guidance it offers is 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.

The student teaching experience is a foundational component of preparation for the public ministry and vital to professional growth. The teacher candidate has a great responsibility to be conscientious in all aspects of this work. The cooperating teacher also undertakes a serious responsibility by providing guidance and assistance to help the teacher candidate develop abilities to become a capable teacher. Full cooperation between the teacher candidate, cooperating teacher, and the college 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. The comprehensive framework is an important component to a full, complete experience. Suggestions to help improve this handbook or the framework are appreciated and can be directed to Adam Pavelchik, Director of Field Experiences.

May God richly bless the work of teacher candidates, 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 our WELS schools and the training of the next generation of teachers for our schools. To him be the glory!

Your servant in Christ,



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*Information in this handbook is current as of July 2025. Martin Luther College reserves the right to make changes in the handbook without advance notice. The most current information can be found in the electronic version of the **2025-26 Elementary, Secondary, and Special Education Student Teaching Handbook** on the MLC website.*

MARTIN LUTHER COLLEGE MISSION STATEMENT

The mission of Martin Luther College is to train men and women to meet the public ministry needs of the Wisconsin Evangelical Lutheran Synod (WELS) and 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 deepen in the student saving faith in the forgiving grace of Jesus Christ;
- To strengthen the student in a consecrated spirit of love for God and his Word;
- To foster in the student a servant's heart for Christ-like service in the church, community, and world;
- To educate the student for faithful, capable, and 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;
- To help the student to develop the spiritual, emotional, and physical resiliency that will assist them to persevere in service under the cross; and
- To provide for the student an affordable college experience on a beautiful and attractive campus.

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 public ministry in the church, 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 professional and continuing education that meet the ministerial needs of the WELS.

THE STUDENT TEACHING PROGRAM

Introduction

The Martin Luther College Student Teaching Program is based on the premise 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 elementary school and participating in a congregational life permits the teacher candidate to practice principles learned in general and professional education courses. This experience is carried out under the guidance of a cooperating teacher who allows for variation according to the individual student's talents, interests, and needs.

Definition of Terms

Student teaching. A full-time professional experience during which a pre-service teacher is assigned to a Lutheran school for supervised teaching as part of their college program. This course carries ten semester hours of credit.

Teacher candidate. A college student participating in student teaching. The term is used synonymously with student or candidate.

Cooperating teacher. A classroom teacher who guides the daily experiences of the teacher candidate.

College supervisor. A member of the college faculty who is responsible for supervising and advising a group of teacher candidates and working together with cooperating teachers in the schools where teacher candidates are placed.

Director of Field 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.

Participating congregation, association, or federation. A congregation, association, or federation in fellowship with the Wisconsin Evangelical Lutheran Synod which agrees to make its facilities available for the student teaching program of Martin Luther College.

Participating school. A school controlled by a congregation or congregations which participates in the student teaching program of Martin Luther College.

Objectives of the 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 school. While this limited experience cannot make the teacher candidate proficient in the many activities that comprise a teacher's responsibilities, student teaching should prepare every candidate for the demands facing a beginning teacher. The objectives of the MLC student teaching program follow.

The teacher candidate should

1. Work with an experienced teacher to observe and learn effective teaching procedures.
2. Display the ability and willingness to cooperate with the faculty, staff, coworkers, and supervisors in the school.
3. Utilize and refine those personal qualities which will enhance teacher effectiveness.
4. Apply knowledge of principles and theories of teaching studied in college to a program of learning for students.
5. Work with students and understand their growth and development.
6. Develop insights and refine strategies for effective classroom organization and time management.
7. Develop an understanding of and the ability to use a variety of effective methods of teaching.
8. Continue to learn to use the equipment and materials that are available to a teacher.
9. Become acquainted with the community and the resources it offers a teacher.
10. Become acquainted with the total operation of the school, including schoolwide routine procedures and regulations.
11. Observe other experienced teachers at different grade levels and in the student's major.
12. Become acquainted with the extracurricular activities of the school and learn what roles the teachers are expected to fill in each activity.
13. Experience a deepening interest and desire to serve the church as a member of its teaching ministry.
14. Develop a better understanding of the relationships that exist among the home, school, and church.

15. Develop a better understanding of the relationships between Lutheran elementary education and Lutheran secondary education, between Lutheran secondary education and the work of the WELS, and between the Lutheran secondary school and its supporting congregations.
16. Clarify and evaluate a personal philosophy of education.

Fundamental Agreements Between the College and a Participating Lutheran School

1. WELS schools declare their willingness to permit assignment of student teaching candidates to their schools with the understanding that

- a. The governing board or pastor, principal, and selected participating teacher(s) are in full agreement.
- b. The school retains sole jurisdiction over its school with the right to request removal of a teacher candidate for reasons deemed sufficient.
- c. Cooperating teachers are given time to provide adequate supervision for teacher candidates assigned to them.
- d. The principal will arrange housing accommodations for the teacher candidates. The college covers the cost of room and board for teacher candidates.
- e. Assignment of and ultimate responsibility for teacher candidates remain in the province of Martin Luther College.

2. Cooperating teachers, under the supervision of the principal and guided by a college supervisor, are responsible for leading and directing teacher candidates 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 on teacher candidates will be completed by cooperating teachers as scheduled.
- c. The college obligates itself to orient principals and cooperating teachers of participating schools to the total program.
- d. Only one teacher candidate is assigned to a cooperating teacher at any time, with every effort made that **the cooperating teacher** will not carry such responsibility through an entire school year.

3. It will remain the prerogative of the college or the school to determine whether or not to continue participating in the student teaching program.

4. The MLC staff through its Field Experiences Office will

- a. Prepare a manual for participating schools, cooperating teachers, and teacher candidates.
- b. Coordinate the student teaching program with the principals and teaching staff of participating schools.
- c. Request from the principal a list of cooperating teachers willing to participate in the program.
- d. Prepare and implement a schedule which assigns students to cooperating teachers in participating schools.
- e. Coordinate the orientation of teacher candidates to the program at the beginning of each term.
- f. Prepare and receive records from cooperating teachers about the experiences of teacher candidates 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 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 teacher candidates and coworker of cooperating teachers,

1. Assists in the orientation of pastors, principals, and cooperating teachers in the student teaching program.
2. Orients the teacher candidates at the beginning of each term of student teaching.
3. Observes the teacher candidates in a variety of settings.
4. Consults with each teacher candidate and the cooperating teachers either individually or jointly as circumstances indicate.
5. Gives help and guidance to teacher candidates, cooperating teachers, and principals 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 teacher candidate that will be helpful in the placement of the teacher candidate as a beginning teacher and files this information with the Field Experiences Office.
7. Is a source of encouragement and of counsel to the teacher candidates and to their cooperating teachers.
8. Is a liaison between MLC and the teacher candidate.

Observations and Conferences

The college supervisor is able to visit each teacher candidate three or 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 teacher candidate's lesson plans, observing the student's teaching, and conferring with the cooperating teacher and the teacher candidate in separate conferences. A minimum of two of the college supervisor's meetings will be a triad meeting, including the cooperating teacher, the teacher candidate, and the college supervisor. This meeting will be documented by the college supervisor. The college supervisor will arrange his or her schedule of classroom visits and conferences, taking into consideration such things as the number of teacher candidates, number of schools to be visited, and any special needs of the teacher candidates.

Visits via the use of technology may also be utilized. This option enables the college supervisor to make classroom observations and conduct conferences when travel may not be possible. It also allows MLC to place teacher candidates in settings outside of the Midwest.

Responsibilities of the Principal of a Participating School

The principal of a participating school is the official liaison between the college and the participating school. 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 board of education/control.
2. Promote within the faculty and board the concept that participation in the student teaching program is an opportunity not only to share in the work of the church in preparing a qualified teaching minister, but for professional growth of the faculty as well.
3. Encourage cooperating teachers to take the Supervisory Practices course for participating teachers and attend the August student teaching workshop for cooperating teachers when offered.
4. Help orient new cooperating teachers to the student teaching program.
5. Assist in orienting teacher candidates to the school, the congregation, and the community.
6. Foster acceptance of teacher candidates among the students, the faculty, and the congregation.

7. Aid the cooperating teacher in reviewing the work of the teacher candidate if needed.
8. Encourage teacher candidates to participate in school and church activities and responsibilities outside the classroom.
9. Arrange for room and board accommodations for teacher candidates and send requisitions for the payment of expenses to the director of field experiences.
10. Give prospective hosts the information memo for hosts found below.

To: Prospective Hosts for a Martin Luther College Candidate

Thank you for considering serving as host for a teacher candidate from Martin Luther College. Having a comfortable home during the student teaching term will help a teacher candidate put forth their 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 teacher candidate(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 student teacher or principal. On this form, you are to indicate how much you feel you should receive for hosting a teacher candidate 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 teacher candidate's use of car or mileage expenses.

SPECIAL NOTE: Teacher candidates 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 able to honor housing requisitions up to \$1200.

Your requisition needs to be submitted by June 15, 2026, 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 teacher candidate. If requested, 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 teacher candidate:

1. Hosts are expected to provide the teacher candidate a private bedroom, bathroom access, and an area to study. Most teacher candidates also appreciate access to laundry facilities.
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 teacher candidates to do their

own grocery shopping. Some may want to assist in meal preparation. As guests, we expect teacher candidates to offer to assist in cleanup after meals.

3. Hosts are not expected to provide the teacher candidate a car or pay for gas. It is the responsibility of the teacher candidate and principal to arrange for transportation, and for the teacher candidate to pay for these costs. Most MLC teacher candidates have cars. Please arrange for parking while the teacher candidate is staying with you.
4. Teacher candidates appreciate internet accessibility.
5. Hosts can expect teacher candidates to abide by the houseguest etiquette described in this handbook.
6. If any problems arise, discuss your concerns with the teacher candidate first. If necessary, contact the principal and the college supervisor for help in solving any difficulties.

Guidelines for Selecting Cooperating Teachers

1. The principal of a participating school will assist the college in determining which teachers on the faculty are willing and able to serve as cooperating teachers.
2. The director of field 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, teacher candidates will not be assigned to teachers having fewer than two years of teaching experience.
 - b. Cooperating teachers must hold a valid teaching license.
 - c. Generally, no more than two teachers in a school will be assigned teacher candidates during the same term.
3. All teachers who serve as cooperating teachers are encouraged to take the Supervisory Practices course for participating teachers at least once during their career as a supervisor. This two-day workshop rotates to different districts (generally in Minnesota and Wisconsin) 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 ministerial certification.

Responsibilities of the Cooperating Teacher

The role of the cooperating teacher is one of the most important components of the program. In their influential role, the cooperating teacher is to:

1. Become thoroughly acquainted with the Martin Luther College student teaching program.
2. Attend the MLC Student Teaching Workshop, when held, prior to the student teaching term.
3. Take the Supervisory Practices course for cooperating teachers, if possible.
4. Cooperate with the principal in orienting the teacher candidate to the school and the community.
5. Orient the teacher candidate to the classroom and to the routine of the classroom.
6. Acquaint themselves with the background of the teacher candidate through material sent by the college.

7. Prepare the students for the arrival and duties of the teacher candidate.
8. Provide the teacher candidate an opportunity to observe techniques of working with a group and to participate in class and cocurricular activities before being given full responsibility for the classroom.
9. Acquaint the teacher candidate with writing, filing, and using student records.
10. Acquaint the teacher candidate with available instructional materials, supplies, and equipment.
11. Guide and assist the teacher candidate in establishing objectives, organizing long-range lesson outlines, and preparing daily lesson plans.
12. Encourage resourcefulness and self-evaluation on the part of the teacher candidate.
13. Observe the teacher candidate's teaching and provide meaningful and specific feedback that will foster improvement and provide encouragement.
14. Evaluate the teacher candidate's teaching through conferences with the student, checklists, report forms, and analysis of their self-evaluation.
15. Provide for professional growth of the teacher candidate by requiring attendance at faculty meetings and supplying or suggesting educational literature for their enrichment.
16. By example, encourage Christian conduct.
17. Cooperate with all other personnel in carrying out all details of the student teaching program and consult with the college supervisor regarding any problems that arise in working with the teacher candidate.
18. Submit an evaluation of the student's performance to the Field Experiences Office following the close of the term.
19. Encourage the teacher candidate to participate in activities of the school.
20. Acquaint the teacher candidate with the individual differences/exceptionalities of the students.
21. Arrange for the teacher candidate to visit in the other classrooms of the school.

Responsibilities of the Teacher Candidate

Most teacher candidates are aware of the importance of the student teaching experience. They anticipate that their classroom work will have prepared them well and that it will be a satisfying experience. The following items highlight many aspects of the student teaching experience. Cooperating teachers can assist teacher candidates 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* as a means of providing an introduction to the cooperating teacher.
2. Reflect personal faith in the Savior. Let the students 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 cooperating teacher and others, unless they indicate that a first-name basis is appropriate.
 - b. Deal cooperatively and tactfully with all personnel in the school: nurse, custodian, secretary, and kitchen workers.
 - c. Be a congenial and thoughtful guest in relationships with those who are hosts for the student teaching term.
4. Use every opportunity to become acquainted with the students, faculty, congregation members, 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 achievements of others. Be ready, willing, and gracious in acknowledging their successes.
8. Be considerate of others, especially the cooperating teacher. 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 cooperating teacher, principal, or college supervisor.
11. Do not allow personal activities to interfere with the student teaching experience. Teacher candidates are teachers in the school in which they are serving. Spirit-worked values should guide the use of time.
 - a. Teacher candidates should not leave for more than two weekends during the student teaching term. Emergencies, of course, are exceptions. Be sure to inform the cooperating teacher, principal, 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., social media, 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 their advice on how best to handle emergency communication inside the classroom.

Responsibilities as a Teacher Candidate

1. Prepare carefully and in detail for each day. It is not enough to be ready to "stand and deliver." Teacher candidates should try to anticipate and prepare for the unexpected.
2. Strive for understanding and application of the Minnesota teaching standards as adapted by MLC.
3. Get to know the students through observation, conferences, and examination of daily work and standardized test scores. However, avoid a peer relationship with the students. Proper student-teacher relationships 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. It should not be the topic of casual conversation.
5. Offer willingly to help prepare newsletters/reports, grade papers, keep records, and assist with other tasks. Take the initiative to help keep the classroom comfortable and well organized.
6. Plan with the cooperating teacher and gradually develop independence in planning and presenting lessons.
7. Abide by all regulations which apply to students and teachers. Teacher candidates are not visitors with a privileged status; rather, they are fellow workers subject to established standards.
8. Teacher candidates may be expected, as is any teacher, to give extra time to help students solve their problems and to participate in extracurricular activities.
9. Complete the *Weekly Activity Report* (see appendix) promptly each week.
10. Write eight journal entries in the college-issued *Reflection Journal*.

Responsibilities as a Servant in a School Community

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 school community. 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 the life and activities of the school. The teacher candidate's position as observer, participant, or leader will be determined cooperatively by him or her, the cooperating teacher, and the principal.
4. Plan for opportunities to develop competence in facets of congregational life such 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 members of the school community. Whenever the opportunity arises, foster the desire to further the work of the Church among all people.

Responsibilities as a House Guest

Students of Martin Luther College are Christian women and men. You will live as guests with host families during the student teaching term and positively represent the Christian ministry and the college.

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. clean up after yourself each time you've finished using the bathroom. (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. they are informed well in advance if you will be eating out.
- c. your table manners are proper.
- 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 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.
- e. write a thank-you note to the host family before you leave to return to campus.

GUIDELINES DURING STUDENT TEACHING

Teacher Candidate Housing

Off-campus teacher candidates are not to make housing arrangements on their own. This responsibility rests with the principal of each participating school.

Teacher Candidates as Substitute Teachers

Under ordinary circumstances, teacher candidates should not be expected to serve as substitute teachers. Asking teacher candidates to serve as substitutes early in the student teaching term could have an adverse effect on their entire experience. Having teacher candidates 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 teacher candidate substitutes, the college supervisor should be consulted.

Teacher Candidate Attendance at Teacher Conferences

Teacher candidates 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 teacher candidate. It is likely that the registration fee for MLC teacher candidates will be waived. Many schools help teacher candidates 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 teacher candidates. No reimbursement for conference expenses is available to either the participating school or the teacher candidates.

Absences During the Student Teaching Term

Students should follow the calendar of the school in which they are teaching in their professional semester, being present at the school all day, each scheduled day of the experience.

From time to time, teacher candidates become ill and may need to stay home. In such situations, the teacher candidate should text or phone the cooperating teacher as soon as possible. In addition, the absence should be logged in the MLC Portal (Attendance > Schedule Field Exp Absence). When the absence is submitted, an email notification is sent to the cooperating teacher, school administrator, and college supervisor.

At other times, teacher candidates may need to be excused for medical appointments, funerals, etc. The candidate should request an excused absence in advance of the day. The request is made through the Portal (Attendance > Schedule Field Exp Absence). When the request is approved, an email notification is sent to the cooperating teacher, school administrator, and the candidate.

Students will not be excused in order to take professional exams.

In the event of a snow day or in-service day that teacher candidates are not expected to attend, candidates should log in to the Portal and report the event under “school closed.” The absence does not count toward the maximum allowed.

The director of field experiences is responsible for determining the length and number of make-up days when absences exceed two times.

Weekend Absences for Teacher Candidates

The demands of planning and preparing to teach will often require teacher candidates 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 teacher candidates understand the role of a teacher in the broader scope of the school life. To achieve that goal, it is important that the teacher candidate participates in the activities of the school. For these reasons, teacher candidates are advised and expected to remain at their assigned schools 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 teacher candidate who plans to be absent for a weekend should discuss their plans with the cooperating teacher, college supervisor, and host as far in advance as possible. The teacher candidate is responsible for having their work planned and prepared in advance so that there is no disruption in the teaching schedule.

Teacher Candidate Use of Cars

Due to liability concerns, the college prohibits teacher candidates from using their cars to furnish transportation for children who are participating in school activities such as athletic events or field trips.

Traveling to Off-Campus Student Teaching Locations

Candidates are responsible for their own transportation during the student teaching term. As a result, teacher candidates are encouraged to have a vehicle. The college does not cover the costs of transportation. Arrangements may be possible in which teacher candidates going to the same area share rides and costs of travel. However, in making placement decisions, the Field Experiences Office will not consider the individual transportation needs of teacher candidates.

Cocurricular Activities and Employment

Teacher candidates are discouraged from becoming involved in college cocurricular 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 field experiences and shared with the college supervisor and cooperating teacher.

Mail During Student Teaching

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

Teacher Candidate Insurance Coverage

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

Criminal Background Check

Completion of a satisfactory background check is required for working with children. The student teacher must authorize the background check and give permission to release the results to MLC. Upon approval, a letter of good standing is sent to partner schools on behalf of the student. Some schools require a copy of the background check, in which case, the student will be responsible for providing the school a copy.

Sexual Harassment

MLC adheres to all guidelines regarding sexual harassment in the workplace. A teacher candidate who feels an incident of sexual harassment has occurred should first report the incident to their cooperating teacher. If satisfactory resolution of the incident is not obtained, the teacher candidate should then report the occurrence to their college supervisor. If necessary, the college supervisor will report the incident to the director of field experiences.

Likewise, participating school personnel should report any incidents of sexual harassment on the part of a teacher candidate to the cooperating teacher, and then to the college supervisor of the teacher candidate. If further resolution of the incident is warranted, the college supervisor will report the incident to the director of field experiences.

Social Media

Candidates are not to use social media to contact students or post photos of them. While local school policies may allow these things, MLC wants to be proactive in helping candidates avoid a potential problem area. Communicating with students via social media or posting photos of them may result in dismissal from student teaching.

Immediately go to any social media sites you manage (Facebook, Instagram, X, etc.) and clean up photos and other content that might be offensive to viewers. Change your privacy settings so that only people you absolutely want to visit can find you. Remove any photos that show you in a swimsuit, drinking alcohol, acting silly, or represent you in any less-than-professional way. Remove any posts that use off-color language or inappropriate humor. Check your “likes” to make sure that anything you’ve liked in the past is something that a Christian role model actually should like. One of the first things some of your cooperating teachers and people in your congregation will do is an Internet search for your name.

In the future, use good judgment about what you post and whom you “friend” and allow to see your posts. Don’t pour your heart out in a status update that reflects your latest mood. Don’t ever make negative comments about your church or school and people involved with them. Remember, it’s easy to post something and then forget who sees it. Discernment and good judgment are the marks of good character.

EXPERIENCES FOR TEACHER CANDIDATES

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 activities in which most teachers are involved. Teacher candidates 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 teacher candidate; 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 teacher candidates may be involved during the term.

Understanding Children

1. Apply Christian principles in studying student behavior.
2. Work with children’s cumulative records.
3. Observe students in a variety of settings and for various purposes.
4. Discuss student progress with members of the staff: cooperating teacher, principal, pastor.
5. Share observations with parents regarding their child.
6. Work with various types of groups.
7. Supervise students before, during, and after school hours.
8. Observe other classrooms when possible and mutually agreed upon.
9. Assist those in authority in guiding students in cocurricular activities.
10. Become aware of community events and attend when appropriate.

Classroom Organization and Management

1. Guide the living and learning in the classroom to help students be respectful and responsible learners.
2. Follow established procedures for recording tardiness and absence.

3. Distribute and collect instructional materials and supplies.
4. Collect money and properly handle and record receipts.
5. Conduct orderly dismissal of students from the classroom and building.
6. Plan and arrange instructional displays.
7. Make the classroom physically comfortable and conducive to learning.
8. Keep a clean and well-arranged classroom.
9. Keep accurate records of students' progress.

Using Instructional Methods

1. Prepare and use materials for instructional use.
2. Use technology and workroom resources available to teachers in the school.
3. Show interest, initiative, and resourcefulness.

Evaluating Student Growth

1. Establish goals and standards for achieving learning outcomes in lessons.
2. Assess and evaluate children's work as individuals and in groups.
3. Assist in making out report cards and other evaluative data and discuss student progress with parents when requested.
4. Provide feedback to students, individually and in groups.

Engaging in Wider School Activities and Congregational Life

1. Carry out school policies: evacuation drills, discipline, classroom emergencies, attendance, teacher duties.
2. Assist with cocurricular activities as time and aptitude permit.
3. Attend and participate in faculty meetings, in-service programs, and teachers' conferences.
4. Attend church services and participate in the life of the congregation.
5. Confer regularly with the cooperating teacher and college supervisor.

MINNESOTA TEACHER LICENSURE REQUIREMENTS

During the student teaching term, each student must strive to meet the MN Standards of Effective Practice (see below) in order to be eligible for Minnesota state licensure. Cooperating teachers complete the *Student Teaching I–Summative Assessment* (see appendix) to verify the student has successfully met each standard.

While student teaching, each student will also be collecting evidence for their portfolio to demonstrate they have satisfactorily met the MN standards of effective practice. The required models of evidence and other pertinent information concerning the portfolio are described in the Portfolio Handbook.

MN Standards of Effective Practice

These objectives of the Teacher Education Program are consonant with the MN Standards of Effective Practice that the Minnesota Professional Educator Licensing and Standards Board requires of those seeking state licensure.

Standard 1. Student learning.

- A.** The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.
- B.** The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.
- C.** The teacher understands how students construct knowledge and acquire skills.
- D.** The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.
- E.** The teacher understands the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall.
- F.** The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.
- G.** The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.
- H.** The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- I.** The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional strategies and resources to support language development.
- J.** The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- K.** The teacher is able to recognize the distinguishing characteristics of reading disabilities, including dyslexia, and knows how to implement appropriate accommodations.
- L.** The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.
- M.** The teacher is able to recognize symptoms of mental health illnesses and their impact on learning and knows how to use strategies and resources to address these impacts.
- N.** The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.

Standard 2. Learning environments.

- A.** The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.
- B.** The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.
- C.** The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce exclusionary practices.

- D.** The teacher fosters an environment that ensures student identities such as race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.
- E.** The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.
- F.** The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Standard 3. Assessment.

- A.** The teacher understands the varying types and multiple purposes of assessment.
- B.** The teacher understands how to design, adapt, and select appropriate assessments to address specific learning goals and individual differences.
- C.** The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.
- D.** The teacher understands the positive impact of effective descriptive feedback for learners, engages students in understanding and identifying quality work, and uses a variety of strategies for communicating this feedback.
- E.** The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.
- F.** The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.
- G.** The teacher, independently and in collaboration with colleagues, uses a variety of data, including data disaggregated by student race, ethnicity, and home language, to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- H.** The teacher uses assessment strategies and devices that are nondiscriminatory, and takes into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Standard 4. Planning for instruction.

- A.** The teacher understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.
- B.** The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge.
- C.** The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.
- D.** The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.
- E.** The teacher plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners.
- F.** The teacher demonstrates the ability to feature, highlight, and use resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum by offering a wide range of curriculum materials.
- G.** The teacher creates opportunities for students to learn, practice, and use language of the content area.

- H.** Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to create opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.
- I.** The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.

Standard 5. Instructional strategies.

- A.** The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- B.** The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.
- C.** The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.
- D.** The teacher uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, including those who are developing literacy skills.
- E.** The teacher provides multiple models and representations of concepts and skills which consider diverse cultural ways of knowing with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- F.** The teacher asks questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.
- G.** The teacher engages all students in developing higher-order questioning skills and metacognitive processes.
- H.** Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to nurture critical thinking about culture and race and knows how to include multiple perspectives and missing narratives from the dominant culture by offering a range of curriculum materials.
- I.** The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.
- J.** The teacher uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- K.** The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Standard 6. Professional responsibilities.

- A.** The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.
- B.** The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.
- C.** The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.

- D.** The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.
- E.** The teacher explores their own intersecting social identities and how they impact daily experience as an educator.
- F.** The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.
- G.** The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to make adaptations and adjustments toward more equitable outcomes.
- H.** The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.
- I.** The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media.
- J.** The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

Standard 7. Collaboration and leadership.

- A.** The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.
- B.** The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.
- C.** The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.
- D.** The teacher demonstrates the ability to identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and understands how curriculum and instruction impacts students that are not part of the dominant culture.
- E.** The teacher recognizes the responsibility to question normative school knowledge, conventional teaching and other professional practices, and beliefs and assumptions about diverse students, their families, and communities that adversely impact learning.
- F.** The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.

Standard 8. Racial consciousness and reflection.

- A.** The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.
- B.** The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.
- C.** The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.
- D.** The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.
- E.** The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.
- F.** The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.

- G.** The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

8710.2100 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 define 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.

Subpart 2. Standards of professional conduct

The MN 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, the teacher candidate should ideally experience each of them throughout the term.

Orientation

A good beginning in the experience is important to the teacher candidate. 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 teacher candidate "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 teacher candidate informational material that has been sent to the college by the principal of the school 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 cooperating teacher the *Personal Information Form*, which the teacher candidate has completed.

At the Participating School

The principal and other teaching personnel assist in orientation by

1. Introducing the teacher candidate to the pastor, other colleagues, the host, governing board, association/federation members, congregational members, and other people in the community.
2. Providing the teacher candidate with a general introduction to the school facilities, program, and policies; extending an invitation to attend faculty meetings and school and congregational activities; and helping them to become acquainted with the community.
3. Helping the teacher candidate to feel accepted as a member of the faculty.

Naturally, the cooperating teacher assumes the greatest responsibility for helping the teacher candidate become acquainted with the school and area. One aspect of this responsibility is preparing the students for the teacher candidate'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 following suggestions may be helpful in orienting the teacher candidate.

Preparing the Students

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

General Orientation

1. Get to know the teacher candidate as a person through informal conversation.
2. Have a place arranged in the room for the teacher candidate. (Secondary: If homerooms are not utilized, provide some type of office space for on-campus prep and consultation.)
3. Invite the teacher candidate to browse in the room/school to discover where materials are kept.

4. Help the teacher candidate become acquainted with the students and develop proper relationships with them.
5. Give the teacher candidate responsibilities that will identify them as a teacher.
6. Make certain that the teacher candidate's first experiences with the class are positive.
7. Explain the community and congregational backgrounds which influence school activities.
8. Show confidence in your teacher candidate 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 teacher candidate with the following general policies of your school:
 - a. The organization of the teaching program
 - b. The teacher candidate's responsibility in this program
 - c. The use of school 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 students in the classroom who have exceptional needs
 - g. The activities of students and teachers in the building, on the playground, and on and off-campus
 - 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 teacher candidate is expected to leave
 - j. Responding to emergencies such as injury or fire
 - k. Teacher-student interaction

Observation

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

During the period of time before assuming responsibility for teaching a class, the teacher candidate is an observer and participator in the classroom. Through observation, the teacher candidate can study theory in practice. In order to make observation effective, it is vital that the cooperating teacher has the teacher candidate **observe with a purpose**. The cooperating teacher should be careful to limit the number of things the teacher candidate 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 cooperating teacher should encourage the teacher candidate to record observations in writing for ready reference. It is all too easy to assume that once a procedure has been observed, the teacher candidate 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 will contribute most to the development of the teacher candidate if it is experienced throughout the student teaching term.

The cooperating teacher will help the teacher candidate become acquainted with the workings of their classroom by directing observation toward routine procedures such as the following:

1. Student's activities before school begins for the day and after school ends
2. Getting ready for devotion and the religion lesson and/or time and procedure for chapel
3. Dismissal procedures at recess times, end of period, lunch, and end of day
4. Procedures for tardiness, absence, attendance
5. Movement of students in the room during class hours
6. Procedures for handing in and returning student work, incomplete work, late assignments
7. Routines for sharpening pencils, using shared classroom materials, using the restroom
8. Routines for announcements, homerooms, classroom emergencies

The cooperating teacher will make the teacher candidate's observation of planning and teaching more productive by

1. Discussing the daily lesson plans with the teacher candidate before teaching a particular lesson.
2. Demonstrating how Christian principles are integrated in teaching and in maintaining classroom control.
3. Assigning specific students or activities for the teacher candidate to observe and discuss at a later time.
4. Having the teacher candidate take note of specific aspects of a lesson such as
 - a. The various methods used to introduce lessons in different classes.
 - b. Motivational techniques used and their effect on student participation.
 - c. Variations in teaching procedures at different grade levels and at different stages in the learning process.
 - d. The ways in which individual differences are handled in the classroom as well as the school.
 - e. How flexibility in planning is applied in the teaching process.
 - f. The different types and uses of questions.
 - g. Procedures for closing the lesson.

The cooperating teacher may assist the teacher candidate in observing the students by

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

The teacher candidate will bring a *Directed Observation Journal* (see appendix) to be completed during the first two weeks of student teaching. If the cooperating teacher has developed their own observation guide for the teacher candidate, they should use that guide in addition to the guide furnished by the college.

The teacher candidate will also bring a weekly *Reflection Journal* (see appendix) to record entries during student teaching as an assessment. The teacher candidate will be told the number of entries required prior to the student teaching session. We request that the cooperating teacher read and sign the journal entries of the teacher candidate.

Participation

Participation is an integral part of observation. By participating actively in the total program, the teacher candidate has an opportunity to gain direct knowledge of the entire school organization. From the very beginning of the student teaching term, it is good practice to have the teacher candidate 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 cooperating teacher may have the teacher candidate participate are the following:

1. Sharing in the planning of classroom activities
2. Recording attendance, handling collections, 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 students
6. Giving class assignments and checking written work or administering and checking tests
7. Conducting drills
8. Supervising a study period, cocurricular activity, playground activities, or end-of-day dismissal
9. Listening to the recitation of memory work or reading aloud to students
10. Teaching a portion of a lesson or co-teaching a lesson

Induction into Teaching

If orientation, observation, and participation serve their purposes, the teacher candidate's initial teaching experience should prove to be successful. A teacher candidate may begin teaching classes as soon as the cooperating teacher is convinced that the teacher candidate is ready to assume this responsibility. The decision should be a cooperative one between the cooperating teacher and the teacher candidate. Normally, induction into teaching should proceed gradually. In this way, the teacher candidate will develop readiness to assume an increasing amount of teaching responsibility.

Teacher candidates usually are eager to begin teaching lessons. Most teacher candidates will be ready to present one or two lessons beginning with the third or fourth day of the term. Additional subjects, sections, or preparations will be added weekly, as indicated by the *Suggested Implementation Plan for Student Teaching* (see appendix). Although the schedule of the teaching load may vary from classroom to classroom, **the successful teacher candidate is able to assume complete responsibility for a minimum of 10 consecutive school days.** Under normal circumstances, **full-time teaching in the elementary classroom should continue for a maximum of 15 consecutive school days.** Full-time teaching should begin by week eight of the term.

A caution is in order at this point. Having the teacher candidate assume the full teaching load too early in the term tends to interfere with one goal of the student teaching experience, namely, that the addition of teaching responsibilities should include careful and thoughtful study of planning, preparation, and teaching. Having the teacher candidate take on too much too soon may defeat that purpose.

At times, the cooperating teacher may wish to teach a lesson after the teacher candidate has taught several lessons. The purpose for doing this would be to have the teacher candidate observe again some procedure, principle, or technique which the teacher candidate did not understand clearly. When the cooperating teacher discusses with the teacher candidate the reason for taking over a subject or section again, the outcome should be that the teacher candidate will become a better observer and become more capable of analyzing their own teaching.

Lesson Planning Guidelines

- **In each major subject area or separate preparation**, teacher candidates are required to **write a minimum of three detailed lesson plans**. If necessary, teacher candidates may be asked to write additional detailed or abbreviated plans before moving to block plans.
 - **For subjects in which lessons are already scripted in teacher edition texts, three lessons may be copied and notes written on them to show evidence of thorough study.**
 - For elementary, two morning and two afternoon devotion lesson plans (see appendix or MLC website) should be written out before the teacher candidate moves into block planning the devotions.
1. All lesson plans are due **two school days** prior to the teaching of the lesson (i.e., Monday and Tuesday plans are due on Thursday and Friday).
 2. Teacher candidates are to use the block plan form (see appendix or MLC website) for writing weekly block plans. For one of the weeks of full responsibility, teacher candidates may use the classroom mentor's weekly block plan book.
 3. Some elementary teacher candidates have become acquainted with the process of thematic planning. Cooperating teachers are encouraged to have their teacher candidates work with or create a multidisciplinary design during the term.
 4. For elementary student teaching, each teacher candidate must **design and display two instructional displays** (interactive or decorative bulletin board or other displays) during the term.

LESSON PLAN OVERVIEW, OUTLINES, AND MODELS

While it is recognized that many good teachers do not continue to write detailed lessons plans, **no one can teach effectively without planning**. Therefore, planning must be an essential part of the student teaching experience.

All teacher candidates have had experience writing lesson plans in their college professional education classes. However, the plans were somewhat imaginative and written without benefit of the context of a real classroom. The plans that the teacher candidate writes under the cooperating teacher's guidance should be written to meet the requirements of the classroom situation. Thus, the ultimate outcome of planning in student teaching is that teacher candidates begin to develop the ability to plan as an experienced teacher does. While detailed plans must be written at first, as experience is gained, briefer ones may be used.

Necessity of Planning

1. Helps the teacher be systematic and orderly and provides a sense of security.
2. Encourages good organization of the learning experience.
3. Prevents haphazard teaching and goes a long way toward eliminating disorder and thoughtless teaching.
4. Helps the teacher delimit the field in which they are teaching.
5. Encourages a proper consideration of the learning process and choice of appropriate learning procedures.
6. Encourages continuity in the teaching process.
7. Avoids needless repetition and aids proper connections between different lessons or units of study.
8. Focuses consideration of goals and objectives.
9. Takes into account developmental learning needs of individual children.

Types of Planning

Planning is the process of giving serious consideration to one's purposes and goals. Careful planning is done only when definite goals are recognized and a series of instructional events leading to their accomplishment are selected. Such planning in teaching takes into account the nature of the subject matter and the materials available in teaching. These factors must be related to the learners: their needs, abilities, modalities, motivation; how and what they think; and how they react to situations. A satisfactory plan organized for teaching should include

1. **Objectives.** What is the purpose of the lesson? Objectives should be specific, measurable, and worthwhile; not trivial, nor generalized.
2. **Materials.** What written materials, media, maps, and other learning materials are available and useful for accomplishing the objectives?
3. **Suggested activities.** How will the lesson be introduced? What use will be made of learning materials? What part will the children take in the lesson? How will the lesson conclude?
4. **Assessment.** What can be done to see whether learning has taken place? How can the assignment be made effective?

Two types of planning with which the teacher candidate will become acquainted are long-range planning and daily planning.

Long-Range Planning

A long-range plan is an overview of the work that will be done in a course. It may be a "blocked-out" series of suggested lessons for a definite period of time. The cooperating teacher usually has done planning of this type for the year. In the student teaching program, the actual long-range planning will be limited to the length of the teaching term and will be made to fit within the cooperating teacher's overall planning.

The cooperating teacher may find the following suggestions helpful in making long-range plans with the teacher candidate.

1. Early in the student teaching term, acquaint the teacher candidate with the plans the cooperating teacher has made for the year and indicate the approximate amount of material that will be covered during the term.
2. As soon as possible, develop a plan for having the teacher candidate assume responsibility for teaching the various subjects or preparations. Certainly, it is very difficult in most courses to say exactly what content will be taught on a particular day eight, six, or even two weeks in advance. However, the responsibility for the teaching of a subject or preparation on a given day or for a number of days may be established. Long-range planning of this type may proceed gradually during the first weeks of the term. The effect of this planning upon the relationship between the cooperating teacher and the teacher candidate will be wholesome. It will also provide the teacher candidate with sufficient time to prepare detailed plans.
3. The cooperating teacher should help the teacher candidate develop proficiency in the use of both abbreviated or outline planning and block planning. The minimum essentials in a block plan should be a statement of the objective, the method to be used, materials needed, and the assignment that is to be given. Teacher candidates will seldom become so proficient during their student teaching that they will not need to prepare additional notes for the lessons which they are to teach.

Daily Planning

In order to ensure progress and continuity in carrying out long-range plans, a teacher must prepare daily plans carefully and thoughtfully. When objectives, materials, learning activities, and the assignment are written out for individual lessons, the common term for the product is a "daily lesson plan." The teacher candidate should spend much of their time on this particular type of planning.

The essential elements of good planning should be organized somewhat in the following manner in the daily lesson plan:

1. Objectives and Assessments
2. MN Standards
3. Materials and Preparation
4. Differentiation Plan
5. Academic Language
6. Instructional Elements
 - a. Review
 - b. Developing Background
 - c. Transitional Statement
 - d. Developing the New Lesson
 - e. Summary
 - f. Assessment

Note: See appendix or MLC website for lesson plan format.

The cooperating teacher may find the following comments and suggestions useful as they help the teacher candidate develop skills in the techniques of lesson planning.

1. The cooperating teacher should make written lesson plans for some classes which they will teach, share them with the teacher candidate, and have them observe how an experienced teacher uses a lesson plan. Supervisors and teacher candidates should discuss the lesson plans and any changes that were made.
2. Plan lessons together. Recognize that inexperienced teachers tend to be either too inclusive or too fragmentary in their lesson planning. The plans of the teacher candidate must be more detailed than those a cooperating teacher would write themselves. Help the teacher candidate see how Christian viewpoints may be brought out in the lesson.
3. As the teacher candidate gains experience and confidence, let them plan independently. The college advises the teacher candidate to have written plans completed **two days** before they are to be taught. The cooperating teacher is encouraged to follow through with that guideline. However, if the cooperating teacher prefers to arrange a different schedule for having the student complete written plans, the cooperating teacher should discuss this preference with the college supervisor. Be sure that the teacher candidate understands clearly what the cooperating teacher expects.
4. Study the plans and discuss them with the teacher candidate. The cooperating teacher may wish to write suggestions and comments on the plan. While the lesson is being taught, the cooperating teacher may wish to write additional comments on the plan. (Use different style penmanship or different colored ink in each case.) The cooperating teacher's feedback should stress the importance of teaching skills, information, understandings, and attitudes, as well as student reactions to the learning environment within the framework of the lesson.
5. The cooperating teacher may use the lesson plans as a basis for conferences and as one way of assessing the teacher candidate's progress. Lesson plans may also be used as a source of information for discussions with the college supervisor.

Lesson Plan Writing Resources

Bloom's Taxonomy of Questions

KNOWLEDGE

This lowest level of the taxonomy refers to the recall of specific elements of previously learned information. A student at this level will be asked to do little beyond naming or describing something.

Objective: Name the five days of the week orally.

COMPREHENSION

This level implies an ability to simultaneously recall several pieces of previously learned information. The student should also be able to arrange the elements in a proper order of sequence. He or she should also be capable of changing the form of the original information.

Objective: Recognize the steps a bill goes through to become a law and what happens at each step.

APPLICATION

Application-level thinking requires that information learned in one context be used in a different and unfamiliar setting. Students are called upon to "do something" with the content they have learned previously.

Objective: Determine the point-to-point distances between at least four given pairs of cities on a globe.

ANALYSIS

Analysis calls on students to describe the characteristics of something by comparing and contrasting its individual parts. Analysis requires them to look at the separate but related fragments of a whole and describe the general characteristics of the whole.

Objective: Compare and contrast two countries in terms of their (1) religious practices, (2) form of government, (3) industrial and agricultural development, and (4) people and their racial and ethnic makeup.

SYNTHESIS

Synthesis-level thinking calls on students to look at isolated pieces of information and to create brand new information (at least information that is new to them) from these pieces. Often, creative thinking is involved in synthesis thinking.

Objective: Predict the probable climatic consequences for California if all the mountains in the state suddenly disappeared. Each response must include specific references to the (1) rainfall patterns, (2) wind patterns, and (3) temperature patterns.

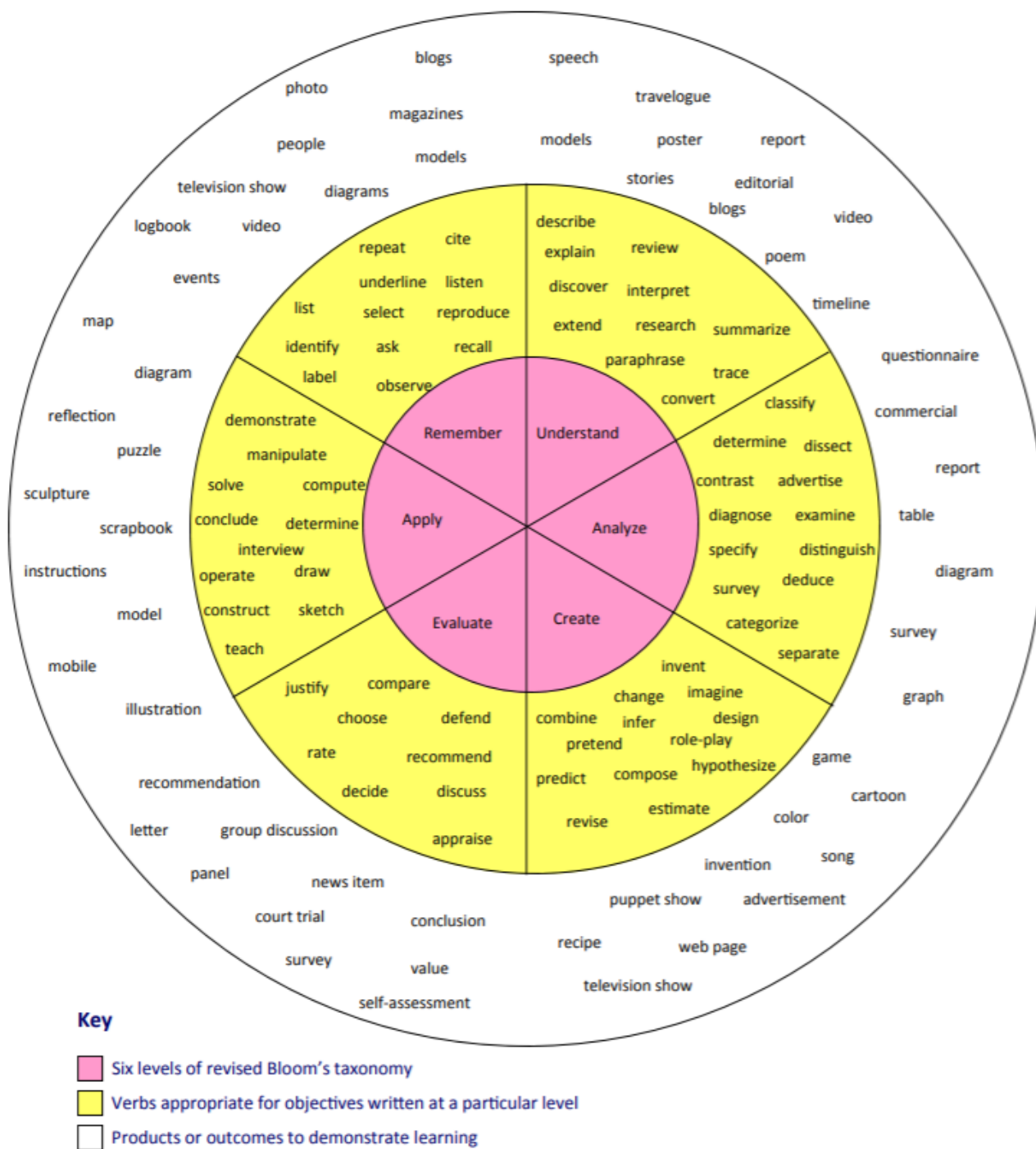
EVALUATION

Thinking at the level of evaluation requires students to make judgments in light of specified criteria. The "specified criteria" provision is important. Without these criteria, attempts to elicit evaluation-level thinking may produce little more than exchanges of unsupported personal opinion.

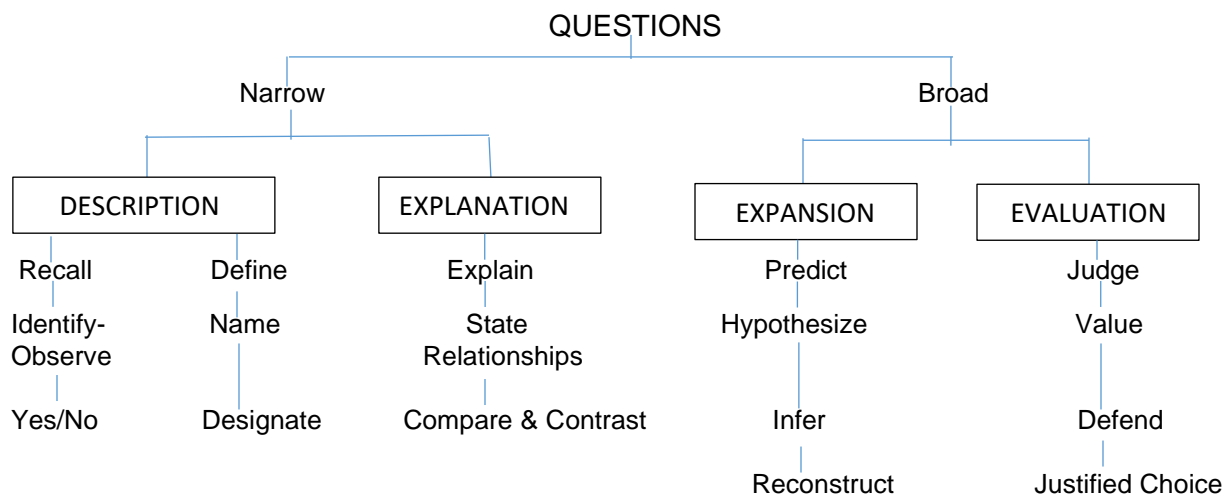
Objective: Critique one of the proposals for a new federal "flat tax." Specific references must be made to (1) fairness, (2) satisfactory ability to raise needed money, and (3) ease of administration. Furthermore, "fairness," "satisfactory ability to raise money," and "ease of administration" must be clearly explained.

Writing Objectives and Outcomes

The following diagram takes the six levels of Bloom's Taxonomy (revised) and gives helpful language for writing lesson objectives and ideas for student products that would demonstrate each objective's achievement.



A Model for Classifying Questions (a simple taxonomy of questions)



DESCRIPTION

Definition	An attempt to draw boundaries around a set of ideas or actions. It is the material that is directly in front of you.
Example	Who is the President of the United States? What is the internet?
Key Terms	What is the name for ...? Who is ...? Where is the ...? When did ...? Yes/No?

EXPLANATION

Definition	Explanation is used when the focus is on a deductive sequence of thinking. (Convergent thinking)
Example	Standard arithmetic reasoning Explain the difference between buyers and sellers. Why is fishing recreational?
Key Terms	Explain how this could happen. Tell ... Give reasons for ... Why is it called ...? What does it mean? How does it work?

EXPANSION

Definition	Expansion is a distinct shift or broadening or amplification in subject matter. (Divergent thinking)
Example	Tell as many ... What can a city do about the problems caused by too much traffic? Give all of the reasons you can think of as to why fishing is a good recreational activity.
Key Terms	What might happen if ...? How many ways can you ...? Give as many reasons as you can think of ... Present as many possible solutions to our problem as you can.

EVALUATION

Definition	Evaluation is when a judgment is made and justified by criteria which is either implicit or explicit.
Example	Is this a good poem? Why do you think so? What are the chances that you think air pollution will become a serious problem in our city? Do you follow the recycling laws in your town? Explain.
Key Terms	In your opinion, what is the most important ...? In your judgment, what is the best course of action? What do you think of this solution? Why?

EVALUATION

General Guidelines

Teacher candidates 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 teacher candidate guides the children's learning.

The purpose of evaluation is the improvement of the teacher candidate 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 teacher candidate'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 teacher candidate. The "Teaching Skills to Improve Next Week" section of the *Weekly Activity Report* (see appendix) and the *Reflection Journal* are intended to foster self-evaluation. The cooperating teacher should encourage the teacher candidate 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.** Teacher candidates, cooperating teachers, and college supervisors share in the process. Occasionally, the principal may also become involved. The teacher candidate'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 teacher candidate 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.** The cooperating teacher should discuss effective and ineffective strategies, as well as the causes and implications of them, with the teacher candidate.
5. **Based on valid criteria.** The means and methods used to evaluate the teacher candidate'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 teacher candidate accomplish during the term? Both teacher candidate and cooperating teacher need to have definite values and goals for the program. Has the growth of the teacher candidate toward fulfillment of these goals been satisfactory? Cooperating teachers need to be aware of the teacher candidate's accomplishments. Remember not to compare them with those displayed by an experienced teacher or a previous teacher candidate you have had.
 - b. What is the student's role in the classroom? How has the teacher candidate's presence affected the students' development?
 - c. How does the present work of the teacher candidate compare with their 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 teacher candidate's performance. Notes may be made on the teacher candidate's lesson plan while the cooperating teacher observes. A brief discussion based on the observation may do much to improve the details of the student's teaching skill and their personal and professional qualifications. As mentioned earlier, the observation of the cooperating teacher by the teacher candidate 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 teacher candidate should arrange with their cooperating teacher to record lessons during the term. These lessons can be viewed and discussed by the cooperating teacher and teacher candidate. Another purpose of recording is to potentially provide evidence of teaching proficiency for the teacher candidate's teaching portfolio.
3. **Checklists or rating sheets.** Periodic summaries of strengths and weaknesses may be made of the teacher candidate's competence through use of checklists or rating scales. The teacher candidate may be asked to complete a self-evaluation based on a prepared list of teaching qualities. The *Cooperating Teacher–Teacher Candidate Conference Checklist* (see appendix) may be used for this purpose. For this method to be effective, it is important that the cooperating teacher and teacher candidate discuss the interpretation of the ratings.
4. **Conferences.** It is evident from the techniques listed above that cooperating teacher–teacher candidate 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 *Cooperating Teacher–Teacher Candidate 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 teacher candidate's accomplishments, needs, and goals.

Records Used in Evaluation

1.	Lesson Plan Files		
2.	Student Teaching Reports	Completed	Comments
a.	Weekly Activity Report (Elementary and SPED) Weekly Learning Log (Secondary)	Weekly	Completed by the teacher candidate. Cooperating teacher signs the report. Student keeps a copy, and original is given to the college supervisor.
b.	CPAST	Midterm End of term	Completed by the cooperating teacher and the supervisor
c.	Student Teaching I Summative Assessment	End of term	Cooperating teacher and college supervisor together decide the appropriate descriptor. Cooperating teacher submits form electronically to MLC Education Office.
d.	Teacher Candidate Self-Evaluation	End of term	Teacher candidate completes the form and submits it electronically to the MLC Education Office.

Evaluation reports (c.) and (d.) 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 their request.

College supervisors may also choose to share their reports with the teacher candidate before submitting them to the Field Experiences Office. Students may receive a copy of their recommendation report that goes to the Synodical Assignment Committee.

Journal Reflections

Teacher candidates are required to write eight weekly reflections during their student teaching term. Reflections are to be handwritten in ink or non-smearing pencil and placed into the college-issued *Reflection Journal*.

Expectations

1. Each entry title has the topic, date, school, grade level, and teacher's name.
2. Each entry is referenced in the Table of Contents with a number, title, and date.
3. Each written entry includes two parts.
 - a. What did I observe/teach during this experience?
 - b. What did I learn from this experience and how will I apply it to my future teaching?
4. Each reflection is read, signed, and dated by the cooperating teacher. College supervisors will also be reading and signing entries.
5. After the eighth student teaching entry, the classroom or college supervisor signs, dates, and writes *Completed* to show that the journal requirement has been met.
6. Students are responsible for having the supervisors read and sign the journal.

Note: The appendix includes tables of topic choices for elementary, secondary, and special education student teachers.

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 teacher candidate successfully assumes full-time responsibility for a minimum of two weeks and achieves a rating of at least "Acceptable-Satisfactory" in teaching or classroom management or both.

WITHDRAWAL (W)

The teacher candidate is unable to complete the student teaching term. The student may reapply for student teaching.

NO PASS (NP)

The teacher candidate 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 an NP. Note: See appendix for Rubric for Final Ratings for Student Teaching.

The teacher candidate who does not perform satisfactorily on the MN standards of effective practice receives a no-pass (NP) grade for Student Teaching I. The cooperating teacher, the college supervisor, and the director of field experiences will determine jointly if another student teaching term is recommended. The teacher candidate 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 teacher candidate 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.

Students who receive an NP for Student Teaching I will not be allowed to do Student Teaching II, and vice versa.

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

Under normal circumstances, a teacher candidate 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 teacher candidate does not remove the NP by successfully completing a second term of student teaching, the teacher candidate may substitute the equivalent number of credits from the MLC curriculum. Under this circumstance, the teacher candidate may work with the education dean to move to a major in Educational Studies rather than a Bachelor of Science in Education degree. The student teaching grade remains NP 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 cooperating teacher, and the director of field experiences, the teacher candidate's performance will not improve with another term of student teaching and the teacher candidate should be advised to seek another vocation. The teacher candidate may still earn a diploma by substituting the equivalent number of credits from the MLC curriculum for the student teaching credits. The teacher candidate 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 NP and the note "non-teaching degree" is added to the student's transcript.

Dismissal

Due to issues of performance or conduct that may be detrimental to the welfare of students and/or the integrity of Martin Luther College's student teaching program, a teacher candidate may be dismissed prior to the end of any student teaching term. The decision to remove is made by college administration in consultation with appropriate college personnel and local school officials.

Students dismissed for unsatisfactory progress or unacceptable performance during student teaching do not have the right of 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 field experiences. The alternate experience receives credit as Early Field Experience IV.

Any student who has been dismissed before the end of any one of the student teaching terms and wishes to student teach again 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.

A student who did not participate in an alternate experience and therefore is no longer a student at MLC must reapply for admission to Martin Luther College through the admissions process in addition to reapplying for student teaching.

Graduation Policies

Students completing their degree requirements in December may participate in the May commencement. Students who will satisfy degree requirements in the summer can participate in the previous May commencement, but must register for summer classes prior to the May commencement. 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 their approved program plan. Commencement policies stated previously also apply.

ASSIGNMENT TO THE CHRISTIAN MINISTRY

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 [now twelve district presidents] tabulate the information they have concerning the calls in their district and submit it to me [WELS president]. 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."

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.

Procedure for Assigning Candidates

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 field experiences) are represented at the meetings of this assignment committee in an advisory capacity.

Understand that the grade level to which teacher candidates are assigned for student teaching *does not* determine the grade level of the first call received through the Assignment Committee. Teacher candidates 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.

Policies Regarding a Candidate's Status in the Book of Candidates

Assignment Categories

The Conference of Presidents of the Wisconsin Evangelical Lutheran Synod has provided the following categories under which biographies are placed in the *Book of Candidates*.

1. Available for Assignment

Current or past graduates who have been presented to the church by Martin Luther College and are available for assignment anywhere. Some candidates have delayed availability for assignment because

they have not yet fulfilled all of the requirements necessary for assignment, or because they have a spouse or fiancée/fiancé who is not in fellowship with WELS (1a).

2. Declining Assignment

Current or past graduates who have been presented to the church by Martin Luther College but are declining to be assigned because they do not desire to teach in our WELS educational system at this time.

3. Deferring Assignment

Current or past graduates who have been presented to the church by Martin Luther College but have asked that their assignment be deferred to a later date. Assignment may be deferred for one or two years, after which the candidate returns to the assignment committee. Deferring students who do not present themselves for assignment after two years, by that action, indicate that they are declining assignment. Those who decline assignment in this way but at a later time desire to receive a call into the teaching ministry must do so by contacting the president of the district in which they reside. If three or more years have passed since graduation, they must also meet requirements for recertification as WELS teachers.

4. Limited Availability for Assignment

Current graduates who are available for assignment but are limited to a certain geographic area for legitimate and compelling reasons (e.g., marriage or marriage plans or spouse's assignment).

Right of Refusal

Candidates who are offered the opportunity to decline an assignment include:

- Those assigned to foreign fields, including Canada.
- Female students assigned as tutors and married to Wisconsin Lutheran Seminary students (when the husband would be required to live in the dormitory and commute to the seminary).
- Those assigned to other unique or unusual circumstances as determined by the Assignment Committee.

Eligibility for Assignment

- Candidates who have deferred their assignment or who have been unassigned are eligible for assignment for a total of three assignment cycles. In the case of students who defer assignment, each year of deferment is included in the three-year limit. In other words, candidates who defer for one year are eligible for assignment for two more years; candidates who defer for two years are eligible for assignment for one more year. Candidates who defer for a third year are no longer eligible for assignment.
- Candidates who have declined their assignment but change their minds within three years of graduation should make a request of their district president to be made available for assignment.
- Eligible candidates who are unassigned at the spring assignment meeting will continue to be considered for assignment throughout the following year and can be assigned at any time.
- Assignment of candidates after an assignment meeting will be done by the respective district president and the synod president, with the Conference of Presidents being informed of the assignment.
- Candidates may be considered for assignment at three spring assignment meetings (and in the year following the third assignment meeting). After three years of being unassigned, the candidate will no longer be considered for assignment. Such candidates may, however, be called directly by congregations in consultation with their district president.
- Candidates assigned to temporary calls shall be considered for assignment at the three spring assignment meetings following the end of their temporary service. During a third year of temporary assignment, candidates may be called directly by congregations in consultation with their district president.

Receiving Your Assigned Call

Procedures to follow when accepting your assigned call:

1. Write a letter to the congregation (SEC: high school) in care of the pastor (SEC: principal) 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.
2. Write a separate letter of a personal nature to the pastor (SEC: principal). 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 to him.

Deferment or Declining Assignment

Occasionally candidates choose to have their assignment into the Christian ministry be deferred for a year. The most common reasons that individuals defer are to pursue further study or to serve in international fields through various agencies of the WELS.

A few candidates decline assignment because they do not wish to teach in a WELS school at this time. The following information and procedures should be noted.

1. Terminology
 - a. Deferment of assignment means that the candidate wishes to delay assignment into full-time public ministry for a period of time, typically one or two years. After the deferring candidate notifies the MLC director of field experiences of their intention to return for assignment, the candidate is presented to the Assignment Committee.
 - b. Declining assignment means that the candidate does not wish to be assigned into full-time public ministry. The candidate is removed for assignment consideration. If, in the future, the individual wishes to teach in a WELS school, the candidate must contact their district president.
2. Procedures
 - a. Discuss your plans with your advisor and others who may assist you.
 - b. Declare your intentions on the Book of Candidates–Category Form by the deadline indicated on the form.
 - c. If you do not submit the declaration form by the deadline, you will be considered a candidate who is declining assignment.

