



Clinical Handbook

2025-2026

Martin Luther College

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Revised September 2025

**MARTIN LUTHER COLLEGE
PERSONNEL AND CONTACT NUMBERS
FOR THE CLINICAL EXPERIENCE**

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PREFACE

Field experience refers to opportunities which involve education majors in observation or interaction with students and their teachers. This handbook is dedicated to the Martin Luther College students working through their field experiences. Physical, cognitive, and socioemotional welfare are the focal points for the work of teacher candidates, cooperating teachers, and college supervisors.

Martin Luther College's clinical and field experience program constitutes a significant portion of preservice teacher training. An education student will participate in both individual and early field experiences, in addition to a minimum of one clinical and two sessions of student teaching. Successful completion of the program prepares teacher candidates for their roles in the education community.

Suggestions to help improve this handbook or the framework are appreciated and can be directed to Professor Adam Pavelchik, director of field experiences.

The Field Experiences Office will provide any necessary support and guidance to students, cooperating teachers, college supervisors, and administrators.

May we all complete the tasks before us with zeal, diligence, and mutual respect for one another.

Sincerely,



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This handbook is dedicated to the students who attend public and Lutheran schools, and to those Martin Luther College clinical students who have the privilege of being a part of educating these students cognitively, socially, emotionally, and physically.

This handbook is intended to assist in coordinating the efforts of all persons working with Martin Luther College's clinical experiences. The information it contains is directed toward helping to make the clinical experience an important piece of the training of competent teachers who will be ready to fulfill the mission of Martin Luther College.

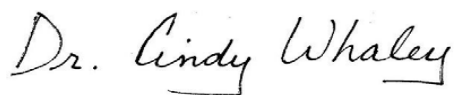
Because the public school clinical experience is very important, the clinical student has a great responsibility to be conscientious in all aspects of this work. The cooperating teacher also undertakes a serious responsibility by providing guidance and assistance to help the clinical student develop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

The policies and procedures of the clinical experience constitute the majority of the handbook. This comprehensive framework is an important component of a full, complete clinical experience in our local public schools. We your colleagues at Martin Luther College recognize the major task which rests on you as clinical students and cooperating teachers.

To the end that our combined efforts may serve to accomplish the objectives of the clinical experience, we pledge our cooperation with you and we express our willingness to help you in every possible way as you carry out your respective responsibilities.

May we all be blessed—clinical students, cooperating teachers, students, college supervisors, and administrators—as we work together this school year.

Thank you, and I look forward to working with all of you during our time together!



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Clinical Experience Dates for 2025-2026

J-Term: January 5-21

Purpose

The goal of Clinical is to provide MLC education students preservice opportunities in working with students in a variety of classroom settings. Clinical is among the following required field experiences:

1. Individual Field Experience (IFE) Hours – service learning opportunities, working with children and adults
2. Early Field Experience (EFE I & EFE II) – two week-long classroom experiences
3. Clinical – a consecutive three-week, full-day experience during J-Term, generally completed in Year 3
4. Student Teaching I – a full-time, ten-week professional experience in elementary or secondary level classrooms of Lutheran schools
5. Student Teaching II – a full-time, six-week professional experience in elementary, middle, or secondary level classrooms of public schools

Clinical Placement Determination

Clinical placements are determined as follows:

1. To be eligible for a Minnesota K-6 license, the teacher candidate must complete experiences in primary (K-2) and intermediate (3-6) level classrooms, with the middle (7-8) level being optional. The candidate who desires an endorsement *must* teach in grades 5, 6, 7, or 8 in the discipline area of the endorsement.
2. To be eligible for a Minnesota 5-12 license, the teacher candidate must complete experiences in middle (5-8) and high school (9-12) level classrooms.
3. To be eligible for a Minnesota K-12 license for classroom music (instrumental and/or vocal), physical education, or Spanish, the candidate must complete experiences in elementary (K-6), middle (5-8), and high school (9-12) level classrooms.
4. To be eligible for a Minnesota K-12 Special Education: Academic and Behavioral Strategist (ABS) license, the candidate must complete experiences in elementary (K-4), middle (5-8), and high school (9-12) level classrooms.

These experiences comprise those that come from Clinical, Student Teaching I, and Student Teaching II. The candidate is placed according to his or her program major (chemistry, communication arts and literature, elementary education, instrumental music, life science, mathematics, physical education, physics, social studies, special education, vocal music, and world languages and cultures: Spanish).

Student Eligibility

Students are eligible to participate in Clinical when they have met all program prerequisites, have been screened by the faculty, and are retained in the education program.

In addition, completion of a satisfactory background check is required for working with children. Each clinical student 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.

MLC Expectations of Clinical Students

A. Attendance

1. The MLC clinical student should follow the MLC calendar, being present at the school all day, each scheduled day of the experience.
2. When a clinical student is ill and unable to go to school, the student should text or phone their 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.
3. When a clinical student needs to be excused for athletics, a medical appointment, funeral, etc., the student 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 student.
4. The director of field experiences is responsible for determining the length and amount of make-up days when absences exceed two times.
5. In the event of a snow day or in-service day that the clinical student is not expected to attend, the student should log into the Portal and report the event under "School Closed." The absence does not count toward the maximum allowed.
6. Unexcused absences will be reported to MLC (see p. 1 for contact information) by school district personnel.
7. On questionable weather days a student should check television and radio stations or school websites for information regarding cancellations and late starts. The MLC clinical student is expected to go to school in the event of a late start.

B. Dress/Conduct

The MLC clinical student is expected to dress and work professionally in the building. The student should inquire about teacher dress code policies in the building. The student should adhere to the Code of Ethics for Minnesota Teachers (see following – Part F). Cooperating teachers should not hesitate to contact MLC representatives regarding any concerns about the dress or conduct of any MLC student in the building.

C. Arrival

Students should email their cooperating teachers for school start times and classroom requirements. Students are not to decide their own start times.

D. Dismissal

The MLC clinical student should remain after school in order to receive feedback on the day from the cooperating teacher and to plan experiences for the next school day. Teacher dismissal times vary from building to building. Clinical students have been advised to inform employers that they may not be available until after 4:30 pm.

E. Transportation

The MLC clinical student is responsible for transportation to and from the cooperating school. Consequently, clinical students are encouraged to have a vehicle during the clinical term.

The college does not cover the cost of transportation. Arrangements may be possible in which students share rides and cost of travel with others going to the same school. However, in making placement decisions, the Field Experiences Office will not consider the individual transportation needs of clinical students.

F. 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 defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart 2. *Standards of professional conduct.*

The standards of professional conduct are as follows:

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

Student Identification

The MLC clinical student should display his or her MLC student identification card in the provided badge holder each day while participating in the clinical experience.

Lunch Procedures

Each student on an MLC meal plan may make a sack lunch from the MLC cafeteria. Lunch items are available for making and packing by 6:00 am. MLC students should not leave their clinical setting during the school day to purchase lunch.

Personal Communication and Use of Social Media

Do not use cell phones and computers for personal use during the school day. When emergencies arise requiring their need, ask the cooperating teacher for permission and seek his/her advice on how best to handle emergency communication inside the classroom.

Clinical students 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 MLC students avoid a potential problem area. Communicating with students via social media or posting photos of them may result in dismissal from the clinical experience.

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 cooperating teachers 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 school and the people involved. Remember, it’s easy to post something and then forget who sees it. Discernment and good judgment are the marks of good character.

Field Trips

The MLC student should plan to attend and assist as a chaperone on any class field trip that begins and concludes during the regular school day hours. He or she has the option to attend a field trip that takes place outside the regular school day schedule. In cases in which the MLC student does not attend a field trip, arrangements will be made for him or her to observe in another classroom.

Cooperating Teacher Honorarium

As a token of appreciation for the willingness of a cooperating teacher to partner with MLC in the training of preservice teachers, an honorarium for serving as a supervisor of MLC clinical students is provided for each student with whom they work.

MLC is very thankful for the willingness of cooperating teachers to open their classrooms to MLC students and for providing classroom experiences and guidance in developing skills in teaching and leading students.

Sexual Harassment

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

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

PROGRAM SPECIFICS FOR CLINICAL

Communication with the Clinical Cooperating Teacher

Each clinical student's roster contains the email address and/or school phone information of their cooperating teacher. The student is encouraged to initiate communication with the classroom supervisor in advance of the experience, setting a tone that shows they want to make the most of the experience. The student should introduce themselves and ask for a time to meet on the first day to share goals for the experience, to discuss the reflection journal, and to ask questions related to teaching and classroom procedures. Each student has been advised that the key to a good experience is the attitude they communicate.

Ample time each day should be scheduled for conferencing to reflect on the day's experiences and to plan for future experiences. Comments and suggestions are important to the growth of the preservice teacher.

Cooperating teachers are provided a copy of the clinical student's personal information, including the email address of the student. Cooperating teachers should feel welcome to correspond via that address during the experience.

The college phone numbers and email addresses of all MLC personnel involved in the Clinical program are included on the cover page of this packet. MLC personnel are available by phone or email for comments or concerns about the experience.

Classroom Experiences

Clinical students are advised that central to their having a good experience is their eagerness to become actively engaged in classroom activities. The clinical student should be an extra set of hands in helping the students in their learning and should frequently ask how they can become involved.

The clinical student is expected to do the following during the experience:

1. Be a willing helper in any way to assist the cooperating teacher.
2. Observe classroom procedures, lesson structure, and student behaviors.
3. Help individual students with their work – *search out students who need help!*
4. Tutor students in specific subject areas.
5. Teach small group lessons.
6. Team teach lessons with the cooperating teacher.
7. Teach whole group lessons (a minimum of 4 detailed lessons).

Building Up to Whole Group Teaching Over the J-Term

Early experiences should include several opportunities for small group and team teaching of lessons under the direction of the cooperating teacher. As the clinical student gains experience, they should be able to plan lessons independently under the guidance of the cooperating teacher. With the help of the cooperating teacher the clinical student will become involved in teaching according to the needs of the cooperating teacher and the needs of the children in the classroom.

The cooperating teacher and clinical student will develop a teaching schedule that includes a minimum of four large group lessons in which written lesson plans are required. **The cooperating teacher will sign and date the four required lesson plans after they have been taught, and then the clinical student will return the lesson plans to the appropriate methods professor.** The methods professor will check and return the lesson plans to the clinical student by the end of the J-Term. The cooperating teacher and clinical student will work together to build a teaching schedule that allows for the possibility of teaching more than the minimum requirement.

Written Lesson Planning

The clinical student is expected to submit, in writing, four large group lesson plans to the cooperating teacher in advance of teaching those lessons. For the sake of professionalism, the plans should be sent two days in advance. The cooperating teacher is asked to advise on the content and procedures for carrying out the lessons assigned. A lesson plan template is included in these guidelines in the Appendix.

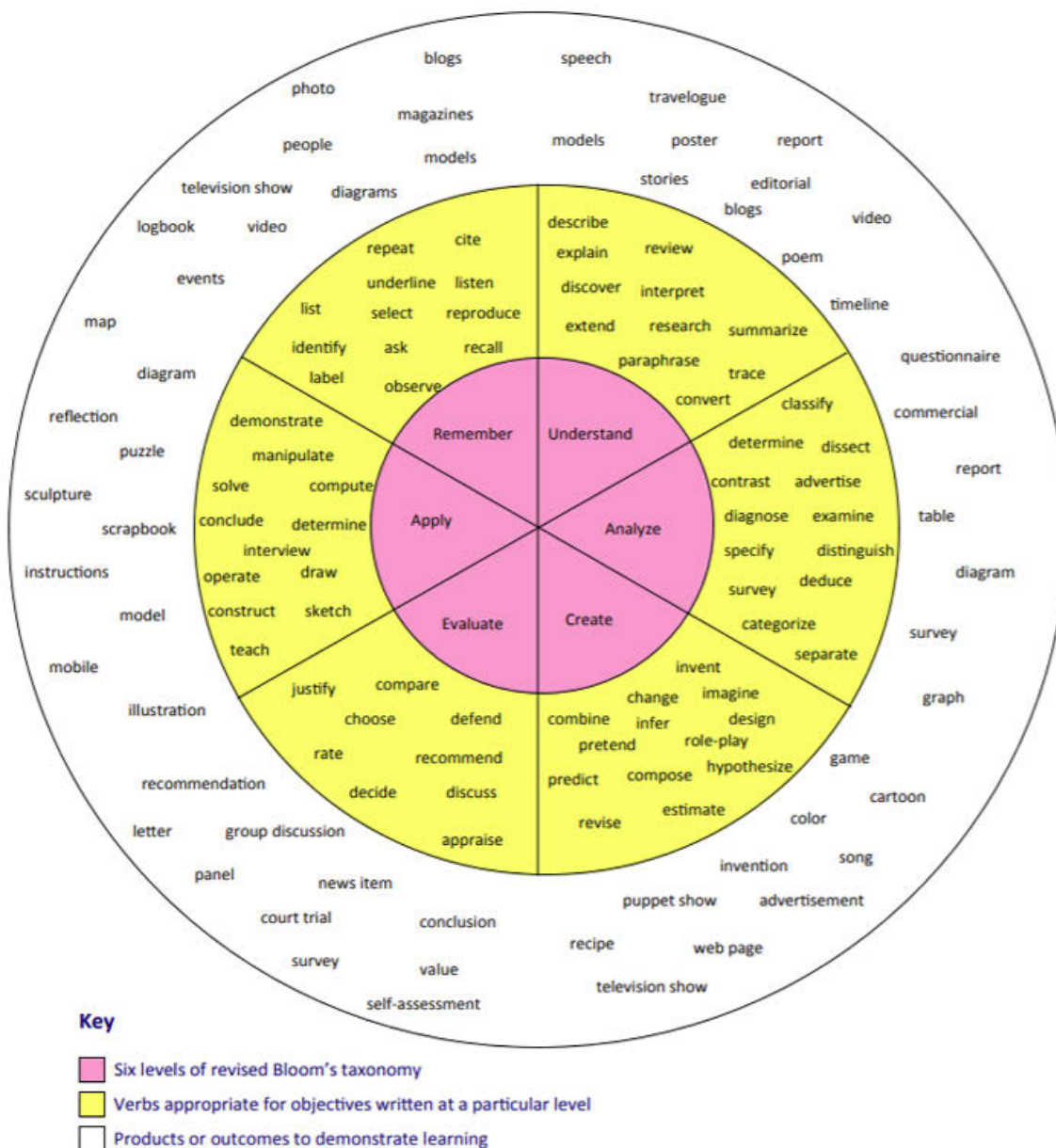
Connecting the Clinical to Methods Courses

The MLC clinical student is expected to write reflections in their MLC reflection journal using a list of topics provided by the MLC college professor. The student is also expected to share with the cooperating teacher the process by which journaling takes place.

Cooperating teachers will read and sign several of the reflections throughout the J-Term. The college supervisor and student peers will also read the entries.

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 students products that would demonstrate each objective's achievement.



STUDENT EVALUATION

Clinical Student Evaluation

The clinical experience is evaluated with a Pass (P) or No Pass (NP) rating. A student must receive a Pass rating in the clinical to be eligible for graduation and candidacy for teaching. The rating is derived jointly between the student's college supervisor and cooperating teacher.

The cooperating teacher will evaluate the student's overall development as a teaching candidate by rating the student on the MN Standards of Effective Practice (SEPs) and subject-specific content standards at the end of the experience. In addition, the cooperating teacher is requested to write narrative comments related to the student's development as a candidate for teaching. (See example of online SEP Clinical Assessment in the Appendix.)

Clinical experience information related to each student's personal, teaching, and classroom management traits will be made available by the college supervisor to the MLC director of field experiences as helpful information in developing the student's teaching candidate biography.

No Pass Rating

If a student completes the clinical experience but does not receive a Pass (P) rating, a recommendation will be made by the college and cooperating teachers whether a second clinical term should be granted to the student. If granted, the time of placement for the second term will be at the discretion of the director of field experiences. Students who receive a No Pass (NP) rating must make up the experience with a successful clinical term in order to graduate and to be recommended as a candidate for the teaching ministry.

Dismissal from the Clinical Experience

Not adhering to the guidelines outlined in this manual and/or unprofessional conduct are grounds for dismissal from the clinical experience at any time. In such a circumstance, when the college supervisor and cooperating teacher agree that dismissal is deemed appropriate, the MLC clinical student will be informed both orally and in writing of their decision. A recommendation will also be made by the college supervisor and cooperating teacher whether a second clinical term should be granted to the student. If granted, the time of placement for the second term will be at the discretion of the MLC director of field experiences.

An appeal of a recommendation to deny a second term for this experience may be made in writing to the vice president for academics.

APPENDIX

Clinical Lesson Plan Template

Teacher	Subject/Grade	Lesson Topic/Title	Date/Time
Mr./Miss/Mrs./Ms. Teacher			

Central Focus:

Is there an overarching theme or question in the classroom or subject area that this lesson fits under? This information may encompass many lessons, an entire unit, or even a semester. It wouldn't need to change with every lesson. This information is not a lesson objective and it is not a theme/category.

Central Focus Here

Standard(s):

State, CCSS, and/or Content Area; indicate which and reference numbers. Include the text of the standard.

Numeral Label	Text of Standard	How does the lesson meet this standard?

Learning Objectives/Targets and Assessments: *(measurable, align throughout plan and activities; student-friendly terms)*

Objective <i>"The student will..." or "I can..."</i>	Success Criteria <i>The observable activities and/or assessments that show how your students have met the objective. Identify if each success criterion is formative or summative.</i>
1.	
2.	
3.	
4.	

Academic Language and Language Demands:

Vocabulary

Tier 2 and Tier 3

Language

Function(s)

verb from Standards

Syntax and/or Discourse

Definition(s)

Instructional Materials:

Attach worksheets or other print material (PPTs, SMARTboard notebook, technology, etc.)

Teacher/Teaching Resources

include text information



Student Resources



Special Preparation

in advance of teaching



Theoretical Model(s):

List and explain how this lesson is supported by concepts and ideas from the works of educational theorists and/or researchers.

Theorist(s)/Researcher(s)

Explanation

Integration of God's Word: (include if applicable)

--

Planned Support for Differentiation/Diversity (Accommodations):

How are you addressing the diverse learning needs of students in this class? The specific learning needs of your students will determine how you differentiate your lesson.

Include students with (but not limited to) IEPs, 504 plans, special needs (documented/undocumented), gifted-and-talented, English for Speakers of Other Languages (ESOL), English Language Learners (ELLs), English Second Language Learners (ESL), Multilingual Learners (MLLs), and Dyslexia/Dyslexic characteristics.

Provide the following:

Describe (3) students who may benefit from differentiation/accommodations.

Complete the chart below as you consider:

- what **accommodations** will you make (**not changing level** of difficulty; only how the student will access and demonstrate knowledge)
- what **modifications** will you make (**changed level** of difficulty, i.e., using IEP requirements and embedding them into classroom instruction)

Highlight the tool you'll use in your lesson or write in your own. Then, explain the accommodation or modification in your lesson. Remember to include your planned support for differentiation/diversity (Accommodations) throughout your lesson below.

Representations <i>Considerations for presenting content - <u>what</u> is taught.</i>	Tool(s): Artifacts, Pictures, Graphic Organizers, Video Clips, Audio Recordings, Lab, Lecture, Other Accommodation(s)/Modification(s):
Engagement <i>Considerations for engaging student interest; process - <u>how</u> you teach</i>	Tool: Cooperative Group Work, Partner Work, Manipulatives, Movement, Debates, Role Plays or Simulations, Other Accommodation(s)/Modification(s):
Expression <i>Considerations for demonstrating student learning; product - <u>outcomes</u></i>	Tool(s): Written Response, Illustrated Response, Oral Response, Model Creation or Construction, Other Accommodation(s)/Modification(s):
Environment <i>Considerations for the setting of instruction</i>	Tool(s): Whole Class, Small Group, Individual, Classroom, Other

	Accommodation(s)/Modification(s):
Cultural Considerations <i>What student, community, or cultural assets will you draw upon during this lesson to meet the needs of each individual learner (i.e. including, but not limited to gifted-and-talented, English for Speakers of Other Languages (ESOL), English Language Learners (ELLs), English Second Language Learners (ESL), Multilingual Learners (MLLs), and students with Dyslexia/dyslexic characteristics)?</i>	Tool(s): Nature of Content and Race/Ethnicity of Students, Other
	Accommodation(s)/Modification(s):

Instructional Procedures

List every step, with details; include the questions you will ask (anticipated answers), how groupings will be made, and directive for active learning strategies to be implemented. Additionally, include how you will make transitions.

Anticipatory Set:

Initial active engagement, review, development of background, opening, or hook. How will you gain student interest and tap into their prior knowledge?

—

Transitional Statement:

Inclusion of objective(s); offers students focus for the lesson being taught; “Today we...” “In our lesson we will...” etc.

—

New Lesson/Learning Task:

Also include demonstration and guided practice.

Summary/Review/Closure:

How will you review what is learned and assess understanding? Remember that students should make connections to the Central Focus - this is not teacher restatement.

—

Assessment:

Post-lesson work, formative assessments throughout.

Lesson Analysis: (after teaching)

To be completed after each lesson.

Lesson Creation and Teaching

- In what ways(s) was the lesson effective? Why/how?
- What did not go as you planned/expected? Why?
- Did the students meet the objectives? How do you know?

Student Assessment and Next Steps

- Based on the results of this lesson, what are your *next steps*?
- If you were to teach this lesson again to the same group of students, what *changes* would you make to your instructional strategies that would improve student learning? Why?
- How effective were your *assessment tools* in helping you *monitor student progress*? What *modification* would you make to help students better demonstrate their learning?

Reflection

- Analyze your *biggest challenge* during this lesson. What did you learn from it? How will that impact future lessons?
- How did you use *feedback* from the students to make *instructional decisions* while you were teaching the lesson?
- How did the *feedback* you gave your students help address their needs in *relation to the objectives*?
- How does this lesson demonstrate your *growth as a teacher* in relation to one or more of the [WELS Teaching Standards](#)?

Academic Language: (What oral or written language will teacher and/or students need to understand and/or be able to use successfully in connection with the lesson?)

-

Instructional Procedures: (Insert specific plans here, making provisions for the following)

A. Review (as needed, make connections from a previous lesson)

-

-

B. Developing Background (ask yourself how students will connect the lesson to their own experiences)

-

-

C. Transitional Statement (include stated objectives)

-

-

D. Developing the New Lesson (introduce and practice new content)

-

-

E. Summary (ask about/restate objectives)

-

-

F. Assessment (relate formative and summative tasks to lesson objectives)

-

-

Lesson Reflection: (Completed by the teacher after the lesson has been taught)

1. In what ways was the lesson effective?
2. How would you change this lesson if teaching it again?
3. What students may need extra help? What type of help may be needed?

Clinical Summative Assessment

Metadata

Form_ID

Form_AccessCode

SchoolYear

SchoolYearSemester

Subject_Person_ID

Course_Number

Assignment_ID

CourseStudentInstance_ID

Recipient_Email

Introduction

Student

Date

Teacher

School

Grades and Ages

- ☐ 3 year olds
☐ 4 year olds
☐ 5 year olds

☐ Kindergarten

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6

☐ 7

- ☐ 8
☐ 9
☐ 10
☐ 11
☐ 12

Demographics

Please indicate the total number of students that you teach.

Please indicate the number of students in your classroom in each racial/ethnic category. Choose only one category per student. If none in a category, enter "0."

American Indian

Percent

Asian

Percent

Black

Percent

Hawaiian/Pacific Islands

Percent

Hispanic/Latino

Percent

White

Percent

Two or more races

Percent

The total number of cross-cultural students in your classroom will appear below.

Total Cross-Cultural Students

Percent

Please indicate the number of students with exceptionalities in your classroom. If none, enter "0."

Total Students with Exceptionalities

Percent

Please indicate the number of students in your classroom receiving services. A student may be in more than one category. Please mark all that apply for each student. If none in a category, enter "0."

IEP/ISP

Percent

Please indicate the number of Multi-lingual/ELL students in your classroom. If none, enter "0."

Multi-lingual/ELL

Percent

Directions

- The statements below are based on the standards of effective teaching practice as outlined in the teacher licensure requirements of the State of Minnesota. [MN Standards of Effective Practice for Teachers](#)
- The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
- Evaluate the trait, the ability, or the success of the teacher candidate in each of the items listed. Use the following:

1	2	3	4
Minimal	Basic	Proficient	Distinguished

Minimal

Demonstrates little understanding or effort.

Basic

Demonstrates partial understanding and effort.

Proficient

Demonstrates solid understanding and consistent effort.

Distinguished

Demonstrates in-depth understanding and exceptional effort.

The MLC student-

Standard 2: Learning Environments

1. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.2E

Comments

Standard 3: Assessment

3. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.3F

Comments

4. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.3H

Comments

Standard 4: Planning for instruction

5. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4A

Comments

6. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4C

Comments

7. designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4D

Comments

8. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4E

Comments

9. creates opportunities for students to learn, practice, and use language of the content area.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4G

Comments

Standard 5: Learning Environment

10. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5A

Comments

11. develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5C

Comments

12. uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, including those who are developing literacy skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5D

Comments

13. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5E

Comments

14. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5F

Comments

15. engages all students in developing higher-order questioning skills and metacognitive processes.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5G

Comments

16. varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5I

Comments

17. uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5J

Comments

18. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5K

Comments

Standard 6: Professional Responsibilities

19. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.6A

Comments

20. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.6C

Comments

21. actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.6J

Comments

Teacher Candidate Dispositions

Caring: Shows genuine concern for the well-being and growth of each student. A caring teacher fosters a safe, inclusive, and supportive environment where all learners feel respected, valued, and empowered.

Creative: Brings innovation and imagination into teaching. A creative teacher designs engaging, flexible learning experiences that stimulate curiosity, critical thinking, and problem-solving among students.

Capable: Demonstrates strong instructional skills, classroom management, and subject knowledge. A capable teacher effectively plans lessons, adapts to challenges, and ensures students meet learning goals with confidence and competence.

Collaborative: Works well with others to support student success. A collaborative teacher builds strong partnerships with colleagues, families, and students, is open to feedback and suggestions, is communicative, and contributes to a positive school culture.



**CONCEPTUAL FRAMEWORK
OF EDUCATIONAL INSTRUCTION**
at Martin Luther College

Caring

1. Shows genuine concern for the well-being and growth of each student.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. Fosters a safe, inclusive, and supportive environment.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

3. Respects, values, and empowers all learners.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Creative

1. Designs engaging, student-centered lessons

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. Connects learning to real-world experiences

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

3. Adapts instruction for diverse learners

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

4. Provides varied ways for students to demonstrate learning

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Capable

1. Demonstrates strong instructional skills

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. Demonstrates strong classroom management

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

3. Demonstrates strong subject knowledge

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

4. Adapts to challenges

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

5. Punctual

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

Collaborative

1. Builds strong rapport with cooperating teacher

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

2. Builds strong rapport with students

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

3. Communicative

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

4. Open to feedback and suggestions

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

5. Contributes to positive school culture

☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments

General

Has the candidate missed any scheduled days?

☐ Yes ☐ No

If so, did you receive the email notification?

☐ Yes ☐ No ☐ Not applicable

Have you read the candidate's reflection journal entries?

☐ Yes ☐ No

How many detailed lesson plans did the candidate write?

Narrative Evaluation

Briefly describe the MLC student's ability for teaching. For example, indicate strengths and weaknesses, along with any additional comments you feel would be helpful.

