



Clinical Handbook

2025-2026

Martin Luther College

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**MARTIN LUTHER COLLEGE
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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 – a full-time, semester-long professional placement that includes:
 - Student Teaching I – nine weeks at the preprimary level or ten weeks in elementary, middle, or secondary level Lutheran school classrooms
 - Student Teaching II – eight weeks at the infant/toddler level or six weeks in elementary, middle, or secondary level public school classrooms

Clinical Placement Determination

Clinical placements are determined as follows:

1. To be eligible for a Minnesota Birth-Grade 3 license, the teacher candidate must complete experiences in infant/toddler (birth-age 2), preprimary (ages 3-4), and primary (K-3) level classrooms.
2. 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.
3. 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.
4. To be eligible for a Minnesota K-12 license for classroom instrumental and/or vocal music education, physical education, or Spanish education, the candidate must complete experiences in elementary (K-6), middle (5-8), and high school (9-12) level classrooms.
5. To be eligible for a Minnesota K-12 Special Education: Academic and Behavioral Strategist license, the candidate must complete experiences in elementary (K-4), middle (5-8), and high school (9-12) level classrooms.

These licensure eligibility 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 education, communication arts and literature education, early childhood education, elementary education, instrumental music education, life science education, mathematics education, physical education, physics education, social studies education, special education, vocal music education, and world languages and cultures: Spanish education).

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.

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, a background check is required in accordance with the following policy:

1. Completion of a satisfactory background check is required for working with children. The first screening occurs in January of Year One for students registered for EFE I. A follow-up screening is performed for students registered for a clinical in Year Three. A third check is conducted for fifth-year seniors registered for student teaching in Year Five.

Year	Who	When conducted
Year One	Students registered for EFE I (Still valid for sophomore clinical students)	Year One – January
Year Three	Students registered for a clinical	Year Three – October
Year Five	Fifth-year seniors registered to student teach	Year Five – August

2. Each student must authorize the background check and give permission to release the results to MLC.
3. The Field Experiences Office receives the results, reviews the reports, and determines which students have satisfactory background checks. Students with satisfactory reports are approved for field experiences. Students with adverse reports are not approved for field experiences. Adverse reports are those which show criminal activity related to the care, treatment, education, training, instruction, or recreation of children. For example, criminal sexual conduct, assault crimes, and controlled substance crimes are considered adverse.
4. When adverse results are received, the director must give a copy of the report and summary of rights to the individual. The person has the opportunity to review, refute, and explain the negative information. The person with an adverse report receives a written notice informing them that they are not approved for field experiences because of the information in the report. The notice also contains the name and contact information of the company preparing the report. The individual can dispute the accuracy of the report with the company.
5. Students who are denied entrance to field experiences by the director can appeal the decision to the MLC vice president for student life.
6. All results are kept in a separate file, aside from the main student file (electronic or paper). The results are not shared with other parties. The results are retained for five years past graduation.
7. The director will provide a copy of the background check to the student. The student will be responsible for delivering the copy to the school.
8. MLC pays the costs associated with background checks. (Exception: MLC pays 50% of the costs associated with special background checks for the ECE teacher candidates at the Early Childhood Learning Center.) For schools who must conduct background screenings of their own, MLC will reimburse the school up to our cost for the check.

MLC Expectations of Clinical Students

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 number 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.

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). Cooperating teachers should not hesitate to contact MLC representatives regarding any concerns about the dress or conduct of any MLC student in the building.

Arrival

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

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 4:00 p.m.

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.

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.

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.

Clinical Guidelines

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 a.m. Students who leave earlier than 6:00 a.m. may make their lunch the evening before their clinical day.

An alternative to packing a sack lunch the night before is to pick dinner items for a green to-go container, a microwave container that can be refrigerated overnight. The container is obtained from the food service checker on duty for a \$5.00 deposit. When the container is returned, the student can receive the \$5.00 deposit or a clean container for use the next clinical day. MLC students should not leave their clinical setting during the school day.

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 for permission of the classroom teacher, 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.

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).

ECE clinical students will be expected to do the following during the experience:

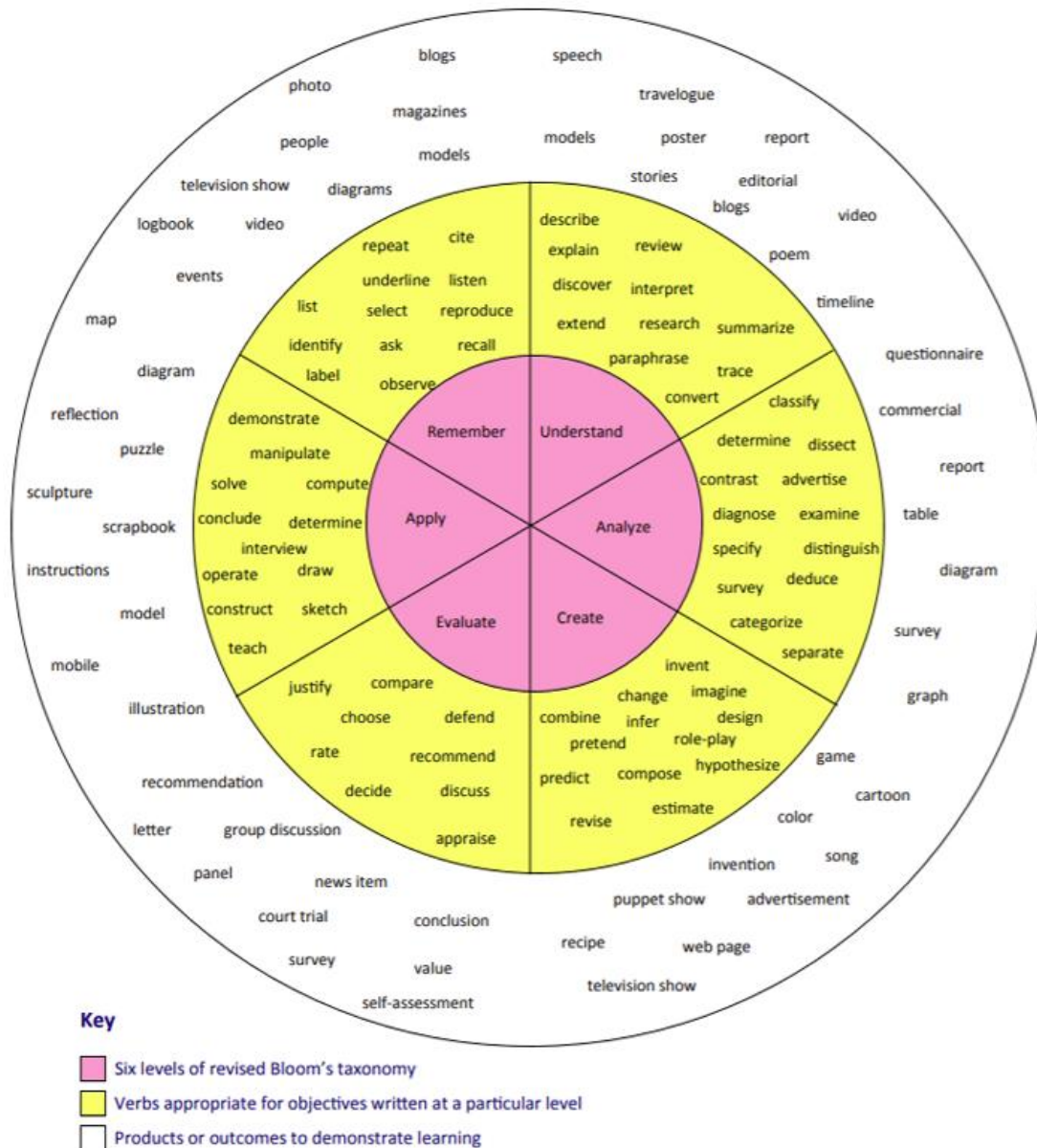
1. Be a willing helper in any way to assist the classroom teacher
2. Observe classroom routines and child development
3. Interact with individual children and small groups
4. Promote and encourage active learning
5. Plan and teach/co-teach small or large group experiences

Written Lesson Planning

The clinical student is expected to submit, in writing, four small/large group lesson plans (dependent on clinical setting) 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 (see Appendix).

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.



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.

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.

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 Experience Syllabus
MLC Lesson Plan Template
MLC Lesson Analysis Template
Clinical Summative Assessment

Clinical Experience

1 credit
2025-2026

EDU3407 - Early Childhood Education Clinical
EDU3411 - Literacy Clinical
EDU3420 - Communication Arts and Literature Clinical
EDU3421 - Mathematics Clinical
EDU3422 - Music Clinical
EDU3423 - Physical Education Clinical
EDU3424 - Science Clinical
EDU3425 - Social Studies Clinical
EDU3426 - World Languages Clinical
EDU3427 - Special Education Clinical

Director of Field Experiences: Professor Adam Pavelchik

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Methods Course and Clinical Professors: [@mlc-wels.edu](mailto:____@mlc-wels.edu)

Prof. Jen Mehlberg (mehlbeja)	Dr. James Carlovsky (carlovjd)	Prof. Greg Diersen (diersegt)
Dr. Jon Roux (rouxja)	Prof. Jon Hermanson (hermanjm)	Prof. Matthew Doering (doerinmk)
Dr. Jennifer Krause (krausejl)	Prof. Breanna Olson (olsonbl)	Prof. Isaiah Degner (degneriw)
Prof. Paul Grubbs (grubbspj)	Prof Heath Dobberpuhl (dobberhd)	Prof. Hannah Ellingboe (ellinghm)

Course Description: A consecutive three-week, full day experience during J-Term in early childhood, elementary, middle, secondary school classrooms completed in conjunction with the appropriate methods course. Students observe, tutor, teach small groups, and teach a minimum of 4 whole group lessons, which require detailed plans. (Minimum - 104 hours)

Required Materials:

MLC Reflection Journal	MLC Lesson Plan Template	Clinical Summative
Clinical Handbook	Reflection Journal Prompts	Assessment Form

Martin Luther College Mission Statement

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

College Goals:

Of the college's four goals, this course primarily endeavors

- to assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church and for lifelong learning
- to encourage the student in developing and demonstrating a heart for service in the church, community, and world

Student Learning Outcomes: The student will

1. connect content to a student's life and prior knowledge, to the student's family, culture, and community and to other subject areas in tutoring or teaching sessions;
2. gain experience with various methods and strategies of teaching and appropriate technology to instruct students of different needs, backgrounds, and abilities;
3. plan and teach lessons that promote and encourage active learning;
4. practice adapting instruction using feedback from students;
5. work collaboratively with cooperating teachers to plan and present lessons and practice techniques of classroom management that account for students with varying abilities;
6. practice techniques of encouraging and promoting motivation;
7. plan and present lessons using inquiry and discovery methods;
8. practice establishing a wholesome learning environment that respects the individual student;
9. plan and present material appropriate for students with varying abilities, learning styles, and intelligences;
10. conduct student assessments;
11. identify academic and socioemotional growth in students; and
12. build confidence in the belief that all students can succeed in appropriate tasks and in a healthy learning environment.

Martin Luther College Academic Policies

Martin Luther College policies are published in the *Undergraduate Catalog* and in the *Student Handbook* which are on the MLC website. It is the student's responsibility to review these policies.

Academic Integrity

When writing papers, be mindful of the "Student Integrity in Academics" statement in the *Student Handbook*. Giving credit for someone else's words and ideas by citing sources is part of academic integrity. Your instructor is available to help you avoid unintended plagiarism.

Plagiarism is using someone else's work as your own without citing the source. Direct copying, rephrasing, and summarizing, as well as taking someone else's idea and putting it in different words, are permissible if the source is cited. In cases of plagiarism, the instructor reserves the right to reduce the grade of a particular assignment, give a failing grade for the assignment, or give a failing grade for the entire course.

Students with Disabilities

The MLC undergraduate catalog and the website state the policy and procedures for students with disabilities. Reasonable accommodations are available to help students be successful in this course. It is the responsibility of students to contact the Dean of the student's area of study to request accommodations as soon as possible. While accommodations can be

Instructor Syllabus

designed to meet individual needs, they will not change course goals, content, or performance standards.

Academic Support Services

Academic support is available in the library for all students. Providers include

- Reference librarian
- Academic Learning Center where course specific tutors and writing tutors are available.

Methods Course and Clinical Connection

The Clinical Experience is three weeks in length during J-term in January. The Methods Course is taken prior to the clinical experience.

Appropriate Methods Course

The standards and assessments reflected in the syllabus are met in conjunction with the clinical experience even though the actual timing of the course and the clinical are not concurrent.

Please note the following documents in the program attachments:

1. Clinical Handbook
2. MLC Lesson Plan Template
3. Clinical Syllabus
4. MLC Reflection Journal
5. Clinical Summative Assessment

2026 J-term Clinical Schedule

November 1- December 1, 2025	Clinical Seminar Modules	Clinical Seminar Modules before clinical experience begins contains the following components: • Policies and Procedures and Expectations • Minnesota Code of Ethics • Performance Objectives and Learning Targets • Differentiated Instruction • Methods and Content Course Connections • Lesson Planning ○ Template ○ Performance Objectives ○ Academic Language ○ Differentiation
November 16, 2025	Zero Abuse Project: Child Abuse Prevention Training Seminar	
December 15, 2025	Clinical Placement Information	
January 4, 2026	Clinical Send Off	
January 5-21, 2026	Clinical Experience in their school or center	
January 11,18, 25, 2026	Debriefing sessions - Clinical debriefing sessions will take place at the end of each week during the J-term clinical experience. Professors, cooperating teachers, and clinical students will discuss the actual clinical experience, the answers to the clinical prompts written in the reflection journals, and give guidance on planning, teaching, and assessing their students.	

Specific Activities

1. During the J-term clinical experience, the student will be doing the following:
 - a. Planning lessons
 - b. Presenting lessons to whole groups, to small groups, or tutoring students individually
 - c. Assessing learning in a variety of ways
 - d. Consulting with the cooperating teacher on lesson preparation and presentation
 - e. Reflecting on teaching
 - f. Observing the cooperating teacher
 - g. Assisting the cooperating teacher

Reflection Journal Information

You are required to write in your journal on a **weekly basis**. You will write two entries per week.

A. Design

1. **MLC Reflection Journal.** Use your black journal from EFE 1.
2. **Table of Contents.** Continue using the first page of your journal as your table of contents. Enter the date and title as shown in the example for each reflection.

Example:

01-11-26	Required #1	Classroom Environment
01-18-26	General #2	Subject Specific Choice

3. **Individual Entries.** As you write your individual entries, begin each entry with the date, city and school, grade level, name/s of the classroom teacher/s with whom you are working, and title. Each piece of information goes on a separate line. You do not have to skip lines between the pieces of information.

Example:

01-11-26 Springfield, MN Springfield Elementary Grade 1 Mrs. Andrea Erickson Required #1 Classroom Environment

4. **Legibility.** Each entry must be legible, written with blue or black ink, and error-free.
5. **Portfolio Review.** The reflection journal may be presented at your portfolio review.

B. Contents

During the J – term you are required to write **two times per week while at your clinical experience**. Each entry (except Required #1 and required #6) must answer the following two questions:

1. *What have I observed, assisted with, and/or taught? (factual information)*
 2. *How will I use what I experienced in my future teaching? (reflection)*
- Entries should not be a listing of all of the day's events or a listing of everything that you participated in or taught for the day.

Instructor Syllabus

- You are not making comparisons between public/parochial settings or value judgments about the setting/classroom teacher.
- Word of God and any calendar/routine-related activities do not count for your required lesson plans.

C. Required entries depending upon the program

D. Assessment

Your entries will be collected on Sundays during your clinical seminars. Your journal will be assessed in three ways:

- Peer sharing in clinical seminar
- Your classroom teacher for the clinical experience
- Your college professor

Your classroom teacher is invited to write comments on your entry for the week, but is only required to sign his/her initials or name after reading it.

Journal Entry Dates		
1. 01-11-2026	#1, 2	Peer in clinical seminar
2. 01-18-2026	#3, 4	Classroom Teacher
3. 01-25-2026	#5, 6	Professor

Applicable Minnesota Licensure Standards of Effective Practice Met

Education majors must be eligible for a Minnesota Tier 3 teaching license upon graduation. Students who complete all graduation and Minnesota Tier 3 licensure requirements may be eligible for assignment into the teaching ministry.

PELSB requires that a licensure program must meet two types of standards within a student's coursework and field experiences. The Standards of Effective Practice (SEPs) are the standards of the teaching profession. The other standards are called content standards which are subject specific. MLC may choose when and where the SEPs and content standards may be met in a specific licensed program. PELSB has a regular review cycle called the Program Effectiveness Report for Continuing Approval (PERCA) to make sure that both the SEP and content standards are being met.

An MLC course syllabus that meets licensure standards must include a 3-column chart. The chart shows the topic, the content, and assessment/s as to how the standard/s are met. Professors analyze data from these assessments as they revise courses and/or programs for continuous improvement and effectiveness.

Topic	Content/Learning Opportunities	Assessment(s)
1. Learning Environments 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	Clinical (2D, 2E): • Use materials and resources that are from diverse perspectives • Materials and lesson plans are historically and socially contextualized • Teacher plans and delivers lessons that are well-scaffolded and reasonably paced with differentiated content and timing	These standards are met with a combination of learning opportunities and assessments completed during a course/s and the clinical experience. Clinical Summative Assessment Form 8710.2000.2D, 2E MLC Reflection Journal

Instructor Syllabus

are empowered to learn and contribute as their whole selves. The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.		
2. Assessment 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. 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.	Clinical (3F): • Data-based planning • Daily planning, building on prior teaching • Assessment analysis of individual and group performance in order to design and modify instruction to meet students' various needs for "next steps" • Conversations with Cooperating Teacher • Debrief at post observation with supervisor Clinical (3H): • Uses a variety of assessments • Modifies instruction in the moment to meet student needs • Opportunities to design assessments to allow individuals or groups with special needs to demonstrate their learning. Clinical (4A): • Using the Minnesota's English Language Development Standards Framework to create and/or adapt lessons, unit plans, and learning experiences that support the development of language in content instruction • Using the Minnesota's English Language Development Standards Framework to create assessments aligned to the Minnesota academic standards or if unavailable, local, national, or international discipline-specific standards.	These standards are met with a combination of learning opportunities and assessments completed during a course/s and the clinical experience. Clinical Summative Assessment Form 8710.2000.3F, 3H 8710.2000.4A MLC Reflection Journal
3. Planning for Instruction 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. 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. The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.	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. MLC Lesson Plan Template The academic language box in the MLC lesson plan template is where the language of the content area is highlighted and then written about in the new lesson section-it is not only content-specific vocabulary words Clinical (4A, 4E, 4G): • Using the Minnesota's English Language Development Standards Framework to create and/or adapt lessons, unit plans, and learning experiences that support the development of language in content instruction	These standards are met with a combination of learning opportunities and assessments completed during a course/s and the clinical experience. Clinical Summative Assessment Form 8710.2000.4A, 4C, 4D, 4E, 4G MLC Reflection Journal

Instructor Syllabus

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. The teacher creates opportunities for students to learn, practice, and use language of the content area.	•Using the Minnesota's English Language Development Standards Framework to create assessments aligned to the Minnesota academic standards or if unavailable, local, national, or international discipline-specific standards. Clinical (4C, 4D): •Using the Minnesota K-12 Academic Standards to create and/or adapt lessons, unit plans, learning experiences, and assessments aligned to the standards or if unavailable, local, national, or international discipline-specific standards to design instruction built on learners' prior knowledge, culture, and experiences.	
4. Instructional Strategies 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. 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. 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. 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. 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. The teacher engages all students in developing higher-order questioning skills and metacognitive processes. The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills. The teacher uses technology to create, adapt, and personalize learning experiences that	Clinical (5A): • Collaborates with students to design lessons • Uses a variety of resources from a variety of sources • Frequently uses students' learning styles, interests and needs to plan lessons, assessments, and classroom groupings Clinical (5C): • Develops lesson plans and learning experiences that engage students in collaborative and self directed learning • Develops lesson plans and learning experiences that extend student interaction with ideas and/or people in the community and the world Clinical (5D) Lesson Plans are written using learners native languages as resources to create effective differentiated instructional strategies Clinical (5E) • Lesson plans include 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 • Assessments created to allow for a variety of products and performances to demonstrate knowledge Clinical (5F): • Lesson plans include guiding questions that will probe and guide for student understanding • Discussion with students elicits and stimulates curiosities • Students asks questions of one another regarding the content Clinical (5G):	These standards are met with a combination of learning opportunities and assessments completed during a course/s and the clinical experience. Clinical Summative Assessment Form 8710.2000.5A, 5C, 5D, 5E, 5F, 5G, 5I, 5J, 5K MLC Reflection Journal

Instructor Syllabus

foster independent learning and accommodate learner differences and needs. 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.	• Lesson plan links prior academic learning, personal, culture or community assets. • Discussion with students elicits and builds on content • Varies questioning strategies to engage all students. Clinical(5I): • Plans are written that support and address the needs of specific individuals or groups with similar needs. • Uses data to inform use of grouping Clinical (5J) • Uses technology to create, adapt, and personalize lesson plans and learning experiences to accommodate independent learning around learner differences and needs Clinical (5K): • Well-established classroom routines • Lesson plans include opportunities to apply social and emotional competencies • Lesson plans include development of social and emotional competencies	
5. <u>Professional Responsibilities</u> 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. 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. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	Clinical (6A): • Understanding the Code of Ethics for Minnesota Teachers in the clinical seminar and with your cooperating teacher Clinical (6J): • Co-planning with cooperating teacher • Uses technology, media center, and community resources to support student learning	These standards are met with a combination of learning opportunities and assessments completed during a course/s and the clinical experience. Clinical Summative Assessment Form 8710.2000.6A, 6J MLC Reflection Journal

Instructor Syllabus

Applicable Minnesota Content Standards Met

Topic	Content	Assessment
11. Formal & Informal Assessment Tools	Formal and informal tools to plan, evaluate and differentiate instruction to meet the needs of students with various cognitive, linguistic, and cultural backgrounds. The ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement. The ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work.	Clinical Summative Assessment Form 8710.3200.3.E.2.a 8710.3200.3.E.4, E.5, E.6 MLC Reflection Journal
12. Intervention and Enrichment Programs	Formal and informal tools to design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers. The ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs.	Clinical Summative Assessment Form 8710.3200.3.E.2.b 8710.3200.3.E.3 MLC Reflection Journal
13. Positive Learning Environment	The ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds. The development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum. The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students.	Clinical Summative Assessment Form 8710.3200.3.F.2, F.3, F.4 MLC Reflection Journal

MLC Lesson Plan Template- Field Experiences

Teacher	Subject/Grade	Lesson Topic/Title	Date/Time

Standard(s):

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

Numeral Label	Text of Standard

Learning Objectives-and Assessments:

(measurable, observable activities and/or assessments; student-friendly terms)

Objective

"The student will..." or "I can..."

Assessment

The observable activities and/or assessments that show how your students have met the objective. Identify if each success criteria is formative or summative.

1.	
2.	
3.	

Academic Language

Vocabulary	Definition(s)

Instructional Materials:

Teacher/Teaching Resources

include text information

Student Resources

Special Preparation

in advance of teaching

•

•

•

Planned Support for Differentiation/Diversity

How will you intentionally differentiate instruction to address varying levels of ability and content knowledge?

How will you adapt your strategies to support diverse learning needs, including cultural and language differences? Which specific strategies will you use?

Explain the accommodations or modifications used in your lesson.

Students Below Grade Level

Students At Grade Level	
Students Above Grade Level	
Cultural and Language (ELL/MLL) Considerations	

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.

Developing Background

Initial active engagement, review, development of background, opening, or hook.

—

Transitional Statement

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

—

New Lesson

—

Review/Closure:

Remember that students should make connections to the learning objective(s) - this is not teacher restatement.

—

Assignment

Post-lesson work or activity

—

Complete the [Lesson Analysis Template](#) after teaching your lesson.

MLC Lesson Analysis Template

Complete after teaching each lesson. Answer at least ONE question from each of the THREE groups.

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 your selected standards or the [WELS Teaching Standards](#)?

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

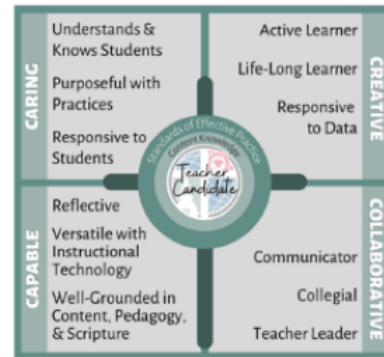
Teacher Candidate Dispositions

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.