



2026-2027

Clinical HANDBOOK



THE WELS COLLEGE OF MINISTRY

TABLE OF CONTENTS

Martin Luther College Personnel	1
Preface	2
Clinical Experience Dates for 2026–2027	3
Purpose	3
Clinical Placement Requirements and Approval	3
Clinical Grade-Level Requirements.....	4
Placement Requirements.....	4
Clinical Placement Approval Process	4
Student Eligibility	5
MLC Expectations of Clinical Students	6
Attendance.....	6
Dress/Conduct	6
8710.2100 Code of Ethics for Minnesota Teachers.....	7
Subpart 1. Scope.....	7
Subpart 2. Standards of professional conduct.....	7
Arrival	7
Dismissal.....	7
Student Identification.....	8
Transportation.....	8
Lunch Procedures	8
Personal Communication and Use of Social Media.....	8
Field Trips	9
Sexual Harassment.....	9
Program Specifics for Clinical	9
Communication with the Clinical Cooperating Teacher.....	9
Cooperating Teacher Honorarium.....	10
Classroom Experiences	10
Written Lesson Planning.....	11
Writing Objectives and Outcomes.....	11
Building Up to Whole Group Teaching Over the J-Term	12
Connecting the Clinical to Methods Courses.....	12
Student Evaluation	13
Clinical Student Evaluation	13
No Pass Rating.....	13
Dismissal from the Clinical Experience	13
Appendix	14

MARTIN LUTHER COLLEGE PERSONNEL

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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 MLC faculty.

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 experience, prior to 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, administrators, and faculty.

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

Sincerely,



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CLINICAL EXPERIENCE DATES FOR 2026–2027

J-Term: January 4-22

PURPOSE

The goal of Clinical is to provide MLC education students pre-service experience 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 Three
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 Requirements and Approval

Field and clinical experiences are selected to provide candidates with the grade-level experiences required for their licensure program:

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. Clinical students are responsible for identifying and securing a placement that meets their program requirements. Placements may be completed in a public or private school setting, but all placements must receive final approval before the experience begins.

Clinical Grade-Level Requirements

Clinical placements are approved within the following grade-level ranges according to program:

- Early Childhood Education Clinical: Preschool/Preprimary
- Literacy Clinical (Early Childhood Candidates): K-2
- Literacy Clinical: K-6
- Physical Education, Music Education, or World Language Education Clinical: K-8
- Middle/Secondary Clinical (CAL, Math, Social Studies): 5-8
- Science Clinical: 9-12
- Special Education Clinical: 9-12

Placement Requirements

In addition to the required grade level, each clinical placement must:

- Be completed entirely during J-Term
- Occur under the direct supervision of a licensed cooperating teacher with a minimum of two years of verified teaching experience
- Align with the content area of the clinical experience
- Take place at a school where the student has not completed a previous field experience
- Maintain a school calendar that allows continuous participation throughout the placement without significant disruptions, such as an exam week or extended school break
- Students should review the school's calendar before requesting a placement. A placement may not be approved if there is a major break during the clinical session.

Clinical Placement Approval Process

Students begin the placement process by contacting a school administrator rather than an individual classroom teacher. Students should not make arrangements directly with a cooperating teacher until the administrator has responded with a recommendation. The placement is not official until all approval steps have been completed and final approval has been given by the Field Experiences Office.

1. The student emails a school administrator to request a clinical experience placement and asks for a cooperating teacher recommendation.
2. The administrator responds with the name of a recommended cooperating teacher.
3. The student completes the Administrator Approval Form, including the recommended cooperating teacher's information.
4. The administrator reviews and formally approves the request.
5. The recommended cooperating teacher receives the Teacher Approval Form.

6. The cooperating teacher approves or denies the request.
7. The Field Experiences Office reviews the placement information and determines final placement approval.

***If a requested placement is denied by the administrator, cooperating teacher, or Field Experiences Office, the student is responsible for identifying another potential placement and beginning the approval process again.**

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 of Field Experiences can appeal the decision to MLC's Human Resources Office.

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 Field Experiences Office will provide a copy of the background check to the principal of the school where the student will complete the clinical experience.

MLC EXPECTATIONS OF CLINICAL STUDENTS

Attendance

1. Clinical is completed during the designated MLC J-Term. Clinical students should follow the calendar and daily schedule of the approved school and be 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 call 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 director of Field Experiences.
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 personnel.
7. On questionable weather days, students should follow the delay and closure procedures of their cooperating school. Clinical students are 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.. 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.

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.

Arrival

Students should confirm school start times and classroom requirements with their cooperating teacher prior to the beginning of Clinical. 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 should plan to remain for the full teacher workday and should arrange employment or other commitments accordingly.

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 and follow any additional identification or security procedures required by the cooperating school.

Transportation

The MLC clinical student is responsible for reliable transportation to and from the cooperating school. Transportation should be considered when identifying a clinical placement location.

Lunch Procedures

Clinical students are responsible for making appropriate lunch arrangements and should follow the procedures of their cooperating school. Students should plan to remain at the school throughout the school day. MLC does not reimburse schools for the cost of meals during clinical.

Students on an MLC meal plan completing their clinical locally may make a sack lunch from the MLC cafeteria. Lunch items are available for making and packing by 6:30 a.m. Students who leave earlier than 6:30 a.m. may make their lunch the evening before.

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 \$5.00. When the container is returned, the student can receive a clean container.

Personal Communication and Use of Social Media

Do not use cell phones and computers for personal use during the school day. When emergencies arise, ask for permission from 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 cooperating 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, the student and cooperating teacher should determine an appropriate alternative use for that time.

Sexual Harassment

MLC adheres to all guidelines regarding sexual harassment in the workplace. 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 report the occurrence 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 director of Field Experiences.

PROGRAM SPECIFICS FOR CLINICAL

Communication with the Clinical Cooperating Teacher

The cooperating teacher serves as the student’s primary classroom mentor during clinical. Cooperating teachers provide opportunities for observation and increasing teaching responsibility, collaborate with the student in planning, provide regular feedback, communicate concerns to MLC when needed, and complete the Clinical Summative Assessment at the conclusion of the experience.

Once the placement has received final approval, the clinical student should communicate directly with the cooperating teacher before the experience. The student should introduce themselves; confirm school and classroom schedules; ask about expectations for the first day; and arrange a time to discuss goals for the experience, the reflection journal, teaching responsibilities, 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. Students and cooperating teachers are encouraged to communicate directly throughout the experience.

The college phone numbers and email addresses of the MLC personnel involved in the Clinical program are included at the beginning of this handbook. Questions or concerns that cannot be resolved between the clinical student and cooperating teacher should be directed to the director of Field Experiences, who will involve the appropriate methods professor or other MLC personnel as needed.

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 to provide classroom experiences and guidance in developing skills in teaching and leading students.

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 to assist students in their learning and should frequently ask how they can be involved. Classroom experiences and teaching responsibilities should take place within the grade level and content area for which the clinical placement was approved.

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:

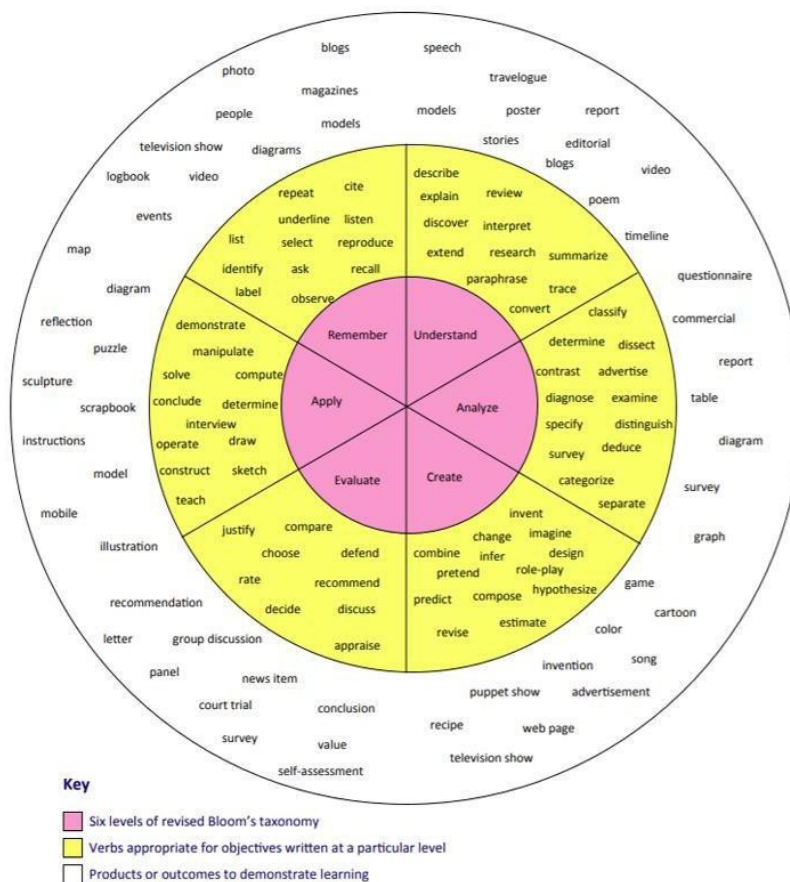
1. Be a willing helper in any way to assist the classroom teacher.
2. Observe classroom routines and child development.
3. Interact with individual children and small groups.
4. Promote and encourage active learning.
5. Plan and teach/co-teach small or large group experiences.

Written Lesson Planning

The clinical student is expected to submit, in writing, four small/large group lesson plans (dependent on clinical setting) within the approved content area 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 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 the appropriate content area, that require written lesson plans. Lesson plans will be shared electronically with the cooperating teacher and appropriate methods professor according to the procedures provided by MLC. 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 clinical experience is completed in conjunction with the student's appropriate methods course. Although the methods course is taken prior to Clinical, students are expected to apply the content, instructional practices, and professional expectations developed in that course throughout the three-week experience. Lesson planning, teaching, assessment, collaboration with the cooperating teacher, and reflection provide opportunities to connect methods-course learning to classroom practice.

The MLC Reflection Journal is one way students document and reflect on these connections. Students complete two handwritten entries each week during clinical using the prompts provided for their specific program. The prompts address both general teaching practices and content-specific areas connected to the appropriate methods course. Most entries begin with a reflection on the classroom or learning environment and conclude with a reflection on growth, while the remaining entries focus on program-specific topics such as instructional strategies, assessment, differentiation, classroom management, student needs, and other areas of teaching practice.

Students should use the journal to move beyond simply describing classroom events. Reflections should connect what students observed, assisted with, or taught to what they have learned in their methods coursework and consider how those experiences will influence their future teaching. Selected reflections will be shared electronically with the appropriate MLC methods professor throughout the term.

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 cooperating teacher and appropriate methods professor in collaboration with the director of Field Experiences.

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 Clinical Summative Assessment in the Appendix.)

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 and 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. When concerns may warrant dismissal, the cooperating teacher should contact the director of Field Experiences. The director of Field Experiences, in consultation with the cooperating teacher and appropriate methods professor, will determine whether dismissal is warranted. The MLC clinical student will be informed both orally and in writing of their decision. A recommendation will also be made by the appropriate methods professor and cooperating teacher whether a second clinical term should be granted to the student. If granted, the time and placement for the second term will be at the discretion of the director of Field Experiences.

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

APPENDIX

MLC Lesson Plan Template

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

-

-

-

Integration of God's Word

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 directives 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	☐ Kindergarten	☐ 7
☐ 3 year olds	☐ 1	☐ 8
☐ 4 year olds	☐ 2	☐ 9
☐ 5 year olds	☐ 3	☐ 10
	☐ 4	☐ 11
	☐ 5	☐ 12
	☐ 6	

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



Clinical Summative Assessment

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 IEPs/SPs

Percent

Directions

1. 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](#)
2. The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
3. 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

The MLC Student-

Standard 2: Learning Environments

1. The teacher fosters an environment that ensures student identities such as race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.

Comments

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.2D

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

Comments

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.2E

Standard 3: Assessment

3. 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.

Comments

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.3H



Standard 4: Planning for instruction

4. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4A

Comments

5. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4C

Comments

6. The teacher 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

7. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4E

Comments

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

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.4G

Comments

Standard 5: Instructional Strategies

9. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5A

Comments

10. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5C

Comments

11. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5D

Comments

12. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5E

Comments



13. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5F

Comments

14. The teacher engages all students in developing higher-order questioning skills and metacognitive processes.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5G

Comments

15. The teacher 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

16. The teacher 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

17. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.5K

Comments

Standard 6: Professional Responsibilities

18. 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.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.6A

Comments

19. The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.

☐ 1 ☐ 2 ☐ 3 ☐ 4

8710.2000.6C

Comments

20. The teacher 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



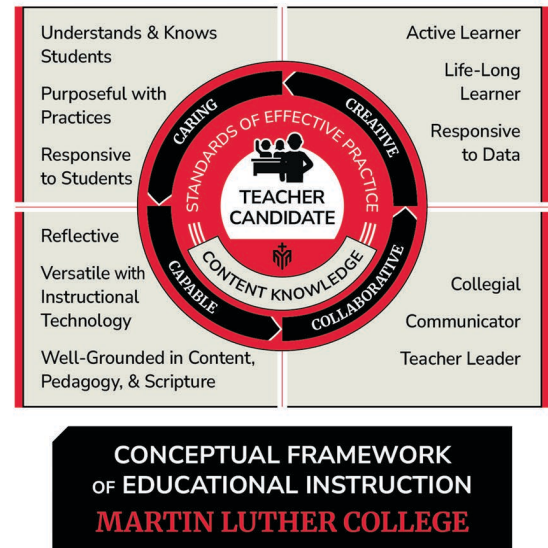
Teacher Candidate Dispositions

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.



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

Comments

General

Has the candidate missed any scheduled days?

☐ Yes ☐ No

If so, did you receive the email notification?

☐ Yes ☐ No

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.

