

Teacher Education Handbook

Early Childhood Program

2020-2021



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Forward

Martin Luther College, the Wisconsin Evangelical Lutheran Synod's college of ministry, trains men and women to serve in the early childhood centers, and elementary and secondary schools of the synod. All students in the teacher education program are available for and agree to be assigned or placed in these Lutheran centers or schools.

In addition to qualifying themselves for the teaching ministry, early childhood education graduates are also qualified for Minnesota state licensure in early childhood education (Birth – Age 8).

This handbook is intended to inform students of the policies and procedures of the Education Department and to guide them in their goal of becoming qualified teachers. Students should also consult the college catalog for additional policies of the college. Each student has the responsibility for meeting all graduation and licensure requirements. The student is responsible for knowing the information contained in this handbook: all policies, the due dates and check points in the teacher education program, and all the requirements for licensure and graduation. The faculty and staff of the Education Department are ready to help students in knowing and understanding these policies, due dates, and requirements.

May God bless you in your progress toward becoming qualified teachers in his kingdom.

Martin Luther College reserves the right to change courses, requirements, regulations, and policies listed in this handbook without advance notice. Information in this handbook is current as of August 1, 2020.

Mission and Objectives

Mission Statement of Martin Luther College

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.

To fulfill this mission, Martin Luther College carries out all instruction and programs of student life according to the gospel as revealed in the inspired and inerrant Word of God. With the guidance of the Holy Spirit, the college desires

- to strengthen the student in a consecrated spirit of love for God and his Word;
- to educate the student for faithful, capable, intelligent citizenship in today's world;
- to assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church and for lifelong learning; and
- to encourage the student in developing and demonstrating a heart for service in the church, community, and world.

To meet the current ministry needs of the WELS, Martin Luther College

- prepares men for pastoral training at Wisconsin Lutheran Seminary;
- prepares men and women for service as teachers and staff ministers in the synod's churches, schools, and other institutions;
- prepares men and women for other church ministries, both full and part-time, responding to the needs of the WELS;
- prepares international students for ministry in partnership with WELS mission fields; and
- provides programs of continuing education that meet the ministerial needs of the WELS.

Education Department Objectives

The objectives for the Teacher Education Program flow out of the mission statement of Martin Luther College. Martin Luther College "offers courses of study for the preparation of qualified educators for the teaching ministry in the early childhood, elementary and secondary schools of the WELS." Consistent with its mission, Martin Luther College "carries out all instruction and programs of student life according to the gospel as revealed in the inspired Word of God." The objectives of the Teacher Education Program are

- that students recognize how God's Word permeates all instruction and learning.
- that students attain the appropriate background knowledge for the subjects they teach.
- that students describe the developmental progression of learning and the many variations along the path of learning.
- that students gain an appreciation for diverse learners and accommodate differences in their learning.
- that students plan and apply a variety of instructional strategies.
- that students create a positive learning environment in classrooms.
- that students articulate and apply a variety of assessment techniques.
- that students practice self-reflection and appreciate the need to be life-long learners.
- that students communicate effectively with children, parents, and the community.
- that students demonstrate professionalism and their Christianity in their daily lives.

MN Standards of Effective Practice

The objectives of the Teacher Education Program are consonant with the MN Standards of Effective Practice that PELSB requires of those seeking licensure in Minnesota.

Standard 1: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. (This standard is also interpreted to mean spiritual development.)

Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social and physical development of the learner.

Standard 9: Reflection and Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Code of Ethics for Minnesota Teachers (MN Rule 8710.2100)

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 PELSB.

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.

Benchmarks in the Early Childhood Teacher Education Program

Because Martin Luther College enrolls students who desire to enter the public ministry of the Wisconsin Evangelical Lutheran Synod, all students are enrolled upon admittance into the teacher education program, the staff ministry program, or the pastoral ministry program. Students in the teacher education program at Martin Luther College, which also includes Minnesota state licensure, must meet benchmarks for continuance in that program.

These benchmarks are outlined below.

- I. Teacher Education Assessment Measure – Midterm meeting with advisor
[TEAM – EFE II](#) (students registered for EFE II - typically 2nd-year students)
 - one form, completed electronically by the advisor and advisee together
 - initialed by both the advisor and advisee at the completion of the assessment form
 - Students do not complete these forms on their own, but instead meet with their advisor to complete and submit the form together within the mid-March to mid-April period.

2. The student has completed or is enrolled in the following courses:
 PSY3010 Child Development
 EDU4101 Foundations in ECE
 ENGI303 Rhetoric & Composition
 ENGI30x Literature Seminar Elective
 THE1001 Biblical History and Literature I
 THE1002 Biblical History and Literature II
3. The student has completed or is completing 50 credit hours of coursework.
4. The student has a cumulative and semester GPA of 2.00 at the end of the sophomore year.
5. The student has successfully completed or is completing Early Field Experience (EFE) I and Early Field Experience (EFE) II.

Retention in the Teacher Education Program

To continue in the teacher education program, the student must

- maintain a cumulative GPA of 2.00 (one-semester probation allowed).
- maintain a cumulative GPA of 2.50 in professional education courses (one-semester probation allowed).
- maintain a good citizenship record.

Guide for Program Success

The [Guide for Program Success \(GPS\)](#) is found on the MLC website. The GPS is an excellent tool for mapping your academic journey at MLC.

Background Screening Policy

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

Background check

Year	Who	When conducted
Year One	Students registered for EFE I	Year One - January
Year Three	Students registered for a clinical or EFE III	Year Three - August
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. The director of field experiences 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.

3. 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.
4. Students who are denied entrance to field experiences by the director can appeal the decision to the MLC Vice-President for Student Life.
5. 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.
6. The director produces a letter of good standing for each student working in those partner schools requiring verification of background screening. Some schools require a copy of the background check in which case students will be responsible for providing the school a copy.
7. 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 schools up to our cost for the checks.

Field Experiences

An integral part of preparing qualified teachers is the field experiences in which students apply, demonstrate, and practice the knowledge, skills, and attitudes necessary for effective teaching. An important goal of the field experiences is that the student becomes a reflective teacher, one who can realistically evaluate what she or he does as a teacher, reflects on the effect that teaching has on learning and the growth of the child, and modifies the methods and content as necessary. A second goal of the field experiences is that the student becomes an intentional teacher, one who plans for successful teaching, who sees students in a multi-faceted way, and who bases his or her teaching on good research and practice. Finally, the goal of the field experiences as they are carried out in the Lutheran school/ECE center is that the student more fully understands the special privilege of nurturing the children who are in her or his care and that these children are special gifts of God and their spiritual growth is of critical importance.

The field experiences at Martin Luther College consist of observation, participation, and teaching selected lessons in a variety of settings and with a variety of students. These experiences include applying MN Standards of Effective Practice in early childhood settings and are conducted in public schools and Lutheran schools. Although some of the experiences in public and Lutheran schools will be similar, the integration of Scripture into all classes, religious instruction, and scriptural nature of classroom management will only be found in the Lutheran classroom experience. The following experiences are required:

1. *EDU1401 Early Field Experience I: Introduction to the Teaching Ministry*
.5 credits. A week of activities and experiences designed to introduce students to the roles and responsibilities of the teaching ministry. Year one students remain on campus for this week. ECE students will teach lessons at the primary level. (Minimum 40 hours)
2. *EDU2401 Early Field Experience II: Observation and Participation*

.5 credits. A week of observation and participation in an early childhood, elementary, middle or secondary classroom. (5 days)

3. *EDU3401 Early Field Experience III: Observation, Participation, and Teaching*
.5 credits. A week of observation, participation, and teaching selected lessons in an early childhood, elementary, middle or secondary classroom. (5 days)
4. *EDU3405 Individual Field Experiences*
.5 credits. Individual field experiences related to the teaching ministry. (Minimum 50 hours)
5. *EDU3407 ECE Clinical*
1 credit. A semester-long experience of one day a week in a preprimary (ages 3-5) setting in conjunction with EDU3109 Preprimary Curriculum. Students observe children, interact, and facilitate individual, small group, or large group learning experiences. (Minimum 104 hours)
6. *EDU3411 Literacy Clinical (Primary Level Experience)*
1 credit. A semester-long experience of one day a week in elementary and middle school classrooms completed in conjunction with the language arts block of courses. Students observe, tutor, teach small groups, and teach selected whole class lessons. (Minimum – 104 hours)
7. *EDU4154 Student Teaching I – Infant-Toddler*
8 credits. A full-time eight-week professional experience in infant and toddler care and education.
8. *EDU4155 Student Teaching II - Preprimary*
8 credits. A full-time eight-week professional experience in preprimary settings.

Field Experiences Requirement

All field experiences (EDU1401 EFE I, EDU2401 EFE II, EDU3401 EFE III, EDU3405 Individual Field Experiences, EDU3407 ECE Clinical, EDU3411 Literacy Clinical, EDU4154 and EDU4155 ECE Student Teaching I & II) are graduation and licensure requirements for all students, including transfer students. The ECE Clinical is taken in conjunction with EDU3109 Preprimary Curriculum and the Literacy Clinical is taken concurrently with the language arts block of courses, EDU3201, EDU3205, and EDU3210. Through these experiences, the student will work with the range of age/grade levels required for assignment and licensure. It is not necessary to have experience at each age or grade but the students will have experiences at the infant/toddler level, preprimary level (ages 3-5), and primary level (K-3).

Field Experiences Arrangements

All students, including transfer students, are responsible for making arrangements for EDU2401 EFE II and EDU3401 EFE III. In January, prior to the spring break in which the EFE week is to be completed, an orientation meeting will be held in which the student will learn about the steps for successfully completing the EFE.

1. Attend the EFE Orientation meeting in January during the scheduled Flex period.
2. Read the Syllabus and [Guidelines for EFE](#) to learn about the objectives and expectations for the experience.
3. Determine a grade level for the experience using the [Requirements Chart](#).
4. Choose a school setting according to the guidelines.

5. Contact the school principal and seek permission to work in a classroom. Ensure that 5 full days will be possible.
6. Complete the Approval Form for EFE. When you submit the form, an email is automatically sent from the Education Office to the cooperating teacher who will verify information and give consent for your participation.
7. Participate fully in the experience.
8. Complete and submit the [Student Assessment Form](#) at the conclusion of the experience. After submission, the form must be printed, signed by the cooperating teacher, and placed into the MLC reflection journal. The classroom teacher completes the Teacher Assessment Form (a link to the form is sent via email) and submits it within a week of the experience. Both forms will be archived on the [Portal](#) (Forms > About Me)

All other field experiences, EDU1401 Early Field Experience I, EDU3407 ECE Clinical, EDU3411 Literacy Clinical, EDU4154, and EDU4155 (Student Teaching I & II) are arranged by the college.

Completing the Field Experiences

The field experiences (EDU1401, EDU2401, EDU3401, EDU3405) each carry .5 credit, EDU3407 and EDU3411 carry 1 credit, EDU4154 and EDU4155 carry 8 credits. Students receive either a P (all requirements fulfilled) or NP (requirements not fulfilled). Excessive or unexcused absences from the clinical or student teaching may affect the student's final evaluation.

The policy for successful completion of the field experiences shall be the following:

- ◆ *EDU1401 EFE I:* The faculty directors of EFE I will determine whether the student has met the requirements for the EFE I.
- ◆ *EDU2401 EFE II and EDU3401 EFE III:* The student shall be in a primary level setting with children present for five complete days (morning and afternoon). Only days when the center/school is in session shall be counted. Not all five days need to be consecutive, but the student is expected to be in one center/classroom and get the experience in no more than two sessions (e.g. two days plus three days). In unusual circumstances, the student may be in two centers/classrooms. In such cases, only the lead cooperating teacher will complete an evaluation form. It is the student's responsibility to know of any vacation or non-school days during the time of the early field experience. The director of field experiences will arbitrate questions regarding the hours a student obtains in EFE II or EFE III and will determine the grade for these experiences.

Reporting the Field Experiences

- *EDU2401 Early Field Experience II, EDU3401 Early Field Experience III, and EDU3405 Individual Field Experience.* The student is responsible for the return of all forms including the self-assessment forms and the forms completed by the classroom teacher.
 - Assessment forms for EDU2401 EFE II and EDU3401 EFE III from the student should be submitted to the Education Office on the last day of the experience. A student whose self-assessment is not in by the last day of the school year will receive an I (incomplete) for EFE II or EFE III. An incomplete becomes an NP (no pass) if the form is not returned by the closing date of summer session. An NP in EFE II requires that the student retake the EFE II week. An NP in EFE III makes the student ineligible for student teaching and requires that the student retake the EFE III week.

- All EDU3405 IFE hours must be completed, documented, and received by the Education Office by the Friday after Spring Break in the year the student applies for student teaching. Students whose forms are submitted after that date may not have their choices for semester or session honored in the student teaching assignments. If IFE is not completed by the closing date of summer session, the student will receive an NP and approval for student teaching will be withdrawn.
- *EDU3407 ECE Clinical and EDU3411 Literacy Clinical* Student attendance and participation will be monitored by a college supervisor. These clinicals are generally completed during Year Three in opposite semesters. The following policies apply:
 - If a student fails the clinical or fails to complete the clinical, both of which would result in an NP, and the student successfully completes the three professional education courses in the language arts block (EDU3411) or completes EDU3109 Preprimary Curriculum (EDU3407), the student must repeat only the clinical. In such a case there would be an automatic review by the Teacher Education Committee of the student's eligibility for continuing the professional education program.
 - If a student fails EDU3109 Preprimary Curriculum (EDU3407) or two or three professional education courses in the block (EDU3411) and receives grades of F, the student must retake the failed courses and retake the clinical, regardless of his or her grade in the clinical.
 - If a student fails only one of the professional education courses in the block and receives a P in the clinical, the student does not have to retake the clinical.
 - If a student completes the clinical but does not receive a passing rating, a recommendation will be made by the college supervisor and cooperating teachers whether a second clinical experience 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" 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 Clinical

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 and cooperating teachers agree that dismissal is deemed appropriate, the MLC student will be informed orally and in writing of their decision. A recommendation will also be made by the college supervisor 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.

In the case of dismissal from the clinical experience, students may complete their other semester coursework. An appeal of a recommendation to deny a second term for this experience may be made in writing to the vice president of academics. The student may use but is not required to use the Student Appeal/Grievance Form. All appeals must be in writing.

- Student Teaching
 - EDU4154 Student Teaching in Early Childhood Education I
 - EDU4155 Student Teaching in Early Childhood Education II

The professional semester of field experiences is the one that includes the most contact with children and is outlined in the [Early Childhood Student Teaching Handbook](#) available on the MLC website. The assessment forms for student teaching are included in that handbook. Student teaching must be in a variety of early childhood settings with cooperating teachers who hold valid state teaching licenses.

The student teaching experience is evaluated without the use of letter grades, carries no grade points, and has no impact on a student's semester GPA or cumulative GPA. Grading for EDU4154 and EDU4155 includes the following:

- PASS (P) . . . Successful completion of the student teaching term. The teacher candidate successfully assumes full-time responsibility and achieves a rating of at least "satisfactory" in teaching or classroom management or both.
- WITHDRAW (W) . . . The teacher candidate is unable to complete the student teaching term. The student may reapply for student teaching.
- NO PASS (NP) . . . The teacher candidate completes the student teaching term but does not perform satisfactorily in either teaching or classroom management or both. Ratings of "acceptable" in both teaching and management will automatically result in an "NP" (see *appendix in the [Early Childhood Student Teaching Handbook](#) for the Rubric for Final Ratings for Student Teaching*).

The teacher candidate who does not perform satisfactorily on the standards of effective practice receives a no-pass (NP) grade for Student Teaching I. The cooperating teacher, the college supervisor, and director of field experiences will determine jointly if another student teaching term is recommended. The teacher candidate who receives an NP may be required to pass an alternative experience (EFE IV) before the second attempt at student teaching. The primary goal of the alternative experience is to remediate the identified deficiencies related to the standards. The teacher candidate must reapply for student teaching through the regular process and will be granted or denied a second student teaching term by the Teacher Education Committee. The Teacher Education Committee's decision is final.

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

A student who does not participate in an alternate experience (EFE IV) and therefore is no longer a student at MLC must also reapply for admission to MLC through the admission process in addition to reapplying for student teaching. Under normal circumstances, a teacher candidate will be given no more than two opportunities for student teaching. Only under extraordinary circumstances will an additional opportunity be given.

The student may be permitted to participate in the graduation ceremony, but the diploma is held in abeyance. If the teacher candidate does not remove the "no pass" by successfully completing a second term of student teaching, the teacher candidate may substitute the equivalent number of credits from the MLC curriculum. Under this circumstance, the teacher candidate receives a Bachelor of Science with a major in Educational Studies rather than a Bachelor

of Science in Education degree. The student teaching grade remains NP and the note “Non-teaching degree” is added to the student’s transcript.

An “NP” may also be given, if in the judgment of the college supervisor, the cooperating teacher and the director of field experiences the teacher candidate’s performance will not improve with another term of student teaching and the teacher candidate should be advised to seek another vocation. The teacher candidate may still earn a diploma by substituting the equivalent number of credits from the MLC curriculum for the student teaching credits. The teacher candidate receives a Bachelor of Science with a major in Educational Studies rather than a Bachelor of Science in Education degree. The student teaching grade remains NP and the note “Non-teaching degree” is added to the student’s transcript.

Dismissal from Student Teaching in ECE

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

Students dismissed for unsatisfactory progress or unacceptable performance during student teaching do not have the right of appeal. Students who are dismissed before the end of the term are no longer students at Martin Luther College unless they participate in an alternate experience sanctioned and arranged by the director of field experiences. The alternate experience receives credit as Early Field Experience IV.

Any student who has been dismissed before the end of any one of the student teaching terms and wishes to student teach again must reapply for student teaching through the regular process and will be granted or denied a second student teaching term by the Teacher Education Committee. The Teacher Education Committee’s decision is final.

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

Liability Insurance

Martin Luther College provides liability insurance for all students in college-sponsored pre-service experiences. This includes student teaching, clinical, EFE I, EFE II, EFE III, and the individual experiences. This policy has a primary limit of \$1,000,000. Martin Luther College also provides the student with accident insurance with a limit of \$10,000. The accident insurance is to be considered “secondary” coverage. The student’s individual health insurance would be primary should a claim arise.

Goals and Activities of the Field Experiences

EDU140I Early Field Experience I

Objectives

Through this experience, the student will

1. grow in appreciation for the privilege and service opportunities of a teacher.
2. grow in understanding the responsibilities and activities of a teacher.
3. grow in understanding the sequence of planning, preparing, and teaching a lesson.
4. grow in the ability to reflect and self-assess.

Activities (All activities in EFE I are on the MLC campus during EFE week. Specific activities may vary from year to year.)

1. Inspirational address
2. Lesson planning and lesson preparation at the primary level (K-3)
3. Reflective teaching—demonstration and lessons
4. Classroom management and discipline - 7-readings and discussion in a faculty meeting format
5. Special education - 7-reading and discussion in a faculty meeting format
6. In-service teacher presentations
7. Diversity presentation
8. Teaching: elementary school children are bused in and taught lessons prepared. The rounds of teaching are done twice.
9. Debriefing and discussion of lessons.
10. Reflection journal: a student will keep a reflection journal of his or her experiences. The specifics and format of the journal will be described during this experience.

EDU240I Early Field Experience II

This experience should be done according to the level on the [Requirements Chart](#). Each student makes his or her arrangements for this experience. The arrangement must receive approval from the director of field experiences. Reference the [Guidelines for EDU240I Early Field Experience II](#) for objectives and activities that pertain to EFE II.

EDU340I Early Field Experience III

This experience should be done according to the level on the [Requirements Chart](#). Each student makes his or her arrangements for this experience. The arrangement must receive approval from the director of field experiences. Reference the [Guidelines for EDU340I Early Field Experience III](#) for objectives and activities that pertain to EFE III.

EDU3405 Individual Experiences

Individual field experiences are fifty hours of experiences related to the teaching ministry. These experiences must be completed by the first Friday after spring break in the year in which application for student teaching occurs.

Objectives

Through these experiences, the student will

1. become acquainted with and involved in the learning activities in an early childhood, elementary or middle school setting.
2. acquire interaction skills with children.

- engage in service activities in a local congregation, school, and community.

The student is required to submit evidence of completing fifty hours of individual early field experiences. The fifty individual hours can include any experiences following high school graduation. Transfer students may report a *maximum* of 25 hours of experiences gained (*within the last five years*) since they graduated from high school and prior to enrolling at MLC.

- These hours must be divided in the following manner:
 - a minimum of five hours (including two different activities) in congregational or community activities working with individuals age 19 and older
 - a minimum of ten hours in early childhood centers or elementary grades K-3, during the regular school year, regular school day (no after school activities)
 - a minimum of fifteen hours (including two different activities) in activities that involve interaction with children or high-school-age youth (ages 0-18) other than in a classroom
- Some individual hours may count towards the diversity requirement (see *Diversity Intent*).

Please submit your IFE experiences using the [online form](#).

EDU3407 ECE Clinical

The ECE clinical is a semester-long, one-day-a-week experience in an early childhood setting. This experience requires a criminal background check. Students will be provided forms for obtaining the background check. The arrangements for this experience are made by the director of field experiences. The specific requirements for EDU3407 will be discussed, assessed, and evaluated in connection with EDU3109 Preprimary Curriculum. A student will keep a reflection journal of his or her experiences. The specifics and format of the journal will be described during the ECE clinical orientation.

EDU3411 Literacy Clinical

Literacy Clinical is a semester-long, one-day-a-week experience in a public school. This experience requires a criminal background check. Students will be provided forms for obtaining the background check. The arrangements for this experience are made by the public school coordinator.

Objectives:

The clinical focuses on providing practice in planning and teaching literacy and language arts; in these areas, the student will . . .

- gain an understanding of how to 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.
- gain experience with various methods and strategies of teaching and appropriate media to instruct children of different needs, backgrounds, and abilities.
- have opportunities to plan and teach lessons that promote and encourage active learning.
- practice adapting instruction using feedback from students.
- work collaboratively with other teachers to plan and present lessons and practice techniques of classroom management that account for students with varying abilities.
- practice techniques of encouraging and promoting motivation.
- plan and present lessons using inquiry and discovery methods.
- do simple student record keeping in journals or portfolios.
- practice establishing a wholesome learning environment that respects the individual student.
- plan and present material appropriate for students with varying abilities, learning styles, and intelligences.

11. do simple assessment.
12. identify readiness in children.
13. grow in the belief that children can succeed in appropriate tasks and in a healthy learning environment.

Activities:

1. On various days throughout the semester 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
 - 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
2. In these activities, the student will be applying the material presented in the education block courses in language arts.
3. Reflection journal: a student will keep a reflection journal of his or her experiences. The specifics and format of the journal will be described during the clinical orientation.

Student Teaching in Early Childhood Education

A full-time, semester-long professional experience providing an opportunity to learn effective teacher behavior through observation and practice under the guidance of early childhood teachers and college supervisors. Student teaching is comprised of eight weeks in an infant/toddler level (EDU4154) and eight weeks in a preprimary level (EDU4155). These courses are offered as a block and students must register for both of them.

Objectives:

The teacher candidate will

1. work with an experienced teacher to observe, experience, and develop effective nurturing and teaching of young children.
2. work with young children and demonstrate knowledge of their physical, social-emotional, and cognitive development.
3. plan and design learning experiences that match young children's development.
4. select and utilize methods and materials that stimulate active child participation and learning.
5. demonstrate effective and appropriate methods for observing, assessing, and recording young children's growth, development, and learning in an inclusive early childhood atmosphere.
6. develop insights and strategies for effective classroom organization and management.
7. clarify and evaluate a personal philosophy of early childhood program planning, teaching, and management.
8. utilize and refine individual personal qualities which will enhance teacher effectiveness.
9. work and interact as an effective team member in the partnership of staff, parents, and children.
10. become acquainted with the total operation of the early childhood program, its routines, procedures, and regulations.
11. become acquainted with the community and the resources that it offers a teacher.
12. experience a deepening interest and desire to serve the church as a member of its teaching ministry.

EDU4154 Student Teaching in Early Childhood Education I

A full-time, eight-week professional experience in infant and toddler setting.

The teacher candidate will:

1. develop warm, supportive relationships with infants, toddlers, and their families.
2. establish a daily schedule that flexes to meet each child's needs for play, learning, nutrition, rest, and bodily care.
3. apply infant and toddler health and safety standards.
4. arrange and equip care/play areas for infant and toddler environments.
5. support infants' and toddlers' actions, choices, and problem-solving for successful early learning experiences.
6. record infant and toddler observations.
7. work with parents and caregivers to observe, interpret, and nurture infants and toddler's growth and development.
8. conference regularly with the cooperating teachers and college supervisor.

EDU4155 Student Teaching in Early Childhood Education II

A full-time, eight-week professional experience in a preprimary setting.

The teacher candidate will:

1. develop warm, supportive relationships with preprimary children and their families.
2. observe and assess preprimary children's developmental levels.
3. support preprimary children's emerging decision making, self-regulation of emotions, problem-solving, and social competencies.
4. maintain a safe and healthy indoor and outdoor learning environment, routines, and transitions that promote children's development and learning.
5. observe, extend, and participate in young children's play.
6. develop interactive skills with preprimary children.
7. plan and implement developmentally appropriate large and small group learning experiences: Bible story, literacy, math, music, movement, science, social studies, dramatic and visual arts.
8. record child development observations. Share these observations with parents when called upon.
9. conference regularly with the cooperating teachers and college supervisor.

Assessment

EDU2401 EFE II

1. [Student Assessment Form](#): Complete form and submit to the MLC Education Office on the last day of the experience.
2. [Supervisor Assessment Form](#): Form is to be completed and submitted to the MLC Education Office by the first Friday after completion of the experience.

EDU3401 EFE III

1. [Student Assessment Form](#): Complete form and submit to the Education Office on the last day of the experience.
2. [Supervisor Assessment Form](#): Form is to be completed and submitted to the MLC Education Office by the first Friday following completion of the experience.

EDU3407 ECE Clinical

1. [MN Standards of Effective Practice Clinical Assessment Form](#)

EDU3411 Literacy Clinical

1. [MN Standards of Effective Practice Clinical Assessment Form](#)

EDU4154 Student Teaching in Early Childhood Education I

1. [MN Standards of Effective Practice Infant/Toddler Student Teaching Assessment Form](#)

EDU4155 Student Teaching in Early Childhood Education II

1. [Preprimary ECE Student Teacher Evaluation Report – Form A-B](#)

Admission to Student Teaching

Applying for Student Teaching

Students apply for admission to student teaching typically in Year Three. Approval for student teaching is for one year only, the year indicated on the application form. A student who does not student teach in the year for which approval was sought and granted must reapply for student teaching. The following are required for admission to student teaching:

1. Attend application meeting and complete application form.
2. Previously approved for continued enrollment in the Teacher Education Program.
3. Completed or is completing the following:
 - EDU1401 Early Field Experience I
 - EDU2401 Early Field Experience II
 - EDU3401 Early Field Experience III
 - EDU3405 Individual Field Experiences
 - EDU3407 ECE Clinical
 - EDU3411 Literacy Clinical
4. Completed or currently enrolled in EDU2101, EDU3102, EDU3104, EDU3109, EDU3116, EDU3117, EDU3201, EDU3205, EDU3210, EDU3241, EDU3246, EDU4101, EDU4103, PSY3010, PSY3020.
5. A 2.50 cumulative GPA in professional education courses.
6. An overall cumulative and semester GPA of 2.00.
7. A recommendation from the vice president for student life.
8. Submit the [TEAM-ST](#) electronically to the Education Office. The student consults with his/her advisor and together they complete/submit the form to the Education Office.
9. Take or verify registration for MTLE content and pedagogy. Not meeting this benchmark affects application for student teaching.

GPA for Education Program Courses

After earning 15 credits through MLC in the early childhood, a 2.50 GPA is required. Students failing to achieve this requirement must achieve a 2.50 or higher in the major the following semester. If after failing to achieve a 2.50 GPA in the major for two consecutive semesters, students are required to repeat courses in the major or withdraw from the major. Students cannot take new courses in the major until a 2.50 GPA in the major is achieved. A 2.50 in the major is required for admission to all culminating field experiences.

Courses included in the calculation of GPA requirements for education majors are as follows. 1. All required courses in the discipline 2. Additional courses in the discipline that are not required but are named by an academic division 3. General education courses in the discipline (except SSC4201 Introduction to Minority Cultures is not counted for the social studies major) 4. All relevant secondary EDU methods and psychology courses are included. 5. Psychology courses are included for elementary education and early childhood education majors.

Students have access to the list of courses included in the calculation of the major GPA on the Academics portion of the MLC website and the MLC Portal.

Application Review

All applications are reviewed by the Teacher Education Committee (TEC). The TEC consists of the education division chair, the director of field experiences, the education dean, the licensure officer, and one appointed member of the faculty. They will make one of the following rating recommendations:

Ratings:

- I-The student is accepted for entrance into student teaching.
 - a. The student is accepted for entrance into student teaching, but the student has dispositions that merit concern and counseling on the part of his or her instructors and supervisors.
- 2- The student is not accepted for entrance into student teaching until the student demonstrates that he or she possesses the desired characteristics associated with successful teaching and other service in a congregation.
- 3- The student is not accepted for entrance into student teaching because he or she has not met one or more of the requirements in the admission process. The faculty allows the Teacher Education Committee to subsequently rule on the admission of this student into student teaching when the deficiencies are removed.
- 4- The student is not accepted for entrance into student teaching, and the faculty recommends that the student be told to seek another vocation because he or she is seriously lacking in characteristics associated with successful teaching and other service in a congregation.

These recommendations are given to the education advisors for adoption in the May review meetings. The education advisors vote on each recommendation. Students whose applications receive a rating of 2 will be reviewed at the December faculty meeting at which time the application will either be denied or approved. If approved, the student can student teach in the spring semester. Students whose applications receive a rating of 4 will either leave the college or choose to complete a different program. Students in the latter group may graduate but will not be recommended for assignment. Students who are not admitted to student teaching may appeal that decision to the vice president for academics. The student may use but is not required to use the Student Appeal/Grievance Form. All appeals must be in writing.

Retention in Student Teaching

Students are retained in student teaching when they

1. receive a satisfactory evaluation at midterm from the cooperating teacher
2. receive a satisfactory evaluation at midterm from the college supervisor

Midterm Reports

After an informal conference is held between the cooperating teachers and the teacher candidate, the cooperating teachers complete the colored copy of the Cooperating Teacher-Student Teacher Conference Checklist. This form does not get returned to the college but instead gives the college supervisor an indication of the teacher candidate's status at midterm. The college supervisor in consultation with the teacher candidate and the cooperating teachers also discusses behaviors pertaining to the teacher candidate as a person, a teacher, and as a classroom manager but submits no formal report.

Program Requirements

1. A cumulative and semester GPA of 2.00
2. A cumulative GPA of 2.50 in professional education courses (EDU and PSY)
3. A minimum GPA of 2.00 for the three Bible courses (THE1001, THE1002, THE2001) and a minimum GPA of 2.00 for the three doctrine courses (THE3001, THE3002, THE4001)
4. MLC requires all teacher candidates to be eligible for a Minnesota Tier 3 teaching license.
5. Pass MTLE content and pedagogy by September 15 or February 15 of the student's graduation semester, if necessary. Not meeting this benchmark affects availability for assignment.
6. Complete (submitted and scored) Teacher Performance Assessment (edTPA). For candidates who do not achieve the thresholds set by MLC, remediation is required so that improvement is demonstrated. The MLC-adopted thresholds are currently
Task 1 – Planning, 13 (10 for Spanish)
Task 2 – Instruction, 13 (13 for Spanish)
Task 3 – Assessment, 12 (9 for Spanish)
7. A passing score on the student's portfolio. The requirements and assessment of the portfolio are described in the [Portfolio Handbook](#) found on the MLC website.
8. International students pursuing a BSE are required to complete all program and graduation requirements with the following possible exception. International students may sign a declaration indicating their intent to return to their native country after graduation. Signing this declaration exempts them from taking the Minnesota Teacher Licensure Examinations. International students, who intend to apply for the one-year Optional Practical Training (OPT) during which time they must be teaching, are required to take the Minnesota Teacher Licensure Examinations.
9. Log at least 40 hours in settings that have a diversity of persons. This diversity should include both persons of other races or cultures (minimum 10 hours) and those with documented special needs (minimum 10 hours). These hours are not in addition to the required hours in field experiences, but the student has the responsibility for planning and arranging opportunities to work with diverse persons. For example, a student could arrange an early field experience in a classroom that is cross-cultural. Or a student could log individual field experience hours in a group home with developmentally disabled adults. In these examples, the student is meeting the requirements for the field experience and the diversity requirements.

The following table shows how students acquire diversity hours. An experience must have at least 10% of the children as a minority culture or children with diagnosed special needs.

EXPERIENCE	CROSS-CULTURAL			DOCUMENTED SPECIAL NEEDS		
	30% OR MORE	10-29%	LESS THAN 10%	20% OR MORE	10-19%	LESS THAN 10%
EFE II	15 hrs	5 hrs	0 hrs	15 hrs	5 hrs	0 hrs
EFE III	30 hrs	10 hrs	0 hrs	30 hrs	10 hrs	0 hrs
Clinical	75 hrs	30 hrs	0 hrs	75 hrs	30 hrs	0 hrs
St Tchg II	120 hrs	45 hrs	0 hrs	120 hrs	45 hrs	0 hrs
St Tchg I	200 hrs	70 hrs	0 hrs	200 hrs	70 hrs	0 hrs
Ind Hours*	Actual hours*	Actual hours*	Actual hours*	Actual hours*	Actual hours*	Actual hours*

* EDU3405 Individual Hours are the only hours reported by the candidate. All other diversity hours are reported as a percentage of the classroom by cooperating teachers of the respective field experience. The reported percentages are calculated into hours according to the table above. Diversity hours are tracked by the assistant for field experiences.

Ministry Assignment

Students who complete all program requirements and are eligible for Minnesota Tier 3 Teaching License may be eligible for assignment into the teaching ministry. The faculty reviews these candidates and recommends them to the synod's Assignment Committee (Conference of Presidents).

Approved Program

Graduates are recommended for a Birth-Grade 3 teaching license if they have completed an approved program of teacher preparation. This is a standard for licensure in most states. An approved program is one that the state in which the college or university is located approves both the institution and the curriculum that the college has in general education and in professional education. Before a graduate can be recommended by the college for licensure, he or she must complete the courses that support the standards or requirements for licensure. The approved program at Martin Luther College may be found in the [MLC Undergraduate Catalog](#) found on the MLC website.

The student is responsible for ensuring that he or she has taken the appropriate courses or has transferred in these courses.

Evaluation of Program Compliance

The Education Division maintains a file on each student in the teacher education program. This file may contain course registration information and grades along with MTLE test scores, evaluations from the field experiences, advisor evaluations and recommendations, self-evaluations, and a copy of the licensure application. This record keeping is required by PELSB for persons who are candidates for licensure.

In compliance with PL 93-380, the Family Educational Rights and Privacy Act of 1974, a student has the right to inspect these records. Some information in these records is shared without the student's consent with the state licensing agency.

Contact List

Education Division Chair	Dr. Klindworth
Field Experience Director	Professor Tess Administrative Assistant Megan Plocher
Public School Coordinator	Dr. Whaley Administrative Assistant Katie Christensen
edTPA Coordinator	Dr. Whaley Assistant Katie Christensen
Portfolio Review Chair	Professor Darrell Berg
Licensure Officer	Dr. Whaley Administrative Assistant Katie Christensen Administrative Assistant Susan Plocher Administrative Assistant Shelley Zacate
Background Screening	Professor Tess Administrative Assistant Megan Plocher
IFE Hours	Professor Tess Administrative Assistant Megan Plocher
EFE I	Dr. Whaley Administrative Assistant Susan Plocher
EFE II & EFE III	Professor Tess Administrative Assistant Susan Plocher
TEC Chair	Dr. Klindworth