



Education Department Pre-student Teaching Clinical Experience Handbook

The mission of the Waldorf University Education Department is to prepare engaging teachers to serve a diverse community of learners.

Waldorf Teacher Education Program
BALANCING LEARNING AND SERVICE



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Mission Statement & Goals

Waldorf University Education Department

Waldorf University Mission Statement

Waldorf University educates the entire person, equipping students for lives of fulfillment in communities where they live and serve.

Education Department Mission Statement

The mission of the Waldorf University Education Department is to prepare engaging teachers to serve a diverse community of learners.

Education Department Goals

The Waldorf University Education Program has adopted InTASC (Interstate New Teacher Assessment and Support Consortium) Model Core Teaching Standards & Learning Progressions for Teachers. The Education Program also endeavors to incorporate the CEC's (The Council for Exceptional Children) mission to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance the engagement of their families. Graduates of Waldorf University's Teacher Education Program will demonstrate the following:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate their learning. (Performances)

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. (Essential Knowledge)

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. (Critical Dispositions)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Performances)

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (Essential Knowledge)

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach their full potential. (Critical Dispositions)

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (Performances)

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. (Performances)

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. (Essential Knowledge)

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (Critical Dispositions)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (Performances)

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach. (Essential Knowledge)

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. They keep abreast of new ideas and understandings in the field. (Critical Dispositions)

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). (Performances)

5(i) The teacher understands the ways of knowing in their discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. (Essential Knowledge)

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (Critical Dispositions)

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (Performances)

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (Performances)

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. (Essential Knowledge)

6(k) *The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. (Essential Knowledge)*

6(l) *The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. (Essential Knowledge)*

6(n) *The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback. (Essential Knowledge)*

6(v) *The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (Critical Dispositions)*

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7(a) *The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. (Performances)*

7(k) *The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. (Essential Knowledge)*

7(p) *The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning. (Critical Dispositions)*

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8(a) *The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. (Performances)*

8(l) *The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. (Essential Knowledge)*

8(q) *The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. (Critical Dispositions)*

Standard #9: Professional Learning & Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9(a) *The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (Performances)*

9(e) *The teacher reflects on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (Performances)*

9(g) *The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations/adjustments. (Essential Knowledge)*

9(i) *The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. (Essential Knowledge)*

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (Critical Dispositions)

Standard #10: Leadership & Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (Performances)

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (Performances)

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning. (Essential Knowledge)

10(p) The teacher actively shares responsibility for shaping and supporting the mission of their school as one of advocacy for learners and accountability for their success. (Critical Dispositions)

Clinical Experiences

Introduction

Pre-student teaching clinical experiences are an important part of Waldorf University's Teacher Preparation Program because they provide opportunities for prospective teachers to enter educational settings, to observe students and to practice teaching techniques in limited ways. Students can experience Waldorf University's Department of Education mission to prepare engaging teachers to serve a diverse community of learners.

Pre-student teaching clinical experiences occur prior to student teaching.

The state requires students to have at least 10 hours of satisfactory clinical experience prior to admission to the Teacher Education Program and 80 hours of satisfactory clinical experience prior to student teaching.

The major goal is for the student to be involved in the daily workings of a teaching environment. The amount of involvement depends on previous experience, the cooperating teacher/personnel, and which clinical experience the student is completing. The student is **not** expected to be responsible for a class or duty except under the supervision and help of the cooperating teacher.

Clinical Experience Courses

Course Number	Course Name	Clinical Hours	Description of Experience
Education Core			
EDU 202 (Introductory)	Introduction to Teaching Clinical	20	<ul style="list-style-type: none">• This clinical experience offers teacher candidates a taste of the professional life of a teacher as they begin their Education coursework.• Observing interactions in the learning environment is required, and participation by helping the teacher and their learners is encouraged.

			<ul style="list-style-type: none"> • This experience does not have a particular content or age-level need associated with it. • Teacher candidates are gathering information to help them develop their philosophy of education and to reflect on their skill, disposition, and interest levels. • The cooperating teacher will complete an electronic check-in within two weeks of mid-term, depending on when placements occur, to provide preliminary feedback on this experience. • Cooperating teacher will complete a final evaluation electronically.
SPED 220 (Introductory)	Exceptional Learners	10	<ul style="list-style-type: none"> • This is an introductory special education course and is usually taken during the Sophomore year. • Observing special needs students required; participation with learners encouraged. • Placement in a special education class, or in a general education classroom with special needs students. Level appropriate to licensure area. • Assist with teaching/tutoring individuals or small groups of struggling learners. • Candidates will journal and write 3 clinical observation/participation papers. • Cooperating teacher will complete a final evaluation electronically.
EDU 240 (Introductory)	Educational Psychology	10	<ul style="list-style-type: none"> • This clinical experience is usually the second or third one experienced by teacher candidates. • Observing interactions in the learning environment is required, and participation by helping the teacher and their learners is encouraged. • This experience does not have a particular content or age-level need associated with it. • Teacher candidates will be expected to complete two different journal assignments related to evidence of social, cognitive, linguistic, emotional, and physical development as well as motivation and engagement. • Cooperating teacher will complete a final evaluation electronically.
EDU 440 (Participatory)	Assessment and Goal Setting	10	<ul style="list-style-type: none"> • This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • A grade-band placement consistent with the candidate's prospective area of licensure is expected. • This placement is expected to inform candidates as they envision how they intend to use assessment in their future setting; in their course final, they will be asked to summarize

			<p>assessment practices used in their clinical setting and provide one visual artifact or representation of these practices; additionally, they will discuss how their cooperating teacher used data to inform decisions made in their setting.</p> <ul style="list-style-type: none"> Cooperating teacher will complete a final evaluation electronically.
EDU 411 (Participatory)	Multicultural Practicum	40	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of education course progression. Occurs over 5 full and, preferably, consecutive school days in a diverse school setting. Participation in class activities and assistance with learners is required during this placement. A grade placement consistent with the candidate's prospective area of licensure is expected. Teacher candidates are required to teach 2 lessons in the clinical setting. Be fully immersed in the day with the learners and cooperating teacher. Final assessment reflects on the clinical experience. Course closes with a "debriefing" conversation about the clinical experience. Cooperating teacher will complete a final evaluation electronically.
Elementary Endorsement			
EDU 340 (Participatory)	Methods of Teaching Math and Science in K-8	15	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with learners is required during this placement. Placement in grades 2-6 elementary classroom in math. Teach 2 math lessons in the clinical setting peer. Present one science lesson with a Waldorf peer during class time. Cooperating teacher will complete a final evaluation electronically.
EDU 350 (Participatory)	Methods of Teaching Movement/Music/Art/Drama in K-8	15	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with learners is required during this placement. Placement in grades K-3 elementary classroom with opportunities in music, physical education, and/or art. Teach at least 2 lessons (#1-Movement or Music [sometime in October] and #2-Art or Drama [sometime in November]). Candidates should do an audio and video

			<p>recording of their lesson presentations.</p> <ul style="list-style-type: none"> Cooperating teacher will complete a final evaluation electronically.
EDU 360 (Participatory)	Methods of Teaching Reading, Language Arts and Social Studies in K-8	15	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of education course progression. Participation in class activities and social studies instruction is required during this placement. A grade placement consistent with the candidate's prospective area of licensure is expected. An elementary major would need placement in grades K-5 classroom; a candidate completing the K-8 Social Studies endorsement should be placed in a 6-8 social studies classroom. Teacher candidates are required to teach 2 social studies lessons in the clinical setting, as part of a social studies unit they develop in the course that will integrate grade level social studies, reading, and language arts standards. Cooperating teacher will complete a final evaluation electronically.
EDU 460 (Participatory)	Developing Classroom Community - Elementary	10	<ul style="list-style-type: none"> This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with learners is required during this placement. A grade-band placement consistent with the candidate's prospective area of licensure is expected. For candidates in Physical Education and Music, a "performance" environment or elective class is preferred. An elementary major would need placement in a general education classroom, grades K-5. This placement is expected to inform candidates as they envision how they intend to create a positive classroom culture and learning environment in their future setting. Candidates are required to conduct a time audit focused on one student with diverse learning needs in the clinical setting. This student is the focus of a candidate's effort to design a behavior contract intended to meet the student's behavioral and learning needs. Cooperating teacher will complete a final evaluation electronically.
SPED 335 (Participatory)	Inclusive Reading Pre-Student Teaching	50	<ul style="list-style-type: none"> This clinical experience is usually the last clinical before student teaching, so teacher candidates need extensive practice with the teaching of reading with small groups. Participation with a small group of 3-6 students and 1:1 teaching is required. The content is specific to the reading block or the reading intervention block in the schools for grades K-8. A grade placement consistent with the candidate's prospective area of

			<p>licensure is expected. Elementary majors will need placement for grades K-5.</p> <ul style="list-style-type: none"> • Teacher candidates are required to teach a minimum of 4 small group guided reading lessons under the guidance of the reading placement teacher, using the guided reading materials currently in use in the classroom. Ideally, teacher candidates would practice teaching a reading group each day they are in the classroom, actively participating in reading instruction. They are required to complete 1 case study: to administer a set of reading diagnostic assessments reviewed in the course to one at-risk reading student, to identify the student’s reading interferences, and write/teach 3 intervention reading lessons for that student. Teacher candidates are asked to share the collected reading data with the placement teacher. Other requirements include interviewing a special education teacher and writing a summary of reflection of the completed clinical experience. • Cooperating teacher will complete a final evaluation electronically.
SPED 392 (Participatory)	Math Strategies	10	<ul style="list-style-type: none"> • This clinical experience usually occurs in the second or third year of the teacher candidate’s progression through Education coursework. • Participation in class activities and assistance with a struggling math student is required during this placement. • Placement in an elementary math classroom. • Case study on a struggling math student. Interview a student about interests, strengths, and challenges. Obtain math assessment data from the cooperating teacher. If possible, teach remedial math lesson(s) to individual students or a small group. • Cooperating teacher will complete a final evaluation electronically.
Reading	K-8 or 5-12		
EDU 355 (Participatory)	Methods of Teaching Reading in Grades 5-12	10	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate’s progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in a 5-12 Language Arts classroom. • Pay particular attention to teaching strategies used to support comprehension and increase engagement with regard to reading, writing, listening, and speaking. • Interview the cooperating teacher and learn about some of their favorite teaching materials or strategies that help students succeed. • The candidate is required to teach two lessons in the clinical setting to either the full

			<p>class or small group which incorporates before, during, and after reading strategies to support comprehension.</p> <ul style="list-style-type: none"> ● Keep a reflective journal with one page of notes, comments, and questions about what has been seen and done for every hour in the classroom. ● Cooperating teacher will complete a final evaluation electronically.
Instructional Strategist I:	K-8 or 5-12		
SPED 321 (Participatory)	Special Education Clinical Experience	20	<ul style="list-style-type: none"> ● This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. ● Participation in class activities and assistance with special education students is required during this placement. ● Placement in a special education classroom. Level appropriate to licensure area. ● Actively participate with Level 1 and 2 students. Interview SPED teacher about the IEP process, and about student characteristics. ● Cooperating teacher will complete a final evaluation electronically.
SPED 335 (Participatory)	Inclusive Reading Pre-Student Teaching	50	<ul style="list-style-type: none"> ● This clinical experience is usually the last clinical before student teaching, so teacher candidates need extensive practice with the teaching of reading with small groups. ● Participation with a small group of 3-6 students and 1:1 teaching is required. ● The content is specific to the reading block or the reading intervention block in the schools for grades K-8. A grade placement consistent with the candidate's prospective area of licensure is expected. Elementary majors will need placement for grades K-5. ● Teacher candidates are required to teach a minimum of 4 small group guided reading lessons under the guidance of the reading placement teacher, using the guided reading materials currently in use in the classroom. Ideally, teacher candidates would practice teaching a reading group each day they are in the classroom, actively participating in reading instruction. They are required to complete 1 case study: to administer a set of reading diagnostic assessments reviewed in the course to one at-risk reading student, to identify the student's reading interferences, and write/teach 3 intervention reading lessons for that student. Teacher candidates are asked to share the collected reading data with the placement teacher. Other requirements include interviewing a special education teacher and writing a summary of reflection of the completed clinical experience.

			<ul style="list-style-type: none"> Cooperating teacher will complete a final evaluation electronically.
SPED 365 (Participatory)	Methods and Materials in Special Education	No hours specified. May incorporate with another placement.	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with special education students is required during this placement. Placement in a special education classroom. Level appropriate to licensure area. Observe and interview one SPED student about likes, dislikes, vision, strengths, and challenges, and write a paper. Implement one lesson/teaching strategy with a SPED student(s). Cooperating teacher will complete a final evaluation electronically.
SPED 392 (Participatory)	Math Strategies	10	<ul style="list-style-type: none"> This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with a struggling math student is required during this placement. Placement in an elementary math classroom. Case study on a struggling math student. Interview a student about interests, strengths, and challenges. Obtain math assessment data from the cooperating teacher. If possible, teach remedial math lesson(s) to individual students or a small group. Cooperating teacher will complete a final evaluation electronically.
SPED 410 (Participatory)	Special Education Clinical II	60	<ul style="list-style-type: none"> This clinical experience is only for endorsement seeking students or in-service teachers. Placement in a Strat I special education classroom in a public school. Serve in the role of special education teacher. Required to teach 120 clock hours. Interview the Special Education Coordinator. Keep a journal. Cooperating teacher will complete a final evaluation electronically.
SPED 461 (Participatory)	Behavior Management and Social Interaction in the Special Education Student	No hours specified. May incorporate with another placement.	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with special education students is required during this placement. Placement in a special education classroom. Level appropriate to licensure area. Develop and implement a behavior management project with one student in consultation with the cooperating teacher. Target an appropriate behavior to increase, counting and graphing occurrences and implementing an

			<p>intervention procedure. The target behavior can be academic or behavioral.</p> <ul style="list-style-type: none"> Cooperating teacher will complete a final evaluation electronically.
Secondary Endorsements			
EDU 346 (Participatory)	Clinical Experience in Teaching Business in the Secondary School	20	<ul style="list-style-type: none"> This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. Participation in class activities and assistance with learners is required during this placement. This experience should be in a content area and age level associated with the candidate's prospective licensure area. Candidates are to conduct a case study on three individuals in the clinical setting. The candidate is required to teach two lessons in the clinical setting. Cooperating teacher will complete a final evaluation electronically.
EDU 395 (Participatory)	Content Area Reading Methods	10	<ul style="list-style-type: none"> This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with learners is required during this placement. This experience should be in a content area and age level associated with the candidate's prospective licensure area. The candidate is required to teach a content area literacy lesson in the clinical setting. Cooperating teacher will complete a final evaluation electronically.
EDU 465 (Participatory)	Developing Classroom Community - Secondary	10	<ul style="list-style-type: none"> This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with learners is required during this placement. A grade-band placement consistent with the candidate's prospective area of licensure is expected. This placement is expected to inform candidates as they envision how they intend to create a positive classroom culture and learning environment in their future setting. Candidates are to identify one student with diverse learning needs in the clinical setting. This student is the focus of a candidate's effort to design a support plan intended to meet the student's behavioral and learning needs. Cooperating teacher will complete a final evaluation electronically.
EDU 371 (Participatory)	Pre-student Teaching Clinical Experience for Secondary	20	<ul style="list-style-type: none"> This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching.

			<ul style="list-style-type: none"> • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • The candidate is required to teach two lessons in the clinical setting, at least one of which should be observed by the course instructor. • Cooperating teacher will complete a final evaluation electronically.
EDU 376 (Participatory)	Clinical Experience in Teaching Speech/ Theater in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • Candidates are to conduct a case study on three individuals in the clinical setting. • The candidate is required to teach two lessons in the clinical setting. • Cooperating teacher will complete a final evaluation electronically.
EDU 381 (Participatory)	Clinical Experience in Teaching Social Studies in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • The candidate is required to teach at least two lessons in the clinical setting, and two should be observed by the course instructor. • Cooperating teacher will complete a final evaluation electronically.
EDU 383 (Participatory)	Clinical Experience in Teaching Science in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • Candidates are to conduct a case study on three individuals in the clinical setting. • The candidate is required to teach two lessons in the clinical setting. • Cooperating teacher will complete a final evaluation electronically.

EDU 386 (Participatory)	Clinical Experience in Teaching English in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • The candidate is required to teach at least two lessons in the clinical setting, and two should be observed by the course instructor. • Cooperating teacher will complete a final evaluation electronically.
EDU 399 (Participatory)	Clinical Experience in Teaching Mathematics in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • Placement in a middle school or high school math class. • Candidates are to observe and assist students and are required to teach two math lessons in the clinical setting. • Cooperating teacher will complete a final evaluation electronically.
K-12 Endorsements			
EDU 395 (Participatory)	Content Area Reading Methods (Music Education Students & Physical Education Students)	10	<ul style="list-style-type: none"> • This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • The candidate is required to teach a content area literacy lesson in the clinical setting. • Cooperating teacher will complete a final evaluation electronically.
MUE 341 (Participatory)	Methods of General Music in Public K-12 Schools (Music Education Students)	20	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in a K-8 instrumental and/or vocal music classroom. • The candidate should interact and be involved with students in the classroom at the discretion of the clinical teacher. Candidates should seek permission from the cooperating teacher to post 2-3 pictures with narrative per visit on their personal blog. • Cooperating teacher will complete a final

			evaluation electronically.
MUE 441 (Participatory)	Methods of Performance Ensembles in the Schools (Music Education Students)	20	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in a high school instrumental and/or vocal music classroom. • The candidate should interact and be involved with students in the classroom. Interaction could include assisting with sectionals and lessons or serving as an "in-class" tutor during active rehearsals. • Cooperating teacher will complete a final evaluation electronically.
PED/SPED 310 (Participatory)	Adaptive Physical Education (Physical Education Students)	10	<ul style="list-style-type: none"> • This clinical experience usually occurs in the second to fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners with disabilities is required during this placement. • Placement in a Physical Education classroom that includes students with disabilities. • Students will participate and assist with students with disabilities and write an observation/reflection paper. • Cooperating teacher will complete a final evaluation electronically.
PED 344 (Participatory)	Clinical Experience in Teaching Physical Education in the Elementary School (Physical Education Students)	20	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in a K-6 Physical Education classroom. • Teach a whole group physical education lesson, teach a small group physical education lesson, create and conduct physical education centers. • Cooperating teacher will complete a final evaluation electronically.
PED 346 (Participatory)	Clinical Experience in Teaching Physical Education and Health in the Secondary School (Physical Education Students)	20	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in a 7-12 Physical Education classroom. • Teach two or more whole group physical education lessons. • Cooperating teacher will complete a final evaluation electronically.

Terminology

Clinical Experience -- A period of directed observation/interaction/participation experiences under the guidance of a cooperating teacher in a school setting and a university supervisor.

Clinical Experience Student -- A university student assigned to a cooperating school to acquire observation/interaction/participation experience under the direction of a cooperating teacher and a university supervisor.

Cooperating Teacher -- The cooperating teacher is a fully licensed teacher in a state-accredited public or private school who directs the experience of and assists with the supervision and evaluation of a clinical experience student.

Cooperating School -- A state-accredited public or private school that works jointly with the university to provide a site for the clinical experience.

Clinical Placement Coordinator -- A member of the Education Department who has been assigned to work with schools for placement and supervision of clinical experience students.

Teacher Education Program -- A formal teacher preparation program which has been approved by the Iowa Department of Education. Students need to apply for admission to the Teacher Education Program. Full admission is required for progression through the program.

Policies

Placements - Clinical experience placements may be in the same district but may not be in the same classroom in which a Waldorf University student may have children, a spouse, or other family members. Placements are made by the principal of the cooperating school and the Education Department Clinical Placement Coordinator.

Transportation - Clinical experience students are responsible for their own transportation to and from clinical experience school sites. When you register for a course which requires clinical hours, it is expected that you, as the learner, take responsibility for your education. As a result, you must arrange for your own transportation to and from clinical placements including those outside of Forest City. If this is a challenge for you, please initiate a conversation with your clinical course professor.

Dress Code - Clinical experience students are expected to wear suitable business casual clothing for all clinical experiences. Students are also expected to maintain a reasonable level of cleanliness and modesty.

Professional Behavior - Professional behavior is required. Clinical experience students must observe a code of professional ethics. Any behavior that reflects negatively on the clinical experience student and in turn, Waldorf University, (e.g., failure to contact placement teacher or start hours in a timely manner, not contacting cooperating teacher and professor in advance about absences, lateness, etc.) may result in failure of the course and may have an adverse impact in their progress in the Teacher Education Program. The student's academic advisor from the Education Department will work with the student to help guide their actions by using a Progress Evaluation.

Cell Phones - During your attendance at your clinical placement, cell phones should not be visible when in the presence of the students in your host classroom.

Attendance -- Clinical experience students are required to follow the expectations for check-in that the cooperating school requires. Students will coordinate their schedule with their host classroom teacher and will **ALWAYS** be on time for the clinical experience. On the rare occasion of being unable to attend at a scheduled time, students must call the school and reschedule with the cooperating teacher. Students must also notify the university course professor. University supervisors may make unannounced visits, so students must provide accurate schedules. Only illness or an emergency is a reason to change the schedule. On occasion, allowances may be made for athletic event schedules.

Role of Cooperating Teachers

The cooperating teacher exerts a primary influence on the clinical experience student's development. Those serving in this role are responsible for guiding the students through their first professional experiences. Specifically, cooperating teachers will be responsible to:

Introductory Clinical Experience

- Review the clinical course description.
- Welcome and introduce the Waldorf clinical experience student to your class.
- Familiarize the clinical student with the classroom rules and the discipline policy.
- Encourage active learning experiences; have the clinical student spend a minimal amount of time sitting in the back of a room observing what others are doing.
- Inform the clinical student about how to function successfully within your school setting.
- Initial the clinical student's attendance log each day they are present; the clinical student should present it to you.
- Contact the university course professor or Clinical Placement Coordinator if there are concerns.
- Evaluate the clinical student using the electronic evaluation form provided by the Waldorf University Education Department.
- Recognize that the clinical student follows the university calendar. However, the clinical student may request to continue their experience during university breaks if you agree.

Participatory Clinical Experience

- Review the clinical course description.
- Create an atmosphere of acceptance of the Waldorf clinical experience student by introducing them as a part-time associate.
- Challenge and invite the clinical student to think for themselves and assist in a manner consistent with your expectations and their level of preparedness.
- Invite the clinical student to help you meet instructional goals and support classroom learning.
- If appropriate, provide the clinical student with their own working space.
- Provide information concerning school policies and regulations.
- Inform the clinical student of classroom policies and procedures.
- Provide background information about pupils (when appropriate).
- Model various teaching strategies throughout the experiences.
- Provide opportunities for the clinical student to develop and/or implement any specific course requirements such as lesson plans, implementation of centers, collection of student achievement data, etc.
- Provide continuous feedback to the clinical student based on their level of participation.
- Confer with the university course professor about the clinical student's progress.
- Contact the university course professor or Clinical Placement Coordinator regarding any concerns.
- Initial the clinical student's attendance log each day they are present; the clinical student should present it to you.
- Provide the clinical student (and professors) with insight into their teaching abilities and dispositions through evaluative feedback. A final evaluation is required. Completion of the final evaluation will be done using the electronic evaluation form provided by the Waldorf University Education Department.

Role of Waldorf University Clinical Placement Coordinator

- Share the clinical course expectations with the principals and cooperating teachers.
- Place students in schools by assigning each university student to a classroom teacher through administration, according to the practice of each school building.
- Provide notification of placement for each university student to the education faculty by course.

- Provide notification of placement information each semester to the Education Department Administrative Assistant.
- Conduct seminars/conferences for clinical teachers and students.
- Communicate with the cooperating teachers and students during the first two weeks of a student's assignment in order to:
 - Describe the evaluation procedures.
 - Discuss concerns and/or answer questions.

Role of Waldorf University Clinical Professors

- Review clinical course expectations periodically.
- Visit clinical placements for methods courses at least once during the semester.
- Communicate expectations to students regarding assignments to be completed while in their placement.
- Communicate with cooperating teachers in the event that a student concern needs to be addressed.
- Review all clinical experience evaluations and complete a progress evaluation for students below standard; communicate and route said progress evaluation to the student's advisor.
- Assign a final grade for the course/clinical experience.
- Give all clinical evaluations and log sheets to the Education Department Administrative Assistant for permanent student files.

Role of Principals

- Place clinical experience students with qualified teachers in their building.
- Work closely with the cooperating teacher and the Waldorf University Clinical Placement Coordinator to ensure an effective experience for clinical experience students.
- Clarify building "check in" procedures and expectations for the Clinical Placement Coordinator and students.

Role of Clinical Experience Student

Clinical experience is designed to be a learning experience. The learning opportunities are through directed observation, interaction, and/or participation, depending on the specific clinical experience course expectations.

Although clinical experience is designed to be a learning experience, **it is also a responsibility**. The clinical experience student owes the classroom students their very best efforts in providing worthwhile learning experiences. Providing those experiences goes beyond merely presenting the content of a lesson (when required). Specifically, the clinical experience student will:

Introductory Clinical Experience

- Review the clinical course expectations and discuss them with your cooperating teacher.
- Set a clinical time with your cooperating teacher and inquire about the teacher's preferred method of communication.
- Commit to a time slot and be there, without fail, and on time!
- Learn the names of the students in your placement.
- Learn the role and responsibilities of your cooperating teacher.
- Display an interest in the content and the learning taking place.
- Volunteer to do classroom tasks.
- Offer to read to students; work with individuals or small groups whenever possible.
- Go with the students to recess, lunch and special classes whenever appropriate; this provides opportunities to see students in various contexts.

- Observe ethical considerations of confidentiality toward students, show respect for religious and cultural beliefs, be nondiscriminatory, and be aware of the effects of your own behavior.
- Follow the university calendar, although with special arrangements with your cooperating teacher you may continue clinical experiences during university breaks.
- Move throughout the room and look at what students are doing. Are they mastering the knowledge or skills required or are they struggling? Ask what you might do to assist student learning and get to work by helping students!
- Notify the cooperating teacher if you cannot be present as scheduled (also contact the university course professor).
- Keep a record of attendance on a Clinical Experience Log; have it initialed by your cooperating teacher each time.
- Turn in your completed Clinical Experience log to the university course professor.
- Inform your cooperating teacher to expect an email from the Waldorf University Education Department's Administrative Assistant which will include a link to an electronic clinical evaluation form.
- Follow check-in procedures required by school administration.
- Maintain professional dress and appearance by adhering to Waldorf University dress requirements.

Participatory Clinical Experience

Includes all of the “Introductory Expectations” as well as the following:

- List questions that you have as you observe and ask your cooperating teacher one of the questions when the time is appropriate.
- Provide background information about your skills and abilities to your cooperating teacher.
- Observe students in the class carefully in order to understand individual needs. Become familiar with classroom routines.
- Follow established classroom management procedures.
- Redirect students who are misbehaving. If unsure about your cooperating teacher’s support of you doing this, mention what you saw and how you considered addressing it and inquire about how they would like it handled next time.
- Observe when necessary but participate whenever possible. Circulate and provide assistance to students during guided practice.
- Work with individuals and small groups of students as directed by your cooperating teacher.
- For methods courses, inquire about upcoming curriculum expectations your cooperating teacher may want you to focus your lessons toward and set dates for teaching your lessons.
- Prepare well in advance of your lesson by communicating your plans with your cooperating teacher and requesting any necessary materials or technology aids to execute the lesson.
- Listen carefully to the observations and coaching of your cooperating teacher and university course professor in order to grow in a self-reflective manner.
- Maintain a professional manner with students while showing concern and caring for their learning.
- Observe ethical considerations of confidentiality toward students, show respect for religious and cultural beliefs, be nondiscriminatory, and be aware of the effects of your own behavior.
- Observe legal mandates concerning child abuse, students with special needs, and discipline.
- Attend school functions whenever possible. Go to that game or play for which students have been preparing.
- Keep a record of attendance on a Clinical Experience log that is initialed by your cooperating teacher each time.
- Turn in your completed Clinical Experience log to the university course professor.

- Inform your cooperating teacher to expect an email from the Waldorf University Education Department's Administrative Assistant which will include a link to an electronic clinical evaluation form.
- Maintain a file of all assignments and work completed. (Specific assignments for each clinical experience placement are described and key assignments that could be included in your capstone portfolio are noted in each syllabus.)

Introductory Clinical Experience Evaluation

Cooperating teachers will complete the electronic Introductory Clinical Experience evaluation form for clinical students completing an introductory clinical experience. Clinical experience students should complete a self-evaluation if requested to do so by the university course professor.

Participatory Clinical Experience Evaluation

Cooperating teachers will complete the electronic Participatory Clinical Experience evaluation form for clinical students completing a participatory clinical experience.

Unsatisfactory Performance

Clinical experiences may be repeated with permission from the university course professor. The university course professor may also require an extension of the clinical experience.

Suggestions for Activities

100 & 200 Level Courses

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| <ul style="list-style-type: none"> ▪ Read story ▪ Assist student individually ▪ Arrange/Design bulletin board ▪ Assist with lab experiments ▪ Operate/Assist with computers ▪ Observe teacher ▪ Correct/Grade objective tests & homework ▪ Reorganize materials at end of class/day ▪ Tutor student who has been absent ▪ Assist in technology use | <ul style="list-style-type: none"> ▪ Assist with small group work ▪ Record grades ▪ Monitor during tests ▪ Reinforce appropriate behavior ▪ Listen to a student or small group ▪ Observe student behaviors ▪ Supervise play areas ▪ Ask questions to prompt thinking ▪ Assist in class activity under teacher direction |
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300 & 400 Level Courses (in addition to the above)

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| <ul style="list-style-type: none"> ▪ Conduct partial or full lesson ▪ Assist with writing conference/lab ▪ Tutor individual or small group ▪ Assist with IEP implementation ▪ Administer standardized tests ▪ Evaluate learning plans & teaching practices | <ul style="list-style-type: none"> ▪ Lead discussion group ▪ Interview school personnel ▪ Plan & setup a learning center ▪ Attend IEP planning meeting ▪ Administer informal inventories ▪ Collect and analyze student assessment data |
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The Education Department

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STAFF	OFFICE	PHONE	EMAIL
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*S - Salveson Hall

*H - Odvin Hagen Music Center

Cooperating Schools in Iowa

Algona Community School District

www.algona.k12.ia.us

Algona High School: 515-295-7207

Algona Middle School: 515-295-7207

Bertha Godfrey Elementary: 515-295-3586

Bryant Elementary: 515-295-7773

Lucia Wallace Elementary: 515-295-7296

Belmond-Klemme Community School District

www.bkcsd.org

Belmond-Klemme Junior Senior High School: 641-444-4300

Richard O. Jacobson Elementary: 641-444-4300

Bishop-Garrigan Schools, Algona

www.bishopgarrigan.org

Bishop-Garrigan High School: 515-295-3521

Bishop-Garrigan Junior High: 515-295-3521

Bishop-Garrigan Grades 3-6: 515-295-3521

Seton Elementary Grades K-2: 515-295-3509

Central Springs Community Schools

www.centalsprings.net

Central Springs High School (Manly): 641-454-2208

Central Springs Middle School (Nora Springs): 641-749-5301

Central Springs Intermediate/Elementary (Manly): 641-454-3283

Central Springs Intermediate/Elementary (Nora Springs): 641-749-5301

Clarion-Goldfield-Dows Community School District

www.clargold.org

Clarion-Goldfield-Dows High School: 515-532-3423

Clarion-Goldfield-Dows Middle School: 515-532-3423

Clarion-Goldfield-Dows Elementary: 515-532-3423

Clear Lake Community School District

www.clearlakeschools.org

Clear Lake High School: 641-357-5235

Clear Lake Middle School: 641-357-6114

Clear Creek Elementary: 641-357-5288

Eagle Grove Community School District

www.eaglegrovesd.sharpschool.com

Eagle Grove High School: 515-448-5143

Robert Blue Middle School: 515-448-4767

Eagle Grove Elementary: 515-448-3126

Forest City Community School District

www.forestcity.k12.ia.us

Forest City High School: 641-585-2324

Forest City Middle School: 641-585-4772

Forest City Elementary: 641-585-2670

Garner-Hayfield-Ventura Community School District

www.garner.k12.ia.us

Garner-Hayfield-Ventura High School: 641-923-2632

Garner-Hayfield-Ventura Middle School: 641-923-7124

Garner-Hayfield-Ventura Elementary: 641-923-2831

Hampton-Dumont Community School District

www.hdcsd.org

Hampton-Dumont High School: 641-456-4893

Hampton-Dumont Middle School: 641-456-4735

Hampton-Dumont North Side Elementary: 641-456-4481

Hampton-Dumont South Side Elementary: 641-456-2261

Lake Mills Community School District

www.lake-mills.k12.ia.us

Lake Mills High School: 641-592-0894

Lake Mills Middle School: 641-592-0894

Lake Mills Elementary: 641-592-1882

Mason City Community School District

www.masoncityschools.org

Mason City High School: 641-421-4436

John Adams Middle School: 641-421-4420

Lincoln Intermediate: 641-421-4423

Harding Elementary: 641-421-4406

Hoover Elementary: 641-421-4408

Jefferson Elementary: 641-421-4411

Roosevelt Elementary: 641-421-4415

North Iowa Community School District

www.northiowa.org

North Iowa High School: 641-562-2525

North Iowa Middle School: 641-562-2525

North Iowa Elementary: 641-562-2525

Northwood-Kensett Community Schools

www.nwood-kensett.k12.ia.us

Northwood-Kensett High School: 641-324-2142

Northwood-Kensett Middle School: 641-324-2142

Northwood-Kensett Elementary: 641-324-1127

Osage Community School District

www.osageschools.com

Osage High School: 641-732-3102

Osage Middle School: 641-732-3127

Osage Elementary: 641-732-5856

West Hancock Community School District

www.whancock.org

West Hancock High School (Britt): 641-843-3863

West Hancock Middle School (Kanawha): 641-762-3261

West Hancock Elementary (Britt): 641-843-3833

Cooperating Schools in Minnesota

Albert Lea Public Schools

www.alschools.org

Albert Lea High School: 507-379-5340

Southwest Middle School: 507-379-5242

Halverson Elementary: 507-379-4900

Hawthorne Elementary: 507-379-4960

Lakeview Elementary: 507-379-5020

Sibley Elementary: 507-379-5080

Alden-Conger Public School District, Alden

www.alden-conger.org

Alden-Conger High School: 507-874-3240

Alden-Conger Middle School: 507-874-3240

Alden-Conger Elementary: 507-874-3240

Blue Earth Area School District

www.beaschools.org

Blue Earth Area High School: 507-526-3201

Blue Earth Area Middle School: 507-526-3115

Blue Earth Area Elementary: 507-526-3090

Fairmont Area School District

www.fairmont.k12.mn.us

Fairmont High School: 507-238-4411

Fairmont Middle School: 507-238-4411

Fairmont Elementary: 507-238-4487

United South Central School District, Wells

www.usc.k12.mn.us

United South Central High School: 507-553-5819

United South Central Middle School: 507-553-5819

United South Central Elementary: 507-553-5810