

LUTHER COLLEGE
EDUC 185/EDUC 215: Clinical Experience I in the Schools
Handbook

Updated 1/2/2019

Welcome to the first college experience in classrooms as a teacher candidate. This will be an exciting January Term to “walk in the shoes” of a teacher and glean information to help decide whether a career in education wants to be pursued. As EDUC 185/215 students, the time will be demanding but worthwhile learning about schools and teaching from a new perspective.

Course Description

The teacher candidate serves as an observer-assistant under teachers in a public/private area school. Concentrated instruction in preparation for these duties through seminars accompany the experience. Seminars include the following topics: ethics, professionalism, program competencies, and dispositions, including reflective practice. Students taking this course in January must complete application materials in the Education Department by October 1st of the previous semester. First-year students take EDUC 185 (first-year seminar) offered during January term. All other students take EDUC 215. Students earn a grade of *Credit* or *No Credit*.

Course Fee

There is a \$125 course fee for students enrolled in EDUC 185/215. This pays for expenses of the course such as transportation, background checks, and materials.

General Structure of the Course

During the first day of January Term, teacher candidates meet on the Luther campus with education faculty. Teacher candidates, faculty, and staff participate in large group and seminar orientation sessions to learn the expectations of the course, including those of the local schools where teacher candidates interact. In the following days, the teacher candidates participate in their assigned 1-12 grade classrooms all day Monday through Thursday and in large and small group seminars on Fridays. During the last week of J-Term, teacher candidates will meet individually with their seminar leaders for exit interviews.

Participation in Seminars

Teacher candidates will meet with all other EDUC 185/215 students the first day, every Friday, and the last day of January term. Information about where and when to meet for these large and small group sessions will be with materials picked up from the office and/or email communication. Attendance and participation in both large and small group seminars is required. Snow day activities have been determined by seminar leaders should they be necessary. The first snow day is a “free” day.

Education faculty will provide information and involve teacher candidates in activities that help them learn about schools and the EDUC 185/215 experience. Large group seminars allow students to experience a variety of presentations and guest speakers. In addition, teacher candidates will participate in small groups led by seminar leaders on both the first day and each Friday of January Term. The small group setting will allow teacher candidates to discuss and reflect upon their experiences with peers and education faculty.

Professionalism – What’s Expected of a Teacher Candidate

- Confidentiality – Experiences observed in the classroom and at school must remain confidential. Do not discuss school experiences in the community or on campus. This demonstrates professionalism and is required by law through the Family Education Rights Privacy Act (FERPA).
- Dress – Wardrobes should fall well within the acceptable guidelines for the school. Clothing must cover cleavage, midriff and buttocks when you are raising your arms, bending over, or sitting on the floor. Wear clothing that is comfortable yet professional and allows easy movement. Do not wear jeans or flip-flops or other open-toed shoes. Leggings, for example, could be worn with a long shirt or dresses. Dressing more conservatively and professionally in the first few days is recommended so as to learn the expectations for the school. Some may be assigned recess or bus duty, so prepare to have **warm clothing** available.
- Teacher candidates are expected to be at assigned classrooms each day and to be there on time.
- Speech and actions during the field experience should provide a positive role model for 1-12 students.

Social Media Accounts

Check all social media accounts to convey a favorable impression to 1-12 students, parents, faculty, and administration. Check privacy settings so that only approved individuals can view account. It is common practice for future employers to access social media. During the EDUC 185/ 215 experience, teacher candidates may be asked to ‘friend’ 1-12 students. Politely refuse this invitation. **DO NOT** interact on social media with students. This is to protect you, the student, and the school. Follow the school’s policy for cell phone use during the school day and do not share phone numbers with students.

Day 1

- Be confident and have a positive attitude
- Cover or remove any distractible piercings/tattoos
- Wear Luther lanyard with your Luther ID card at all times
- Pick up breakfast and/or lunch at the Grab-n-Go window. If you have an early departure time, pick it up the night before.
- Arrive early to meet car pool at Union
- Upon arrival, check in at the Main Office and ask procedure for sign-in/out routine each day
- Introduce yourself to the school personnel
- In the classroom, observe the teacher and the students
- Take initiative
- Review teacher’s contact information and the best method of communication
- Clarify expectations for arrival, departure, and dates of the experience.
- Discuss your role and responsibilities in the classroom with the teacher
- Discuss any in-service days and how the teacher wants you to participate. In-service days may be scheduled during the J-Term experience. An in-service day is when district teachers participate in learning and/or teaching about some topic, such as reading or assessment, important to the district teachers. These vary in time from a couple hours to a full day. Teacher candidates are expected to participate in this experience. Please contact seminar leader if there are concerns or questions.

Learning Outcomes and Assessments

- Students will demonstrate the ten Luther Dispositions for Teaching.
 - Cooperating teachers will complete the Education 185/215 Evaluation which will be emailed to them.
- Students will reflect upon their observations and classroom experiences.
 - Students participate in weekly reflections through journaling and discussion.
 - Students will write an Educational Autobiography that traces the path that led them to consider Teacher Education.
- Students will study and present an educational topic.
- Student presentations are scored according to a rubric given to the students before they begin their research

CR/NC grade: Criteria for Credit

- Checklist/anecdotal notes of satisfactory seminar presence/participation
- Satisfactory score on Presentation Rubric
- Log documenting hours during ED 185/215
- Complete Educational Autobiography

Last Days in School

Teacher candidates should leave a good impression. Please attend to the following in the final days of school:

- Pay any lunch or other outstanding balances
- Return all materials to the cooperating teacher
- Deliver thank you notes to the cooperating teacher, principal, and other school personnel who have assisted during this placement
- Review the evaluation results with cooperating teacher
- Obtain a hard copy of the teacher's completed Education 185/215 Evaluation form for conversation with seminar leader during exit interview

Exit Meeting

Teacher candidates will meet individually with seminar leaders to reflect upon the ED 185/215 experience. This is a time for candidates to seriously consider whether education is the career that they choose to pursue.

Teacher Education Program (TEP)

Important information for all students interested in the Teacher Education Program:

- Students must be approved for the Teacher Education Program before they are permitted to register for 300-level courses in the Education Department.
- Candidates' completed TEP applications are due October 1st for Spring semester registration and March 1st for Fall semester registration.
- Students need to submit a completed application and all other required documents in advance of these dates.
- The Education Department and all teaching area departments review teacher education candidates to make sure they meet admission requirements.
- Students may not transfer methods courses at the 300 level or above from another institution.
- Transfer students need to meet with the Department Head.

Admission Requirements for the Teacher Education Program

- 2.75 minimum overall GPA.
- Satisfactory completion of EDUC 185 or EDUC 215 (Clinical Experience I in the Schools)
- Three recommendations from faculty and staff.
- Passing scores on one of two approved Basic Skills Exams (see website below)
- Approval of the candidate by all teaching area departments and the Education Department.
- Satisfactory completion of the Chalk & Wire Introductory Portfolio.

Exams for Admission to the Teacher Education Program (TEP):

Please go to this website for the most up to date testing information.

<https://www.luther.edu/education/students/testing/>