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 “the other side of the desk.”

Course description
The teacher candidate works as an observer-aide under teachers in a public/private area school with concentrated instruction in preparation for these duties through seminars that 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 1 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. No partial refunds are given.

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 groups and seminar orientation sessions to learn the expectations of the course, including those of the local schools where teacher candidates interact. Then in the following days, the teacher candidates participate in their assigned K-12 classroom all day Monday through Thursday and then meet with their seminar groups on Fridays. During the last week of J-term, teacher candidates will meet individually with their seminar leaders for exit interviews.

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<tr>
<td>1</td>
<td>Orientation on campus (1st day of j-term)</td>
<td>In area schools Wednesday and Thursday</td>
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<td>Seminar on campus</td>
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<td>In area schools Monday through Thursday</td>
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<td>Seminar on campus</td>
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<td>In area schools Monday through Thursday</td>
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<td>Seminar on campus</td>
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<td>In area schools Monday through Wednesday</td>
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<td>TEP info session on campus (last day of j-term)</td>
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<td>4</td>
<td>Schedule 1:1 exit conversation with seminar leader</td>
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Teacher candidates will meet with all other EDUC 185/215 students during the first day of January term. Information about where and when to meet for these large group sessions will be with materials picked up from the office and/or e-mail communication. Attendance and participation in large group is required.

Education faculty will provide information and involve teacher candidates in activities that help them learn about schools and the EDUC 185/215 experience. Possible topics include Luther Educator Competencies, ethical behavior, teacher education program, what to do in the k-12 classroom, evaluation of the experience, and professionalism.

Participation in seminar
Teacher candidates will participate in small groups led by seminar leaders on both the first day of the term on campus and then 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.

Preparing for DAY 1
- Visit school’s website and know the following:
  - Phone number
  - Location and how to get there
  - Names of key people, such as the principal, office manager, custodian, lunch workers, and office professionals
  - Classroom teacher’s website, if one is available
  - Special initiatives of the school (i.e. Positive Behavioral Interventions & Supports (PBIS), RTI/MTSS, etc.)
  - School calendar for January and any special occurrences (in-service days, early releases, conferences, etc.) that may influence field experience
- Jennifer Olufsen will provide contact information for cooperating teacher. Contact the teacher through e-mail. Remember that even an e-mail leaves and impression. Proofread any correspondence so that it appears professional.
- **Check ALL social media accounts** to convey a favorable impression to K-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 sites that are public.

DAY 1
- Be confident and have a positive attitude
- Dress professionally
- Cover or remove any distractible piercings/tattoos
- Wear Luther lanyard and identification card at all times
- Pick up breakfast and/or lunch at the Grab-n-Go window
- 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
○ Give cooperating teacher the evaluation forms and clarify expectations for arrival, departure, and dates of the experience. Discuss any in-service days and how the teacher wants you to participate.
○ Discuss your role and responsibilities in the classroom with the teacher

**Carpooling, Arrival and Departure Times**
Renee Gunderson will visit with the large group regarding carpool information. Meet with your carpool to discuss arrangements specific to travel on the first day. On days traveling to schools, meet those in your carpool at the Union. Be sure to arrive early, as drivers will not wait for latecomers. Tardiness jeopardizes all candidates’ abilities to arrive on time. Teachers’ contract days will dictate candidates’ arrival and departure times at the schools.

**Delays or Cancellations Due to Weather**
Listen to 104.7 FM and 98.3 FM. You can also check kvikradio.com. If you have to drive through a school district that is 2 hours delayed, add 2 hours to your departure time. If the district is closed, you will not be going even if your school is open. You are not allowed to drive through a closed school district to get to an open district. Of course, you may need to drive through a closed district to get back to campus. If this happens, make sure to contact your teacher so he or she knows the plan. Do not make them worry about you. A good thing to do is access a text alert system either with your school or a local network like KWWL television. Most superintendents will use these services first when a decision is made to delay or cancel.

Make decisions based on comfort-level of driving. If the weather is bad, but school hasn’t been called off, carpools should allow extra time for winter driving [perhaps even wait 15 minutes before leaving]. Be sure to inform your cooperating teachers and Renee Gunderson (563-387-1140) of delayed departure as well as the carpool. This might also happen when getting out early. If Decorah Community Schools dismisses early for inclement weather, Luther College students should return to campus.

*In an emergency or if a Luther College Fleet vehicle becomes disabled, stay with the car and car pool. Call Luther campus security 800-258-8437 or 563-387-2111. You will also want to call Facilities Services 563-387-1012.*

**Area Schools**
To find directions to local schools, use googlemaps.com or mapquest.com. Ask Renee Gunderson for assistance if there are questions about routes to various locations.

**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).
○ Checking in and out – follow school routines and procedures
○ 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 classroom each day and to be there on time.
○ Speech and actions during the field experience should provide a positive role model for K-12 students.
○ Electronic communication - Many people use social media to stay in touch with family and friends. During the EDUC 185/215 experience, teacher candidates may be asked to ‘friend’ K-12 students. Politey refuse this invitation. DO NOT interact on social media with students. This is to protect you, the student, and the school. Be sure cell phones are turned off and stored away. Follow the school’s policy for cell phone use during the school day and do not share phone numbers with students.

**In-service Days**
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.

**Communication**
As a representative of Luther College, teacher candidates should be conscious of their communication and actions.

If a teacher candidate is ill and cannot attend, they should do the following:
   a. notify carpool driver of absence
   b. notify cooperating teacher of absence
   c. notify Renee Gunderson (she will inform seminar leader) of absence
If an illness continues, this process must be followed each day.

**How Teacher Candidates Are Evaluated**
Teacher candidates are evaluated through their demonstration of dispositions important to teaching that can be found on the Education 185/215 On-line Evaluation (this link will be shared later). Cooperating teachers will evaluate teacher candidates using this form. The cooperating teacher may discuss his/her rating with the teacher candidate. The seminar leader and teacher candidate will meet to discuss the evaluation during the last week of J-term.
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 cumulative reflection

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

Final Interview
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. To the final interview, teacher candidates should bring their completed copies of each of the following forms:
○ ED 185/215 Time Sheet
○ ED 185/215 Evaluation (cooperating teacher completed)
○ Advisor Request Form (if needed)

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 1 for spring semester registration and March 1 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 all of the 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/