The mission of the Waldorf University Education Department is to “prepare engaging teachers to serve a diverse community of learners.”
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Mission Statement & Goals
Waldorf University Education Department

Waldorf University Mission Statement
Waldorf University seeks to be an engaging community of learning and faith where relationships are formed and opportunities for learning and service abound. Our mission is to educate the whole person emphasizing integrity and equipping students to succeed and to serve the communities where they live and work.

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 his/her 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 his/her 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) he or she teaches 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) s/he teaches. (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. S/he keeps 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 his/her 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(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 his/her practice, particularly the effects of his/her 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 his/her personal biases and accesses resources to deepen his/her 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 his/her 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 his/her 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.

The major goal is for the student to be involved in the daily workings of a teaching situation. The amount of involvement depends on previous experience, the cooperating teacher/ personnel, and which Clinical Experience the student is taking. 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
<th>Description of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED220</td>
<td>Exceptional Learners</td>
<td>10</td>
<td>Observation and participation with students with special needs or who are at risk.</td>
</tr>
<tr>
<td>EDU202</td>
<td>Introduction to Teaching Clinical</td>
<td>20</td>
<td>Observations in K-12 classrooms at two levels to introduce students to the K-12 environment.</td>
</tr>
<tr>
<td>EDU240</td>
<td>Educational Psychology</td>
<td>10</td>
<td>Observations in a K-12 classroom focus on educational psychology theory to connect theory to practice.</td>
</tr>
<tr>
<td>EDU440</td>
<td>Assessment and Goal Setting</td>
<td>10</td>
<td>Students observe assessment activities and collect assessments in classrooms.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------</td>
<td>---------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDU411</td>
<td>Multicultural Practicum</td>
<td>40</td>
<td>Co-teaching experience in a school with a diverse student population. The goal is to provide teacher candidates with experience teaching in a setting where various levels of diversity are more prevalent.</td>
</tr>
<tr>
<td>EDU340</td>
<td>Teaching Math and Science in K-8th Grade</td>
<td>15</td>
<td>Students are placed in an upper elementary math and science classroom to participate by presenting lessons, working with small groups, co-teaching, and tutoring.</td>
</tr>
<tr>
<td>EDU350</td>
<td>Teaching Movement/Music/Art/Drama in K-8th Grade</td>
<td>15</td>
<td>Students are placed in a regular education lower elementary classroom and integrate music, art, drama and movement into the regular curriculum. Students also present lessons.</td>
</tr>
<tr>
<td>EDU360</td>
<td>Teaching Reading, Language Arts and Social Studies in K-8th Grade</td>
<td>15</td>
<td>Students are placed in a reading, language arts, and social studies classroom to participate by presenting lessons, working with small groups, team co-teaching, and tutoring.</td>
</tr>
<tr>
<td>EDU460</td>
<td>Developing Classroom Community - Elementary</td>
<td>10</td>
<td>Students are placed in a classroom to observe and participate in classroom management strategies.</td>
</tr>
<tr>
<td>SPED335</td>
<td>Inclusive Reading Pre-Student Teaching</td>
<td>50</td>
<td>Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td>SPED392</td>
<td>Math Strategies</td>
<td>10</td>
<td>Students are placed in a classroom with the purpose of diagnosing mathematical problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td>Reading</td>
<td>K-8 or 5-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU355</td>
<td>Teaching Reading in Grades 5-12</td>
<td>10</td>
<td>Students are placed in a classroom to participate by presenting lessons, working with small groups, co-teaching, and tutoring.</td>
</tr>
<tr>
<td>SPED335</td>
<td>Inclusive Reading Pre-Student Teaching</td>
<td>50</td>
<td>Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td><strong>Instructional Strategist I:</strong></td>
<td>K-8 or 5-12</td>
<td><strong>SPED321</strong> (Participatory)</td>
<td>Special Education Clinical Experience</td>
</tr>
<tr>
<td><strong>SPED335</strong> (Participatory)</td>
<td>Inclusive Reading Pre-student Teaching</td>
<td>50</td>
<td>Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td><strong>SPED392</strong> (Participatory)</td>
<td>Math Strategies</td>
<td>10</td>
<td>Students are placed in a classroom with the purpose of diagnosing mathematical problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td><strong>SPED410</strong> (Participatory)</td>
<td>Special Education Clinical II</td>
<td>60</td>
<td>Teach or co-teach in a special education setting (for endorsement seeking students only).</td>
</tr>
<tr>
<td><strong>Secondary Endorsements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDU346</strong> (Participatory)</td>
<td>Clinical Experience in Teaching Business</td>
<td>20</td>
<td>Students gain instructional experience in a secondary business classroom.</td>
</tr>
<tr>
<td><strong>EDU395</strong> (Participatory)</td>
<td>Content Area Reading Methods</td>
<td>10</td>
<td>Students use content reading strategies to implement reading strategies with secondary students.</td>
</tr>
<tr>
<td><strong>EDU465</strong> (Participatory)</td>
<td>Developing Classroom Community - Secondary</td>
<td>10</td>
<td>Students are placed in a classroom to observe and participate in classroom management strategies.</td>
</tr>
<tr>
<td><strong>EDU371</strong> (Participatory)</td>
<td>Pre-student Teaching Clinical Experience for Secondary</td>
<td>20</td>
<td>Students gain instructional experiences in a secondary classroom and explore using various teaching strategies while also using a variety of media.</td>
</tr>
<tr>
<td><strong>EDU376</strong> (Participatory)</td>
<td>Clinical Experience in Teaching Speech/Theater in the Secondary School</td>
<td>20</td>
<td>Students gain instructional experience in a secondary speech/theater classroom.</td>
</tr>
<tr>
<td><strong>EDU381</strong> (Participatory)</td>
<td>Clinical Experience in Teaching Social Studies in the Secondary School</td>
<td>20</td>
<td>Students gain instructional experience in a secondary social studies classroom.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDU386</td>
<td>Clinical Experience in Teaching English in the Secondary School</td>
<td>20</td>
<td>Students gain instructional experience in a secondary English classroom.</td>
</tr>
<tr>
<td>K-12</td>
<td>Endorsements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU395</td>
<td>Content Area Reading Methods</td>
<td>10</td>
<td>Students use content reading strategies to implement reading strategies with secondary students.</td>
</tr>
<tr>
<td>MUE341</td>
<td>Methods of General Music in Public K-12 Schools</td>
<td>20</td>
<td>Students gain instructional experience in an elementary music classroom.</td>
</tr>
<tr>
<td>MUE441</td>
<td>Methods of Performance Ensembles in the Schools</td>
<td>20</td>
<td>Students gain instructional experience with performance ensembles in a secondary school.</td>
</tr>
<tr>
<td>PED/SPED310</td>
<td>Adaptive PE</td>
<td>10</td>
<td>Students are placed in an adaptive PE setting to observe and interact with the teacher and students.</td>
</tr>
<tr>
<td>PED344</td>
<td>Clinical Experience in Teaching Physical Education in the Elementary School</td>
<td>20</td>
<td>Students gain instructional experience in an elementary physical education classroom.</td>
</tr>
<tr>
<td>PED346</td>
<td>Clinical Experience in Teaching Physical Education in the Secondary School</td>
<td>20</td>
<td>Students gain instructional experience in a secondary physical education classroom.</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** SPED 410 Special Education Clinical Experience II is for endorsement-seeking students only.

**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 who has been 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 Experience 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 immediate family members. Placements are made by the principal and the Education Department Clinical Experience 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 educational program. As a result, you must arrange for your own transportation to and from clinical placements.

**Dress Code** – Clinical Experience students are required to wear a Waldorf University Education Department shirt or blouse for all clinical experiences. Slacks may be worn for men, and slacks or loose-fitting skirts for women. Jeans, mid-thigh skirts, shirts that reveal the waistline, spaghetti straps, flip-flops, high spikes or platform shoes, and hats are not appropriate attire. Personal grooming must be at a professional level. Additional restrictions on dress may apply if a clinical experience placement school site has a more restrictive dress code for its teachers.

**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. Through the use of a Progress Evaluation, the student’s academic advisor from the Education Program will work with the student to help guide their actions.

**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 you are 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 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 development of the clinical experience student. 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**

- 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 he/she is present; the clinical student should present it to you.
- Contact the university supervisor or Clinical Experience 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 his/her experience during university breaks, if you agree.
Participatory Clinical Experience

➢ Create an atmosphere of acceptance of the Waldorf clinical experience student by introducing him/her as a part-time associate.
➢ Challenge and invite the clinical student to think for himself/herself and assist in a manner consistent with your expectations and his/her level of preparedness.
➢ Invite the clinical student to help you meet instructional goals and support classroom learning.
➢ If appropriate, provide the clinical student with his/her 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 his/her level of participation.
➢ Confer with the university faculty about the clinical student’s progress.
➢ Contact the university professor or Clinical Experience Coordinator regarding any concerns.
➢ Initial the clinical student’s attendance log each day he/she is present; the clinical student should present it to you.
➢ Provide the clinical student (and professors) with insight into his/her teaching abilities and dispositions through evaluative feedback. A mid-term and final evaluation are required for the clinical student enrolled in a course which requires the completion of 15 or more clinical hours. The clinical student will give their cooperating teacher a paper copy of the mid-term evaluation and the completed evaluation should be returned directly to the Waldorf University clinical course professor or Waldorf University Education Department. Completion of the final evaluation will be done using the electronic evaluation form provided by the Waldorf University Education Department. Only a final evaluation is required for the clinical student enrolled in a course which requires the completion of 10 clinical hours.

Role of Waldorf University Clinical Experience Coordinator

➢ Collect descriptions of clinical requirements from university professors for each course and communicate those expectations to principals and prospective 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:
  o Describe the evaluation procedures.
  o Determine how the student’s time will be allocated.
  o Discuss concerns and/or answer questions.

Role of Waldorf University Professors

➢ Provide descriptions and expectations for each clinical to the Clinical Experience Coordinator.
➢ 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 Experience Coordinator to assure an effective experience for clinical experience students.
➢ Clarify building "check in" procedures and expectations for the Clinical Experience 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 his/her 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
➢ 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 clinical 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 clinical 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 supervising university professor).
➢ Keep a record of attendance on a Clinical Experience Log; have it initialed by the on-site cooperating teacher/personnel each time.
➢ Turn in completed Clinical Experience log to course professor.
➢ Ask your cooperating teacher to fill out the electronic evaluation form that has been sent by the Waldorf University Education Department.
➢ 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 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 teacher’s support of you doing this, mention what you saw and how you considered addressing it and inquire about how the teacher 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 teacher.
➢ Communicate with your teacher with regard to your course requirements.
➢ For methods courses, inquire about upcoming curriculum expectations the 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 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 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 the on-site cooperating teacher/personnel each time.
➢ Turn in completed Clinical Experience log to course professor.
➢ Give your cooperating teacher a paper copy of the participatory clinical evaluation if enrolled in a clinical course which requires the completion of 15 or more clinical hours. Ask your cooperating teacher to complete a mid-term evaluation on your performance and disposition and to return the completed evaluation directly to the Waldorf University clinical course professor or to the Waldorf University Education Department. (Only a final evaluation is required for the clinical student enrolled in a course which requires the completion of 10 clinical hours.)
➢ Ask your cooperating teacher to fill out the electronic final evaluation form that has been sent by the Waldorf University Education Department.
➢ 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**
Evaluations will be completed by the cooperating teacher at the school site. Students should complete a self-evaluation if it is requested by the instructor.

**Participatory Clinical Experience Evaluation**
Evaluation will take these forms:
- Written feedback by university professor on all specific assignments.
- Non-binding mid-placement evaluation by cooperating teacher(s).
- Final evaluation by university professor and cooperating teacher(s).
**Unsatisfactory Performance**
Clinical experiences may be repeated with permission from the university professor. The university professor may also require an extension of the clinical experience.

**Suggestions for Activities**

**100 & 200 Level Courses**
- 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
- 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

**300 & 400 Level Courses (in addition to the above)**
- 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
- Lead discussion group
- Interview school personnel
- Plan & setup a learning center
- Attend IEP planning meeting
- Administer informal inventories
- Collect and analyze student assessment data
# The Education Department

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<thead>
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Clinical Experience Participating Schools

Algonia Community School District
www.algona.k12.ia.us
Algonia High School: 515-295-7207
Algonia 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

Central Springs Community Schools
www centralsprings.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 eagle-grove k12 ia us
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 ghvschools org
Garner-Hayfield-Ventura High School (Garner): 641-923-2632
Garner-Hayfield-Ventura Junior High (Ventura): 641-829-4484
Garner-Hayfield-Ventura Intermediate (Ventura): 641-829-4482
Garner-Hayfield-Ventura Elementary (Garner): 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: 641-456-2261
Hampton-Dumont South Side Elementary: 641-456-4481

Lake Mills Community School District
www.lake-mills.k12.ia.us
Lake Mills High School: 641-592-0894
Lake Mills Middle School: 641-592-0893
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