

CLINICAL EXPERIENCE EXPECTATIONS

A Guide for the Cooperating Teacher in 15-30 hour Clinical Field Experiences
or 45-135 hour Practicum Experiences

A brief description of expectations for Wisconsin Lutheran College Clinical Field Experiences is found in the WLC Teacher Education Handbook at www.wlc.edu/academics/edu/handbook. The goal of such clinicals is to connect the instructional theory with practice through classroom experience. Students are also to bring those experiences from the clinical back into the methods class for sharing and discussion.

In this document, the WLC School of Education gives our cooperating teachers more information for working with our students. It will be helpful in guiding our students, in giving them a quality experience, and in making your experience with them enjoyable.

What a Classroom Cooperating Teacher Should Expect from a WLC Clinical Student

1. Active observation of classroom instruction and student learning.
2. Assistance for students in their classrooms. Our students would like to move about the classroom observing and interacting.
3. Supervision of students to assure their safety and well being.
4. Modeling of appropriate behavior - with dignity, courtesy, and consideration.
5. Punctuality and responsibility in fulfilling duties. Adequate notification of absences.
6. Professional dress as role models for the students.
7. Advising of students on study techniques that help them become independent learners - conversations with students that promote their thinking about the subject, not simply listening and accepting.
8. Providing academic guidance to students - helping them with homework and assignments they are having difficulty completing, working on long term projects, helping them understand material they are not comprehending or helping them study to better comprehend what they are learning. The goal is always student learning rather than simple task completion so they will be able to utilize the acquired knowledge on future assignments and challenges.
9. Motivating students toward higher education and other formal post-secondary experiences - encouraging hard work and effort, creating confidence in students about their own abilities and knowledge, enhancing their creativity and problem solving strategies, and improving student's question-asking and discussion skills.
10. Help with grading papers, developing bulletin boards, displays, learning centers
11. Teaching one to three lessons/mini-lessons with full lesson plans under the supervision of the coop. teacher. (Detailed lesson plans that have been approved and signed by the cooperating teacher are to be submitted to the college professor no later than 24 hours ahead of teaching the lesson.) Lessons could be videotaped.
12. Teacher and/or Pupil Interviews.

What WLC Expects from A Classroom Cooperating Teacher Helping our Students

1. **Give our students the opportunity to understand the students.**
 - Allow them to GET INVOLVED in the students' lives academically. Allow them to observe/interact to explore their interests as they provide support for classroom instruction. Allow them to be active in the teaching and learning process.
 - Allow them to do one-on-one/small group work and/or tutoring
 - Allow them to monitor the individual work and progress of students during class.
2. **Give them the opportunity to become familiar with the curriculum.**
 - Help them discover the relationship between the curriculum and the planning of the daily lesson.
3. **Give them the opportunity to prepare and teach one to three lessons/mini-lessons.**
 - We hope they will be a source of variety and enrichment to the instruction in the classroom.
 - Allow them to plan one or a series of lessons that fit into the overall plan for classroom instruction.
4. **Please give them constructive feedback on their teaching. Make sure our lesson plans are complete and detailed.**
 - Help them grow and assist them in their development as effective classroom teachers.
 - Fill out one simplified feedback sheet for classroom tutoring/teaching to help document the clinical experience in your classroom. Did their plan include proper anticipatory set with aims clearly stated? Did they provide good transition statements/activities? Was there proper lesson closure? Could you have taught the lesson from their plan (was it detailed enough)?
5. **Give them the opportunity to assist with extension activities/projects with suggestions/directions in advance, so they can prepare materials before coming each time. Our students are willing to prepare and use materials for instruction under your supervision.**
6. **Give our students input on the following topics:**
 - Their role or involvement in the classroom management/discipline. Please share your good ideas on Classroom Management!
 - Useful activities that work and sources of further learning for the subject including websites.
 - Service-learning/action research projects in the classroom.
 - E-mail addresses to assist in getting feedback and sharing observations. An exchange of e-mail addresses would be helpful.
 - Discussion of interview possibilities, proper questions for K-12 students, time allowance, location, selection of interviewees
7. **Contact the WLC Coordinator of Clinical Field placement immediately if there are any special circumstances.**
 - Security clearance procedures and/or necessary paperwork (health forms, background checks, etc.).
 - Improper behavior, lack of commitment, and/or poor quality of performance.