



PRACTICUM

1 unit - Final Year

PRACTICUM OVERVIEW

The GLWI Practicum is a student teaching placement in which a trainee works **for 4 weeks** in a Waldorf school while being mentored by a trained, experienced Waldorf teacher.

According to the AWSNA's Teacher Education Delegate Circle guidelines, the Practicum experience is divided into two streams to best serve teachers in their development.

- **Pre-Service** - Those new to teaching and/or new to Waldorf Education with less than one year of full-time teaching in their own classrooms OR those who are not currently lead teaching in a Waldorf School.
- **In-Service** - Those working in their own classrooms as lead teachers in a Waldorf school.

REQUIREMENTS

- [Course registration](#)
- Receive Google Classroom access and Practicum Advisor assignment
- Meet with Practicum Advisor to determine school placement and Cooperating Teacher
- Schedule Practicum dates with the Cooperating Teacher
- Complete Practicum Proposal form on Google Classroom
- Review the Criteria for Guiding and Assessing Teacher Trainees
- Complete four weeks of Practicum
- Pre-service trainees only: Submit Daily Journal, recording Practicum experiences, questions and insights, to Practicum Advisor
- Complete the **Practicum Student Self-Evaluation** form
- Have Cooperating Teacher send the **Trainee Final Evaluation** form and **Cooperating Teacher Recommendation** form to the Practicum Advisor

SELECTION OF COOPERATING TEACHER

The Cooperating Teacher is a highly qualified teacher who demonstrates expertise in the classroom, is skilled in interpersonal relationships, and is interested in guiding the teacher trainee. This teacher is a trained Waldorf teacher with a minimum of seven consecutive years of teaching experience. The Cooperating Teacher has one of the most critical roles in the teacher education process by guiding a new teacher and affirming the trainee's commitment to the profession.

Students may arrange their own placement with a Cooperating Teacher or they may ask their Practicum Advisor to help arrange a placement on their behalf. **All practicum placements and Cooperating Teachers must be approved by the Practicum Advisor.**

GUIDELINES FOR THE PRE-SERVICE PRACTICUM

Pre-Service trainees, those who are not yet lead teaching at a Waldorf school, will choose a school and class where they can do their practicum teaching while supervised by a Cooperating Teacher. The student's Practicum Advisor or a member of the GLWI core faculty will also visit the classroom for a two-day period to provide evaluation and feedback.

Preparation

- The trainee and the Cooperating Teacher will discuss and plan the responsibilities that both the trainee and the Cooperating Teacher will assume during the Practicum experience.
- The trainee will observe the Cooperating Teacher for at least one full week prior to the start of their practicum teaching.

During the Practicum, pre-service students will:

- Work in advance with the Cooperating Teacher on lesson planning and curriculum design
- Observe the Cooperating Teacher for the first week
- Plan and teach a lesson block of three weeks, while being observed **daily** by the Cooperating Teacher
- Facilitate class tutoring and small group work as determined by the Cooperating Teacher
- Meet daily with the Cooperating Teacher to ask questions, share insights, and receive feedback
- Attend faculty, committee and parent meetings as permitted
- Participate in the community and festival life of the school
- Develop relationships with students and teachers in the school

Considerations for Master's Degree Candidates:

If the trainee is a master's degree candidate AND is planning to do their action research project during their practicum, the trainee will consult with the Cooperating Teacher to describe the scope of their research and how this will impact their time in the classroom.

GUIDELINES FOR THE IN-SERVICE PRACTICUM

In-Service trainees, those who are already lead teaching in a Waldorf school, may choose to fulfill their Practicum requirement in their own classrooms. In this case, a Cooperating Teacher from within the school or a nearby school will be selected to supervise. The student's Practicum Advisor or a member of the GLWI core faculty will also visit the classroom for a two-day period to provide evaluation and feedback.

The Cooperating Teacher will observe the in-service teacher during the practicum a minimum of two full lessons per week (or equivalent) over the three week period for the purpose of providing information and evaluation of the student's progress toward the development of teaching competencies.

Preparation

In advance of the observation, the in-service teacher will share their yearly block plan, daily rhythm, and lesson plans for the observation period with the Cooperating Teacher.

During the Practicum, in-service trainees will meet with their Cooperating Teacher regularly to ask questions, share insights, and receive feedback.

During the practicum, in-service teachers will:

- Share lesson planning and curriculum design with Cooperating Teacher
- Invite the Cooperating Teacher to observe different types of lessons (morning lesson, skills, etc)
- Demonstrate one-on-one student tutoring and small group work
- Meet with the Cooperating Teacher after each day's observation to ask questions, share insights, and receive feedback.

Considerations for Master's Degree Candidates:

If the trainee is a master's degree candidate and is planning to do their action research project during their practicum, the trainee will describe to the Cooperating Teacher the scope of their research and how this will impact their time in the classroom.