



# Practicum Guidebook 2016-17

GLWI IS A CANDIDATE FOR FULL MEMBER INSTITUTE IN



ASSOCIATION OF WALDORF  
SCHOOLS OF NORTH AMERICA™



AND A DEVELOPING MEMBER INSTITUTE IN

IN SUPPORT OF *Waldorf* EDUCATION

## PRACTICUM

### 60 HOURS IN TWO 4 WEEK BLOCKS – 4 CREDITS – SPRING 3

The practicum is an 8 week student teaching placement that requires a trainee to work in a Waldorf school for 8 weeks (usually 2 four week blocks though the entire practicum may be done in one classroom) while being observed and mentored by a trained, experienced Waldorf teacher that has been agreed upon by GLWI.

Trainees are required to work in the school all day, every day, observing for one quarter of the total time spent and then teaching the class and being observed by the cooperating teacher for the remaining three quarters of the time spent. Trainees should plan the lessons with guidance from the host teacher. Trainees are required to attend faculty and committee meetings as permitted, a parent meeting (if one is scheduled during that time), and to participate in the festival life of the school.

Trainees who are already carrying a class in a Waldorf school (as a full time class teacher) may choose to teach one block (a full 4 weeks) in their own classroom during which time a cooperating teacher or the student's GLWI Advisor will visit the classroom for a two day period and provide evaluation and feedback. Trainees must arrange to teach at least one block at a school other than the one in which they are employed. If assistance is needed to organize these arrangements with their own school or with the host school, trainees should contact the GLWI Director of Teacher Development. During the practicum, students should meet with their cooperating teacher every day to ask questions, share insights, and to get feedback on their teaching. GLWI expects documentation of a minimum of eight weeks spent in the practicum for completion of this course

Course requirements include:

- Independent Study Proposal – 8 week **Practicum** with advisor approval
- Course Registration Form and Payment
- Log of classroom experiences documenting 60 hours.
- Observation & Teaching Journal
- Action Research Paper (20-25 pages) (or for Master's degree students 60+ pages\*)
- Capstone Project represented by the Portfolio that includes:
  - Cross-curricular resources collected throughout the 3-year sequence
  - Outside experiences during the last 3 years
  - Reflection Paper (5-10 pages)
  - Capstone Presentation

### PRE-REQUISITES

To be eligible to receive credit for the Practicum, the trainee must be a currently enrolled GLWI student in good standing. All requirements of Fieldwork I and II must be complete prior to submission of the Practicum Proposal as well as successful completion of all other courses.

It is imperative that students maintain contact with their Advisors at regular intervals throughout their independent study course.

### INDEPENDENT STUDY PROPOSAL

Students are required to write and submit a proposal on the *Independent Study Proposal Form* that includes a plan and timeline for completion of the required teaching hours, name of the school and cooperating teacher, and the focus and format of the corresponding Action Research paper that will represent the culminating experience and completion of the program. The Advisor will review this material, suggest any necessary changes, and ensure compliance with GLWI requirements. The Advisor will submit the material to the core faculty for final approval if needed.

### COURSE REGISTRATION AND PAYMENT

Once the advisor approves and signs the proposal, the student is required to submit the signed proposal with a completed *Independent Study Registration Form* along with payment of tuition and administrative fees to GLWI via the GLWI Director of Administration. Once course tuition and administrative fees are paid, the student may begin the course of study agreed upon between student and advisor. **Credit will not be granted for work done prior to proposal submission and approval or payment of registration fee.** (Forms can be found at the back of this handbook.)

### MASTER'S DEGREE

See MMU guidelines and requirements for this part of the program. It is expected that the topic of the Action Research paper will not only be approved by the MMU program advisor but also by the GLWI Director of Teacher Development and that it will be relevant and applicable to the course work and the practicum placement undertaken as a student teaching trainee through GLWI. A presentation of information from this project will be expected and arranged for GLWI faculty and students.

### OBSERVATION JOURNAL

The trainee will be responsible for keeping a journal about each classroom experience during the Practicum to be shared with the GLWI Advisor upon completion. (Electronic format is preferable). It is helpful to use the *Grade School Classroom Observation Guidelines* or for observing in the Early Childhood classes the *Early Childhood Classroom Observation Guidelines*. (See the Form section of this handbook) Along with classroom observations, the journal can include questions, successes and challenges, and learning insights as the teacher trainee explores instructional planning, teaching strategies, and classroom management on their unfolding process of teacher development.

### RESEARCH PAPER

In addition to the reflection paper and the portfolio, an Action Research project and resulting paper is required for all seeking students to complete the Practicum course and prior to being awarded a certificate of completion in Waldorf teacher training from the GLWI.

The research component of the capstone will give students an opportunity to reach beyond what they have learned within their program. For non-degree seeking students, the paper should be between 20-25 pages in length, and for degree seeking students 60+ pages, with a focus on your observations in a hands-on environment.

Students will investigate a research problem they have encountered in the classroom. For example, they may want to try a new disciplinary approach or attempt a different pedagogical approach from what they have observed in the classroom.

Students will communicate the rationale and describe the project in some detail in the independent study proposal that is submitted to the Director of Teacher Development for approval prior to beginning the practicum.

### RESEARCH INVOLVING HUMAN PARTICIPANTS

Doing research that involves human participants (like children or their teachers) holds great promise for Practicum students. Through systematic and deliberate inquiry, it is anticipated that students will both broaden and deepen their understanding of some aspect of education in which they are keenly interested, and discover ways of strengthening their practice. Sending out surveys, interviews and observation are all considered to involve human participants. Researchers are expected to conduct themselves in a professional manner and to provide assurance that they will not exploit their participants. Students who are involved in conducting research with human participants should obtain the informed consent of the participants and all work, activities, and interaction with human participants must be **pre-approved** by the Director of Teacher Development.

## PRACTICUM PLACEMENTS

When students apply for the student teaching practicum, they are encouraged to arrange their own placement with an approved teacher or they may ask their Advisor to help arrange a placement on their behalf.

All students need to make arrangements IN ADVANCE for childcare and other personal concerns or obligations during the proposed practicum period. Remember: Your practicum experience will demand that you observe the arrival time of the school in which you are working. Your cooperating teacher may require you to arrive earlier than you had anticipated; you may also need to remain for 30-60 minutes beyond the student dismissal time. Requests for special conditions or reassignment may not be possible. Once committed to a school, class, and teacher, you are required to be available for professional service.

## GUIDELINES FOR THE PRACTICUM STUDENT

The practicum student is placed with a cooperating teacher in the classroom setting. Students should utilize knowledge gained from course work, Fieldwork, the expertise of the cooperating teacher, and the actual classroom experience to gain knowledge and new skills needed to become a successful teacher. The practicum is an opportunity for students to observe and evaluate various values and beliefs about the profession and in particular about what it means to become a Waldorf teacher, as well as to engage in the activities of the classroom.

Students are expected to behave in a professional manner. They are considered junior members of the staff. The purpose of a Practicum course is to permit students to observe and participate in a classroom while under the full-time supervision of a classroom teacher. Students are expected to dress and behave in a professional manner. They are expected to strive to make a positive impact on students and faculty, to be prompt and dependable, and to demonstrate the burgeoning qualities of a pre-service teacher. Students are guests in the school and should act accordingly. During this semester, practicum students will be able to:

- Observe a variety of teaching strategies and actual student learning;
- Plan and teach a lesson block of at least 3 weeks;
- Facilitate tutoring and small group work as determined by a cooperating teacher;
- Investigate lesson planning and curriculum decision making;
- Assist the teacher in various designated classroom activities;
- Look at the ways education is influenced by numerous factors, including socio-economics, family constellation, health, class size and make up, etc.;
- Hone skills of student observation;
- Develop relationships with students and teachers in the school;
- Participate in the community and festival life of the school;
- Visit faculty, parent, and committee meetings where permitted.

## PRACTICUM STUDENT RESPONSIBILITIES

Once the practicum placement is approved by the Core Faculty the practicum student should:

1. Contact the cooperating teacher, set up a schedule, and discuss plans for preparation;
2. Become familiar with the school's calendar; the school's policy for signing in and out; parking; the cooperating teacher's daily schedule; the instructional materials used in the classroom; the policies put forth by the cooperating teacher in relation to classroom procedures; the school's administrative structure; the school's policy handbook; the physical layout of the school site; and the community.

#### DOCUMENTING HOURS

Students must keep a record of hours in the classroom. This log, provided by GLWI in the Forms section of this handbook, should demonstrate that, by the end of your practicum experiences, you have completed the minimum of 60 hours. If you must be absent from school during your placement, you must notify your cooperating teacher as soon as possible.

#### PRACTICUM ATTENDANCE POLICY

The student teacher has the same responsibilities for reporting and attendance as does any employed teacher. Only absences due to illness or emergency will be accepted.

#### A STUDENT TEACHER IS EXPECTED TO:

- Be present at the school during the hours of the teaching staff.
- Be punctual.
- Notify the GLWI Advisor and cooperating teacher before the beginning of the school day in case of illness or emergency. (An exchange of telephone numbers with the cooperating teacher at the initial interview or on the first day of student teaching is advisable.)
- Attend and participate in extracurricular activities when appropriate.
- Schedule employment interviews outside of student teaching hours. If this is not possible, the GLWI Advisor and cooperating teacher should be contacted for a special arrangement.
- Attend special presentations, faculty meetings, and professional development days as scheduled.

#### ABSENCES

Absences from student teaching must be approved. If more than five days of absence are necessary, the practicum must be rescheduled or extended. The trainee must participate in eight full weeks of student teaching during the practicum experiences. Any exceptions to this policy must be approved by the GLWI Program Director, GLWI Advisor, and cooperating teacher.

Student teachers should refrain from asking cooperating teachers to deviate from any school or GLWI policies. Following the established policy will insure fairness to everyone involved.

#### RELIGIOUS HOLIDAYS

Absence on religious holidays is recognized as an excused absence. Students are not to be penalized if absent from classes or activities because of an excused absence.

Trainees are fully responsible for all material presented during their absence, and cooperating teachers are encouraged to provide opportunities, when feasible, for students to make up lessons and other work missed because of an excused absence. Trainees are urged to remind the instructor of their intention to be absent on a particular upcoming holiday.

#### POLICY ON SUBSTITUTING AND EMPLOYMENT OF STUDENT TEACHERS

Occasionally it is permissible in the absence of his/her cooperating teacher for a short period of time (no more than two school days), for the student teacher to assume responsibility for his/her cooperating teacher(s) on the condition that the school, the GLWI Advisor, the cooperating teacher(s) and the student teacher discuss and agree to the arrangement. *Under no circumstances should a student teacher be used as a substitute in a class other than that to which s/he has been assigned.* In all situations where student teachers are being used as substitutes, the school will assume liability.

All students who wish to receive GLWI credit for student teaching must register for the course and complete the experience under the supervision of a cooperating teacher in the classroom and a GLWI advisor. Student teachers are teachers in training and must not be used as substitute teachers on a regular basis. Students who opt to accept positions as long-term substitutes cannot receive GLWI credit for Fieldwork II or the Practicum for filling such a position. In addition, ***when student teachers are receiving GLWI credit for their work they are not to receive pay as substitute teachers.***

#### CHOOSING A COOPERATING TEACHER

To fulfill its intention to develop skilled professional educators, Great Lakes Waldorf Institute must take great care in selecting cooperating teachers for its practicum placements.

Initially, the schools employing these teachers must embrace policies that complement GLWI's mission of supporting Waldorf training for new teachers. Then, the teachers selected from these schools for this important task must reflect the attributes expected of our teacher candidates: experienced (at least 8 years and all grades for grade school, at least 6 years for early childhood), reflective practitioners serving a community of learners, parents, and colleagues as pedagogical experts, creative problem solvers, and collaborative colleagues. The following criteria will help guarantee an appropriate choice in your selection process.

#### **Pedagogical Expert**

#### **Creative Problem Solver**

#### **Collaborative Colleague**

Possess knowledge of basic principles of supervising student teachers or is willing to accept such an academic learning experience to prepare herself/himself for this responsibility

Demonstrates effective and creative approaches to professional challenges

Participates as an effective team member with students, colleagues, families, and community members

Holds academic preparation, Waldorf teacher training certificate, or commensurate experience; and demonstrates knowledge and understanding appropriate for level, age, and subject matter placements

Able and willing to help practicum students identify and learn how to solve their professional challenges

Demonstrates ability and willingness to mentor and effectively communicate with teacher education candidates.

Demonstrates commitment to professional development

Willing to spend non-compensated time to help the practicum student become oriented to school and classroom practices.

Demonstrates ability to lead and follow collaboratively and to serve the wider school community in multiple areas.

Some criteria, like the following, require a synthesis across the roles of pedagogical expert, creative problem solver, and collaborative colleague:

- Demonstrates high-quality teaching performance
- Exhibits professional and ethical behavior
- Exhibits personal and professional attitudes desirable for one in an educational setting
- Demonstrates a commitment to and an understanding of Rudolf Steiner's indications on the phases of human development
- Exhibits clear understanding of the practical applications of Steiner's pedagogical indications
- Is an ongoing student of Steiner's work, as well as the work of supporting authors and satellite works relevant to a living and creative approach to teaching and learning

#### EVIDENTIARY OPTIONS FOR THE SELECTION OF COOPERATION TEACHERS

Evidentiary options that are used to support the criteria for the actual selection of cooperating teachers include the following:

- Recommendations from GLWI or school personnel familiar with the selection criteria
- Observations in classrooms of potential cooperating teachers by GLWI core faculty, trainees, or AWSNA representatives
- Self-report data (resume, experience factors, etc.) submitted by suggested teachers
- Confirmation by an administrative or pedagogical representative of the school that the cooperating teacher meets the criteria. To make this judgment, the school representative should be familiar with the GLWI criteria and should have access to the following evidence: resume, formal or informal observations, and personal recommendation from school personnel.

#### CRITERIA FOR SELECTION OF COOPERATING TEACHERS

Cooperating teachers are selected to work with student teachers based upon the guidelines listed below. A cooperating teacher:

1. Should be in good standing with his or her own school community and parent body, and deemed an appropriate role model in terms of pedagogical expertise, creative problem solving, and working collaboratively as a colleague.
2. Should be recommended and approved by his/her administration or faculty, as well as by the GLWI Core Faculty, and selected on a volunteer basis only after the professional responsibilities associated with this position are discussed and agreed upon by the prospective cooperating teacher.
3. Should be fully qualified in the area and level in which s/he will supervise.
4. Should have completed a minimum of eight years of *successful* teaching experience with a minimum requirement that they have taught all grades from 1-8 for at least one year for grade school and at least 6 years of EC classroom experience for EC teachers.
5. Should be a good role model who consistently demonstrates high quality teaching performance.
6. Should be willing to devote the time required to adequately supervise, counsel, and evaluate the student teaching experience. This may include attending meetings before, during, or after school, or during daily breaks or prep time.
7. Should demonstrate evidence of continuous professional growth.
8. Should demonstrate personal professional attitudes desirable for one in a leadership role in teacher education.
9. Should exhibit professional and ethical behavior.
10. Should be an effective team member.

#### STUDENT GRIEVANCE CONCERNING COOPERATING TEACHERS

From time to time, a student may find him or herself under the guidance of a cooperating teacher who is unable to perform the tasks of practicum supervision as required in the GLWI handbook. If a question arises in this regard, it should be immediately reported to the Director of Teacher Development for resolution.

## SUGGESTED TIMELINE

Orchestrating a project that has many facets can be complicated. Advisors and students will create a total project timeline together at the beginning of the project that adheres to the following general sequence:

### Summer (prior to the fall semester)

- Identify location of practicum
- Contact school/teacher to set up spring block (could be fall if all GLWI course work is complete)
- Meet with GLWI advisor to discuss topic for AR research
- Look for reading material on the topic you plan to explore
- Create an annotated bibliography by September 15th
- Locate research and block materials for lesson prep

### Semester 1 (fall)

- Prepare and submit the literature review for the paper
- Prepare block(s) materials in consultation with the cooperating teacher
- Draft methodology section (this will shift and change as the project unfolds)

### Semester 2 (spring)

- Conduct two 4 week practicums or one 8 week practicum as agreed (you must plan to complete these practicums prior to April 1<sup>st</sup> of the semester)
- Participate in daily feedback meetings with cooperating teacher
- Check in with GLWI advisor weekly for updates, questions, etc.

### Semester 3 (summer)

- Make final adjustments to the paper
- Make Capstone presentation (end of July)
- Graduate from GLWI
- Graduate from MMU (August?)

Prior to drafting your proposal or beginning your practicum, you will have completed the *Literature Review* and *Methodology* sections of your research paper as noted in the timeline above.

The following suggested 4-week practicum model begins with your proposal and is based on a 16-week (4 month) format that includes drafts and editing. You may need more time than indicated for certain steps, for example, you may be conducting research during 2 four-week practicums or 1 eight-week practicum, as agreed. Discuss your specific timeline with your GLWI advisor.

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**Week 1:** Submit Practicum Proposal form to GLWI advisor. Use the “Research Project Planning Tool” on page 35 to begin thinking about a research topic. This document can be used between student and advisor to organize and plan for the project.

**Week 2:** Assemble and review notes taken during course work, looking for themes and topics of interest as you enter your practicum experience. Decide what your goals will be during the practicum. What are you most interested in experiencing? What thread can you find that could be a good theme for your paper? What questions or interventions are you interested in pursuing as a topic for your *Action Research Project*?

**Week 3-4:** Contact your cooperating teacher and work together with that teacher to help prepare the block or lessons you will eventually teach. Share your question with the cooperating teacher to gain his or her insight on how best to work with it in that particular classroom.

**Week 5 (Observation week):** Begin observations in chosen classroom. Take notes and begin your journaling process. Use the conference guide in the Forms section of this handbook to assist you in discussions with your cooperating teacher.

**Week 6 (First teaching week):** Begin teaching your block, continue journaling and teacher feedback conversations. Look at the class through the lens of your questions.

**Week 7 (Second teaching week):** Continue teaching your block, review notes, refine your approach, continue to journal, and to participate in teacher feedback conversations.

**Week 8-10 (Third and final teaching week):** Continue teaching your block, refine your work, wrap up your block, assess children’s learning, continue to journal, and to participate in teacher feedback conversations. Note any answers or solutions you may have found to your initial question.

**Week 11:** Organize your notes and clarify what you have learned from the practicum experience. Begin a first draft of the *Findings* section of your research paper.

**Week 12:** Sleep on it.

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**Week 13:** Refine your *Research* paper draft, read it over again to determine how it fits into the proposal and goals you set for yourself.

**Week 14:** Continue to refine your *Research* paper draft. Fit the Literature Review and Methodology Sections (created earlier) together with your *Findings*.

**Week 15:** Submit draft one of your *Research* paper to DTD for editing\*

**Week 16:** Take a break from your research.

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**\*The editing process will continue between you and your advisor until you are both in agreement and feel that the final paper is completed.**

## Section Six

### Capstone Presentation

Third year graduating students must prepare a Capstone Presentation in order to complete the GLWI program and to receive a Waldorf training Certificate of Completion. Both degree and non-degree seeking students will make a Capstone Presentation to an audience of GLWI faculty and students.

The Capstone Presentation includes reflections on work from the portfolio and experiences of the student over the course of the three-year sequence. It should also include a review of findings based on the Action Research project completed during the practicum course.

The presentation will be given to an audience of GLWI core faculty, students, and invited community members in the summer after the practicum has been completed. It will include a substantial Action Research paper that documents knowledge gained from a combination of course work and the experiences visiting and working in Waldorf classrooms over the course of three years. It will also include a self-assessment of readiness for taking up the work of a Waldorf teacher.

Following is a rubric for preparation of the Capstone Presentation:

#### RUBRIC FOR CAPSTONE PRESENTATIONS

- Students are expected to display written and artistic work that represents their growth and development as a teacher and learner while engaged in the three-year sequence. This might include main lesson work, drawings, paintings, handwork projects, photographs and papers.
- Students should dress as they would for work in the classroom during their presentation.
- Following the format below, students will give a short talk about their experiences, much of which should be focused on the practicum action research project subject and findings.
- Reflection papers should be turned in (electronic form is preferred) to their advisor on the Monday prior to the presentation.

#### ***Format For The Reflection Paper And A Guideline For The Presentation:***

##### INTRODUCTION

- Who am I?
- What brought me to pursue Waldorf Teacher Training?
- How did my journey begin?
- What were my expectations for the program?
- What were my expectations for myself?

##### ACCOMPLISHMENTS & CHALLENGES

- How did *Academic Work* contribute to my development as a teacher?
- How did *Artistic Work* contribute to my development as a teacher?
- How did *Field Work* contribute to my development as a teacher?
- How did the *Practicum/Action Research process* and *Thesis or Capstone Paper* contribute to my development as a teacher?
  - Share a brief summary and the major findings from the research process:
    1. What questions did I pose?
    2. What methods did I use?
    3. What were my procedures?

#### 4. What did I learn?

##### TRANSFORMATION

- What were the most important experiences for me during my years spent in the program?
- What was the most difficult thing for me to overcome?
- How have my experiences during training affected my resolve to become a teacher?
- In what ways have I transformed during my training?

##### IDENTITY

- Has my view of myself as a teacher changed during the course of the program?
- If so—what prompted this change?
- If not—what contributed to my steady vision?

##### CONCLUSION

- How am I on track for becoming the kind of teacher I imagine myself capable of becoming?
- Where do I still feel the need for further development?
- Who am I now?
- Where is my journey taking me next?

##### GOALS AND STANDARDS

In completing the capstone project you will strive to attain the following goals:

- Display knowledge and skills acquired through coursework and practical experience;
- Learn how to mount and sustain a complex argument;
- Refine your writing skills;
- Review your process of becoming a teacher; and
- See teaching as ongoing research in which you ask your own questions and investigate them using appropriate methods to arrive at and review conclusions.

Successful projects will address well-defined issues with cogent arguments and relevant evidence; their style will be lucid and articulate; and they will bring appropriate research methods to bear upon the topic they explore.

## PORTFOLIO

The portfolio consists of an integration of 1) assignments from across the curriculum; 2) enriching activities done outside of the classroom; 3) a reflection paper;

### 1) ASSIGNMENTS FROM ACROSS THE CURRICULUM

The assignments selected should show a continual evolution of the student as a teacher. This may mean having some weaker earlier pieces to contrast against stronger pieces. The chosen assignments should also reflect the student's area of interest that may be further explored in the research project. Courses to choose from for this section include:

- a) Child Development, Remedial Education, Festival, and School Organization/Group Work, and Inner Development papers
- b) Curriculum Courses: lesson plans, papers, drawings, photos of science projects, maps, etc.
- c) Artistic projects: paintings, photos of blackboard drawings, etc.
- d) Observation/Practicum Papers, Self-evaluations, host teacher evaluations OR mentored teaching papers, self-evaluations, and mentor evaluations.
- e) May include individual sections with grade-appropriate poetry, songs for singing and flutes, dances, etc.

You may also scan these into an online/electronic portfolio program and include as a DVD.

### 2) ENRICHING ACTIVITIES DONE OUTSIDE OF THE CLASSROOM

Enrichment activities represented in the portfolio could include:

- f) Other academic programs
- g) Individual courses
- h) Extra-curricular activities
- i) Lectures, workshops, conferences
- j) If teaching, faculty meetings
- k) If teaching, in-house mentoring
- l) Related work, e.g., teaching, tutoring, aftercare supervision
- m) Related volunteer service activities
- n) Non-credit electives offered within the program
- o) Anything else extra-curricular that has contributed this term toward you becoming a teacher

These are only suggestions. If you have done something outside these areas, please check with your advisor before adding it to your portfolio. These activities can be represented creatively through art, photographs or journals. They can also be represented more formally through a detailed typed explanation of the activity.

### 3) REFLECTION PAPER

As part of the student portfolio, this paper should provide the student with an opportunity to reflect on the past 3 years of the program and the process of transformation they have undertaken. Using insights they have gained from experiences, class or teacher discussions, and reading material students should trace their own path of *becoming* in all of the aspects needed to enter the profession of Waldorf Education. This paper is self-reflective and a first person voice is entirely appropriate. Nevertheless, citations for referenced material should be included in APA format.

Read, review, analyze, and synthesize your assignments (both process and content), including observation/practicum or mentored teaching; and enriching activities over the time you've been in the program. Consider where you are in your development; think about your teaching and how it has improved, how your goals have changed, what you are working on, etc. Write a clear, organized self-assessment of where you are in your development as a teacher (10-15 double-spaced pages). Please organize your paper according to the following guidelines:

- 1) An introduction that addresses the following:
  - Your goals for yourself as you began
  - Your expectations of the program as you began
  - Your personal and professional circumstances while undertaking this program
- 2) Critically examine the ways in which the following have contributed to your development as a teacher. Include which aspects have been the most important and which less important.
  - Your assignments and academic work
  - Your artistic development and presentations
  - Your performance in the eight-week practicum OR your mentored teaching experiences (include any in-house mentoring as well)
  - The impact of your contemplative (or meditative) practice on your teaching or practice teaching
  - Your action research project
  - The impact of any enriching activities (see above)
- 3) Accomplishments and Disappointments
  - Celebrate your accomplishments in detail.
  - How does this compare to your initial goals for yourself?
  - Do you have any disappointments in what you have been able to accomplish? If so, describe in detail; give examples.
- 4) Resolve
  - Has your resolve to become a Waldorf teacher strengthened or weakened?
  - Why? Be specific.
- 5) Identity as a Teacher
  - Has your view of yourself as a teacher changed during the course of the program?
  - If so, what has prompted that change?
  - If not, why not?
- 6) Concluding thoughts:
  - How are you on track for becoming the kind of teacher you imagine yourself capable of becoming?
  - Where do you still need to develop and how will you achieve this?

For third year practicum students, the following rubric will be used to assess the Action Research paper:

**ACTION RESEARCH PAPER RUBRIC**

<b>CRITERIA</b>	<b>(1) Weak/Unacceptable</b>	<b>(2) Emerging</b>	<b>(3) Adequate</b>	<b>(4) Outstanding</b>	<b>SCORE</b>
<b>Statement of research question.</b>	The question is not articulated in a clear, convincing way, nor is its significance established. There is no clear research question	The question is addressed with some degree of clarity, but without a fully compelling, convincing argument about why this research is worthy, timely, and significant. A research question is stated.	The question is addressed with clarity. An indication is given for why the research is worthy, timely, and significant. A research question is articulated in some detail.	The question is addressed with a high degree of clarity and conviction. A clear indication is given for why the research is worthy, timely, and significant. A focused research question is clearly articulated.	
<b>Review of relevant literature.</b>	The review of relevant theory and research is weak. There is insufficient evidence of a knowledge base informed by contemporary literature in the selected area of study. Bibliographic references may be missing, outdated, or only weakly connected to the research question. The candidate's command and synthesis of theory may be weak or confusing. There is little evidence of an original, critical synthesis of research literature. There is little if any framework informed by existing theory.	The review of relevant literature is only moderately sufficient. There is moderate evidence of knowledge base informed by contemporary literature in the candidate's chosen domain of study. Bibliographic reference are in most cases appropriately provided and connected to the research question. The candidate attempts a synthesis of relevant theory with mixed or moderate success. There is an attempt made to articulate a theoretical framework, but the achievement of this synthesis is partial.	The review of relevant theory and research literature is clear but lacks critical analysis. The candidate's command of contemporary literature in the chosen area is full and knowledgeable. Bibliographic references are appropriately provided; their links to the research question is usually clear. The paper shows a clear, synthesis of theoretical material and research literature leading to an articulation of a logical framework informed by theory.	The review of relevant theory and research literature is clear, critical, and complete. The candidate shows a high level of command of contemporary literature in the chosen area. Bibliographic references are appropriately provided; their links to the research question is always clear. The paper shows a clear, creative, and original synthesis of theoretical material and research literature leading to an articulation of a clear and logical framework informed by theory.	

<b>Methodology &amp; Data Analysis</b>	<p>The connections between data and the research question are weakly articulated, if at all. There is little or no articulation of the rationale for the candidate's selection and use of particular research methodologies and forms of data analysis. Data may be presented without adequate framing or explanation. The wider goals of the paper are unclear.</p>	<p>The connections between data and the research question are articulated with moderate success. A rationale for the candidate's use of particular research methods and forms of data analysis may be provided, but the links between the rationale and the research question and topics may be less than fully clear or convincing. Data are presented with some framing information and some description or explanation of their meaning.</p>	<p>The connections between data and the research question are clear. A rationale for the candidate's use of particular research methods and forms of analysis is provided and has some links to the candidate's synthesis of theory and research literature. Data are presented with appropriate framing and description. An explanation of the data's meaning in terms of the wider goals of the paper clear.</p>	<p>The connections between data and the research question are extremely clear. A clear and logical rationale for the candidate's use of particular research methods and forms of analysis is provided and always has clear links to the candidate's synthesis of theory and research literature and to the larger goals of the paper. Data are presented with a high level of clear, concise framing and description. An explanation of the data's meaning in terms of the wider goals of the paper is extremely clear.</p>	
<b>Discussion (synthesis) and Relevance of findings</b>	<p>The conclusions drawn are weakly or inadequately supported by the evidence presented. There is little in the way of summation that includes discussion of the wider implications (for research, practice, policy, or theory) of the work. The conclusion does not show evidence of a perspective that takes into account potential critiques and potentially wide, diverse readership.</p>	<p>The conclusions drawn are supported moderately well by the evidence presented, through with partial rather than full success. There is a summation of the central points made but little discussion of the wider implications of the work (for research, practice, policy, or theory). The conclusion provides some evidence of a perspective that considers potential critiques and attempts to reach beyond a narrow readership.</p>	<p>The conclusions drawn are well supported by the evidence presented. There is a summation of the central points made in the research and some discussion of the wider implications of the work (for research, practice, policy, or theory). The conclusion shows evidence of a critical perspective that considers potential critiques and that begins to address a widening readership.</p>	<p>The conclusions drawn are fully and richly supported by the evidence presented. There is a clear summation of the central points made as well as discussion of the wider implications of the work (for research, practice, policy, or theory). The conclusion shows a high level of evidence representing a critical perspective that takes into account potential critiques and that addresses a wide and diverse readership.</p>	

<p><b>Clarity &amp; Style</b></p>	<p>The writing reveals a lack of awareness of the intended audience in terms of word choice and style. It reveals a lack of command over the type of discussion necessary to appropriately explain the wider goals of the paper. The sequencing of sections may be confusing or transitions between them weakly achieved. The introductory and concluding sections of the paper may be weak or barely discernable to the reader.</p>	<p>The writing reveals some awareness of intended audience. It reveals some effort to appropriately explain the wider goals of the paper to the audience. The writing may at times be unclear or inconsistent. The sequencing of sections may be confusing in some places, transitions may at times be weak, or word choice may be awkward or not consistent with the style best suited to the candidate's larger purpose of the work. The introductory and concluding sections of the paper provide only moderate support and clarification for the reader.</p>	<p>The writing reveals awareness of an intended audience through its style. The stylistic choices are appropriate to the wider goals of the project but are not completely consistent in terms of their use throughout the paper. The sequencing and transition of sections is logical and appropriate in terms of the wider goals of the paper. The introductory and concluding sections provide support for the reader.</p>	<p>The writing reveals a thoughtful, discerning awareness of audience through style and language choices. These stylistic choices are highly appropriate to the wider goals of the project and they are consistent in terms of their use throughout the paper. The sequencing of sections and transitions is artful and smoothly achieved. The framework built up across the paper is clear and accessible for the reader. The introductory and concluding sections of the paper provide ample support and further clarity for the paper's goals and overall structure.</p>	
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A candidate must receive either a 3 or 4 in all categories in order to pass and for their paper to be accepted as complete. A 1 or a 2 rating in any category constitutes a "no pass". A candidate may receive a 1 or a 2 based on any one of the criteria listed and it will still constitute a "no pass". Candidates may submit one revision after an initial "no pass" assessment.

## Research Proposal Planning Tool

For use in both the FW2 and Practicum research planning process. This tool can help the student and advisor plan and organize elements of the project.

1. What is the subject area you plan to investigate?

2. What do you hope to learn?

3. What information or experience do you already have in the subject area? What are the sources of your current information? (For example: casual conversation? References in textbooks or other course materials? Mass media?)

4. What do you think are the central terms or concepts of the area (keywords, searches of print or online indexes).

5. What kinds of resources do you expect to find?

6. What experts are there in this field?

7. What kind of materials do you think will be most reliable?

## Section Eight

### Cooperating Teacher Guidelines and Responsibilities

#### GUIDELINES FOR THE 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 practicum student. The cooperating teacher has one of the most critical roles in the teacher education process by taking in a student and affirming a commitment to promoting the profession. Practicum experiences are designed to provide teacher preparation students with an opportunity to observe and assist in the professional activities of a teacher.

During the practicum experience, the cooperating teacher acclimates the student to the school environment. As a guideline, one quarter of the time the student will spend in the class should be observation and three quarters of the total time spent should be focused on teaching and interacting with students. It is the cooperating teacher who helps the student become at ease and accepted by the class, and encourages the student to observe classroom management techniques in addition to key teacher and student behaviors. During this experience, we ask the cooperating teacher to explain the philosophy of the school, faculty, and program. The student and cooperating teacher should also discuss and plan work responsibilities that the student should anticipate during the experience.

#### COOPERATING TEACHER RESPONSIBILITIES

Prior to the Practicum the Cooperating teacher should:

1. Prepare students for the arrival of the practicum student.
2. Acquaint the practicum student with the layout of the school and school routines such as parking, signing in and out of the school building, and health facilities.
3. Share and discuss how you design lesson plans, and reasons for choice of methods, materials, and activities you use.
4. Model effective teaching techniques, including how to provide instruction for individual student differences.
5. Allow the student to teach lessons for three quarters of the total time spent in the class.
6. Assist student in preparing successful lessons, by discussing how you would like him/her to prepare the lesson, selection of appropriate materials, and the form and content of his/her lesson plans prior to the actual lesson.
7. Introduce the practicum student to other staff and faculty.
8. Explain the classroom management plan, including routines, seating arrangements, student incentives, rules and consequences, general school forms; other standard forms or procedures, hall passes, etc.
9. Explain how the practicum student should contact you and the school if he/she must be absent.
10. Address the issues as they arise, such as behaviors of individual children in the classroom, behavior dynamics within groups, special needs of individual children, how to motivate individual groups within the class, effective classroom management, and organizational skills.
11. Please do not leave the practicum student alone in the classroom.

Once the Practicum is underway:

12. Provide an opportunity for the student teacher to assume total teaching and planning responsibility of the full class or classes for a period of approximately three weeks.
13. Allow the student teacher the necessary latitude to employ his/her own ideas, strategies, and/or materials to achieve the curriculum objectives of the school and/or classroom.
14. Provide opportunities for and/or require elementary student teachers to teach in all of the curriculum areas required of the school or included in the GLWI program in which they wish to focus (*grades* might include: circle work, flutes, singing, painting, math, language arts, speech, history, geography etc.; *early childhood* might include circle work, beeswax modeling, food preparation, room preparation, puppetry, singing, gardening, etc.).
  1. All elementary student teachers are required to plan and implement one or more blocks in each placement.
  2. Trainees should take part in such things as:
    1. Implementing behavior intervention projects in their classroom,
    2. Completion of an academic assessment and remediation project,
    3. Contact with parents and teaching colleagues from other classes.
15. Conduct an appropriate number of observations of the student teacher for the purpose of providing information and evaluation of the student's progress toward the development of teaching competencies.
16. Provide an opportunity for the student teacher to demonstrate the ability to assess the pupils' level of functioning, and plan and implement learning experiences based on this assessment.
17. Provide an opportunity for the student teacher to demonstrate the ability to plan and carry out an experience for positive parent-teacher relationships.
18. Provide an opportunity for the student teacher to participate in professional activities, e.g., attending faculty meetings, Parent/Teacher conferences, Class Parent evenings, meetings of professional organizations, in-service meetings, etc.
19. Encourage the student teacher to continue to grow professionally by reading professional journals, taking courses, attending conferences, and participating in professional development activities.

#### EVALUATION AND RECOMMENDATION

After completion of the practicum, the cooperating teacher must complete a *Trainee Final Evaluation Form* rating sheet (pg. 41) and a *Cooperating Teacher Recommendation Form* (pg. 42) and submit these documents to the GLWI's Director of Teacher Development by the end of the month during which the trainee taught in your class.

We ask that the cooperating teacher provide constructive feedback, along with suggestions on ways to monitor and adjust teaching techniques before and after each lesson taught by the trainee. A list of suggested points to cover is included in this handbook under *Student Teacher/Cooperating Teacher Conference Record* on pages 38-40.

## Student Teacher/Cooperating Teacher Conference Record

Student Teacher: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Focus Area: \_\_grades \_\_early childhood School : \_\_\_\_\_

### INSTRUCTIONAL AND PROFESSIONAL COMPETENCIES:

#### Organizes Content Knowledge for Student Learning Based on a combination of Waldorf Appropriate and State Standards where appropriate

- Becomes familiar with relevant aspects of each student's background, knowledge, and experience
- Researches student characteristics
- Writes clear learning objectives that are appropriate for the students
- Accommodates individual differences
- Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
- Demonstrates knowledge of subject matter, grade or class levels, and current research
- Demonstrates the ability to integrate content across the curriculum
- Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the objectives
- Plans for the diversity of learners
- Includes problem solving and/or collaborative strategies
- Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the objectives
- Evaluates student learning systematically
- Uses results to plan future instruction

#### Creates an Environment for Student Learning That Serves a Diverse Classroom

- Creates a climate that promotes fairness
- Conveys attitude that all students are of equal importance
- Establishes and maintains rapport with students in ways that are appropriate to the student developmental needs
- Responds in a sensitive manner
- Develops effective interactions considering the unique characteristics of each student
- Communicates challenging learning expectations to each student

- Demonstrates that learning is individual, active, and social
- Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior
- Constructs practical, effective approaches to manage student behavior based upon prior research of discipline models
- Reinforces desired behavior
- Makes the physical environment as safe and conducive to learning as possible
- Considers student safety and diverse physical needs
- Addresses multiculturalism in presentations and resources

#### **Teaches to Accommodate Diverse Student Learning**

- Makes learning objectives and instructional procedures clear to students
- Provides procedural information according to students diverse needs, abilities, and learning styles
- Makes content comprehensible to students
- Integrates complex information into a logical sequence
- Uses materials, social interaction, and varied instructional strategies
- Encourages students to extend their thinking
- Provides problem solving opportunities and encourages experimentation
- Challenges students using a variety of techniques
- Monitors students understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands
- Responds appropriately to individual differences
- Evaluates effectiveness of instruction
- Uses instructional time effectively
- Organizes instruction
- Paces the lesson according to the content, learner, and situation
- Establishes efficient classroom routines

### **Demonstrates Reflective Practice and Teacher Professionalism**

- Reflects upon lesson effectiveness
- Identifies whether or not learning goals were met and provides supporting evidence
- Identifies specific strengths and weaknesses in all domains
- States ways to improve future instruction
- Demonstrates a sense of efficacy
- Recognizes diversity as a source of enrichment
- Accepts full responsibility for the learning of all students
- Identifies specific ways to help all students meet learning goals
- Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
- Collaborates with colleagues to enhance student learning or address specific problems
- Coordinates plans, schedules, and resources with colleagues
- Develops effective relationships within the classroom, school, and community
- Communicates with parents/guardians regarding student learning
- Employs various forms of communication

## Trainee Final Evaluation Form

Please rate your practicum trainee by assigning the appropriate numerical score:

5 = excellent, 4 = promising, 3 = acceptable, 2 = poor, and 1 = very poor; and fill in the comments for each category, using extra pages where necessary.

### Classroom Demeanor:

Clothing is neat, clean, and appropriate.	5	4	3	2	1
Speech is clear, well-enunciated, proper word usage.	5	4	3	2	1
Posture and movement are comfortable.	5	4	3	2	1
Trainee is punctual and prepared for lessons.	5	4	3	2	1

Comments:

### Lesson Presentation:

Knows lesson materials well (verses, songs, stories, etc.), without a dependence on notes.	5	4	3	2	1
Moves through 3-fold transitions well.	5	4	3	2	1
Balances thinking, feeling, and will activities well.	5	4	3	2	1
Uses sense of humor appropriately.	5	4	3	2	1

Comments:

### Interactions with Students:

Maintains a proper teacher/student relationship.	5	4	3	2	1
Is attentive to the mood of the classroom in terms of group and individual participation and connectedness.	5	4	3	2	1
Responds well to needs and challenges of students.	5	4	3	2	1
Teaches to the developmental level of the class.	5	4	3	2	1
Has a genuine concern for the each child's welfare.	5	4	3	2	1

Comments:

### Interactions with Parents and Mentor Teachers:

Is friendly, respectful, and responsive.	5	4	3	2	1
Observes well, asking insightful questions.	5	4	3	2	1
Brings creative ideas to the planning process.	5	4	3	2	1
Responds well to suggestions and feedback.	5	4	3	2	1
Works well in assisting and co-teaching roles.	5	4	3	2	1

Comments:

Date: \_\_\_\_\_ Trainee: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Participating School: \_\_\_\_\_

## Cooperating Teacher Recommendation

Please describe the strengths of your student teacher:

Please describe the challenges of your student teacher.

In your opinion, do you feel this student teacher is ready to become a class teacher in a Waldorf School? Why or why not?

## Cooperating Teacher Honorarium Request Form

While accepting the responsibility of mentoring a new Waldorf teacher trainee as a cooperating teacher, during a practicum, is largely a volunteer post, GLWI has limited funds available to provide a gesture of thanks in support the work you continue to do on behalf of Waldorf Education. If you would like to take advantage of these funds, please complete the form below and return it promptly to the GLWI Administrative Director at the address or fax number below. The Student Evaluation must be submitted along with or prior to the Request for Honorarium.

The form must be received by \_\_\_\_\_ in order to be processed in a timely manner.

**Name:** \_\_\_\_\_ **SSN:** \_\_\_\_\_

**PLEASE CHECK ONE:** \_\_\_ U.S. Citizen \_\_\_ Permanent Resident \_\_\_ Non-Resident Alien

**School Name:** \_\_\_\_\_

**Home address:** \_\_\_\_\_

\_\_\_\_\_

**ZIP CODE** \_\_\_\_\_ **E-mail address** \_\_\_\_\_

**Student teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Practicum Dates:** **FROM** - \_\_\_\_\_ **TO** - \_\_\_\_\_

**Cooperating Teacher Signature:** \_\_\_\_\_

Have you worked for GLWI in another capacity during this **calendar year**

\_\_\_ **yes**      \_\_\_ **no**

**MAIL, EMAIL, OR FAX TO:** Lori Barian, at: [lori.barian@greatlakeswaldorf.org](mailto:lori.barian@greatlakeswaldorf.org)

## GLWI Student Teaching Log for 4-Week Practicum

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher (CT): \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

School Phone: \_\_\_\_\_

**Week 1** Start / end dates \_\_\_\_\_ CT initial \_\_\_\_\_

Total hours in the classroom \_\_\_\_\_

Total hours outside preparation time \_\_\_\_\_

Check activities participated during the week

	Mon	Tues	Wed	Thurs	Fri
Daily classroom instruction					
Curriculum planning					
Professional development					
Grading & evaluation					
Extra-curricular activities					
Non-instructional activities					

**Week 2** Start / end dates \_\_\_\_\_ CT initial \_\_\_\_\_

Total hours in the classroom \_\_\_\_\_

Total hours outside preparation time \_\_\_\_\_

Check activities participated during the week

	Mon	Tues	Wed	Thurs	Fri
Daily classroom instruction					
Curriculum planning					
Professional development					
Grading & evaluation					
Extra-curricular activities					
Non-instructional activities					

**Week 3** Start / end dates \_\_\_\_\_ CT initial \_\_\_\_\_

Total hours in the classroom \_\_\_\_\_

Total hours outside preparation time \_\_\_\_\_

Check activities participated during the week

	Mon	Tues	Wed	Thurs	Fri
Daily classroom instruction					
Curriculum planning					
Professional development					
Grading & evaluation					
Extra-curricular activities					
Non-instructional activities					

**Week 4** Start / end dates \_\_\_\_\_ CT initial \_\_\_\_\_

Total hours in the classroom \_\_\_\_\_

Total hours outside preparation time \_\_\_\_\_

Check activities participated during the week

	Mon	Tues	Wed	Thurs	Fri
Daily classroom instruction					
Curriculum planning					
Professional development					
Grading & evaluation					
Extra-curricular activities					
Non-instructional activities					

## Capstone Research Project Proposal With human participants

Student Name \_\_\_\_\_

Title of Proposed Project \_\_\_\_\_

My project will have an:

Early Childhood Emphasis

Elementary Education Emphasis

The student avows that:

- I have read Guidelines for the Practicum, Capstone, and Research papers provided by GLWI.
- I will use appropriate citations when using the works of others.
- If I use photographs in which individual can be identified, I will have written letters of permission to use their image.
- If I identify my subjects, I will have written letters of permission to unveil their identity.
- If I use unpublished work, including work by children, I will either credit the individual or insure that the material is not identifiable as the work of that individual.
- **I understand that I cannot begin data collection until my use of human participants has been approved by my advisor.**
- All persons will be informed of the intents of the research, potential risks to them and their rights regarding participation.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

*I have attached:*

- Introduction: A short statement of the subject or issue that will be addressed (approx. 500 words), to include proposed methodology.
- Timeline: A timeline that outlines a reasonable plan of action from beginning to completion of the Capstone or thesis.
- Please submit this form and the proposal to the Director of Teacher Development

*I have reviewed the above named student's proposal and approve the commencement of his or her project:*

\_\_\_\_\_

Director of Teacher Development Signature

Date

**(ACTION RESEARCH PAPER COVER SHEET FORMAT)**

YOUR TITLE HERE IN CAPS:

SUBTITLE HERE IF YOU HAVE ONE

By

Your Name Here

Faculty Advisor: First Name, Last Name

Submitted in partial fulfillment of the requirements for Certificate of Completion from Great Lakes

Waldorf Teacher Training Program

Year and Month of Completion

Date: \_\_\_\_\_



To Whom It May Concern:

To partially fulfill independent study requirements for the \_\_\_\_\_ Academic year, one of our trainees, \_\_\_\_\_, is seeking to conduct the following independent study course work in your school:

FW1-Field work observation

**Proposed Dates:** \_\_\_\_\_

\_\_\_\_\_

FW2-Field work observation and short lesson presentation

**Proposed Dates:** \_\_\_\_\_

\_\_\_\_\_

PRAC- 8-week practicum

**Proposed Dates:** \_\_\_\_\_

\_\_\_\_\_

This teaching candidate is engaged in a three-year Waldorf teacher training program with Great Lakes Waldorf Institute in Milwaukee, Wisconsin, and is required to spend time annually in the classrooms of experienced Waldorf teachers. In the first year, 15 hours of classroom observation is required. In the second year, 30 hours of observation and brief practice teaching must be completed. In the third year of the program, candidates must complete a teaching practicum totaling eight weeks.

We are confident that your school will help this candidate to select the most highly qualified, experienced, and successful teachers with whom to work. Please contact the student directly at \_\_\_\_\_

\_\_\_\_\_ to schedule the

visit to your school. If the student is seeking to conduct a practicum with one of your teachers, a separate letter to that teacher will be forthcoming, along with our practicum handbook, which outlines expectations and details of hosting a successful practicum. Please do not hesitate to provide our trainee with any and all procedures and policies needed while visiting and studying Waldorf Education within your school environment.

Should you have any questions about our training or our trainee, please feel free to contact me for clarification at the email or phone listed below. If you or any of your teachers are interested in programs offered through GLWI, please contact our Director of Administration, Lori Barian, at 414-616-1832 or [lori.barian@greatlakeswaldorf.org](mailto:lori.barian@greatlakeswaldorf.org). You can also view our website at [greatlakeswaldorf.org](http://greatlakeswaldorf.org).

Thank you in advance for supporting the educational experiences and training requirements for this candidate. Most especially, thank you for the work you do each day to provide developing human beings with an excellent Waldorf Education.

In Service,

Nancy Kresin-Price, Ph.D.c.

Director of Teacher Development

Great Lakes Waldorf Institute

Email: [nancy.price@greatlakeswaldorf.org](mailto:nancy.price@greatlakeswaldorf.org)

Phone: 414.704.6145