****

**EDU 202**

**Secondary/K12 Clinical Experience Packet**

**Table of Contents**

|  |  |
| --- | --- |
| Welcome and Guidelines | 2 |
| Co-Teaching in Clinical Experiences | 3 |
| Candidate Personal Contact Information | 4 |
| Clinical Experience Schedule | 5 |
| K-8 Classroom Time Log | 6-7 |
| Final Progress Report | 8-9 |

**EDU 202 Secondary/K12 Clinical Experience**

**Welcome**

Welcome to the Teacher Education Program and to your introductory clinical experience. The EDU 202 clinical experience is designed to connect coursework to practice. Your time in the classroom will be complimented with seminars. The seminar serves as a location to raise questions, share information, and debrief experiences in the field. Seminar topics address many aspects of the clinical experience with a primary focus on the developmental level of students, diversity, learning/teaching strategies, motivation, classroom management, and assessment of learning.

**Guidelines**

**Professional Behavior:**

Candidates are expected to demonstrate professional behavior while in the field. These behaviors include such responsibilities as appearance, attendance, preparation, and communication. These expectations can be found at <https://www.umt.edu/education/departments/teaching-and-learning/documents/tesforms/professional-behavior-form-field-experience-.pdf>

If problems occur, the cooperating teacher will meet with the teacher candidate to discuss the strengths and concerns that they have observed and establish an improvement plan. If growth is not noted following the conference, the cooperating teacher will complete the Professional Behavior Form and send it to the Director of Clinical Experiences.

**Proper ID:**

To promote the safety of all P-12 students and to begin to signify the candidate as a professional teacher, candidates must purchase a UM ID Badge at the Griz Card Center in the University Center. Text should read “Phyllis J. Washington College of Education” with your first and last name. Wear it each time you are in a school.

**Schedule and Required Classroom Hours:**

Consistently follow your arranged schedule. Contact the teacher if you need to deviate from it. Always sign in and out of the school. Your cooperating teacher will verify your Time Log. Candidates will spend a minimum of 30 hours in a K-12 classroom.

**Confidentiality:**

Student information should remain confidential, whether on the playground, in the classroom, faculty lounge, hallway, or in public.

**Required Final Documentation and Grading:**

Near the end of the semester, verify with your EDU 202 instructor that the Time Log has been turned in and that the Final Progress Report was completed. Feedback from the clinical experience and the completion of seminar assignments will determine the final grade for EDU 202. Teacher Candidates not meeting the minimum standards for this clinical experience will need a conference with the course instructor and the Director of Clinical Experiences to discuss areas of concern. If necessary, a candidate may be required to complete a Professional Growth Plan before being allowed to continue in the Teacher Education Program.

*\*More than one rating of “unsatisfactory” on the Final Progress Report may result in repeating this clinical experience.*

**Placement protocol:**

All clinical assignments are coordinated by the Office of Clinical Experiences (OCE) in collaboration with our partner teachers and administrators. We make every effort to reduce the burden on P-12 schools and to honor their policies. Candidates do not make their own individual placements. The OCE strives to locate placements for clinical experiences within close proximity of Missoula and surrounding communities.

**EDU 202 Secondary/K12 Clinical Experience**

**Co-teaching in Clinical Experiences**

Co-teaching is defined as two or more teachers working together with groups of students sharing the planning, organization, delivery and assessment of instruction, and the physical space. Co-teaching establishes a model for clinical experiences and student teaching that is responsive to the evolving relationships between P-12 education and teacher preparation programs.

* P-12 student performance improves (statistically significant gains in four years of research)
* Reduced student/teacher ratio better meets the teaching/learning needs in today’s diverse classrooms
* Teacher Candidates gain more skills and confidence
* Pairs of cooperating teachers and teacher candidates are not expected to use co-teaching for every lesson but determine when and which strategies would be most useful for student learning.

|  |  |
| --- | --- |
| **Strategy** | **Definition/Example** |
| **One Teach, One Observe** | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.**Ex:** One teacher can observe students for their understanding of directions while the other leads. |
| **One Teach, One Assist** | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.**Ex**: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties. |
| **Station Teaching** | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.**Ex:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| **Parallel Teaching** | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.**Ex**: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| **Supplemental Teaching** | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.**Ex**: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.  |
| **Alternative (Differentiated)** | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.**Ex**: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.  |
| **Team Teaching** | Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.**Ex:** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

***The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the K-12 students in the classroom.***

Copyright 2009, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education,

Teacher Quality Enhancement Grant

**EDU 202 Secondary/K12 Clinical Experience**

**Candidate Personal Contact Information**

Teacher candidate, please complete and return to the building administrative assistant or building administrator.

Teacher candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In case of an emergency, contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relationship to you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Placement Information**

Teacher(s)/Content area:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To the building administrator:**

This individual is a University of Montana teacher candidate from the Phyllis J. Washington College of Education. If there are any problems or concerns, please contact the Director of Clinical Experiences:

Anna Kiley

Phone: 406-243-5581

Email: anna.kiley@umontana.edu

**EDU 202 Secondary/K12 Clinical Experience**

**Clinical Experience Schedule**

Teacher Candidate, this form is for your and your cooperating teacher’s planning purposes. Please work with your cooperating teacher to develop a specific schedule. This form is not submitted to UM.

*Place an “X” in the box for those times you are scheduled in this school and maintain your schedule.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 7:30-8:00 |  |  |  |  |  |
| 8:00-8:30 |  |  |  |  |  |
| 8:30-9:00 |  |  |  |  |  |
| 9:00-9:30 |  |  |  |  |  |
| 9:30-10:00 |  |  |  |  |  |
| 10:00-10:30 |  |  |  |  |  |
| 10:30-11:00 |  |  |  |  |  |
| 11:00-11:30 |  |  |  |  |  |
| 11:30-Noon |  |  |  |  |  |
| Noon-12:30 |  |  |  |  |  |
| 12:30-1:00 |  |  |  |  |  |
| 1:00-1:30 |  |  |  |  |  |
| 1:30-2:00 |  |  |  |  |  |
| 2:00-2:30 |  |  |  |  |  |
| 2:30-3:00 |  |  |  |  |  |
| 3:00-3:30 |  |  |  |  |  |
| 3:30-4:00 |  |  |  |  |  |

**EDU 202 Secondary/K12 Clinical Experience**

**Classroom Time Log**

Teacher candidate, use this form to document your time in your assigned K-12 classroom throughout the experience. Be sure to get your teacher’s initials daily, total your hours, and upload to Moodle.

Teacher candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 790# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Complete this log to record the date and a brief description of each classroom experience. The table below gives an example. Round time to the nearest 15 minutes. If you need more space, make a copy of this log. *Please total your hours at the end of your experience.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Time In & Time Out** | **Hours/****Minutes** | **Brief Description of Clinical Experience** | **Teacher’s initials verifying time and experiences** |
| 9/9/22 | 9:00 – 10:30  | 1.5 hours | Assisted with group discussions of *To Kill a Mockingbird* | ***SA*** |

**Clinical Experience Log**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Time In & Time Out** | **Hours/****Minutes** | **Brief Description of Clinical Experience** | **Teacher’s initials verifying time and experiences** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Time In & Time Out** | **Hours/****Minutes** | **Brief Description of Clinical Experience** | **Teacher’s initials verifying time and experiences** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total Time:** |

**EDU 202 Secondary/K12 Clinical Experience**

**Final Progress Report**

|  |  |  |
| --- | --- | --- |
| **Teacher Candidate**  | **UM ID#**  | **Semester**  |
| **School/District**  | **Subject(s)/Grade Level(s)**  |
| **Cooperating Teacher**  | **Email**  |

Cooperating teachers are to assess the candidate using the rubric below as a reference. Written feedback regarding the candidate’s progress can also be provided.

|  |
| --- |
| **Domain 1: Planning and Preparation** |
| **NA** | **Unsatisfactory** | **Basic** | **Proficient** |
|  | **1** | **2** | **3** |
| Not Applicable or Not Observed | Teacher candidate’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate. | Teacher candidate’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals. | Teacher candidate’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals. |
| **Domain 2: The Classroom Environment** |
| **NA** | **Unsatisfactory** | **Basic** | **Proficient** |
|  | **1** | **2** | **3** |
| Not Applicable or Not Observed | Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.  | Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect. | Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning. |
| **Domain 3: Instruction** |
| **NA** | **Unsatisfactory** | **Basic** | **Proficient** |
|  | **1** | **2** | **3** |
| Not Applicable or Not Observed | Instruction is characterized by poor communication, low-level questions, little student engagement or participation, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.  | Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher candidate displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students’ interests and their success in learning. | All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher candidate and students make productive use of assessment. The candidate demonstrates flexibility in contributing to the success of the lesson and of each student. |
| **Domain 4: Professional Responsibilities**  |
| **NA** | **Unsatisfactory** | **Basic** | **Proficient** |
|  | **1** | **2** | **3** |
| Not Applicable or Not Observed | The teacher candidate demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.  | The teacher candidate demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district  | The teacher candidate demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development. |

|  |
| --- |
| **Domain 1: Planning and Preparation** |
| **Directions: Please place a check in the column that indicates your assessment of the candidate’s performance level.**  |
| **Components:** (1c, 1e, and 1f are not assessed) | **N/A** | **1** | **2** | **3** |
| **1a. Demonstrates knowledge of content and pedagogy.** | **☐** | **☐** | **☐** | **☐** |
| **1b. Demonstrates knowledge of students.** | **☐** | **☐** | **☐** | **☐** |
| **1d. Demonstrates knowledge of resources.** | **☐** | **☐** | **☐** | **☐** |
| **Domain 2: The Classroom Environment** |
| **Components:** (2c and 2e are not assessed) | **N/A** | **1** | **2** | **3** |
| **2a. Creates an environment of respect and rapport.** | **☐** | **☐** | **☐** | **☐** |
| **2b. Establishes a culture for learning.** | **☐** | **☐** | **☐** | **☐** |
| **2d. Manages student behavior.** | **☐** | **☐** | **☐** | **☐** |
| **Domain 3: Instruction** |
| **Components:** (3d is not assessed) | **N/A** | **1** | **2** | **3** |
| **3a. Communicates with students.** | **☐** | **☐** | **☐** | **☐** |
| **3b. Uses questioning and discussion techniques.** | **☐** | **☐** | **☐** | **☐** |
| **3c. Engages students in learning.** | **☐** | **☐** | **☐** | **☐** |
| **3e. Demonstrates flexibility and responsiveness.** | **☐** | **☐** | **☐** | **☐** |
| **Domain 4: Professional Responsibilities** |
| **Components:** (4b and 4c are not assessed) | **N/A** | **1** | **2** | **3** |
| **4a. Reflects on teaching.** | **☐** | **☐** | **☐** | **☐** |
| **4d. Participates in a professional community.** | **☐** | **☐** | **☐** | **☐** |
| **4e. Grows and develops professionally.** | **☐** | **☐** | **☐** | **☐** |
| **4f. Displays professionalism.** | **☐** | **☐** | **☐** | **☐** |
| **Areas of Strength:** |
| **Recommended Areas of Growth:** |

[ ]  This teacher candidate successfully completed this introductory clinical experience. I recommend that they continue with upper-division courses and related clinical experiences.

[ ]  This teacher candidate would benefit from additional experience before continuing with upper-division courses and related clinical experiences. Refer to the recommendations above.

Cooperating Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_