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**EDU 451 Elementary**

**Level 3 Clinical Experience Packet**

**UM Clinical Faculty and Staff Contact Details**

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| --- | --- | --- |
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**EDU 451 Level 3 Clinical Experience**

**Welcome Letter**

Dear Teacher Candidate and Cooperating Teacher,

Prior to student teaching, students enrolled in the Teacher Education Program at The University of Montana enroll in the Level 3 Clinical Experience. Level 3 consists of classroom management and methods courses that are offered as an intensive, comprehensive package during the first ten weeks of the semester and are immediately followed by a four- or five-week, full immersion clinical experience (teacher candidates are typically assigned as pairs to a cooperating teacher).

College of Education faculty adopted the Clinical Model based on educators’ input as well as research findings. Advantages of this method of training future teachers include:

* This model protects curriculum fidelity within the school. Candidates are not required to prepare or present a unit plan; rather, they are there to support efforts through use of the school’s adopted curriculum and by reducing student/teacher ratio.
* This model encourages university and community/school collaboration for teacher preparation. The sharing of facilities, resources, and personnel promotes a sense of partnership crucial to the success of the teacher education program. Methods course professors are on hand at participating schools - presenting seminars and conducting formal observations of teacher candidates.
* Elementary candidates will be licensed K-8, therefore we have provided clinical experiences that include a wide breadth of experience. Candidates have had experience in primary and intermediate grades prior to the Level 3. We are excited to have our level 3 candidates in the upper elementary and middle school grades this semester.

**Teacher Candidates**: Seminar topics address many aspects of the clinical experience with a primary focus on reflection, communication, professional behaviors, classroom management, and using student performance data to inform teaching decisions. In addition, the clinical experience seminar serves as a location to raise questions, share information, and debrief experiences in the field. These are integral aspects of the elementary education program.

**Cooperating Teachers**: Thank you for collaborating with us during this semester’s Level 3 clinical experience. We are quite aware of the important role clinical experiences play in the training of future teachers. We commend you for recognizing this and acting to ensure quality teacher preparation. The end result should be that teacher candidates gain opportunities to grow into effective teachers and that the K-12 students benefit from having additional personnel in the classroom and an infusion of new ideas and strategies. This packet will assist you in designing and supervising this clinical experience.

The teacher candidates assigned to you have been admitted to the Teacher Education Program following a competitive application process. As part of the screening process, candidates have met GPA requirements, documented significant prior experiences working with children and youth, and have passed a national fingerprint background check. Please note that teacher candidates must be supervised at all times in the classroom.

Thank you for demonstrating your commitment to the field of education through mentorship of a teacher candidate. As a way to show our appreciation for your time and interest, we’ve arranged for 20 OPI renewal units to be awarded at the end of the semester.

If you have questions or concerns at any time, please reach out to the Office of Clinical Experiences at 406-243-5581.

**EDU 451 Level 3 Clinical Experience**

**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:**

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.

**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, your cooperating teacher will meet with you to complete your Final Progress Report. A copy of this is included at the end of the packet to facilitate the evaluation and discussion. You will upload your signed Time Logs and Final Progress Report to the Moodle course for EDU 451.

Teacher candidates not meeting the minimum standards of the clinical experience will need a conference with course instructors 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 TEP. *\*More than one rating of “unsatisfactory” on the Final Progress Report may result in repeating the level 3 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, Helena College, or Flathead Valley Community College.

**EDU 451 Level 3 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.***

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Teacher Quality Enhancement Grant

**EDU 451 Level 3 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 451 Level 3 Clinical Experience**

**Teacher Candidate Assignment Tracker**

**Teacher Candidate:**

**School:**  **Grade Level:**

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

**Clinical Supervisor**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School-based Tasks:**

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| **Lesson assignments:** | **Date Completed** |
| Meet with classroom teacher to establish a schedule |  |
| Teach/co-teach 2 consecutive math lessons (whole class, small group, and/or individual) |  |
|  |
| Teach/co-teach 2 literacy activities (whole class, small group, and/or individual)  |  |
|  |
| Teach/co-teach 1 whole class (preferably) science lesson  |  |
| Teach/co-teach 1 whole class (preferably) social studies lesson |  |
| Interview classroom teacher regarding classroom management strategies.  |  |

**UM-based Tasks:**

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| --- | --- |
|  | **Date Completed** |
| Submit your clinical experience schedule to your clinical supervisor by the end of the first week in the field. |  |
| Attend and participate in all scheduled seminar meetings with clinical supervisor. Attendance at all meetings is required. |  |
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**Clinical Experience Final Documentation**

* **Teacher Candidate Assignment Tracker** – submitted via Moodle
* **Time Log** (Minimum of 17 full days with 3-4 full days per week) – submitted via Moodle
* **Final Progress Report –** submitted via Moodle

**EDU 451 Level 3 Clinical Experience**

**Classroom Time Log**

**Teacher Candidate:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School:**  **Grade Level:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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| --- | --- | --- | --- |
| **Date** | **Description of participation** | **Check-In/Check-Out Time** | **Cooperating Teacher’s Initials** |
| 4 hours prior to 5-week immersion |
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| DAYS VISITING CLASSROOM -- WEEK 1 |
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| DAYS VISITING CLASSROOM – WEEK 2 |
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| DAYS VISITING CLASSROOM -- WEEK 3 |
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| DAYS VISITING CLASSROOM -- WEEK 4 |
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| DAYS VISITING CLASSROOM -- WEEK 5 |
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| **Total # of Days:**  |

**EDU 451 Level 3 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. |

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| --- |
| **Domain 1: Planning and Preparation** |
| **Directions: Please place a check in the column that indicates your assessment of the candidate’s performance level.**  |
| **Components:** | **N/A** | **1** | **2** | **3** |
| **1a. Demonstrates knowledge of content and pedagogy.** |[ ] [ ] [ ] [ ]
| **1b. Demonstrates knowledge of students.** |[ ] [ ] [ ] [ ]
| **1c. Sets instructional outcomes.** |[ ] [ ] [ ] [ ]
| **1d. Demonstrates knowledge of resources.** |[ ] [ ] [ ] [ ]
| **1e. Designs coherent instruction.** |[ ] [ ] [ ] [ ]
| **1f. Assesses student learning.** |[ ] [ ] [ ] [ ]
| **Domain 2: The Classroom Environment** |
| **Components:** | **N/A** | **1** | **2** | **3** |
| **2a. Creates an environment of respect and rapport.** |[ ] [ ] [ ] [ ]
| **2b. Establishes a culture for learning.** |[ ] [ ] [ ] [ ]
| **2c. Manages classroom procedures.** |[ ] [ ] [ ] [ ]
| **2d. Manages student behavior.** |[ ] [ ] [ ] [ ]
| **2e. Organizes physical space.** |[ ] [ ] [ ] [ ]
| **Domain 3: Instruction** |
| **Components:** | **N/A** | **1** | **2** | **3** |
| **3a. Communicates with students.** |[ ] [ ] [ ] [ ]
| **3b. Uses questioning and discussion techniques.** |[ ] [ ] [ ] [ ]
| **3c. Engages students in learning.** |[ ] [ ] [ ] [ ]
| **3d. Uses assessments in instruction.** |[ ] [ ] [ ] [ ]
| **3e. Demonstrates flexibility and responsiveness.** |[ ] [ ] [ ] [ ]
| **Domain 4: Professional Responsibilities** |
| **Components:** | **N/A** | **1** | **2** | **3** |
| **4a. Reflects on teaching.** |[ ] [ ] [ ] [ ]
| **4b. Maintains accurate records.** |[ ] [ ] [ ] [ ]
| **4c. Communicates with families.** |[ ] [ ] [ ] [ ]
| **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 Level 3 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_