

EDU 202 Teacher Candidate Packet



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Dear Teacher Candidate,

Welcome to the Teacher Education Program and to your introductory field experience. The EDU 202 field experience is designed to connect theory classes to practice. Your time in the classroom will be augmented by 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 field experience with primary foci on the developmental level of students, diversity, learning/teaching strategies, motivation, classroom management, and assessment of learning. It is also during seminar participation that you will begin developing your professional development portfolio. These are integral aspects of the Education Program.

Best wishes,

**Office of Field Experiences
Department of Curriculum and Instruction
Phyllis J. Washington College of Education
University of Montana
Missoula, MT**

INTRODUCTORY FIELD EXPERIENCE GUIDELINES

1. **Professional behavior:** Candidates are expected to demonstrate professional behaviors while in the field. These behaviors include such responsibilities as appearance, attendance, preparation, classroom management, and content knowledge. These expectations can be found at <http://coehs.umt.edu/departments/currinst/forms.php>. If problems occur, your Cooperating Teacher will meet with you to discuss the strengths and concerns that s/he has 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 Field Experiences.
2. **To promote safety of all K-12 students and to begin to signify you as a professional teacher, purchase a UM ID Badge** at the Griz Card Center in the University Center. Text should read “The University of Montana, Phyllis J. Washington College of Education,” with your last name preceded by Mr. or Ms. Wear it each time you’re in school.
3. **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 is to verify your **Time Record** including observation of two teachers other than your assigned cooperating teacher.
4. **Maintain confidentiality** of student information whether you are on the playground, in the classroom, faculty lounge, hallway, or in public.
5. **Near the end of the semester, verify with your EDU 202 instructor that the required documents have been turned in and that the Time Log and Final Progress Report* have the required signatures.** Feedback from the field experience assignment plus completion of assigned course work will determine the final grade for EDU 202. Teacher Candidates not meeting the minimum standards for this field experience will need a conference with the course instructor and the Director of Field 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 field experience.

Placement Protocol: All clinical assignments are coordinated by the Office of Field Experiences. Teacher candidates do not arrange their own placements. Higher education institutions make every effort to reduce the burden on K-12 schools and to honor their policies. The Office of Field Experiences (OFE) strives to locate placements for the field experiences within close proximity to Missoula. However, because there are hundreds of teacher candidates in the field each semester, this results in a demand greater than Missoula proper can handle. Fortunately, partnership agreements with outlying school districts offer additional placement sites. Therefore, field placements are arranged in Arlee, Bonner, Clinton, Florence, Frenchtown, Lolo, Missoula, Potomac, and Stevensville.

Co-teaching in Clinical Experiences

What is Co-teaching?

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.

Why Co-teaching?

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.

CO-TEACHING STRATEGIES & EXAMPLES

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. Example: 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. Example: 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. Example: 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. Example: 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. Example: 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. Example: 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. Example: 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.



Complete and give this information to the building administrative assistant or principal.

EDU 202 Introductory Field Experience Program

CANDIDATE PERSONAL CONTACT INFORMATION

Teacher Candidate: _____ Phone: _____

Address: _____

In Case of an Emergency Contact: _____ Phone: _____

Relationship to you: _____ Address: _____

PLACEMENT INFORMATION

Teacher(s)/Content Area: _____

To the Principal: *This student is a University of Montana teacher candidate from the Phyllis J. Washington College of Education. If there are any problems or concerns, please complete the "Professional Behavior Form" found at <http://coehs.umt.edu/departments/currinst/forms.php> and contact the Director of Field Experiences:*

Dani Smith
Phone: 243-5581
Email: dani.smith@umontana.edu

EDU 202 Introductory Field Experience Program

FIELD EXPERIENCE SCHEDULE

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					

If possible, try to schedule at least one day to observe and work with your assigned teacher for a full day or at least two or three class periods.

PLEASE NOTE: If you drop this class, you must notify the Program Coordinator (PJWEC 225), your assigned cooperating teacher, and your seminar instructor.



Use this form to document your time in the classroom throughout the experience. Be sure to get your cooperating teachers initials daily, total your hours, and submit to your seminar instructor.

Introductory Field Experience: EDU 202

TIME/FIELD EXPERIENCE LOG

Due: Week before Finals

Please complete each blank below. This record will be kept on file in the T&L Department.

_____ EDU 202 _____
 Teacher Candidate _____ Instructor _____

Teacher Candidate’s I.D.# _____ Phone: _____

Cooperating Teacher: _____

School: _____ Subject/Grade(s) _____

Complete this log to record the date and a brief description of each school experience. The table below gives two examples. Round time to the nearest 15 minutes.

Date	Time In & Time Out	Hours/ Minutes	Brief Description of Field Experience	Teacher’s Initials verifying time & experiences
9/3/07	8:00 – 9:30	1.5 hours	Met cooperating teacher. Observed a 9 th Grade English Literature Class. Began to learn the names of students	
9/9/07	8:00 – 9:30	1.5 “	Assisted with group discussions of <i>To Kill a Mocking Bird</i>	

Field Experience Log

Date	Time In & Time Out	Hours/ Minutes	Brief Description of Field Experience	Teacher’s Initials verifying time & experiences
Total Time				

Field Experience Log (continued)

[illegible]

Identifying Culturally Responsible Resources*

It is also important to begin developing an understanding of Native American culture in Montana. The first essential understanding is to recognize there is considerable diversity among the twelve tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana. The Montana constitution and the Montana Legislature, HB-MCA 20-1-501 law requires all school districts to provide the opportunity for every Montana, whether Indian or non-Indian to learn about the distinct and unique heritage of American Indians in a culturally responsive manner. “It is the policy of the Office of Public Instruction to recognize, honor and facilitate the implementation of Article X, section 1 (2) of the Montana Constitution and the subsequent Montana Legislature’s House Bill MCA 20-1-501.”

- What purpose will the book or resource information serve?
- What perspective does the author bring to it? Are his/her ethnic affiliations identified?
- Is there appropriate identification on a specific tribe or tribes? Are the generalized portrayals of American Indian people being all alike avoided? Are tribal diversities recognized? Is the portrayal of native cultures as vanished or assimilated avoided? Is there appropriate recognition of enduring traditions? Is a patronizing attitude displayed? Are American Indians portrayed as needing to be rescued by a higher civilization?
- Are degrading adjectives avoided? Is the vocabulary biased?
- Are there omissions? Do authors avoid presenting American Indians as having limited language skills? Or are Native languages respected?
- Are illustrations authentic as to tribe and historic period? Are contemporary American Indians shown in contemporary clothing except when participating in traditional activities where special clothes are appropriate?
- What do American Indian reviewers say about the book or other resources?
- (www.oyate.org)

Adapted from *American Indian Resource Manual for Libraries*. Wisc. Dept. of Public Instruction H. J. Grover, Superintendent

*NOTE: It is important for educators to identify culturally responsive resources to accurately integrate culture and heritage from other minorities, particularly those represented in the classroom.

Final Progress Report—Introductory Clinical Experience

Teacher Candidate	UM ID#	Semester
EDU 202 Instructor/Section	Cooperating Teacher	
School/District	Subject(s)/Grade Level(s)	

This introductory clinical experience is taken in conjunction with the Level 1 coursework. Primary goals of this clinical assignment include: introducing teacher candidates to the various roles of a teacher, providing opportunities for focused observation, and structuring initial opportunities for interaction with individual students in a supervised teaching setting.

Cooperating teachers are to assess the candidate using the rubrics for each domain as a reference. Written feedback regarding the candidate's progress can also be provided in the spaces below.

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, & 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: 21c, 2e, & 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 & 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 s/he continue with upper division courses and the related clinical experience.
- ☐ This teacher candidate would benefit from additional experience before continuing with upper division courses and the related clinical experience. Refer to the recommendations above.

Cooperating Teacher's Signature _____ Date _____

Teacher Candidate's Signature _____ Date _____

The Final Report must be received or a grade of INCOMPLETE will be recorded and the candidate will not be approved to take advanced courses. If there are any concerns about the candidate's performance, you may request that the Director of Field Experiences or the course instructor attend the conference. Call 243-5387 to arrange for a meeting.

Professional Educators of Montana

~ Code of Ethics ~

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council July 13, 2016

Self-Evaluation/Reflection Paper

- A. Using your *Final Progress Report*, your course assignments, and advice from your cooperating teacher, reflect on your experience and progress in meeting each of the following program's four domains:

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Be sure to describe specific examples from your field experience that illustrate your learning in the domains. What have you learned about yourself as a teacher?

- B. Reflect on two opportunities for professional development in future semesters. Which areas of your teaching would you like to improve?
- C. What experience was the least helpful? Briefly explain why? What recommendations would you give for improving the educational clinical experience?
- D. Conclude your Reflection Paper with your professional goals.

Establishing Your Professional Goals

1. **Goal Setting:** After completing your EDU 202 Field Experience, list three professional goals that you will focus on in your next field experience.
2. **Action Plan:** Develop an action plan for working towards your goals. Think of ways in which you can pro-actively seek experiences to build your skills as a teacher. Outline a plan to achieve each goal.
3. **Evaluation:** Periodically review your progress meeting each goal. Determine if you will retain, revise, or add new goals for each clinical experience.

Keep a copy of your goals from each clinical experience. Be prepared to share your progress towards meeting your goals when you complete your next field experience.