

EDU 395 Secondary Methods Cooperating Teacher Packet



**TAKE YOUR
NEXT STEP**

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Dear Cooperating Teacher,

Thank you for your contributions to the professional preparation of our teacher candidates. Teacher candidates enrolled in the Secondary Methods Field Experience have full admission to the University of Montana Teacher Education Program, and will generally student teach the following semester. Teacher candidates are required to plan and teach a minimum of three lessons and it is suggested that they instruct/lead for 8-10 hours this semester. Teaching time can include teaching lessons you have developed. Lessons and units are to be a part of your planned curriculum. Teacher candidates must be supervised at all times while in the classroom. The major purpose of the intermediate field experience is to help teacher candidates identify the connection between theory and practice in the classroom and become better prepared for student teaching.

In your initial meeting with your teacher candidates:

- Exchange contact information with your candidates. Discuss the protocol for notifying you/the school in case of illness.
- Provide a copy of the school calendar listing early outs, parent-teacher conferences, etc.; class roster; overall floor plan of the building.
- Discuss school policies and rules, classroom procedures and rules, expectations and role of the teacher candidates in the classroom including monitoring student behavior.
- Provide curriculum, possibly a textbook(s) for the candidates to review before arriving in the class in preparation for assisting with learning activities.
- Review assessment materials (located in the packet) including the *Final Progress Report*.
- Develop a specific schedule with the candidate (3 to 5 hours per week in your classroom for a minimum of 45 contact hours).

Teacher candidate packets include these instructions: “You must present a professional appearance to denote you as a teacher and not detract from the instruction. Appearance should be appropriate for your assigned school (no pierced eyebrow or nose jewelry, military clothes or bare midriffs). Remember your professional presentation helps to serve as a role model for the students, and your dress will be noted by your cooperating teacher, others teachers, and administrators in the building. Candidates who fail to comply with the school dress code may be asked to leave with instructions to return when appropriately dressed.” 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, be sure to have a conference and discuss the strengths and concerns that you may have observed. If the concerns continue, then complete the Professional Behavior Form (email as an attachment to UMfieldexperiences@umontana.edu).

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 15 OPI renewal units to be awarded at the end of the semester.

Best wishes,

Office of Field Experiences

Dani Smith, Director

Maygan Lenz, Assistant Director

Co-teaching in Field 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 field 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. <u>Example:</u> 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. <u>Example:</u> 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. <u>Example:</u> 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. <u>Example:</u> 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. <u>Example:</u> 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. <u>Example:</u> 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. <u>Example:</u> 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.



Phyllis J. Washington College of Education and Human Sciences

SECONDARY METHODS FIELD EXPERIENCE LESSON OBSERVATION

To help teacher candidates apply what they are learning in their methods course(s), they should be given the opportunity to teach at least 3 lessons. This lesson observation form allows the cooperating teacher to provide feedback regarding the effectiveness of a lesson.

Name: _____ Date: _____

Grade(s): _____ Subject: _____ School: _____

I. Organization of Lesson:

A. Lesson Introduction _____

B. Teaching Procedures _____

C. Objectives _____

D. Knowledge of subject matter _____

E. Age-appropriate _____

F. Teaching resources ready/accessible _____

G. Creativity _____

H. Closure (Lesson summation) _____

II. Lesson Presentation:

A. Speech quality and delivery _____

B. Language usage _____

C. Movement around classroom _____

D. Non-verbal cues _____

E. Questioning skills _____

F. Responsive to students _____

G. Learner involvement _____

H. Pacing of lesson _____

I. Instructional aid(s) _____

Lesson Evaluation continued:

J. Directions_____

K. Uses positive reinforcement_____

L. Evaluation: Checking for student understanding: _____

M. Class management_____

N. Transitions_____

O. Other_____

Personal Qualities:

A. Appearance_____

B. Classroom poise _____

C. Sensitivity_____

D. Enthusiasm_____

Questions: _____

Comments:_____

Suggestions:_____

Cooperating Teacher Date

Teacher candidate Date

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—Clinical Experience for EDU 395__5-8 __9-12 or __9-12

Teacher Candidate	UM ID#	Semester
EDU 395 Instructor/Section	Cooperating Teacher	
School/District	Subject(s)/Grade Level(s)	

This clinical experience is taken in conjunction with the EDU 395 course. The primary goal of this experience is to provide an opportunity for the teacher candidate to observe and apply basic teaching skills in K-12 classrooms with the guidance of an experienced teacher.

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:	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: (2e is not assessed)	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.	☐	☐	☐	☐
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 secondary 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.