

Level 3 Clinical Experience Information Packet



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Dear Teacher Candidates and Cooperating Teachers,

Welcome to the Level 3 Clinical Experience. This experience, combined with the weekly seminars that candidates attend, provides teacher candidates with opportunities to make connections between the methods courses and teaching experience in the public schools so that theory informs best teaching practices. The Seminar (conducted by Level 3 instructors) will meet each week for the final 4-5 weeks of the semester. During this time, candidates will be co-teaching in a local elementary or middle school classrooms for at least 16 days, which entails 3 or 4 full days a week.

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 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 and commend you not only also recognizing this, but for 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.**

Candidates are expected to demonstrate professional behaviors while in the field. These behaviors include such responsibilities as attendance, preparation, classroom management, content knowledge, etc. You can review professional behavior expectations 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 Behaviors Form and send it to Director Dani Smith at dani.smith@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 20 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

Level 3 Clinical Experience

Rationale

Clinical experiences are as essential as formal class studies to understanding the role of a professional teacher. Every profession combines academic study with practice under the direct supervision of an experienced professional. In education, the end results should be that the teacher candidate gains opportunities to grow into an effective classroom teacher and that the students in the involved classroom benefit from the infusion of new ideas and strategies. In an effort to provide candidates with a well-rounded foundation, clinical experiences at different grade levels are required before student teaching.

Classroom teachers serve as mentors who model developmentally sequenced learning experiences. The cooperating teachers accept the Level 3 candidates as professional associates and enable them to actively experience the various roles of a teacher in the school and community. Level 3 candidates are reminded that the cooperating teacher is contractually and legally responsible for delivery of the curriculum.

The Level 3 Clinical Experience

Prior to student teaching, students enrolled in the Teacher Education Program at The University of Montana enroll in the Level 3 Clinical Experience. The Level 3 consists of five 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 (two teacher candidates assigned to a cooperating teacher).

- (3 cr) Methods: Teaching Reading 4-8
- (3 cr) Methods: Teaching Mathematics 5-8
- (3 cr) Methods: Teaching Science K-8
- (3 cr) Methods: Teaching Social Studies K-8
- (3 cr) Classroom Management
- (1 cr) Clinical Experience: Level 3

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.

Placement Protocol

Higher education institutions make every effort to reduce the burden on K-12 schools and to honor their policies. Candidates are not to make their own individual placements. The Office of Field Experiences (OFE) strives to locate placements for the clinical 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, clinical placements are arranged in Arlee, Bonner, Clinton, Florence, Frenchtown, Lolo, Missoula, Potomac, and Stevensville.

Co-teaching in Clinical Experiences

The Phyllis J. Washington College of Education has identified the Co-Teaching Model as the preferred way to integrate teacher candidates.

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.

- Cooperating Teachers maintain their role as classroom leader
- 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

What is Co-teaching?

Co-teaching is defined as “two teachers working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space” (Upfront, 2009). In this model, teacher candidates engage in the same activities as the classroom teacher using a variety of co-teaching strategies, as directed by the cooperating teacher.

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.

Level 3 Clinical Experience Performance Expectations

Each teacher candidate will:

1. Complete co-teaching work in the schools over the course of this immersed experience that includes **16 full days within a four or five-week clinical experience (this must include Mondays)**. During the first 9-10 weeks of the semester, the candidates will receive their placements. They are expected to spend 5-10 hours in that classroom (in-person or remotely, however support is best provided), observing and getting to know the students. If they spend 7+ hours in their placement classroom prior to the beginning of the Level 3 field experience, this may count as one of the 16 days.
2. Participate in all aspects of teaching: assisting in classroom set-up and preparation, helping with special duties (e.g. recess, lunchroom, after school activities), etc.
3. Work with a partner and a collaborating classroom teacher in the co-development, co-teaching, and co-assessment of culturally responsive, best practice social studies, science, math, and literacy lessons.
4. Teach or co-teach (Co-teaching opportunities will vary.)
 - 2 literacy activities (whole class, small group, and/or individual)
 - 2 consecutive math lessons (preferably whole class)
 - 1 science lesson (preferably whole class)*
 - 1 social studies lesson (preferably whole class)*

*Number depends on placement – clinical supervisor (from UM) will determine

Additional whole group lessons and co-teaching experiences may be required according to student need.

5. Become familiar with the classroom management strategies of your cooperating teacher; interview classroom teacher regarding classroom management strategies.
6. Listen and communicate with peers and colleagues in a constructive, professional manner to develop ideas, resolve differences, and improve teaching effectiveness using student performance data;
7. Self-assess teaching performance via reflection, dialogue with partner, cooperating teacher, mentor leader, seminar participants, and individual reflections;
8. Constructively reflect on his or her worldview, teaching philosophy and clinical experience;
9. **Pass the Final Progress Report.** Teacher candidates are expected to have earned satisfactory progress scores (2's and 3's) on their final evaluation, completed by their cooperating teacher(s). If candidate receives more than one mark of 1 (unsatisfactory) he/she may be required to repeat the Level 3 clinical experience prior to being allowed to student teach.
10. **Teacher candidates must also attend all related clinical experience seminars, and satisfactorily complete and turn in the following forms to the university mentor/seminar leader by assigned date:**

Clinical Experience Documentation

- **Final Progress Report** - completed by cooperating teacher
- **Time Sheets** (Minimum of 16 full days/3-4 full days per week)

**Level 3 Clinical Experience
Teacher Candidate Required Checklist**

Teacher Candidate: _____

School: _____ **Grade Level:** _____

Cooperating Teacher: _____

Clinical Supervisor: _____

Cooperating Teacher:

Lesson assignments:	Date Completed	Initials
Each member of the partnered pair will:		
Meet with classroom teacher to establish a schedule		
I Teach/co-teach 2 <u>consecutive</u> math lessons (whole class, small group, and/or individual) See respective faculty instructor for clinical experience reporting requirements.		
II Teach/co-teach 2 literacy activities (whole class, small group, and/or individual) See respective faculty instructor for clinical experience reporting requirements.		
III Teach/co-teach 1 whole class (preferably) science lesson* See respective clinical supervisor for clinical experience reporting requirements.		
IV Teach/co-teach 1 whole class (preferably) social studies lesson* See respective clinical supervisor for clinical experience reporting requirements.		
V Interview classroom teacher regarding classroom management strategies. See respective clinical supervisor for clinical experience reporting requirements.		

*Number depends on placement – clinical supervisor will determine

Clinical Supervisor:

Lesson assignments:	Date Completed	Initials
Each member of the partnered pair will separately:		
Submit schedule to university mentor by the end of the first week in the field.		
Attend all scheduled seminar meetings with clinical supervisor.	Seminar 1	
Attendance at all meetings is required to be eligible for student teaching.	Seminar 2	
	Seminar 3	
	Seminar 4	
	Final Seminar	
Complete all seminar readings and fully participate in all seminar activities assigned by seminar leader.		

Clinical Experience Documentation

- **Final Progress Report** - completed by cooperating teacher
- **Time Sheets** (Minimum of 16 full days/3-4 full days per week)

Time Log

Teacher Candidate: _____

School: _____ Grade Level: _____

Cooperating Teacher: _____

Date	Description of participation	Check-In/Check-Out Time; Initials	
<u>Hours prior to 5 week immersion</u>			
<u>DAYS VISITING CLASSROOM -- WEEK 1</u>			
<u>DAYS VISITING CLASSROOM -- WEEK 2</u>			

<u>DAYS VISITING CLASSROOM -- WEEK 3</u>			
<u>DAYS VISITING CLASSROOM -- WEEK 4</u>			
<u>DAYS VISITING CLASSROOM -- WEEK 5</u>			
Total # of Days:			

Final Progress Report - Level 3 Clinical Experience

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

This intermediate field experience provides an opportunity to observe and apply basic teaching skills in a K-12 classroom with the guidance of an experienced teacher. Cooperating teachers are to assess the candidate using the rubric below as a reference. **The category of “Distinguished” may be given with careful analysis of the candidate’s skills/dispositions, but is not a performance level expected of a novice teacher.** Written feedback regarding the candidate’s progress can also be provided in the spaces below.

Domain 1: Planning and Preparation				
NA	Unsatisfactory	Basic	Proficient	Distinguished *
	1	2	3	4
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.	<i>Teacher candidate’s plans are designed to engage students in significant learning. All aspects of the teacher’s plans—instructional outcomes, activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students.</i>
Domain 2: The Classroom Environment				
NA	Unsatisfactory	Basic	Proficient	Distinguished *
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.	<i>Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.</i>
Domain 3: Instruction				
NA	Unsatisfactory	Basic	Proficient	Distinguished *
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.	<i>All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher candidate persists in the search for approaches to meet the needs of every student.</i>
Domain 4: Professional Responsibilities				
NA	Unsatisfactory	Basic	Proficient	Distinguished *
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.	<i>The teacher candidate’s ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record-keeping and family communication.</i>

***Please use the rating of “distinguished” judiciously, as it is beyond the performance expected of a successful first year teacher.**

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	4
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	4
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	4
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	4
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:					

- ☐ I recommend this teacher candidate for continuation in the Teacher Education Program.
- ☐ This teacher candidate would benefit from additional clinical experience before continuing with upper division courses. 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