UNIVERSITY OF MONTANA
PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION

EDU 395 Elementary
Level 3 Clinical Experience Packet
Teacher Candidate Packet

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Welcome Letter

Dear Teacher Candidate,

Welcome to your Level 3 clinical experience – your final clinical placement before student teaching! This is an important milestone in your preparation for licensure and entry into the teaching profession. Building on the foundation you developed in Levels 1 and 2, Level 3 provides you with the opportunity to work more independently in 5th-8th grade classrooms, apply advanced instructional strategies, and deepen your understanding of classroom management and content-area teaching.

In this placement, you will:

- Strengthen your skills in instructional planning and delivery, with a focus on science, math, and higher-level literacy (including content-area literacy)
- Teach sequential lessons and build continuity in your instruction
- Continue developing your professional identity, communication skills, and reflective practice

This final clinical experience is designed to bridge your methods coursework and clinical experience. You will plan and teach lessons that align with your cooperating teacher's curriculum, contribute meaningfully to classroom routines, and receive targeted feedback from both your cooperating teacher and university instructor. We encourage you to approach this experience with initiative, curiosity, and professionalism – your growth will be shaped by how fully you engage in all aspects of the placement.

If you have any questions or need support during your clinical experience, please contact the Office of Clinical Experiences at (406) 243-5581.

Warm regards,
The Office of Clinical Experiences
Phyllis J. Washington College of Education
University of Montana

Placement Structure and Expectations

Your Level 3 clinical experience is designed to give you substantial, hands-on teaching practice in 5th-8th grade classrooms as you prepare for student teaching. This placement provides the opportunity to apply what you've learned in your methods courses, develop instructional continuity, and contribute meaningfully to classroom learning.

Scheduling and Attendance
You are required to complete **80 hours** in your assigned placement. These hours are structured as **4-hour days on Tuesdays and Wednesdays**, which are built into your course schedule. This format is designed to give you the time and consistency needed to plan and deliver sequential lessons and engage with classroom routines. **Friday placements are discouraged**, as school schedules and routines on Fridays often differ and may not provide the continuity or instructional opportunities that are necessary for your work in this placement.

All clinical placements are coordinated by the Office of Clinical Experiences in partnership with school administrators and cooperating teachers. Once your placement has been assigned, you are responsible for:

- **Contacting your cooperating teacher within 3 days** of receiving your placement confirmation.
- Introducing yourself and confirming your schedule
- Completing the Level 3 Cooperating Teacher Interview Assignment to guide your first meeting.
- Beginning early discussions about classroom expectations, routines, and your instructional responsibilities.

Placement Assignments
The Office of Clinical Experiences assigns placements within a 30-mile radius of Missoula. While we try to consider transportation and placement quality, reassignment requests are considered only when a legitimate concern has been documented and cannot be resolved at the classroom level.

Candidate Responsibilities and Assignments

Your Level 3 clinical experience is configured to help you take on greater responsibility in the classroom as you prepare for student teaching. In this placement, you will apply what you've learned in your coursework through active involvement in instruction. Under the guidance of your cooperating teacher, you will move beyond assisting and small-group work to include planning and delivering whole-class lessons, managing instructional routines, and supporting the various learning needs of students.

Required Assignments and Your Role in the Classroom
During this placement you will:

- Plan and teach **at least two sequential math lessons** that align with the content currently being taught in the classroom.
- Plan and teach **at least one science lesson** (discrete or interdisciplinary) aligned with your cooperating teacher's curriculum.
- Apply inclusive teaching practices to meet the various needs of learners, including multilingual learners and students with varying academic and social needs.
- Collaborate with your cooperating teacher and university instructor to reflect on student learning, lesson effectiveness, and your growth as a teacher.

Planning Expectations
You will use the **required lesson plan template** for all planned instruction. This template was created to help you strengthen your skills in thoughtful planning, delivery, and reflection. Your course instructors will provide detailed guidance on how to use this template effectively.

Assessment and Final Documentation

Your performance during the Level 3 clinical experience will be evaluated through formal and informal feedback from your cooperating teacher and faculty mentor. The primary purpose of this assessment is to support your growth as a developing teacher and ensure you are ready to move into student teaching. At the end of the placement, your cooperating teacher will complete a Final Progress Report evaluating your performance across several domains, including professionalism, communication, instructional support, and classroom engagement. A copy of this form is included in this packet for your reference.

You are responsible for:

- Meeting with your cooperating teacher to review the completed evaluation
- Ensuring your Classroom Time Log is complete, initialed, and signed at the end of your placement
- Submitting both documents into the EDU 395 Canvas course as a Word or PDF file (no photo uploads)

***Failure to submit required documentation or submitting incomplete materials will affect your final grade and could delay your progression to student teaching. If you need assistance, contact the Office of Clinical Experiences.**

Professional Behaviors

As a Level 3 teacher candidate, you are expected to always demonstrate a high level of professionalism and ethical conduct during your clinical experience. Your actions reflect not only on you but also on your cooperating teacher, your school community, and the University of Montana's College of Education.

You are expected to consistently uphold the Clinical Experiences Professional Behaviors and follow the University of Montana Student Code of Conduct. Failure to meet these standards – whether in coursework, clinical placements, or interactions with students, colleagues, and the community – may result in the development of a Professional Growth Plan (PGP), removal from the placement, or other disciplinary action in accordance with university policy.

Key Areas of Professionalism

- **Appearance and Dress:** Follow your school's expectations for professional attire. When in doubt, choose clothing that reflects the role of a teacher and sets a positive example for students.

- **Attendance and Punctuality:** Arrive on time for each placement day and remain for the full duration of your scheduled hours. Notify your cooperating teacher and course instructor in advance if you must miss a day due to illness or emergency.

- **Preparation and Follow-Through:** Come prepared for each visit, bringing necessary materials and having reviewed any lesson plans or instructional tasks. Follow through on responsibilities and commitments.

- **Communication:** Communicate respectfully and professionally with students, staff, families, and university personnel. Be thoughtful in all written and verbal interactions, including emails and texts.

- **School Policies and Expectations:** Abide by all school and district policies related to confidentiality, technology use (including cell phones), and professional boundaries. If you are provided with a staff handbook, review it carefully.

- **Engagement and relationship building:** Be present and involved during your time in the classroom. Look for appropriate ways to connect with students, show interest in their learning, and contribute positively to the classroom community.

Reminder: Please review the Teacher Education Services Professional Behavior Guidelines for additional details.
If concerns about your professionalism arise, your cooperating teacher will begin by offering feedback and outlining specific expectations. If further support is needed, the Office of Clinical Experiences may create a professional growth plan or – in rare circumstances – remove a candidate from the placement.

Addressing Concerns

While most clinical placements are a positive experience, it's natural that questions or concerns may arise. If you encounter a challenge during your placement, you are expected to approach it professionally.

Start by discussing the issue directly and respectfully with your cooperating teacher. Many concerns can be resolved through clear, honest communication. If the issue continues or you feel uncomfortable addressing it on your own, contact your faculty mentor or the Office of Clinical Experiences.

Contact:
Megan Bilant
Director of Clinical Experiences and Educator Licensure
megan.bilant@mso.umt.edu
(406) 243-5581

Co-teaching in Clinical Experiences

Co-teaching is a collaborative model in which two or more educators work together to plan, deliver, and assess instruction in a shared classroom environment. In your clinical placement, co-teaching provides valuable opportunities to take an active role in supporting student learning while receiving guidance and feedback from your cooperating teacher.

Research shows that co-teaching:

- Improves P-12 student performance
- Reduces student-teacher ratios, supporting diverse learning needs
- Builds teacher candidates' skills and confidence

You and your cooperating teacher are not expected to co-teach every lesson. Instead, you are encouraged to consider co-teaching strategies and use them when they enhance instruction and provide meaningful learning opportunities for both you and the students.

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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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:

Megan Bilant
Phone: 406-243-5581
Email: megan.bilant@mso.umt.edu

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Classroom Time Log

Teacher candidate, use this form to document your time in your assigned K-8 classroom throughout the experience. Be sure to get your teacher's initials daily, total your hours, and upload to Canvas.

Teacher candidate: _____ 790# _____

Cooperating Teacher: _____ Grade: _____

School: _____

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

Date	Time In & Time Out	Hours/ Minutes	Brief Description of Clinical Experience	Teacher's initials verifying time and experiences
9/9/25	9:00 – 10:30	1.5 hours	Assisted with math centers	***SA***

Clinical Experience Log

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

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

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Final Progress Report

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

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

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

Domain 1: Planning and Preparation				
Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.				
Components:	**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_____