

EDU 395 Clinical Experience Packet



Table of Contents

Welcome Letter_____	2
Level 1 Clinical Experience Guidelines_____	3
Co-Teaching in Clinical Experiences _____	4
Candidate Personal Contact Information _____	5
Clinical Experience Schedule_____	6
Time Log_____	7-8
Identifying Culturally Responsible Resources_____	9
Final Progress Report _____	10-11
Final Progress Report – LAB Pre-School_____	12-13
Code of Ethics _____	14
Requesting Permission to Record _____	15

Dear Teacher Candidates and Cooperating Teachers,

Welcome to the Teacher Education Program and to the introductory clinical experience. Candidates participating in this level have been admitted to the teacher education program following a competitive application process, which includes meeting GPA requirements, documenting significant prior experiences working with children and youth, completing a national fingerprint background check, and participating in a group interview. The EDU 395 Level 1 Clinical Experience is designed to connect theory to practice. Clinical experiences play an important role in the training of future teachers. The major goals of clinical experiences are:

- interact with K-12 school-based educators to acquire insight into contemporary school curriculum and issues
- participate in and observe a range of school programs, student behaviors and abilities

The end results should be that candidates gain opportunities to grow into effective teachers by identifying personal and professional goals, and that the K-12 students benefit from having additional personnel in the classroom with an infusion of new ideas and strategies.

Candidates: You will be asked to complete assignments as you work one-on-one with a K-3 student (or students) during this practicum. Candidates are encouraged (not required) to video record tutoring sessions in order to synthesize their understanding regarding student needs as well as to reflect on their own professional development. Any recordings will be used in this context only. Candidates should confer with the cooperating teacher to determine if the *Requesting Permission to Record* form included in this packet is needed/not needed.

The clinical experience is augmented by classroom discussions, providing time to raise questions, share information, and debrief experiences in the field. It is also part of this Level's curriculum that candidates develop a capstone project (STAR 1) to represent their professional development as well as their impact to student learning (case study). Each Level's projects will be included in the one credit Applied Research and Reflective Practice portfolio during the student teaching practicum.

Cooperating Teachers: Thank you for collaborating with us this semester! For their Level 1 experience candidates are asked to work one-on-one with students; however, if you feel that your candidate(s) is ready for additional experiences, they can help with tasks such as: leading a literacy/math center, circulating to help students with classwork, planning and implementing interactive read alouds, listening to students read (and discussing text with them), listening to and guiding students as they solve math problems, and conducting simple assessments. Also, they can assist with teachers' efforts to engage and build relationships by giving some students extra attention/engaging them in conversation about their lives and interests. **Please note that candidates must be supervised at all times.**

We also ask that they have the opportunity to fulfill the requirements from Level 1's UM coursework in Early Numeracy, Early Literacy, Educational Psychology, and Academic Interventions. **A separate sheet with the assignments required by each course will be provided.**

In your initial meeting with your teacher candidates:

- Exchange contact information. Discuss protocol for notifying you/the school in case of illness.
- Provide a copy of the school calendar, class roster, and overall floor plan of the building.
- Discuss school policies; classroom procedures, rules, and expectations; and candidate's role in the classroom.
- Provide any materials that you think would help the candidates prepare to assist with learning activities.
- Review assessment materials (located in the packet) including the *Final Progress Report*.
- Develop a specific schedule with the candidates. Candidates are to acquire 60 hours of one-to-one interactions during the Level 1 Clinical Experience. The distribution of these hours may look different depending on if candidate is completing the field experience in Missoula, Helena or Kalispell. Please see next page for details.

Thank you for demonstrating your commitment to education through mentorship of a teacher candidate. 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.

-Office of Field Experiences/Level 1 Course Instructors

LEVEL 1 CLINICAL EXPERIENCE GUIDELINES

Required Hours:

We have established distance programs with Helena College and Flathead Valley Community College, and candidates from these institutions attend UM's teacher education program via ZOOM. They will be completing their Level 1 Field Experiences in their respective areas, with the following requirements: *

UM—Missoula Teacher Candidates	60 hours total	46 hours in K-3 classroom	14 hours in UM LAB Preschool
Helena College Candidates	60 hours total	46 hours in K-3 classroom	14 hours in Head Start Preschool classroom
Flathead Valley Community College Candidates	60 hours total	46 hours in K-3 classroom	14 hours in FVCC LAB Preschool

*These hours are subject to minor variations, depending on Preschool availability.

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.

Proper ID: 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. Please contact your coordinator as s/he has those documents. 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.

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.

Confidentiality: Student information should remain confidential, whether on the playground, in the classroom, faculty lounge, hallway, or in public.

Required Documentation: Near the end of the semester, verify with your EDU 395 mentor that the three required documents have been turned in and that the **Time Log and Final Progress Report*** have the required signatures. Feedback from the clinical experience assignment plus completion of assigned course work will determine the final grade for EDU 395 Level 1. Teacher candidates not meeting the minimum standards for this clinical 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 Level 1 clinical experience.

Placement Protocol: All clinical assignments are coordinated by the Office of Field Experiences in collaboration with your site coordinator. Higher education institutions make every effort to reduce the burden on K-12 schools and to honor their policies. **Candidates do not make their own individual placements.** The Office of Field Experiences (OFE) strives to locate placements for the clinical experiences within close proximity of U of M, Helena College, or Flathead Valley Community College.

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. <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.



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

EDU 395 Level 1 Clinical Experience

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

Work with your Cooperating Teacher to develop a specific schedule. Both you and the Cooperating Teacher keep copies.

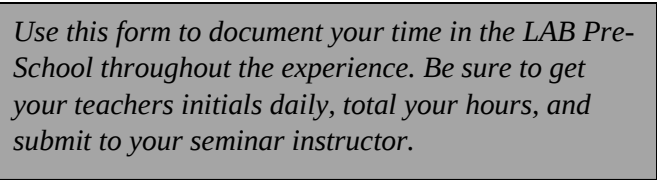
EDU 395 Level 1 Clinical Experience

CLINICAL 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					

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



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

Teacher Candidate _____ Teacher candidate's I.D.# _____

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.

Date	Time In & Time Out	Hours/ Minutes	Brief Description of Clinical Experience	Teacher's Initials verifying time & experiences
9/9/07	8:00 – 9:30	1.5 hours	Assisted with group discussions of <i>To Kill a Mocking Bird</i>	Sally Smith

Clinical Experience Log

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



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.

EDU 395 Level 1 Clinical Experience
CLASSROOM TIME LOG

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

Teacher Candidate _____ Teacher candidate’s I.D.# _____

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 Clinical Experience	Teacher’s Initials verifying time & experiences
9/9/07	8:00 – 9:30	1.5 hours	Assisted with group discussions of <i>To Kill a Mocking Bird</i>	Sally Smith

Clinical Experience Log

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

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 Level 1

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. **The components in bold writing represent the elements cooperating teachers should have had the opportunity to observe and assess for this Level 1 experience.** If the cooperating teacher has had the opportunity to observe any other components, please feel free to evaluate the candidate's progress in those areas as well. 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: (1d, 1e, & 1f are not assessed)	N/A	1	2	3
1a. Demonstrates knowledge of content and pedagogy.	☐	☐	☐	☐
1b. Demonstrates knowledge of students.	☐	☐	☐	☐
1c. Sets instructional outcomes.	☐	☐	☐	☐
Domain 2: The Classroom Environment				
Components: (2b, 2c, & 2e are not assessed)	N/A	1	2	3
2a. Creates an environment of respect and rapport.	☐	☐	☐	☐
2d. Manages student behavior.	☐	☐	☐	☐
Domain 3: Instruction				
Components: (all components are assessed)	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: (4b, 4c, 4d, & 4e are not assessed)	N/A	1	2	3
4a. Reflects on teaching.	☐	☐	☐	☐
4f. Displays professionalism.	☐	☐	☐	☐
Areas of Strength:				
Recommended Areas of Growth:				

- ☐ This teacher candidate successfully completed this Level 1 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
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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.

Final Progress Report - Pre-School Clinical Experience

Teacher Candidate	UM ID#
Evaluator	Semester

Pre-School personnel are to assess the candidate using the rubrics below as a reference. Written feedback regarding the candidate's progress can also be provided in the spaces indicated at the end.

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				
	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				
	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				
	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 clinical experience in the Pre-School.
- ☐ This teacher candidate would benefit from additional experience--refer to the recommendations above.

Evaluator'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



REQUESTING PERMISSION TO RECORD (VIDEO or AUDIO)

Dear Parent or Guardian:

Video recording a class in which your son or daughter is enrolled may be done to assess my understanding of the learning process and to help with my professional development. The recording is for educational use and will be reviewed only by the course instructors and teacher candidates in this class. Although the recording will focus on my delivery of a lesson, it is possible that some students may be seen. Therefore, it will be appreciated if you complete and return this form.

Please contact _____ if you have any questions. Thank you for your cooperation.

Sincerely,

_____ UM Teacher Candidate

_____ Cooperating Teacher, _____ Grade Level or Subject

_____ School Phone Number

PERMISSION TO RECORD (VIDEO or AUDIO)

Please return this form by _____

Student's Name: _____

Parent/Guardian Signature: _____

Phone number: _____