

Fall 2022 Field Experience Welcome Letter

Dear Cooperating Teachers:

Thank you for collaborating with us and supporting teacher candidates from the Phyllis J. Washington College of Education this semester. Field experiences play a critical role in the training of future teachers. We greatly appreciate your willingness to share your time, classroom, students, and expertise with our teacher candidates.

The teacher candidate(s) you will be working with this semester are currently enrolled in the second semester (Level 2) of their K-8 or ECE licensure program. All teacher candidates have (thus far) met the GPA requirements for the program, passed coursework and fieldwork for their first semester, and completed a national fingerprint background check. Please note: Teacher candidates must be supervised at all times in the classroom.

Second Semester Field Experience Focus

Our candidates will be spending 40 hours in your classroom across this semester. During this time, we hope that teacher candidates will have the opportunity to gain experience:

1. **Learning and enacting best practices regarding supporting multilingual learners in K-8 classroom contexts.** Teacher candidates can use up to 4 hours of their field experience to create resources and plans for working with the multilingual learner(s) in your class. We also hope that you might share language proficiency and achievement assessment data with teacher candidates so that they continue to see how assessment informs teaching.
2. **Continue to build experience working with and teaching small groups of students.** During their first semester, teacher candidates worked closely with a single student. This semester, we hope that teacher candidates enjoy opportunities to teach or co-teach small groups or ideally whole classes (depending on readiness). Inclusive group teaching that includes creating supports for one or more multilingual learners would also be ideal.

Faculty Supervisors from the College of Education

Each teacher candidate is assigned a faculty supervisor. The faculty supervisors for this semester are: Fletcher Brown, Scott Hohnstein, Bonnie Spence, and Stephanie Reid. Please feel free to connect with the faculty supervisor or Dani Smith, the Field Experience Director at any point with regards to the field experience, field assignments, or our teacher candidates' progress.

The faculty supervisors hope to visit each teacher candidate during the semester to observe the teacher candidates working with small groups or teaching the whole class. The teacher candidate will work with you and their supervisor to determine the focus and nature of these observations. Please note: teacher candidates in Stephanie Reid's Language Arts methods course and Scott Hohnstein's Exceptionalities class have field-based assignments (a writing conference/small group conference for Stephanie and a Universal Design for Learning lesson plan from Scott) that could form the basis of these observations.

In the pages that follow, you will find further information regarding:

- Faculty supervisors, their courses, and contact information
- Course assignments that connect with teacher candidates' field experiences
- Discussion points for an initial meeting with your teacher candidate
- Co-teaching strategies and examples
- A copy of the classroom time log that teacher candidates are expected to complete
- A copy of the Final Progress Report that you need to complete at the end of the semester

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.

Again, please do feel free to contact the Office of Field Experience and the Level 2 Faculty Supervisors at any point. We welcome feedback on all aspects of this field placement.

With much appreciation,

Dani Smith, Director of Field Experiences (dani.smith@mso.umt.edu)

Stephanie Reid, Literacy and Language Arts Professor (stephanie.reid@mso.umt.edu)

Fletcher Brown, Conservation Education Professor (fletcher.brown@mso.umt.edu)

Scott Hohnstein, Exceptionalities Professor (scott.hohnstein@mso.umt.edu)

Bonnie Spence, Education Technology and Numeracy Professor (bonnie.spence@mso.umt.edu)

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Name	Course	Email	Telephone
Fletcher Brown	Conservation Education	fletcher.brown@mso.umt.edu	243-5287
Scott Hohnstein	Exceptionalities	scott.hohnstein@mso.umt.edu	243-5735
Stephanie Reid	PK-8 Language Arts	stephanie.reid@mso.umt.edu	243-5894
Bonnie Spence	Educational Technology	bonnie.spence@mso.umt.edu	243-4208

Field-Based Course Assignments

Teacher candidates will be able to share with you copies of these field-based assignments. Please also let the teacher candidate or professor know if you would like a copy. Feedback welcome!

PK-8 Language Arts Methods: Stephanie Reid

Assignment Name	Brief Assignment Description
Multilingual Learner Profile Report	Teacher candidates review assessment data and build their knowledge of the multilingual learner in your class. They reflect on instructional supports designed and any teaching experiences with the multilingual learner. They connect their field experience to course.
Analysis of Student Writing Samples	Teacher candidates collect and analyze the writing of one or more students (can be the multilingual learner). Practice drafting feedback.
Writing Conference / Mini-Lesson Plan	Based on their analysis of student writing, teacher candidates plan (and hopefully teach) a writing conference or mini-lesson.

Exceptionalities: Scott Hohnstein

Assignment Name	Brief Assignment Description
Community Survey/Multicultural Analysis	Students will compose a description of the demographics related to their Flagship and/or field-based school placement and conduct an analysis of examples of multicultural education.
Universal Design for Learning Lesson Plan	Students will compose a lesson on a relevant topic related to the curriculum in their field-based school that reflects the tenets of Universal Design for Learning. If possible, students will teach this fifteen-to-sixty-minute lesson to either an individual student, a small group of students, or the whole class of students.

Initial Meeting with the Teacher Candidate

You will be contacted by the teacher candidate to arrange an initial meeting with you. In this initial meeting, we encourage the mentors and teacher candidates to:

- Exchange contact information with your candidates. Discuss the protocol for notifying you/the school in case of illness. Collect the candidates' *Background Information* documents (a good way to get to know each candidate).
- 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 assessments and any assessment materials, including the *Final Progress Report*.
- Develop a specific schedule with the candidates. Candidates are to acquire approximately 40 hours of small group interactions during the Level 2 Clinical Experience.

You could also discuss expectations for their work with the multilingual learner in your classroom. You could discuss how teacher candidates might:

- Work with/instruct small groups (including multilingual student) to build inclusive learning experiences and adapt activities for language learners
- Get to know the student, academically, socially and emotionally
- Connect with family members, if possible (Language Link available in MCPS schools)
- Informally assess language levels and comfort level in the classroom
- Help with designing supports, modifications, and accommodations (up to 4 hours of field experience can be dedicated to this).
- Communicate with the teacher about what the student is and is not able to do (yet) based on ACCESS for ELLs data, Can-Do descriptors and candidate's observations of student.

Co-teaching in Clinical Experiences

Co-teaching is defined as two or more teachers working together with groups of teacher candidates sharing the planning, organization, delivery and assessment of instruction, and the physical space. 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 and Examples

The strategies below 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.

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. <i>Example:</i> 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. <i>Example:</i> 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.

Strategy	Definition/Example
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.

EDU 395 Level 2 Clinical Experience
CLASSROOM TIME LOG

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

[illegible]



Total Time: _____

Final Progress Report - Clinical Experience Level 2

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 2 experience.** Written feedback on the candidate's progress can also be provided in the spaces below.

Domain 1: Planning and Preparation			
NA	Unsatisfactory - 1	Basic - 2	Proficient - 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 - 1	Basic - 2	Proficient - 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 - 1	Basic - 2	Proficient - 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 - 1	Basic - 2	Proficient - 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.	☐	☐	☐	☐
2e. Organizes physical space.	☐	☐	☐	☐
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 Level 2 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** _____

Important Note:

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.