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Student Teaching Handbook

A resource for Teacher Candidates

Phyllis J. Washington College of Education

Office of Clinical Experiences



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Introduction

Dear Student Teachers,

Congratulations on reaching this pivotal point in your teacher preparation journey! The student teaching semester marks the final, and perhaps most transformative, stage in your program at the University of Montana's Phyllis J. Washington College of Education.

This experience is the culmination of the coursework, clinical placements, and reflective learning you have engaged in over the past several semesters. It is your opportunity to step fully into the role of teacher—to apply what you've learned, build confidence in your instructional practice, and form your professional identity.

You are about to enter classrooms where you will have a profound impact on students' learning and growth. Your willingness to embrace this challenge with professionalism, openness to feedback, and a reflective mindset will shape your development in lasting ways. We encourage you to build strong relationships with your cooperating teacher, students, university supervisor, and colleagues, and to take full advantage of this unique opportunity to learn, teach, and lead.

We are proud of your progress and excited to support you as you take this next step toward joining the education profession.

Sincerely,

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

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Part 1: Overview

Student Teaching Experience

Student teaching is a collaborative clinical experience designed to bridge university coursework and K-12 classroom practice through a school-based partnership. Throughout the student teaching semester, you will work alongside experienced cooperating teachers while continuing to engage in university coursework, reflection, and professional learning.

Rather than viewing clinical practice and university learning as separate experiences, the student teaching semester is intended to connect theory and practice. Seminars, coaching, and clinical experiences are structured to complement the daily learning that occurs in the classroom and school community.

You will gradually assume increased responsibility throughout the student teaching semester. Early in the experience, you will be expected to focus on building relationships with students, learning classroom routines, understanding school systems, and developing co-planning and co-teaching practices alongside your cooperating teacher. As the semester progresses, you will take a more active role in instructional planning, classroom leadership, assessment, and professional collaboration.

Throughout the student teaching semester, you will be expected to demonstrate competence in planning instruction, managing a classroom, engaging students, assessing learning, and reflecting on your practice. These responsibilities are grounded in the **Danielson Framework for Teaching**, which also guides the formal evaluations completed by your University Supervisor and Cooperating Teacher.

Alignment of InTASC Standards and Student Teaching Assessments

The University of Montana's Teacher Education program aligns student teaching outcomes with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards identify the knowledge, skills, and professional dispositions expected of effective educators and provide a foundation for evaluating teacher candidate readiness.

Candidate performance is evaluated through three complementary assessment instruments: the Danielson Midterm and Final Assessment of Student Teaching, the Assessment of Content Knowledge Demonstrated During Student Teaching, and the Summative Assessment of Student Teaching. See Appendix A, Appendix B, Appendix C, and Appendix D.

The following table identifies how each InTASC standard connects to the specific assessment components used during student teaching. Primary assessment evidence identifies the most direct connection to the standard, while supporting evidence represents additional opportunities to demonstrate related competencies. These alignments address relevant aspects of each standard and do not necessarily measure every individual element of the full InTASC standard.

Table 1. InTASC Standards and Student Teaching Assessment Alignment

InTASC Standard	*Primary assessment evidence*	*Supporting evidence*
1. Learner Development	**Danielson 1b** – Knowing and valuing students; **1e** – Planning coherent instruction; **3e** – Flexibility and responsiveness to student needs	**Summative Domains 1 and 3**
2. Learning Differences	**Danielson 1b** – Knowing and valuing students; **1e** – Planning coherent instruction; **3d** – Using assessment for learning; **3e** – Flexibility and responsiveness to student needs	**Danielson 2a** – Cultivating respectful and affirming learning environments; **Summative Domains 1-3**
3. Learning Environments	**Danielson 2a-2e** – Learning Environment	**Danielson 3c** – Engaging students in learning; **Summative Domain 2**
4. Content Knowledge	Content Knowledge Assessment **4(j)**, **4(k)**, **4(l)**, **4(n)**	**Danielson 1a** – Content and pedagogy; **3a** – Communicating about purpose and content; **Summative Domains 1 and 3**
5. Application of Content	**Danielson 1c** – Instructional outcomes; **1e** – Planning coherent instruction; **3b** – Questioning and discussion; **3c** – Engaging students in learning	**Content Knowledge 4(j), 4(n);** **Summative Domains 1 and 3**
6. Assessment	**Danielson 1f** – Designing and analyzing assessments; **3d** – Using assessment for learning	**Danielson 3e** – Flexibility and responsiveness to student needs; **Summative Domains 1 and 3**
7. Planning for Instruction	**Danielson 1b-1f** Planning and Preparation	**Content Knowledge 4(n);** **Summative Domain 1**
8. Instructional Strategies	**Danielson 3a-3e** – Learning Experiences	**Content Knowledge 4(k), 4(l);** **Summative Domain 3**
9. Professional Learning and Ethical Practice	**Danielson 4a** – Reflective practice; **4e** – Professional growth; **4f** – Acting in service of students	**Summative Domain 4**; documented professional feedback and reflection
10. Leadership and Collaboration	**Danielson 4c** – Engaging families and communities; **4d** – Contributing to school community and culture; **4f** – Acting in service of students	**Danielson 4e** – Professional growth; **Summative Domain 4**

The Danielson Framework for Teaching serves as the primary performance assessment framework during student teaching. The Content Knowledge Assessment provides additional, targeted evidence for InTASC Standard 4, while the Summative Assessment documents final performance across the four Danielson domains.

Together, these assessments support a comprehensive review of candidate performance in planning and preparation, classroom environment, instruction, content knowledge, and professional responsibilities.

Candidates are expected to demonstrate growth throughout their placement and apply feedback from cooperating teachers and university supervisors to strengthen their instructional practice.

Part 2: Roles and Responsibilities of the Team Members

Director of Clinical Experiences

The Director of Clinical Experiences is the liaison between the Teacher Education Program and school districts, overseeing all clinical field experiences. Primary responsibilities regarding student teaching include:

1. Screening teacher candidate applicants for coursework, clinical experience completion, and professional expectations.
2. Surveying school systems for qualified classroom teachers to serve as cooperating teachers and working with building principals to match qualified teachers with teacher candidates for student teaching assignments.
3. Implementing departmental and school policies for clinical experience requirements.
4. Clarifying duties and responsibilities of university supervisors, school administrators, cooperating teachers, and teacher candidates.
5. Resolving issues among teacher candidates, cooperating teachers, school administrators, or university supervisors.
6. Developing in-service training for cooperating teachers, principals, and university supervisors.
7. Maintaining contact with cooperating schools to ensure coordination.
8. Supervising payments to cooperating teachers and contracted university supervisors.
9. Hiring, training, and assigning university supervisors in consultation with relevant department chairs.
10. Verifying and recording final student teaching grades.

Classroom Cooperating Teacher

The cooperating teacher plays a crucial role in supporting the professional growth and development of the teacher candidate throughout the student teaching experience. Through co-planning, co-teaching, mentorship, and reflective collaboration, cooperating teachers help teacher candidates connect university coursework to the daily practice of teaching. Primary responsibilities include:

1. Supporting the teacher candidate in becoming an active member of the classroom and school community.
2. Providing opportunities for the teacher candidate to observe, co-teach, and gradually assume increased teaching responsibilities throughout the student teaching semester.
3. Engaging in regular co-planning, co-teaching, and reflective conversations with the teacher candidate.
4. Helping the teacher candidate understand classroom routines, instructional planning, assessment practices, and student needs.
5. Supporting the teacher candidate's development in classroom instruction, management, assessment, and professional responsibilities.
6. Modeling professionalism, collaboration, and reflective practice.
7. Providing ongoing feedback and maintaining communication with the university supervisor regarding the teacher candidate's progress.
8. Collaborating with the university supervisor in completing assessments and supporting the teacher candidate's professional growth.

All cooperating teachers are required to complete the University of Montana's College of Education Mentor Teacher Training modules. This training prepares teachers to support candidate growth through mentoring, co-teaching, evidence-based assessment, and constructive feedback, in collaboration with the university supervisor.

Criteria for a cooperating teacher

Cooperating teachers are selected collaboratively by the Office of Clinical Experiences and school or district level administrators based on teaching qualifications, instructional effectiveness, positive impact on student learning, and their ability to mentor teacher candidates.

- Holds a current teaching license in their specialization and teaching level.
- Has at least three years of successful teaching experience.
- Has approval from school administrators and the Director of Clinical Experiences.
- Understands the Teacher Education Program goals.

Qualities of an Effective Cooperating Teacher

Beyond meeting the basic criteria, effective cooperating teachers demonstrate strong interpersonal skills, serve as positive role models, and create a supportive learning environment for their teacher candidate. High-quality cooperating teachers typically exhibit many of the following characteristics:

Instructional Competence

- Demonstrates effective classroom management strategies.
- Uses research-based instructional practices.
- Shows evidence of a positive impact on student learning.
- Engages in thoughtful instructional planning aligned to student needs.
- Possesses strong content and pedagogical knowledge.

Mentoring Disposition

- Welcomes collaboration and maintains open communication.
- Models professional and ethical behavior.
- Reflects on practice and implements feedback.
- Demonstrates a commitment to ongoing learning and professional growth.
- Has experience with or shows potential for mentoring or coaching others.

University Supervisor

The university supervisor serves as a liaison between the Phyllis J. Washington College of Education, the Office of Clinical Experiences, cooperating teachers, and participating schools. University supervisors support the professional growth of teacher candidates through observation, coaching, collaboration, and ongoing communication throughout the student teaching placement. Primary responsibilities include:

1. Meeting with the teacher candidate and cooperating teacher at the start to review program expectations, teacher candidate evaluations, and communication processes.
2. Support the teacher candidate's professional growth through regular observations, coaching conversations, and reflective feedback.
3. Collaborating with cooperating teachers to support effective co-planning, co-teaching, and gradual assumption of instructional responsibilities.
4. Serving as a resource and point of support for teacher candidates and cooperating teachers throughout the student teaching process.
5. Maintaining regular communication with cooperating teachers, teacher candidates, and school personnel regarding progress concerns.
6. Completing required observations (six formal observations), conferences, and evaluations in collaboration with the cooperating teacher.
7. Supporting problem-solving and facilitating communication if challenges arise during the student teaching experience.
8. Helping strengthen the partnership between the university and participating school districts.

University Supervisor Qualifications:

- Three years of teaching experience and an advanced degree, **or** at least five years of teaching experience.
- Training or experience in supervision.

- Relevant teaching experience in the content areas and grade levels of assigned candidates.
- Experience working with adult learners and/or mentoring teachers or teacher candidates, reviewed through the resume and interview.
- Familiarity with the Teacher Education Program goals and policies.
- Skills and expertise to mentor teacher candidates and provide constructive feedback.
- University supervisors must attend the required semester training before beginning supervision of their assigned teacher candidates.

The Office of Clinical Experiences provides ongoing guidance to cooperating teachers and university supervisors through calls, meetings, classroom visits, and follow-up conversations to support effective mentoring and supervision.

Teacher Candidate

Student teaching is the capstone clinical experience. Teacher candidates are expected to actively engage in all aspects of the classroom and school life while developing the knowledge, skills, and professional dispositions necessary to become effective educators. Expectations of teacher candidates include:

1. Conduct themselves as emerging professionals and active members of the school community.
2. Maintain professional communication, demeanor, reliability, and attire consistent with school and district expectations.
3. Engage in regular co-planning, co-teaching, reflection, and collaboration with the cooperating teacher.
4. Gradually assume increased responsibility for instructional planning, teaching, assessment, classroom management, and professional responsibilities throughout the student teaching experience.
5. Prepare lesson plans and instructional materials in advance and incorporate feedback from cooperating teachers and university supervisors.
6. Seek feedback, reflect on practice, and demonstrate a willingness to grow professionally.
7. Participate in faculty meetings, professional learning opportunities, school events, and other appropriate school activities when possible.
8. Communicate proactively regarding schedules, absences, and responsibilities.
9. Build respectful and professional relationships with students, families, colleagues, and school personnel.
10. Prioritize student teaching responsibilities and maintain consistent attendance and engagement throughout the student teaching experience.

School Principal

As the instructional leader of the school community, the principal plays an important role in supporting the success of the student teaching experience. Principals help foster a collaborative environment that supports the professional growth of the teacher candidate while strengthening partnerships between schools and the University of Montana. Responsibilities include:

1. Collaborating with the Director of Clinical Experiences to identify and support qualified cooperating teachers.
2. Supporting the integration of teacher candidates into the school community as emerging professionals and members of the instructional team.
3. Encouraging a collaborative environment that supports co-teaching, mentorship, and professional growth.
4. Helping ensure teacher candidates have access to appropriate school resources, schedules, and professional learning opportunities.
5. Including teacher candidates in relevant faculty meetings, professional development activities, and school events when appropriate.
6. Communicating with cooperating teachers, university supervisors, or the Office of Clinical Experiences if concerns arise during the student teaching experience.
7. Supporting ongoing partnerships between the school district and the University of Montana's educator preparation programs.

Principals may observe teacher candidates, provide feedback, and participate in conversations that support the

teacher candidate's professional development throughout the student teaching experience.

Part 3: The Student Teaching Experience

Prerequisites to Student Teaching

Appropriate professional behaviors, responsible conduct, and mature judgment are prerequisites for student teaching approval. As a member of the Teacher Education Program, the teacher candidate is expected to actively engage in classes and clinical experiences, meet deadlines, and embrace constructive feedback. Respectful collaboration within the learning community is essential, reflecting a sincere regard for others.

Requirements before confirmation of a student teaching assignment:

- Full admission to the Teacher Education Program.
- Grades of C- or better in all required licensure courses.
- Minimum cumulative GPA of 2.75 (and 2.75 in each field of licensure) for in-state student teaching and 3.0 for out-of-state or international student teaching.
- Completion of all coursework with no "incomplete" grades required for major/minor.
- For elementary education majors, enrollment in Level 3 and completion of all coursework in previous levels.
- Secondary licensure candidates must complete all methods courses and two-thirds of content coursework and be approved by departments in the major/minor content area.
- Up-to-date First Aid and CPR certification, including child and adult CPR.
- Current (within the last two years) Fingerprint-Based Background Check. Candidates with misdemeanors or felonies may undergo further review by the Teaching and Learning Policy Committee.
- Consent from the Director of Clinical Experiences.

Preparation for Student Teaching

Student Teaching Registration and Placement

After OCE reviews each student teaching application, the Director of Clinical Experiences meets individually with the candidate to review previous clinical placements, including grade levels, school settings, and community contexts. They also discuss placement needs, preferred schools or teachers, grade-level interests, and locations where the candidate may seek employment. These considerations help guide placement decisions and support continued professional growth.

Candidates identify their top three school choices and may request a particular cooperating teacher. OCE attempts to secure a placement at one of the preferred schools when possible. Requests are considered but are not guaranteed. Placement depends on school or district approval, the availability of a cooperating teacher who meets UM's qualifications, and University Supervisor availability. School or district administrators select qualified cooperating teachers in collaboration with OCE, and OCE confirms the final placement.

Upon approval of the application and receipt of all required documentation (First Aid and CPR training and Background Check results), specific student teaching registration instructions and advising numbers will be emailed to the candidate's official "@umontana.edu" email address. Candidates will register for Student Teaching only after receiving individualized instructions.

The Office of Clinical Experiences (OCE) will email the candidate of their official placement. Candidates will follow the instructions in the email and promptly contact their cooperating teacher upon confirmation of their placement. At that time, candidates will confirm their placement start date and notify the OCE of any variations.

Prospective cooperating teachers or principals may contact candidates directly for an interview before they receive the placement announcement. Candidates should ensure their phone's voicemail greetings maintain a professional tone.

The Office of Clinical Experiences coordinates all student teaching placements in collaboration with school and district administrators. Placement opportunities include schools throughout Montana, out-of-state schools, and local schools within a 50-mile radius of Missoula. OCE maintains placement records for each academic term, including the school, grade level, subject area, and cooperating teacher.

Additional Placement Guidelines

- Candidates do not independently arrange or confirm placements with schools or teachers. Requests must be coordinated through OCE.
- Placements avoid schools where relatives or close friends are employed or attending.
- Full-time employment during student teaching is discouraged so candidates can prioritize their student teaching responsibilities.

Student Teaching Placement Durations

Teacher candidates pursuing licensure in elementary education, early childhood education, or secondary education will complete a 16-week student teaching assignment wherein weeks 1-15 are spent co-teaching with their assigned cooperating teacher, and week 16 is reserved for make-up days and additional observations.

Teacher candidates pursuing licensure in music and art will typically split their placement and complete eight weeks at an elementary level and eight weeks at a secondary level.

For those seeking a special education endorsement, candidates will complete a separate 10-week standalone placement in a special education classroom.

Models for Integrating Teacher Candidates During Clinical Experiences

Co-Teaching Model

Using the co-teaching model during the clinical experience fosters a collaborative relationship between the cooperating teacher and the teacher candidate. Co-teaching involves two teachers working with groups of students, sharing the planning, organization, delivery, and assessment of instruction and the physical space. Strategies and examples of effective co-teaching are provided in Appendix E.

Why Co-Teaching?

Co-teaching provides a responsive model for clinical experiences and student teaching that aligns with evolving relationships between P-12 education and teacher preparation programs. Benefits include:

- Improved P-12 student performance, with significant gains shown in research.
- Reduced student/teacher ratio to better meet the diverse needs of today's classrooms.
- Increased skills and confidence for teacher candidates.

How is the Semester Scheduled?

Co-teaching moves beyond the traditional model where teachers "give up" their classrooms to support pre-service teacher learning. In the co-teaching model, cooperating teachers remain classroom leaders while working with teacher candidates to share planning, organization, delivery, and assessment of instruction. Co-teaching allows for collaborative planning and instruction from the start of the experience.

- Early in the experience, the cooperating teacher typically leads in co-planning and presenting instruction while the teacher candidate assists and works with small groups of students.

- Lesson planning is completed as a team from the onset.
- No sequential order or hierarchy is required for co-teaching strategies, which are selected based on the P-12 daily schedule, planned curriculum, student needs, and preferences of both the cooperating teacher and the teacher candidate.
- The teacher candidate gradually assumes more responsibility for co-planning and teaching.
- At times, the cooperating teacher may leave the classroom to allow the teacher candidate to work independently but continues partnering in planning and assessment, enhancing student learning opportunities, and modeling positive adult working relationships.

Traditional Model
Many classroom teachers are familiar with the traditional model for student teaching, in which:

- First 11 weeks: Teacher candidates are slowly incorporated into classroom instruction.
- Weeks 12-14: Full responsibility is given to the teacher candidate.
- Week 15: Transition back to half days of instruction coupled with half days of observation.

The Phyllis J. Washington College of Education prefers the co-teaching model for integrating teacher candidates because:

- Classroom teachers feel they must "give up" their classrooms in the traditional model.
- Teacher candidates benefit from more practice time.
- The model fosters collaborative relationships.

Conferences and Observations

Ongoing observation, coaching, and reflection support teacher candidates' professional growth. University Supervisors and cooperating teachers work collaboratively to provide evidence-based feedback, monitor progress, and guide candidates toward increasing instructional responsibility.

During the initial conference, the University Supervisor, cooperating teacher, and teacher candidate review roles, communication procedures, observation schedules, lesson-planning requirements, and assessment timelines. The initial conference does not count as a formal observation.

Lesson Planning for Formal Observations
Teacher candidates must submit a formal lesson plan to both the University Supervisor and cooperating teacher at least 24 hours before each scheduled lesson observed by the University Supervisor.

Candidates must use either the UM Sample Lesson Plan Template (Appendix F) or a template provided by their cooperating teacher. When using the cooperating teacher's template, candidates must address all elements included in the UM sample template, adding information as necessary. Both the supervisor and cooperating teacher review the plan before the observed lesson.

Use of School Curriculum
Teacher candidates are expected to plan and teach using the curriculum and instructional materials used by their cooperating teacher. Candidates work with the cooperating teacher to understand how their lessons fit within the classroom instructional sequence. Lessons that deviate from the school's regular curriculum must be arranged with and approved by the cooperating teacher before instruction.

Formal and Joint Observations
University Supervisors conduct **six formal observations** during the student teaching semester. For split placements, supervisors conduct three formal observations in each eight-week placement.

Joint observation by the University Supervisor and cooperating teacher is required during these scheduled

lessons. Both attend to the candidate's instructional practice and student learning. The cooperating teacher may participate in co-teaching, particularly early in the semester. Observation evidence and feedback should distinguish the candidate's contributions within the shared lesson.

Additional observations or support meetings may be arranged when needed to support candidate growth.

Observation Evidence and Feedback
University Supervisors use an Evidence Collection and Calibration Tool to record objective evidence, connect observations to the Danielson Framework for Teaching, and explain the selected performance level. This tool supports feedback and informs assessment discussions; it does not replace the required midterm and final assessments.

Following each formal observation, the supervisor provides feedback in writing and/or through an in-person conference immediately after the lesson when schedules allow. **Written feedback must be shared with both the teacher candidate and cooperating teacher.** The supervisor and cooperating teacher discuss their evidence and coordinate feedback to identify strengths, areas for growth, and actionable next steps.

Candidates participate in reflective conversations, consider the feedback provided, and apply agreed-upon next steps to subsequent instruction. Cooperating teachers provide ongoing planning support and feedback between formal supervisor observations.

The University Supervisor maintains observation and conference records, including cooperating teacher participation, whether the lesson was co-taught, the feedback method, and the date written feedback was shared with the candidate and cooperating teacher.

Indicators of Teacher Candidate Growth
As teacher candidates progress throughout the semester, cooperating teachers and university supervisors may observe growth in areas such as:

- Increasing confidence and independence in instructional planning and delivery
- Effective use of co-teaching and collaborative instructional strategies
- Development of positive classroom management and learning environments
- Responsiveness to student needs and learner variability
- Use of assessment to guide instruction and reflection
- Professional communication and collaboration with students, families, and colleagues
- Reflective practice and responsiveness to feedback
- Engagement in the broader school community and professional responsibilities

Growth throughout the student teaching experience is developmental and will vary among teacher candidates based on experience, context, and readiness.

Midterm and Final Conferences

A formal midterm conference includes the University Supervisor, cooperating teacher, and teacher candidate. It occurs approximately halfway through the placement: week four of an eight-week placement or week eight of a sixteen-week placement.

Before the conference, the supervisor and cooperating teacher either complete one Danielson Midterm Assessment collaboratively or complete separate Danielson assessments and discuss their ratings and supporting evidence together. The cooperating teacher also completes the midterm Content Knowledge Assessment, which the University Supervisor reviews.

During the conference, all three participants review both assessments, discuss documented strengths and areas

for growth, and identify priorities for the remainder of the placement. No final course grade is assigned at midterm.

At the final conference, all three participants review the Danielson Final Assessment, Content Knowledge Assessment, and Summative Assessment of Student Teaching. The cooperating teacher completes the Content Knowledge Assessment, and the University Supervisor reviews it. The supervisor collects required signatures and submits completed assessments to the Office of Clinical Experiences.

For split placements, the Danielson and Content Knowledge assessments are completed at midterm and final in each placement. Required final assessment paperwork is completed for each placement. A separate Summative Assessment of Student Teaching is also completed at the end of each placement.

Table 2: Student Teaching Assessment Overview

Assessment	When completed	Purpose
Danielson Midterm and Final Assessment	Midpoint and end of each placement	Evaluates performance across the four Danielson domains and documents candidate growth
Content Knowledge Assessment	Midpoint and end of each placement	Evaluates demonstrated content knowledge using InTASC Standard 4 indicators
Summative Assessment of Student Teaching	End of each placement	Provides the final performance ratings used to calculate letter grades for the four Danielson-aligned student teaching course sections

Together, these assessments provide evidence of candidate development throughout student teaching, with the Summative Assessment serving as the basis for final course grades as described in Part 5: Evaluation and Grading.

Supporting Professional Conversations
The Professional Conversation Reflection Form supports documentation of conversations about professional behaviors. It records the observed behavior, relevant professional expectations, candidate perspective, agreed-upon actions and support, and follow-up progress. It supplements the Professional Behavior Protocol and does not replace a Professional Growth Plan when one is needed.

Part 4: Student Teaching Policies

Substitute Teaching During Student Teaching

Teacher candidates may substitute teach for up to five days during their student teaching semester, subject to approval by the building principal. For K-12 teacher candidates with split assignments, up to three days in one school setting and two days in the second. The following standards must be met:

- The candidate must show satisfactory progress with a successful midterm assessment from the cooperating teacher and university supervisor, earning mostly ratings of Proficient (3) or above, with no more than one category rated as Unsatisfactory (1) in each of the four domains.
- The principal, department chair, or principal's designee must agree that the candidate can manage the classroom alone.
- The candidate must apply and be accepted as a substitute teacher by the district.
- The candidate receives full substitute teaching pay from the district.
- The candidate cannot substitute during a teacher's strike.

Student Teaching Schedule and Absences

Teacher candidates begin and end their placement according to the University of Montana's academic calendar. However, once placed, candidates are expected to follow the daily schedule and calendar of their assigned school. Candidates must notify their cooperating teacher of any illness or emergency-related absences as early as possible. Planned absences require prior approval (see **Appendix G: Student Teaching Leave of Absence Request**). No more than three absences – planned or unplanned – are permitted during student teaching. Any additional absences will need to be made up at the end of the semester and must be coordinated with the cooperating teacher, the university supervisor, and the Office of Clinical Experiences.

Participation in school activities beyond the classroom is encouraged and helps foster strong connections with students, staff, and the school community.

Student Teaching Seminars

Teacher candidates are required to attend four seminars during student teaching. Dates of the seminars were shared with cooperating teachers and teacher candidates with their student teaching placement announcement and during the student teaching interview.

All seminars begin at 4:30 pm Mountain Time; most candidates will attend in person. Candidates should be excused early if the start time conflicts with the school schedule unless alternative arrangements are made with the Director of Clinical Experiences.

Professional Growth Plan

The university supervisor and cooperating teacher will identify any performance issues that may warrant a Professional Growth Plan (PGP), such as ineffective instructional methods or tardiness in lesson preparation (see appendix). They will cooperate with the Director of Clinical Experiences to develop and implement PGPs as needed.

Teacher candidates are expected to consistently uphold the Clinical Experiences Professional Behaviors and adhere to the University of Montana Student Code of Conduct. Failure to meet these standards – whether in academic settings, clinical placements, or interactions with students, colleagues, and the community – may result in a PGP, removal from the placement, or other disciplinary action in accordance with university policy.

Removal from Student Teaching or Other Clinical Experiences

The University of Montana collaborates with public and private schools for clinical placements, formalized through written agreements. The Director of Clinical Experiences will be informed if a candidate is not progressing. In rare cases, it may be necessary to remove a teacher candidate from student teaching or another clinical placement. The authority to remove a candidate from a clinical experience or student teaching rests with the Director of Clinical Experiences. However, a building administrator also reserves the right to remove a candidate from their school site if concerns arise related to conduct, performance, or professionalism.

A candidate may be removed due to inappropriate conduct in a school setting, failure to meet professional or instructional expectations, or violation of policies outlined in the Teacher Education Program Application and Handbook, this Student Teaching Handbook, or the **Code of Ethics for Professional Educators of Montana**. Decisions regarding removal are made in consultation with university faculty and may involve input from cooperating teachers, university supervisors, or school personnel.

Removal Process

Prior to a formal removal, the Director of Clinical Experiences will:

1. Notify the candidate of the concerns.

2. Schedule a conference to determine whether the concerns can be addressed through a Professional Growth Plan (PGP), or if removal from the placement is warranted. The candidate will have an opportunity to contribute to the development of the growth plan. This conference may include university faculty, the cooperating teacher, and/or the university supervisor. If removal is necessary, the Director will convene the Teaching and Learning Policy Committee to determine further action, which may include:

- A second placement (if deemed appropriate), potentially requiring an extended timeline.
- Removal from the teacher preparation program under certain circumstances. If a second placement is approved, the candidate will be expected to complete a Professional Growth Plan.

Second Attempt and Program Completion

Candidates who are removed from their placement or do not pass student teaching are not guaranteed another opportunity to complete the student teaching requirement. A second attempt may be permitted only by following a review and recommendation by the Teaching and Learning Policy Committee. If approved, the candidate must demonstrate readiness for re-entry and complete all expectations outlined in the PGP.

Appeal Process

A candidate may appeal the committee's decision within 10 business days of receiving written notification. The steps for appeal are:

1. The candidate meets with their faculty advisor to discuss the appeal and prepare a written justification.
2. The faculty advisor forwards the recommendation and appeal documentation to the Teaching and Learning Policy Committee.
3. The committee meets with the candidate and submits a recommendation to the Department Chair.
4. After review, the Department Chair will issue a formal letter of decision. If the appeal is denied, the candidate may submit a final appeal to the Dean of the Phyllis J. Washington College of Education.

Grade Appeal Process

The University of Montana requires a minimum "C-" grades in student teaching for licensure recommendation. If dissatisfied with their grade, candidates should:

1. Schedule an appointment with the Director of Clinical Experiences within 15 days of the end of the semester.
2. Submit an appeal letter to the Director a week before the meeting, addressing misunderstanding or misapplied evaluation criteria.

During the meeting, candidates should reference:

- Student teaching evaluation criteria.
- Supporting documents (e.g., university supervisor's observation forms, cooperating teacher's and university supervisor's midterm and final assessment forms).

The Director will notify the teacher candidate of the appeal decision within 5 business days of the meeting. If unresolved, teacher candidates can appeal in writing to the Teaching and Learning Policy Committee Chair within 20 days of the initial meeting.

Part 5: Evaluation and Grading

Grades are based on performance rather than potential during the student teaching semester. Assessment is linked to Charlotte Danielson's Framework for Teaching, covering four domains identified in the Midterm and Final Assessments (see Appendix A). Formal assessments occur at midterm and final conferences. At the end of the clinical experience, the cooperating teacher and university supervisor collaborate to evaluate and grade the teacher candidate. The Director of Clinical Experiences reserves the right to assign final grades.

The teacher candidate enrolls in a one-credit/no-credit *Seminar: Reflective Practice and Applied Research Project*, and 14 undergraduate credits (UG) or eight graduate credits (G). Four letter grades are recorded on the Summative Assessment, apportioned as follows:

Letter Grades	**Components**
Section 1: Planning and Preparation *Undergraduate: 3cr* *Graduate: 2cr*	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.
Section 2: Classroom Environment *Undergraduate: 4cr* *Graduate: 2cr*	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.
Section 3: Instruction *Undergraduate: 4cr* *Graduate: 2cr*	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.
Section 4: Professional Responsibilities *Undergraduate: 3cr* *Graduate: 2cr*	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

Standards for Grades

For each component, the teacher candidate will earn a score of 1 (unsatisfactory), 2 (basic), or 3 (proficient). The University Supervisor computes the average score, and the following key is used to assign a final letter grade for each domain:

3.0	A	2.1-2.2	C+
2.8-2.9	A-	2.0	C
2.6-2.7	B+	1.8-1.9	C-
2.4-2.5	B	Below 1.8	F
2.3	B-		

The University of Montana will only recommend a student for licensure with a grade of a C- in student teaching.

Part 6: Licensure

UM teacher candidates must meet the minimum content knowledge requirements described below to be recommended for licensure/endorsement. This multiple-measure assessment for licensure began in 2006 due to dialogue and consensus between the Montana Office of Public Instruction (OPI) and Montana educator preparation programs.

Cooperating teachers and university supervisors complete the Assessment of Content Knowledge Demonstrated During Student Teaching. The licensure specialist uses those assessment results to calculate the applicable licensure points and determine the candidate's final content knowledge score for licensure. Cooperating teachers and university supervisors do not complete the licensure calculation.

Teacher candidates must earn at least 7 points on the Montana Assessment for Content Knowledge before recommendation for licensure/endorsement by an accredited Montana EPP. The possible range for the Content Knowledge Score (CKS) is 0-10. Teacher candidates earning fewer than 7 CKS points or who score zero on any of the three rubric components shall not be recommended for licensure/endorsement. For candidates who score 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. **Assessment of Content Knowledge Coursework GPA**
   (GPA for content coursework required in the academic subject)
   The range for awarding points is 0-4 and will be calculated as follows:

GPA	*Points*
3.50-4.00	4
3.00-3.49	3
2.65-2.99	2
2.00-2.64	1*
below 2.00	0

2. **Assessment of Content Knowledge Demonstrated During Student Teaching/Clinical Practice**
   (The assessment is completed by a cooperating teacher and a college/university supervisor)
   The range for awarding points is 0-3 and will be calculated as follows:

Descriptor	*Points*
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

   Note: The assessment is completed by a cooperating teacher, college or university supervisor, or faculty member.

3. **Assessment of Content Knowledge on appropriate Praxis II test**
   The range for awarding points is 0-3 and will be calculated as follows:

Score Range	*Points*
Meets/Exceeds MT score	3
At least 90% of MT score	2
At least 80% of MT score	1*
Below 80% of MT score	0

Licensure Upon Completion of Program

Montana:

Upon completing the Teacher Education Program, teacher candidates will request that the University of Montana recommend them for teacher licensure. A student teaching seminar will outline this process for becoming licensed to teach in Montana and other states. The class and type of license for which candidates will be eligible will be explained at that time.

Teacher licensure applications are electronically submitted directly to OPI through TeachMT. Initial degrees and all grades must be posted on official transcripts before they can be uploaded to the candidate's application. Processing applications may take up to four weeks. The Montana Office of Public Instruction will not issue a teaching license without a new background check with results sent directly to them from the Montana Department of Justice.

Licensure in Other States:

Licensure in other states requires the recommendation or verification of the University of Montana Licensure Specialist if the teaching program has been completed at the University of Montana. Applications for licensure in other states can be obtained from the state where an applicant wishes to become licensed Department of Public Instruction. Students seeking licensure in other states should contact the state office in which they want to become licensed directly.

Appendices

Appendix A: Danielson Midterm and Final Assessment of Student Teaching

Appendix B: Content Knowledge Assessment — Secondary and K–12

Appendix C: Content Knowledge Assessment — Elementary and Early Childhood

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Appendix L: Student Teaching Timeline Guide for 16-Week Placements

UNIVERSITY OF MONTANA

Appendix A: Danielson Midterm and Final Assessment of Student Teaching

Teacher Candidate	UM ID#	Semester
School/District		
Completed by: ☐ Cooperating Teacher	☐ University Supervisor	

Domain 1: Planning and Preparation

N/A	1 Unsatisfactory	2 Basic	3 Proficient
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 a 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.

Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.

Components	Midterm				Final			
	N/A	1	2	3	N/A	1	2	3
1a. Applying knowledge of content and pedagogy.	☐	☐	☐	☐	☐	☐	☐	☐
1b. Knowing and valuing students.	☐	☐	☐	☐	☐	☐	☐	☐
1c. Setting instructional outcomes.	☐	☐	☐	☐	☐	☐	☐	☐
1d. Using resources effectively.	☐	☐	☐	☐	☐	☐	☐	☐
1e. Planning coherent instruction.	☐	☐	☐	☐	☐	☐	☐	☐
1f. Designing and analyzing assessments.	☐	☐	☐	☐	☐	☐	☐	☐
Midterm Comments:								
Final Comments:								

Domain 2: Learning Environments

N/A	1 Unsatisfactory	2 Basic	3 Proficient
Not Applicable or Not Observed	Classroom environment is characterized by chaos and conflict, with low expectations for student 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.

Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.

Components	Midterm				Final			
	N/A	1	2	3	N/A	1	2	3
2a. Cultivating respectful and affirming environments.	☐	☐	☐	☐	☐	☐	☐	☐
2b. Fostering a culture for learning.	☐	☐	☐	☐	☐	☐	☐	☐
2c. Maintaining purposeful environments.	☐	☐	☐	☐	☐	☐	☐	☐
2d. Supporting positive student behavior.	☐	☐	☐	☐	☐	☐	☐	☐
2e. Organizing spaces for learning.	☐	☐	☐	☐	☐	☐	☐	☐
Midterm Comments:								
Final Comments:								

Domain 3: Learning Experiences

N/A	1 Unsatisfactory	2 Basic	3 Proficient
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.

Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.

Components	Midterm				Final			
	N/A	1	2	3	N/A	1	2	3
3a. Communicating about purpose and content.	☐	☐	☐	☐	☐	☐	☐	☐
3b. Using questioning and discussion techniques.	☐	☐	☐	☐	☐	☐	☐	☐
3c. Engaging students in learning.	☐	☐	☐	☐	☐	☐	☐	☐
3d. Using assessment for learning.	☐	☐	☐	☐	☐	☐	☐	☐
3e. Responding flexibly to student needs.	☐	☐	☐	☐	☐	☐	☐	☐
Midterm Comments:								
Final Comments:								

Domain 4: Principled Teaching

N/A	1 Unsatisfactory	2 Basic	3 Proficient
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 recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district activities for professional growth.	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.

Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.

Components	Midterm				Final			
	N/A	1	2	3	N/A	1	2	3
4a. Engaging in reflective practice.	☐	☐	☐	☐	☐	☐	☐	☐
4b. Documenting student progress.	☐	☐	☐	☐	☐	☐	☐	☐
4c. Engaging families and communities.	☐	☐	☐	☐	☐	☐	☐	☐
4d. Contributing to school community and culture.	☐	☐	☐	☐	☐	☐	☐	☐
4e. Growing and developing professionally.	☐	☐	☐	☐	☐	☐	☐	☐
4f. Acting in service of students.	☐	☐	☐	☐	☐	☐	☐	☐
Midterm Comments:								
Final Comments:								

Please sign below to indicate that you have read and understand the assessment. This does not indicate agreement with the University Supervisor's or Cooperating Teacher's evaluation. Teacher candidates may add their comments in the box below the signatures, if desired.

	Midterm **Date:**	**Final** **Date:**
Teacher Candidate Signature		
Cooperating Teacher Signature **or** **University Supervisor Signature**		

Teacher Candidate's Comments:

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Appendix B: Content Knowledge Assessment — Secondary and K–12

SECONDARY and K-12 CONTENT AREAS

Candidate name: _____ Content area: _____

This evaluation is based on INTASC Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.* Please evaluate the candidate based on the Montana State Board of Education's definition of content as found in Administrative Rules of Montana Chapter 58 Professional Educator Preparation Program Standards 10.58.501d.

The cooperating teacher(s) completes this content validation assessment for their student teacher candidate. Per university practice, the university/field supervisor may review this assessment of a beginning teacher, make any pertinent comments at the bottom, and sign. Any unobserved or insufficient content areas should be documented in "comments." Record a score in the box provided using the rubrics for each Indicator.

Essential Knowledge Indicators

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) being taught.

3 (Advanced)	The teacher demonstrates a comprehensive understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing, effectively integrating and applying this knowledge in their teaching.
2 (Satisfactory)	The teacher demonstrates developing understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing as well as how to explain and utilize them in their teaching, occasionally needing additional resources for clarity.
1 (Unsatisfactory)	The teacher demonstrates limited understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing, often providing over-simplified or incorrect explanations. Teacher does not actively seek out additional resources for clarity.

Midterm Score	3 2 1 Not yet observed	**Final Score**	3 2 1
Comments:		Comments:	

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3 (Advanced)	The teacher demonstrates an in-depth understanding of common misconceptions in the discipline and guides learners to accurate conceptual understanding through targeted, effective instructional strategies.
2 (Satisfactory)	The teacher understands common misconceptions in the discipline and provides general guidance to learners for achieving conceptual understanding using appropriate instructional methods, occasionally requiring additional resources for support.
1 (Unsatisfactory)	The teacher has a limited understanding of common misconceptions in the discipline, which can perpetuate learner misconceptions. Teacher does not actively seek out additional resources for clarity.

Midterm Score	3 2 1 Not yet observed	**Final Score**	3 2 1
Comments:		Comments:	

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

3 (Advanced) The teacher has a skillful command of the academic language of the discipline and effectively uses strategies to make this language accessible to learners, facilitating clear understanding and use.

2 (Satisfactory) The teacher has a basic understanding of the academic language of the discipline and provides general strategies to make this language accessible to learners, sometimes needing additional resources to ensure comprehension.

1 (Unsatisfactory) The teacher has limited understanding of the academic language of the discipline and fails to make this language accessible to learners. Teacher does not actively seek out additional resources for clarity.

Midterm Score	3 2 1 Not yet observed	**Final Score**	3 2 1
Comments:		Comments:	

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) being taught.

3 (Advanced) The teacher demonstrates an accomplished understanding of student content standards and learning progressions, effectively aligning instruction and using evidence-based assessment to ensure all students achieve these standards.

2 (Satisfactory) The teacher has a basic understanding of student content standards and learning progressions, aligning instruction and assessment to help students meet these standards, sometimes needing additional resources to ensure alignment.

1 (Unsatisfactory) The teacher has limited understanding of student content standards and learning progressions, failing to align instruction or use evidence-based assessment to support student achievement of these standards. Teacher does not actively seek out additional resources for alignment.

Midterm Score	3 2 1 Not yet observed	**Final Score**	3 2 1
Comments:		Comments:	

Candidate Signature	Print Name	Date

I have been made aware of this assessment

Cooperating Teacher Signature	Print Name	Date

I have completed this assessment

University Supervisor Signature	Print Name	Date

I have reviewed this assessment

University Supervisor Comments:

ELEMENTARY and EARLY CHILDHOOD EDUCATION

Candidate name: _____ Content area: _____

This evaluation is based on INTASC Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.* Please evaluate the candidate based on the Montana State Board of Education's definition of content as found in Administrative Rules of Montana Chapter 58 Professional Educator Preparation Program Standards 10.58.501d.

The cooperating teacher(s) completes this content validation assessment for their student teacher candidate. Per university practice, the university/field supervisor may review this assessment of a beginning teacher, make any pertinent comments at the bottom, and sign. Any unobserved or insufficient content areas should be documented in "comments." Record a score in the box provided using the rubrics for each Indicator.

Essential Knowledge Indicators

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) being taught.

3 (Advanced)	The teacher demonstrates a comprehensive understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing, effectively integrating and applying this knowledge in their teaching.
2 (Satisfactory)	The teacher demonstrates developing understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing as well as how to explain and utilize them in their teaching, occasionally needing additional resources for clarity.
1 (Unsatisfactory)	The teacher demonstrates limited understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing, often providing over-simplified or incorrect explanations. Teacher does not actively seek out additional resources for clarity.

Midterm Score		Final Score	
ELA	3 2 1 Not yet observed	**ELA**	3 2 1
Math	3 2 1 Not yet observed	**Math**	3 2 1
Science	3 2 1 Not yet observed	**Science**	3 2 1
Social Studies	3 2 1 Not yet observed	**Social Studies**	3 2 1
Comments:		Comments:	

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3 (Advanced)	The teacher demonstrates an in-depth understanding of common misconceptions in the discipline and guides learners to accurate conceptual understanding through targeted, effective instructional strategies.
2 (Satisfactory)	The teacher understands common misconceptions in the discipline and provides general guidance to learners for achieving conceptual understanding using appropriate instructional methods, occasionally requiring additional resources for support.
1 (Unsatisfactory)	The teacher has a limited understanding of common misconceptions in the discipline, which can perpetuate learner misconceptions. Teacher does not actively seek out additional resources for clarity.

Midterm Score		Final Score	
ELA	3 2 1 Not yet observed	**ELA**	3 2 1
Math	3 2 1 Not yet observed	**Math**	3 2 1
Science	3 2 1 Not yet observed	**Science**	3 2 1
Social Studies	3 2 1 Not yet observed	**Social Studies**	3 2 1
Comments:		Comments:	

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

3 (Advanced) The teacher has a skillful command of the academic language of the discipline and effectively uses strategies to make this language accessible to learners, facilitating clear understanding and use.

2 (Satisfactory) The teacher has a basic understanding of the academic language of the discipline and provides general strategies to make this language accessible to learners, sometimes needing additional resources to ensure comprehension.

1 (Unsatisfactory) The teacher has limited understanding of the academic language of the discipline and fails to make this language accessible to learners. Teacher does not actively seek out additional resources for clarity.

Midterm Score		Final Score	
ELA	3 2 1 Not yet observed	**ELA**	3 2 1
Math	3 2 1 Not yet observed	**Math**	3 2 1
Science	3 2 1 Not yet observed	**Science**	3 2 1
Social Studies	3 2 1 Not yet observed	**Social Studies**	3 2 1
Comments:		Comments:	

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) being taught.

3 (Advanced) The teacher demonstrates an accomplished understanding of student content standards and learning progressions, effectively aligning instruction and using evidence-based assessment to ensure all students achieve these standards.

2 (Satisfactory) The teacher has a basic understanding of student content standards and learning progressions, aligning instruction and assessment to help students meet these standards, sometimes needing additional resources to ensure alignment.

1 (Unsatisfactory) The teacher has limited understanding of student content standards and learning progressions, failing to align instruction or use evidence-based assessment to support student achievement of these standards. Teacher does not actively seek out additional resources for alignment.

Midterm Score		Final Score	
ELA	3 2 1 Not yet observed	**ELA**	3 2 1

Math	3 2 1 Not yet observed	**Math**	3 2 1
Science	3 2 1 Not yet observed	**Science**	3 2 1
Social Studies	3 2 1 Not yet observed	**Social Studies**	3 2 1
Comments:		Comments:	

Candidate Signature | Print Name | Date

I have been made aware of this assessment

Cooperating Teacher Signature | Print Name | Date

I have completed this assessment

University Supervisor Signature | Print Name | Date

I have reviewed this assessment

University Supervisor Comments:

UNIVERSITY OF MONTANA
PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION

Appendix D: Summative Assessment of Student Teaching

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

The Summative Assessment converts ratings from the Danielson Final Assessment into final grades for the four student teaching course sections: Professional Responsibilities, Planning and Preparation, Classroom Environment, and Instruction. These course sections correspond to the four Danielson domains. Ratings from the Final Assessment are entered into the Summative Assessment, and the established weighting and Grading Key are applied to calculate each course grade. Midterm ratings document progress and guide feedback; they are not averaged with final ratings to calculate course grades. For split placements, a Summative Assessment is completed at the end of each placement.

Prior to the final conference, the university supervisor and cooperating teacher will each complete their Final Assessment for the teacher candidate. When they meet, they will discuss their individual ratings to determine the summative rating for each component and record the numeric rating in the appropriate column. Once these have been determined, the university supervisor and cooperating teacher will determine the overall grade earned for each of the 4 domains, using the Grading Key as a guide.

The university supervisor will gather and submit the following to the Office of Clinical Experiences:

1) Cooperating teacher's completed ***Midterm and Final Assessment of Student Teaching***
2) University supervisor's completed ***Midterm and Final Assessment of Student Teaching***
3) This signed ***Summative Assessment of Student Teaching***
4) ***Assessment of Content Knowledge*** form.

Grading Key

To compute grade: For each domain, add the total number of points, and divide by number of components. Refer to key below to assign letter grade.

Score	Grade	Score	Grade
3.0 or above	A	2.1–2.2	C+
2.8–2.9	A−	2.0	C
2.6–2.7	B+	1.8–1.9	C−
2.4–2.5	B	Below 1.8	F
2.3	B−		

Summative Assessment — Final Ratings

1) Planning and Preparation Components:

Circle performance level observed for each component:	1 Unsatisfactory	2 Basic	3 Proficient
1a. Applying knowledge of content and pedagogy.	1 ☐	2 ☐	3 ☐
1b. Knowing and valuing students.	1 ☐	2 ☐	3 ☐
1c. Setting instructional outcomes.	1 ☐	2 ☐	3 ☐
1d. Using resources effectively.	1 ☐	2 ☐	3 ☐
1e. Planning coherent instruction.	1 ☐	2 ☐	3 ☐
1f. Designing and analyzing assessments.	1 ☐	2 ☐	3 ☐

Final Numerical Score: _____ Final Letter Grade: _____

2) Learning Environment Components:

Circle performance level observed for each component:	1 Unsatisfactory	2 Basic	3 Proficient
2a. Cultivating respectful and affirming environments.	1 ☐	2 ☐	3 ☐
2b. Fostering a culture for learning.	1 ☐	2 ☐	3 ☐
2c. Maintaining purposeful environments.	1 ☐	2 ☐	3 ☐
2d. Supporting positive student behavior.	1 ☐	2 ☐	3 ☐
2e. Organizing spaces for learning.	1 ☐	2 ☐	3 ☐

Final Numerical Score: _____ Final Letter Grade: _____

3) Learning Experiences Components:

Circle performance level observed for each component:	1 Unsatisfactory	2 Basic	3 Proficient
3a. Communicating about purpose and content.	1 ☐	2 ☐	3 ☐
3b. Using questioning and discussion techniques.	1 ☐	2 ☐	3 ☐
3c. Engaging students in learning.	1 ☐	2 ☐	3 ☐
3d. Uses assessment for learning.	1 ☐	2 ☐	3 ☐
3e. Responding flexibly to student needs.	1 ☐	2 ☐	3 ☐

Final Numerical Score: _____ Final Letter Grade: _____

4) Principled Teaching Components:

Circle performance level observed for each component:	1 Unsatisfactory	2 Basic	3 Proficient
4a. Engaging in reflective practice.	1 ☐	2 ☐	3 ☐
4b. Documenting student progress.	1 ☐	2 ☐	3 ☐
4c. Engaging families and communities.	1 ☐	2 ☐	3 ☐
4d. Contributing to school community and culture.	1 ☐	2 ☐	3 ☐
4e. Growing and developing professionally.	1 ☐	2 ☐	3 ☐
4f. Acting in service of students.	1 ☐	2 ☐	3 ☐

Final Numerical Score: _____ Final Letter Grade: _____

Areas of Strength:

Recommended Areas of Growth:

University Supervisor's Signature _____ Date _____
Cooperating Teacher's Signature _____ Date _____
Cooperating Teacher's Signature _____ Date _____
Teacher Candidate's Signature _____ Date _____

The teacher candidate's signature indicates that s/he saw and received this Summative Assessment and discussed it with the University Supervisor and Cooperating Teacher. Grades are based on performance during the semester, not potential, and are connected to the 4 Domains of Teaching Responsibility outlined in Charlotte Danielson's Framework for Teaching. The Director of Clinical Experiences reserves the right to assign final grades.

If a teacher candidate is dissatisfied with the assigned student teaching grades, h/she should schedule an appointment with the Director of Clinical Experiences within 15 days of the assignment of grades. The purpose for the meeting will be to discuss the grades in relation to the identified criteria for assessing student teaching performance and the grade standards. If the issue cannot be satisfactorily resolved, the student may address a written appeal to the Chair of the Clinical Experience Policy Committee. This appeal must be filed within 20 days of the initial appointment with the Director of Clinical Experiences.

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Appendix E: Co-Teaching Strategies and 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. **Example:** 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. ***Example***: 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. ***Example:*** 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. ***Example***: 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. ***Example***: 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. ***Example***: 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. ***Example:*** 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. (***Copyright 2009, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant)***.

Appendix F: Sample Lesson Plan Template

Sample Template

Lesson: _____ Grade : _____

Teacher Candidate: _____ Date: _____ Time

Allotted: _____ Actual time: _____

1. Purpose, Student Understanding, Instructional Objectives: What concepts and/or skills will students understand/construct? What previous knowledge is needed for the lesson?

2. Anchored Instruction (Lesson based on K-12 Learning Standards including Common Core:

3. Danielson's Domains/Components Addressed:

4. Materials/Resources Needed:

5. Technology Used and Rationale for Its Use:

6. Instructional Method/Teaching Procedure:

   a. Introduction/Anticipatory Set: an interesting activity to prepare students for the lesson.
   b. Development of Concepts: the progression of the lesson.
      - Model – Provide students with examples of the product or process
      - Check for Understanding – Assess if students have acquired the necessary knowledge
      - Guided Practice –Work some tasks together (allows for immediate remediation)
      - Independent Practice -Develop fluency
   c. Closure: summary, culmination, review

7. Accommodations Required to Support the Learning of Exceptional Students (Gifted, Students with Disabilities, English Language Learners):

8. Inclusion of Indian Education for All:

9. Assessment Procedures: Steps to determine whether students have reached the objectives.

10. Reflection: What changes or adjustments would improve the learning process?

11. References:

Appendix G: Student Teaching Leave of Absence Request

Suppose a situation requires a candidate to be absent during the student teaching practicum (e.g., a family wedding or conference). In that case, the candidate must obtain formal approval from the Cooperating Teacher and University Supervisor using this form. Planned absences cannot exceed three days, and the request must be submitted in advance.

Note: unplanned absences, such as illness or immediate family emergency, do not require a Leave of Absence Request. Instead, the candidate should seek immediate approval from the Cooperating Teacher and school (via phone or email).

Per student teaching policy, up to three days of planned or unplanned absences are allowed. Any absence exceeding three days must be made up during finals week. Make-up days are arranged with the Cooperating Teacher and University Supervisor and approved by the Director of Clinical Experiences.

Teacher Candidate name: _____

Today's date: _____ Date(s) of absence: _____

Reason for absence:

_____
_____

Candidate agreement: I understand that I am required to make up any absence beyond three days. I will contact the Director of Clinical Experiences regarding any extended absence.

Teacher Candidate signature: _____

Cooperating Teacher and University Supervisor recommendations:

Please indicate your response to this absence: ☐ Approved ☐ Not approved

Comments:

_____
_____

Cooperating Teacher signature: _____

University Supervisor signature: _____

Please return this form to the Director of Clinical Experiences at megan.bilant@mso.umt.edu or fax to (406) 243-4908

Appendix H: Teacher Candidate Checklist for the Student Teaching Semester

UNIVERSITY OF MONTANA
PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION

Date	Minimum Requirements
	School/Class Schedule: Provide a copy of your teaching schedule to your university supervisor.
	Semester Curriculum: Request access to the curriculum outline and other resources from your cooperating teacher for the subjects you will teach.
	Goals: Generate professional goals and share them with your cooperating teacher and university supervisor. Regularly review your progress toward these goals.
	Observation: In addition to the observation suggestions in this handbook, the midterm assessment criteria may be helpful as the basis for classroom observation. Reflect on how observation of others will help improve your instructional skills. Ask your supervisors for recommendations and assistance in arranging observation of other teachers in your school.
	Lesson/Unit Plans: Discuss planning expectations with your cooperating teacher and university supervisor. For each formal supervisor observation, submit a formal lesson plan to both at least 24 hours before the scheduled lesson. Use the UM sample template or a template provided by your cooperating teacher that addresses the same elements.
	Prepare Reflective Practice and Applied Research Project: Contact your EDU 494 or EDU 594 instructor early in the semester to seek guidance and due dates. Submit Project: Confirm the due date with your instructor and arrange for the submission of your project.
	Video or Audio Record: If appropriate, plan for video or audio recording that may be required for your Reflective Practice and Applied Research Project. Request approval from the students' parents or guardians before the recording. See the Appendix for a template approval form.
	Observations by your University Supervisor: Coordinate six formal observations with your university supervisor and cooperating teacher. For split placements, schedule three observations in each eight-week placement. Participate in feedback conversations, review written feedback, and apply identified next steps to subsequent lessons. Written observation feedback will be shared with both you and your cooperating teacher.
	Midterm and Final Evaluation: By the 4th week (for K12 majors) or 8th week (for K-8 or 5-12 majors), participate with the cooperating teacher and university supervisor in a midterm evaluation conference. Discuss specific plans for making suggested improvements. At the conclusion of the semester, follow a similar assessment procedure.
	Teacher Licensure Application: After grades from student teaching are official, apply for Montana teacher licensure. Application information will be provided at the final seminar.
	Employment: Notify the Director of Clinical Experiences when you accept a teaching position or related employment. The accreditation reports require surveys of graduates, and we value your input to improve the Teacher Education Program.

Appendix I: Letter of Introduction to Parents and Guardians

(Sample format)

(Send on school

letterhead) Date

Dear _____:

I am looking forward to working with your student this semester. Many exciting learning activities are planned for students in (grade/subject) class. (name of teacher candidate) from the University of Montana will be completing his (or her) student teaching experience with me.

(Name of teacher candidate) has expertise in (e.g., computer technology, forestry, music, Far Eastern Culture, or extensive work experience in mechanical engineering, environmental issues, foreign affairs, etc.) that will enhance classroom learning. With two classroom teachers, students will have many opportunities for individual attention. Sometimes, I will be the main teacher for the entire class, and at other times, (name of the teacher candidate) will provide the class instruction. Small group instruction and team-taught lessons are possible. Our desire is to develop a true learning community with all students in the classroom. If you would like to observe or share in a specific learning activity, please contact us.

(You may want to include an overview of the main topics to be studied for the semester, special themes, and highlight several special learning activities tentatively planned for the class, such as a field trip or a class production).

In addition, a class in which your son or daughter may be enrolled could be video recorded. The purpose of recording will be to focus on the instructor and assess ways to improve teaching skills. To critique instructional effectiveness, the teacher candidate, cooperating teacher, and university supervisor may review the video. Some students may be seen on the video. Therefore, we would appreciate it if you would complete and return the attached video recording permission form.

(Add any information concerning the semester in this paragraph. If it is the beginning of the year, it may include classroom policies, procedures, grading policies, class schedules, etc.)

If you have any questions, please contact me or name of teacher candidate at (school phone number and voice mail number). We are generally at school from (time) to (time).

Sincerely,

Name of Cooperating Teacher
Name of Teacher Candidate

Course or Department (e.g. English II, or Science Department)
School Phone Number

Appendix J: Requesting Permission to Video Record

Dear parent or guardian,

Video recording of a class in which your child is enrolled may be done to help assess my instructional skills. The video will be reviewed and critiqued by the classroom teacher, university supervisor, and me. Although the recording will focus on my lesson delivery, some students may be seen. Therefore, it would be appreciated if you complete and return this form. Thank you in advance for supporting my growth as a future teacher.

Please contact ______________________________if you have any questions.

Sincerely,

____UM Teacher Candidate

____Classroom Cooperating Teacher

____School Phone Number

- -

Permission to Video Record

Please return this form by _____________________________________

Student's name: ____

Parent/Guardian signature: ____

Date: ______________________________

Appendix K: Student Teaching Timeline Guide for 8-Week Placements

K12 Certification Teacher Candidates

Due Date	Form(s)	Who
Autumn Semester: Sep. 15 Spring Semester: Feb. 15	Credit Registration Form (if selected graduate credits for remuneration)	UM Supervisor and Cooperating Teacher
Week Four	Midterm portion of Midterm/Final Assessment	UM Supervisor only submits midterm forms to the OCE to report student concerns
Week Four	Midterm Assessment of Content Knowledge Demonstrated During Student Teaching	UM Supervisor only submits midterm forms to the OCE to report student concerns
Week Eight	Final portion of Midterm/Final Assessment	Cooperating Teacher and UM Supervisor complete; UM Supervisor submits
Week Eight	Summative Assessment	Cooperating Teacher and UM Supervisor complete; UM Supervisor submits
Week Eight	Final Assessment of Content Knowledge Demonstrated During Student Teaching	Cooperating Teacher completes, UM Supervisor signs and submits
Week Eight	Mileage log (if applicable)	UM Supervisor

Responsibilities and Suggested Timelines

Teacher Candidate	Cooperating Teacher	University Supervisor
Apply and evaluate your teaching philosophy while learning all aspects of teaching. Assume all responsibilities to becoming a full-time competent professional teacher.	Maintain your role as the classroom leader while teaming with the teacher candidate to assume responsibilities in the classroom to achieve Proficiency in the four domains outlined in Charlotte Danielson's Framework for Teaching (see Midterm/Assessment form).	Help direct the growth and development of the teacher candidate to achieve Proficiency in the four domains outlined in Charlotte Danielson's Framework for Teaching (see Midterm/Assessment form). Help build a collaborative partnership between UM, school administration, cooperating teachers, and teacher candidates.
Week 1	**Week 1**	**Week 1**
Review Student Teaching Handbook. Become familiar with teaching schedule and responsibilities. Observe classes and learn the routine and student names. Begin participation in co- teaching. Collaborate with the cooperating teacher as lesson plans for the upcoming week are prepared. Collaborate with cooperating teacher to send an introductory letter to student parents/guardians.	Review Student Teaching Handbook. Orient teacher candidate to all school policies and classroom procedures. Develop preplans, assessment plans and plan conference times. The time frame may be modified. Begin participation in co- teaching. Include the teacher candidate in your lesson planning process. Collaborate with teacher candidate to send an introductory letter to parents or guardians of your students if desired.	Review Student Teaching Handbook. Initial Visit: Complete within the first two weeks and introduce yourself to the school office personnel. This visit does not serve as a formal observation. Schedule 3 formal observations for an 8-week placement. Confirm that the cooperating teacher and teacher candidate have access to the Handbook and have completed the training provided by the OCE.

Teacher Candidate	Cooperating Teacher	University Supervisor
Week 2	**Week 2**	**Week 2**
Increase planning/teaching responsibilities. Seek ongoing opportunities to observe and reflect. Ask questions and seek specific feedback. Continue work with individuals and small groups as assigned.	- Continue observing and providing feedback for the teacher candidate.	Begin observations and conferences; provide student with written assessments.
Weeks 3-4	**Weeks 3-4**	**Weeks 3-4**
Continue co-teaching activities and alternate leadership roles with the cooperating teacher. Complete midterm portion of the Midterm/Final Assessment as a self-assessment. Schedule a midterm conference with university supervisor and cooperating teacher. Following the conference, consider writing a midterm reflection. Review your goals for student teaching and include a summary of: (a) progress toward meeting your student teaching goals, and (b) your teaching strengths and challenges, and areas to continue to develop.	Continue planning, reviewing lesson plans, observing and scheduling conferences with the teacher candidate. Continue co-teaching activities that alternate the leadership role with the teacher candidate. Plan some time for the teacher candidate to be in the classroom alone. Schedule a midterm conference with the university supervisor and teacher candidate. Complete the midterm portion of the Midterm/Final Assessment and the midterm Assessment of Content Knowledge Demonstrated During Student Teaching and review it with the teacher candidate and university supervisor. All criteria may not have been observed at this time. Return the midterm forms only if the candidate is not making satisfactory progress.	Continue observations and conferences; provide student with written assessments. At each observation, review lesson plans and assessment examples. Confer with the cooperating teacher and teacher candidate about the candidate's growth as a teacher, or follow up with a telephone call or email. Schedule a midterm conference with cooperating teacher and teacher candidate. Complete midterm portion of the Midterm/Final Assessment and the midterm Assessment of Content Knowledge Demonstrated During Student Teaching with the cooperating teacher and teacher candidate. Return to the Office of Clinical Experiences only if the candidate is not making satisfactory progress. All criteria may not have been observed by midterm. Review the teacher candidate goals for improving teaching.
Weeks 5-6	**Weeks 5-6**	**Weeks 5-6**
- Continue adding teaching responsibilities. Take a stronger leadership role in the co-planning and co-teaching activities.	Continue mentoring of teacher candidate. Provide ongoing feedback as the teacher candidate takes a stronger role in co-planning and co-teaching. Continue providing some opportunities for the candidate to be in the classroom alone and/or to teach some periods independently. Review progress and goals to discuss feasibility of achieving goals by the end of the assignment. Optional: Ask teacher candidate to complete Cooperating Teacher Evaluation and discuss your assistance as a mentor teacher.	Continue observations and conferences; provide student with written assessments. Review progress and goals to discuss feasibility of achieving goals by the end of assignment. Optional: Ask teacher candidate to complete the University Supervisor Evaluation and discuss what has been helpful and where they may appreciate more help.
Weeks 7-8	**Weeks 7-8**	**Weeks 7-8**
Complete student teaching responsibilities. Schedule final conference with cooperating teacher and university supervisor to discuss final assessments, letter grades and sign paperwork. Clarify your Applied Research and Reflective Practice due date and submission process with your assigned instructor if you have not	Complete final portion of the Midterm/Final Assessment. Complete final Assessment of Content Knowledge Demonstrated During Student Teaching. Schedule final conference with university supervisor to discuss final assessments and determine final letter grades on the Summative Assessment. Meet with the teacher candidate and	Complete final portion of the Midterm/Final Assessment. Review and sign final Assessment of Content Knowledge Demonstrated During Student Teaching. Schedule final conference with cooperating teacher to discuss final assessments and determine final letter grades on the Summative Assessment.

Teacher Candidate	Cooperating Teacher	University Supervisor
done so. (Please contact your course instructor for due dates or expectations, not the Office of Clinical Experiences).	university supervisor to review results of conference and sign paperwork. Ensure university supervisor has all forms and signatures required in order to submit.	Meet with the teacher candidate and cooperating teacher to review results of final conference and sign paperwork. Submit to the Office of Clinical Experiences: Summative Assessment Midterm/Final Assessment Assessment of Content Knowledge Demonstrated During Student Teaching Mileage log (if applicable)

Appendix L: Student Teaching Timeline Guide for 16-Week Placements

Elementary, Early Childhood, and Secondary Education Teacher Candidates

Due Date	Form(s)	Who
Autumn Semester: Sep. 15 Spring Semester: Feb. 15	Credit Registration Form (if selected graduate credits for remuneration)	UM Supervisor and Cooperating Teacher
Week Eight	Midterm portion of Midterm/Final Assessment	UM Supervisor only submits midterm forms to the OCE to report student concerns
Week Eight	Midterm Assessment of Content Knowledge Demonstrated During Student Teaching	UM Supervisor only submits midterm forms to the OCE to report student concerns
Week Fifteen	Final portion of Midterm/Final Assessment	Cooperating Teacher and UM Supervisor complete; UM Supervisor submits
Week Fifteen	Summative Assessment	Cooperating Teacher and UM Supervisor complete; UM Supervisor submits
Week Fifteen	Final Assessment of Content Knowledge Demonstrated During Student Teaching	Cooperating Teacher completes, UM Supervisor signs and submits
Week Fifteen	Mileage log (if applicable)	UM Supervisor

Responsibilities and Suggested Timelines

Teacher Candidate	Cooperating Teacher	University Supervisor
Apply and evaluate your teaching philosophy while learning all aspects of teaching. Assume all responsibilities to becoming a full-time competent professional teacher.	Maintain your role as the classroom leader while teaming with the teacher candidate to assume responsibilities in the classroom to achieve Proficiency in the four domains outlined in Charlotte Danielson's Framework for Teaching (see Midterm/Assessment form).	Help direct the growth and development of the teacher candidate to achieve Proficiency in the four domains outlined in Charlotte Danielson's Framework for Teaching (see Midterm/Assessment form). Help build a collaborative partnership between UM, school administration, cooperating teachers, and teacher candidates.
Weeks 1-2	**Weeks 1-2**	**Weeks 1-2**
Review Student Teaching Handbook. Become familiar with teaching schedule and responsibilities. Observe classes and learn the routine and student names. Begin participation in co- teaching. Collaborate with the cooperating teacher as lesson plans for the upcoming week are prepared. Collaborate with cooperating teacher to send an introductory letter to student parents/guardians.	Review Student Teaching Handbook. Orient teacher candidate to all school policies and classroom procedures. Develop preplans, assessment plans and plan conference times. The time frame may be modified. Begin participation in co- teaching. Include the teacher candidate in your lesson planning process. Collaborate with teacher candidate to send an introductory letter to parents or guardians of your students if desired.	Review Student Teaching Handbook. Initial Visit: Complete within the first two weeks and introduce yourself to the school office personnel. This visit does not serve as a formal observation. Schedule 6 formal observations for a 16-week placement. Confirm that the cooperating teacher and teacher candidate have access to the Handbook and have completed the training provided by the OCE.

Teacher Candidate	Cooperating Teacher	University Supervisor
Weeks 3-4	**Weeks 3-4**	**Weeks 3-4**
Increase planning/teaching responsibilities. Seek ongoing opportunities to observe and reflect. Ask questions and seek specific feedback. Continue work with individuals and small groups as assigned.	Continue observing and providing feedback for the teacher candidate.	Begin observations and conferences; provide student with written assessments.
Weeks 5-7	**Weeks 5-7**	**Weeks 5-7**
Seek ongoing opportunities to observe and reflect. Ask questions and seek specific feedback. Continue co-teaching activities and alternate leadership roles with the cooperating teacher.	Continue co-planning. Support the teacher candidate in taking a leadership role in some of the co-planning. Plan some time for the teacher candidate to be in the classroom alone.	Continue observations and conferences; provide student with written assessments. At each observation, review lesson plans and assessment examples. Confer with the cooperating teacher and teacher candidate about the candidate's growth as a teacher or follow up with a telephone call or email.
Week 8	**Week 8**	**Week 8**
Complete midterm portion of the Midterm/Final Assessment as a self-assessment. Schedule a midterm conference with university supervisor and cooperating teacher. Following the conference, consider writing a midterm reflection. Review your goals for student teaching and include a summary of: (a) progress toward meeting your student teaching goals, and (b) your teaching strengths and challenges, and areas to continue to develop.	Continue planning, reviewing lesson plans, observing and scheduling conferences with the teacher candidate. Schedule a midterm conference with the university supervisor and teacher candidate. Complete the midterm portion of the Midterm/Final Assessment and the midterm Assessment of Content Knowledge Demonstrated During Student Teaching and review it with the teacher candidate and university supervisor. All criteria may not have been observed at this time. Return the midterm forms only if the candidate is not making satisfactory progress.	Continue observations and conferences; provide student with written assessments. At each observation, review lesson plans and assessment examples. Confer with the cooperating teacher and teacher candidate about the candidate's growth as a teacher, or follow up with a telephone call or email. Schedule a midterm conference with cooperating teacher and teacher candidate. Complete midterm portion of the Midterm/Final Assessment and the midterm Assessment of Content Knowledge Demonstrated During Student Teaching with the cooperating teacher and teacher candidate. Return to the Office of Clinical Experiences only if the candidate is not making satisfactory progress. All criteria may not have been observed by midterm. Review the teacher candidate goals for improving teaching.
Weeks 9-14	**Weeks 9-14**	**Weeks 9-14**
Continue adding teaching responsibilities. Take a stronger leadership role in the co-planning and co-teaching activities.	Continue mentoring of teacher candidate. Provide ongoing feedback as the teacher candidate takes a stronger role in co-planning and co-teaching. Continue providing some opportunities for the candidate to be in the classroom alone and/or to teach some periods independently. Review progress and goals to discuss feasibility of achieving goals by the end of the assignment. Optional: Ask teacher candidate to complete Cooperating Teacher	Continue observations and conferences; provide student with written assessments. Review progress and goals to discuss feasibility of achieving goals by the end of assignment. Optional: Ask teacher candidate to complete the University Supervisor Evaluation and discuss what has been helpful and where they may appreciate more help.

Teacher Candidate	Cooperating Teacher	University Supervisor
	Evaluation and discuss your assistance as a mentor teacher.	
Week 15	**Week 15**	**Week 15**
Complete student teaching responsibilities. Schedule final conference with cooperating teacher and university supervisor to discuss final assessments, letter grades and sign paperwork. Clarify your Applied Research and Reflective Practice due date and submission process with your assigned instructor if you have not done so. (Please contact your course instructor for due dates or expectations, not the Office of Clinical Experiences).	Complete final portion of the Midterm/Final Assessment. Complete final Assessment of Content Knowledge Demonstrated During Student Teaching. Schedule final conference with university supervisor to discuss final assessments and determine final letter grades on the Summative Assessment. Meet with the teacher candidate and university supervisor to review results of conference and sign paperwork. Ensure university supervisor has all forms and signatures required in order to submit.	Complete final portion of the Midterm/Final Assessment. Review and sign final Assessment of Content Knowledge Demonstrated During Student Teaching. Schedule final conference with cooperating teacher to discuss final assessments and determine final letter grades on the Summative Assessment. Meet with the teacher candidate and cooperating teacher to review results of final conference and sign paperwork. Submit to the Office of Clinical Experiences: Summative Assessment Midterm/Final Assessment Assessment of Content Knowledge Demonstrated During Student Teaching Mileage log (if applicable)
Week 16	**Week 16**	**Week 16**
Schedule make-up days for absences (if needed) and observations in other classrooms.	Schedule make-up days for absences (if needed) and help teacher candidate schedule observations in other classrooms.	Help answer any last questions from the cooperating teacher or teacher candidate.