

Student Teaching Handbook

A resource for Teacher Candidates
Phyllis J. Washington College of Education
Office of Clinical Experiences



Revised, 2026

Introduction

Dear Student Teacher Candidates,

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.

By the time you enter the student teaching semester, you will have completed a carefully designed sequence of clinical experiences intended to prepare you for the responsibilities of full-time teaching.

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.

The student teaching experience is structured to support the following outcomes that lead to licensure:

- Plan and prepare effective instruction that reflects content knowledge, instructional goals, and an understanding of learners and their needs.
- Create and maintain a classroom environment that promotes student engagement, respect, and a sense of community.
- Deliver effective instruction using a variety of teaching strategies that engage all learners and promote critical thinking.
- Demonstrate professionalism through ethical practices, collaboration, reflection, and a commitment to continuous improvement.

These outcomes are informed by the **InTASC Model Core Teaching** Standards (Interstate Teacher Assessment and Support Consortium), which describe what effective teaching looks like across the continuum of a teacher's career. The standards emphasize a learner-centered approach, instructional rigor, culturally responsive practices, and the use of data to inform teaching.

You are expected to:

- Design instruction that supports all areas of student development.
- Embrace learner differences and create inclusive classrooms.
- Build respectful, engaging, and collaborative learning environments.
- Demonstrate strong, accurate content knowledge.

- Connect learning to real-world and interdisciplinary contexts.
- Use assessment to inform and adjust instruction.
- Plan purposeful, rigorous, and student-centered lessons.
- Use diverse strategies to promote active, meaningful learning.
- Reflect on your teaching and seek ongoing improvement.
- Collaborate with others to support students and grow professionally.

This semester is your opportunity to grow into the professional role of a teacher. We hope you approach it with curiosity, confidence, and commitment. We are excited to support you throughout this journey.

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 resident's professional growth.

Criteria for a cooperating teacher

- Holds a current teaching license in their specialization and teaching level.
- Has at least three years (preferably five) of successful teaching experience.
- Has approval from school administrators and the Director of Clinical Experiences.
- Understand 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.
- Possess 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 Phillis 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 through the residency year. 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 during the student teaching experience.
8. Helping strengthen the partnership between the university and participating school districts.

Criteria for a university supervisor:

- Three years of teaching experience and an advanced degree, or at least five years of teaching experience.
- Training or experience in supervision.
- Familiarity with the Teacher Education Program goals and policies.

- Skills and expertise to mentor a teacher candidate.

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. Preparation training will be required of all teacher candidates before the beginning of their student teaching placement. The Director of Clinical Experiences will provide additional information about this training.

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 for elementary and K-12 majors and adult CPR for secondary majors.
- 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

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 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 OCE manages all student teaching placements and maintains placement records for each academic term, including school, grade level, subject area, and cooperating teacher. Before approval to student teach, teacher candidates meet individually with the director to discuss any special needs or placement preferences. The OCE contacts school district administrators to request placements, striving to select highly competent and dedicated cooperating teachers while accommodating student preferences.

While many students prefer placements in their immediate area, such placements are not always feasible due to various factors, including:

- The total number of student teaching applicants and availability of cooperating teachers and supervisors.
- Locations of previous clinical experiences.
- Preferences for school size, location, and program focus.

Guidelines for Montana institutions regarding teacher candidate placements include:

- Avoiding placements where relatives or close friends are employed or attending.
- Allowing institutions to manage placements rather than individual students.
- Providing diverse learning experiences, avoiding placements at the candidate's former schools.
- Discouraging part-time work during student teaching, prioritizing the clinical experience.

K-12 Licensure Student Teaching Placement

For World Languages, Art, and Music, the University of Montana's College of Education's Teaching and Learning program standards mandate student teaching experiences at both elementary and secondary levels.

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 the appendix of this handbook.

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 are essential components of the student teaching experience.

Throughout the student teaching experience, university supervisors and cooperating teachers work collaboratively to support the teacher candidate's professional growth through regular communication, classroom observations, reflective conferences and formative feedback.

During the initial conference, the university supervisor, cooperating teacher, and teacher candidate will:

- Review the student teaching expectations, roles, and communication processes.
- Discuss goals for the student teaching experience.
- Establish observation and feedback procedures.
- Review assessment requirements and timelines.

University supervisors will conduct six regular formal observations throughout the student teaching semester and provide written and verbal feedback designed to support the teacher candidate's ongoing development in instructional practice, classroom management, professionalism, and reflective teaching.

Observation and conference schedules may vary based on program requirements, placement structure, and teacher candidate needs. Additional observations or support meetings may be scheduled when appropriate to support candidate growth.

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.

The university supervisor will plan to observe teacher candidates four to six times during the semester, adjusting based on the length of the placement. Additional observations may be required for candidates facing challenges. The university supervisor will maintain all records of observations and conferences. Supervisors will utilize the observation log of their choice for these observations (see appendix).

Midterm and Final Conferences

Formal assessments occur at midterm and the end of the student teaching assignment during scheduled conferences. The university supervisor will complete progress reports in collaboration with the cooperating teacher, providing feedback and guidance to the teacher candidate. The Midterm Assessment of Student Teaching (see appendix) and the Midterm Assessment of Content Knowledge Demonstrated during Student Teaching will be completed by the cooperating teacher and university supervisor and discussed with the candidate at the midpoint of their placement.

Candidates will not receive formal grades at the midterm. Instead, they will value the opportunity to assess their strengths and areas of concern to address during the second half of their placement.

The final conference will take place during the last week of student teaching and will serve as an opportunity for final assessments to be discussed and for paperwork to be signed. The university supervisor and cooperating teacher will discuss with the teacher candidate their scoring on the Final Assessment of Student Teaching, the Summative Assessment, and the Final Assessment of Content Knowledge Demonstrated During Student Teaching. The university supervisor is responsible for collecting the signatures of all three parties and submitting the final paperwork to the Director of Clinical Experiences.

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 for the absence request form). No more than three absences – planned or unplanned – are permitted during student teaching.

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, the 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 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 misunderstood 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 intern of the appeal decision within 5 business days of the meeting. If unresolved, interns can appeal in writing to the Teaching and Learning Policy Committee Chair within 10 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 handbook appendix). 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 <i>Undergraduate: 3cr</i> <i>Graduate: 2cr</i>	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 <i>Undergraduate: 4cr</i> <i>Graduate: 2cr</i>	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 <i>Undergraduate: 4cr</i> <i>Graduate: 2cr</i>	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 <i>Undergraduate: 3cr</i> <i>Graduate: 2cr</i>	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), 3 (proficient), or 4 (distinguished). The University Supervisor computes the average score, and the following key is used to assign a final letter grade for each domain:	
3.0 or above	A
2.8-2.9	A-
2.6-2.7	B+
2.4-2.5	B
2.3	B-
2.1-2.2	C+
2.0	C
1.8-1.9	C-
Below 1.8	F
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.

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:

<i>GPA</i>	<i>Points</i>
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:

<i>Descriptor</i>	<i>Points</i>
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:

<i>Score Range</i>	<i>Points</i>
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's Department of Public Instruction, where an applicant wishes to become licensed. Students seeking licensure in other states should contact the state office of the state in which they want to become licensed directly.

APPENDIX

Professional Educators of Montana Code of Ethics Model Principles

To serve the needs of all students, it is essential that professional educators strive to maintain the highest ethical standards. It is their responsibility to create learning environments to help all students reach their full potential while honoring the trust and confidence placed in them by students, families, colleagues, and the community.

The Professional Educators of Montana Code of Ethics serves as a set of aspirational principles intended to guide educator conduct and protect the rights of all students. These model principles are intended to be used by school districts, educator preparation programs, and other educational entities as they seek to adhere to the highest ethical standards in their service to students and families, the profession, and the community.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities, and rights of students, parents, and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.
- H. Demonstrates an understanding of educational inclusion, respects human diversity, and provides opportunities and resources for all students to reach their full potential.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration, and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including student data and assessments, with integrity.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Protects the civil and human rights of students and colleagues.
- C. Assumes responsibility for personal actions.
- D. Demonstrates good stewardship of public resources.
- E. Exemplifies a positive, active role in school-community relations.
- F. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
- G. Uses social media and digital communications responsibly and professionally.

*Adopted by the Certification Standards and Practices Advisory Council October 2022 Accepted by
the Board of Public Education November 2022*

Assessment of Content Knowledge Demonstrated During Student Teaching

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.

- 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>I have been made aware of this assessment</i>		

Cooperating Teacher Signature	Print Name	Date
<i>I have completed this assessment</i>		

University Supervisor Signature	Print Name	Date
<i>I have reviewed this assessment</i>		

University Supervisor Comments:

Assessment of Content Knowledge Demonstrated During Student Teaching 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:



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			
NA	Unsatisfactory	Basic	Proficient
	1	2	3
Not Applicable or Not Observed	Teacher candidate's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher candidate's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher candidate's plans reflect 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. 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.	☐	☐	☐	☐		☐	☐	☐	☐

Midterm Comments:

Final Comments:

Domain 2: The Classroom Environment										
NA	Unsatisfactory	Basic				Proficient				
	1	2				3				
Not Applicable or Not Observed	Classroom environment is characterized by chaos and conflict, with low expectations for 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					
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.		☐	☐	☐	☐		☐	☐	☐	
Midterm Comments:										
Final Comments:										

Domain 3: Instruction										
NA	Unsatisfactory	Basic				Proficient				
	1	2				3				
Not Applicable or Not Observed	Instruction is characterized by poor communication, low-level questions, little student engagement or participation, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher candidate displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students' interests and their success in learning.				All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher candidate and students make productive use of assessment. The candidate demonstrates flexibility in contributing to the success of the lesson and of each student.				
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. Communicates with students.		☐	☐	☐	☐		☐	☐	☐	☐
3b. Uses questioning and discussion techniques.		☐	☐	☐	☐		☐	☐	☐	☐
3c. Engages students in learning.		☐	☐	☐	☐		☐	☐	☐	☐
3d. Uses assessments in instruction.		☐	☐	☐	☐		☐	☐	☐	☐
3e. Demonstrates flexibility and responsiveness.		☐	☐	☐	☐		☐	☐	☐	☐
Midterm Comments:										
Final Comments:										

Domain 4: Professional Responsibilities										
NA	Unsatisfactory	Basic				Proficient				
	1	2				3				
Not Applicable or Not Observed	The teacher candidate demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher candidate demonstrates moderate ethical standards and levels of professionalism, with rudimentary 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. 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.		☐	☐	☐	☐		☐	☐	☐	☐
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	Final
	Date:	Date:
Teacher Candidate Signature		
Cooperating Teacher Signature or University Supervisor Signature		

Teacher Candidate’s Comments:

Summative Assessment of Student Teaching

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

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.			
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-		
The University of Montana will not recommend a student for licensure with a grade lower than C- in student teaching.			

1) Planning and Preparation Components:	Circle performance level observed for each component:			Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient		
1a. Demonstrates knowledge of content and pedagogy.	1 ☐	2 ☐	3 ☐		
1b. Demonstrates knowledge of students.	1 ☐	2 ☐	3 ☐		
1c. Sets instructional outcomes.	1 ☐	2 ☐	3 ☐		
1d. Demonstrates knowledge of resources.	1 ☐	2 ☐	3 ☐		
1e. Designs coherent instruction.	1 ☐	2 ☐	3 ☐		
1f. Assesses student learning.	1 ☐	2 ☐	3 ☐		

2) Classroom Environment Components:	Circle performance level observed for each component:			Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient		
2a. Creates an environment of respect and rapport.	1 ☐	2 ☐	3 ☐		
2b. Establishes a culture for learning.	1 ☐	2 ☐	3 ☐		
2c. Manages classroom procedures.	1 ☐	2 ☐	3 ☐		
2d. Manages student behavior.	1 ☐	2 ☐	3 ☐		
2e. Organizes physical space.	1 ☐	2 ☐	3 ☐		

3) Instruction Components:	Circle performance level observed for each component:			Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient		
3a. Communicates with students.	1 ☐	2 ☐	3 ☐		
3b. Uses questioning and discussion techniques.	1 ☐	2 ☐	3 ☐		
3c. Engages students in learning.	1 ☐	2 ☐	3 ☐		
3d. Uses assessments in instruction.	1 ☐	2 ☐	3 ☐		
3e. Demonstrates flexibility and responsiveness.	1 ☐	2 ☐	3 ☐		

4) Professional Responsibilities Components:	Circle performance level observed for each component:			Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient		
4a. Reflects on teaching.	1 ☐	2 ☐	3 ☐		
4b. Maintains accurate records.	1 ☐	2 ☐	3 ☐		
4c. Communicates with families.	1 ☐	2 ☐	3 ☐		
4d. Participates in a professional community.	1 ☐	2 ☐	3 ☐		
4e. Grows and develops professionally.	1 ☐	2 ☐	3 ☐		
4f. Displays professionalism.	1 ☐	2 ☐	3 ☐		

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 30 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.

CO-TEACHING STRATEGIES & EXAMPLES

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. 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).

Teacher Candidate Checklist for the Student Teaching Semester



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 with your cooperating teacher and university supervisor expectations for written unit and weekly lesson plans, including a thematic unit, if appropriate. The cooperating teacher should be able to review the unit and lesson plans in advance.
	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: Schedule time for your university supervisor to observe your teaching and to meet with you after the observation. Maintain regular contact with your university supervisor following your initial meeting. That contact may consist of sending him/her periodic reflection journals via email, or providing reflection notes during the next scheduled observation. You may select successes or challenges you have encountered and ask for feedback.
	Midterm and Final Evaluation: By the 4 th week (for K12 majors) or 8 th 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.

LESSON PLAN
Sample Template

Lesson: _____ Grade : _____

Teacher Candidate: _____ Date: _____

Time Allotted: _____ Actual time: _____

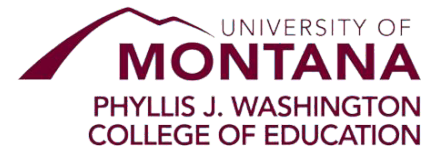
1. Purpose, Student Understanding, Instructional Objectives: What concepts and/or skills will students understand/construct? What previous knowledge is needed for the lesson?
2. Anchored Instruction (Lesson based on K-12 Learning Standards including Common Core:
3. Danielson's Domains/Components Addressed:
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:

Letter of Introduction to Parents and Guardians

(Sample format)

(Send on school letterhead)

Date



Dear _____:

I am looking forward to working with your child 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

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: _____

PROFESSIONAL BEHAVIOR PROTOCOL

University Supervisors and Cooperating Teachers

The behavior and performance of professional educators impacts students, families, colleagues, and communities. It is important for both teacher candidates and advanced candidates to understand that their actions, attitudes, knowledge, and skills can greatly affect P-12 student outcomes as well as influencing mentor teachers and other members of the school community.

As a mentor/supervisor for University of Montana teacher candidates, you are a valued *faculty member* of our professional education unit. In this role, you are encouraged to use the following procedures to address concerns regarding a teacher candidate's or advanced candidate's professional behavior during clinical experiences.

- 1) Notify the candidate regarding the behavioral concern in a verifiable manner. (e.g., discussion of a written observation record, meeting with the candidate and University Supervisor, conversation followed by an email summarizing the concern).
- 2) If behaviors are not corrected after the initial notification, or the issue is considered a serious infraction, the professional education unit faculty member may generate a Professional Behavioral Form (see attached).
- 3) The Professional Behavior Form is signed by the author and submitted by email or in writing to the Director of Clinical Experiences. The Director will then consult with you, the candidate, and the candidate's advisor or other relevant faculty to determine next steps.

PROCEDURES FOR ADDRESSING PROFESSIONAL BEHAVIOR FORM:

In consultation with the professional education unit faculty member submitting the Professional Behavior Form, the Director of Clinical Experiences and the candidate's advisor may do one or more of the following regarding the behavioral infraction. The severity of the infraction may determine the entry point in the procedure.

- 1) The Director meets with the candidate to review and sign the Professional Behavior Form. The initial notification is considered sufficient because the candidate demonstrates responsibility for making suggested changes.
- 2) Professional education unit faculty may deem that additional support is necessary to help revise attitudes, behaviors, knowledge, and/or skills. After the submittal of a Professional Behavior Form, the Director of Clinical Experiences will work with other team members to develop a Professional Growth Plan.
- 3) If the candidate has accrued multiple alerts, and/or if the professional education unit faculty considers the behavioral infraction(s) serious, the candidate may be removed from the teacher education program. If the candidate desires to do so, they may then follow the appeal process.

PROFESSIONAL BEHAVIOR FORM

Teacher education candidates and advanced students at the University of Montana will exemplify the following professional behaviors, both in classes and during clinical experiences:

A. VALUES LEARNING

1. Attendance
 - Meets all attendance requirements and is on time.
2. Class participation
 - Demonstrates active engagement; participates in and facilitates discussions and activities.
 - Responds voluntarily to questions and uses higher-level questioning.
3. Class preparation and performance
 - Meets assigned expectations consistently and demonstrates a solid work ethic.
 - Holds high expectations for self and others.
 - Incorporates feedback.
4. Communication
 - Speaks with civility and courtesy that is appropriate to the audience.
 - Responds to feedback in an appropriate manner.
 - Demonstrates active listening and seeks clarity.

B. VALUES PERSONAL INTEGRITY

1. Emotional stability
 - Displays emotional maturity, compassion, and empathy.
2. Ethical behavior
 - Is honest and trustworthy and respects confidentiality.
 - Is dedicated to the welfare of others.
 - Accepts responsibility for personal behaviors and actions.

C. VALUES DIVERSITY

1. Respect for others
 - Works willingly within a diverse learning community.
 - Demonstrates fairness and the belief that all students can learn.

D. VALUES COLLABORATION

1. Reciprocity
 - Is receptive to the ideas of others.
 - Works with others to improve the educational experience.

A. VALUES PROFESSIONALISM

1. Professional ethics
 - Consistently follows school rules, policies, and dress codes.
 - Presents oneself in a professional manner appropriate to the time, place, and type of teaching/learning activities.
 - Adheres to the Professional Educators of Montana Code of Ethics.
2. Professional development and involvement
 - Participates actively in professional development, conferences, and workshops.
 - Utilizes information gained from these events, resources, and publications to inform teaching and professional practice.

Please complete this form if you have observed and addressed concerns regarding a candidate's failure to meet any of the above professional behaviors and the performance has not significantly improved. **Fax** it to the Director of Clinical Experiences at **(406) 243-4908** or **email the Director:** megan.bilant@mso.umt.edu

Comments: Provide a description of the specific behavior exhibited by the candidate in each area of concern.

I, _____ (candidate name), received this Professional Behavior Form and discussed it with the education unit faculty in the teacher education program at the University of Montana.

Candidate Signature: _____ Date: _____

Cooperating Teacher/University Supervisor: _____ Date: _____

Professional Education Unit Faculty Signature: _____ Date: _____

Director of Clinical Experiences: _____ Date: _____

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 below.

Approved: ☐ Not approved: ☐

Comments:

Cooperating Teacher signature

University Supervisor signature

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

Student Teaching Timeline Guide for 8-Week Placements

K12 Certification Candidates and Local + International 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 <i>Midterm/Final Assessment</i>	UM Supervisor only submits midterm forms to the OCE to report student concerns
		<i>Midterm Assessment of Content Knowledge Demonstrated During Student Teaching</i>	
Week Eight		Final portion of <i>Midterm/Final Assessment</i>	Cooperating Teacher and UM Supervisor complete; UM Supervisor submits
		Summative Assessment	
		<i>Final Assessment of Content Knowledge Demonstrated During Student Teaching</i>	Cooperating Teacher completes, UM Supervisor signs and submits
		Mileage log (if applicable)	UM Supervisor

Overview: 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		
- 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.

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		
- Continue co-teaching activities and alternate leadership roles with the cooperating teacher. - Complete midterm portion of the <i>Midterm/Final Assessment</i> 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 <i>Midterm/Final Assessment</i> and the midterm <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i> 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 <i>Midterm/Final Assessment</i> and the midterm <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i> 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		
- 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	- 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 <i>University Supervisor Evaluation</i> and discuss what has been helpful and where they may appreciate more help.

	goals by the end of the assignment. <u>Optional:</u> Ask teacher candidate to complete <i>Cooperating Teacher Evaluation</i> and discuss your assistance as a mentor teacher.	
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 done so. (Please contact your course instructor for due dates or expectations, not the Office of Clinical Experiences).	- Complete final portion of the <i>Midterm/Final Assessment</i>. - Complete final <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i>. - Schedule final conference with university supervisor to discuss final assessments and determine final letter grades on the <i>Summative Assessment</i>. - 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 <i>Midterm/Final Assessment</i>. - Review and sign final <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i>. - Schedule final conference with cooperating teacher to discuss final assessments and determine final letter grades on the <i>Summative Assessment</i>. - Meet with the teacher candidate and cooperating teacher to review results of final conference and sign paperwork. - <u>Submit to the Office of Clinical Experiences:</u> 1. <i>Summative Assessment</i> 2. <i>Midterm/Final Assessment</i> 3. <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i> 4. Mileage log (if applicable)

Student Teaching Timeline Guide for 16-Week Placements

Elementary and Secondary General 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 <i>Midterm/Final Assessment</i>	UM Supervisor only submits midterm forms to the OCE to report student concerns
		<i>Midterm Assessment of Content Knowledge Demonstrated During Student Teaching</i>	
Week Fifteen		Final portion of <i>Midterm/Final Assessment</i>	Cooperating Teacher and UM Supervisor complete; UM Supervisor submits
		Summative Assessment	
		<i>Final Assessment of Content Knowledge Demonstrated During Student Teaching</i>	Cooperating Teacher completes, UM Supervisor signs and submits
		Mileage log (if applicable)	UM Supervisor

Overview: 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		
- 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 4-6 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.

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		
- 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		
- Complete midterm portion of the <i>Midterm/Final Assessment</i> 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 <i>Midterm/Final Assessment</i> and the midterm <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i> 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 <i>Midterm/Final Assessment</i> and the midterm <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i> 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		
- 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. <u>Optional:</u> Ask teacher candidate to complete <i>Cooperating Teacher Evaluation</i> 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 <i>University Supervisor Evaluation</i> and discuss what has been helpful and where they may appreciate more help.
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 <i>Midterm/Final Assessment</i>. - Complete final <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i>. - Schedule final conference with university supervisor to discuss final assessments and determine final letter grades on the <i>Summative Assessment</i>. - 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 <i>Midterm/Final Assessment</i>. - Review and sign final <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i>. - Schedule final conference with cooperating teacher to discuss final assessments and determine final letter grades on the <i>Summative Assessment</i>. - Meet with the teacher candidate and cooperating teacher to review results of final conference and sign paperwork. - <u>Submit to the Office of Clinical Experiences:</u> 1. <i>Summative Assessment</i> 2. <i>Midterm/Final Assessment</i> 3. <i>Assessment of Content Knowledge Demonstrated During Student Teaching</i> 4. Mileage log (if applicable)
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.