

HANDBOOK

FOR TEACHER CANDIDATES, COOPERATING TEACHERS AND UNIVERSITY/FIELD SUPERVISORS



Revised 9/2009

HANDBOOK FOR
TEACHER CANDIDATES, COOPERATING TEACHERS, UNIVERSITY
&
FIELDSUPERVISORS

DEPARTMENT OF EDUCATION
COLLEGE OF EDUCATION, HEALTH AND HUMAN DEVELOPMENT

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FOREWORD

Montana State University's Teacher Preparation Program is based upon The Inter-State New Teacher Assessment and Support Consortium Standards/Principles (INTASC), its Teacher Education Preparation Program, Conceptual Framework and its Professional Expectations. Using the Co-Teaching model for teacher candidates a collaborative relationship between the University and the school districts has made the field experiences more meaningful for MSU students as we work together at a collegial level to assist the pre-professional's development. It is one of the reasons it is important for each participant to know the roles of all the participants involved.

To The Teacher Candidate

As a teacher candidate it is your responsibility to ensure that your experience is a meaningful one. Probably no other experience or course will have a greater impact on your professional development. It is a privilege to be accepted as an intern in a teacher's classroom and an opportunity to learn new skills and techniques and try those which you have already studied.

This handbook is yours and it is your responsibility to know what is required of you during your placement. Your cooperating teacher and University/Field Supervisor are your mentors and support. Carefully read each section to understand the responsibilities of the cooperating teacher and university supervisor; it is important that you know how each participant contributes to the success of the student teaching experience.

Part III of this handbook contains specific instructions for you to follow during your 12 or 14 week assignment. Read it all very carefully and refer to it throughout your assignment. Three suggestions: plan to work very hard, get the most from this situation by taking the initiative, and enjoy the experience.

Any student who does not successfully complete this field experience may be permitted to repeat the course only if there are extenuating circumstances. A student who has been dismissed from school or has not been successful in a field experience may be permitted to repeat student teaching the next semester only if there are extenuating circumstances. The student must submit a formal, written request with explanation explaining the circumstances to the Director of Field Placement and Licensure in order to retake student teaching. The decision will be made by the Professional Practices Committee.

If you have any questions concerning your field experience, you may contact the Field Placement Office for assistance. 994-6277.

All pertinent information for all involved with the field experience for student teaching can be found at: www.montana.edu/fieldplacement. There is one handbook for everyone.

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PART I

OVERVIEW OF THE PROGRAM

For the Fall Semester, field experiences begin with the start of the school district's calendar. In the Spring Semester, field experiences start one week after the school district resumes classes after the December break. A teacher candidate will have a 12 or 14 week assignment.

As outlined on the field experience calendars, a teacher candidate should begin the first few days up to a week observing, but also taking on some responsibilities in the classroom. Working together, the cooperating teacher and the teacher candidate decide when the teacher candidate should start teaching lessons/classes through a gradual introduction of workload. The cooperating teacher is encouraged to facilitate the transition of teaching load through the use of the **co-teaching model** when and where appropriate. (See Powerpoint on the Field Placement Website for an introduction.) EDCI #588 will provide additional assistance with this model)

The cooperating teacher and field supervisor may modify the schedule to fit the specific situation.

It is important that the teacher candidate experiences an extended time of "a full teaching load" that includes all the responsibilities of the teacher, i.e., preparing and teaching lessons, grading, school-time duties (study halls, hall duty, recess), faculty meetings, etc. sometime after the mid-term of the field experience. The last week of student teaching may include a transition time for the cooperating teacher to resume his or her teaching activities.

The required assignments are outlined on the Activities and Assignments Checklist and will be used to evaluate the progress and success of the field experience. Students will receive a letter grade for their student teaching experience. Further explanations are found within Part III, The Field Supervisor, the cooperating teacher and the teacher candidate should create a calendar together to decide when these assignments are due. It is important that the cooperating teacher and the teacher candidate take time to discuss the Montana State Conceptual Framework and understand that it is the guide for the teacher education program, and students must be competent in these areas to be successful.

Conceptual Framework

The C&I Programs in the Department of Education at MSU believe that learning to teach is a complex task requiring a careful blending of content mastery with carefully guided field experiences. In order to meet the multiple demands of an ever-changing profession, we ensure that students demonstrate their competencies in guided field experiences through every phase of their program. Thus, we believe that **students who graduate from the Curriculum and Instruction programs at MSU will be engaged in and committed to:**

1. Content Mastery

The C&I Programs have been designed to provide our students with a rich and well-balanced education grounded in the liberal arts & sciences and current educational theory, research, and practice. Students participate in learning communities within our programs in which they develop in-depth content knowledge for their work as classroom teachers.

1. C&I program graduates understand the central concepts, modes of inquiry, and structures of their academic disciplines from the perspective of learner and teacher.

2. Excellence in Instructional Design and Assessment

It is essential for teachers to understand and practice alignment in curriculum, standards, and assessments. Our programs are committed to current models of instructional design to focus candidates' attention on defining learning outcomes and determining evidence that all learners have met the pedagogical goals. Graduates will also be able to implement effective assessment strategies to inform curriculum design, instructional leadership, and pedagogy.

1. C&I program graduates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals. This includes identifying appropriate learning resources and writing lesson/unit plans.
2. C&I program graduates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. This includes spontaneous editing of student work individually and/or in groups or whole class settings.

3. Pedagogical and Technological Proficiency

We believe that teachers must have sound pedagogical content knowledge and be skilled in the use of research-based instructional practices. Our graduates are introduced to the principles of Differentiated Instruction and learn to integrate these concepts and practices into their work with K-12 students. Technology is an important component of this effort and when used skillfully, can facilitate and enrich student learning. Thus, we believe teachers must be technologically literate and equipped to integrate and employ technology to facilitate K-12 student learning.

1. C&I program graduates understand and use a variety of instructional strategies to encourage students' development of conceptual understanding of various areas through critical thinking, problem solving, and performance skills.
2. C&I program graduates use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

4. Understanding Development and Diversity of Learners

Graduates of our programs develop a deep understanding of K-12 students' physical, emotional, intellectual, and social development and their needs as learners. Graduates are committed to building a caring, respectful, and supportive social space in which students can grow as human beings and are prepared to provide access to the necessary tools to help every learner be successful. Furthermore, our graduates are also cognizant of and committed to Montana's American Indian cultures and the values embodied by the Indian Education For All Act.

1. C&I program graduates understand how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. This includes the ability to apply knowledge about individual and group motivation and behavior to create positive learning environments.

2. C&I program graduates understand how students differ in their approaches to learning and create instructional opportunities which are adapted to diverse learners.

5. Reflective Practice

Continuous improvement of the education profession depends upon the systematic practice of professional reflection, collaboration, and inquiry to discover new and more effective educational approaches. Graduates engage in the habit of professional reflection, based on systematic inquiry and mastery of formalized approaches to observation, data and evidence management.

1. C&I program graduates understand the social, political, and ethical dimensions of the public school environment and school community and can foster positive relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
2. C&I program graduates continually reflect on and evaluate the effects of their choices and actions (including punctuality and attendance) on others (students, parents, and other professionals) and actively seek opportunities to grow professionally.

PROFESSIONALS INVOLVED

The Professionals who contribute to the success of the field experience include the director of field placements, the school administrators, the field supervisor, and the classroom cooperating teacher. Each participant assumes specific responsibilities as listed below:

The Director of Field Placement & Licensure:

The Director of Field Placement & Licensure is responsible for the following tasks:

1. Submit a request to the appropriate public school official for the field experience placement.
2. Submit to the building administrator a statement of the objectives of the field experience program and a clarification of the duties and responsibilities of the university and the schools.
3. Notify the student of the placement prior to the end of the semester preceding the field experience and give the beginning and ending times of her/his assignment.
4. Distribute field experience materials to the teacher candidate, the cooperating teacher and the field supervisor.
5. Arrange assignment of a field supervisor for the teacher candidate.
6. Be responsible for payment to the cooperating teacher.
7. Record final student teaching grade.

The School Administrator:

The school administrator is responsible for the following tasks:

1. Select a capable cooperating teacher with no less than three (3) years successful teaching experience. (The Department of Education strongly recommends selecting cooperating teachers from those who have experience and training in supervision).

2. Ensure that the teacher candidate is made aware of:
 - a) the general philosophy of the school
 - b) the building and district policies and procedures
 - c) the organization of the school day
 - d) the use of cumulative and other school records
 - e) the daily attendance report and the policy on excuses
 - f) how are teachers evaluated
3. Contact the field supervisor and the Director of Field Placement & Licensure if any serious concerns arise with the teacher candidate before a problem occurs.
4. If possible, conduct one formal observation of the teacher candidate.

The Field/University Supervisor:

As the field supervisor, you are the liaison between the school system, teacher candidate, and the University. It is very important to keep open lines of communication in order to best serve the teacher candidate. You are encouraged to consider the professional judgment of the cooperating teacher in order to support your observations. You will be expected to coordinate the assignments, handle the paperwork, set expectations, and provide university support to the teacher candidate.

The field supervisor is responsible for the following tasks:

1. Contact the building administrator on the initial and final visits and maintain communication concerning the teacher candidate.
2. Meet with the cooperating teacher and the teacher candidate during the first week of the semester to clarify the requirements as outlined in *Handbook for Teacher Candidate, Cooperating Teachers and Field/University Supervisors.*
3. Establish procedures for visitations and the use of the reflective journal.
4. Make at least four visits unless there is a problem.
5. Review and evaluate lesson and unit plans. Have the student teacher maintain a notebook of all the lesson plans for you to review when you visit.
6. Confer with the teacher candidate and the cooperating teacher after each observation.
7. Foster candid communication among the professionals involved.
8. Act as a resource person and provide appropriate materials and information for the cooperating teacher, teacher candidate and administrator.
9. Contact the Director of Field Placement & Licensure for consultation and direction if **any** unusual concerns arise **before** they become problems.
10. Provide narrative documentation in the student's file as well as the required evaluation forms when a teacher candidate is having an unsuccessful experience.
11. Evaluate the teacher candidate's assignments and provide feedback to the teacher candidate (see Activities and Assignments Checklist)
12. Confer with the cooperating teacher and the teacher candidate before submitting the final grade.
13. Content Knowledge
14. Complete and return all forms in the packet as requested by the Office of Field Placement and Licensure.

15. Be prepared to write a letter of reference for the teacher candidate. This letter goes to Career Services Office or directly to the student teacher, not the Office for Field Placements and Licensure.

THE COOPERATING TEACHER

As the cooperating teacher, you provide a vital link in the teacher preparation program. Your role is to serve as mentor to the teacher candidate by using your expertise and experience to guide the teacher candidate in the development of pedagogically sound and realistically appropriate knowledge, skills and attitudes. We ask you to be nurturing yet direct, to provide constructive feedback, to maintain minimum standard requirements which support the Montana State University Conceptual Framework, and to encourage and support the individual in reflecting and developing into a competent beginning teacher. This task requires a considerable amount of time and effort on the part of the cooperating teacher.

Part II of this handbook has been developed to assist you in your work with teacher candidates.

The suggestions are grouped under six headings:

1. Orientation
2. Observation
3. Induction to Teaching
4. Planning
5. Teaching
6. Evaluation.

Observation and evaluation forms as well as other documents are included in the Appendix.

Please read Part II carefully and use it as a reference throughout the field experience assignment.

First time cooperating teachers are strongly encouraged to take EDCI 588: Supervision of Teacher Candidates in order to better understand the process of supervising teacher candidates and the co-teaching model.

The Teacher Candidate (aka Student Teacher):

Teacher Candidate: The teacher candidate must comply the school district's policies and procedures during student teaching as well as with state and federal laws. Teacher candidates should review school district policy concerning data privacy. A MSU teacher candidate assumes a number of obligations, one of which is maintaining professional conduct. The MSU student is subject to confidentiality policies and laws regarding information acquired pertaining to students and their families. The teacher candidate is expected to complete the required assignments with a score of "competent" or better.

Teacher candidates are also expected to log on to Desire 2 Learn (D2L) on a weekly basis for any updated information.

PART II: Working with a Teacher Candidate

I. Orientation

The orientation process is essential for preparing for the arrival of the teacher candidate along with providing her/him with information basic to successful adjustment to the class and school.

1. Prepare for the arrival of the teacher candidate.
 - a) Review the packet from the Office of Field Placement and Licensure.
 - b) Prepare your students for the arrival of the teacher candidate.
 - c) Provide a work area for the teacher candidate to include a desk and text which are used in class, handbook
 - d) Have appropriate materials ready such as seating charts, faculty handbook and course outlines.

2. Help the teacher candidate become familiar with the school as soon as she/he arrives.
 - a) Review the policies the teacher candidate is expected to follow such as procedures relating to discipline, attendance, homework, make-up work, accidents and emergencies.
 - b) Tour relevant school facilities and point out available teaching resources and how they can be obtained.
 - c) Introduce the teacher candidate to administrators, guidance personnel and department faculty.
 - d) Introduce the teacher candidate to the students, emphasizing the fact that she/he will be one of their teachers.
 - e) Provide a schedule of relevant professional activities and meetings and require the teacher candidate to attend, including district and statewide meetings.
 - f) Acquaint the teacher candidate with classroom procedures and your record keeping system.
 - g) Explain the added duties that the teacher candidate will be required to assume, such as playground supervision, lunchroom duty and chaperoning.
 - h) From the beginning, accept the teacher candidate as a co-worker of equal status and model professional appearance and behavior.
 - i) Discuss with the teacher candidate the dangers of inappropriate conduct and appearance, stressing the need for a friendly but professional relationship between the teacher candidate and the students.
 - j) Assist the teacher candidate in mapping out the entire semester's activities early in order to provide an overall picture of the field experience.
 - k) Expect teacher candidate to follow all guidelines/assignments as listed.

II. Getting Started:

Most teacher candidates are ready and eager to begin some teaching duties immediately, such as taking attendance, handing out materials, and working with individual students and small groups. However, during the first several days, the teacher candidates should do more class observation than teaching and should not assume responsibility for whole class teaching during the first week.

1. Provide guidance to the teacher candidate by suggesting how to make good observations and by discussing the findings with her/him. Observation forms are found in Appendix C.
 - a) Have the teacher candidate take notes about the students, identifying disabilities, leaders, social isolates, etc.
 - b) Suggest that the teacher candidate note classroom management techniques.
 - c) Have the teacher candidate focus on how the best students and the poorest differ in the ways they go about their work.
 - d) Have the teacher candidate take careful note of the range of teaching procedures used in the classroom and decide which are the most effective for various learning objectives.
2. Arrange to have the teacher candidate do some observing in other classes which relate to her/his teaching field/grade level. Be sure the teacher candidate is given specific direction during this experience. If needed, Observation forms are found in Appendix C.
 - a) In elementary, two half days are recommended, and these observations are best made during the last week following the full time teaching practice and can be broken down into smaller observations.
 - b) In secondary, have the teacher candidate follow a "non-academic" student's schedule for the day. Following a "problem" student's schedule can also be very enlightening for a teacher candidate.

III. Induction to Teaching

As the student progresses through the observation period she/he should be assigned responsibilities that gradually lead to full-time teaching. (See the calendar, Appendix M)

1. Plan activities/lessons together beginning with the first day which will help the teacher candidate get ready for the teaching experience. Share how you make decisions on what students need and what materials you will be using...Think out loud for them to better understand the whys.
 - a) Let the teacher candidate assume responsibility for the physical condition of the room.
 - b) Arrange to have the teacher candidate work with individual students and small groups as soon as possible.
 - c) Include the teacher candidate in classroom discussions as your assistant.
 - d) Ask the teacher candidate to help prepare materials and check students' work.
 - e) Have the teacher candidate present integrate technology in to their teaching where appropriate.
 - f) Allow the teacher candidate to begin teaching as soon as possible. This can easily be done with the whole class by arranging for her/him to explain assignments or to teach part of a lesson.
2. Thoroughly brief the teacher candidate on the material or projects covered by the class prior to the time of his/her involvement.
 - a) Provide the teacher candidate with information about students with special needs.
 - b) Give the teacher candidate practice and guidance in evaluating and grading students' work.
 - c) Introduce the teacher candidate into the school/faculty milieu: the teacher's lounge, faculty activities, after-school outings and other informal, collegial situations.
 - d) Help the teacher candidate make use of the resources that are available for students.

IV. Planning

The teacher candidate should be required to do extensive lesson planning, and she/he will need assistance, especially at first, with effective planning as well as with evaluating the plans. The long lesson plan format is especially important because it induces the thorough thinking needed by a beginning teacher. Later in the field experience, a modified format can be worked out with the cooperating teacher that will be less time consuming yet focus the teacher candidate on the important areas that prove the most troublesome in his or her planning and implementing. Have the teacher candidate give you the lesson plans 48 hours before the lesson; this will give you time to look them over and allow the teaching candidate time to make necessary changes.

1. Direct and help the teacher candidate in selecting and planning her/his teaching unit(s). See suggested unit plan outlines in Appendix A.
2. Direct and help the teacher candidate in daily lesson planning. See suggested lesson plan outlines in Appendix B.
 - a) Allow the teacher candidate access to your lesson plans and teaching aids during the first part of the field experience.
 - b) Stress the need for detailed lesson plans (including objectives) for beginning teachers.
 - c) Go over each lesson plan with the teacher candidate the day before the lesson is to be taught.
 - d) Allow the teacher candidate an increasing amount of freedom in planning as she/he progresses.
 - e) Stress the need for a variety of teaching methods in lessons.

V. Teaching

Allow the teacher candidate to assume as much of the teaching responsibility as you feel she/he can handle without adversely affecting the educational process of your students. Please keep in mind that a realistic teaching experience, one that encompasses all the dimensions of the teaching role, is essential to the field experience.

1. Observe the teacher candidate and provide feedback as to the effectiveness of her/his teaching performance. Suggested observation forms are found in Appendix C.
 - a) The teacher candidate will need your guidance and support on a daily basis.
 - b) Allow the teacher candidate sufficient time alone with the students. At least three weeks of full time teaching should occur toward the end of the placement.
 - c) Encourage the teacher candidate to practice self-evaluation and reflection. Let her/him have the first opportunity to assess the effectiveness of the lesson and to point out strengths and weaknesses.
 - d) Discuss errors and problems with the teacher candidate in a manner that does not erode her/his self-confidence, but be truthful and constructive.
2. Be prepared to suggest and demonstrate alternative teaching techniques.
3. Encourage the teacher candidate to develop her/his own teaching approach.
4. Assist the teacher candidate in developing classroom management techniques throughout the field experience.
5. Give guidance in situations outside the classroom such as in the lunchroom, on the school grounds and in the halls.
6. Allow the teacher candidate to assume responsibility for the entire teaching day. A “full

teaching load” includes all of the responsibilities of the teacher, i.e., preparing and teaching lessons, grading, school-time duties (study halls, hall duty, recess), faculty meetings, etc.

7. Chart questioning strategies, time-on-task data and behavior problems for the teacher candidate (see appendix C) and share these data during the follow-up conference.

VI. Evaluation and Conferring

Ideally, the evaluation and conferring process should assume an advisory or coaching mode rather than a judgmental one. Teacher candidates appreciate and respond favorably to being viewed as a colleague rather than as a subordinate.

1. Provide regular conferences with the teacher candidate during the entire field experience.
 - a) Give the teacher candidate feedback on a regular informal basis, especially during the early part of the experience.
 - b) Arrange a formal conference with feedback at least once a week.
 - c) Use written lesson observations to provide the teacher candidate with formal assessments of her/his progress in addition to informal observations and casual small talk. Observation forms are in Appendix C.
2. Be sensitive to the need to develop a sense of self-confidence in the teacher candidate in both formal and informal conference situations.
3. Evaluate the teacher candidate at mid-term using the "Mid-term Evaluation" (Appendix D). Have the teacher candidate fill out one copy while you do another copy. Then, compare the two copies, looking at each other's ratings. This is an excellent method of identifying specific areas of strengths and weaknesses. It also helps establish accurate communication. Give one copy to the field supervisor. Use this evaluation to set goals for the second part of the field experience.
4. Use the final evaluation form, Appendix E, for the final assessment. A 3-way conference with the teacher candidate, university supervisor, and mentor teacher should take place when going over the mid term and the final evaluation. Have each participant sign the form and give it to the field supervisor to be **submitted electronically** to the Field Placement Office. If there are two or more cooperating teachers, each teacher should complete a final evaluation form.
5. Be prepared to write a letter of reference for the teacher candidate. This is done through the Career Services Office, not the Office of Field Placements and Licensure.

NOTE: In order to avoid any potentially serious problems with your teacher candidate, it is essential that you notify the field supervisor at first evidence of unacceptable behavior.

Honorarium for Cooperating Teachers

Because our program is being revised and we are moving to the Co-Teaching model as well as making additional changes to our program, we encourage all cooperating teachers who have not taken the EDCI 588 graduate course to do so. There is **no charge** for this course, but you must register online through continuing education. The honorarium paid to the cooperating teacher (\$250) is the same for all units of the University System. If two or more cooperating teachers are assigned one teacher candidate, the \$250 will be divided proportionally based on the time each teacher worked with the teacher candidate or take EDCI 588.

PART III

Responsibilities of the Teacher Candidate

Your field experience will encompass six areas: Orientation, Observation, Induction to Teaching, Planning, Teaching and Evaluation/Conferring

I. Orientation–The Teacher Candidate’s First Days

At the beginning of the field experience you will become acquainted with the school, the students, your cooperating teacher and other school personnel. Your effectiveness will be enhanced by your involvement. Meet with the mentor teacher before you start the field experience to become acquainted with the school and relieve some anxiety you have for the first day.

1. Become familiar with the school regulations. As a "co-teacher" in the system, you will be enforcing student regulations and observing teacher regulations just as a teacher under contract would.
2. Tour the school building to become familiar with its layout.
3. Familiarize yourself with the entire scope of your cooperating teacher's responsibilities.
4. Become introduce yourself to the personnel in the school.
5. Become familiar with materials, equipment and aids available for your use and learn the procedure for requisitioning those materials.
6. Know what to do in case of emergencies. Follow the district policy on whom to call, how to report and what not to do.
7. Be familiar with fire drill procedures for each room in which you teach. If you are teaching in a special area such as physical education, family and consumer science, tech ed or chemistry, note any special precautions.
8. Acquaint yourself with classroom routines used by your cooperating teacher. Note procedures used for such activities as taking attendance, distributing supplies, collecting papers, sharpening pencils, leaving the room, going to the library and dismissing the class. Observe how announcements are relayed from the office.
9. Obtain a schedule for required meetings – faculty, curriculum groups and school and attend these meetings.
10. Sit down with the cooperating teacher and work out a long- range curriculum, showing the content to be covered, the areas you will be responsible for, materials needed, etc.
11. Become sensitive to the values and expectations of the community and school in which you work.
12. Be aware that a successful relationship between the teacher candidate and the cooperating teacher requires effort from both individuals. Some considerations are listed below.
 - a) Remember that the cooperating teacher is legally responsible for the class and for the students.
 - b) Be certain, at all times, to deal with your cooperating teacher in a flexible and courteous manner.
 - c) Check with your cooperating teacher before trying a new method or approach with the students.
 - d) Take the initiative in your relationship with your cooperating teacher. When you have questions or concerns don't wait passively, expecting your cooperating teacher to diagnose

- your needs.
- e) Have all lesson plans prepared 48 hours ahead and checked and initialed by the teacher. Maintain a notebook of your lesson plans for the field supervisor.
 - f) Consult your cooperating teacher when you have concerns in your field experience, and if concerns remain an issue, contact your field supervisor.
 - g) Accept constructive criticism in a spirit of growth since your cooperating teacher is helping you develop as a teacher.
13. Model professional behavior. Some aspects to remember are listed below:
- a) Become familiar with the teaching profession code of ethics (Appendix F).
 - b) Participate in professional organizations and keep current by reading professional literature.
 - c) Know the legal responsibility of teachers (Appendix G).
 - d) Keep all information about students confidential.
 - e) Under no circumstances date your students.
 - f) Be well groomed and dress as a professional teacher. You don't get a second chance to make a first impression.
 - g) Be cautious about physical contact with students and remember that what may be appropriate depends on age, culture and gender.
 - h) Manifest genuine pride in the teaching profession; consider yourself a member of the profession.
 - i) Do not hold conferences behind closed doors or in secluded places because in case of accusation of misconduct, it will be your word against the student's.
 - j) Remember, as a teacher you are a representative of a pluralistic society; never expound upon your religious or political views.
 - k) Model appropriate use of the English language and avoid overuse of slang expressions such as "O.K.," "all right," "you guys," and "listen up."
 - l) Maintain a proper teacher - student relationship. You are in a position of authority; you are not a peer to the students. Do not try to become "popular" with the students in order to maintain discipline; it will not work.
 - m) Review the expectations and procedures for dealing with suspected child abuse or neglect. (see Appendix H)
14. Fulfill the requirements of the field experience.
- a) Complete 12 or 14 weeks (70 days) of teaching and professional inservice days.
 - b) Submit lesson plans for the cooperating teacher if you are absent due to illness.
 - c) Notify both the cooperating teacher and the field supervisor if you will miss school due to illness.
 - d) If you are absent due to illness for more than two days during the semester, those days must be made up.
 - e) Fulfill your commitment to your field experience and the school. Do not request time off to attend other functions, e.g., weddings, job fairs, travel, etc.
15. Know where your cooperating teacher's sub plans are and know how to use them.

II Observation

Your initial orientation period will be followed by a time of observation and limited classroom participation. This important phase of your field experience is designed for you to become

acquainted with classroom procedures and materials.

Your observations of other teachers and classrooms should be systematically and continually planned. Forms for observations are found in Appendix C. After you have collected factual information on the observations, take time to analyze and evaluate the data you have collected and write about it in your journal. Be prepared to discuss this with your field supervisor. Two observation blocks are required during your field experience. During this time observe a wide variety of situations.

1. Observe other teachers.
2. Observe other subject areas and/or grade levels. Your building principal and cooperating teacher can assist you in planning observations.
3. Interview both professional staff (counselors and librarians) and classified staff (school secretary or clerk and custodians).
4. Interview a building level administrator.

III. Induction to Teaching

From the first day of your field experience, work with your cooperating teacher in structuring activities that will prepare you for full-time teaching responsibilities. Specific suggestions are in Part II, "Suggestions for the Cooperating Teacher."

IV. Planning

Effective lessons in a classroom don't just happen; they are carefully planned. No adequate substitute exists for thorough planning. Thorough planning will help you to:

1. be poised and confident
2. tie in lesson plans to the goals of the school curriculum
3. take advantage of "teachable moments" and not cut off worthwhile discussions just to accomplish the specific lesson objectives
4. present materials logically and completely
5. ensure continuity with the preceding and following lessons
6. meet the goals of the established curriculum
7. understand thoroughly the subject to be taught
8. identify necessary instructional materials
9. incorporate a variety of appropriate teaching methods
10. construct clear and concise assignments
11. focus on closure in each lesson.

1. Unit Planning

A unit is a plan for sequential, related learning experiences and activities and is necessary to give you an overview for teaching. Unit plans include a time-line for the unit, a rationale for the unit, the unit goals and specific objectives, a pre-unit assessment, a materials resource bibliography, the student and teacher activities, the materials and supplies and the post-unit assessment. A sample is shown in Appendix A.

2. **Daily Lesson Planning**

The long lesson plan format induces the in-depth thinking needed by a beginning teacher. A sample is shown in Appendix B. Later in the field experience, a modified format can be worked out with the cooperating teacher that will be less time consuming, yet focus you on the important areas that he or she needs to emphasize in his or her planning and implementation. When writing plans, think primarily about what will happen to the students in the course of an activity or class period and what learning behavior you expect. The ultimate effectiveness of your lesson plan will be evident in the students' response during and after the presentation. Keep your lesson plans and unit in a notebook and have it available for your field supervisor. This notebook will become the heart of your portfolio. Also, write down notes of changes on your lesson plans after you've taught the lessons; an effective teacher is always modifying and improving lesson plans and teaching behaviors.

V. Teaching

Now that you have nearly completed your preservice training, you are expected to have mastered the subjects you will teach and should be able to use a variety of teaching methods. You are also expected to provide a good learning atmosphere with effective classroom management. In order to establish effective management procedures, consult with your cooperating teacher.

1. Classroom management and good discipline are less likely to deteriorate if you follow the suggestions below:
 - a) Model your expectations for behavior.
 - b) Provide quality instruction so that students are successful and challenged at their learning level.
 - c) Remember, telling is not teaching, so avoid over-reliance on the lecture method because it is easy to lose students' attention if they seldom get to participate.
 - d) Be consistent and impartial in the enforcement of standards of behavior.
 - e) Never use sarcasm.
 - f) Examine your reinforcement techniques carefully if the same behavior problems persist with the same student.
 - g) Make no demands you cannot enforce.
 - h) Remember that any discipline measures you use should conform to the policies of the school and the instructions of your cooperating teacher.
 - i) Use of physical means of discipline is inappropriate and illegal (Montana Code 20-4-302, Appendix G).
2. A positive classroom climate provides a good learning atmosphere and can be encouraged in the following ways:
 - a) Show high regard for each student and model enthusiasm for each area of the curriculum that you teach.
 - b) Be sympathetic and supportive toward all students.
 - c) Consider yourself a co-teacher and actively assume responsibility for the class. Take initiative! Do something constructive without being told. Consult your mentor teacher first, and if approved, take action. Avoid having to be told everything you are to do.
 - d) Recognize that each student is an individual and take into consideration individual abilities, interests and capacities for learning.
 - e) Use of Proper grammar, spelling punctuation. Work to improve communications. Use professional language at all times. Avoid trite and slang expressions.

- f) Use your time efficiently. Plan your day; organize everything you are to do. Plan for success!
- g) Be well groomed and professionally dressed at all times.
- h) Be prompt or early. Avoid absences. Notify your mentor teacher if you will be late or absent for any reason. Do not simply leave a message, if necessary call the office and talk with someone to assure that your mentor teacher receives your message. Let your supervisor know of any absences.

VI. Evaluation and Conferring

1. Self-Evaluation

As an effective teacher, you should continually reflect back on your performance, assessing your teaching plans and your teaching behaviors. After each lesson you should assess yourself in writing (journal) and with notes written on your lesson plan. Follow your assessment with a conference with your cooperating teacher.

A valuable source of feedback is the students in your classroom. Obtain information about your teaching by using a student survey or "exit slips".

Videotaping your own teaching can be an excellent source of assessment. Use some of the systematic observation instruments (Appendix C) to assess your performance; do not simply watch it on a judgmental level. You need to focus on specific behaviors so you can identify your real strengths and weaknesses.

2. Conferring with the Cooperating Teacher for Evaluation

Your cooperating teacher is encouraged to assume a collegial/coaching mode in relation to evaluation and conferring. Expect your cooperating teacher to:

- a) provide feedback on a daily (informal) basis, especially during the early part of the experience
- b) arrange a formal conference at least once a week with feedback
- c) evaluate you using the "Mid-term Evaluation and the final evaluation" (Appendix D)
- d) involve other professionals in observing you and giving feedback, e.g. principal, department head.

3. Conferring with the Field Supervisor

Your field supervisor is encouraged to be both a counselor and a supervisor. Expect your field supervisor to:

- a) meet with you and your cooperating teacher to establish the expectations of the university regarding the field experience
- b) do an initial conference, four formal lesson observations with post-conferences and a formal lesson observation and final conference combined
- c) evaluate all required assignments
- d) conduct a formal mid-term evaluation conference to review the mid-term assessment (Mid-term Evaluation, Appendix D)
- e) Submit the final assessment for the field experience based on information gathered throughout the semester for final grade.

Important Additional Information

To avoid any potentially serious problems, it is essential that you notify either your field supervisor or the field placement office as soon as any concern with your assignment arises. During the field experience, you need to meet the same expectations placed upon the other teachers. This includes following the school district's calendar, attendance policy, call-in procedures, etc. If you are ill, call your cooperating teacher and field supervisor. Be sure you always have emergency lesson plans made out for the teacher taking your place. You may not be absent to attend job interviews. Contact the field placement office immediately if you cannot complete your field experience.

Procedures To Be Used When Problems Arise

Teacher Candidate: If there is a problem during your field experience, it is imperative that you handle the situation in a truly professional manner. The following steps should be followed.

A. Get a good night's sleep so that you will be able to address the problem the next day in a professional manner, without being overly emotional from lack of sleep. Sit down with your cooperating teacher(s) and calmly share what you see as the problem. Then, listen carefully and quietly to the cooperating teacher's response. Experience shows that using good communication will usually solve the problem over 95% of the time.

B. Get a good night's sleep. Meet with the field supervisor and follow the same communication procedures as above. Again, this will almost always result in a workable solution.

C. If neither "A." nor "B." proved successful, you should contact the Director of Field Placement at (406) 994-4761.

Cooperating Teacher: Meet with the teacher in a private setting and carefully review the problem or concern. Allow the student teacher an opportunity to express his or her perceptions. If there is so significant change in the problem, provide the teacher candidate with the concerns via written format. Research shows that people comprehend and remember a much greater amount of information when it is presented in writing versus verbally. If this still does not provide a solution, then contact the field supervisor and set up a meeting. If this meeting still does not produce the desired results, then contact the Director of Field Placement at (406) 994-4761.

Field Supervisor: Provide the teacher candidate with a verbal explanation of the concerns. If this does not produce a reasonable improvement, prepare a Professional Improvement Plan* for the student teacher. The plan should specify exact behaviors that the student teacher needs to do, or not do, in order to remain in his or her student teaching assignment. Also, be sure to notify the Director of Field Placement at (406) 994-4761.

Contact the Director of Field Placement to get a copy of a typical Professional Improvement Plan form. These are available either in hard copy or electronically.

Field Placement and Licensure

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