

Field Experience Handbook **for Teacher Candidates,** **Cooperating Teachers,** **& Field Supervisors**



Office of Field Placement and Licensure
Montana State University

247 Reid Hall P.O. Box 172880 Bozeman, Montana

www.montana.edu/fieldplacement/

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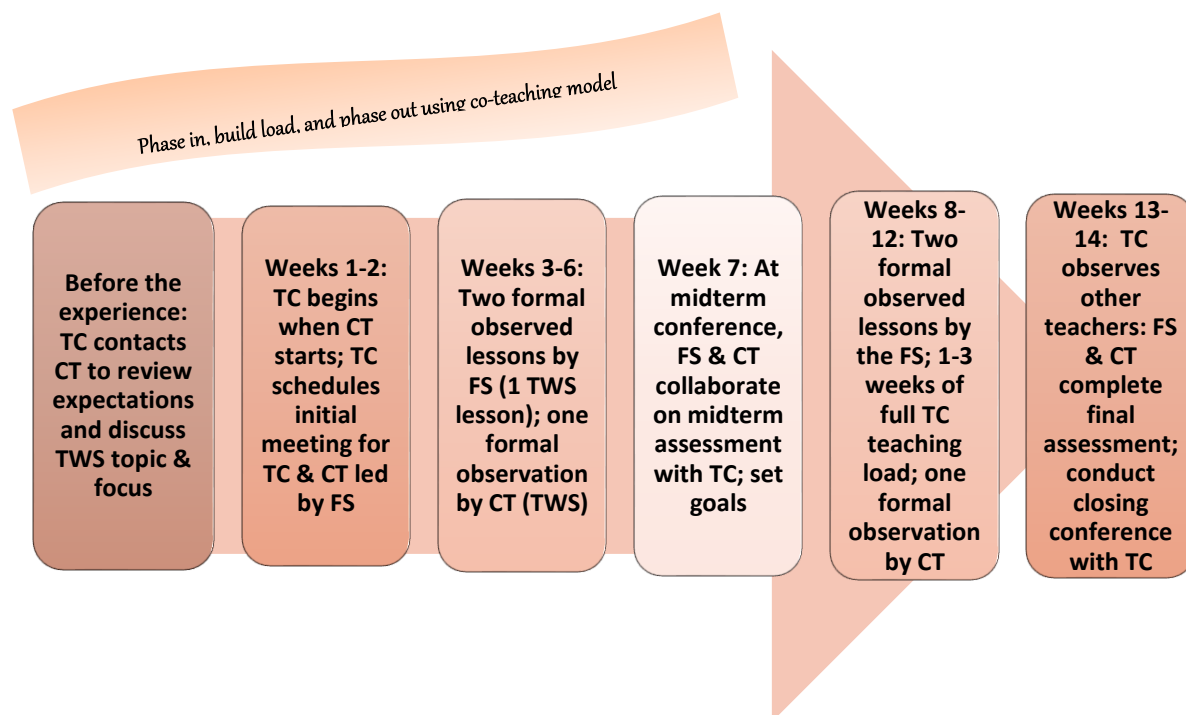
*A good teacher is like a candle – it consumes itself to light the way for others.
~ Author Unknown*

PART I: OVERVIEW OF THE PROGRAM

Participants: Overview and Abbreviations

- Teacher candidate (TC): ...an education undergraduate during his or her student teaching experience
- Cooperating teacher (CT): ...a host teacher who opens his or her classroom to a TC.
- Field supervisor (FS): ...an individual contracted by the university during student teaching to support the TC and CT and to assess TC progress—reporting early any concerns to the MSU Office of Field placement and Licensure.
- Office of Field Placement and Licensure (FPLO) team—The director and assistant director along with the licensing technician will assist TC, CT, and FS during clinical placement and, afterward, provide for the TC a recommendation for licensure to the Office of Public Instruction.
- Clinical evaluator (CE): ...someone trained by the university to support and assess the teacher work sample
 - Teacher work sample (TWS): ...an analytic, authentic presentation of preparing, instructing, assessing, and reflecting on a five-lesson sequence done by a TC during student teaching.

Timeline of the Student Teaching Experience: (for more complete description, see [student teaching calendar](#))



Assessment of the Student Teaching Experience:

Formative Assessment:

1. ...Four observed lessons (one TWS lesson) by the field supervisor (FS) and at least two formal assessments (one TWS lesson) by the cooperating teacher (CT)... Please use the [DF Observation Tool](#) to document TC lessons. (Evidence will be cumulative through the semester; not every category will be observed during each lesson.) FSs and CTs should script evidence from observations and provide this documentation to TCs in a timely fashion. (TCs who have not received this evidence within 72 hours of an observation should contact the FS/CT—if not received within 7 days, contact the field placement office (406-994-4762).
- a. [Midterm Danielson Performance Assessment](#) (only submitted to the Field Placement Office if there are concerns with TC progress). FS and CT complete this during midterm conference collaboratively with TC, and use it to set goals for the remainder of the experience. (FS gives copies to CT and TC; if not received within 72 hours, contact FS; if not received within 7 days, contact the field placement office 406-994-4762). Please see the [Danielson Performance Assessment Rubric](#) for scoring descriptors. **If the teacher candidate scores a “1” (Unsatisfactory) in any category, the field supervisor will confer with the Office of Field Placement to develop a plan of improvement to support teacher candidate success.** For candidates demonstrating satisfactory progress, the FS and CT can sign the [Substitute Teaching Form](#) at the midterm conference. If no other issues arise, this form authorizes the teacher candidate to function as a regular sub in the classroom up to 5 days.

Summative Assessment:

1. Professionalism (see TC duties, pp. 4-5): journaling, attending seminars, completing TWS module, submitting all quizzes, etc. (10% of the student teaching grade).
2. [Teacher Work Sample](#): an analytical reflection of a five-lesson sequence. Sections 1, 2, 4, and 5, are evaluated by on-campus MSU clinical evaluators. Section 3, (TWS lesson plans), is scored by cooperating teachers using the TWS assessment and completing only Section Three: TWS comprises 40% of student teaching grade
3. **Danielson Final Performance Assessment** (online submission via Qualtrics). Please see the [Danielson Performance Assessment Rubric](#) for scoring descriptors. FS and CT scores, while they do not have to be exactly the same, should reflect a collaborative, mentoring partnership. Their combined assessment scores comprise 50% of the final student teaching grade)

Scoring of the Danielson Final Performance Assessment

Teacher candidates are expected to perform at "2" (Basic) levels in all graded categories by the end of student teaching. (Based on Danielson's recommendations for using the framework during student teaching, 4c and 4d, while marked, are not graded.)

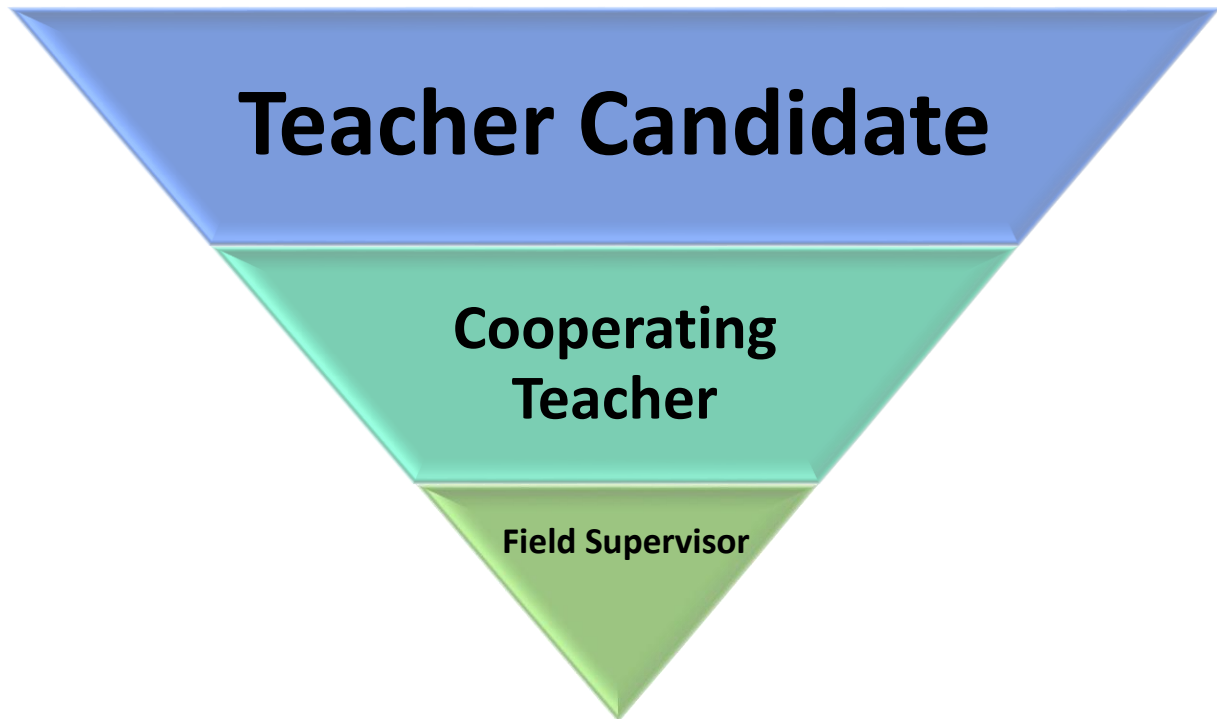
The MSU Department of Education will address on a case-by-case basis any teacher candidate earning one or more "Unsatisfactory" ratings (1) in any category and/or receiving a mentor recommendation against licensure. This committee, under the supervision of the MSU Education Department Head, will conduct an individual review to resolve the final student teaching grade and to determine eligibility for Montana teaching licensure.

The grading scale for the Danielson Final Performance Assessment (below), is designed **only** for teacher candidates receiving a "2" (Basic) or above in all graded categories.

50-60=A
45-49=B+
40-48=B

Several professionals contribute to the success of the field experience, beginning with the student teaching triad, which comprises the teacher candidate, classroom cooperating teacher, and university field supervisor. Other key professionals include the school administrator, clinical evaluator, and the MSU Director of Field Placement and Licensure, along with other FPLO personnel.

THE STUDENT TEACHING TRIAD



Teacher Candidate (TC)

The teacher candidate is a pre-service educator in his or her final semester of student teaching. As any professional, the TC must comply with the host school district's policies and procedures as well as with state and federal laws, including those related to confidentiality regarding students and their families. During student teaching, the TC represents not only MSU but is engaged in a 14-week job interview. Impressions made during student teaching follow the TC, even if he or she leaves the area. Thus, the TC is expected to exhibit professionalism in timeliness, dress, speech, collegiality, and student-centeredness.

Teacher candidate duties include:

1. Reading, understanding, and adhering to [MSU's Professional Expectations for Prospective Teachers](#) and the [Professional Educators of Montana Code of Ethics](#)
2. Becoming familiar with [Office of Field Placement and Licensure website](#) and the [Field Experience Handbook](#)
3. Initiating first contact with both the cooperating teacher (CT) and field supervisor (FS) upon receiving their contact information
4. Proactively consulting the CT and FS about scheduling the semester, planning the teacher

- work sample, and contributing to the classroom.
5. Coordinating the time/date for an introductory meeting with the TC and CT to be conducted by the FS.
 6. Coordinating the times/dates of six, formal observed lessons, two to be completed by the FS prior to midterm (one TWS lesson) and two completed by the FS after midterm; one to be completed by the CT prior to midterm and one to be completed by the CT after midterm.
 7. Coordinating the times/dates for the midterm conference and the final conference
 8. Regularly engaging in all EDU 495 communications and requirements via the MSU D2L Bright Space Learning Environment (available by the second week of student teaching).
 9. Fully participating in the placement classroom through the [co-teaching model](#) which may involve:
 - Observing
 - Assisting
 - Stations
 - Parallel or supplemental teaching
 - Alternative or differentiated teaching
 - Team teaching
 10. Completing all student teaching assignments, including:
 - Journaling (see syllabus for in-area and out-of-area assignments)
 - Participation at seminars (or D2L make up presentation/quiz for out-of-area TCs)
 - TWS
 - D2L modules and quizzes for Sections 1, 2, 4, and 5
 - Two first-draft submissions (Sections 1 & 2, Sections 4 & 5)
 - One peer-draft review
 - One final TWS submission

Cooperating Teacher (CT)

The cooperating teacher hosts the teacher candidate in his or her classroom and serves as the primary mentor for the TC throughout student teaching. Cooperating teacher duties include:

1. Reviewing the [Office of Field Placement and Licensure website](#) and [Handbook for Cooperating Teachers](#).
2. Preparing students and their parents/guardians for the arrival of the TC.
3. Providing a work desk or table for the TC, stocked with needed materials: seating charts, faculty handbooks, course outlines, curriculum guides, classroom texts, etc.
4. Orienting the candidate to classroom procedures (roll, lunch count, etc.) and to school policies (discipline, homework, emergencies, etc.)
5. Acquainting the TC with school facilities and teaching resources.
6. Introducing the TC as a welcomed colleague to other teachers and to students.
7. Assisting the teacher candidate in mapping out the entire semester's activities early to provide an overall picture of the field experience (See [Student Teaching Calendar](#))
8. Supporting and collaborating on a teacher work sample topic and providing suggestions for factors the TC can research relevant to TWS teaching.
9. Discussing with the TC the dangers of inappropriate conduct and appearance, stressing the need for a friendly but professional relationship between the TC and students.
10. Reporting any TC concerns to the field supervisor and/or [MSU Department of Field Placement and Licensure](#)

11. Including the TC in all appropriate professional development and out-of-classroom educator responsibilities (lunch duty, parent conferences, IEP meetings, etc.)
12. Working collaboratively and enthusiastically with the TC in planning, instruction, the teacher work sample, and assessment. MSU encourages the use of a [co-teaching model](#).
13. Regularly observing the TC's instruction and providing constructive feedback; conducting two formal observations (one TWS lesson, one after midterm) using the [DF Observation Tool](#) and providing this written feedback to the TC.
14. Collaborating on the [Midterm Danielson Performance Assessment](#) during the midterm conference with FS and TC.
15. Serving as a model of pedagogically sound and realistically appropriate knowledge, skills ethics, and dispositions. Using nurturing yet direct techniques, encourage and support the candidate in reflecting and developing into a competent beginning teacher.
16. Completing and submitting the **Danielson Final Performance/OPI Content Assessment**

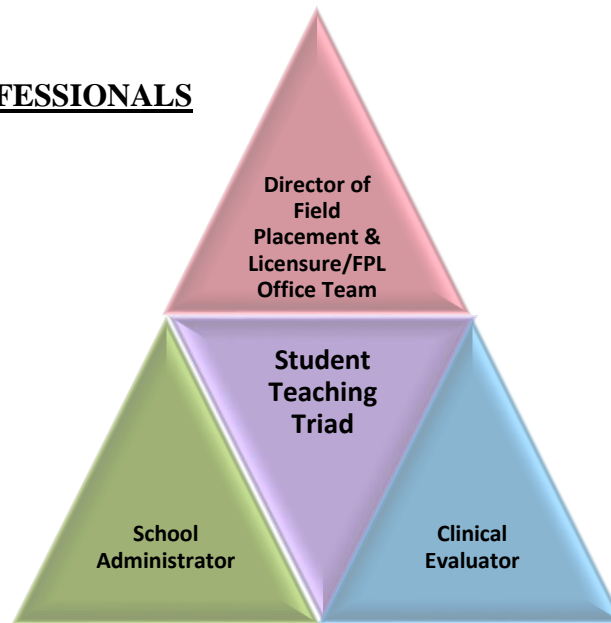
Field Supervisor

The field supervisor serves as a liaison among the school system, teacher candidate, and MSU, facilitating communication among all parties. Field supervisor duties include:

1. Communicating with and supporting the teacher candidate as needed from the first day of student teaching to the end of the term.
2. Conducting an introductory meeting with the cooperating teacher and teacher candidate within 10 days from the first day of student teaching. Explain [co-teaching model](#) as necessary.
3. Completing two formal lesson observations during the first 7 weeks of the placement. (One of these should be a teacher work sample lesson.) For all formal observed lessons, please use the [DF Observation Tool](#) to create a cumulative assessment (not all lessons will demonstrate all categories) of teacher candidate progress. (These are not submitted to our office unless there are concerns with TC performance.)
4. Leading a midterm conference during which the FS collaborates with the CT and TC to set goals for the TC and to create a combined, valid score on the [Midterm Danielson Performance Assessment](#). (Midterm is submitted to the Field Placement Office only if there are scores of "1" and/or concerns about TC performance.)
5. Completing two formal lesson observations during the second 7 weeks of the placement. For all formal observed lessons, please use the [DF Observation Tool](#) to create a cumulative assessment of teacher candidate progress. Provide copies to TC. (These are not submitted to our office unless there are concerns with TC performance.)
6. Check to see that the CT has fully completed all parts of the **Danielson Final Performance/OPI Content Assessment** (scores should reflect teacher candidate readiness to instruct in a first-year classroom as a competent beginning instructor—NOT as a master teacher.)

Education is learning what you didn't even know you didn't know. ~Daniel J. Boorstin

OTHER KEY PROFESSIONALS



The Director of Field Placement & Licensure & the FPL Team:

The Director of Field Placement & Licensure, along with the FPL team is responsible for the following tasks:

1. Submitting a request to the appropriate public school official for the field experience placement.
2. Submitting 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. Notifying the teacher candidate of the placement and providing the beginning and ending times of her/his assignment.
4. Updating the field experience website.
5. Arranging assignments of field supervisors for teacher candidates.
6. Maintaining an open line of communication with all placement participants
7. Being responsible for payment to the cooperating teacher and field supervisor.
8. Recording the final student teaching grade.
9. Reviewing and advising when problems arise.
10. Recommending the teacher candidate for Montana Licensure when all requirements have been completed and the teacher education degree has been posted.
11. Maintaining records of program completion and licensure recommendation.

Education ! What survives when what has been learnt has been forgotten. ~ B.F. Skinner

The School Administrator:

The school administrator is responsible for the following tasks:

1. Selecting a capable cooperating teacher with no less than three (3) years successful teaching experience. (The MSU Department of Education strongly recommends selecting cooperating teachers from those who have experience and training in supervision).
2. Ensuring 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. Contacting as early as possible the field supervisor and the MSU Director of Field Placement & Licensure if any serious concerns arise with the teacher candidate.
4. If possible, conducting one formal observation of the teacher candidate.

The Clinical Evaluator (CE)

The clinical evaluator is responsible for the following tasks:

1. Read and contribute to the online Q & A support system for TWS questions
2. Participating in CE trainings and collaborative scoring to increase reliability of TWS scores
3. Support the entire TWS process by providing first-draft feedback.
4. Evaluating and grading the final TWS product.

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

— Paulo Freire

PART III: WORKING WITH A TEACHER CANDIDATE

Mentoring a teacher candidate is the heart of student teaching, and should be a fulfilling and enjoyable experience. Suggestions for structuring this endeavor have been grouped under six headings:

- I. Orientation
- II. Getting Started / Observation
- III. Induction to Teaching
- IV. Planning
- V. Teaching
- VI. Evaluation & Conferring



All cooperating teachers have been enrolled in an informative online learning and sharing experience. Please access the course shell on Brightspace/Desire to Learn in order to better understand the process of supervising teacher candidates and the co-teaching model. You will be able to ask questions and receive prompt and accurate answers. In addition, you will have the opportunity to dialogue with each other and to provide feedback on the teacher preparation program, especially the student teaching segment.

Teachers who inspire realize there will always be rocks in the road ahead of us. They will be stumbling blocks or stepping stones; it all depends on how we use them. ~Author Unknown

Working with a Teacher Candidate: 6 Steps



PART IV: CO-CREATING A SUCCESSFUL STUDENT TEACHING EXPERIENCE

While student teaching can be challenging at times, adopting certain dispositions and honing varied skills can help make both pre-service work and pre-service mentoring a cherished experience. Candidates and supervisors from other semesters have recommended the following—valuable advice for candidates and mentors alike:

Enjoy what you are doing, have patience with yourself, keep a sense of humor, understand and respect boundaries, practice self-care, take nothing personally, and be relaxed! Make learners feel valued through empathy, humility, positivity, sensitivity, compassion, trustworthiness, and humane treatment. Be authoritative not authoritarian while remaining confident, firm, consistent, and, at all times, principled. Stick to what you said; and, with a growth mindset, invest in students as people (MSU 2016-2017 teacher candidates, field supervisors, and others).

Participate fully; be dedicated; show commitment, engagement, and “with-it-ness.”

1. Attendance
 - a. Student teaching lasts for 14 weeks (70 days) of teaching and professional in-service days. (10 weeks in major and 4 weeks in minor; 10/10 for double major). Avoid absences for any reason save illness. The TC will **directly** notify CT & FS if s/he must be absent. Days off are not granted for PRAXIS testing or to attend functions, such as weddings, job fairs, travel, etc. Time away from the placement, must be approved by the Director of Field Placement and Licensure, including leaving early.
 - b. If the TC is absent due to illness for more than two days during the semester, the FS & TC should contact the Office of Field Placement and Licensure to revise student teaching placement end dates, in order to fulfill Montana licensure requirements.
2. Timeliness
 - a. TC will submit all taught lesson plans 48 hours in advance for the cooperating teacher to view: 24 hours in advance to FS for observed lessons (who may need to view previous plans as well). The CT and FS will offer feedback in advance of the lesson so that the TC can make adjustments as necessary
 - b. After observations, the observer will provide prompt, objective, and regular feedback, face to face and, for formal observed lessons, in writing using the [DF Observation Tool](#).
3. Readiness
 - a. All parties will endeavor to fulfill their roles on time and in full. If problems arrive, contact the Director of Field Placement: 406-994-6277 or john.melick@montana.edu
 - TC: co-planning, assisting, instruction, assessment, EDU 495 coursework
 - CT: co-planning, mentoring, assessing, providing resources, and documenting
 - FS: mentoring, assessing, providing resources, organizing a calendar, conferencing (intro conference; pre/post conference for observed lessons; midterm conference; final conference), documenting
4. Professionalism
 - a. TC: Be well groomed and dress as a professional teacher. You don't get a second chance to make a first impression.
 - b. Manifest genuine pride in the profession of which you are a member.
 - c. Model appropriate use of the English language and avoid overuse of slang expressions such as "O.K.," "all right," "you guys," and "listen up." Use professional language at all time—in speaking and in writing.
 - d. Review expectations and procedures for dealing with suspected child abuse or neglect.
 - e. Be proactive about paperwork requirements; let the field placement office know of any concerns as soon as possible.

Be collaborative; evidence a team spirit; cooperate

1. Plan together, especially the areas for which the TC will be responsible, including materials, resources, etc. Consider the content, timeframe, and context for the implementation of your TWS lesson sequence (See [Student Teaching Calendar](#)).
2. Work to create a successful, **trusting** relationship among the student teaching team.
 - 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 each other in a **flexible and courteous** manner.
 - c. The TC will want to try out new approaches; s/he **must communicate** proactively with CT, who will try to be flexible when appropriate.
 - d. TC will respectfully take initiative rather than waiting passively, expecting a cooperating teacher to diagnose needs, while the CT will endeavor to involve the TC in meaningful experiences as often as possible.
3. The FS is critical in keeping communication circulating. The FS reads and responds to the TC journal and is MSU's representative to cooperating teachers, administrators and others. The FPL office also depends on the FS to transmit all things important to MSU; concerns should be communicated before they become problems.

Value feedback and criticism; practice being approachable and transformable

1. Communicate: If possible, go directly to the one involved if concerns arise with field experience; if these remain an issue, contact FS and then the field placement office.
2. The TC is a guest learner and should accept constructive, respectful feedback in a spirit of growth. The FS and CT will strive to value the unique experiences of student teaching and encourage growing TC self-confidence
3. TC engagement in reflection
 - Continually reflect back on performance, assessing planning and teaching behaviors. Self-assess after each lesson in writing (journal) and with notes written on the lesson plan (See [TWS Guide](#)). Actively seek feedback from mentors and learners.
 - Recording a video of one's performance can be an excellent resource for self-assessment. Focus on specific behaviors to identify strengths and weaknesses; do not simply watch on a judgmental level. We suggest recording three teaching videos—one early in the experience (suggested), one from your TWS sequence (required), and another late in the experience (suggested). **Please check district policies before making classroom videos!**

Esteem diversity be equitable and democratic; strive to be all-inclusive

1. Become sensitive to the values and expectations of all involved—including the community and school
2. Never expound upon your religious, moral, or political views.
3. Remember each learner is an individual with diverse abilities, interests and avenues of learning.

Be responsive and student-centered; encourage and empower those around you

1. Create a positive learning environment
 - a. Model expectations for behavior, and be consistent and impartial in their enforcement.
 - b. Work to enable students to be successful and challenged at their learning level.
 - c. Remember, telling is not teaching. Instead, develop quality questioning skills to involve learners in discussion.
 - d. Never use sarcasm; rather, foster a culture of respect and rapport.
 - e. Make no demands you cannot enforce, and examine your reinforcement techniques carefully if the same behavior problems persist with the same student.
 - f. Remember that any discipline measures must conform to the policies of the school and the instructions of the cooperating teacher.
 - g. Know that use of physical means of discipline is inappropriate and illegal ([Montana Code 20-4-302](#)).
 - h. Follow a co-teaching model, and take initiative! Do something helpful without being told. For actions that affect students, consult CT first; the CT will practice appropriate flexibility, but this is his/her classroom. Avoid having to be told everything to do.

Be ethical, law abiding, moral, and evidence principled behavior

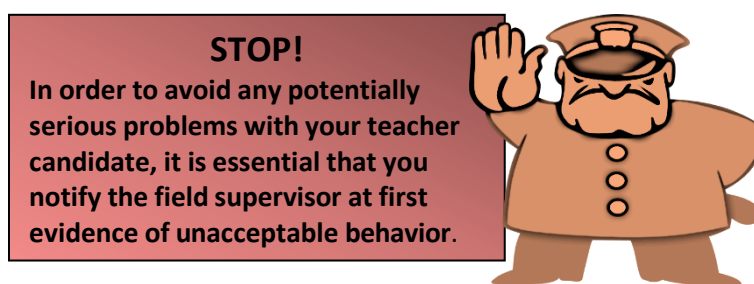
1. Become familiar with the teaching profession code of ethics, professional organizations and professional literature, as well as educator legal responsibilities.
2. Keep all information about students confidential.
3. Maintain a proper teacher - student relationship. Teachers need to be leaders rather than peers to students. Do not try to become "popular" with the students, and under no circumstances date students. Do not hold conferences behind closed doors or in secluded places. The CT and FS will model professionalism in physical contact with students for the TC.

*Learning is a treasure that
will follow its owner
everywhere,
~Chinese Proverb*

Important Additional Information for Teacher Candidates

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 (make sure s/he gets the message) and field supervisor. Be certain you always have emergency lesson plans made out for the teacher taking your place. You may not be absent to attend job interviews or to take the PRAXIS. 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.

Step 1: Get a good night's sleep so that you will be able to professionally address the problem the next day in a professional manner, 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.

Step 2: 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.

Step 3: If neither "A" nor "B" prove successful, you should contact the MSU Director of Field Placement, John Melick at (406) 994-6277.

Cooperating Teacher: Meet with the teacher candidate in a private setting and carefully review the problem or concern. Allow the teacher candidate an opportunity to express his or her perceptions. If there is no significant change in the problem, provide the teacher candidate with the concerns in writing. If this still does not provide a solution, then contact the field supervisor and set up a meeting. If this meeting does not produce the desired results, then contact John Melick, the MSU Director of Field Placement at (406) 994-6277).

Field Supervisor: Provide the teacher candidate with a verbal explanation of the concerns. If this does not produce a reasonable improvement, consult with the field placement director at (406) 994-6277, and prepare a [Student Consultation Form](#). If the concern persists, consult with the field placement director to create a [Professional Improvement Plan](#)* for the teacher candidate. The plan should specify exact behaviors that the teacher candidate needs to do or not do, in order to remain in his or her student teaching assignment. Be sure to keep in communication with the field placement director at (406) 994-6277).

*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.

John Melick, M.Ed.
Director of Field Placement
John.Melick@montana.edu
246 Reid Hall, P.O. Box 172880
Montana State University
Bozeman, MT 59717
Phone: (406) 994-6277
Fax: (406) 994-1950

Teaching is the profession that teaches all the other professions. ~ Author Unknown

PART V MSU CONCEPTUAL FRAMEWORK

The undergraduate Curriculum and Instruction program in the MSU Department of Education emphasizes 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 students who graduate from the Curriculum and Instruction program at MSU will be engaged in and be 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. These programs familiarize our graduates with discipline-specific pedagogies, knowledge of prerequisite relationships in their content areas, and common student misconceptions in the discipline.

- 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.

- C & I program graduates use responsive, quality questions and prompts to encourage student discussion as well as to formatively monitor student learning with the ultimate goal of students self-assessing their own progress.
-
- 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.
- 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.

- C & I program graduates learn how carefully manage all resources in order to promote a respectful, dynamic culture of learning in the classroom.
- 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.
- 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.

- 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.
- 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.

- C&I program graduates are committed to ethical practices that are sensitive to family and community cultures; moreover, they set an example of learning by involvement in a culture of professional inquiry.
- 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.
- 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.

The mediocre teacher tells.

The good teacher explains.

The superior teacher demonstrates.

The great teacher inspires.

~ William Arthur Ward

MSU Student Teaching Calendar

Teacher Candidate **TC**
Field Supervisor **FS**

Cooperating Teacher **CT**
7-week placements only **7-week**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Week 1	<p>TC Schedule Introductory meeting with FS and CT this week</p> <p>TC consult with CT about TWS topic, focus, and relevant contextual resources</p>	<p>CT sign contract and submit necessary paperwork (see FPL website) Fax:(406) 994-1950.</p>	<p>FS sign contract and submit necessary paperwork (see FPL website) Fax: (406) 994-1950</p>	<p>TC Assist with routines, observe students, begin co-teaching methods; plan lessons for week 2</p>		
Week 2 TC journaling due	<p>FS conduct introductory meeting by end of week 2</p>	<p>TC teach 1-2 lessons this week; Implement and continue to follow co-teaching model with CT</p>	<p>First student teaching seminar for TC this month (CT welcome); D2L webcast and quiz for out-of-area</p>	<p>TC develop TWS Sections 1-2; consult CT</p>		
Week 3 TC journaling due	<p>FS first formal observation/ conference this week; use DF Observation Tool</p>	<p>TC take over additional duties (lunch, hall, etc.). optional video recording this week—reflect in journal</p>	<p>TC write TWS lesson plans (Section 3)</p>			
Week 4 TC journaling due	<p>TC and CT build teaching responsibilities via co-teaching model</p>	<p>TC give TWS lesson plans to CT for approval to teach</p>				
Week 5 TC journaling due	<p>TC teach TWS lessons; gather assessment data; video-record a TWS lesson and use for Section 5 reflection) FS & CT TWS formal observations & conferences; use DF Observation Tool provide copies to TC</p>					

MSU Student Teaching Calendar

Teacher Candidate **TC**
Field Supervisor **FS**

Cooperating Teacher **CT**
7-week placements only 7-week

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>Week 6</p> <p>TC journaling due</p>	<p>Watch for TC second student teaching seminar for in-area this month; D2L webcast and quiz for out of area</p>	<p>TC immersion in the school community; participate as a professional staff member</p>	<p>TC provide CT with annotated red/green lesson plans (TWS Section Three) TC write up TWS assessment results (Section 4)</p>			
<p>Week 7</p> <p>TC journaling due</p> <p>TWS rough draft due in D2L drop box, and to peer partner</p>	<p>TC increase teaching load</p> <p>TC reflect on TWS goal and complete Section 5</p> <p>7-week placement TCs full teaching load-- CT complete Danielson Final Performance Assessment (via Qualtrics)</p>	<p>14-week placements FS CT TC Mid-term conference this week; use Mid-term Performance Assessment (copy to TC) TC fill out and fax to FPL Office (406) 994-1950 Substitute Teaching Approval Form</p>	<p>7-week TC Final conference with FS and CT over Danielson Final Performance Assessment</p>	<p>7-week placement CT & FS complete and submit; Danielson/OPI Final Performance Assessment (via Qualtrics)</p>		
<p>Week 8</p>	<p>7-week placement TC begin 2nd placement; follow same TWS and observation schedule as 14-week</p>	<p>TC increase teaching load CT complete TWS Section Three Assessment (via Qualtrics)</p>				
<p>Week 9</p> <p>TC journaling due</p>	<p>TC full teaching load week 9 or 10 FS third formal observation & conference; use DF Observation Tool</p>					
<p>Week 10</p> <p>TWS returned with CE & Peer feedback in D2L</p> <p>TC journaling due</p>			<p>TC full teaching load week 9 or 10; FS CT formal observations & conferences; use DF Observation Tool</p>			

MSU Student Teaching Calendar

Teacher Candidate TC **Cooperating Teacher CT**
Field Supervisor FS **7-week placements only 7-week**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Week 11 TC journaling due		TC CT continue co-teaching model				
Week 12 TC journaling due	TC finish final professional draft of TWS this week	FS 4th formal observation & conference this week; use DF Observation Tool TC last video recording; reflect in journal				
Week 13 TWS final draft due in D2L drop box from TC	TC CT continue co-teaching model					
Week 14	CT and FS have a collective conversation about scoring prior to separately submitting their individual Danielson/OPI Final Performance Assessment (via Qualtrics)	TC final conference with FS and CT over Danielson/OPI Final Performance Assessment (via Qualtrics) TC observe other teachers and classrooms				
Week 15	TC complete Student Teaching Survey this week; TC fingerprinting clinic this week (for OPI licensure)	TC, CT and FS, please complete relevant mentor assessments (via Qualtrics)				

Your participation in the school community as a professional member should be reflected in your journal entries. Suggested activities for these essential assignments include parent-teacher conferences, IEP/CST conferences, attendance at a school board meeting, and a school-community event (i.e. art sale, student performance)

A teacher affects eternity; he can never tell where his influence stops.
~Henry Brooks Adams