



Dear Cooperating Teacher,

Thank you for being willing to mentor a teacher candidate this semester. We understand that this is an added responsibility to an already full day, but we hope that you will find the experience to be professionally rewarding.

Please carefully read all contractual information below to avoid confusion regarding stipends and EDCI 588 expenses (for those taking that class).

In support of MSU's commitment to the environment and 'green' technology, we have placed all forms and resources on our field placement website: www.montana.edu/fieldplacement.

All cooperating teachers **must** complete a contract (both those requesting honoraria and those taking EDCI 588). Before completing your [contract](#), you will need to choose between two payment methods: a \$250.00 honorarium or the "Supervision of Teacher Candidates" online, graduate-level course (EDCI 588). To learn more about this class, examine the [EDCI 588 syllabus](#). If you desire this option, please [register](#) through the field placement website. The feedback we have received from teachers taking the EDCI 588 is that it has provided considerable support in understanding the process of mentoring teacher candidates in their internships as well as in improving their own teaching abilities. After selecting your preferred method of payment, complete the [contract](#) and a [W-9](#) and fax these to the Field Placement Office at 406.994.1950. **Please note, if you are sharing a teacher candidate with another cooperating teacher, the amount of compensation will be prorated appropriately.** If you choose the course as your compensation, please send a check or money order for the appropriate amount (i.e. \$125 if there are two cooperating teachers) for the remaining course fee to: Field Placement and Licensure, Montana State University, 247 Reid Hall, Bozeman, MT 59717. All contracts should be submitted to the Field Placement Office no later than September 15th for the fall semester or January 21st for the spring semester.

Over the past several years, there have been changes made in our student teaching program. The [Field Experience Handbook](#) will explain the expectations of each participant: the teacher candidate, the cooperating teacher, the field supervisor, and the clinical evaluator; and we have provided a condensed Field Experience [Handbook for Cooperating Teachers](#) on our website as well. Our teacher candidates are asked to create a [teacher work sample](#) (TWS), which demonstrates their ability to develop an effective, standards-based instructional sequence that they refine using contextual data to differentiate for improved student success. The clinical evaluator oversees this assignment; however, using the [TWS Section Three Assessment](#), cooperating teachers provide key information by assessing the 3-5 lesson plans of the TWS sequence for content knowledge and content-related pedagogy during the midterm conference. Overall, the TWS should not take precedence over the work that needs to be done in the classroom but, instead, should be an integral part of the teaching experience.

As a cooperating teacher, you will assist your teacher candidate in learning how to run an efficient and effective classroom. The more opportunities you can give a teacher candidate to teach and oversee the classroom, the better prepared s/he will be for his/her first year of teaching. The field supervisor is available to support both you and your teacher candidate in this experience; if you have any questions or concerns, get in touch with the supervisor sooner rather than later.

Please feel free to contact me at any time. Thank you again for being willing to mentor a teacher candidate.

With gratitude,

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