

# Field Experience Handbook for Cooperating Teachers



**Office of Field Placement and Licensure**

**Montana State University**

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

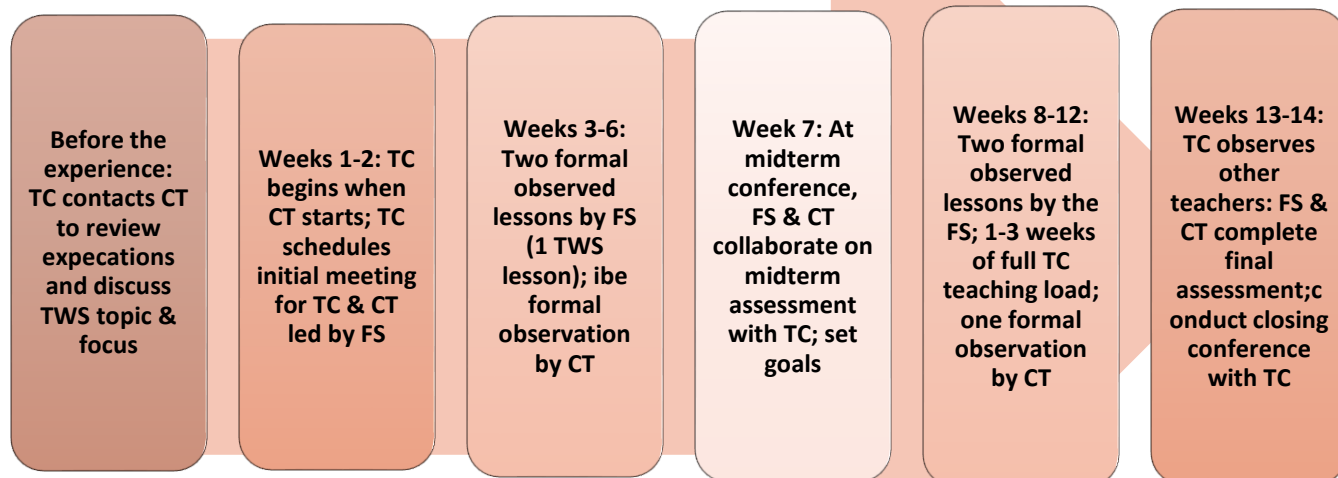
## PART I: OVERVIEW OF THE PROGRAM

### 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](#))

*Phase in, build load, and phase out using co-teaching model*



## 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.

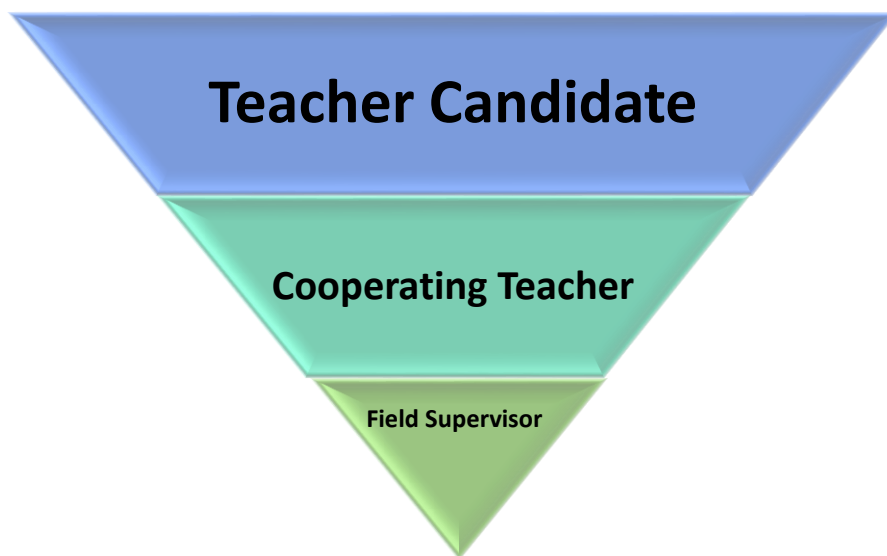
The grading scale for the Danielson Final Performance Assessment (below), is designed **only** for teacher candidates receiving a "2" (Basic) or above in all graded categories.

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

## PART II RESPONSIBILITIES OF STUDENT TEACHING PROFESSIONALS

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.

### 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. Initiating first contact with both the cooperating teacher (CT) and field supervisor (FS) upon receiving their contact information
2. Proactively consulting the CT and FS about scheduling the semester, planning the teacher work sample, and contributing to the classroom.
3. Coordinating the time/date for an introductory meeting with the TC and CT to be conducted by the FS.
4. Coordinating the times/dates of six, formal observed lessons, two to be completed by the FS prior to midterm (one TWS lesson) and two after midterm; one to be completed by the CT prior to midterm (TWS lesson) and one after midterm.
5. Coordinating the times/dates for the midterm conference and the final conference
6. Fully participating in the placement classroom through the [co-teaching model](#) which may involve:
 

Observing	Parallel or supplemental teaching
Assisting	Stations
Alternative or differentiated teaching	Team teaching

## 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 FS and/or [MSU Department of Field Placement and Licensure](#)
11. Including the TC in all appropriate professional development and out-of-classroom 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. Two formal observations of the TC's instruction with constructive feedback via [DF Observation Tool](#); (one TWS lesson, one after midterm) copy goes to the TC.
14. Collaborating on [Midterm Danielson Performance Assessment](#) during midterm conference with FS & 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. 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.
2. 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.)
3. 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.)

### **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.

### **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.



### **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.

*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*



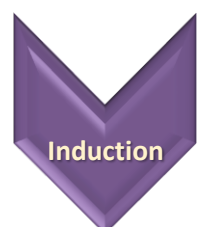
## Working with a Teacher Candidate: 6 Steps



- TC contacts FS and CT, consults with TC about TWS topic and focus
- TC reviews field placement & school websites; studies handbook, TWS guide, etc.
- CT prepares for TC (deskpace, seating chart, procedures sheet, etc.)
- TC uses co-teaching strategies to structure observations in placement classroom
- TC does focused observations in other classrooms at the end of placement experience



- CT welcomes TC as a valued co-teacher
- CT orients TC to school, classroom, colleagues, students (TC learns student names!)
- FS conducts intro meeting
- FS and CT complete contracts and paperwork for field placement office
- TC attends Student Teaching Seminar # 1



- TC is teaching 1-2 lessons/day using TC Danielson lesson plan format
- TC is fully involved, not loitering in back of classroom with no focus
- TC attends Student Teaching Seminar #2
- CT encourages TC and models self-evaluation and reflection



- TC plans TWS collaboratively with CT
- TC co-plans daily instruction and assessment with CT
- TC provides lesson plans at least 48 hours before teaching to CT and 24 hours for FS
- TC, CT, and FS set ongoing goals for growth and specific goals at the midterm conference
- TC writes first draft of TWS

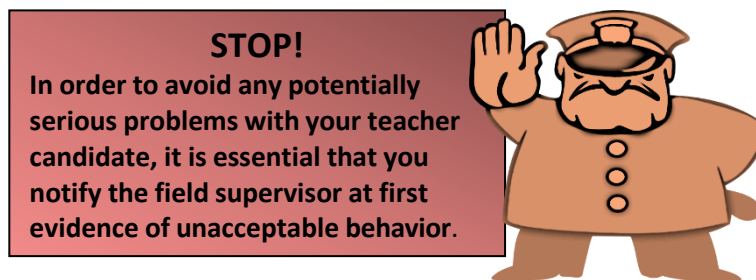


- TC continues responsibilities using co-teaching model
- TC teaching and non-instructional load builds each week
- TC bears full teaching responsibilities around week 9 and/or 10
- TC and CT use co-teaching methods to transition instruction back to CT



- CT formatively observes & conferences with the TC regularly, twice formally
- CT grades TWS Section Three
- FS (& CT) conduct 4 (& 2) formal observations (one TWS lesson); provides conferencing and written feedback using Danielson Observation Tool
- CT and FS collaborate with each other to ensure reliability of midterm and final scores
- FS and CT communicate early any concerns to TC, FS, and/or MSU Office of Field Placement and Licensure
- FS and CT complete Danielson Midterm Assessment and Danielson/OPI Final Assessment
- FS, TC, & CT complete mentor assessments

## PROCEDURES TO BE USED WHEN PROBLEMS ARISE



### **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).

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Director of Field Placement

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

# 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
<b>Week 1</b>	<p><b>TC</b> Schedule Introductory meeting with <b>FS</b> and <b>CT</b> this week</p> <p><b>TC</b> consult with CT about TWS topic, focus, and relevant contextual resources</p>	<p><b>CT</b> sign <a href="#">contract</a> and submit necessary paperwork (see <a href="#">FPL website</a>) Fax:(406) 994-1950.</p>	<p><b>FS</b> sign <a href="#">contract</a> and submit necessary paperwork (see <a href="#">FPL website</a>) Fax: (406) 994-1950</p>	<p><b>TC</b> Assist with routines, observe students, begin <a href="#">co-teaching methods</a>; plan lessons for week 2</p>		
<b>Week 2</b> <b>TC</b> journaling due	<p><b>FS</b> conduct introductory meeting by end of week 2</p>	<p><b>TC</b> teach 1-2 lessons this week; Implement and continue to follow <a href="#">co-teaching model</a> with <b>CT</b></p>	<p>First student teaching seminar for <b>TC</b> this month (<b>CT</b> welcome); D2L webcast and quiz for out-of-area</p>	<p><b>TC</b> develop <a href="#">TWS</a> Sections 1- 2; consult <b>CT</b></p>		
<b>Week 3</b> <b>TC</b> journaling due	<p><b>FS</b> first formal observation/ conference this week; use <a href="#">DF Observation Tool</a></p>	<p><b>TC</b> take over additional duties (lunch, hall, etc.). optional video recording this week—reflect in journal</p>	<p><b>TC</b> write <a href="#">TWS</a> lesson plans (Section 3)</p>			
<b>Week 4</b> <b>TC</b> journaling due	<p><b>TC</b> and <b>CT</b> build teaching responsibilities via <a href="#">co-teaching model</a></p>	<p><b>TC</b> give <a href="#">TWS</a> lesson plans to <b>CT</b> for approval to teach</p>				
<b>Week 5</b> <b>TC</b> journaling due	<p><b>TC</b> teach <a href="#">TWS</a> lessons; gather assessment data; video-record a TWS lesson and use for Section 5 reflection) <b>FS</b> &amp; <b>CT</b> TWS formal observations &amp; conferences; use <a href="#">DF Observation Tool</a> provide copies to <b>TC</b></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
<p><b>Week 6</b></p> <p><b>TC</b> journaling due</p>	<p>Watch for <b>TC</b> second student teaching seminar for in-area this month; D2L webcast and quiz for out of area</p>	<p><b>TC</b> immersion in the school community; participate as a professional staff member</p>	<p><b>TC</b> provide <b>CT</b> with annotated red/green lesson plans (TWS Section Three) <b>TC</b> write up <b>TWS</b> assessment results (Section 4)</p>			
<p><b>Week 7</b></p> <p><b>TC</b> journaling due</p> <p>TWS rough draft due in D2L drop box, and to peer partner</p>	<p><b>TC</b> increase teaching load</p> <p><b>TC</b> reflect on <b>TWS</b> goal and complete Section 5</p> <p><b>7-week</b> placement <b>TCs</b> full teaching load--<b>CT</b> complete <b>Danielson Final Performance Assessment</b> (via Qualtrics)</p>	<p>14-week placements <b>FS</b><b>CT</b><b>TC</b> Mid-term conference this week; use <a href="#">Mid-term Performance Assessment</a> (copy to TC)</p> <p><b>TC</b> fill out and fax to FPL Office (406) 994-1950 <a href="#">Substitute Teaching Approval Form</a></p>	<p><b>7-week</b> <b>TC</b> Final conference with <b>FS</b> and <b>CT</b> over Danielson Final Performance Assessment</p>	<p><b>7-week</b> placement <b>CT</b> &amp; <b>FS</b> complete and submit; <b>Danielson/OPI Final Performance Assessment</b> (via Qualtrics)</p>		
<p><b>Week 8</b></p>	<p><b>7-week</b> placement <b>TC</b> begin 2<sup>nd</sup> placement; follow same TWS and observation schedule as 14-week</p>	<p><b>TC</b> increase teaching load <b>CT</b> complete <b>TWS Section Three Assessment</b> (via Qualtrics)</p>				
<p><b>Week 9</b></p> <p><b>TC</b> journaling due</p>	<p><b>TC</b> full teaching load week 9 or 10</p> <p><b>FS</b> third formal observation &amp; conference; use <a href="#">DF Observation Tool</a></p>					
<p><b>Week 10</b></p> <p>TWS returned with CE &amp; Peer feedback in D2L</p> <p><b>TC</b> journaling due</p>			<p><b>TC</b> full teaching load week 9 or 10; <b>FS</b><b>CT</b> formal observations &amp; conferences; use <a href="#">DF Observation Tool</a></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
<b>Week 11</b> TC journaling due		TC CT continue <a href="#">co-teaching model</a>				
<b>Week 12</b> TC journaling due	TC finish final professional draft of <a href="#">TWS</a> this week	FS 4th formal observation & conference this week; use <a href="#">DF Observation Tool</a> TC last video recording; reflect in journal				
<b>Week 13</b> TWS final draft due in D2L drop box from TC	TC CT continue <a href="#">co-teaching model</a>					
<b>Week 14</b>	CT and FS have a collective conversation about scoring prior to separately submitting their individual <b>Danielson/OPI Final Performance Assessment</b> (via Qualtrics)	TC final conference with FS and CT over <b>Danielson/OPI Final Performance Assessment</b> (via Qualtrics) TC observe other teachers and classrooms				
<b>Week 15</b>	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