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PART I: OVERVIEW OF THE PROGRAM

All referenced documents can be downloaded from the Field Placement & Licensure Website, unless otherwise noted.

Participants: Overview and Abbreviations

- Teacher candidate (TC): … an education undergraduate during his/her student teaching experience.
- Cooperating teacher (CT): … a host teacher who opens his/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, who will assist TC, CT, and FS during clinical placement, and afterward provide for the TC a licensure recommendation to the Office of Public Instruction, Montana’s licensing agency.
- Reflective Educator Project (REP) Coach: … someone trained by the university to support and assess the Reflective Educator Project.
- Reflective Educator Project (REP): … a student teaching capstone project in which the candidate researches his or her own practice and its effects on students during a four-lesson sequence.

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

Pre-Week 1: TC completes MSU and district requirements. Meets with CT/Admin to determine expectations, set goals, and prepare for REP.

Weeks 1-2: TC begins when CT starts after summer or winter breaks; TC schedules initial meeting for TC & CT led by FS.

Weeks 3-6: Two formal observed lessons by FS (1 REP lesson); one formal observation by CT (REP).

Week 7: At midterm conference, FS & CT collaborate on midterm assessment with TC; set goals.

Weeks 8-12: Two formal observed lessons by the FS (one REP); 1-3 weeks of full TC teaching load; one formal REP observation by CT.

Weeks 13-14: TC observes other teachers: FS & CT complete final assessment & conduct closing conference with TC.

A good teacher is like a candle—it consumes itself to light the way for others.
~Author Unknown
Assessment of the Student Teaching Experience:

Formative Assessment:

1. …Four observed lessons by the field supervisor (FS) and at least two formal observations by the cooperating teacher (CT). The first observed lesson will be an REP goal-setting lesson observed concurrently by both the CT and FS, using the REP Goalsetting Observation Form. During the REP lesson sequence, the FS and CT will do one observation each, using a Professional Development Research Question Data Collection Tool designed by the TC. For all other observations, use the DF Observation Tool to document TC lessons. (Evidence will accumulate; not every category will be observed during each lesson.) FSs and CTs will 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).

2. Midterm Danielson-based 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-based 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 placement classroom up to 5 days.

Summative Assessment:

1. Professionalism (see TC duties, pp. 4-5): journaling, attending seminars, completing REP trainings, passing the OPI IEFA course, submitting all quizzes, etc. (20% of student teaching grade).

2. Reflective Educator Project: a self-study research project analyzed throughout a four-lesson sequence. Candidates create 10 artifacts in collaboration with CTs and receive coaching to support a quality research poster presentation during the final student teaching seminar. The REP comprises 30% of a student teaching grade. TCs write one REP, even if seeking multiple endorsements.

3. Danielson-based Final Performance Assessment (online submission via Qualtrics). Please see the Danielson-based 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-based 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-based 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: THE STUDENT TEACHING TRIAD

Several professionals contribute to the success of the field experience. The student teaching triad includes the teacher candidate, classroom cooperating teacher, and university field supervisor. Other key professionals involved are the school administrator, REP coach, and the MSU Director of Field Placement and Licensure (FPLO), along with other FPLO personnel.

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 and Competencies and the Professional Educators of Montana Code of Ethics
2. Becoming familiar with the REP Introductory Video, the REP Guide, the Office of Field Placement and Licensure website and the Student Teaching Handbook.
3. Initiating first contact with the school district and administrator, as well as the cooperating teacher (CT) and field supervisor (FS) upon receiving contact information.
4. Proactively consulting the CT and FS about scheduling the semester, planning the Reflective Educator Project, 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, formally observed lessons, two to be completed by the FS prior to midterm (one REP Goal-setting lesson) and two completed by the FS after midterm (one REP lesson); one to be completed by the CT prior to midterm (REP Goal-setting lesson) and one REP observation to be completed by the CT after midterm.
7. Providing lesson plans 48 hours in advance to CT for all lessons and 24 hours in advance to FS for formally observed lessons.
8. Coordinating the times/dates for the midterm conference and the final conference.
9. Regularly engaging in all EDU 495 communications and requirements via the MSU D2L Bright Space Learning Environment.
10. Fully participating in the placement classroom through the co-teaching model which may involve:
    o Observing
    o Assisting
    o Stations
    o Parallel or supplemental teaching
    o Alternative or differentiated teaching
    o Team teaching
11. Completing all student teaching assignments, including:
    o Journaling (see syllabus for in-area and out-of-area assignments).
    o Participation at student teaching seminars (or D2L make-up presentation/quiz for out-of-area TCs).
    o Taking and passing the OPI IEFA course on Teacher Hub.
    o REP
      ▪ D2L trainings and quizzes
      ▪ Submission of 10 artifacts to the D2L discussion board
      ▪ Two peer-draft reviews of REP posters
      ▪ One final REP poster submission
      ▪ REP poster presentation during the final student teaching seminar

**Late Policy:** Timely submission during student teaching is an expected professional disposition. All deadlines are final and non-negotiable. Extensions will be granted only through individual review by the instructor of record; assignments that have been granted an extension will be subject to a minimum 10% score deduction.

**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 the Reflective Educator Project topic, reviewing the four REP lesson plans, and consulting/approving other elements of the project (See [REP Overview](#)).
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 Reflective Educator Project, 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 REP Goal-setting lesson, one REP lesson after midterm using the REP Goalsetting Observation Form and the Professional Development RQ Data Collection Tool designed by the TC).

14. Collaborating on the Midterm Danielson-based 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-based Final Performance/OPI Content Assessment (not available on website; link will be sent directly to CT by Field Placement Office). (Scores should reflect teacher candidate readiness to instruct in a first-year classroom as a competent beginning instructor—not as a master teacher.)

Field Supervisor

The field supervisor serves as a liaison between 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. Explaining co-teaching model as necessary.

3. Completing two formal lesson observations during the first 7 weeks of the placement. (The first of these should be a Reflective Educator Project lesson observed with the CT using the REP Goalsetting Observation Form.) For the other observed lesson, 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-based 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. The first of these will be from the REP lesson sequence and the FS will use a professional development assessment tool designed by the TC. For the final observed lesson, please use the DF Observation Tool to complete 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. When your link arrives (will occur automatically when CT completes assessment), check to see that the CT has fully completed all parts of the Danielson-based 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 FS then completes his/her portion of the assessment.

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

The REP coach is responsible for the following tasks:

1. Reading and responding to artifact submissions and all TC artifact questions.
2. Participating in trainings and to increase reliability of REP feedback and final poster scores.
3. Providing scores for TC completion of artifact dialogues.
4. Evaluating and grading the final REP poster using the provided rubric:
   http://www.montana.edu/fieldplacement/studentteaching/index.html

"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

*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

**Getting Started**
- TC contacts FS and CT.
- TC reviews field placement & school websites; studies handbook, REP guide & video, etc.
- CT prepares for TC (desk space, 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.
- TC should complete OPI IEFA course.

**Orientation**
- CT welcomes TC as a valued co-teacher.
- CT orienta TC to school, class, 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.
- REP Artifact #1.

**Induction**
- TC teaches REP goal-setting lesson.
- TC is teaching 1-2 lessons/day using TC Danielson-based 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.
- REP Artifact #2.

**Planning**
- TC plans REP 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.
- REP Artifacts #3-#5.

**Teaching**
- TC continues responsibilities using co-teaching model.
- TC teaching and non-instructional load builds each week.
- TC teaches REP lesson sequence.
- TC bears full teaching responsibilities around week 9 and/or 10.
- TC and CT use co-teaching methods to transition instruction back to CT.
- TC attends Seminar #3 and final student teaching seminar.
- REP Artifacts #6-#7.

**Evaluation & Conferring**
- CT formatively observes & conferences with the TC regularly, twice formally.
- FS (& CT) conduct 4 (& 2) formal observations (two REP-related lessons); provide conferencing and written feedback using appropriate tools.
- 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-based Midterm Assessment and Danielson-based/OPI Final Assessment.
- FS, TC, & CT complete mentor assessments.
- REP Artifacts #8-#10.
- IEFA Badge

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Effective teachers have the room ready, the work ready and themselves ready. ~

Harry Wong
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 (approx. 70 days) of teaching and professional in-service days. (9 weeks in major and 5 weeks in second major or minor—except for SPED endorsement through Billings; this second major runs 10 weeks rather than 5). 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 (prior to 4:00 or whenever the CT day normally ends).
   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 adjust 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 arise, contact the Director of Field Placement: 406-994-6277 or john.melick@montana.edu.
      o TC: co-planning, assisting, instruction, assessment, EDU 495 coursework
      o CT: co-planning, mentoring, assessing, providing resources, and documenting
      o 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 REP 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, always, 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 by leveraging strengths rather than focusing on deficits, whenever possible.

3. TC engagement in reflection
   a. Continually reflect on performance, assessing planning and teaching behaviors. Self-assess after each lesson in writing (journal) and with notes written on the lesson plan (See REP Guide). Actively seek feedback from mentors and learners.
   b. 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 (REP Goalsetting lesson), another from your REP sequence, and another late in the experience (suggested).

A teacher affects eternity; he can never tell where his influence stops.
~Henry Brook Adams
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. Model expectations for behavior and be consistent and impartial in their enforcement.
2. Work to enable students to be successful and challenged at their learning level.
3. Remember, telling is not teaching. Instead, develop quality questioning skills to involve learners in discussion.
4. Never use sarcasm; rather, foster a culture of respect and rapport.
5. Make no demands you cannot enforce and examine your reinforcement techniques carefully if the same behavior problems persist with the same student.
6. Remember that any discipline measures must conform to the policies of the school and the instructions of the cooperating teacher.
7. Know that use of physical means of discipline is inappropriate and illegal (Montana Code 20-4-302).
8. 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 without the CT or another school official present. 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 MSU 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: Discuss with the teacher candidate strengths and areas of persistent need or concern. Note this event using the “Documenting a Conversation” form. If this does not produce a reasonable improvement, consult with the field placement director at (406) 994-6277, who will help 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.
Contact Us:

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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:

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 pre-requisite 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.

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.

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.

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.

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