EDU 395 Clinical Experience
Cooperating Teacher Packet

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Dear Cooperating Teacher,

Thank you for collaborating with us this semester! The teacher candidates assigned to you are enrolled in the first professional education cohort, “Level 1: Learning and Instruction”. Candidates participating in this level have been admitted to the teacher education program following a competitive application process, which includes meeting GPA requirements, documenting significant prior experiences working with children and youth, and completing a national fingerprint background check. Please note that candidates must be supervised at all times.

For their Level 1 experience candidates are asked to work one-on-one with students; however, if you feel that your candidate(s) is ready for additional experiences, they can help with tasks such as: leading a literacy/math center, circulating to help students with classwork, planning and implementing interactive read alouds, listening to students read (and discussing text with them), listening to and guiding students as they solve math problems, and conducting simple assessments. Also, they can assist with teachers’ efforts to engage and build relationships by giving some students extra attention/engaging them in conversation about their lives and interests.

We also ask that they have the opportunity to fulfill the requirements from Level 1’s UM coursework in Early Numeracy, Early Literacy, Educational Psychology, and Academic Interventions. A separate sheet with the assignments required by each course will be provided.

In your initial meeting with your teacher candidates:
- Exchange contact information with your candidates. Discuss the protocol for notifying you/the school in case of illness.
- Provide a copy of the school calendar, class roster, and overall floor plan of the building.
- Discuss school policies; classroom procedures, rules, and expectations; and role of the candidates in the classroom.
- Provide any curriculum materials (i.e. a textbook to review) that you think would help the candidates to prepare to assist with learning activities.
- Review assessment materials (located in the packet) including the Final Progress Report.
- Develop a specific schedule with the candidates. Candidates are to acquire 60 hours of one-to-one interactions during the Level 1 Clinical Experience: 45 hours classroom/15 hours UM LAB Pre-school. Identify the specific day and times your candidates will be in the classroom. If possible, try to schedule opportunities for your candidates to observe/collaborate with other teachers as well.

Teacher candidate packets include these instructions: Candidates are expected to demonstrate professional behaviors while in the field. These expectations can be found at http://coehs.umt.edu/departments/currinst/forms.php. If problems occur, be sure to have a conference and discuss the strengths and concerns that you may have observed. If the concerns continue, then complete the Professional Behavior Form (email as an attachment to UMfieldexperiences@umontana.edu).

Thank you for demonstrating your commitment to education through mentorship of a teacher candidate. To show our appreciation for your time and interest, we’ve arranged for 15 OPI renewal units to be awarded at the end of the semester.

Best wishes,

Office of Field Experiences and Level 1 Course Instructors
Dani Smith, Director
Maygan Lenz, Assistant Director
Level 1 Course Instructors
Jingjing Sun, Instructor - Educational Psychology and Child Development
Kate Brayko, Instructor - Teaching & Assessing PK-3 Early Literacy
Georgia Cobbs, Instructor - Teaching & Assessing K-4 Early Numeracy
Trent Atkins, Instructor - Academic Interventions
The Cohort Model – Preparing Highly Qualified Teachers

### Level 1 Learning and Instruction
- EDU 222 Educational Psychology & Child Development
- EDU 338 Academic Interventions*
- EDU 397 Methods: Teaching & Assessing PK-3 Early Literacy *
- EDU 397 Methods: Teaching & Assessing K-4 Early Numeracy*
- EDU 395 Clinical Experience Level 1
  - 60 hours of one-to-one interactions
  - 46 hours in a primary classroom/14 hours in the UM LAB pre-school

### Level 2 Critical Thinking and Problem Solving
- EDU 346 Exceptionalities
- EDU 370 Integrating Technology into Education
- EDU 339 Teaching & Assessing PK-8 Language Arts
- ENST 472 General Science: Conservation Education
- EDU 407E Ethics and Policy Issues
- EDU 495 Clinical Experience Level 2
  - 60 hours of small group interactions
  - 40 hours in the classroom/20 hours in the Flagship after-school program

### Level 3 Pedagogy and Content Knowledge
- EDU 497 Methods: Teaching & Assessing 5-8 Math
- EDU 497 Methods: Teaching & Assessing 4-8 Literacy
- EDU 497 Methods: Teaching & Assessing K-8 Science
- EDU 497 Methods: Teaching & Assessing K-8 Social Studies
- EDU 340 Classroom Management
- EDU 451 Clinical Experience Level 3
  - 90 hours one-to-one, small group, whole group interactions
  - Candidates are in the classroom for a five-week immersed experience, for at least three full days each week

### Level 4 Student Teaching
- EDU 495 Student Teaching K-8
- EDU 491 Reflective Practice & Applied Research
  - 16 weeks one-to-one, small group, whole group interactions
- Co-teaching

Higher quality teacher preparation and value added to school partners
- Courses for each Level are co-requisites; they must be taken concurrently. This blocked format allows for integration of curriculum, modeling of cooperative learning and collaborative teaching, and corresponding developmental clinical experiences.
- College faculty takes an active role in supervising candidates in their school settings thereby strengthening the Professional Learning Community that has been established with partnering schools.
- Teacher candidates will serve more hours in the field – AND will stay in the same school for two semesters: Levels 1 and 2 at one school and Levels 3 and 4 at a different school. This format affords partnering schools more hours of assistance and more consistency of personnel, and also allows the school to play a larger role in the professional development of candidates.
- Via prescribed placements, candidates gain a breadth of experience working with students at various grade levels and the school profits from hundreds of hours of assistance:
  - Level 1 courses focus on teaching young learners; therefore, teams of candidates are assigned to primary grades to work with their case study student in the context of a small group or individually. Classes will meet Monday and Wednesday mornings with fieldwork on Tuesday and Thursday mornings.
  - Level 2 courses address many facets of elementary education; since candidates have already completed a rotation at the primary level, teams of candidates are assigned to grades 4-8 to work with small groups of students. Classes meet Monday and Wednesday afternoons with fieldwork on Tuesday and Thursday afternoons.
  - Level 3 consists of four methods courses that are offered as an intensive, comprehensive package. Teams of candidates are assigned to a grade level they have not yet experienced to work with whole groups. Classes meet during the first ten weeks of the semester with the fieldwork immediately following for a five-week, full immersion.
  - Level 4 is the capstone experience of student teaching.
Co-teaching in Clinical Experiences

What is Co-teaching?
Co-teaching is defined as two or more teachers working together with groups of students sharing the planning, organization, delivery and assessment of instruction, and the physical space.

Why Co-teaching?
Co-teaching establishes a model for clinical experiences and student teaching that is responsive to the evolving relationships between P-12 education and teacher preparation programs.

- P-12 student performance improves (statistically significant gains in four years of research)
- Reduced student/teacher ratio better meets the teaching/learning needs in today’s diverse classrooms
- Teacher Candidates gain more skills and confidence
- Pairs of cooperating teachers and teacher candidates are not expected to use co-teaching for every lesson but determine when and which strategies would be most useful for student learning.

| CO-TEACHING STRATEGIES & EXAMPLES |
|-----------------------------------|----------------------------------|
| Strategy                          | Definition/Example               |
| One Teach, One Observe            | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. **Example:** One teacher can observe students for their understanding of directions while the other leads. |
| One Teach, One Assist             | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. **Example:** While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties. |
| Station Teaching                  | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. **Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| Parallel Teaching                 | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. **Example:** Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| Supplemental Teaching             | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated. **Example:** One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. |
| Alternative (Differentiated)      | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. **Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
| Team Teaching                     | Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. **Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the K-12 students in the classroom.

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Identifying Culturally Responsible Resources*

It is also important to begin developing an understanding of Native American culture in Montana. The first essential understanding is to recognize there is considerable diversity among the twelve tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana. The Montana constitution and the Montana Legislature, HB-MCA 20-1-501 law requires all school districts to provide the opportunity for every Montana, whether Indian or non-Indian to learn about the distinct and unique heritage of American Indians in a culturally responsive manner. “It is the policy of the Office of Public Instruction to recognize, honor and facilitate the implementation of Article X, section 1 (2) of the Montana Constitution and the subsequent Montana Legislature’s House Bill MCA 20-1-501.”

- What purpose will the book or resource information serve?
- What perspective does the author bring to it? Are his/her ethnic affiliations identified?
- Is there appropriate identification on a specific tribe or tribes? Are the generalized portrayals of American Indian people being all alike avoided? Are tribal diversities recognized? Is the portrayal of native cultures as vanished or assimilated avoided? Is there appropriate recognition of enduring traditions? Is a patronizing attitude displayed? Are American Indians portrayed as needing to be rescued by a higher civilization?
- Are degrading adjectives avoided? Is the vocabulary biased?
- Are there omissions? Do authors avoid presenting American Indians as having limited language skills? Or are Native languages respected?
- Are illustrations authentic as to tribe and historic period? Are contemporary American Indians shown in contemporary clothing except when participating in traditional activities where special clothes are appropriate?
- What do American Indian reviewers say about the book or other resources?
- (www.oyate.org)


*NOTE: It is important for educators to identify culturally responsive resources to accurately integrate culture and heritage from other minorities, particularly those represented in the classroom.
Cooperating teachers are to assess the candidate using the rubric below as a reference. The components in bold writing represent the elements cooperating teachers should have had the opportunity to observe and assess for this Level 1 experience. If the cooperating teacher has had the opportunity to observe any other components, please feel free to evaluate the candidate’s progress in those areas as well. Written feedback regarding the candidate’s progress can also be provided in the spaces below.

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>NA</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Not Applicable or Not Observed</td>
<td>Teacher candidate’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.</td>
<td>Teacher candidate’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.</td>
<td>Teacher candidate’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.</td>
</tr>
</tbody>
</table>

### Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>NA</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Not Applicable or Not Observed</td>
<td>Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.</td>
<td>Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.</td>
<td>Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.</td>
</tr>
</tbody>
</table>

### Domain 3: Instruction

<table>
<thead>
<tr>
<th>NA</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Not Applicable or Not Observed</td>
<td>Instruction is characterized by poor communication, low-level questions, little student engagement or participation, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.</td>
<td>Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher candidate displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students' interests and their success in learning.</td>
<td>All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher candidate and students make productive use of assessment. The candidate demonstrates flexibility in contributing to the success of the lesson and of each student.</td>
</tr>
</tbody>
</table>

### Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>NA</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Not Applicable or Not Observed</td>
<td>The teacher candidate demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.</td>
<td>The teacher candidate demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district</td>
<td>The teacher candidate demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.</td>
</tr>
</tbody>
</table>
## Domain 1: Planning and Preparation

**Directions:** Please place a check in the column that indicates your assessment of the candidate’s performance level.

<table>
<thead>
<tr>
<th>Components: (1d, 1e, &amp; 1f are not assessed)</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrates knowledge of content and pedagogy.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>1b. Demonstrates knowledge of students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>1c. Sets instructional outcomes.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</table>

## Domain 2: The Classroom Environment

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<thead>
<tr>
<th>Components: (2b, 2c, &amp; 2e are not assessed)</th>
<th>N/A</th>
<th>1</th>
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<tbody>
<tr>
<td>2a. Creates an environment of respect and rapport.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>2d. Manages student behavior.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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## Domain 3: Instruction

<table>
<thead>
<tr>
<th>Components: (all components are assessed)</th>
<th>N/A</th>
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<tbody>
<tr>
<td>3a. Communicates with students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3b. Uses questioning and discussion techniques.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3c. Engages students in learning.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3d. Uses assessments in instruction.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>3e. Demonstrates flexibility and responsiveness.</td>
<td>☐</td>
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## Domain 4: Professional Responsibilities

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<thead>
<tr>
<th>Components: (4b, 4c, 4d, &amp; 4e are not assessed)</th>
<th>N/A</th>
<th>1</th>
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<tbody>
<tr>
<td>4a. Reflects on teaching.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>4f. Displays professionalism.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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### Areas of Strength:

### Recommended Areas of Growth:

☐ This teacher candidate successfully completed this Level 1 clinical experience. I recommend that s/he continue with upper division courses and the related clinical experience.

☐ This teacher candidate would benefit from additional experience before continuing with upper division courses and the related clinical experience. Refer to the recommendations above.

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**Cooperating Teacher’s Signature**  
**Date**  
**Teacher Candidate’s Signature**  
**Date**

*The Final Report must be received or a grade of INCOMPLETE will be recorded and the candidate will not be approved to take advanced courses. If there are any concerns about the candidate’s performance, you may request that the Director of Field Experiences or the course instructor attend the conference. Call 243-5387 to arrange for a meeting.*
Professional Educators of Montana
~ Code of Ethics ~

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

**Principle I. Commitment to Students and Families. The ethical educator:**
- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

**Principle II. Commitment to the Profession. The ethical educator:**
- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession’s body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

**Principle III. Commitment to the Community. The ethical educator:**
- A. Models the principles of citizenship in a democratic society.
- B. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

NOTE TO THE COOPERATING TEACHER: Candidates will be asked to complete assignments as they work one-on-one with a K-3 student (or students) during this practicum. Course instructors request that candidates video record several tutoring sessions in order to synthesize their understanding regarding student needs as well as to reflect on their own professional development. The recording will be used in this context only.

Your candidate should confer with you to determine if this Requesting Permission to Record form is needed/not needed. If “needed” is decided, please use the form found in the candidate’s packet.

REQUESTING PERMISSION TO RECORD (VIDEO or AUDIO)

Dear Parent or Guardian:

During my clinical experience, video recording a class in which your child is enrolled will be done to assess my understanding of the learning process and to help with my professional development. The recording is for educational use and will be reviewed only by the course instructors and teacher candidates in this class.

Although the recording will focus on my delivery of a lesson, it is possible that some students may be seen. If you do not want your child to be included, please complete and return the form below. If the form is not received, it will be assumed that recording for the educational purposes as described meets with your approval.

Please contact __________________________ if you have any questions. Thank you for your cooperation.

Sincerely,

_________________________________________ UM Teacher Candidate

_________________________________________ Cooperating Teacher, ____________ (Grade Level or Subject)

_________________________________________ School Phone Number

---------------------------------------------------------------

PERMISSION TO RECORD (VIDEO or AUDIO) NOT GRANTED

Please return this form by _________

Student’s Name: _________________________________

Parent/Guardian Signature: ______________________

Phone Number: ___________________________