

STUDENT TEACHING TIMELINE FOR 10-WEEK PLACEMENTS

Special Education Teacher Candidates

UNIVERSITY SUPERVISOR & COOPERATING TEACHER: FORMS TO BE RETURNED

Please return forms to the Office of Field Experiences by fax to 406-243-4908.

DUE DATE	✓	FORM(S)	WHO
Spring Semester: Sept. 15 Autumn Semester: Feb. 15		Pay forms OR Credit Registration for Continuing Education	UM supervisor and cooperating teacher
Week Five		Midterm Assessment	Submission: <u>Only</u> required for out of state placements or to report student progress concerns (UM supervisor and/or cooperating teacher)
Week Ten		Final Assessment	UM supervisor and cooperating teacher
		Summative Assessment	UM supervisor
		Mileage Report (if applicable)	UM supervisor

OVERVIEW: RESPONSIBILITIES AND SUGGESTED TIMELINES

TEACHER CANDIDATE	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
<p>Apply and evaluate your teaching philosophy while learning all aspects of teaching to benefit individuals with exceptionalities and their families, adhering to the "CEC Code of Ethics for Educators of Persons with Exceptionalities."</p> <p>Assume all responsibilities to becoming a full-time competent special education teacher.</p>	<p>Provide developmentally sequenced learning experiences to enable the teacher candidate to achieve the nine performance-based outcomes identified by the UM Teacher Education Program using <i>The Special Education Student Teaching and Internship Handbook</i> and based on the "CEC Code of Ethics for Educators of Persons with Exceptionalities."</p>	<p>Help direct the growth and development of the teacher candidate to achieve the nine performance-based outcomes identified by the UM Teacher Education Program using <i>The Special Education Student Teaching and Internship Handbook</i> and based on the "CEC Code of Ethics for Educators of Persons with Exceptionalities."</p> <p>Help develop a collaborative partnership between the College of Education and Human Sciences, school administration, classroom teachers and teacher candidates.</p>

WEEKS 1–2

<p>► Review <u>Special Education Student Teaching and Internship Handbook</u> and forms in Appendix.</p> <p>► Become familiar with teaching schedule and responsibilities.</p> <p>► Observe classes and learn the routine and students names. Review student's IEP's/assessments</p> <p>► Begin participation in co-teaching. Collaborate with the cooperating teacher as lesson plans for the upcoming week are prepared.</p> <p>► Continue to work on your Professional Development Portfolio.</p> <p>► Collaborate with cooperating teacher to send an introductory letter to parents or guardians of students.</p>	<p>► Review <u>Special Education Student Teaching and Internship Handbook</u> and forms in Appendix.</p> <p>► Orient teacher candidate to all school policies and classroom procedures.</p> <p>► Develop preplans, assessment plans and plan conference times. The time frame may be modified.</p> <p>► Begin participation in co-teaching. Include the teacher candidate in your lesson planning process.</p> <p>► Collaborate with teacher candidate to send an introductory letter to parents or guardians of your students.</p>	<p>► Review <u>Special Education Student Teaching and Internship Handbook</u> and forms in Appendix.</p> <p>► Initial Visit: Complete within first week and introduce yourself to the school office personnel. This visit is not a formal observation. Schedule 4 observations for a 10-week assignment.</p> <p>► Confirm that cooperating teacher and teacher candidate reviewed <i>The Special Education Student Teaching and Internship Handbook</i>.</p>
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WEEKS 3–4

<ul style="list-style-type: none"> ▶ Increase planning/teaching responsibilities. ▶ Seek ongoing opportunities to observe and reflect. Ask questions and seek specific feedback. ▶ Plan to attend at least one Child Study Team (CST) ▶ Begin the process of developing/implementing the first of your 2 IEP's. 	<ul style="list-style-type: none"> ▶ Continue co-planning. Support the teacher candidate in taking a leadership role in some of the co-planning. ▶ Continue co-teaching activities that alternate the leadership role with the teacher candidate. ▶ Identify a CST date your student can attend. ▶ Review school expectation for developing IEP's with the student. Identify 2 opportunities for the student to develop, implement and evaluate two IEPs. 	<ul style="list-style-type: none"> ▶ Continue observation and conferences; provide student with written assessments. ▶ At observation meetings, review student developed IEP's, assessment examples, and the portfolio. ▶ Confer with the cooperating teacher and teacher candidate about the student's growth or follow up with a telephone call or e-mail.
WEEK 5: MIDTERM		
<ul style="list-style-type: none"> ▶ Complete Midterm Assessment as a self-assessment before the midterm conference with your cooperating teacher and university supervisor. ▶ Schedule a midterm conference with university supervisor and cooperating teacher. ▶ Following the conference, write a midterm reflection. Review your goals for student teaching and include a summary of: <ul style="list-style-type: none"> (a) Progress towards meeting your student teaching goals. If you accomplished your goals, do you have one or two new goals? (b) Your teaching strengths and challenges, and areas to continue to develop. ▶ Continue adding to your Professional Development Portfolio. 	<ul style="list-style-type: none"> ▶ Complete Midterm Assessment. ▶ Schedule a midterm conference with university supervisor and teacher candidate. ▶ If this is an out-of state placement, OR if the candidate is not making satisfactory progress, return the Midterm Assessment to the Office of Field Experiences. ▶ Continue observing and scheduling conferences with the teacher candidate. ▶ Optional: Ask teacher candidate to complete <i>Cooperating Teacher Evaluation</i> and discuss your assistance as a mentor teacher. 	<ul style="list-style-type: none"> ▶ Complete Midterm Assessment. ▶ Schedule a midterm conference with university supervisor and cooperating teacher. ▶ If this is an out-of state placement, OR if the candidate is not making satisfactory progress, return the Midterm Assessment to the Office of Field Experiences. ▶ Continue observing and scheduling conferences with the teacher candidate. ▶ Optional: Ask student to complete the <i>University Supervisor Evaluation</i> and discuss what has been helpful and where they may appreciate more help.
WEEKS 6-9		
<ul style="list-style-type: none"> ▶ Continue adding teaching responsibilities. Take a stronger leadership role in the co-planning and co-teaching activities. ▶ Administer an assessment and record data. ▶ Continue adding to your Professional Development Portfolio. 	<ul style="list-style-type: none"> ▶ Continue planning, reviewing lesson plans, CST's, IEP's, informal and formal assessments of students, observing, and scheduling conferences with the teacher candidate. ▶ Plan some time for the teacher candidate to be in the classroom alone. 	<ul style="list-style-type: none"> ▶ Continue observations and conferences; provide student with written assessments. ▶ Review progress and goals to discuss feasibility of achieving goals by the end of assignment.

WEEK 10		
<ul style="list-style-type: none"> ▶ Complete student teaching responsibilities. ▶ Schedule final conference with cooperating teacher and university supervisor to discuss Final Assessment, letter grades and sign paperwork. ▶ Give cooperating teacher and university supervisor self-addressed, stamped envelopes for their recommendation letters. Disseminate to Career Services/Credential file if appropriate or keep for your records. ▶ Clarify your Professional Development Portfolio due date and submission process with your assigned Special Education Portfolio Instructor if you have not done so. (Please contact your instructor if you have questions about portfolio due dates or expectations – not the Office of Field Experiences). 	<ul style="list-style-type: none"> ▶ Complete Final Assessment. ▶ Schedule final conference with university supervisor to discuss Final Assessment and determine final letter grades on Summative Assessment. Meet with teacher candidate and university supervisor to review results of conference and sign paperwork. ▶ Give Final Assessment and Elementary Content Knowledge Assessment to university supervisor for submission to Office of Field Experiences. ▶ Complete a recommendation form or letter for teacher candidate. A form can be accessed at: http://life.umt.edu/career/credentials/default.php: Forms for Reference Writers ▶ Mail letter of recommendation to the student (this will allow the student to disseminate the letter to Career Services if a Credential File is maintained or to file the letter with their own professional documents). 	<ul style="list-style-type: none"> ▶ Complete Final Assessment. ▶ Schedule final conference with cooperating teacher to discuss Final Assessment and record final letter grades on Summative Assessment. Meet with teacher candidate and cooperating teacher to review results of final conference and sign paperwork. ▶ Submit to the Office of Field Experiences <ul style="list-style-type: none"> <input type="checkbox"/> Your <i>Summative Assessment</i> <input type="checkbox"/> Your <i>Final Assessment</i> <input type="checkbox"/> Cooperating teacher's <i>Final Assessment</i> <p>Note: These forms must be submitted on time to meet grade posting, graduation, and licensure requirements.</p> <ul style="list-style-type: none"> ▶ Complete a letter of recommendation or form for the teacher candidate. ▶ Mail letter of recommendation to the student. This will allow the student to disseminate the letter to Career Services if a Credential File is maintained or file the letter with their own professional documents.

- ❖ *Teacher candidates may miss no more than three days of teaching for illness or family emergency, and must leave complete lesson plans for all classes they are teaching for the cooperating teachers to use in the teacher candidate's absence.*
- ❖ ***Notify the Director of Field Experiences immediately if any teacher candidate, in state or out of state, has a majority of ratings of 2 or less and send copies of the midterm assessment. All out-of-state supervisors should return a midterm assessment to the Office of Field Experiences.***