

STUDENT TEACHING TIMELINE FOR 16-WEEK PLACEMENTS

Elementary and Secondary General Education Teacher Candidates

UNIVERSITY SUPERVISOR & COOPERATING TEACHER: FORMS TO BE RETURNED

Please return forms to the Office of Field Experiences by mail, scan/email, or fax: 406-243-4908.

umfieldexperiences@umontana.edu

DUE DATE	✓	FORM(S)	WHO
Autumn Semester: Sep. 15 Spring Semester: Feb. 15		Pay forms OR	UM supervisor and cooperating teacher
		Credit Registration for Continuing Education	
Week Eight		Midterm portion of Midterm/Final Assessment	Submission: <i>Only</i> required to report student progress concerns (UM supervisor and/or cooperating teacher)
Week Fifteen		Content Knowledge Assessment	Cooperating teacher completes/UM supervisor reviews and signs
		Final portion of Midterm/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
Apply, and evaluate your teaching philosophy while learning all aspects of teaching. Gradually assume responsibilities to become a full-time competent professional teacher.	Maintain your role as the classroom leader while teaming with the teacher candidate to gradually assume more responsibilities in the classroom to achieve the Proficiency in the four domains outlined in Charlotte Danielson's Framework for Teaching (see Midterm/Assessment form).	Help direct the growth and development of the teacher candidate to achieve the Proficiency in the four domains outlined in Charlotte Danielson's Framework for Teaching (see Midterm/Assessment form). Help build a collaborative partnership between the College of Education, school administration, classroom teachers and teacher candidates.
WEEKS 1–2		
<p>▶ Review <u>Student Teaching Handbook</u> and forms in <u>Appendices</u>.</p> <p>▶ Become familiar with teaching schedule and responsibilities.</p> <p>▶ Observe classes and learn the routine and students names.</p> <p>▶ Begin participation in co-teaching. Collaborate with the cooperating teacher as lesson plans for the upcoming week are prepared.</p> <p>▶ Collaborate with cooperating teacher to send an introductory letter to student parents/guardians.</p>	<p>▶ Review <u>Student Teaching Handbook</u> and forms in <u>Appendices</u>.</p> <p>▶ Develop preplans, assessment plans and plan conference times with the teacher candidate.</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 if desired.</p>	<p>▶ Review <u>Student Teaching Handbook</u> and forms in <u>Appendices</u>.</p> <p>▶ Initial Visit: Complete within first two weeks and introduce yourself to the school office personnel. This visit does not serve as a formal observation. Schedule six formal observations for the 15-week field experience.</p> <p>▶ Confirm that the cooperating teacher and teacher candidate have reviewed the handbook.</p>

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. ▶ Continue work with individuals and small groups as assigned. 	<ul style="list-style-type: none"> ▶ Continue planning, reviewing lesson plans, observing and scheduling conferences with the teacher candidate. 	<ul style="list-style-type: none"> ▶ Begin observations and conferences; provide student with written assessments. ▶ Confirm that teacher candidate has completed first video (or audio) recording and the self-critique (part of the Professional Development Portfolio).
WEEKS 5-7		
<ul style="list-style-type: none"> ▶ Seek ongoing opportunities to observe and reflect. Ask questions and seek specific feedback. ▶ Continue co-teaching activities and alternate leadership roles with the cooperating teacher. 	<ul style="list-style-type: none"> ▶ Continue co-planning. Support the teacher candidate in taking a leadership role in some of the co-planning. ▶ 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. At each observation review lesson plans and assessment examples. Confer with the cooperating teacher and the teacher candidate about the candidate’s growth as a teacher, or follow up with a telephone call or e-mail.
WEEK 8		
<ul style="list-style-type: none"> ▶ Complete midterm portion of the Midterm/Final Assessment as a self- assessment. ▶ 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. 	<ul style="list-style-type: none"> ▶ Continue planning, reviewing lesson plans, observing and scheduling conferences with the teacher candidate. ▶ Schedule a midterm conference with university supervisor and teacher candidate. <ul style="list-style-type: none"> ▶ Complete midterm portion of the Midterm/Final Assessment and review it with the teacher candidate and university supervisor. All criteria may not have been observed at this time. Return midterm to Office of Field Experiences if the candidate is not making satisfactory progress. ▶ 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"> ▶ Continue observations and conferences; provide student with written assessments. At each observation review lesson plans and assessment examples. Confer with the cooperating teacher and teacher candidate about the candidate’s growth as a teacher, or follow up with a telephone call or e-mail. ▶ Schedule a midterm conference with cooperating teacher and teacher candidate. ▶ Complete midterm portion of the Midterm/Final Assessment with the cooperating teacher and teacher candidate. If the candidate is not making satisfactory progress, return the midterm to the Office of Field Experiences. All criteria may not have been observed by midterm. Review the teacher candidate goals for improving teaching. ▶ Optional: Ask teacher candidate to complete the <i>University Supervisor Evaluation</i> and discuss what has been helpful and where they may appreciate more help.

WEEKS 9-14		
<p>▶ Continue adding teaching responsibilities. Take a stronger leadership role in the co-planning and co-teaching activities.</p>	<p>▶ Continue mentoring of teacher candidate. Provide ongoing feedback as the teacher candidate takes a stronger role in co-planning and co-teaching. ▶ Continue providing some opportunities for the candidate to be in the classroom alone and/or to teach some periods independently.</p>	<p>▶ Continue observations and conferences; provide student with written assessments. ▶ Review progress and goals to discuss feasibility of achieving goals by the end of assignment.</p>
WEEK 15		
<p>▶ 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 Applied Research and Reflective Practice due date and submission process with your assigned Instructor if you have not done so. (Please contact your instructor if you have questions about Applied Research and Reflective Practice due dates or expectations – not the Office of Field Experiences).</p>	<p>▶ Complete Final portion of the Midterm/Final Assessment. ▶ Review and complete Content Knowledge 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 to university supervisor for submission to Office of Field Experiences. ▶ Complete a recommendation form or letter for teacher candidate. ▶ Mail letter of recommendation <i>to the teacher candidate</i>. This will allow the candidate to disseminate the letter to Career Services if a Credential File is maintained or to file the letter with their own professional documents.</p>	<p>▶ Complete Final portion of the Midterm/Final Assessment. ▶ Schedule final conference with cooperating teacher to discuss Final Assessment, review and complete Content Knowledge 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. ▶ <u>Submit to the Office of Field Experiences</u></p> <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> <input type="checkbox"/> <i>Content Knowledge Assessment</i> <p>Note: These forms must be submitted on time to meet grade posting, graduation, and licensure requirements. ▶ 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.</p>
WEEK 16		
<p>▶ Schedule make up days for absences (if needed) and schedule observations in other classrooms/schools.</p>	<p>▶ Schedule make up days for absences (if needed) and help teacher candidate schedule observations in other classrooms/schools.</p>	<p>▶ Help teacher candidate help teacher candidate schedule observations in other classrooms/schools.</p>

❖ *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.*