EDU 495 Student Teaching
14 credits
Co-requisite with EDU 494 Professional Portfolio

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Course Description: Offered autumn and spring. Student teaching is the capstone experience for the teacher education candidate and represents the transition from student to professional teacher. Students have the opportunity to combine theory and practice to develop effective teaching skills in an assigned school classroom. School professionals collaborate with university personnel to plan a progressive sequence of teaching responsibilities in a supervised classroom setting.

Pre-requisites:
Elementary Education students must have completed:
- all lower division course prerequisites for licensure with grades of “C-“ or above at the time of application. These courses are listed in The University of Montana, Phyllis J. Washington College of Education and Human Sciences section of the catalog, the Teacher Education Policy Handbook and on the elementary student teaching application.
- Art 314, Drama 327, Dance 327, HHP 339, Music 335, C&I 300, 316, 318 and the Professional Methods Block (C&I 400 or 401, 402, 403, 404 and 405).

Secondary and K-12 endorsement students must have completed:
- required methods course(s).
- two-thirds of the requirements for the teaching major and two-thirds of the semester hours required for the teaching minor, if any, with grades of "C-" or better.

Requirements prior to confirmation of a student teaching assignment:
- full admission into the Teacher Education Program.
- senior, post-Baccalaureate, or graduate status (90 semester credits or more earned).
- a minimum cumulative GPA of 2.75, and 2.75 in the teaching major and teaching minor. A cumulative of 3.0 for graduate students.
- no grade of less than "C-" in Curriculum and Instruction (C&I) courses and in all courses required for licensure.
- complete EDU 202 (C&I 200), EDU 221 (C&I 303), EDU 370 (C&I 306), EDU 345 (C&I 410).
- receive evaluations of proficient for the majority of the areas listed as criteria on EDU 395 (C&I 300, 301, 302), and EDU 450, 451 level (C&I 400) field experience evaluations.
- no “incomplete” in courses required for a major/minor.
- provide proof of current TB test results.
- provide proof of current MEA/MFT membership.
- provide proof of up-to-date First Aid and CPR training attained via enrollment in a face-to-face course that includes demonstration and evaluation of core skills. Elementary and K-12 majors complete certification in child and adult CPR. Secondary majors complete adult CPR.
- pass the Upper-Division Writing Proficiency Assessment (WPA) required for a degree.
- provide a current (within the last two years) Fingerprint-Based Background Check.
- complete the Professional Development Portfolio through the initial Plan for Classroom Management and reviewed by Curriculum and Instruction academic advisor.
- receive consent of the Director of the Office of Field Experiences.
Purpose and Goals:
At the conclusion of the course, students should have developed skills in the nine Performance Outcomes.
1. Demonstrates knowledge of the disciplines and subject matter related to curriculum.
2. Designs interdisciplinary and discrete subject area instruction to achieve curriculum goals.
3. Uses appropriate technologies and resources to enhance instruction and student performance.
4. Selects and designs appropriate and authentic means of assessing student learning and progress.
5. Implements instructional and behavioral management strategies to promote a safe and positive learning environment.
6. Engages students in learning activities that promotes critical and creative thinking.
7. Designs and organizes learning environments to accommodate learners.
8. Communicates clearly, accurately, and professionally with students and their families, colleagues, and community members.
9. Reflects on professional responsibilities and demonstrates commitment to fairness and the ability of all to learn.

Integration of Teacher Candidates into Classrooms:
Using the Co-Teaching model during the field experience fosters a collaborative relationship between the university and the school districts. Co-teaching moves beyond the traditional experience where teachers felt they must “give up” their classrooms to support the learning process for pre-service teachers. With the Co-teaching Model, cooperating teachers maintain their role as the classroom leader while working together with the teacher candidate, sharing the planning, organization, and delivery and assessment of instruction. Co-teaching allows the cooperating teacher and teacher candidate to collaboratively plan and deliver instruction from day one of the experience.

- Early in the experience, the cooperating teacher typically takes the lead in co-planning and presenting instruction, while the teacher candidate assists, working with small groups of students.
- Lesson planning is completed as a team from the onset of the experience.
- There is no sequential order or hierarchy for the use of co-teaching strategies.
- It’s not expected that co-teaching will be used for every lesson. Strategies are selected according to the requirements of the P-12 daily schedule and planned curriculum, student strengths and needs, and cooperating teacher and teacher candidate preferences.
- As the experience progresses, the teacher candidate assumes more responsibility for co-planning and teaching.
- There are times when the cooperating teacher will leave the classroom allowing the teacher candidate to work alone since all teachers candidates need time to develop their teaching and management skills. As this occurs, the classroom teacher continues to partner with the candidate (e.g., developing lesson plans, evaluating student performance) rather than “giving away” the responsibility. This enhances the learning opportunities for P-12 students, combines the knowledge and strengths of both teachers, and models a positive adult working relationship.

Evaluation:
Grades are based on performance during the student teaching semester, not an individual’s potential. Teacher candidates receive formal assessments at the midterm and final conferences. At the culmination of the field experience, the cooperating teacher and university supervisor work together to reach consensus regarding evaluation and grading of the teacher candidate. Grades are based on the assessment of demonstrated teaching performance and are connected to the nine performance outcomes of UM’s Teacher Education Program. Three letter grades are recorded on the Summative Assessment. The Director of Field Experiences reserves the right to assign final grades.
Performance Areas

Summarize the student teacher’s demonstrated competence by circling the most appropriate level of performance for each area below.

<table>
<thead>
<tr>
<th>Performance Areas</th>
<th>Exemplary (4)</th>
<th>Highly Competent (3)</th>
<th>Competent (2)</th>
<th>Minimally Competent (1)</th>
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<tbody>
<tr>
<td>1. Demonstrates knowledge of the disciplines and subject matter related to curriculum.</td>
<td>□ 4</td>
<td>□ 3</td>
<td>□ 2</td>
<td>□ 1</td>
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<tr>
<td>2. Designs interdisciplinary and discrete subject area instruction to achieve curriculum goals.</td>
<td>□ 4</td>
<td>□ 3</td>
<td>□ 2</td>
<td>□ 1</td>
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<tr>
<td>3. Uses appropriate technologies and resources to enhance instruction and student performance.</td>
<td>□ 4</td>
<td>□ 3</td>
<td>□ 2</td>
<td>□ 1</td>
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<tr>
<td>4. Selects and designs appropriate, authentic means of assessing student learning and progress.</td>
<td>□ 4</td>
<td>□ 3</td>
<td>□ 2</td>
<td>□ 1</td>
</tr>
</tbody>
</table>

**GRADE SECTION 1: CONTENT AND PEDAGOGICAL KNOWLEDGE**

**LETTER GRADE =**

5. Implements instructional and behavioral management strategies to promote a safe & positive learning environment.
   a. Instructional Management | □ 4 | □ 3 | □ 2 | □ 1 |

   b. Behavioral Management | □ 4 | □ 3 | □ 2 | □ 1 |

6. Engages students in learning activities that promote critical and creative thinking. | □ 4 | □ 3 | □ 2 | □ 1 |

**GRADE SECTION 2: MANAGEMENT SKILLS**

**LETTER GRADE =**

7. Designs and organizes learning environments to accommodate learners. | □ 4 | □ 3 | □ 2 | □ 1 |

8. Communicates clearly, accurately, and professionally with students and their families, colleagues, and community members. | □ 4 | □ 3 | □ 2 | □ 1 |

9. Reflects on professional responsibilities and demonstrates commitment to fairness and the ability of all to learn. | □ 4 | □ 3 | □ 2 | □ 1 |

**GRADE SECTION 3: RESPECT FOR DIVERSITY/PROFESSIONALISM**

**LETTER GRADE =**

Also refer to the *Assessment Predictors of Student Teaching Progress* located in the appendix of the *Student Teaching Handbook*.

**Conceptual Framework:**

The University of Montana Professional Education Unit (PEU) has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the PEU believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit’s intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities, which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- Integration of Ideas
  Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of
study and maintain a commitment to using research-based practices while searching for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. 

*Students apply previous course content and pedagogical knowledge and skills gained in previous field experiences.*

- **Cooperative Endeavors**
  In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its goals. *

  *Students contribute to the learning community and participate in a variety of activities under the mentorship of a cooperating teacher.*

- **Respect for Diversity and Individual Worth**
  By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member’s self-esteem and foster risk-taking, creative conflict, and excellence. *

  *Students perform in a professional manner in an effort to promote a positive impact on all students’ learning.*