



## GREAT FALLS PUBLIC SCHOOLS PRE-SERVICE EXPERIENCE PROCESSES



The District is pleased to cooperate with colleges and universities in providing a high quality experience for their students. GFPS believes that these preparatory experiences are extremely important in the “real world” development of future teachers. Further, the District believes that it has an obligation to provide a first class experience for the next generation of educators. With these beliefs as the foundation, the following steps/procedures have been developed so the District can provide the best developmental experience available:

**DEFINITION:** Pre-Service Experiences encompass all school-based assignments that are required by the university or college and that are not full-time student teaching or full-time internships. Classroom observations, practicum assignments and field experiences all qualify as pre-service experiences. These experiences are part-time and always conducted under the direct supervision of a teacher or other GFPS employee.

**REQUESTS FOR PLACEMENT:** All requests for any pre-service experiences MUST be submitted to the GFPS Executive Directors Office by fully completing this Pre-Service Application and submitting it to the referenced contact person on the bottom of the application. Current applications and information can be found on our website at [gfps.k12.mt.us](http://gfps.k12.mt.us) under the Human Resources Department. Students and college/university personnel should not contact teachers or principals directly for placement.

### PLACEMENT INFORMATION:

#### **FOR THE PRE-SERVICE STUDENT:**

**Step 1:** Receive your assignment from your university instructor. Make sure you are clear regarding the number of hours, the configuration of the placement, etc. See the attached application for all items required.

**Step 2:** Complete the application completely at least three (3) weeks prior to the start of your assignment and return it to the GFPS Executive Directors office. The address is on the form.

**Step 3:** Be sure to have it signed/authorized by either your instructor or the person at your university who has the authority to do so. This signature is mandatory for you to receive an assignment.

**Step 4:** Once an assignment has been made, you will be contacted by the Executive Directors Office with the placement and contact information.

**Step 5:** As soon as possible after receiving the information from the Executive Directors Office, call the contact to set up a time to meet and to set up the schedule.

**Step 6:** Go to the HR Office at 1100 4<sup>th</sup> St. S. to have a name badge made. The name badge is to be worn whenever at a GFPS school.

**Step 7:** Follow through with all scheduled times and assignments.

#### **FOR THE DISTRICT:**

**Step 1:** Once application is received, the Executive Directors Office will determine the school the Pre-Service Student will be placed at as per internal procedures as quickly as possible, with a goal of 5-7 school days, school breaks may inhibit the timely placement.

**Step 2:** The Executive Directors Office will send a copy of the application to the Building Principal. If it is a placement other than a regular education classroom, the Executive Directors Office will forward it to the proper administrator for placement.

**Step 3:** The Building Principal or other administrator will assign the Pre-Service Student to a teacher or teachers keeping in mind the following:

- A varied experience for the Pre-Service Student. For example, if the student has done primary observations, than an intermediate placement would be appropriate.
- The classroom that is the most conducive to quality time based on the schedule of the college student.
- Cooperating teachers who:
  - Expressed interest to the principal their desire in having a pre-service student in their classroom.
  - Are not anticipating an extended leave of absence for any reason.
  - Have the ability to demonstrate a wide variety of teaching methods, techniques, materials and professional behaviors at a mentor quality level.
  - Have the ability to effectively communicate knowledge and experience and to offer on-going feedback and constructive criticism.
  - Regards the mentoring of future teachers as a positive professional experience.

**Step 4:** The Building Principal or other administrator will communicate the final placement to the Executive Directors Office as quickly as possible.

**Step 5:** The Executive Directors Office will contact the Pre-Service Student to communicate placement details. The Pre-Service Student should then contact the school.

**Step 6:** The Building Principal or other administrator will meet with the Pre-Service Student to develop the schedule, to establish sign-in and sign-out procedures and to set forth the District's expectations.

**Step 7:** The Building Principal or other administrator will require the Pre-Service Student to sign in and out and will make contact with the Pre-Service Student and/or Professor if there are attendance or performance issues.

## **EXPECTATIONS:**

### **...OF THE COOPERATING TEACHER:**

- The Cooperating Teacher will welcome the Pre-Service Student into his/her room and model a wide variety of teaching methods, techniques, materials and professional behaviors for the Pre-Service Student.
- The Cooperating Teacher will reinforce the District and college/university expectations for the Pre-Service Student and will work collaboratively with the college/university.
- The Cooperating Teacher will monitor the Pre-Service Student's attendance, aptitude and attitude throughout the pre-service experience.
- The Cooperating Teacher will sign documents required by the college/university to include compacts, timesheets, etc.
- The Cooperating Teacher will not utilize the Pre-Service Student as a substitute teacher.

- The Cooperating Teacher will provide honest and accurate feedback to the Pre-Service Student.
- The Cooperating Teacher will candidly complete the evaluation requirements of the college/ university.
- The Cooperating Teacher will not leave the Pre-Service Student alone with students.
- The Cooperating Teacher will communicate early and often with the Building Principal should issues arise.

### **...OF THE PRE-SERVICE STUDENT:**

- Pre-Service Students will not use cell phones for calling, texting, searching or other applications during scheduled observation times. Cell phones will not be accessed during observation times.
- Pre-Service Students shall maintain a well-groomed, modest, clean, neat and business-like appearance at all times.
- Pre-Service Students keep information confidential that has been obtained in the course of pre-service observations, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- Pre-Service Students are expected to follow the schedule as determined jointly with the principal and to communicate by calling the teacher and principal if they are unable to adhere to the schedule.
- Pre-Service Students are expected to sign in and out with honesty.
- Pre-Service Students shall respect the roles, responsibilities and rights of students, parents/ guardians, staff and administrators.
- Pre-Service Students shall maintain appropriate educator-student relationship boundaries in all respects including speech, print and digital communications.
- Pre-Service Students shall adhere to all safety and emergency (evacuation, lockdown, etc.) protocols.
- Pre-Service Students are expected to ask lots of questions and to be curious about effective teaching strategies.

### **...OF THE COLLEGE/UNIVERSITY:**

- Responsible for providing an overview for the Pre-Service Student for pre-service experience requirements
- Responsible for monitoring the progress of Pre-Service Student through communication with the Cooperating Teacher