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TEACHER CANDIDATE PREPARATION IN THE UNITED STATES

Problem setting in general and its connection with the main scientific and practical tasks. The importance of education for personal and sustainable development and happiness has never been appreciated more than nowadays. In the US, teacher preparation is different all around the country. We are going to dwell on the general principles of teacher preparation based on the example of the University of Montana.

Last scientific researches and publications analysis in which the solving of the defined problem has been commenced, and on which the author bases on. One of the biggest discussions of the issue was made by D. Roth and W. S. Swail, J. Williamson, C. Backman, M. Guy, P. Kay, J. Turley and others. Scholars analyze different aspects of teacher preparation, models of teacher education and different modern approaches to standard design.

Formulation of researches' purpose and setting tasks. The purpose of our research is to describe the experience of University of Montana in teacher preparation and principles of program design.

The statement of basic material of investigation with the complete grounding of the received scientific results. Teacher candidate preparation at University of Montana comprises two parts: general preparation and teacher preparation. General preparation starts with the admission to the University. Teacher Candidate should complete at least 30 semester credits with a GPA of minimum 2,75, successfully show the level of writing skills, have a previous experience of working with children. Moreover, a very important part is faculty's recommendations and national background check.

Teacher preparation has the following aim:

- Promoting Child Development and Learning
- Building Family and Community Relationships
- Observing, Documenting, and Assessing to Support Young Children and Families
- Using Developmentally Effective Approaches
- Using Content Knowledge to Build Meaningful Curriculum
- Becoming a Professional
- Early Childhood Field Experiences

To fulfill the aim, teacher preparation stage comprises 4 main domains by Charlotte Danielson:

1. Planning and Preparation
2. Classroom Environment
3. Instruction and
4. Professional Responsibilities.

The elements of domain Planning and Preparation include knowledge of content and the structure of the discipline, knowledge of prerequisite relationships, knowledge of content-related pedagogy. Moreover, congruence with instructional outcomes, criteria and standards, design of formative assessments, use for planning, learning activities, instructional materials and resources, instructional groups, lesson and unit structure.

Domain Classroom Environment comprises teacher interactions with students, including both words and actions, student interactions with other students, including both words and actions. Besides, it includes learning importance of the content and of learning, expectations for learning and achievement, student pride in work, management of instructional groups, management of transitions, management of materials and supplies, performance of non-instructional duties.

Domain 3 includes different aspects of instruction. For instance, expectations for learning, directions for activities, and explanations of content, usage of oral and written language and others.

The final part of the teacher candidate preparation is professional responsibilities. Issues, discussed in this domain relate to information about the instructional programs, individual students, engagement of families in the instructional program, relationships

with colleagues, involvement in a culture of professional inquiry, service to the school, participation in school and district projects and many others.

At University of Montana, within these 4 domains, a great importance is paid to developing teacher field practice and new approaches to educational process. Field practice takes place in different forms:

- One teacher to One student
- One teacher to Small Group
- One teacher to Whole Class Instruction

These types of practice help prepare teacher candidates to different working environment situations.

New approaches, developed by University of Montana are the following: STEM education provision, standards based grading and response to intervention.

Conclusions. Taking into consideration the experience of University of Montana, pedagogical universities in Ukraine can find it useful to organize the teacher preparation according to four domains by Charlotte Danielson.

REFERENCES

1. Moss, Jonathan Tyler, "The Danielson Model of Teacher Evaluation: Exploring Teacher Perceptions Concerning Its Value in Shaping and Improving Instructional Practice" (2015). Seton Hall University Dissertations and Theses (ETDs). P. 2090.