Montana State University-Billings
College of Allied Health Professions
Department of Health and Human Performance
Junior Field Practicum – HHP 390

Rationale for Clinical and Field-Based Experiences*
The College of Education provides a number of supervised clinical and field-based experiences designed to prepare students to work effectively in the professions of education, health, human services, and rehabilitation. All field-based experiences are systematically designed and selected to provide students with opportunities to observe, plan and practice in a variety of community settings including schools and social service agencies. The major aim of these experiences is to allow students to apply principles and theories from the professional knowledge based in supervised environments. Through a sequence of field-based experiences students develop skills that allow them to assume full responsibility as a beginning professional. Site and University personnel supervise clinical and field-based experiences.

All clinical and field-based experiences require a minimum of 45 contact hours per semester credit. In some degree programs, the contact hours may be greater than 45 hours per semester credit and students should clarify expectations with the faculty advisor prior to registration. Students may be required to purchase an insurance policy during the field experience. In some cases the school or agency provides an insurance policy.

*Montana State University-Billings Undergraduate Catalog

The Process:
In order to register for your methods courses - and any other upper level education related courses, you must first be formally admitted into the Teacher Education program. If this step is not completed, you will be automatically blocked from registering by Banner, MSU-B’s computer system. The application should include a list of your prerequisite course work (see attachment), a signed and notarized self-disclosure form, and a two-page essay of your philosophy of teaching that your advisor has signed and dated. Before you may submit your application, you will need to have your advisor and department chair sign it and have your advisor initial that he or she has entered level 1 of your portfolio. If you haven’t done so already, you must submit fingerprints and a check for $34.00 made out to Criminal Justice Info Service.

Application Process:
In order to provide the highest quality field experience placements for students majoring in elementary, secondary, or special education, deadlines have been set for accepting field placement applications. Field experience placements are the product of a number of elements including students’ needs, school requests, and recommendation from faculty. To coordinate these elements in a timely fashion and meet Field Experiences Office must have sufficient lead-time. As a general rule applications will not be accepted after the deadline with the exception of emergencies or prior approved arrangements. Application deadline are posted throughout the College each semester. See the CAFÉ web page at the
following web link (http://www.msubillings.edu/opp/index.htm) or contact Ms. Kathy Holt, Junior Field Placement Coordinator, 657.2337.

Certification and Field Experiences

**Required**

Health and Human Performance Teacher Track Certification K-12

**Description and Objectives of Junior Field Experience**

**HHP 390 Junior Field Experience 0 credit.** Provides the student an opportunity to engage in 45 hours of supervised practical experience in the health enhancement classroom. This experience is to include: structured observation focusing on cultural and developmental characteristics of children; working with teachers in individual diagnosis of student needs and prescription of student activities; assisting with small groups or in one-on-one settings to accomplish learning tasks. Where appropriate, the student will also gain practical experience with school athletic programs. This course is offered as Pass/No Pass course only. The student must receive a passing grade to complete graduation requirements. Field placements are arranged through the Office of Certification and Field Experience.

**Expectations**

Students needing a field-based experience must contact the Office of Certification and Field Experience (CAFÉ) at 406.657.2336 or schedule an appointment with Ms. Ramona Krone, Room 114 College of Education. Field experiences are coordinated through the Office of Certification and Field Experience. Teacher Track students in Health and Human Performance must submit all documentation to the CAFÉ office by published deadlines.

Students must be prepared for a K-12 experience. Students can be placed at either an elementary or secondary school. Faculty in Health and Human Performance do not make placements for students.

**Professionalism**

Appropriate dispositions are demonstrated by responsible behavior and mature judgment. Student teachers are guests in schools. Teaching is a profession. As such, candidates are expected to display appropriate professional dispositions and practices at all times.

- **Dress Code**
  - Candidates are expected to dress and groom in accordance with standards expected of professional educators.
  - "First impressions are lasting impressions" – dress and groom in a conservative, comfortable, and professional manner. Avoid shirts with words (other than school sanctioned items) and provocative, overly tight and/or loose, and revealing attire. Do the “mirror test”. Bend over, stretch, and lean down, and kneel – if skin or undergarments are showing where they shouldn’t be do not wear it.
Many people are allergic or have sensitivity to scents (tobacco, perfumes, aftershaves, etc.) – it is best to avoid them.

Although it is generally best to remove or cover body art (piercings, tattoos, etc.) if applicable, please check with the mentor teacher and principal about school policy regarding this issue – and follow it accordingly.

- **Professional Language**
  - Candidates are to use professionally appropriate language and “tone” at all times.
  - Avoid overly casual language and inappropriate slang.
  - Avoid gossip and inappropriate “venting”.

**Student Interactions**
Candidates are not allowed to socialize with students off school property or in events and/or locations that extend beyond normal school hours, sanctioned or scheduled after-school events, field trips, etc. All state and federal laws regarding teacher/student interactions must be adhered to.

**School Money**
It is recommended that candidates not be responsible for any school monies (fund raisers, field trip money, etc.)

**Personal Vehicles**
Candidates are not allowed to transport students in private vehicles before, during, or after school.

**Substitute Teaching**
As agreed upon by the Montana Field Directors Forum, candidates will be allowed to substitute teach while student teaching under extreme situations. The application process, policies and procedures (Appendix C, pg. 49) must be adhered to. Failure to do so puts the candidate at risk of failing student teaching.

**Criminal Background Checks**
Montana State University-Billings requires a current (within the past 23 months) federal criminal background check, including finger prints, of all candidates. This provides school districts and the University with assurance that candidates do not have a criminal record. It also documents that candidates have been cleared through a federal check. The Office of Public Instruction requires a federal background check for teacher licensure and accepts the report from MSU-Billings. If necessary, a school district will be notified of a candidate’s criminal background report (all candidates have signed informed consent releases on the application for admission to the teacher education program which are on file in the CAFÉ office for candidate review as needed).
Labor Disputes
Candidates should remain neutral if a labor dispute occurs during student teaching. If there is a work stoppage, the student teaching schedule and calendar may have to be adjusted so that candidates have an adequate experience. Under no circumstances will a student teacher be allowed to substitute teach during a labor dispute.

Evaluation of Mentor Teachers and Supervisors
Candidates are encouraged to evaluate their mentor teachers and supervisors. MSU-Billings values the opinions of candidates, and appreciates feedback regarding mentors and supervisors.

Student Teachers and the Child Abuse Laws
(Source: Montana State University Bozeman Student Teacher Handbook, used with permission)
Montana Statutes require all professionals and school employees to report suspected child abuse or neglect directly to social services. Be aware that a student teacher is not considered a full professional or an employee of the school district. As a student teacher, you should report suspected child abuse immediately to your cooperating teacher and your university supervisor. You do not need to have “hard” evidence because you are reporting suspicions; state them as suspicions, not as facts.

Refer to Appendix A (page 46) for a full description of Montana reporting requirements for licensed teachers.

School Laws of Montana

Duties of the teacher (20-4-301 summarized):
Conform to and enforce the district’s laws and policies
Utilize the district’s course of instruction
Maintain neat and businesslike records
Prepare an annual report of attendance, grades, etc.
Maintain school grounds and equipment
Provide moral and civic instruction:
  • “Endeavoring to impress the pupils with the principles of morality, truth, justice, and patriotism”.
  • “Teaching the pupils to avoid idleness, profanity, and falsehood” instruct in free government, civic responsibilities, and citizenship.

Discipline and punishment of pupils — definition of corporal punishment — penalty — defense (20-4-302).
1) “A teacher or principal has the authority to hold a pupil to a strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.”
2) “Corporal punishment means knowingly and purposely inflicting physical pain on a pupil as a disciplinary measure.”
3) “A person who is employed or engaged by a school district may not inflict or cause to be inflicted corporal punishment on a pupil.”
4) A teacher has the duty to report the truancy or incorrigibility of a pupil to the principal.
5) If a person who is employed or engaged by a school district uses corporal punishment or more physical restraint than is reasonable or necessary, the person is guilty of a misdemeanor and, upon conviction of the misdemeanor by a court of competent jurisdiction, shall be fined not less than $25 or more than $500.

**Abuse of teachers (20-4-303)**
Any parent, guardian, or other person who shall insult or abuse a teacher anywhere on the school grounds or school premises shall be deemed guilty of a misdemeanor and, upon conviction of such misdemeanor by a court of competent jurisdiction, shall be fined no less than $25 or more than $500.

**Evaluation**
Completion of Portfolio to include the following artifacts:
Confirmation of Completion from Master Teacher (Letter of Support)
Junior Field Time Sheet of Completed Hours
  Teaching Time will be spread in Health Enhancement (Health and Physical Education and other pertinent extracurricular activities.)
Junior Field Experience Midterm Candidate Evaluation
Junior Field Experience/Internship Performance Evaluation
Lesson Plans
  Documented Teaching Time – 120 minutes (two hours)
  Master Teacher will decide on time/date/topics for Teaching Activities.
  Master Teacher must approve lesson and lesson plan
  Master Teacher and Student will coordinate with Professor for student teaching observation.
September 16, 2005

To Junior Field Practicum Mentor Teachers:

Thank you for your willingness to mentor a junior field practicum student. This letter should provide you with the necessary information about our practicum program and assist you as you begin to plan for the student's field experience.

The Teacher Education Program at MSU-Billings has three undergraduate field experiences. At the sophomore level, students enroll in practicums with one course in Educational Foundations and one course in Special Education. The purpose of these initial experiences is to introduce the student to a school setting. These students have had no professional education courses, and they are not expected to assume responsibility of a class. Instead, this experience should help students decide if they want to pursue education as a major, and helps determine their level of readiness in terms of a professional degree. These practicums are 45 hours per semester.

Junior level students then enroll in a field experience with one or more methods courses. In the case of these secondary majors, the students are enrolled in an EDCI course, a secondary methods course that addresses educational methodologies for their major/area of study. The juniors have completed their general education requirements, have also successfully completed their sophomore practicum, and have been admitted to the Teacher Education Program. This combination of junior field experience with a methods course allows students to bridge the theory-to-practice gap, and enables them to explore the role of a professional educator. **Students are expected to engage in controlled teaching experiences in a 40-45 hour per semester practicum.**

Although specific requirements vary, depending upon the teaching area, **junior field students are required to fulfill such activities as the following:** structured observation of the mentor teacher and reflection with regard to teaching style, classroom duties assigned by the teacher, and planning/teaching one to five lessons. Since the student participates in some teaching experiences, this practicum is a crucial step between an introduction to the classroom and full responsibility for the classroom, as experienced in student teaching. As a junior mentor, your role entails providing a safe environment for student trial and error, and guiding self-assessment as the student develops as a teacher.

I certainly appreciate your willingness to work with our students. You are a vital part of our Teacher Education Program. If you have further questions, please contact the Certification and Field Experiences Office at 657-2337.

Sincerely,

[Signature]

Kathy Holt, Junior Field Placement Coordinator
College of Education
Montana State University-Billings
Application for Admission to Teacher Education

- Secondary Education Majors
- K-12 Majors
- Special Education/Secondary Education Double Majors

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General Education Prerequisites

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GPA for above General Education Prerequisites A minimum GPA of 2.65 must be earned in this area, with no grade lower than a “C”.

Professional Core Prerequisites

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GPA for above Professional Core Prerequisites A minimum GPA of 2.65 must be earned in this area, with no grade lower than a “C”.

Cumulative GPA A minimum cumulative GPA of 2.65 must be earned.

Please include the following:

- A two page essay on your teaching philosophy. It must be reviewed and signed by your advisor.

- The most recent copy of your unofficial transcripts.

- Benchmark I of your Portfolio (Advisor's initials)

- FBI background check with fingerprints
SIGNATURES REQUIRED FOR ADMITTANCE TO TEACHER EDUCATION

I request permission to study to become a teacher and understand the responsibilities of a teacher-in-training. I authorize the Dean of the College of Education to furnish the Teacher Education Committee and advisors any and all of the information from my academic records for the purpose of review and analysis to be used for admission to the Teacher Education Program.

Student’s Signature ___________________________ Date

Advisor’s Recommendation

I have read and evaluated this student’s application and recommend this student for admission to the Teacher Education Program at Montana State University – Billings.

Education Advisor ___________________________ Date

Department Chair’s Recommendation

I have read and evaluated this student’s application and recommend this student for admission to the Teacher Education Program at Montana State University – Billings.

Education Advisor’s Department Chair ___________________________ Date

Director’s Approval

I approve this student’s application for admission to the Teacher Education Program at Montana State University-Billings.

Director ___________________________ Date

Office of Certification and Field Experiences

The Office of Certification and Field Experiences will send you official notification of your admission to the Teacher Education Program.

PROVISIONAL ADMISSION

Students may be admitted provisionally for one term. With provisional admission, you are able to enroll in upper division education classes. This allows a seamless process of admission to the Teacher Education Program. The following are required for provisional admission:

☐ Application. Although you may not be able to complete the application, fill it out as much as possible, including any grades you have. You do not have to complete all of the classes for provisional admission, but all requirements should be in progress. At the end of the semester, your grades, and test scores will be recorded and, if you meet all the requirements, you will be admitted.

☐ A 2.65 GPA in all areas is required for provisional admission. If you do not have a 2.65 in all areas, please make an appointment to see the director.
Self Disclosure and Informed Consent

Student Name ____________________________

Social Security Number ___________ ____________

Section 20-4-11 of the Montana School Laws give the Board of Public Education the authority to suspend, revoke or deny certification of any person who (A) has been convicted of a crime more serious than a traffic violation, (B) makes any statement of material fact in the application for a certificate which the applicant knows to be false, (C) has been denied, had revoked, suspended, or has surrendered a teacher or specialist certification in another state, or (D) is guilty of immoral conduct related to the teaching profession.

A “yes” answer on one or more of the questions that follow will not necessarily eliminate you as a candidate for a Montana teacher certificate. This form is designed to serve as an initial screening device to identify candidates from whom further information is needed. Please have your signature notarized.

____ Yes  ____ No  1. Have you ever been convicted of a misdemeanor other than a traffic violation?
____ Yes  ____ No  2. Have you ever been arrested, indicted, or convicted of a felony charge?
____ Yes  ____ No  3. Have you ever been denied admission to a teacher education program?
____ Yes  ____ No  4. Have you ever been removed from a teacher education program?
____ Yes  ____ No  5. Have you ever had a teaching certificate denied or revoked in any state?

If you respond “Yes” to any of the questions above, please attach a brief statement explaining your response or indicating the type of offense, date of occurrence and any special circumstances.

Oath:
I attest that the responses I have made to the above questions are true statements and I understand that falsification may be considered sufficient cause for my removal from the teacher education program or ultimate denial of my teaching certificate. I understand that a federal background check is required for admission to the Student Teaching Program. All information I have provided is accurate and I give the College of Education the right to verify that information through a background check (both state and federal). I understand that the results of the background check could lead to a denial to the student teaching program. I give my permission to the College of Education to disclose the results of the background check with other educational institutions and state departments as deemed appropriate by the College.

(Sign in front of a Notary Public)

Applicant’s Signature

Date ________________________

State of ________________________

County of ________________________

Subscribed and sworn to before me this _______ day of ______, 20____

Notary’s Signature ________________________
Federal Background Check

The College of Education at Montana State University-Billings (MSU-B) requires that a national criminal history background check, including fingerprinting, be completed for all candidates participating in any field experience, lab, internship, or student teaching.

Many school districts in Montana, as well as most states, are requiring these checks. Montana, by state law, will not issue a teaching license until this process has been completed and the results reviewed by the Office of Public Instruction. As stated in Title 37, Chapter 1 a conviction; conviction following a plea of *Nolo contendere*; a conviction with a suspended or deferred sentence or any other adjudication treated by the court as a conviction for a sexual offense; a crime involving violence; the sale of drugs; or theft; or any other criminal history may prevent a candidate from attending field experiences and/or being licensed.

Students must submit completed fingerprint cards with the application for EDF 225 and/or SPED 260 (see below for specific instructions). As part of the application, students must also sign a notarized release so that MSU-B may share information to the appropriate agencies or school districts related to the criminal background check. If an agency or school district requests information, MSU-B will have been given permission by the student to disclose the results.

If a student chooses not to sign the waiver, it could prevent placement at any particular site.

Please note: criminal background checks are valid for only two years. If fingerprints and results are 23 months old by the time of application for a teaching license fingerprinting and another criminal background check will have to have them done again.

**The Process**

1. Choose a fingerprinting service (below is the company in Billings who can do this for you). Be prepared to pay the service’s fee.

| Security by Kenco | 3416 1st Avenue North | Phone 245-4946 | Will do fingerprinting Monday – Friday 9:00-12:00 and 1:00 – 4:00 | $12.00 per card |

2. Submit printed cards, with completed personal information, and a $34.00 check or money order made out to the Criminal Justice Information Services Bureau to the Office of Certification and Field Experiences (CAFÉ), Room 114 of the College of Education.  
   - The cost for the actual criminal background check is $34.00. Checks or money orders must be made out to the Criminal Justice Information Services Bureau.

3. CAFÉ submits the cards to Criminal Justice Information Services Bureau for processing.

4. The Criminal Justice Information Services Bureau in Helena sends the cards to the FBI.

5. Within 4-6 weeks the Criminal Justice Information Services Bureau sends the cards and a federal report back to the CAFÉ office for review.

6. If a report reveals a criminal background the student will be notified. The Director of Certification and Field Experiences, the Dean of the College of Education and/or the Teacher Education Appeals Committee will review and makes a recommendation for or against placement. If a recommendation is made to disallow a student to complete a field experience, student teaching, or an internship, the student will be notified and advised of due process rights and procedures as outlined in the student handbook and general bulletin (catalog).

7. Final appeals will go through the Dean of the College of Education.

Revised March 2005
Junior Field Time Sheet

Student Name

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<th>Date</th>
<th>Hours</th>
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Mentor Teacher’s Signature ________________________ Date _____
Junior Field Experience
Midterm Candidate Evaluation

For each attribute, mark the statement(s) that describes the behavior the candidate typically displays. Please elaborate further in the comment section at the end of this form when additional feedback will help the candidate to improve.

Candidate ___________________________________ Observation Date ______________________

Site/School __________________________ Mentor __________________________

ATTENDANCE
____ Frequently absent
____ Rarely absent
____ Exemplary attendance

ORAL EXPRESSION
____ Makes frequent grammatical errors
____ Inarticulate/hesitates to express self
____ Expressive, animated

TACT, JUDGEMENT
____ Thoughtless: Insensitive to others’ feelings and opinions
____ Limited sensitivity and diplomacy
____ Perceives what to do or say in order to maintain good relations with others
____ Highly sensitive to others’ feelings and opinions

PUNCTUALITY
____ Frequently Late
____ Generally punctual
____ Always on time

RELIABILITY AND DEPENDABILITY
____ Sometimes fails to complete assigned tasks and duties
____ Sometimes needs to be reminded to attend to assigned tasks and duties
____ Responsible: Attends to assigned tasks and duties without prompting
____ Self-starter: Perceives needs and attends to them

INTERACTION WITH OTHERS
____ Is sometimes antagonistic towards adult and children
____ Shy: Hesitant to work with children/adults
____ Relates easily and positively with children/adults
____ Outgoing: Actively seeks opportunities to work with children/adults
RESPONSE TO FEEDBACK

_____ Defensive: Unreceptive to feedback
_____ Receptive: But does not implement suggestions
_____ Receptive: And adjusts performance accordingly
_____ Solicits suggestions and feedback from others

PLEASE DESCRIBE THIS CANDIDATE'S ABILITY TO DEVELOP AN AWARENESS OF INDIVIDUAL STUDENT DIFFERENCES

PLEASE IDENTIFY THIS CANDIDATE'S STRENGTHS

PLEASE IDENTIFY THIS CANDIDATE'S AREAS FOR GROWTH
The College of Education and Human Services bases its Teacher Education Program on the Initial Conceptual Framework, which serves as a guide for a competency-based program. The following performance evaluation is based upon specific outcomes, linked back to the competencies of the Framework as indicated. The Initial Conceptual Framework may be viewed in the course syllabus.

Using the rubric below, circle the appropriate number to represent the candidate's level of performance on each standard. Please record your comments as well.

3 = Exceeds expectations
   Performance of the candidate goes beyond the expectations and indicators of the competencies

2 = Meets expectations
   Performance of the candidate demonstrates all of the expectations and competencies

1 = Partially meets expectations*
   Performance of the candidate demonstrates some of the expectations and competencies. Needs improvement*

0 = Expectations not demonstrated or Not applicable*

*If a candidate receives a rating of 1 or 0, indicating a need for improvement, please provide specific steps that he or she should take to improve.

Instructional Planning (circle one for overall rating) 3 2 1 0

The candidate plans instruction based on knowledge of content, and curricular goals, developmental, intellectual, social and personal development, and individual differences (rate as appropriate: 3-2-1-0).

________ Applies theories of human development when planning (1.1.a)

________ Uses specific goals and objectives, adjusts plans to meet student needs when appropriate (1.2.a)

________ Applies various instructional strategies, learning activities and assignments based on individual differences (culture, language, experience, developmental level, special needs, etc) (1.2.d)

________ Selects content appropriate to the grade level being taught (3.1.c, 3.3.a)

Comments or plan for improvement
**Content Knowledge** (circle one for overall rating) 3 2 1 0

The candidate understands the central concepts, tools of inquiry, and the structure of the discipline(s) her or she teaches, and creates learning experiences that make these aspects meaningful to students (rate as appropriate: 3-2-1-0).

_____ Uses accurate and current knowledge of content (3.1.a, b)
_____ Links content to student's background knowledge (3.2.a)
_____ Encourages interpretation from various perspectives (3.2.a)
_____ Integrates the content across subject areas (3.2.a)

**Comments or plan for improvement**

---

**Instructional Delivery** (circle one for overall rating) 3 2 1 0

The candidate understands and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance (rate as appropriate: 3-2-1-0).

_____ Recognizes best instructional practices (3.2.a)
_____ Recognizes individual needs of students and adjusts appropriately (3.2.b)
_____ Uses various instructional strategies, material and technology to promote learning (2.2.b, 3.2.d)
_____ Promotes critical thinking and problem solving strategies among students (3.2.a)
_____ Uses grouping techniques appropriately (3.2.c)

**Comments or plan for improvement**
### Assessment (circle one for overall rating)

The candidate understands and uses formal and informal assessment strategies to evaluate student learning (rate as appropriate: 3-2-1-0).

- Develops formal and informal assessment techniques to guide instruction, reflect upon practice, and evaluate student learning (3.4.a)
- Uses technology to enhance assessment (3.4.a)

#### Comments or plan for improvement

### Classroom Management (circle one for overall rating)

The candidate uses individual and group motivation and behavior to create an effective learning environment (rate as appropriate: 3-2-1-0).

- Creates a positive environment in the classroom that leads to positive social interaction, active learning and learner motivation (1.2.c)
- Plans and creates activities, lessons and units that utilizes various teaching strategies (3.2.b)
- Uses grouping techniques appropriately (3.2.c)

#### Comments or plan for improvement

Page 3
The candidate demonstrates ethical behaviors and attitudes of a professional educator, and communicates with students and colleagues effectively (rate as appropriate: 3-2-1-0).

- Understands collaborative and professional relationships (4.1.a)
- Implements suggestions for improvement
- Adapts professional practice based on self-reflection (4.2.a)
- Seeks advice and opportunities for professional growth and lifelong learning (4.3.a)
- Communicates effectively verbally and nonverbally
- Demonstrates enthusiasm for teaching
- Demonstrates patience and understanding with students
- Listens and is sensitive to students' needs

Comments or plan for improvement

Evaluator and Title

Date

Student

Date

Additional comments from student or evaluator: