



MONTANA
STATE UNIVERSITY
BILLINGS

Access & Excellence

STUDENT TEACHING GUIDEBOOK
2011-2012

COLLEGE OF EDUCATION
MONTANA STATE UNIVERSITY BILLINGS
1500 UNIVERSITY DRIVE
BILLINGS, MT 59101-0298

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COLLEGE OF EDUCATION
MONTANA STATE UNIVERSITY BILLINGS
OFFICE OF THE DEAN

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Academic Year 2011-2012

To All Involved in Student Teaching:

Thank you for assisting in the development of a beginning professional educator and for your commitment to pre-service teacher candidates. Your role as evaluator, guide, and coach to a student teacher is critical to the success of the educator preparation program at MSU Billings.

Student teaching is the culmination of many years of study. It is the initiation into a career of lifelong learning. Candidates fully comprehend the importance of this experience as the finale to their undergraduate education and as the transition into their chosen profession. Student teachers experience many emotions—excitement, anxiety, optimism, insecurity, curiosity, and dread. Mentor teachers, school administrators and university supervisors can allay their fears and provide the support necessary for candidates to realize their potential. Without mentor teachers, there is no Teacher Education Program. Without university supervisors, there is little connection between what candidates learn on campus and what they experience in schools. It is with sincere appreciation that staff, faculty, and administrators in the College of Education at Montana State University Billings thank all who participate in this critical process.

If you have concerns, suggestions, or need assistance as you carry out this invaluable work, please do not hesitate to contact me. I will do all I can to assure that your experience as a mentor/supervisor and the candidate's experience as a novice teacher are meaningful professional development opportunities for all involved.

Sincerely,

Mary Susan E. Fishbaugh, Ed.D.

Mary Susan E. Fishbaugh, Ed.D.
Interim Dean

COLLEGE OF EDUCATION INITIAL CONCEPTUAL FRAMEWORK

The College of Education faculty believes that the educator preparation requires outcome-performance. The Initial Conceptual Framework, based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards guides the curricula and clinical practice.

Standard 1 Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 2 Student Development: The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. MSU Billings teacher education candidates understand differences among groups of people and individuals. In the context of human similarity, candidates are aware of United States and global diversity, respect and value differences, recognize that students and their families may hold different perspectives and strive to meet individual student needs. (MSU Billings Definition of Diversity, 2001)

Standard 3 Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.

Standard 4 Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.

Standard 5 Motivation & Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6 Communication & Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8 Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 9 Reflective Practice: Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.

Standard 10 School & Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

EDUCATOR OATH

I dedicate myself to the life of an educator, providing knowledge and skills to others to enable them to live meaningful lives.

I pledge to make the well-being of my students the fundamental value in my professional decisions and actions.

I pledge to protect and respect the civil and human rights of my students and colleagues.

I dedicate myself to the cultivation of character in my students by teaching the virtues of courage, compassion, honesty and trust.

I dedicate myself to the full inclusion of all students in the educational process.

I pledge to fulfill my professional responsibilities with diligence, integrity and dedication.

I pledge to work with my colleagues to improve the effectiveness of education and to advance the teaching profession.

I recognize that parents and community are an integral part of the educational community and pledge to encourage their involvement in educational programs.

I commit myself to the advancement of my own learning and to the cultivation of my own character, for I know that I must bear witness in my own life to the ideals that I have dedicated myself to promote in others.

In the presence of this gathering, I bind myself to this oath.

RESPONSIBILITIES OF THE STUDENT TEACHER

Attendance Requirements

Start dates and length of the assignment

- Fall Semester student teaching begins with the start of the school district's calendar.
- Spring Semester student teaching starts the week the school district begins a new semester (unless special arrangements are made).
- Single majors complete a 14-week placement
- Double majors complete a 20 week placement (10 weeks for each major)
- Graduate single majors who hold a Montana Class 1 or Class 2 license complete a 10 week placement.

Candidates within a 250 mile radius of Billings are required to return to campus for student teaching seminars. Candidates beyond that radius sign the Student Teacher Agreement form and submit to

COE 261 College of Education
MSU Billings
1500 University Drive
Billings MT 59101

Candidates follow the school's schedule and calendar during the length of the placement.

- Candidates observe the school district holiday schedule (*not* the MSU Billings semester schedule)
- Candidates attend all in-service meetings and other teacher work days required of the mentor teacher.
- Candidates arrive and leave school according to school and/or district policy.
- Absences are excused for illness or other bona fide emergencies. If the number of days missed extends beyond five (5), the days will have to be made up.
- In the event of an absence, a candidate should notify (1) the site mentor or school principal dependent upon school policy and (2) the university supervisor.

Important Dates

MSU Billings graduation application deadlines for Fall or Spring Semester

Fall—November 18th 2011 (for Spring 2012/Summer 2012 attending commencement)

Spring—March 23, 2012 (for Summer 2012/Fall 2012 not attending commencement)

Student Teaching Seminars, two each for Fall or Spring Semester

Fall—August 18th 2011 , 2nd seminar November 18th, 2011

Spring—January 6, 2012, 2nd seminar to be announced

College of Education Convocation and MSU Billings Commencement Spring Semester only

Friday—April 27th 2012

Saturday—April 28th 2012

Liability Insurance

Students engaged with schools should carry liability insurance. This may be available through an individual's personal insurance carrier. The MEA/MFT has professional liability insurance available at reasonable rates for preservice educators. Insurance is a must for individuals working with children and youth.

Professional Dress

Candidates should dress professionally according to the norms and expectations of the school. This usually means clothing that is both appropriate for a professional person while meeting the expectations of the role. Physical education teachers usually wear sport clothing for the activities they teach. Secondary teachers may wear more business-like dress than primary teachers working with young children. Follow the guidance of the site mentor and be careful to follow school/district dress codes.

Lesson Plans

On a daily basis, complete lesson plans in accordance with site mentor practice and school/district policy/expectations. This usually means maintaining a lesson plan book of some sort. Plans should be detailed enough that a substitute teacher could come in and know at least the following:

- The lesson objective
- The materials to be used—text pages, manipulatives, worksheets, smart board, etc.
- The way the lesson will be carried out—demonstration, lecture, small groups, stations, etc.
- The assessment plan to determine whether or not the students achieved the expected performance outcomes of the objective

Four (4) times during the student teaching experience, candidates are expected to complete an Evidence of Professional Growth (EPG). These should be completed for four observations by either the site mentor or the university supervisor. Double majors will complete two (2) EPGs per placement. The EPG has several parts as outlined and explained below. The overall plan should be ready for the observer at the time of the observation. The assessment of student learning and analysis should be completed and submitted to the observer following completion of those sections. The university supervisor will rate each EPG, provide guidance for improvement on the subsequent EPG and submit the final EPG rating with their observation evaluations at the end of the student teaching experience.

These four assignments build on the lesson plans that candidates have learned to complete during methods courses. Their purpose is to assure that candidates plan thoroughly to meet the needs of each individual, align plans with required standards, write performance objectives, assess student outcomes related to the objectives, and analyze their teaching in order to continually improve learner outcomes.

Student Teaching Assignment—Evidence of Professional Growth (EPG)

Identify Contextual Factors. Identify and discuss relevant factors about the teaching-learning context and student individual differences to set learning goals and plan instruction and assessment. Address how contextual characteristics of the community, classroom, and students have implications for your instructional planning and assessment. Relevant factors might include but are not limited to the following:

- Community description
- District and school description
- Classroom description
- Student characteristics including age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning modalities and skill levels.

Judge Prior Learning. Undertake a systematic assessment to identify and activate prior student learning in the subject area or skills you plan to teach for a particular lesson. The instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and the learning objectives. Assessment methods may include but are not limited to the following:

- Short answer or essay questions
- Selected response (i.e., multiple-choice tests, true or false)
- Performance assessment—reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in PE, delivering a speech, etc.
- Personal communications—questions posed and answered during instruction, class discussions, interviews, conferences, etc.

Plan Instruction. Use the following lesson plan format for the Evidence of Professional Growth assignment

<p><u>Descriptive Title</u>—Provide the title of the lesson or activity.</p> <p><u>Lesson Description</u>—Include a short description of what the students will be learning and doing.</p> <p><u>Objectives</u>—Write general and/or specific performance objectives using active verbs to indicate what the students will do as a result of the lesson.</p> <p><u>Concept(S) and/or Key Words And Definition(S)</u>—Indicate the concepts to be developed/reviewed. Provide a list of key words and their definitions to be used for the lesson.</p> <p><u>Students' Background Knowledge</u>—Indicate what students need to know and be able to do in order to learn from this lesson.</p> <p><u>Materials and Teaching Aids</u>—List all materials, teaching aids, instructional technology resources, etc..</p> <p><u>Classroom Management Suggestions</u>—Include any suggestions for desk arrangement, group sizes, material distribution, and collection, clean up, and time management.</p> <p><u>Assessment</u>—Assessment should be described in detail. Materials used to evaluate individual student performance must be attached.</p>
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Standards—List district curricular, state and or national standards addressed by the lesson.

Links Outside This Lesson—Describe any integration of this lesson with other subjects and/or with school/community events.

Accommodation for Diversity—Describe how the individual needs of students are being met. Adjustments may need to be made for students with disabilities, gender differences, limited English proficiency, socio-economic status, religion, etc.

Technology Integration—Describe how instructional technology will be used in the lesson.

Indian Education for All Integration—Describe how one or more of the Essential Understandings will be used in the lesson. Refer to <http://www.opi.state.mt.us/> in the Indian Ed link if additional information is needed about IEfA.

Teaching Model—Identify the teaching model to be used and explain why the chosen model best addresses the performance outcome objective(s) of the lesson. Examples of models include direct instruction, inquiry based instruction, problem solving, collaborative learning etc. Include each step or stage of the model.

Attachments—Attach materials used for guided/independent practice and for evaluation of student outcome performance.

Teach the Lesson.

Analyze Assessment Results. The assessment of outcome performance objectives of the lesson should allow identification of performance of the class as a whole, as well as subgroups and/or individual students. Analyze the results of the concluding assessment(s), documenting the student learning that occurred at individual and group levels and noting students who learned more or less than expected.

Reflect on Impact of the Lesson on Student Learning. Reflect on teaching performance and link performance to student learning results. Evaluate teaching performance identifying necessary revisions/adjustments to be made to the lesson. Identify the learning goals on which students were most successful and where they were least successful. Provide possible reasons for these differences. If no changes are necessary, reflect upon reason for success.

Suggested Prompts for Reflection.

- Was assessment effective and appropriate in terms of student learning? Why or Why not?
- Were there any patterns or clusters of students who did exceptionally well? Moderately well? Poorly? What conclusions can be made about these patterns?
- How well did any sub-groups (special education students, limited English proficient, etc.) do? Should an assessment have been adapted for anyone ?
- Are diverse learners meeting individual learning goals? Reflect upon collaboration with specialists (SPED, Title 1 teachers, etc.) and the resulting impact on student learning.
- Did all of the students in the class learn? Why or why not?
- What were the most positive aspects of a lesson?
- What were the most negative or problematic aspects of a lesson?
- What were the students' reactions to the lesson?

- What could be done differently next time to improve student learning?
- How could the learning of those who did not do as well on on outcome performance be improved?
- Identify specific changes to be made to the lesson for improving the student outcome performance.

Submit the EPG Report to the University Supervisor. This assignment requires a written report for each EPG addressing each heading. The university supervisor will evaluate each EPG using the EPG rubric. (Appendix B)

Substitute Teaching Policy

Student teachers may substitute teach five (5) days in the Site Mentor's classroom. An additional five (5) days substitute teaching in the district may be used in lieu of the final week five (5) observation days. All substitute teaching must be approved through the Site Mentor, University Supervisor and school principal(s). The MSU Billings Student Teacher Substitute Teaching Policy is in Appendix K.

Licensure

Initiating the process of licensure is the candidate's responsibility. Candidates for licensure must have taken the PRAXIS II test appropriate for their major. Test results should be on file with the College of Education Room 261.

Montana Teacher Licensure. The Montana Office of Public Instruction (OPI) is the state department that issues licenses.

- <http://www.opi.state.mt.us/>, then open the Teacher Licensure tab.
 - Class 2 License: elementary, secondary or special education programs
 - Class 6 License: school counseling
- For those candidates earning a degree, complete the "Application for Graduation" by the posted deadline at www.msubillings.edu/admissions/graduation.html
All candidates (Post-Baccalaureate, Bachelor's and Master's):
 - Obtain a copy of the Montana OPI licensure form at www.opi.state.mt.us/
 - Click on the Education Licensure tab (on the bar at top of the web page), then go to the dropdown menu box on the left side. Open the Applications link and click on the "class" of licensure needed.
 - Print the pertinent license application.
 - Do not submit fingerprint cards. The report(s) in your file is sent to OPI.
 - Complete all pages. On the Institutional Evaluation and Recommendation page only fill out the top part (personal information). Include a current folio number if applicable. The Licensure Officer will complete the bottom section.
 - Complete the checklist in the OPI application to be certain all of the sections necessary for licensure have been completed. Include the following:
 - Sealed, official transcripts from all university and colleges except MSU-Billings.
 - \$36 check payable to "OPI".
 - Notarized signature on the first page of the OPI application.

Once coursework has been completed, processing occurs in this order:

- Grades for all program requirements are posted on transcripts.
- For those candidates earning a degree, a Certification for Graduation application is reviewed by MSU Billings staff, faculty, and the Registrar's Office to confirm program completion. The degree is posted on the official transcript.
- The official transcript is sent to the College of Education Licensure Officer.
- The Licensure Officer completes the Institutional Evaluation and Recommendation page.
- The entire application is photocopied, and entered into a database.
- The original forms, transcripts, the check, and a background report are mailed to OPI.
- OPI processes the application, posting a candidate's folio number and endorsements to their website.
- Check this by going to the OPI website, clicking on the Educator Licensure tab, scrolling to the blue box on the right side of the page, and clicking on "Find your Folio Number".
- The folio number will appear about 1-2 weeks after paperwork arrives in Helena. The actual license is mailed out to licensed teachers in approximately four weeks.

States Other Than Montana. Access the state's Department of Education webpage for specific information requirements, and the application. Candidates are responsible for providing the Licensure Officer with all out-of-state paperwork at the time of licensure application.

SUGGESTED PHASE-IN SCHEDULE

The student teaching experience will encompass six areas: Orientation, Observation, Induction to Teaching, Planning, Teaching and Evaluation/Conferring.

Candidates should have full responsibility for all aspects of the planning, teaching, classroom management, and assessment of students for four weeks. Full responsibility does not necessarily mean the candidate must be alone in the classroom. Team teaching may occur but the student teacher should have full responsibility for planning, classroom management, and assessment. During this time, the mentor teacher is available to the candidate for any needed assistance.

The suggested phase-in schedule is just that—suggested. It should be adjusted to meet the needs of the individual candidate, the mentor teacher, and the learners.

	SINGLE MAJORS	DOUBLE MAJORS
Week 1	Orientation/Observation	Orientation/Observation
Week 2	Responsible for 1 preparation	Responsible for 1 preparation
Week 3	Responsible for 2 preparations	Responsible for 3 preparations
Week 4	Responsible for 3 preparations	Responsible for 5 preparations
Week 5	Responsible for 4 preparations	Full responsibility
Week 6	Responsible for 5 preparations	Full Responsibility
Week 7	Responsible for 6 preparations	Full Responsibility
Week 8	Full responsibility	Full Responsibility
Week 9	Full Responsibility	Full Responsibility
Week 10	Full Responsibility	Phase out, observation of other classes with approval and guidance of the site mentor & university supervisor
Week 11	Full Responsibility	Orientation/Observation
Week 12	Full Responsibility	Responsible for 1 preparation
Week 13	Begin phase out	Responsible for 3 preparations
Week 14	Phase out, observation of other classes with approval and guidance of the site mentor & university supervisor	Responsible for 5 preparations
Week 15		Full responsibility
Week 16		Full Responsibility
Week 17		Full Responsibility
Week 18		Full Responsibility
Week 19		Full Responsibility
Week 20		Phase out, observation of other classes with approval and guidance of the site mentor & university supervisor

RESPONSIBILITIES OF THE SITE MENTOR

The Site Mentor is essential for the preparation of educators. Site Mentors serve as hosts, welcoming a novice teacher into their classrooms. Their role is mentor and guide, nurturing the professional development of the novice. Site Mentors work with student teachers in the following ways:

- **Orientation**—The Site Mentor initiates the student teacher into the culture, mores, policies and procedures of the school and district into which the student teacher has been placed.
- **Induction**—The Site Mentor serves as an example of a professional educator, guiding the novice as s/he attempts to transfer course theory learned through the university program to teaching practice in an elementary or secondary educational setting.
- **Planning**—The Site Mentor models planning educational programs for students as a whole and for individual student specific needs.
- **Teaching**—The Site Mentor models best teaching practice in terms of classroom management, a respectful learning environment, meeting the needs of individual learners, analyzing learning outcomes and basing subsequent planning on those outcomes.
- **Observation**—The Site Mentor has the responsibility of observing the student teacher in the various roles played by a teacher throughout a school day and providing constructive guidance.
- **Evaluation**—The Site Mentor performs four formal evaluation observations of the student teacher and discusses the subsequent rating of teaching performance with the student teacher.
- **Reflection**—The Site Mentor models reflective practice and guides the student teacher in analyzing teaching performance as it relates to elementary/secondary student performance outcomes. The mentor helps the student teacher to self evaluate, monitor and adjust their behavior to achieve optimal learning outcomes for the elementary/secondary students.
- **Consultation**—The Site Mentor serves as a consultant—providing assistance, offering constructive criticism, eliciting self-analysis, and rating performance of the student teacher.

Specific responsibilities of the Site Mentor are listed in the Site Mentor Agreement (to be signed and returned with the IRS W-9 form during the first month of the student teacher's placement to COE 261 MSU Billings). Duties as outlined include but are not limited to the following:

- Completing four (4) formal observation evaluations—three (3) formative and one (1) summative
- Completing one (1) Content Pedagogy evaluation for each teaching major/minor under her/his mentorship
- Completing one (1) Dispositions Observation mid experience and additional reports as necessary
- Assisting the student teacher with completion of the Diversity Report
- Assisting the student teacher with completion of the Service Learning Report
- Assisting the student teacher with completion of the four (4) Evidence of Professional Growth (EPG) assignments

It is important for the Site Mentor to work closely with the University Supervisor to assure consistent ratings of the student teacher. If at any time, the Site Mentor and/or University Supervisor perceives a present problem or foresees a future issue, s/he should immediately notify one of the two Field Experience/Clinical Practice Coordinators at MSU Billings. The coordinators can be reached by contacting the Department of Educational Theory and Practice Office—406 657 2336—and asking for Ms. Jennifer Burns (Administrative Support), Ms. Bonnie Graham (FE/CP Coordinator) or Ms. Kathy Holt (FE/CP Coordinator). Developing a Plan for Improvement through collaboration among the coordinators, the student teacher's faculty advisor, mentor, supervisor and the student teacher is better accomplished sooner rather than later.

The appendices in this Student Teacher Guidebook contain information to answer most frequently asked questions. Please refer to it often and use it as the valuable resource it is meant to be.

The College of Education at MSU Billings values professional educators willing to serve as Site Mentors and recognizes that a Teacher Education Program cannot succeed without them.

SUGGESTED PHASE-IN SCHEDULE

The student teaching experience will encompass six areas: Orientation, Observation, Induction to Teaching, Planning, Teaching and Evaluation/Conferring.

Candidates should have full responsibility for all aspects of the planning, teaching, classroom management, and assessment of students for four weeks. Full responsibility does not necessarily mean the candidate must be alone in the classroom. Team teaching may occur but the student teacher should have full responsibility for planning, classroom management, and assessment. During this time, the mentor teacher is available to the candidate for any needed assistance.

The suggested phase-in schedule is just that—suggested. It should be adjusted to meet the needs of the individual candidate, the mentor teacher, and the learners.

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RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor serves as a link between the MSU Billings College of Education Teacher Education Program and public/private elementary and secondary schools. The University Supervisor carries information regarding expectations for student teachers and Site Mentors from the university to the schools and provides on-going progress reports regarding the student teacher from the schools to the university.

The University Supervisor Agreement document outlines specific responsibilities. Duties as outlined include but are not limited to the following:

- Completing four (4) formal observation evaluations—three (3) formative and one (1) summative
- Comparing observation results with the Site Mentor to assure reliability of ratings
- Evaluating four (4) Evidence of Professional Growth assignments
- Reviewing the assignments with the student teacher to provide ongoing professional development to improve reflective teaching practice

It is important for the University Supervisor to work closely with the Site Mentor to assure consistent ratings of the student teacher. If at any time, the Site Mentor and/or University Supervisor perceives a present problem or foresees a future issue, s/he should immediately notify one of the two Field Experience/Clinical Practice Coordinators at MSU Billings. The coordinators can be reached by contacting the Department of Educational Theory and Practice Office—406 657 2336—and asking for Ms. Jennifer Burns (Administrative Support), Ms. Bonnie Graham (FE/CP Coordinator) or Ms. Kathy Holt (FE/CP Coordinator). Developing a Plan for Improvement through collaboration among the coordinators, the student teacher's faculty advisor, mentor, supervisor and the student teacher is better accomplished sooner rather than later.

The appendices in this Student Teacher Guidebook contain information to answer most frequently asked questions. Please refer to it often and use it as the valuable resource it is meant to be.

University Supervisors often travel many miles to work with student teachers and their Site Mentors. To be reimbursed for travel expenses, the supervisors are expected to follow MSU Billings travel policies and procedures. These include completing a Travel Authorization Form and logging miles traveled from MSU Billings (not home) to the schools and back. Reimbursement is at MSU Billings approved state rates. It may vary throughout a semester and rate-per-mile decreases once the traveler exceeds 1,000 miles.

The College of Education Teacher Education Program recognized the invaluable role played by experienced educators as they link university to schools through their supervisory role.

SUGGESTED PHASE-IN SCHEDULE

The student teaching experience will encompass six areas: Orientation, Observation, Induction to Teaching, Planning, Teaching and Evaluation/Conferring.

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Week 6	Responsible for 5 preparations	Full Responsibility
Week 7	Responsible for 6 preparations	Full Responsibility
Week 8	Full responsibility	Full Responsibility
Week 9	Full Responsibility	Full Responsibility
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**APPENDIX A
OBSERVATION FORMS**

**CONCEPTUAL FRAMEWORK INDICATORS
FORMATIVE
SUMMATIVE
CONTENT PEDAGOGY**

MSU BILLINGS
COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK INDICATORS OF PERFORMANCE

Please use the INTASC Standards and indicators as the basis for field experience/clinical practice observations. Formative Observations: Focus on one or more standard(s) and clearly report on student performance related to that standard. Summative Observations: Use the indicators for each Standard to determine a performance score.

INTASC STANDARD 1 Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.

- Demonstrates accurate content that is aligned with lesson objectives and goals
- Uses explanations and representations that link curriculum to prior learning
- Uses methods of inquiry that are central to the discipline
- Engages students in interpreting content from a variety of perspectives
- Demonstrates enthusiasm for the subject
- Evaluates and uses a variety of resources that are appropriate for the curriculum and are relevant to student's lives, interests, and learning goals

INTASC STANDARD 2 Student Development: The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. The teacher understands differences among groups of people and individuals. In the context of human similarity, candidates are aware of United States and global diversity, respect and value differences, recognize that students and their families may hold different perspectives and strive to meet individual student needs. (MSU Billings definition of diversity, 2001)

- Designs instruction appropriate for social, cognitive, and emotional development
- Demonstrates understanding and identifies expected developmental progressions
- Demonstrates respect and fairness for diverse talents and development of all learners
- Demonstrates belief that all students, at any developmental level can learn
- Listens thoughtfully and responds appropriately

INTASC STANDARD 3 Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.

- Demonstrates belief that all students can achieve success
- Demonstrates knowledge about areas of exceptionality in learning
- Creates a learning atmosphere that respects individual differences and promotes fairness
- Adjusts instruction to accommodate learning and cultural differences or needs of all students
- Uses strategies to support ESL/ELL student's learning
- Utilizes teaching materials that reflect a diverse society, including Montana Indian Nations
- Demonstrates knowledge of student interest and heritage, including Montana Indian Nations

INTASC STANDARD 4 Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.

- Employs a variety of best instructional practices that actively engages students
- Uses various instructional strategies, materials and technologies to promote learning
- Engages students in critical thinking, problem solving, and using learning resources
- Uses grouping techniques appropriately
- Assumes different roles in the instructional process (instructor, facilitator, audience, etc.)
- Uses student thinking and responses (oral and written) as a basis for instructional input during the lesson, engages students in discussions based on their responses during the lesson

(Continued)

MSU BILLINGS

COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK INDICATORS OF PERFORMANCE

INTASC STANDARD 5 Motivation & Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Encourages clear and fair directions and expectations
- Engages students in generating knowledge – all students are actively engaged in the lesson
- Organizes and manages time, space and activities in a way that is conducive to learning
- Makes adjustments to enhance student motivation/engagement and productive work

INTASC STANDARD 6 Communication & Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Consistently models effective, appropriate verbal and nonverbal communication
- Consistently demonstrates proficient, professional (error free) written communication
- Provides support for learner expression in speaking, writing, and other media
- Demonstrates that communication is sensitive to gender and cultural differences
- Integrates instructional technology into the curriculum

INTASC STANDARD 7 Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- Designs instruction appropriate to students' learning styles, strengths and needs
- Designs differentiated lesson plans and activities for various multiple development levels
- Adapts learning activities and assignments based on individual differences
- Develops plans that are appropriately aligned with curriculum goals and objectives
- Adjusts plans to respond to unanticipated sources of input and/or student needs

INTASC STANDARD 8 Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- Selects, constructs, and uses a variety of informal and formal assessment strategies appropriate to learning outcomes
- Uses observation of students as a source for evaluating the outcomes of teaching and learning
- Evaluates the effects of class activities on individuals and groups through observation of classroom interaction, questioning and analysis of student work
- Communicates student progress fairly, knowledgeably and responsibly
- Maintains useful records of student work and performance (digital records & paper/pencil)

INTASC STANDARD 9 Reflective Practice & Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.

- Adheres to policies of confidentiality
- Consults with professional colleagues for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback
- Uses professional literature and other resources to support self-development as a life long learner and teacher
- Implements suggestions for improvement
- Demonstrates patience and understanding with students and is sensitive to students' needs
- Demonstrates enthusiasm for teaching and "instructional energy" while teaching
- Demonstrates the dispositions of a professional in the education field

INTASC STANDARD 10 School & Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- Participates in collegial activities which make the school a productive learning environment
- Establishes cooperative partnerships with parents/guardians to support student learning
- Advocates for students

**MSU BILLINGS COLLEGE OF EDUCATION
JUNIOR FIELD/STUDENT TEACHING FORMATIVE EVALUATION**

Please use the Conceptual Framework INTASC Standards as the basis for this observation. Indicate whether the Site Mentor or University Supervisor is the observer. Indicate which Formative Evaluation is being conducted—First, Second or Third. Provide a narrative/script of the lesson/activity observed and indicate which INTASC Standard(s) was/were observed. Discuss with the candidate teaching strengths and developing teaching skills.

Candidate Name:

Candidate ID#:

Mentor/Supervisor Name:

Date:	Evaluation:	First	Second	Third
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Narrative:

Check the INTASC Standards Addressed In This Lesson:

- STANDARD 1: Content Pedagogy** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.
- STANDARD 2: Student Development** The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. The teacher understands differences among groups of people and individuals. In the context of human similarity, candidates are aware of United States and global diversity, respect and value differences, recognize that students and their families may hold different perspectives and strive to meet individual student needs. (MSU Billings definition of diversity, 2001)
- STANDARD 3: Diverse Learners** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.
- STANDARD 4: Multiple Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.
- STANDARD 5: Motivation & Management** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
- STANDARD 6: Communication & Technology** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- STANDARD 7: Planning** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- STANDARD 8: Assessment** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- STANDARD 9: Reflective Practice & Professional Development** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.
- STANDARD 10: School & Community Involvement** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Candidate Strengths**Candidate Developing Skills**

 Site Mentor/University Supervisor Signature

Date

 Candidate Signature

MSU BILLINGS
COLLEGE OF EDUCATION
JUNIOR FIELD/STUDENT TEACHING SUMMATIVE EVALUATION

Pre Student Teaching candidates are expected to demonstrate Developing Performance (2) on all Standards.
 Student Teaching candidates are expected to demonstrate Acceptable Performance (3) on all Standards.

Candidate			
Candidate ID#		Semester & Year	
Major		Grade Level(s)	
School		Final Grade	<input type="checkbox"/> PASS <input type="checkbox"/> WITHDRAW
Evaluator: Print name Indicate supervisor/mentor			

Signature (*supervisor/mentor*):

Date:

Signature (*candidate*):

Date:

	1-Need-for-Improvement	3-Acceptable Performance	4-Exceptional Performance
	2-Developing Performance		5-Professional Educator Performance
			RATING
STANDARD 1 Content Pedagogy	The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.		
STANDARD 2 Student Development	The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. The teacher understands differences among groups of people and individuals. In the context of human similarity, candidates are aware of United States and global diversity, respect and value differences, recognize that students and their families may hold different perspectives and strive to meet individual student needs. (MSU Billings definition of diversity, 2001)		
STANDARD 3 Diverse Learners	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.		
STANDARD 4 Multiple Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.		
STANDARD 5 Motivation & Management	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.		
STANDARD 6 Communication & Technology	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.		
STANDARD 7 Planning	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.		
STANDARD 8 Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.		
STANDARD 9 Reflective Practice & Professional Development	The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.		
STANDARD 10 School & Community Involvement	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.		

**MSU BILLINGS
COLLEGE OF EDUCATION
ELEMENTARY EDUCATION ASSESSMENT OF CONTENT PEDAGOGY**

INTASC STANDARD 1 Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.

4—Advanced 3—Proficient 2—Basic 1—Unacceptable 0—N/A

Evaluate candidate performance for each subject area according to the scale above.

Mark N/A in subject areas not taught at any time during the student teaching experience.

INDICATOR A: Knowledge of Content

- 4** Demonstrates advanced knowledge of content
3 Demonstrates proficient content knowledge
2 Uses basic content knowledge
1 Uses inaccurate, unacceptable content knowledge

___ **Language Arts** ___ **Mathematics** ___ **Science** ___ **Social Studies**

INDICATOR B: Content Alignment with Identified Objectives and Standards

- 4** Uses objectives and standards to make lessons meaningful to students.
3 Effectively use objectives and standards to develop the lesson.
2 Attempts to use objectives and standards to develop the lesson.
1 Is unable to use objectives and standards to develop a lesson.

___ **Language Arts** ___ **Mathematics** ___ **Science** ___ **Social Studies**

INDICATOR C: Accurate and Current Sources of Information

- 4** Uses additional resources beyond manual texts and curriculum guides.
3 Effectively use manuals, texts, and curriculum guides.
2 Demonstrates minimal use of instructional resources.
1 Is ineffective in using available instructional resources.

___ **Language Arts** ___ **Mathematics** ___ **Science** ___ **Social Studies**

INDICATOR D: Content Research to Support Lesson Development

- 4** Demonstrates in depth research of topic content.
3 Demonstrates acceptable research of topic content.
2 Demonstrates minimal research of topic content.
1 Demonstrates little or no research of topic content.

___ **Language Arts** ___ **Mathematics** ___ **Science** ___ **Social Studies**

Candidate - Print Name

Candidate ID #

Candidate Signature (*I have been made aware of this assessment*)

Date

Site Mentor Signature (*I have completed this assessment*)

Date

MSU BILLINGS
COLLEGE OF EDUCATION
SECONDARY AND K-12 EDUCATION ASSESSMENT OF CONTENT PEDAGOGY

INTASC STANDARD 1 Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.

4—Advanced 3—Proficient 2—Basic 1—Unacceptable 0—N/A

Evaluate candidate performance for teaching major according to the scale above.

Use a separate form for second teaching major or teaching minor.

CONTENT MAJOR/MINOR (being evaluated) _____

INDICATOR A: Knowledge of Content	Rating _____
4 Demonstrates advanced knowledge of content	
3 Demonstrates proficient content knowledge	
2 Uses basic content knowledge	
1 Uses inaccurate, unacceptable content knowledge	

INDICATOR B: Content Alignment with Identified Objectives and Standards	Rating _____
4 Uses objectives and standards to make lessons meaningful to students.	
3 Effectively uses objectives and standards to develop the lesson.	
2 Attempts to use objectives and standards to develop the lesson.	
1 Is unable to use objectives and standards to develop a lesson.	

INDICATOR C: Accurate and Current Sources of Information	Rating _____
4 Uses additional resources beyond manual texts and curriculum guides.	
3 Effectively uses manuals, texts, and curriculum guides.	
2 Demonstrates minimal use of instructional resources.	
1 Is ineffective in using available instructional resources.	

INDICATOR D: Content Research to Support Lesson Development	Rating _____
4 Demonstrates in depth research of topic content.	
3 Demonstrates acceptable research of topic content.	
2 Demonstrates minimal research of topic content.	
1 Demonstrates little or no research of topic content.	

Candidate - Print Name **Candidate ID #**

Candidate Signature (*I have been made aware of this assessment*) Date

Site Mentor Signature (*I have completed this assessment*) Date

APPENDIX B
EVIDENCE OF PROFESSIONAL GROWTH (EPG)

VERIFICATION of WORK
EPG FORMAT
EPG EVALUATION



**Evidence of Professional Growth
Verification of Work**

Name ID#

Degree Program

Elementary _____
 Secondary _____
 K-12 _____

Undergraduate _____
 Post-Baccalaureate _____
 Graduate _____

Major/Minor

Teaching Major _____
 Second Major _____
 Teaching Minor _____

Supervision

University Supervisor _____
 Faculty Advisor _____
 Site Mentor _____

Placement

School & District _____
 Grade level(s) _____

I verify that all artifacts and narratives included in my Evidence of Professional Growth assignments are my work. This statement is signed as evidence of my academic honesty. I understand that submission of materials identical to those of another pre-service candidate or copied from another source without appropriate citation and reference will constitute academic dishonesty.

Signature Date

Student Teaching Assignment Evidence of Professional Growth (EPG)

Identify Contextual Factors

Identify and discuss relevant factors about the teaching-learning context and student individual differences to set learning goals and plan instruction and assessment. Address how contextual characteristics of the community, classroom, and students have implications for your instructional planning and assessment. Relevant factors might include but are not limited to the following:

- Community description
- District and school description
- Classroom description
- Student characteristics including age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning modalities and skill levels.

Judge Prior Learning

Undertake a systematic assessment to identify and activate prior student learning in the subject area or skills you plan to teach for a particular lesson. The instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and the learning objectives. Assessment methods may include but are not limited to the following:

- Short answer or essay questions
- Selected response (i.e., multiple-choice tests, true or false)
- Performance assessment—reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in PE, delivering a speech, etc.
- Personal communications—questions posed and answered during instruction, class discussions, interviews, conferences, etc.

Plan Instruction

Use the following lesson plan format for the Evidence of Professional Growth assignment

Descriptive Title—Provide the title of the lesson or activity.

Lesson Description—Include a short description of what the students will be learning and doing.

Objectives—Write general and/or specific performance objectives using active verbs to indicate what the students will do as a result of the lesson.

Concept(S) and/or Key Words And Definition(S)—Indicate the concepts to be developed/reviewed. Provide a list of key words and their definitions to be used for the lesson.

Students' Background Knowledge—Indicate what students need to know and be able to do in order to learn from this lesson.

Materials and Teaching Aids—List all materials, teaching aids, instructional technology resources, etc..

Classroom Management Suggestions—Include any suggestions for desk arrangement, group sizes, material distribution, and collection, clean up, and time management.

Assessment—Assessment should be described in detail. Materials used to evaluate individual student performance must be attached.

Standards—List district curricular, state and or national standards addressed by the lesson.

Links Outside This Lesson—Describe any integration of this lesson with other subjects and/or with school/community events.

Accommodation for Diversity—Describe how the individual needs of students are being met. Adjustments may need to be made for students with disabilities, gender differences, limited English proficiency, socio-economic status, religion, etc.

Technology Integration—Describe how instructional technology will be used in the lesson.

Indian Education for All Integration—Describe how one or more of the Essential Understandings will be used in the lesson. Refer to <http://www.opi.state.mt.us/> in the Indian Ed link if additional information is needed about IEfA.

Teaching Model—Identify the teaching model to be used and explain why the chosen model best addresses the performance outcome objective(s) of the lesson. Examples of models include direct instruction, inquiry based instruction, problem solving, collaborative learning etc. Include each step or stage of the model.

Attachments—Attach materials used for guided/independent practice and for evaluation of student outcome performance.

Teach The Lesson

Analyze Assessment Results

The assessment of outcome performance objectives of the lesson should allow identification of performance of the class as a whole, as well as subgroups and/or individual students. Analyze the results of the concluding assessment(s), documenting the student learning that occurred at individual and group levels and noting students who learned more or less than expected.

Reflect Impact of the Lesson on Student Learning

Reflect on teaching performance and link performance to student learning results. Evaluate teaching performance identifying necessary revisions/adjustments to be made to the lesson. Identify the learning goals on which students were most successful and where they were least successful. Provide possible reasons for these differences. If no changes are necessary, reflect upon reason for success.

Suggested Prompts for Reflection

- Was assessment effective and appropriate in terms of student learning? Why or Why not?
- Were there any patterns or clusters of students who did exceptionally well? Moderately well? Poorly? What conclusions can be made about these patterns?
- How well did any sub-groups (special education students, limited English proficient, etc.) do? Should an assessment have been adapted for anyone ?
- Are diverse learners meeting individual learning goals? Reflect upon collaboration with specialists (SPED, Title 1 teachers, etc.) and the resulting impact on student learning.
- Did all of the students in the class learn? Why or why not?
- What were the most positive aspects of a lesson?
- What were the most negative or problematic aspects of a lesson?
- What were the students' reactions to the lesson?
- What could be done differently next time to improve student learning?
- How could the learning of those who did not do as well on on outcome performance be improved?
- Identify specific changes to be made to the lesson for improving the student outcome performance.

**MSU BILLINGS COLLEGE OF EDUCATION
EVIDENCE OF PROFESSIONAL GROWTH
ASSESSMENT RUBRIC**

Candidate		Semester & Year	
Candidate ID#		Grade Level(s)	
Major		School	
Evaluator: Print Name & Date			
EPG	<i>First</i>	<i>Second</i>	<i>Third</i>
	<i>Fourth</i>		

A minimum rating of “3” on all indicators is satisfactory. On the fourth EPG, a rating of a 1 or a 2 on any indicator requires that an additional Evidence of Professional Growth (EPG) be completed and teaching performance observed.

Clarity/Accuracy of Presentation and Professional Writing:

- **INTASC STANDARD 1 Content Pedagogy:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.
- **INTASC STANDARD 6 Communication & Technology:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is organized, but development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons and details	Presentation is clear and accurate and shows some understanding of the implications of the data for instruction	Presentation is clear and accurate and shows understanding of the implications of the data for instruction	Presentation shows insight into assessment-teaching cycle; implications of the data are clearly and accurately explained	
Quality of Professional Writing	Presentation contains several errors in writing mechanics, diction or sentence structure; and/ or presentation is not developed logically	Presentation is organized, but has errors in writing mechanics; diction; or sentence structure; and/or lacks logical development	Presentation is organized, and nearly free of mechanical errors; evidence of logical sequencing and development of ideas are apparent but obvious rather than analytical	Presentation is free of mechanical errors; the writing communicates logically and correctly; ideas are supported by pertinent examples from the data; logical transitions between ideas are present	Presentation is free of mechanical errors; most ideas are fully elaborated; there is a clear focus on data interpretation and its implications for effective teaching	

Analysis of Student Learning:

- **INTASC Standard 4 Multiple Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.
- **INTASC Standard 8 Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
Learning Objectives Identified	Fails to provide a clear learning objective, and/or fails to indicate expectations for mastery	Provides a learning objective but the objective is either not aligned to curriculum standards, not measurable, or does not clearly indicate expectations for mastery	Provides a learning objective and shows connection either to standards/curriculum or to expectations for mastery	Provides a measurable learning objective that is aligned to appropriate standards and/or curriculum scope and sequence; indicates expectations for mastery	Provides a clearly written, measurable learning objective; shows how the learning objective relates both to standards and to curriculum; indicates expectations for mastery and provides a rationale for these expectations	
Assessment System Includes Baseline, Formative and Summative Assessments	Does not show evidence of a comprehensive assessment plan, including baseline, formative, and summative assessments	Has an assessment plan, but in some way the plan is not fully described or developed; aspects of a complete system are missing or not implemented	Has a complete assessment plan and implements some, but not all components of the plan	Develops and utilizes a complete assessment plan, including baseline, formative and summative components	Develops and implements a complete assessment plan designed to assess the level of mastery of the learning objective by the students receiving instruction	
Data Is Collected Systematically	Fails to collect data OR collects data, but does not do so in a meaningful or systematic way	Collects some, but not all types of basic data for analyzing learning	Collects data related to the assessment plan, but data are not collected on all aspects of the plan or some of the data collected is not meaningful	Collects meaningful data, including baseline, formative and assessment data	Collects data in a well organized, systematic manner and uses data to adjust instruction	
Lesson Activities Align with Learning Objectives	Fails to align learning activities to learning objectives	Aligns some, but not all learning activities to the learning objective	Makes partial connections with learning objectives, but fails to provide a comprehensive profile of student learning relative to the whole class, subgroups, OR individual students	Makes connections between learning objectives and learning activities; provides a profile of student learning for the whole class, subgroups, AND individual students	Makes connections between learning objectives and learning activities; provides a comprehensive profile of student learning for the whole class, subgroups, AND individual students	
Interpretation of Data	Fails to analyze or interpret data accurately	Interprets data but has some difficulty drawing reasonable conclusions or determining how to use the data for decision-making	Interprets data in a technically accurate way, but conclusions are missing or not fully supported by data	Interprets data meaningfully and draws appropriate conclusions based on the data	Interprets data meaningfully, draws conclusions based on the data, and uses data to make appropriate instructional decisions	
Evidence of Impact on Student Learning	Fails to show credible evidence of student progress toward mastery of the learning objectives	Analyzes student learning, but includes incomplete evidence of impact on student learning; provides limited evidence of student progress toward mastery of learning objectives	Analyzes student learning and provides some credible evidence of impact on student learning OR provides some evidence of student progress toward mastery of learning objectives	Analyzes student learning by showing evidence of the impact on student learning in terms of individual progress toward mastery of the learning objectives	Analyzes student learning and clearly communicates student learning in terms of individual progress toward mastery of the learning objectives	

Reflection and Self-Evaluation:

- **INTASC STANDARD 2 Student Development:** The teacher understands how children learn and develop, and can provide learning opportunities that support ...intellectual, social, and personal development.
- **INTASC STANDARD 3 Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.
- **INTASC STANDARD 5 Motivation & Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **INTASC STANDARD 7 Planning:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **INTASC STANDARD 9 Reflective Practice & Professional Development:** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent/WeakSkills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
Interpretation of Student Learning	Shows little or no evidence of self-reflection when analyzing the impact of instruction on student performance	Provides evidence of self-reflection concerning impact on student learning, but the reflection shows simplistic, superficial reasons or hypotheses to support conclusions drawn	Provides evidence of self-reflection showing some credible conclusions concerning the impact of instruction on student learning; conclusions are at least partially supported by data	Uses evidence to support conclusions drawn concerning the impact of instruction on learning; explores multiple hypotheses for why students did or did not master the learning objective	Paints a comprehensive picture of how instruction affected student learning; analyzes in some depth reasons why students did or did not attain mastery of the learning objective	
Insights on Effective Instruction	Provides no rationale for why some activities were more successful than others in assisting students to master the learning objective	Identifies successful or unsuccessful activities, but does so for simplistic reasons	Identifies some successful or unsuccessful activities based on the performance of the students; explores some reasons for student progress or lack thereof	Identifies successful and unsuccessful activities based on the performance of the students and provides plausible reasons (based on theory or research) for their progress or lack thereof	Analyzes the value of learning activities and determines, on the basis of impact on student learning, ways to improve learning activities to gain better results in the future	
Insights on Effective Assessment	Fails to evaluate the assessments used	Evaluates assessment techniques, but makes limited or superficial suggestions for improving these techniques	Evaluates assessment techniques and makes suggestions for refinement of techniques for future use	Analyzes the format of assessments and their effectiveness in yielding useful data for guiding instruction and motivating students	Analyzes the impact of assessment results on instruction and student progress; considers ways to involve students in assessment of their own performances	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results	Connects learning goals, instruction, and assessment results, but misunderstandings or conceptual gaps are present	Logically connects learning goals, instruction, and assessment results in drawing some conclusions about student learning and effective instruction	Logically connects learning goals, instruction, and assessment results in order to plan more effective instruction	Logically connects learning goals, instruction, and assessment results in order to plan more effective instruction; uses assessment results to differentiate instruction to meet individual needs	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning	Provides some ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning	Redesigns learning goals, instruction based on assessment results; provides credible rationales for data-based decisions	Plans future instruction on the basis of student profiles and assessment of student needs as well as reflection on previous experience	

APPENDIX C
PROFESSIONAL DISPOSITIONS OBSERVATION

MSU BILLINGS COLLEGE OF EDUCATION DISPOSITIONS OBSERVATION

Candidate: _____

Candidate ID#: _____

Date: _____

Semester: _____

Major: _____

Reviewer: _____

 Junior Field Student Teaching Graduate Internship Other _____

 Plan of Improvement [POI] Date POI Initiated: _____ Date POI Completed: _____

Professional Dispositions: The candidate demonstrates a belief that all students can learn and exhibits fairness in his/her actions

	1 Performance Shows Little or No Evidence	2 Performance Demonstrates Inconsistent or Weak Evidence	3 Performance Demonstrates Some Evidence	4 Performance Demonstrates Adequate Evidence	5 Performance Demonstrates Competency	Score
Demonstrates acceptance of differences in others	Fails to accept the differences of others	Is able to accept a few minor differences	Accepting of most differences in others	Approaching acceptance of all differences in others	Attains acceptance of differences in others	
Shows respect of different perspectives	Weakness in considering other perspectives	Acknowledges other perspectives but still holds one viewpoint	Willingness to look at most viewpoints and see the reasoning behind the ideas	A reasonable and comprehensive examination of various points of view	Thorough and insightful – reveals a credible viewpoint by effectively critiquing other perspectives	
Demonstrates belief that all students can learn	Discriminates against certain groups of students	Shows the belief that some students can learn	Shows the belief that most students can learn	Rarely excludes certain students from the learning process	Includes all students in the learning process	
Uses fair procedures dealing with others	Uses inconsistent procedures	Uses a few consistent procedures	Tries to be fair to all students and treat all students equitably	Approaching equitable treatment for all students	Attains equitable treatment of all students	
Reflects on and analyzes practice	Superficial analysis of teaching	Does little analysis of teaching	Does analysis in most teaching situations	Analyzes teaching with regard to the whole group and most of the individual students	Analyzes lessons with regard to each student in the classroom	
Adjusts lessons to deal with diverse learners	Fails to adjust lessons for learners in a classroom	Tries to adjust lessons but the approach is not particularly successful	Adjusts lessons and the revised lessons work with most learners	Adjusts lessons and the adjusted lessons work with most learners	Adjusts lessons after analyzing how all learners are progressing and diverse learners are very successful	

Personal Professionalism: The candidate exhibits the behavior of an educational professional

	1 Performance Shows Little or No Evidence	2 Performance Demonstrates Inconsistent or Weak Evidence	3 Performance Demonstrates Some Evidence	4 Performance Demonstrates Adequate Evidence	5 Performance Demonstrates Competency	Score
Takes responsibility for learning	Has to be reminded to complete tasks	Is able to accept responsibility to complete tasks	Accepts responsibility in most cases	Approaching acceptance in all situations	Attains acceptance of responsibility in all situations	
Professional dress and hygiene	Dresses inappropriately or has unacceptable hygiene	Has improved one aspect of dress or hygiene	Acceptable in most situations	Approaching professional dress and hygiene in all situations	Appropriate in all situations	
Responds to feedback appropriately	Responds to feedback inappropriately	Responds to feedback inappropriately in most situations	Responds to feedback appropriately in most situations	Approaching appropriate response in all situations	Attains appropriate response in all situations	
Timeliness	Is always late	Is late most of the time	Is on time in most situations	Is rarely late	Is always on time or appropriately early	

APPENDIX D
PLAN FOR IMPROVEMENT

MSU BILLINGS COLLEGE OF EDUCATION PLAN FOR IMPROVEMENT

Candidate			
Candidate ID#		Semester & Year	
Major		Grade Level(s)	
School			
Evaluator: Print Name and Date			

- Identify specific areas for growth, which may include knowledge, skills, dispositions, professional expectations or any other area of concern applicable to the development of a beginning, professional educator.
- Address each area for growth, develop measurable objectives, goals, and timelines (dates) of expected improvement(s).
- Review the plan with the candidate, sign, and date it.
- If applicable, attach copies of supporting documentation, anecdotal notes, lesson plans, etc.
- Mail or Fax (406-657-2082) a copy of the Plan for Improvement to a Field Experience/Clinical Practice Coordinator
- Coordinator notifies Faculty Advisor

C

Evaluator Comments:

Evaluator Signature

Date

Candidate Comments:

Candidate Signature

Date

APPENDIX E
DIVERSITY REPORT

MSU BILLINGS
COLLEGE OF EDUCATION
FIELD EXPERIENCE DIVERSITY REPORT

In the appropriate spaces below, provide specific information
about the field experience being completed.

Candidate			
Candidate ID#		Semester & Year	
Date Range of Field Experience		Length: Hours	
	(Example: Sept. 10-Nov. 24, 2009)	or Length: Days	
Name of School		Grade Level(s)	
Field Experience <i>Indicate the applicable course for this field experience. Only one box should be checked.</i>	<input type="checkbox"/> EDF 225 <input type="checkbox"/> SPED 260 <input type="checkbox"/> EDCI 385 <input type="checkbox"/> RD 494 <input type="checkbox"/> EDCI 500 <input type="checkbox"/> Secondary Methods: _____ <div style="text-align: right;">(identify course and content area)</div> <input type="checkbox"/> Student Teaching, Elementary, Secondary, or K-12 <input type="checkbox"/> Student Teaching, Special Education <input type="checkbox"/> Other: _____ <div style="text-align: right;">(identify course)</div>		
Student Status	<input type="checkbox"/> I am an undergraduate student. OR <input type="checkbox"/> I am a graduate student.		
Major(s) <i>Check one box. Circle appropriate level.</i>	<input type="checkbox"/> I am a single major: Elementary Secondary K-12 <input type="checkbox"/> I am a double major: Elementary/SPED Secondary/ SPED K-12/SPED <input type="checkbox"/> Other: _____ <div style="text-align: right;">(identify/describe)</div>		
Identify <u>all</u> the ethnic and racial diversities of the students in your classroom or site.	<i>(circle all that apply)</i> Caucasian African American Hispanic Asian/Pacific Islander American Indian/Alaskan Native Other(s): _____		
Indicate the identified special needs students in your classroom or site.	SPED _____ Gifted & Talented _____ ESL/ELL _____ 504 Plan _____ Speech/Language _____ Other: _____		
Identify the ethnicity and/or race of your mentor teacher.	Caucasian African American Hispanic Asian/Pacific Islander American Indian/Alaskan Native Other: _____		

APPENDIX F
SERVICE LEARNING REPORT

**MSU BILLINGS COLLEGE OF EDUCATION
FIELD EXPERIENCE SERVICE LEARNING REPORT**

Candidate

ID#

INTASC STANDARD 10 School & Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- Participates in collegial activities which make the school a productive learning environment
- Establishes cooperative partnerships with parents/guardians to support student learning
- Advocates for students

EDF 225	School	Grade Level	Semester/Yr
SPED 260	School	Grade Level	Semester/Yr
EDCI 385	School	Grade Level	Semester/Yr
RD 494	School	Grade Level	Semester/Yr
SPED 420	School	Grade Level	Semester/Yr
EDCI 500	School	Grade Level	Semester/Yr
Secondary Educ Methods	School	Grade Level	Semester/Yr
Student Teaching	School	Grade Level	Semester/Yr
Internship	School	Grade Level	Semester/Yr

For each field experience in which you were enrolled, name a school and/or community activity in which you were involved. Indicate which of the three indicators above for INTASC Standard 10—(1) collegial activities, (2) cooperative partnerships and/or (3) student advocacy—was addressed.

Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator

APPENDIX G
STUDENT TEACHER AGREEMENT

**MSU BILLINGS
COLLEGE OF EDUCATION
STUDENT TEACHER AGREEMENT**

Student Teacher
ID#

Current Address
e-Mail

As a student teacher in the College of Education at MSU Billings, I acknowledge and agree to the following:

- I have been informed and will abide by the professional dispositions of the Teacher Education Program in the College of Education at MSU Billings
- I have read and will abide by the Code of Ethics for Montana Educators, the Administrative Rule of Montana (ARM) or the school law of the state in which I am student teaching
- I will abide by the policies of the district and school in which I am placed for student teaching
- I have been advised to acquire professional liability insurance with the understanding that I am personally liable if I choose not to purchase the insurance
- I give permission to the College of Education to share my student records with my placement school/district personnel including but not limited to my site mentor and school principal
- I give permission to the College of Education to share my student records with my University Supervisor
- I give permission to the College of Education to disclose the results of my criminal background check with other educational institutions, school/district personnel, law enforcement agencies, courts and/or state departments/agencies

Student Teacher Signature
Date

APPENDIX H
SITE MENTOR/UNIVERSITY SUPERVISOR EVALUATION

APPENDIX I
CODE OF ETHICS FOR MONTANA EDUCATORS

Adopted by the Certification Standards and Practices Advisory Council (CSPAC)

Montana educators make the well-being of students the fundamental value in all decisions and actions.

1. Do I help students recognize and reach their academic potential?
2. Do I make every effort to protect students from conditions harmful to learning or health and safety?
3. Do I take care not to expose students to unnecessary embarrassment or disparagement?
4. Do I treat all students with concern and respect?
5. Do I choose discipline strategies carefully, as means to instruct and assert principles, rather than to vent anger?
6. Do I forgive students their indiscretions, not giving in to vindictiveness or recrimination?
7. Do I allow students access to varying points of view?

Montana educators fulfill professional responsibilities with diligence and integrity.

1. Do I fulfill my obligations in a timely manner?
2. Do I take care not to make personal use of school property?
3. Do I refuse any gift, favor or gratuity which might influence, or appear to influence, my professional judgment?
4. Do my extracurricular involvement enhance, rather than interfere with, my effectiveness as an educator?
5. Do I refrain from using coercion or the promise of favor to influence colleagues?
6. Am I honest about my qualifications and those of fellow educators?

Montana educators protect the civil and human rights of all students and colleagues.

1. Do I provide equal opportunities for all students?
2. Do I keep personal information about a student or colleague confidential unless disclosure serves a compelling professional or legal purpose?
3. Do I refrain from interfering with colleagues' exercise of their political and professional rights and responsibilities?
4. Do I recognize that students have a right to privacy and to due process?
5. Do I show a tolerance for points of view which differ from mine, both in and out of the classroom?

Montana educators know the rules, policies, regulations, and laws governing their professional conduct.

1. Am I aware of the statutes which regulate my conduct as an educator?
2. Have I read my contract and do I understand its demands upon me and my employer?
3. Do I familiarize myself with school rules and policies which affect my conduct?

Montana educators pursue appropriate measures to change rules, policies, regulations, and laws which are not consistent with sound educational goals.

1. Do I use professional procedures to evaluate conditions and practices?
2. Do I report unsound educational practices to the appropriate person?

3. Do I attempt to keep my employer informed of conditions that make it difficult or impossible for me to fulfill my contract?
4. Do I work through appropriate channels to improve the contract?
5. Do I work to change unsound policies, rules, regulations and laws?

Montana educators recognize parents and the public as integral parts of the school community and encourage their involvement in education.

1. Do I keep parents informed about the progress of their children?
2. Do I seek parents' help in educating their children?
3. Do I take care not to suppress or distort information relevant to students' progress?
4. Do I present facts about educational matters accurately in direct and indirect public expressions?
5. Do I recognize the right of the public to participate in the formulating of the educational program?
6. Do I endeavor to know and understand the community cultures and the home environments of my students?
7. Do I assist in creating an educational program which reflects the needs and standards of the community and society?

Montana educators maintain professional standards and seek to improve the effectiveness of the profession.

1. Do I assess my own professional effectiveness and take steps to improve it?
2. Do I involve myself in professional organizations and activities?
3. Do I refrain from making critical or malicious comments about colleagues?
4. Do I cooperate in the selective recruitment of prospective educators?
5. Do I assist in the orientation of novice teachers, interns and student teachers?
6. Do I work with my colleagues to build a positive environment?

Montana educators exemplify and foster a philosophy of education which encourages a lifelong pursuit of learning.

1. Do I seek to further my education in and beyond my field, to keep current, to broaden my knowledge and to expand my expertise?
2. Do I take care not to suppress or distort subject matter relevant to a student's intellectual growth?
3. Do I encourage students to take independent action in their own pursuit of learning?
4. Do I encourage a love of learning in my students?

The American Federation of Teachers (AFT) and the National Education Association (NEA) have each published their own code of ethics for the profession. These codes are very similar to the Montana code, focusing on a commitment to the student, to the profession, honesty within profession relationships, and integrity of purpose.

APPENDIX J

MONTANA CHILD ABUSE/NEGLECT LAW

(Source: Montana State University Bozeman Student Teacher Handbook, used with permission)

You do not need to have “hard” evidence because you are reporting suspicions; state them as suspicions, not as facts. Montana Statutes state (summarized):

“When professionals and officials know or have reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused or neglected, they shall report the matter promptly to the department of family services or its local affiliate, which then shall notify the county attorney of the county where the child resides.”

Note that a teacher must report directly to social services. Under Montana law, if any school staff member has reasonable cause to suspect that a child is being abused or neglected, it remains that individual’s obligation to see that the situation is reported. Reporting your concerns to the principal does not satisfy the reporting requirement.

Definitions:

- “Child” or “youth” means any person less than 18 years of age.
- An “abused or neglected child” means a child whose normal physical or mental health or welfare is harmed or threatened with harm by the acts or omissions of his parent or other person responsible for his welfare. Professionals and officials required to report are...schoolteachers, other school officials, and employees who work during regular school hours.

Immunity from liability:

Anyone reporting any incident of child abuse or neglect, is immune from any liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.

Penalty for Failure to Report:

Any person, official, or institution required by law to report known or suspected child abuse or neglect who fails to do so or who prevents another person from reasonably doing so is civilly liable for the damages proximately caused by such failure or prevention. They are also guilty of a misdemeanor.

How to Report:

Report, by phone, any suspected child abuse case promptly to the local Family Services Office. Include:

- The names and addresses of the child and his or her parents or other persons responsible for his or her care
- To the extent known, the child’s age, the nature and extent of the child’s injuries, including any evidence of previous injuries
- Any other information that the maker of the report believes might be helpful in establishing persons responsible therefore; and
- The facts which led the person reporting to believe that the child has suffered injury or injuries or willful neglect, within the meaning of this chapter.

APPENDIX K
POLICY FOR SUBSTITUTE TEACHING

MSU BILLINGS
COLLEGE OF EDUCATION
STUDENT TEACHER SUBSTITUTE TEACHING POLICY
(As agreed upon by the Montana Field Directors' Forum)

Rationale: The current teacher shortage forces many school districts to hire substitute teachers who have no formal teacher preparation or minimal training. Smaller districts are frequently forced to hire substitutes who have no course work beyond the twelfth grade. Larger school districts like Billings, Bozeman, Missoula and Kalispell are also finding it difficult to hire qualified substitute teachers. Student teachers are often in the classroom when the cooperating teacher (site mentor) is absent, while the paid substitute teacher sits in the back, observing. Colleges in Washington, Nevada, Texas and other states have been approving successful student teachers to serve as paid substitute teachers, but only in their cooperating (mentor) teacher's classrooms. Permitting a competent student teacher to be employed as the substitute teacher allows a school district to hire an individual with professional training who understands how to manage a classroom for a productive learning environment in the best interest of the students enrolled in the school. Therefore, field directors in Montana's public/private universities/colleges are proposing the same opportunity for the successful student teacher.

In order to maintain the standard for continuous clinical supervision of student teachers, the following substitute teaching guidelines have been developed. Substitute teaching performance will not be a component of the student teacher's grades.

REQUIREMENTS

School District Administrators will:

- Agree to follow all guidelines or student teachers will not be granted permission to substitute teach.
- Place elementary/secondary students' best interest first when the need arises to hire a substitute teacher. The administration views the student teacher as the best candidate to serve as a substitute teacher for the students in the cooperating teacher's classroom.
- Confirm that the student teacher is demonstrating satisfactory progress in the teaching assignment based on the mentor teacher's and the university supervisor's midterm assessment report, and either the principal's/designee's observation of the student teacher. The principal/designee will share this evaluation with the mentor teacher and the supervisor.
- Assign the student teacher to substitute teach only in the site mentor's classroom for no more than five days. An additional five days of substitute teaching may occur in other teachers' classrooms in the district in exchange for days of the traditional final week observations. These additional five days may occur only if the mentor teacher grants permission for the student teacher to be out of the assigned placement in order to substitute teach.
- Seek approval of the mentor teacher and the university supervisor to employ the student teacher to serve as substitute teacher for the mentor teacher. Assures that the student teacher agrees to serve as the substitute teacher for the school district and completes the district's substitute teacher application.
- Designate a teacher nearby to serve as a support or contact for any assistance needed during the substitute teaching assignment.
- Check with the student teacher at least twice during the teaching day to determine if there are any questions or if assistance is needed.

The Student Teacher will:

- Demonstrate excellent progress as indicated by completion of two evaluations from both the mentor teacher and university supervisor before being allowed to substitute teach. The site mentor and university supervisor will determine when it is appropriate to grant approval for a student teacher to substitute teach in the cooperating teacher's classroom.
- Complete the district's substitute teaching application to be paid as a substitute.
- Become a student member of MEA/MFT or another professional organization providing professional liability insurance protection.
- Substitute teach a maximum of five days in the site mentor's classroom and a maximum of five days in other teachers' classrooms in the district. Days in other teachers' classrooms exchange for final week observation days. The additional five days are at the discretion of the site mentor.
- Remain neutral in the case of contract negotiation conflict and/or a teacher union strike. In such case, student teachers will suspend student teaching and/or substitute teaching until the conflict has been resolved. Student teachers will refrain from any involvement in the conflict/strike including substitute teaching for striking teachers.

The Site Mentor will:

- Complete two formal observation evaluations of the student teacher indicating excellent performance before granting approval for the student teacher to substitute teach.
- Verify with the school administrator that the university supervisor also believes the student teacher is competent to serve as a substitute teacher.

The University Supervisor will:

- Will complete two formal observation evaluations of the student teacher indicating excellent performance in all areas.
- Verify with the site mentor the belief that the student teacher is competent to serve as a substitute teacher.

Policy Summary:

- Five days of substitute teaching assignment in the site mentor's classroom.
- Five days of substitute teaching in other teachers' classrooms in exchange for the final week observation days.
- Application to substitute with the district by the student teacher.
- Membership in student MEA-MFT or an alternative professional education association for professional liability insurance purposes
- Receipt of full substitute teaching pay from the district for each substitute teaching day.
- No substitute teaching during contract negotiation conflict or a teacher strike
- Substitute teaching performance will not be a component of the student teacher's grades.

APPENDIX L
SITE MENTOR DOCUMENTS

SITE MENTOR AGREEMENT
IRS W-9 TAX FORM (in Site Mentor Folder)

**MSU BILLINGS
COLLEGE OF EDUCATION
SITE MENTOR AGREEMENT**

Site Mentor
Date

Address
e-Mail

Student Teacher
Semester (Fall/Spring/Summer Year)

School
Office/Classroom Phone

I agree to host a student teacher for the semester designated above. I agree to follow the policies and procedures as outlined in the Student Teacher Guidebook. Duties as outlined include but are not limited to the following:

- Completing four (4) formal observation evaluations—three (3) formative and one (1) summative
- Completing one (1) Content Pedagogy evaluation for each teaching major/minor under my mentorship
- Completing one (1) Dispositions Observation mid experience and additional reports as necessary
- Assisting the student teacher with completion of the Diversity Report
- Assisting the student teacher with completion of the Service Learning Report
- Assisting the student teacher with completion of the four (4) Evidence of Professional Growth (EPG) assignments

I understand that I will be compensated at the rate of \$250 per student teacher or 2 graduate credits upon enrollment in EDCI 593. Said compensation will be issued under the following conditions;

- Submit at the beginning of the student teaching placement: This agreement and an IRS W-9 form to Room 261, College of Education, MSU Billings
- Submission of four (4) formal observation evaluations—three (3) formative and one (1) summative
- Submission of one (1) Dispositions Observation mid experience and additional reports as necessary
- Submission of one (1) Content Pedagogy evaluation for each teaching major/minor under my mentorship
- Submission of one (1) Diversity Report
- Submission of one (1) Service Learning Report
-

ump sum compensation will be received following submission of the materials listed above.

Site Mentor Signature
Date

APPENDIX M
UNIVERSITY SUPERVISOR DOCUMENTS

UNIVERSITY SUPERVISOR AGREEMENT
TRAVEL APPROVAL FORM (in University Supervisor Folder)
TRAVEL MILEAGE LOG (in University Supervisor Folder)

**MSU BILLINGS
COLLEGE OF EDUCATION
UNIVERSITY SUPERVISOR AGREEMENT**

University Supervisor

MSU Billings ID #

Address

e-Mail

Office/Classroom Phone

1

2

3

4

5

6

7

8

9

10

Student Teachers

Schools

**Semester
(Fall/Spring/Summer Year)**

I agree to supervise student teachers for the semester designated above. I agree to follow the policies and procedures as outlined in the Student Teacher Guidebook. Duties as outlined include but are not limited to the following:

- Completing four (4) formal observation evaluations—three (3) formative and one (1) summative
- Comparing observation results with the Site Mentor to assure reliability of ratings
- Evaluating four (4) Evidence of Professional Growth assignments
- Reviewing the assignments with the student teacher to provide ongoing professional development to improve reflective teaching practice

I understand that I will be compensated at the rate of \$250 per student teacher or 2 graduate credits upon enrollment in EDCI 593 (in lieu of an honorarium for one student teacher) and mileage at state rates. Said compensation will be issued under the following conditions;

- Submit at the beginning of the student teaching placement: New Employee Information Forms (distant University Supervisors only) and University Supervisor Agreement
- Submission of four (4) formal observation evaluations—three (3) formative and one (1) summative
- Submission of evaluations for four (4) Evidence of Professional Growth assignments
- Submission of a Travel Authorization form before travel occurs
- Submission of a Travel Log after travel has occurred
- Submission of bi-weekly timesheets (local University Supervisors only) Payment will be bi-weekly according to the MSU Billings pay schedule
- Lump sum compensation will be received following submission of the materials listed above

University Supervisor Signature

Date