

STUDENT TEACHING GUIDEBOOK 2023-2024

College of Education Montana State University Billings 1500 University Drive Billings, MT 59101 Revised July 2023

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COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The College of Education faculty believe that the educator preparation requires outcome-based performance. Two conceptual frameworks guide the curricula and clinical practice: The Initial Conceptual Framework, based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards and The Danielson Framework for Teaching.

	INTASC STANDARDS	
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STANDARD #1	The teacher understands how learners grow and develop, recognizing that patterns of learning and
Learner	development vary individually within and across the cognitive, linguistic, social, emotional, and
Development	physical areas, and designs & implements developmentally appropriate and challenging learning
	experiences.
STANDARD #2	The teacher uses understanding of individual differences and diverse cultures and communities,
Learning	particularly in Montana's Indian Education for All, to ensure inclusive learning environments that
Differences	enable each learner to meet high standards.
STANDARD #3	The teacher works with others to create environments that support individual & collaborative
Learning	learning, and that encourage positive social interaction, active engagement in learning, & self-
Environment	motivation.
STANDARD #4	The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or
Content	she teaches & creates learning experiences that make these aspects of the discipline accessible &
Knowledge	meaningful for learners to assure mastery of the content.
STANDARD #5	The teacher understands how to connect concepts & use differing perspectives to engage learners in
Application of	critical thinking, creativity, & collaborative problem solving related to authentic local & global issues.
Content	
STANDARD #6	The teacher understands & uses multiple methods of assessment to engage learners in their own
Assessment	growth, to monitor learner progress, & to guide the teacher's & learner's decision making.
STANDARD #7	The teacher plans instruction that supports every student in meeting rigorous learning goals by
Planning for	drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, & pedagogy, as well
Instruction	as knowledge of learners & the community context.
STANDARD #8	The teacher understands & uses a variety of instructional strategies to encourage learners to
Instructional	develop deep understanding of content areas & their connections, & to build skills to apply
Strategies	knowledge in meaningful ways.
STANDARD #9	The teacher engages in ongoing professional learning & uses evidence to continually evaluate
Professional	his/her practice, particularly the effects of his/her choices & actions on others (learners, families,
Learning & Ethical	other professionals, & the community), & adapts practice to meet the needs of each learner.
Practice	
STANDARD #10	The teacher seeks appropriate leadership roles & opportunities to take responsibility for student
Leadership &	learning, to collaborate with learners, families, colleagues, other school professionals, & community
Collaboration	members to ensure learner growth, & to advance the profession.

CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING

DO	OMAIN 1: Planning and Preparation	D	OMAIN 2: The Classroom Environment
1b 1c 1d	 Demonstrating Knowledge of Content and Pedagogy Content knowledge • Prerequisite relationships • Content pedagogy Demonstrating Knowledge of Students Child development • Learning process • Special needs Student skills, knowledge, and proficiency • Interests and cultural heritage Setting Instructional Outcomes Value, sequence, and alignment • Clarity • Balance Suitability for diverse learners Demonstrating Knowledge of Resources For classroom • To extend content knowledge • For students Designing Coherent Instruction Learning activities • Instructional materials and resources Instructional groups • Lesson and unit structure Designing Student Assessments Congruence with outcomes • Criteria and standards 	2b 2c 2d	Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior • Safety and accessibility
D	Formative assessments Use for planning		Arrangement of furniture and resources OMAIN 3: Instruction
	OMAIN 4: Professional Responsibilities		
4a	Reflecting on Teaching • Accuracy • Use in future teaching	3a	Communicating With Students • Expectations for learning • Directions and procedures
4b	Maintaining Accurate Records • Student completion of assignments • Student progress in learning		Explanations of content Use of oral and written language
4c	Non-instructional records Communicating with Families About instructional program • About individual students	3b	Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation
	Engagement of families in instructional program	30	Engaging Students in Learning
4d	Participating in a Professional Community • Relationships with colleagues • Participation in school projects		Activities and assignments • Student groups Instructional materials and resources • Structure and pacing
4e	Involvement in culture of professional inquiry • Service to school Growing and Developing Professionally Enhancement of content knowledge / pedagogical skill Receptivity to feedback from colleagues • Service to the profession	3d	Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring
4f	Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	3e	Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

EDUCATOR OATH

I dedicate myself to the life of an educator, nurturing others to fulfill their potential, live meaningful lives and fully participate in our society.

I dedicate myself to assuring excellent educational opportunities for all individuals.

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

I recognize parents and community as integral to education and pledge to encourage their involvement.

I dedicate myself to teaching the virtues of honesty, respect, trust and courage.

I commit myself to continuing my own personal growth and professional development, for I must bear witness in my life to the ideals being encouraged in others.

In cooperation with my colleagues, I pledge to advance education professions.

I pledge myself to serving both educational and larger community needs.

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

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

RESPONSIBILITIES OF THE STUDENT TEACHER

Student Teaching Grades

Student teaching is a graded course. The candidate will be evaluated and graded in three areas:

- 1. US (University Supervisor)/CT (Cooperation Teacher) Observations 30% of grade
- 2. Dispositions 30% of grade
- 3. Teacher Work Sample (TWS) 40% of grade
 - a. Seminar Attendance: Student teacher candidates are required to attend <u>two</u> seminars unless the Director of Field Experiences and Assessments has authorized an exception. A letter grade will be dropped for each unexcused absence from the seminars.

Students:

Key Assessment	Possible Points
TWS	36
US Observation	20
CT Observation	20
Dispositions	42
Total	118

Class 5 Students:

Key Assessment	Possible Points
TWS	36
US Observation	20
US Observation	20
Dispositions	42
Total	118

All Assessment Templates and Guides can be found at the following web link: <u>https://www.msubillings.edu/coe/fieldexper/StudentTeaching.htm</u>

ATTENDANCE REQUIREMENTS

- Fall semester student teaching begins with the start of the school district's calendar.
- Spring semester student teaching starts at different dates depending upon your placement. Single majors in Billings SD #2 begin at the start of the school district's new semester.
- Single majors complete a 14-week placement.
- Single majors for graduate licensed teachers complete a 10-week placement.
- Double majors complete a 20-week placement (10 weeks for each major).
- Reading majors complete 14 weeks in their elementary placement, then 6 weeks with a reading cooperating teacher/specialist.
- Teaching minors complete a 2-week full emersion placement, see Appendix H.
- ALL student teacher candidates (within a 250-mile radius) are required to attend two seminars at MSUB during their student teaching experience unless excused. Excused student teachers who miss the seminar(s) will be required to complete an assignment based on the seminar information provided to them.

SCHEDULE AND CALENDAR

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 workdays 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 cooperating teacher or school principal dependent upon school policy and (2) the university supervisor.

LESSON PLANS

Find COE Lesson Plan Template at <u>http://www.msubillings.edu/coe/FieldExper/StudentTeaching.htm</u>. On a daily basis, complete lesson plans in accordance with cooperating teacher 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, technology, 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.

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 <u>five weeks</u>. Full responsibility does not mean the candidate must be alone in the classroom at all times. However, the student teacher should be the lead teacher for at least five weeks. Co-teaching can and should occur.

The suggested phase-in schedule is just that—<u>suggested</u>. 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 1 st Placement
Week 2	Responsible for 1 preparation	Responsible for 1 preparation
Week 3	Responsible for 2 preparations	Responsible for 2 preparations
Week 4	Responsible for 3 preparations	Responsible for 3 preparations
Week 5	Responsible for 4 preparations	Responsible for 4 preparations
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 Placement 1, observation of other classes with approval and guidance of the cooperating teacher & university supervisor.First placement ENDS.
Week 11	Full responsibility	Second placement BEGINS. Orientation/Observation 2 nd Placement
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 cooperating teacher & 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 Placement 2, observation of other classes with approval and guidance of the cooperating teacher & university supervisor

IMPORTANT DATES

Student Teaching Seminars, two each for Fall or Spring Semester: <u>http://www.msubillings.edu/coe/FieldExper/StudentTeaching.htm</u> MSU Billings graduation application deadlines for Fall or Spring Semester: <u>http://www.msubillings.edu/reg/graduation.htm</u> MSU Billings Commencement: (Spring Semester only) <u>https://www.msubillings.edu/commencement/index.htm</u>

STUDENT TEACHING POLICIES AND PROCEDURES 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. For example, physical education teachers usually wear sport clothing for the activities they teach. Secondary teachers might wear more business-like dress than primary teachers working with young children. Follow the guidance of the cooperating teacher and be careful to follow school/district dress codes.

LIABILITY INSURANCE

Montana State University Billings provides liability insurance for all students in courses that have field experiences.

REPEATING STUDENT TEACHING POLICY

A student teacher candidate who does not successfully complete or pass student teaching for any reason may be permitted to repeat the field experience only once. A third attempt will not be allowed. However, before the second placement is confirmed, the candidate must submit a petition to the College of Education Appeals Committee requesting to repeat student teaching.

SUBSTITUTE TEACHING POLICY

Student teachers may substitute teach UP TO a maximum of ten (10) days in the Cooperating teacher's classroom. All substitute teaching must be approved through the Cooperating teacher, University Supervisor, and school principal(s). See Appendix G for full policy.

LICENSURE

Initiating the process of licensure is the candidate's responsibility. Candidates seeking licensure from a MSUB education program must obtain a qualifying Montana Praxis Subject Assessments exam score for all teaching majors and minors in their completed program before a licensure recommendation can be made. All candidates must meet the three prong Montana Assessment for Content Knowledge Verification (MACK) Score before a recommendation for licensure can be made to any state. The three-prong assessment consists of <u>content</u> coursework GPA, an assessment of content knowledge demonstrated during student teaching, and the Praxis score. Montana Assessment of Content Knowledge (MACK) Score information including the list of the required Praxis tests and score information according to major and/or minor is listed on the College of Education website in the Licensure, Endorsements, Praxis link -

http://www.msubillings.edu/coe/FieldExper/Licensure.htm

Montana Teacher Licensure

The Montana Office of Public Instruction (OPI) is the state department that issues licenses. It is recommended that even if you desire to pursue licensure in another state that you license in Montana. It is beneficial to license in the state you completed your educator preparation program as it generally makes eligibility for licensure in other states easier.

The OPI website contains all licensure applications and contains information for initial as well as licensed teacher candidates. OPI's web address is <u>https://opi.mt.gov</u>. To obtain licensure application materials, open the Educators tab to access the Educator Licensure Home page to access the Teach Montana System to apply.

Program Completion for Licensure Eligibility

Program completion includes coursework and/or degree completion that meets all College of Education GPA requirements, a qualifying score on all required Praxis exams, and successful student teaching. Program completion and meeting the Montana Assessment of Content Knowledge (MACK) Score is required for a licensure recommendation to Montana or any state. A score of 1* on any of the MACK rubric components requires remediation. However, there is a provisional Class 5A option for those who have completed all but Praxis. The Class 5A licensure option is only good for one year – July 1 to June 30. The Class 5 provisional licensure option is a once in an educator lifetime option so should be used with caution and only if you have secured employment not to "job seek".

Delaying Licensure

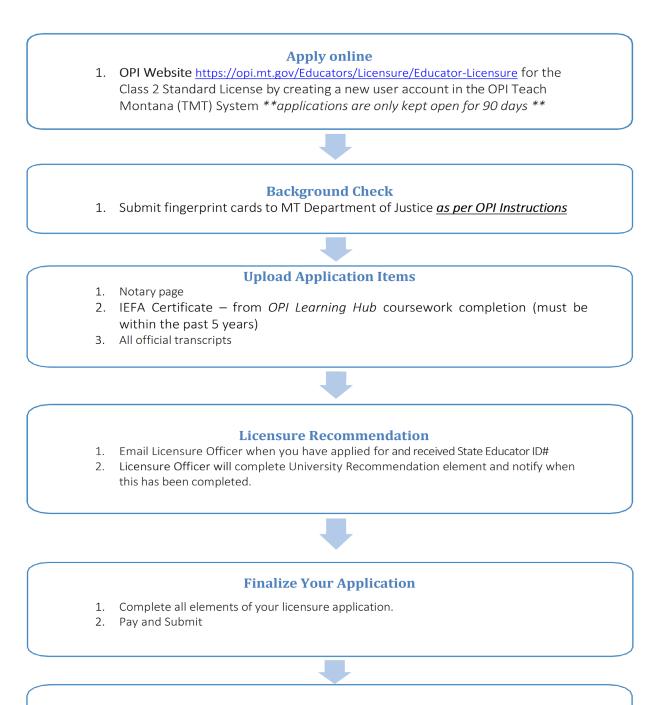
Delaying Licensure for an extended time will require that the candidate meet any program changes and/or licensure rule changes at the time the licensure recommendation request is received. This can result in additional coursework and/or changes to Praxis or any other program requirements.

Licensing in States Other Than Montana

Access the state's Department of Education webpage for specific information requirements and the application. You can obtain access to the state's education sites on the College of Education website, Licensure, Endorsements, Praxis link under Info for Students, <u>http://www.msubillings.edu/coe/FieldExper/Licensure.htm</u>. Candidates are responsible for providing the Licensure Officer with necessary out-of-state paperwork.

MT Licensing Process

All Initial Teacher Licensure Candidates (first time licensing in the state of Montana):



View TMT Application Status and License Issue

- 1. Refer to the OPI Educator Licensure Home page for the Evaluation Schedule
- 2. Print your license from the TMT System when issued.

STEPS TO LICENSING

All Initial Teacher Licensure Candidates: (Bachelor's, Post Bac Teacher Licensure (not already licensed Class 2 or Class 5 Educators), and Master's Curriculum and Instruction candidates)

- 1. Submit PDF copies of all required Praxis Score Reports and State Educator ID # to Licensure Officer when you have begun an OPI Teach Montana (TMT) application.
- 2. To order MSUB transcript for uploading or sending to OPI. REMEMBER DO NOT order prior to grade and degree posting. You can find official transcript information on the MSUB website https://www.msubillings.edu/reg/transcripts.htm.

<u>Endorsement only Candidates</u>: (licensed teachers adding endorsements and Bozeman students completing the Special Education endorsement at MSUB)

- 1. Complete the OPI Teach Montana (TMT) licensure system endorsement application ** It is important that you select you are "completing a program" in the application**
- 2. Submit PDF copies of all required Praxis Score Report and State Educator ID # (SEID#) to Licensure Officer when you have begun an OPI Teach Montana (TMT) application.
- 3. To order MSUB transcript for uploading or sending to OPI. REMEMBER DO NOT order prior to grade and degree posting (if needed). You can find official transcript information on the MSUB website https://www.msubillings.edu/reg/transcripts.htm.

Class 5 provisionally licensed teacher candidates:

- 1. Complete the OPI Teach Montana (TMT) licensure system Class 5 License Upgrade Application.
- 2. Submit PDF copies of all required Praxis Score Report and State Educator ID # (SEID#) to Licensure Officer when you have begun an OPI Teach Montana (TMT) application.
- 3. To order MSUB transcript for uploading or sending to OPI. REMEMBER DO NOT order prior to grade and degree posting (if needed). You can find official transcript information on the MSUB website https://www.msubillings.edu/reg/transcripts.htm.

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

- 1. Grades for coursework are posted on transcripts according to University Calendar Grades Due date. (Double majors will have second student teaching grade posted after completion of second placement and grade assessment).
- 2. For those candidates earning a degree, the 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.
- 3. The official transcript with degree posting is sent to the College of Education Licensure Officer. *This typically does not begin to occur until 3-4 weeks after final grades are submitted.*
- 4. For non-degree candidates the Licensure Officer does a final grade and program completion review and requests a transcript from the Registrar's Office if all requirements are met.
- 5. The Licensure Officer does a final review for licensure eligibility and completes the University Recommendation. No recommendations can be made until all Praxis exams in all teaching majors and minors are evidenced with official score reports and candidates have met the Montana Assessment of Content Knowledge (MACK) score for licensure.
- 6. The notary page (for initial online licensure applicants paper application and check for paper applicants), University Recommendation, official transcripts, are mailed to OPI.
- 7. OPI evaluates the application, determines eligibility for licensure, and issues license.
- 8. Licensure status can be reviewed on the OPI website.

QUESTIONS ABOUT LICENSURE

Contact Jennifer Burns, Licensure Officer, COE Rm. 262, <u>jburns@msubillings.edu</u>, 406-657-2293. Please include the last four digits of your student id# in all information requests.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Student Teaching Placement Options:

- 14-week single major.
- 10-week single major for graduate licensed teacher.
- 10-week double major (20 weeks total- 10 weeks for each major).
- 6- week reading major (Reading majors complete 14 weeks in their elementary placement; then 6 weeks with a reading mentor teacher/specialist

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

- **1. Orientation**: The Cooperating Teacher initiates the student teacher into the culture, mores, policies and procedures of the school and district into which the student teacher has been placed.
- 2. Induction: The Cooperating Teacher 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.
- **3. Planning**: The Cooperating Teacher models and assists the student teacher with daily lesson planning and co-teaching experiences to address whole group and individual student needs.
- 4. **Teaching**: The Cooperating Teacher 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.
- 5. **Observation:** The Cooperating Teacher has the responsibility of observing the student teacher in the various roles played by a teacher throughout a school day and providing constructive guidance.
- 6. Evaluation: The Cooperating Teacher completes two formal observations of the student teacher and discusses the subsequent rating of teaching performance with the student teacher. The Cooperating Teacher also collaborates with the University Supervisor to complete the Dispositions Evaluation.
- 7. Teacher Work Sample (TWS): Assist the student teacher with the completion of the TWS unit of learning, which includes: preassessment, unit plan, 3 -5 lesson plans, reflections on teaching and learning, and a post assessment.
- 8. Reflection: The Cooperating Teacher models reflective practice and guides the student teacher in analyzing teaching performance as it relates to elementary/secondary student performance outcomes. The cooperating teacher helps the student teacher to self-evaluate, monitor, and adjust their behavior to achieve optimal learning outcomes for the elementary/secondary students.
- **9. Consultation**: The Cooperating Teacher serves as a consultant—providing assistance, offering constructive criticism, eliciting self-analysis, and rating performance of the student teacher.

IMPORTANT!

The following forms must by submitted to the Director of Field Experience and Assessment in order for the Cooperating Teacher to be paid:

- 1. Cooperating Teacher Agreement (see Appendix C)
 - a. If a new employee to MSU-Billings, IRS W-9 form.
 - b. If current employee who has worked/supervised in last 12 months, no further requirements.
 - c. If credit for EDCI 589 is chosen, you will receive further instructions and/or a voucher.

These forms are to be signed and returned to MSU Billings-COE 263, 1500 University Drive, Billings, MT 59101 during the first weeks of the student teacher's placement. The Cooperating Teacher will not be paid a stipend (or registered for the EDCI 593 course) until these forms have been received by MSUB.

COOPERATING TEACHER KEY ASSESSMENTS:

Please submit all your applicable student teacher evaluation forms to the Director of Field Experience and Assessments.

For all 6, 10, and 14 Week Placements:

- 1. **Observation Evaluations:** At least two evaluations spread out over a period of time during the placement. (3 separate lesson observations or the same lesson observations as the supervisor)
- 2. Assessment of Content Pedagogy (Elementary <u>OR</u> Secondary and K-12 Education): One assessment is completed toward the end of the placement. (For middle school, high school, special education, art, music, Spanish, health & human performance, and reading majors- complete the Secondary and K-12 Assessment of Content Pedagogy).
- 3. **Dispositions Evaluation:** This evaluation is due the final week of the student teaching major placement(s). However, the Cooperating Teacher and University Supervisor should be in constant contact with each other. If any issues arise a Dispositions Evaluation Form should be completed and submitted immediately to the Director of Field Experience and Assessment, who will follow through with any plan for improvement.

It is important for the Cooperating Teacher to work closely with the University Supervisor to assure consistent ratings of the student teacher. If at any time, the Cooperating Teacher and/or University Supervisor perceives a present problem or foresees a future issue, s/he should immediately notify the Director of Field Experience and Assessment at MSU Billings. If there is a problem that needs further action, the Director of Field Experiences and Assessment will develop a *Plan for Improvement (Appendix D)* through collaboration among the following: student teacher's faculty advisor, cooperating teacher, university supervisor, and the student teacher.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR / PLACEMENT SUPERVISOR

Student Teaching Placement Options:

- 14-week single major.
- 10-week single major for graduate licensed teacher.
- 10-week double major (20 weeks total- 10 weeks for each major).
- 6- week reading major (Reading majors complete 14 weeks in their elementary placement; then 6 weeks with a reading mentor teacher/specialist

The MSUB College of Education Teacher Education Program recognized the invaluable role played by experienced educators as they link the university to schools through their supervisory role. The University Supervisor disseminates important information regarding expectations for student teachers and Cooperating Teachers from the university to the schools and provides on-going progress reports regarding the student teacher from the schools to the university.

University Supervisor General Responsibilities:

- 1. Compare observation results with the Cooperating Teacher to assure reliability of ratings.
- 2. Review the assignments with the student teacher to provide ongoing professional development to improve reflective teaching practice.
- 3. Complete and submit all necessary forms and evaluations:

Payment Forms:

Responsibilities of the University Supervisor are listed in the University Supervisor Agreement. This agreement is to be signed and returned to MSU Billings- COE 263, 1500 University Drive, Billings, MT 59101 during the first month of the student teacher's placement.

University Supervisors often travel many miles to work with student teachers and their Cooperating Teachers. To be reimbursed for travel expenses, the supervisors are expected to follow MSU Billings travel policies and procedures. Complete a Travel Authorization Form to be turned in at the beginning of the semester. 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. Miles traveled are logged from MSU Billings (not home) to the school sites and back.

If multiple schools are visited in a single day, only the start of the trip is from MSU Billings, and the last site visited is calculated as returning to MSU Billings. The travel log is to be turned in at the end of the semester to MSUB-COE 263, 1500 University Drive, Billings, MT, 59101.

University Supervisor Evaluations:

Please submit all your applicable student teacher evaluation forms to the Director of Field Experience and Assessments. **For all 6, 10, and 14 Week Placements:**

- 1. **Observation Evaluations:** At least two evaluations spread out over a period of time during the placement. (3 separate lesson observations or the same lesson observations as the supervisor) *10-week Double Majors: Only 2 formative evaluations are required.
- 2. Assessment of Content Pedagogy (Elementary <u>OR</u> Secondary and K-12 Education): One assessment is completed by the Cooperating Teacher with the review and signature by the University Supervisor toward the end of the placement. (For middle school, high school, special education, art, music, Spanish, health & human performance, and reading majors- complete the Secondary and K-12 Assessment of Content Pedagogy).
- 3. **Dispositions Evaluation:** This evaluation is due the final week of the student teaching major placement(s). However, the Cooperating Teacher and University Supervisor should be in constant contact with each other. If any issues arise a Dispositions Evaluation Form should be completed and submitted immediately to the Director of Field Experience and Assessment, who will follow through with any plan for improvement.
- 4. **Teacher Work Sample Evaluation (TWS)**: The University Supervisor will score the student teacher's TWS using the rubric provided. This should be submitted by the final week of the teaching major placement(s).

It is important for the Cooperating Teacher to work closely with the University Supervisor to assure consistent ratings of the student teacher. If at any time, the Cooperating Teacher and/or University Supervisor perceives a present problem or foresees a future issue, s/he should immediately notify the Director of Field Experience and Assessment at MSU Billings. If there is a problem that needs further action, the Director of Field Experiences and Assessment will develop a *Plan for Improvement (Appendix D)* through collaboration among the following: student teacher's faculty advisor, cooperating teacher, university supervisor, and the student teacher.

APPENDIX A: ASSESSMENT FORMS



OBSERVATION FORM

Candidate Name:	Candidate ID Number:	Evaluator Name:	□University Supervisor □ Cooperating Teacher
Date of Observation:	Time of Observation:	Observation Number:	 ☐ Junior Field ☐ Graduate Practicum ☐ Student Teaching
Content Area:	School:	Grade Level:	TWS Observation Yes No
Instructions:			

Pre-observation

- 1. Establish time/date of observation and post-observation feedback session.
- 2. Review lesson plan, which should be submitted at least 24 hours before observation.
- 3. If any major concerns are identified in the lesson plan, communicate needs for revision as soon as possible.

During the Observation

- 4. Observe teaching long enough to provide feedback on all components.
- 5. If observed teaching warrants comments in relation to Domain I (Planning), please note that in the comment sections of the relevant Domain II or III component.
- 6. For each component, check the descriptor that most accurately describes the candidate's performance (whole points only). To establish an overall score for the component, select the minimum level observed. For example, if a candidate is rated in both the Needs Improvement and Sufficient levels, the overall score would be Needs Improvement. Scores of Sufficient (2) or Proficient (3) are considered appropriate for student teaching; qualitative feedback for these scores is strongly encouraged.
- 7. If a score of Needs Improvement (1) is recorded, you must provide sufficient qualitative evidence in the comment box to support the rating.
- 8. If a descriptor is not assessed for a specific reason, a qualitative comment should be included to explain why the descriptor is not applicable.

Post-observation

- 9. A post-observation feedback session should be held the same day as the observation.
- 10. Have the candidate explain the effectiveness of the lesson and suggestions for future improvement.
- 11. Provide actionable feedback to the candidate, including two specific goals for improvement.
- 12. Provide a copy of the completed Observation Tool to the candidate.
- 13. Submit a typed copy of the completed Observation Tool to the Field Placement Coordinator.

Domain II: The Classroom Environment

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
2a: Creating an Environment of Respect and Rapport Elements: • Teacher interaction with students • Student interactions with other	□ Candidate creates an environment in which classroom interactions (candidate-students and among students) are generally negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.	 Candidate creates an environment in which classroom interactions (candidate-students and among students) generally demonstrate caring and respect. Interactions are generally appropriate to the ages, developmental levels, and 	 Candidate creates an environment in which classroom interactions (candidate-students and among students) consistently demonstrate caring and respect. Interactions are consistently appropriate to the ages, developmental
students	□ Candidate generally does not respond to disrespectful behavior.	cultures of the students. InTasc: 3a, c, d, e, f, k, l	 levels, and cultures of the students. Candidate proactively establishes a positive learning environment that results in students demonstrating respect for each other and the candidate. InTasc: 2d, h, j, k; 3a, c, d, e, f, h, j, k, l1
Score for 2a:	Comments for 2a:		
 2b: Establishing a Culture for Learning Elements: Importance of the content Expectations for learning and achievement Student pride in work 	 Candidate does not establish an effective culture for learning. The candidate's attitude toward content is generally negative and expectations for student learning are low. 	 Candidate establishes an effective culture for learning by generally modeling the importance of content and conveying high learning expectations for most students. InTasc: 5a, d, g, o 	 Candidate establishes an effective culture for learning by consistently modeling the importance of content and conveying high learning expectations for all students. Students also demonstrate a consistent commitment to the learning tasks and appear to be motivated toward completing high-quality work. InTasc: 5a, d, f, g, k, m, o
Score for 2b:	Comments for 2b:		

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
2c: Managing Classroom	□ Candidate inconsistently	□ Candidate generally	□ Candidate consistently
Procedures	creates and implements	creates and implements	creates and implements
	classroom routines and	classroom routines and	classroom routines and
Elements:	procedures that lead to	procedures that lead to	procedures that lead to
 Management 	effective use of time and	effective use of time and	effective use of time and
of Instructional	materials.	materials.	materials.
Groups			
 Management 	Candidate inadequately	Candidate arranges and	□ Candidate arranges and
of Transitions	arranges and mismanages	manages instructional groups	manages instructional groups
 Management 	instructional groups.	that are only partially	that are productive and fully
of materials		appropriate to the students	appropriate to the students
and supplies	□ Students do not generally	or only moderately successful	and the instructional
Performance	follow routines.	in advancing the instructional	purposes of the lesson.
of non-	Tonow Fouries.	outcome of the lesson.	
instructional			□ Students consistently
duties		□ Students generally follow	follow routines with minimal
uulles		routines with regular	guidance and prompting.
		guidance and prompting.	guidance and prompting.
		guidance and prompting.	InTasc: 3d, i, j, k
		InTasc: 3d, k	1111ase. 50, 1, j, k
Score for 2c: 1	Comments for 2c:	· · · · · · · · · · · · · · · · · · ·	
2d: Managing Student	Candidate does not	Candidate establishes	Candidate collaboratively
Behavior	establish positive behavioral	positive behavioral	establishes clear, positive
-	expectations that are clear to	expectations which are clear	behavioral expectations with
Elements:	most students.	to most students.	students.
 Expectations 			
 Monitoring of 	□ Candidate reacts to	\Box Candidate generally reacts	□ Candidate actively
student	student behavior in ways that	to student misbehavior	monitors student behavior by
behavior	are inconsistent,	appropriately and	recognizing and supporting
 Response to 	inappropriate, and/or	respectfully.	positive behaviors and
student	disrespectful.		responding to misbehavior
misbehavior		InTasc: 3j, k	appropriately and
			respectfully.
			InTasc: 3a, c, e, i, j, k
Score for 2d:	Comments for 2d:	L	1

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
2e: Organizing Physical Space*	□ Candidate organizes the physical arrangement of the classroom and classroom	□ Candidate organizes the physical arrangement of the classroom and classroom	□ Candidate organizes the physical arrangement of the classroom and classroom
Elements:	resources in ways that are	resources are safe and	resources are safe and
 Safety and accessibility 	unsafe and/or inaccessible for some students.	accessible for most students.	accessible for all students.
 Arrangement of furniture and use of physical 	The physical space is not conducive to learning activities.	The physical space is conducive to most learning activities.	The physical space is conducive to all learning activities.
resources *When evaluating this component, keep in mind the candidate's ability to control the physical environment is limited to what the CT allows.	Physical resources, including technology, are used in ways that may inhibit student learning.	 Physical resources, including technology, are generally used to facilitate student learning. InTasc: 3d, g, m 	 Physical resources, including technology, are consistently used to facilitate student learning. InTasc: 3d, g, h, m
Score for 2e:	Comments for 2e:		1

Domain III: Instruction

Domain III: Instruction	Needs Improvement (1)	Sufficient (2)	Proficient (3)
3a: Communication with Students Elements: • Expectations for learning	□ Candidate's explanation of the instructional purpose, directions, and procedures is unclear and confusing for most students.	□ Candidate explains the instructional purpose, directions, and procedures in ways that are clear to most students.	□ Candidate explains the instructional purpose, directions, and procedures in ways that are clear to all students.
 Directions and procedures Explanations of content Use of oral and written language 	 The explanation of content and vocabulary has many errors. Candidate uses oral and written language that may be developmentally inappropriate. Candidate uses no specific strategies to support the communication needs of diverse learners. 	 The explanation of content and vocabulary is generally accurate. Candidate uses oral and written language that is generally developmentally appropriate. Candidate uses some communication strategies to support diverse learners. 	 The explanation of content is consistently accurate and vocabulary instruction extends the students' language acquisition. Candidate uses oral and written language that is consistently developmentally appropriate. Candidate consistently uses multiple communication
		InTasc: 5e, h, l	strategies to support diverse learners. InTasc: 5e, h, l, n
Score for 3a:	Comments for 3a:		
3b: Using Questioning and Discussion Techniques Elements:	 Candidate only uses questions/prompts that foster lower-level student thinking. Candidate uses discussion 	□ Candidate attempts to use questions/prompts that foster a range from lower-level to higher-level student thinking.	□ Candidate consistently uses questions/prompts that foster a range from lower- level to higher-level student thinking.
 Quality of questions Discussion techniques Student participation 	 candidate does does not provide adequate wait time. Candidate does not provide adequate wait time. Candidate does not attempt to use techniques that foster student-to-student interactions. 	 Candidate uses discussion techniques that invite most students to participate. Candidate generally uses adequate wait time. Candidate attempts to use techniques that foster student-to-student interactions. InTasc: 8d, h, i, k 	 Candidate uses discussion techniques that invite all students to participate. Candidate consistently uses adequate wait time. Candidate uses techniques that foster student-to-student interactions.
Score for 3b:	Comments for 3b:	וויו מסנ. סע, וו, ו, א	InTasc: 8a, d, f, h, i, j, k, l

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
3c: Engaging Students	Candidate facilitates	□ Candidate attempts to	□ Candidate consistently
in Learning	activities and assignments	facilitate activities and	facilitates activities and
	that are not aligned with	assignments that are	assignments that are aligned
Elements:	instructional outcomes.	generally aligned with	with instructional outcomes,
 Activities and 		instructional outcomes.	support cultural awareness,
assignments	□ Candidate facilitates		
 Grouping of 	activities and assignments	Candidate attempts to	□ Candidate consistently
students	that are inappropriate for	facilitate activities and	facilitates activities and
Instructional	most students'	assignments that are	assignments that are
materials and	developmental levels.	appropriate for some	appropriate for all students'
resources		students' developmental	developmental levels.
Structure and	Candidate does not group	levels.	Condidata graupa studanta
pacing	students in ways that support instructional outcome(s).	□ Candidate attempts to	□ Candidate groups students in ways that support the
	instructional outcome(s).	group students in ways that	instructional outcome(s).
	□ Candidate uses materials	support the instructional	instructional outcome(s).
	that hinder student	outcome(s).	□ Candidate consistently
	engagement.		facilitates the lesson using
	engagement.	Candidate generally	materials that foster student
	□ Lesson structure and/or	facilitates the lesson using	engagement.
	pacing hinders student	materials that foster student	5.5
	engagement.	engagement.	□ Candidate consistently
			facilitates the lesson using a
		□ Candidate generally	recognizable structure with
		facilitates the lesson using a	appropriate pacing.
		recognizable structure with	
		appropriate pacing.	InTasc: 1a, b, d, e, f; 3b, d, h, i, j,
			k, m; 4b, c, d, e, f, g, h, j, k, l, m,
		InTasc: 1a, d; 3d, j, k, m; 4b, c, d,	n; 5a, b, c, f, g, j, k, l, m, p; 8a, b, c, d, e, f, g, h, i, j, k, l, m, n, o;
		e, f, h, j, k, n; 5b, c, f, j, l; 8a, b, d, e, g, h, i, j, m, n, o	<u>MCA 20-1-501</u>
Score for 3c:	Comments for 3c:	C, 6, 11, 1, J, 111, 11, 0	
3d: Using Assessment	□ Candidate's	□ Candidate communicates	□ Candidate communicates
in Instruction	communication of	general assessment and	clear assessment and
F I .	assessment and performance	performance standards to	performance standards that
Elements:	standards is unclear to	students.	students can use to guide
 Assessment criteria 	students.	Candidate utilizes	their learning.
	□ Candidate does not		Candidato's prograss
 Monitoring of student 	actively monitor student	monitoring of some students' learning to support	Candidate's progress monitoring consistently
learning	learning during the lesson.	instructional outcomes (use	generates data on all
Feedback to	icarning during the lesson.	of technology as appropriate).	students' learning that guides
students	□ Candidate's feedback		instruction (use of technology
	provided to students is	Candidate's feedback	as appropriate).
	inaccurate or too general to	provided to students is	
	guide them toward the	generally accurate.	Candidate's feedback
	learning outcomes.	- ·	provided to students is
		InTasc: 6a, b, d, e, i, j, n, o	consistently accurate, timely,
			and minimizes bias.
			InTasc: 6a, b, c, d, e, g, h, i, j, k, l,
		l	n, o, p

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
Score for 3d:	Comments for 3d:		
3e: Demonstrating Flexibility and Responsiveness	□ Candidate adheres to an instructional plan even when adjustment is clearly needed.	□ Candidate attempts to adjust the lesson, but in a way that interrupts the pacing and flow of the learning.	□ Candidate adjusts the lesson efficiently when needed.
Elements: Lesson adjustment Response to students	□ Candidate does not attempt to respond to students' questions, level of interest, and skill abilities.	□ Candidate responds to the whole group's questions, level of interest, and skill abilities.	□ Candidate responds to individual students' questions, level of interest, and skill abilities.
Persistence	□ Candidate does not persist in seeking approaches to support students or attributes lack of student learning on extraneous factors outside of the candidate's influence.	□ Candidate persists in seeking approaches to support students using a limited repertoire of instructional strategies. InTasc: 2a, c; 5c, d, f, h, n; 7l	□ Candidate persists in seeking approaches to support students using a broad repertoire of instructional strategies and professional collaborations.
Score for 3e:	Comments for 3e:		InTasc: 2a, b, c, e, f, g, h, i, j, k; 5c, d, f, g, h, l, m, n; 7f, j, l, m

Domain IV: Professional Responsibilities

	Needs Improvement (1)	Sufficient (2)	Proficient (3)
4a: Reflecting on	□ The candidate does not	□ Candidate has a generally	□ Candidate accurately
Teaching	accurately assess the effectiveness of the lesson	accurate impression of the lesson's effectiveness and	assesses the lesson's effectiveness and provides
Elements:	and has no ideas about how	provides general ideas on how	multiple and specific ideas on
 Accuracy Use in future teaching 	the lesson could be improved.	the candidate can improve their professional practice.	how the candidate can improve their professional practice.
		InTasc: 9b, c, g,	
			InTasc: 9b, c, g, k
Score for 4a:	Comments for 4a:		

Goal 1:	 	
Goal 2:		



INITIAL CONCEPTUAL FRAMEWORK

Montana State University–Billings College of Education and Human Services Initial Conceptual Framework was developed through a collaborative process involving unit faculty, Arts and Sciences faculty, school district representatives, and candidates. Development of the Initial Conceptual Framework incorporated standards from major professional groups, including INTASC and ISTE, state and university standards, and the mission of the institution and unit. It is understood that areas of the Conceptual Framework reflect the program as a whole, rather than departmental course offerings. Consequently, candidates have the opportunity to develop and demonstrate competencies through multiple venues.

Framework Area #1: Human Development and Learning INTASC Standards indicated by number where applicable.

	Level I: Emerging Competence	Level II: Developing Competence	Level III: Basic Competence
1.1 Individual Development	Understand theories and levels of human development. (#2)	Apply theories of human development when planning educational practice. (#2)	Provide opportunities that support all students' intellectual, personal, and social development. (#2)
1.2 Learning	Understand how all students learn. (#2) Understand how students may differ in their approaches to learning. (#3) Understand individual and group motivation and behavior. (#5)	Apply theories of learning when planning educational practice. (#2) Apply various instructional strategies to meet diversity among students when planning educational practice. (#3) Apply theories of motivation and behavior when planning educational practice. (#5)	Provide opportunities that support all students' intellectual, personal, and social development. (#2) Create instructional opportunities adapted to students' differences in learning. (#3) Create a learning environment that encourages positive social interaction and active engagement in learning and self-motivation. (#5)

Framework Area #2: Social Responsibility INTASC Standards indicated by number where applicable.

	Level I: Emerging	Level II: Developing	Level III: Basic
	Competence	Competence	Competence
2.1 Ethics and Moral	Understand the development	Apply considerations of ethics	Incorporate ethics and
Development	of ethics and morality at the	and moral development as	moral principles in
	level of the individual. (#2)	they relate to professional	educational practice. (#2)
	Understand the ethical,	studies. (#2)	Incorporate ethical and
	cultural, and societal issues	Practice responsible use of	responsible use of
	related to technology. (#6)	technology. (#6)	technology into
			educational practice. (#6)
2.2 Diversity	Understand diversity as it	Apply knowledge of diversity	Respond to issues of
	relates to professional	in planning professional	diversity in professional
	practice. (#2 and 3)	practice. (#2 and 3)	practice. (#2 and 3)
2.3 Historical,	Understand the historical,	Analyze the historical,	Incorporate the historical,
Philosophical, Legal,	philosophical, legal, social,	philosophical, legal, social, and	philosophical, legal, social,
Social, and Political	and political concepts that	political concepts that form	and political concepts that
Foundations	form the foundation of	the foundation of educational	form the foundation of
	educational policies and	policies and practices. (#7)	educational policies and
	practices. (#7)		practices. (#9)
2.4 Social Consciousness	Understand the role of	Show evidence of community	Foster student
and Service	volunteerism and community	service. (#10)	participation in the
	involvement. (#10)		community. (#10)

Framework Area #3: Content and Pedagogy INTASC Standards indicated by number where applicable.

	Level I: Emerging Competence	Level II: Developing Competence	Level III: Basic Competence
3.1 Discipline Content	Understand the structure of content area disciplines and key concepts. (#1) Understand the content area tools of inquiry. (#1) Understand how disciplinary content can be modified for teaching. (#1)	Gain a repertoire of disciplinary knowledge that supports conceptual understandings. (#1) Demonstrate an ability to investigate areas of inquiry within a discipline. (#1) Select and organize into lesson/unit formats appropriate content for P-12 students. (#1)	Develop a process for keeping current in content knowledge. (#1) Develop a process for keeping current in unique areas of inquiry. (#1) Analyze and adapt appropriate content knowledge. (#1)
3.2 Instructional Practices (Pedagogy)	Understand pedagogical research regarding "best practices" in teaching and learning. (#4) Understand a range of pedagogical strategies. (#4) Understand the impact of classroom grouping choices. (#5) Understand the use of computer technologies for personal learning. (#6)	Recognize "best practices" during classroom observations. (#4) Plan and create activities, lessons, and units that integrate a range of pedagogical strategies. (#4) Develop classroom learning experiences that utilize a variety of student grouping arrangements. (#5) Organize and develop activities and lessons in which computer technologies are integrated to enhance student learning. (#6)	Employ "best practices" while engaged in professional practice. (#4) Analyze learning situations and adapt pedagogical strategies in professional practice. (#4) Use appropriate grouping strategies in professional practice. (#5) Implement teaching and learning activities in which computer technologies are used to enhance learning. (#6)
3.3 Curriculum Planning and Implementation	Understand a range of curriculum theories. (#7)	Develop lesson and unit plans that reflect a range of curriculum theories. (#7)	Analyze the classroom setting and lessons and adapt for effectiveness in professional practice. (#7)
3.4 Assessment	Understand that a variety of assessment strategies can be adapted to meet needs of learners and curriculum models. (#8) Understand how technological tools can assist in assessing student learning. (#6)	Develop formal and informal assessment strategies that reflect student learning and the planned curriculum model. (#8) Develop technology-based assessment strategies. (#6)	Analyze and adapt a variety of assessment processes in professional practice. (#8) Apply technology to facilitate a variety of evaluation and assessment strategies. (#6)

Framework Area #4: Professionalism INTASC Standards indicated where applicable.

	Level I: Emerging Competence	Level II: Developing Competence	Level III: Basic Competence
4.1 Collegiality	Develop collaborative learning relationships with other candidates. Understand how one's actions affect others. (#10)	Understand the process of collaboration with professionals, students, and parents. (#10)	Practice strategies for collaboration and professional relationship building. (#10)
4.2 Self-Reflection	Understand the importance of self-reflection for personal and professional development. (#9)	Reflect on professional and personal practice. (#9)	Adjust personal and professional practice based on self-reflection. (#9)
4.3 Professional Development	Display an interest in and commitment to their education.	Understand the need and methods for engaging in ongoing professional development. Become involved in professional activities outside the unit. (#9)	Demonstrate commitment to lifelong learning. Seek out opportunities for professional growth. (#9)
4.4 Dispositions	Understand the dispositions of a professional. Understand that technology can be used to collaborate and interact with other candidates. (#6)	Demonstrate the dispositions of a professional in academic activities with other candidates and professionals. Use computer technologies to collaborate with other candidates and professionals. (#6)	Demonstrate the dispositions of a professional in the education field. Apply collaborative technologies in order to nurture student learning. (#6)



ADVANCED CONCEPTUAL FRAMEWORK

Montana State University–Billings College of Education and Human Services Advanced Conceptual Framework was developed through a collaborative process involving unit faculty, Arts and Sciences faculty, school district representatives, and candidates. Development of the Advanced Conceptual Framework incorporated standards from major professional groups, state and university standards, and the mission of the institution and unit. The Advanced Conceptual Framework is based on the understanding that potential candidates entering the Master's Degree programs have relevant prerequisite knowledge in the intended area of study. The level of "professional studies" is common to all individuals at the advanced level. Components at the level of "specialization" are specific to program areas. "Synthesis" represents unique opportunities to integrate professional studies and specialization through internships, theses, or capstone seminars in preparation for continued professional practice. Consequently, candidates have the opportunity to develop and demonstrate competencies through multiple venues.

	Professional Studies	Specialization	Synthesis
1.1 Research and Evaluation	Understand research and the role it plays in the decision- making of professionals.	Interpret and analyze research in the specialty area and know how this relates to theory and best practice of professionals.	Develop research that effectively provides solutions to contemporary issues in the professional setting.
1.2 Critical Inquiry	Understand the characteristics of variables and be able to articulate their relationships to each other.	Evaluate contemporary theory and practice in the specialty area with recommendations for future study and applications.	Construct expert explanations for professional issues as a result of critically examining disparate fields.
1.3 Data Collection and Analysis	Understand quantitative and qualitative data collection and analysis.	Critically examine data collection methods and analysis procedures in the specialty area.	Formulate and implement data collection and analysis in order to evaluate professional practice.

Framework Area # 1: Research and Professional Inquiry

Framework Area # 2: Human Development and Learning

	Professional Studies	Specialization	Synthesis
2.1 Human Development	Understand how developmental theories relate to professional practice.	Interpret and apply knowledge of development as it relates to the specialty area.	Synthesize concepts about human development as they inform best professional practice.
2.2 Learning	Demonstrate an advanced understanding of various theories of human learning as they relate to professional practice.	Interpret and apply knowledge of learning as it relates to the specialty area.	Synthesize theories of learning as they inform best professional practice.
2.3 Criticism	Critically compare theories of human development and learning.	Evaluate the interpretation and application of knowledge of human development and learning as they relate to the specialty area.	Critically evaluate theories of human development and learning as they inform best professional practice.
2.4 Diversity	Demonstrate an advanced understanding of the ways in which diversity among individuals influences professional practice.	Interpret and apply appropriate strategies within the specialty area when working with individuals with diverse needs.	Formulate strategies to assist individuals with diverse needs in professional practice. Engage in leadership roles to build awareness of diversity.

Framework Area # 3: Professional Knowledge Base

	Professional Studies	Specialization	Synthesis
3.1 Technology	Understand and evaluate the quality of current research regarding professional practice using contemporary technology.	Enhance the quality of professional practice by applying contemporary technology to the specialty area.	Apply technology to enable and empower individuals with diverse backgrounds, characteristics, and abilities.
3.2 Methods of Practice	Demonstrate an in-depth understanding of past and current theories about and methods of the area of professional practice.	Select, apply, analyze, and reflect upon past and current methods of practice in the specialty area.	Develop a plan for continual self- assessment of methodological practice. Develop a plan for the evaluation of new methodological practices.
3.3 Theory and Content	Demonstrate an in-depth understanding of the concepts, generalizations, and tools of inquiry in the area of professional practice.	Integrate new and advanced content knowledge and conceptual understandings into the specialty area.	Develop a plan for maintaining currency in content knowledge and integration of such into professional practice.

Framework Area # 4: Professionalism

	Professional Studies	Specialization	Synthesis
4.1 Communication	Understand methods of effective interpersonal communication. Recognize effective methods of professional communication through publication, presentation, and multimedia.	Develop effective interpersonal communication skills for use in the specialty area. Develop skills in professional writing, presentation, and multimedia.	Use effective interpersonal communication skills in professional practice. Communicate through professional writing, presentation, and multimedia.
4.2 Collaboration and Team Building	Understand the purpose and roles of teams in school processes and reform. Understand different models of team building and management. Understand different models of effective collaboration.	Develop skill in organization and facilitation of teams in the specialty area. Develop skills in collaboration for use in specialty area.	Use effective skills in organization and facilitation of teams in professional practice. Use effective collaboration in professional practice.
4.3 Service	Understand the relevance of engagement in professional and community service.	Become aware of professional and community service opportunities in professional area of practice.	Participate in professional organizations or community service.
4.4 Dispositions	Understand the importance of the dispositions of a professional.	Develop the dispositions of a professional within the specialty area.	Demonstrate the dispositions of a professional in practice.



ELEMENTARY EDUCATION ASSESSMENT OF CONTENT PEDAGOGY

INTASC Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches & creates learning experiences that make these aspects of the discipline accessible & meaningful for learners to assure mastery of the content. 4—Advanced 3—Proficient 2—Basic 1-Unacceptable 0 - N/AEvaluate 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** Demonstrates advanced knowledge of content. 4 3 Demonstrates proficient content knowledge. Uses basic content knowledge. 3 Uses inaccurate, unacceptable content knowledge. 1 0 Not applicable Language Arts Mathematics Social Studies Science 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. Is unable to use objectives and standards to develop a lesson. 1 0 Not applicable Language Arts Mathematics Science Social Studies **INDICATOR C:** Accurate and Current Sources of Information Uses additional resources beyond manual texts and curriculum guides. 4 3 Effectively use manuals, texts, and curriculum guides. Demonstrates minimal use of instructional resources. 2 1 Is ineffective in using available instructional resources. 0 Not applicable 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. 0 Not applicable Language Arts Mathematics Science Social Studies Candidate - Print Name Candidate ID # Candidate Signature (I have been made aware of this assessment) Date



SECONDARY EDUCATION ASSESSMENT OF CONTENT PEDAGOGY

1-Unacceptable

0 - N/A

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.

2—Basic

•	 Evaluate candidate performance for each subject area according to the scale above. Use a separate form for second teaching major or teaching minor. 				
CONTE	NT MAJOR/MINOR (being evaluated)				
INDICA ⁻	TOR A: Knowledge of Content	Rating:			
4	Demonstrates advanced knowledge of content	0			
3	Demonstrates proficient content knowledge				
2	Uses basic content knowledge				
1	Uses inaccurate, unacceptable content knowledge				
0	Not applicable				
INDICATOR B: Content Alignment with Identified Objectives and Standards Rating:					
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.				
0	Not applicable				
INDICA	TOR C: Accurate and Current Sources of Information	Rating:			
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.				
0	Not applicable				

INDICATOR D: Content Research to Support Lesson Development Rating: ____ Demonstrates in depth research of topic content. 4 3 Demonstrates acceptable research of topic content. 2 Demonstrates minimal research of topic content. Demonstrates little or no research of topic content. 1 0 Not applicable

Candidate - Print Name

4—Advanced

3—Proficient

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

Cooperating Teacher Signature (I have completed this assessment)

Date

Date

Candidate ID #



DISPOSITIONS CONTINUUM FOR TEACHING & LEARNING TOOL

These professional dispositions have been selected by the MSU-Billings College of Education to support effective teaching and learning. This tool features eight dispositions of professional attitudes, values, and understandings demonstrated through both verbal and non-verbal behaviors. Educational research provides evidence that these dispositions support teaching and learning in classrooms and school communities. Each disposition is comprised of several components which are found in the following pages. For each component, descriptors are provided which range from the unacceptable to professional level. This tool is to be used by College of Education faculty and other individuals, such as P-12 personnel, College of Education staff, or university supervisors—anyone who works with MSUB teacher candidates. Its purpose is to provide an opportunity for reflection and dialogue concerning the teacher candidates' dispositional development. It is intended to support teacher candidates in their trajectory toward becoming effective educators. Please note that the dispositions exist on a continuum, and it is common to demonstrate strength in one disposition while working toward growth in another. It is equally common to demonstrate strength in one component of a disposition while working toward growth in another component of the same disposition. Teacher candidates should use this tool to guide their self-reflection and growth. This tool is a critical assessment for the MSUB College of Education Educator preparation program (EPP) and will be used to provide evidence of program effectiveness. It is also a tool for teacher candidates to use as a method of tracking and documenting their own growth across dispositions, with support from the MSUB EPP faculty and its associates.

NOTE: If red flag behaviors or attitudes are observed, immediate action will be taken by the MSUB College of Education faculty and/or P-12 personnel.

Interpretation of Continuum:

Unacceptable: Describes attitudes, values, and understandings of a learner who has achieved little growth and proficiency in the components discussed below, and who possesses some attributes which are inappropriate or ineffective for supporting P-12 learners.

Developing: Describes attitudes, values, and understandings of someone who demonstrates growth in the components discussed below, and who is expected to continue improving in those components.

Proficient: Describe attitudes, values, and understandings of a beginning first-year teacher; this is the hope for someone about to graduate from the program.

Professional: Describes attitudes, values, and understandings of a leader or role model. These are aspirational attributes for first-year teachers. It is not expected that teacher candidates will achieve this level; in fact, these attributes are more likely to be visible after completion of two years of inservice teaching.

Red flags: These attitudes, values, and understandings are not on the continuum of developing in a specific disposition. Instead, they are attributes that need immediate attention.

Candidate Name:	Candidate ID Number:	Evaluator Name:	□University Supervisor □Cooperating Teacher □Candidate
Date of Observation:	Time of Observation:	Observation Number:	□Junior Field □Graduate Practicum □Student Teaching
Content Area:	School:	Grade Level:	

1. BELIEF IN POTENTIAL FOR GROWTH: Candidates hold high expectations and emphasize strengths.

Candidates understand that students, families, colleagues, and they, themselves, all have the potential to develop emotionally, socially, and intellectually.

Candidates communicate high expectations for their own and their students' performance, and foster growth by emphasizing strengths rather than deficits.

Red flags: Misses chances to extend student thinking; Promotes a deficit view of students, self, or others; Fails to acknowledge or unaware of level of effort; Fails to foster growth

	Unacceptable (1)	Developing	(2)	Proficient (3)	Professional (4)	Score
1a: Set high expectations for success	Struggles to set expectations for success for students	for success for students		Consistently sets high expectations for success for themselves and students	Models high expectations for success for themselves, their students, families, and their colleagues, and encourages others to do the same	
1b: Emphasized strengths and ability to grow	Verbal and nonverbal expression that students have limited capacity and potential for growth	Inconsistently expresses that students have the ability to grow		Consistently fosters growth by emphasizing strengths and expresses that all students have the ability to grow	Actively engages students in growth mindset framework	
Evidence:			Thinkir	ng about Next Steps:		

2. RESPECT FOR DIFFERENCE: Candidates embrace differences and model respect in their communities.

Candidates recognize the broad range of backgrounds, abilities, and experiences that shape others' approaches to learning, and use that understanding to create opportunities. They can effectively and respectfully respond to people of all cultures, languages, class, race, ethnicities, religions, ages, sexual orientations, and gender in a manner that affirms and protects the dignity of every individual. These attributes are visible inside and outside of the classroom.

	Unacceptable (1)	Developing (2)	Proficient (3)	Professional (4)	Score
2a: Embraces and understand differences	Demonstrates basic awareness of differences among students, their communities, and/or cultures	Demonstrates sensitivity to and seeks to fully understand unique characteristics of students, their communities, and/or cultures	Embraces and understands differences, shows respect and sensitivity to students and colleagues, their communities, and/or cultures	Models respect and advocates for equitable treatment and expression of diverse perspectives among students, colleagues, families, communities, cultures, languages, and identities	
2b: Uses understanding to create opportunities with students	Hesitant to incorporate this understanding into experiences with students	Misses opportunities to incorporate this understanding into experiences with students	Uses this understanding to create opportunities for experiences with students	Viewed as a leader for implementing a variety of culturally responsive opportunities and resources inside and outside of the classroom	
2c: Engages in discussion about diverse population of learners	Hesitant to engage in discussions with colleagues about diverse populations of learners	Selectively engages in discussions with colleagues about diverse populations of learners	Engages in discussions with colleagues about diverse populations of learners	Fosters a safe environment with students and colleagues to discuss diverse populations of learners	
Evidence:		Ν	ext Steps/Suggestions:		

Red flags: Conveys disrespect for others' views, opinions, or responsibilities; Uses judgmental language that conveys disrespect for individuals

3. HUMILITY: Candidates strive to learn from others.

Candidates understand that they have as much to learn as they have to teach and understand that learning is an interactive process. They approach their work with a spirit of openness and collaboration, recognizing that the best solutions to problems involve the participation and collaboration of multiple stakeholders. Because candidates fundamentally respect that parents, students, and colleagues are the authors of their own lives, they strive to understand each person's unique story by listening and observing with the thoughtful engagement of a learner.

Red flags: Does not listen to what others are saying; Communicates indifference to colleagues', parents', and students' interests, thoughts and beliefs

	Unacceptable (1)	Developing (2)	Proficient (3)	Professional (4)	Score
3a: Engages with others to collaborate and solve problems	Hesitant to engage with others to collaborate and solve problems	Infrequently engages with others to collaborate and solve problems	Engages with others to collaborate and solve problems	Thoughtfully engages with others to collaborate and solve problems	
3b: Actively participates in conversation, understands reciprocal process of teaching and learning from one another	Hesitant to participate in conversation or listen to students and school community with an understanding that it supports development as a teacher	Misses opportunities to participate in conversation and listen to students and school community with an understanding that it supports development as a teacher	Actively participates in conversation and listens to students and school community, understanding the reciprocal process of teaching and learning from one another	Proactively seeks out and starts conversations and listens to students and school community, understanding the reciprocal process of teaching and learning from one another	
Evidence:		Next	Steps/Suggestions:		

4. PERSISTENCE: Candidates demonstrate resilience in the face of challenges.

Successful professionals find ways to adapt to unexpected changes or challenges in the classroom and school community. Candidates are committed to promoting high standards of learning for their students and others, even when conditions are not optimal.

	Unacceptable (1)	Developing (2)	Proficient (3)	Professional (4)	Score
4a: Consistently adapts to unexpected changes or challenges	Hesitant to adapt to unexpected changes or challenges in the classroom and school community	Inconsistently adapt to unexpected changes or challeng in the classroom and school community	to unexpected es changes or	Demonstrates flexibility and consistently adapts to unexpected changes or challenges in the classroom and school community	
4b: Plans a variety of resources and techniques	Challenged to find ways to carry out activities and projects in difficult situations	Improvises ways to carry out activities a projects in difficult situations	Plans a variety of resources and techniques to carry out activities and projects in difficult situations	Viewed as a leader for implementing a variety of resources and techniques to carry out activities and projects in difficult situations	
Evidence:			ext Steps/Suggestions:		

Red flags: Unable to initiate and/or implement different approaches to address challenges

5. SELF-AWARENESS: Candidates reflect and examine their own perceptions and behaviors on others. Candidates understand that they learn best when engaging in introspection and reflection. They examine their relationships and interactions with students, families, and colleagues with the goal of continually improving their practice. Their self-examination includes an understanding of how their perceptions, beliefs, and verbal and non-verbal behaviors impact the classroom, school, and community.

Red flags: Unaware of how behaviors and perceptions affect others

	Unacceptable (1)	Developing (2)	Proficient (3)	Professional (4)	Score
5a: Awareness of effect of own behaviors on others	Not aware that thoughts and feelings of oneself may differ than those of others	Able to verbalize thoughts and feelings and has basic awareness of effect of self on others	Able to engage in introspection and express thoughts and feelings about awareness of effect of own behaviors on students	Able to engage in introspection and express thoughts and feelings about awareness of effect of own behaviors on students, families, and colleague	
5b: Demonstrate ability to imagine and verbalize internal state of others	Inconsistently demonstrates ability to imagine and verbalize internal state of others (thoughts and feelings)	Demonstrates ability to imagine and verbalize internal state of others (thoughts and feelings)	Demonstrates ability to imagine and verbalize internal state of others (thoughts and feelings) and understand how they are affecting students and the learning environment	Demonstrates ability to imagine and verbalize internal state of others (thoughts and feelings) and understand how they affect the classroom, school, and community	
Evidence:		Next Steps/	/Suggestions:		

6. REFLECTION: Candidates take responsibility to reflect and incorporate feedback. Candidates understand the importance of feedback in teaching and learning. They engage in the process of reflection and incorporate constructive feedback with the goal of continually improving their practice.

Red flags: Makes no effort to incorporate feedback into plans; Repeatedly makes the same major mistakes previously identified; Frustrates with lack of implementation

	Unacceptable (1)	Developing (2)	Proficient (3)	Professional (4)	Score
6a: Engages in reflection and acts to improve practice	Unable to reflect upon one's own practice, may exhibit defensive behavior	Engages in reflection upon one's practice and inconsistently acts on those reflections	Engages in reflection and acts to improve practice	Engages in daily reflection and acts to improve practice, recognizes sub- optimal practice as an opportunity for learning and self-improvement	
6b: Solicits feedback with intentional focus	Misses opportunities to seek feedback	Seeks selective feedback that may not address or is misaligned to the priority at the given time	Solicits constructive feedback with intentional focus for areas of improvement	Supports others to reflect and incorporate constructive feedback	
6c: Consistently adjusts practice to incorporate feedback	Temporarily or superficially adjusts practice based on feedback	Occasionally adjusts practice to incorporate feedback	Continually adjusts practice to incorporate feedback	Able to reconcile dissimilar or conflicting feedback and adjust practice continually	
Evidence:		Next Steps	/Suggestions:		

7. HONESTY AND ETHICS: Candidates exhibit integrity and behave ethically.

Candidates exhibit honesty, upholding high standards of trust, character, and integrity. They are able to adhere to policies and procedures ethically and responsibly in response to dilemmas that arise.

Red flags: Is indiscreet in sharing information about students and teachers; Conveys false or incomplete information to students and colleagues

	Unacceptable (1)	Developing (2)		Proficient (3)	Professional (4)	Score
7a: Maintains a high standard for integrity	Attempts to interact with students and colleagues in an honest and truthful manner, may need reminders to maintain confidentiality	honest and forthright manner with others, speaks truthfully, usually maintains		Maintains a high standard of integrity, saying what you mean and meaning what you say, maintains confidentiality	Models a high standard of integrity through words and actions, consistently maintains confidentiality	
7b: Consistently adheres to ethical responsibilities, policies, procedures	Demonstrates basic understanding of ethical responsibilities, may need reminders to follow policies and procedures	Aware and adhere ethical responsibil policies and procedures (does intentionally disre them)	ities, not	Consistently adheres to ethical responsibilities, policies and procedures	Proactively assists others with respecting ethical responsibilities, policies and procedures	

8. ACCOUNTABILITY: Candidates accept responsibility and follow through on tasks.

Candidates assume responsibility for their own success and ownership of their actions. They understand the roles that others play as resources within the classroom and school. Candidates work to meet professional responsibilities regarding punctuality, preparedness, communication, and tasks.

Red flags: Is consistently tardy; Disorganized (e.g., chronically late); Does not follow through on promises/obligations; Makes excuses instead of taking responsibility

	Unacceptable (1)	Developing (2)	Proficient (3)	Professional (4)	Score
8a: Understands roles and responsibility and uses them effectively	Identifies roles within school community but does not recognize how/when to interact with them as resources	Understands roles and responsibilities within school community but interacts with them as resources in limited ways	Understands roles and responsibilities within school community and interacts with them as resources effectively	Viewed as a leader for making connections within the school community based on strengths and responsibilities	
8b: Proactively communicates with staff	Disregards need for communication with EPP and/or school staff through established channels	Inconsistently communicates (3 times or less) with EPP and/or school staff with lapses in pertinent and/or timely information	Proactively communicates with EPP and/or school staff (notifications, responses)	Coordinates and anticipates needs of EPP and/or school staff with communication	
8c: Consistent attendance and punctuality	Demonstrates routine absence and lateness (5 times or more)	Inconsistent attendance and punctuality (4 times or less)	Consistent attendance and punctuality	Consistent attendance and punctuality and assumes responsibility to stay late or come in early to meet the needs of the situation	
8d: Demonstrates willingness to assume responsibilities	Unreliable in taking on and/or completing tasks in a timely manner	Demonstrates willingness to assume and complete most tasks, but may need reminders or support	Demonstrates willingness to assume responsibilities and complete tasks without reminders or support	Prioritizes multiple competing demands in order to complete tasks and execute responsibilities in a timely and effective manner (takes initiative)	
8e: Takes responsibility by consistently being prepared	Demonstrates unpreparedness	Demonstrates inconsistent preparedness (unprepared 3 times or less)	Takes responsibility by consistently being prepared	Takes responsibility by being prepared and proactively anticipates next steps	
Evidence:		Next	Steps/Suggestions:		

This disposition tool was originally developed by the faculty of the American Museum of Natural History Richard Gilder Graduate School Master of Arts (AMNH RGGS MAT) Program. It was shared with the University of Montana Western (UMW) Education Division, and was edited very slightly by its faculty, to adapt the tool to its program. The UMW Education Division introduced this tool to the Montana Council of Deans of Education group and MSU Billings decided to adopt it. It is grateful to the AMNH RGGS MAT Program and UMW Education Division for its generosity in sharing this tool. The following disposition instruments informed the original development of this tool: The University of Chicago Urban Teacher Education Program, Grand Canyon University College of Education, The Internal Medicine Milestone Project by the Accreditation Council for Graduate Medical Education and the American Board of Internal Medicine, and professional disposition rubrics from various teacher education programs (e.g., University of Southern California, Keene State College, University of South Florida); NCATE (2002), Stoddard (2006).

[THE AMNH RGGS MAT Program faculty acknowledges the work and feedback that shaped this process during its development; in particular, the Candidates, Mentors, and Faculty in MAT Cohorts 5 & 6 were particularly helpful. This document was revised on 7/12/2018.]

Student Signature _____ Date _____

Notes: Describe here the feedback and improvement and when improvement should be seen.

APPENDIX B: TEACHER WORK SAMPLE (TWS)



College of Education Mission

The College of Education is dedicated to:

Preparing competent, caring and committed professionals for Montana's schools; Conducting socially significant research to improve the human condition; Providing community service aimed at improving the quality of life experienced by Montanans; and Providing graduate education designed for the continuing development of professionals.

College of Education Vision

We prepare educators to be compassionate, inclusive, empathic, as well as knowledgeable about content, pedagogy, and the diverse students they serve. These educators are prepared to differentiate effectively to support the success of all students. We accomplish this by being knowledgeable and responsive to our community, offering programs through different delivery models, and creating meaningful field experiences.

Teacher Work Sample Framework

The design and evaluation of the TWS is framed by the *Danielson Framework for Teaching* (2007) that focuses on researchbased practices teachers utilize to promote student learning. This framework divides such practices into four domains that will serve as guides for this work sample:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities (see Danielson Smart Card).

Teacher Work Sample Purpose

The Teacher Work Sample (TWS) provides an opportunity for the teacher candidate to engage in the following professional responsibilities:

- Design assessments and instruction that are relevant for students' social, cultural, and academic needs
- Create meaningful and challenging learning experiences for students
- Develop instructional outcomes that are aligned with state learning standards
- Analyze student performance data
- Reflect upon teaching effectiveness and impact on student learning
- Design a professional growth plan to expand their teaching knowledge and skills

Overview of the TWS Processes and Evaluation

- The Educator Preparation Program Teaching candidate (heretofore referred to as *candidate*) will collaborate with the Cooperating Teacher (CT) or an educational professional with expertise that can help plan a 3-5 lesson unit focused on a cohesive topic and/or skills aligned to content standards.
- The candidate will teach each lesson.
- At least one of the lessons in the TWS will be observed by an onsite University Supervisor (US) and a web- based US. Therefore, this lesson will need to be video recorded and uploaded into the designated web- based repository.
- The candidate will conduct and analyze formative assessment of students' progress toward each lesson's instructional outcome(s) to inform their design of future instruction to meet students' needs.
- The candidate will conduct and analyze summative assessment of students' progress toward the overall unit instructional outcome(s).
- The candidate will reflect upon the teaching and learning that took place over the course of the TWS.

- Two USs will be evaluating at least one of the candidate's lessons through direct/web-based observation and scoring the TWS submission.
- The candidate will use appropriate APA citation as needed to identify and credit reliable resources.

Achievement Criteria

- **Proficient:** the candidate demonstrates consistent evidence for performing at the Sufficient Level with little support AND demonstrates use of the focal knowledge or skill beyond the minimal expectations
- Sufficient: the candidate demonstrates consistent and convincing evidence of the focal knowledge or skill
- Needs Improvement: the candidate has yet to demonstrate minimal required evidence of the focal knowledge or skill

Minimal Passing Score

- The candidate must demonstrate **Sufficient** or above for each component of the TWS Rubric.
- To pass student teaching, candidates must demonstrate **Sufficient** or above for each Danielson component measured by the observation rubric at least once during the student teaching experience. However, there is no specific minimum achievement criteria for the individual lesson observed for the TWS.

TWS Checklist

Use the following checklist to ensure you have completed every component of the TWS:

SECTION ONE

- □ Preparation through Collaboration Summary
- Continual Growth Plan—Summary of Component Selection and Guiding Questions Chart of Accommodations, Modifications, and IEP goals
- Unit Plan
- CT Feedback Chart on Unit Planning Lesson Plans (3-5)
- □ CT Feedback Chart on Lesson Plans

SECTION TWO

Formative Assessment

□ Analysis of Formative Assessments Table

Summative Assessment

Summative Assessment Alignment Table Individual Student Achievement Data Table Reflection on Assessment Data

SECTION THREE

- □ Reflection on Instruction
- □ Finalized Continual Growth Plan

SECTION ONE: PREPARATION & PLANNING (Domains 1 & 2)

1.1 Preparation through Collaboration (1a)

Collaborate with another educational professional to determine a 3-5 lesson unit of instruction. This should be your CT if you have one. If you do not have a CT, this should be an educational professional with expertise that can help you develop your unit of instruction (e.g., instructional specialist, special education director, etc.). Write a summary (approximately 1-2 paragraphs) of this collaborative meeting and how you arrived at the topic of instruction.

1.2 Creating the Continual Growth Plan (4e)

Select one Danielson Component you would like to explore as an area of personal growth. Provide a summary (approximately 1-2 paragraphs) of why you selected this component and at least 3 reflective questions (based on specific *elements* of your chosen *component*) you will use to guide your reflection throughout the unit.

1.3 Preparation through Knowledge of Students (1b)

Using the Chart of Accommodations, Modifications, and IEP Goals below, list 504 plan/IEP/IFSP accommodations and modifications. Identify if the student has an IEP, 504 plan, or IFSP in the first column. Also list IEP or IFSP goals for all students with IEPs or IFSPs making note of if/how these will be addressed within your upcoming unit. If there are no relevant IEP or IFSP goals, please write "no relevant goals" in the corresponding column.

Student (Coded; IEP, IFSP, or 504)	Required Accommodations	Required Modifications	Relevant IEP or IFSP Goals	Comments/Notes
Student A IEP 504 Plan IFSP	Extended Time, Large Print, Reduced Distractions	Alternative version of state- required tests.	By the end of the school year, Student A will read grade-level text orally with accuracy, appropriate rate, and expression at 90 words per minute with 90% accuracy, as measured by teacher records on three consecutive occasions.	Student A is working on social skills, so careful consideration will be taken when selecting partner- students for group work.
Student ID				
□ IEP □ 504 Plan IFSP				

Table 1: Chart of Accommodations, Modifications, and IEP/IFSP Goals

1.4 Unit Planning (see unit plan template for Danielson alignment)

Prior to planning instruction, develop and conduct a pre-assessment that measures student proficiency on the unit instructional outcomes. Include this pre-assessment and unit instructional outcomes in your written TWS. Draft your 3-5 lesson unit of instruction using the Unit Plan Template. To reach sufficiency on the rubric, at least one lesson should integrate IEFA and at least one lesson should incorporate technology (see rubric for details).

1.5 Receptivity to Feedback on Unit Planning (4e)

Submit the Unit Plan to your Cooperating Teacher or selected educational professional for feedback and approval a minimum of 1 week before teaching. Make necessary adjustments based on feedback. Complete the chart of feedback and outcomes below to document what revisions you are making (add rows to the chart as needed).

Table 2: Feedback Chart on Unit Planning

Feedback Received	How Feedback Is Implemented		

1.6 Lesson Planning (see lesson plan template for Danielson alignment)

Draft detailed lesson plans for each of your 3-5 lessons using the Lesson Plan Template. It is best to write 1 lesson plan at a time. For example, write 1 lesson plan, receive feedback on your lesson plan, and teach the lesson. Continue this cycle for each of the 3-5 lesson plans.

1.7 Receptivity to Feedback on Lesson Planning (4e)

Submit the Lesson Plans to your Cooperating Teacher or selected educational professional for feedback and approval a minimum of 24 hours before teaching. Make necessary adjustments based on feedback. Complete the chart of feedback and outcomes below to document what revisions you are making (add rows to the chart as needed). Please label each chart with the corresponding lesson number.

Table 3: Feedback Chart on Lesson Planning

Feedback Received	How Feedback Is Implemented		

SECTION TWO: USING ASSESSMENT (Domains 1, 3, & 4)

2.1 Using Formative Assessment to Monitor Learner Progress (1f, 3d, 3e)

Using the Analysis of Formative Assessments Table, copy the following from your unit plan into the Analysis of Formative Assessments Table:

- Lesson # (column 1)
- Content Standards (column 2) Instructional outcomes (column 3)
- Formative Assessment Descriptions (column 4)

In column 5, state the proficiency criteria for each formative assessment and how you measured that criterion. If your assessment is qualitative in nature (e.g., an open-ended question, observation) you will need an assessment tool, such as a rubric or checklist. Include a copy of the tool in your TWS.

In column 6, state how many students achieved and did not achieve proficiency for this lesson.

In column 7, demonstrate what you learned from examining formative assessment results for each lesson.

In column 8, demonstrate how you changed instruction for each subsequent lesson (based on formative assessment data from the previous lesson).

Table 4: Analysis of Formative Assessments

Information for this chart should accurately reflect your lesson plans.

Lesson #	Content Standards (1a)	Instructional Outcomes for the Individual Lessons (1c)	Formative Assessment Description (1f)	Assessment Tools and Pre- determined Level for Student Proficiency (1f; 3d)	Numbers of Students Who Did and Did Not Achieve Proficiency (3d)	Think like a teacher; what do these formative assessment results tell you? (3d; 4a) (WHAT?)	What changes did you make to the next lesson based on what you learned? (3e; 4a) (NOW WHAT?)
L1		Students will learn that numerals represent numbers of objects; students will be able to solve 3 addition problems by using manipulatives.	Students will solve a set of three addition problems using manipulatives. I will observe student proficiency at Station #3	Station #3 rubric Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting.	20 students 20: proficient	All students were proficient using manipulatives, so they have a firm grasp on number/object relationships. The next level of challenge will involve pictures of objects.	All students were successful, so we will continue with the lesson as planned.

L2	can rep numbe objects picture studen able to additio probler	solve a set solve a set three addit problems u pictorial s; representat solve 3 n	of at Station #5 tion Proficiency using level: 3 problems	proficient 7: not proficient	32% of students did not reach proficiency. 6 of the 7 not reaching proficiency have demonstrated success using multi-modal learning in past lessons. I will develop more scaffolding using manipulatives to help them grasp the	Create a small group of students based on ability (students who have shown proficiency with manipulatives but not with pictures). At station #2, this small group will practice using the manipulatives on top of pictures to scaffold transitioning from concrete objects to
					number/picture connection.	picture representations.

2.1 Recording Summative Assessment Data (1f, 3d)

Copy the information as outlined below from your unit plan. If your assessment is qualitative in nature (e.g., an open-ended question, observation) you will need an assessment tool, such as a rubric or checklist. Include a copy of the tool in your TWS.

Copy the following from your unit plan into the Summative Assessments Alignment Table:

- Content Standards (column 1)
- Instructional Outcomes (column 2)
- Summative Assessment Descriptions (column 3)
- Proficiency Criteria Description (Column 4)

Table 5: Summative Assessments Alignment

Unit Standards	Unit Instructional Outcomes	Summative Assessment Description	Proficiency Criteria Description
		Summative Assessment: 10- question multi-step addition test generated by CT	Criteria for proficiency: score of 85% or higher on summative assessment: product and process (steps of problem solving).

Fill out the 3-column body of the table.

- Use TWS student codes; no actual names (Column 1).
- Chart summative assessment scores for each student (Column 2).
- Note whether or not each student achieved proficiency (Column 3).

Table 6: Individual Student Achievement Data

Student (coded)	Pre-Assessment Results	Summative Assessment Results	Proficiency? (Yes/No)
Student A	15%	75%	No
Student B	10%	98%	Yes
Continue for all students			

2.3 Reflecting on Assessment Data (3d, 3e, 4a)

Write an analysis (approximately 3-4 paragraphs) of the whole class assessment performance. Your written reflection should address the following:

- After reviewing assessment information, describe what patterns you see in the assessment data (whole class, purposeful student groupings, and individual students). Also consider student achievement across Bloom's taxonomy. (A concept map or other graphic may be helpful here.)
- Refer to individual student data. Analyze the patterns according to students who demonstrated proficiency and those who did not. Be sure to describe what it tells you about a) your instruction and b) about your students' ongoing need for supports.
- Reflect on how you will use this data to improve your instruction for the whole class, purposeful student groupings, and individual students by providing specific, actionable ideas.

SECTION THREE: PROFESSIONAL RESPONSIBILITIES (Domain 4)

3.1 Reflecting on Instruction (4a)

Reflect (approximately 1-2 pages, double-spaced) on your teaching over the course of your teacher work sample. Pull from multiple sources of evidence, which may include:

- Video-recorded portions of your teaching,
- What your cooperating teacher/university supervisor offered in their feedback, and
- Ongoing reflection captured in reflection journals or informal personal reflection.

Utilize Rolfe et al. (2001) Framework for Reflective Practice to structure your reflection (see <u>University of Connecticut</u> <u>adaptation</u>). Identify and describe what was important in the teaching/learning experience, why it was important, and how you may improve your practice moving forward. Reference domains of the Danielson Framework for Teaching during your description.

3.2 Finalizing the Continual Growth Plan (4e)

Review your Continual Growth Plan from section 1. Reflect (approximately 1-2 pages, double spaced) on the specific Danielson component you chose to explore as an area of personal growth, as well as the three reflective questions based on specific elements of that components. In addition, reflect on any other Danielson components that resonate with you regarding your continual growth.

Identify and describe (approximately 2 paragraphs) at least two specific professional goals that will improve your practice overall, as well as activities you can engage in to achieve those goals. Consider cultural competence and/or biases in at least one of these professional goals. Activities may include selected resources, such as books/articles to read; conferences to attend; mentors with whom to collaborate; and/or resources from professional organizations. Be sure to describe:

- How you plan to use these resources,
- Your tentative timeline, and
- How you will know you met your goal.



UNIT PLAN TEMPLATE

Details Overview Section

Unit Title:			
Teacher:	Content Area:	Grade Level:	Time Frame:
Standards Addressed: (1c) List	and cite each curricular standar	d that is being addressed in the	unit.
Unit Instructional Outcomes: (2	<i>lc)</i> Provide objective, measurab	le goals as academic outcomes o	of the unit.
	ssential Questions and Enduring provide the Essential Questions	; Understandings : <i>(1a)</i> Provide a and Enduring Understandings.	brief (approx. 1 paragraph)
Pre-Assessment : (1f) Provide a (approx. 1 paragraph) for a pre student proficiency on the unit using technology as appropriat	a-assessment that measures topic prior to instruction	Summative Assessment: (1f) Provide the system of the syste) for a summative assessment ncy on the unit topic after

Demonstrating Knowledge of Students

Content, Process, Product, and/or Learning Environment Differentiation Considerations: (1b) Describe strategies used in this unit to differentiate for content, process, product, and classroom environment to meet your individual learners' needs.

Culturally Responsive/Revitalizing Pedagogies: (1b) Describe pedagogies used in the unit that support the learning needs of students who are culturally and linguistically diverse.

Trauma-Informed Practices: (1b) Describe practices used in the unit to support the social-emotional needs of your students.

Classroom Environment

Classroom Expectations : (2d) List positively stated behavioral expectations which are communicated to all learners and consistent with school-wide behavior plans.	Positive Behavior Supports : (2d) Identify supports and procedures for encouraging expected behavior.
Physical Classroom Environment : (2e) Describe how the physiunit (e.g., desk arrangement for student grouping, anchor cha	



College of Education **TWS RUBRIC**

Candidate Name:	Candidate ID Number:	Evaluator Name:
Date:	School:	 Junior Field Graduate Practicum Student Teaching
Content Area:	Grade Level:	Semester and Year:

To pass student teaching, candidates must demonstrate **Sufficient** or above for each component on the Teacher Work Sample Rubric. If a candidate demonstrates **Needs Improvement** in any component, please provide sufficient qualitative evidence in the comment box at the end of the rubric to support the rating.

	Needs Improvement	Sufficient	Proficient	Score
SECTION 1				
1.1 - Preparation through Collaboration <i>(4e)</i>	Candidate's summary does not provide evidence that they were responsive to collaboration in advance of planning the unit and lessons.	collaboration in advance of planning the unit and lessons.	that they actively sought and were	

	Needs Improvement	Sufficient	Proficient	Score
1.2 – Creating the Continual Growth Plan <i>(4e)</i>	Candidate does not identify a component to explore for personal growth. OR The questions will not prompt additional self-reflection of the chosen component/elements.	by reflective self- assessment. At least some of the questions will prompt additional self- reflection of the chosen component/elements and potentially lead to enhanced professional practice.	Candidate identifies a component to explore for personal growth supported by reflective self- assessment. All three questions will prompt additional self- reflection of the chosen component/elements and potentially lead to enhanced professional practice. InTASC: 9a,b,g,k; 10f	
	The chart does not portray the accommodations, modifications, and IEP/IFSP goals for each student with an IEP/IFSP/504 plan.	modifications, and IEP/IFSP goals for each student with an IEP/IFSP/504 plan. InTASC: 1b, e; 2a, b, f, g, h; 7i	The chart portrays the accommodations, modifications, and IEP/IFSP goals for each student with an IEP/IFSP/504 plan. Comments go beyond required accommodations and modifications as needed to support individual learners. <i>InTASC: 1a, b, c, d, e, f, g; 2a, b, f, g, h, j;</i> <i>7b, d, e, i, j, l, m</i>	
1.4 - Planning <i>(also reflects)</i>	,			
	Most instructional outcomes are not aligned to standards and/or not measurable.		All instructional outcomes are aligned to standards and measurable. InTASC: 4a, j, n	

	Needs Improvement	Sufficient	Proficient	Score
1.4.2 – Relevance (1b) LESSON	and/or future experiences (e.g., profession).	between the content or skill and the students' interests, cultural heritage, and/or future experiences (e.g., profession).	Candidate makes specific connections between the content or skill and the students' interests, cultural heritage, and/or future experiences (e.g., profession). InTASC: 1b, e, g; 2a, c, d, j, k; 7a, d, i	
1.4.3 – Assessment (1f) UNIT & LESSON	would not serve as evidence of students' progress toward instructional outcomes.	collect data as evidence of students' progress toward some instructional outcomes using technology as appropriate.	Candidate designs assessment(s) to collect data as evidence of students' progress toward all instructional outcomes using technology as appropriate. InTASC: 6a, b, i, j, k, o	
1.4.4 – Knowledge of Students and Differentiation (1b) UNIT & LESSON	backgrounds, cultures, skills, language proficiency, interests, and educational needs/goals in designing instruction.	the class as a whole with regard to levels of development, backgrounds, cultures, skills, language proficiency, interests, and educational needs/goals in designing assessments and instruction. InTASC: 1b, f, g; 2c, d, e, h, i, j, k; 6h, p;	development, backgrounds, cultures, skills, language proficiency, interests,	

	Needs Improvement	Sufficient	Proficient	Score
1.4.5 – Classroom Management and Environment (2c,d,e) UNIT & LESSON See Table 2	Candidate does not provide plans for positive expectations and behavioral supports, efficient transitions, management of materials, and instructional grouping that facilitates student learning.	Candidate generally plans positive expectations and behavioral supports, efficient transitions, management of materials, and instructional grouping that facilitates student learning. InTASC: 3d, i, j; 100	Candidate collaborates with learners, families, and/or colleagues to explicitly plan positive expectations and behavioral supports, efficient transitions, management of materials, and instructional grouping that facilitates student learning. <i>InTASC: 3a, c, d, e, i, j, k; 10d, m, o</i>	
1.4.6 – Coherent Instruction (1b,c,d,e,f) UNIT	Candidate designs an overview of a series of lessons that only engages students at a single cognitive level.	Candidate designs an overview of a series of lessons that will engage students in lower levels of cognitive activity. A single lesson integrates IEFA. A single lesson includes use of technology to enhance instruction and learning. Lesson overviews differentiate for student needs. InTASC: 1b, e, f, g; 2a, b, e, f, h, i, k; 4c, g, m, n; 5c, g, l, p; 7a, c, g, i, j; 9f; MC, 20-1-501	Candidate designs an overview of a series of lessons that will engage students in increasing levels of cognitive activity. Multiple lessons integrate IEFA. Multiple lessons include use of technology to enhance instruction and learning. Lesson overviews differentiate for student needs. InTASC: 1b, d, e, f, g; 2a, b, c, e, f, g, h, A, j, k; 4a, b, c, g, m, n; 5c, g, l, m, n, p; 7a c, g, i, j; 9f; <u>MCA 20-1-501</u>	

	Needs Improvement	Sufficient	Proficient	Score
1.4.7 – Instructional	Candidate's instructional activities and	Candidate's instructional activities and	Candidate's instructional activities and	
		_	assessments are clearly aligned with	
(1a,d,e,f; 2e)	learning outcome(s), are vaguely		learning outcome(s), are fully described	
LESSON			with clear task analysis, and are	
	scaffolded to support most students'	scaffolded to support most students'	scaffolded to support all students'	
	learning.	learning.	learning.	
	Candidate does not identify resources to	Candidate uses resources to support	Candidate uses resources to support	
	support students' learning.	most students' learning.	all students' learning.	
	Candidate's grouping of students does		Candidate's grouping of students aligns	
	not align with the instructional strategy.		with the instructional strategy and supports all students' learning.	
	Candidate does not plan for most		Č.	
	transitions.	Candidate's plan identifies some	Candidate's plan includes efficient	
		procedures for transitions.	transitions and utilizes established	
			routines.	
	Candidate's plan does not anticipate			
			Candidate anticipates and proactively	
		of the lesson in which to support students' behavior.	supports students' behavior.	
			InTASC: 1a, b, d, e, f, g; 2a, b, c, d, e, f,	
		3d, i, j; 4a, b, d, f, g, j; 5a, c; 6a, b, e,	g, h, j; 3d, i, j; 4a, b, d, f, g, i, j; 5a, c,	
		g, j, k, l, o, p; 7a, c, d, g, k, m; 8a, d, e, i, j,	p; 6a, b, e, g, h, j, k, l, o, p; 7a, b, c, d,	
		k, m, n, o	g, i, j, k, m; 8a, c, d, e, f, i, j, k, l, m, n, o	
1.5. Decentivity to		Constitutions alogoup, do construction for all		
1.5 – Receptivity to	Candidate does not clearly document	Candidate clearly documents feedback.	Candidate clearly documents feedback.	
			Candidate's plans to implement	
in TWS Narrative) (4e)	OR		feedback are clear and will fully address	
See Tables 2 and 3		mostly address the feedback received.	the feedback received.	
	implement feedback will not sufficiently	In TASC: Only as her 10m	In TASC: Od. a. IV. 10a	
	address the feedback received.	InTASC: 9d, g, k; 10a	InTASC: 9d, g, k; 10a	

	Needs Improvement	Sufficient	Proficient	Score
SECTION 2:	· · ·			
2.1 - Formative Assessment <i>(1f, 3d) See Table 4</i>	Candidate's formative assessment(s) are either not aligned with most instructional outcomes or did not result in measurable, actionable data.	aligned with most instructional outcomes and they resulted in actionable data on whole group progress.	Candidate's formative assessment(s) are clearly aligned with all instructional outcomes and they resulted in actionable data on individual student progress. InTASC: 6a, b, c, e, g, j, k, l, o, p; 7d, f	
2.2 – Summative Assessment <i>(1f, 3d) See</i> <i>Tables 5 and 6</i>	Candidate's summative assessment is not aligned with most instructional outcomes, or does not include assessment criteria, or does not provides evidence of student progress.		Candidate's summative assessment is clearly aligned with instructional outcomes and provides objective evidence of individual student progress. InTASC: 6a, b, c, e, g, j, k, l, o, p; 7d, f	
2.3 – Reflecting on Assessment Data <i>(3d, 3e,</i> <i>4a)</i>	Candidate's reflection is not supported by assessment data or does not include a plan to use assessment results to plan for future instruction.	includes a clear plan to use assessment results to plan for future instruction for the whole group, purposeful student groupings, OR individual students. InTASC: 2c; 5; 6a, b, c, e, j, k, l, o; 7a, d, l	Candidate's reflection is accurately supported by assessment data and includes a clear plan to use assessment results to plan for future instruction for the whole group, purposeful student groupings, AND individual students. <i>InTASC: 2a, b, c, f; 6a, b, c, e, g, j, k, l, o,</i> <i>p; 7a, b, d, f, j, l</i>	

3.1 – Reflecting on	Candidate does not identify aspects of	Candidate identifies some aspects of	Candidate identifies key aspects of their
Instruction (4a)	their teaching experience to reflect on (What), or does not provide reasons for selecting the identified teaching experiences (So What), or does not provide general reflections on how to improve future teaching practice (Now What).	their teaching experience to reflect on (What), provides reasons for selecting the identified teaching experiences (So What), and provides general reflections on how to improve future teaching practice (Now What). <i>INTASC: 9c, g, h</i>	teaching experience that impacted student learning (What), provides the significance of those identified teaching experiences (So What), and provides specific and actionable reflections on how to improve future teaching practice (Now What). InTASC: 9c, g, h
	identified in creating the continual growth plan. OR	Candidate provides general reflection on the initial Danielson components and questions identified in creating the continual growth plan. AND Candidate identifies at least two professional goals, identifies general resources/activities they plan to engage in, and a timeline that is mostly realistic to meet their professional goals. InTASC: 9a,b,c,d,g,k; 10f,	Candidate provides specific and actionable reflection on the initial Danielson components and questions identified in creating the continual growth plan. AND Candidate identifies at least two professional goals. At least one of the goals is specific to reflection regarding their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences. They also identify evidence-based resources/activities they plan to engage in, and a realistic timeline to meet their professional goals. InTASC: 9a,b,c,d,e,g,i,k; 10f,h,l

APPENDIX C: AGREEMENTS



COOPERATING TEACHER AGREEMENT

Name: ____

Title: Cooperating Teacher

Phone Number: _____

- I understand that I am being offered compensation of \$250. This compensation can be substituted with course tuition for EDCI 589, determined by election below.
- O I further understand that I must complete the following responsibilities associated with my supervisory role by the required dates in order to be eligible for pay or credit.

Submission of evaluations:

- Two observation evaluations double majors are required to have two observations per placement. Assessment of Content Pedagogy
- Dispositions Evaluation Cooperating Teacher final grade
- Additional Cooperating Teacher responsibilities:
- Assist the student teacher with daily lesson planning and co-teaching planning.
- Assist the student teacher with the completion of the Teacher Work Sample (TWS) that will be evaluated by the University Supervisor.

I elect to (choose one):

- □ Receive compensation.
- □ I have worked for MSUB in the last 12 months and my GID is _____
- □ I have not worked for MSUB within in the last 12 months, I agree to complete and submit New Employee paperwork to MSU-Billings HR. This needs to be received by the third day of placement start date to ensure receiving payment in a timely manner.
- □ Receive tuition credit for EDCI 589.
- □ I currently have an administrator contract, and will follow up with the Director of Field Experiences and Assessment regarding payment.

Signature:

_Date signed:____

Please contact me if you have any questions. Thank you for your commitment to our newest teachers!

Traci Sgrigroli

Traci Sgrignoli Director of Field Experiences and Assessments traci.sgrignoli@msubillings.edu 406-657-1670

Director Use Only:
Received on:

Approved:

August 2023



STUDENT TEACHER AGREEMENT

Candidate Name

ID#

Current Address

Email

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

Student teaching is a graded course. Candidates will be evaluated and graded in three areas:

- 1. University Supervisor Evaluations- 40% of grade
- 2. Cooperating Teacher Evaluations- 40% of grade
- 3. Teacher Work Sample- 20% of grade

*Seminar Attendance: Student teacher candidates are required to attend two seminars unless excused. A letter grade will be dropped for each unexcused absence from the seminars.

- I do not have any new arrests or convictions since my last criminal background check was completed. If I do I will immediately report them to *both* the field experience coordinators and my College of Education Advisor.
- I do not have any grade lower than a C or an incomplete in my professional core, teaching major(s), and teaching minor. If I do I will immediately report them to <u>both</u> the field experience coordinators and my College of Education Advisor.
- 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 ٠ choose not to purchase the insurance.
- I give permission to the College of Education to share my student records with my placement school/district ٠ personnel including but not limited to my school principal, cooperating teacher, and university supervisor.
- I give permission to the College of Education to disclose the results of my criminal background report with other educational institutions, school/district personnel, law enforcement agencies, courts, and/or state departments/agencies.

Candidate Signature

Date

Director Use Only:		
Received on:	Approved:	
		August 2023

August 2023

APPENDIX D: PLAN OF IMPROVEMENT



Name of Student: School District/Building:			Date:	
			Grade/Placement:	
Соор	erating Teacher:	Fi	eld Supervisor:	
	een noted that the student is not appropriately demor d during student teaching:	nstrating the f	ollowing professional and/or personal attribute(s)	
	Competence in written and oral expression		Personal maturity	
	Professional attitude		Use of prudent judgment	
	Personal enthusiasm		Professional appearance and dress	
	Ethical, moral character		Attendance	
	Personal organization		Demonstrates professional growth in planning,	
			lesson execution and reflection at a level	

- □ Ability to meet deadlines
- □ Good interpersonal skills
- □ Ability to accept and profit from constructive criticism
- Demonstrates professional growth in planning, lesson execution, and reflection at a level expected for the identified stage of field experience

The following actions should be taken immediately (include dates and attach additional document if more space is needed.)

Progress regarding the identified professional and/or personal attributes will be evaluated on_

 Cooperating Teacher:
 Date:

 The student teacher's signature below acknowledges that he/she reviewed the plan.
 Date:

 Student Teacher Signature:
 Date:

 Submit a signed copy to Director of Field Services
 Date:

 Director Use Only:
 Plan Approved:

Plan Rec'd on:	Plan Approved:
Progress Rec'd On:	Progress Approved:

August 2023



STUDENT TEACHING IMPROVEMENT PLAN PROGRESS REPORT

Name	of S	Stu	den	t
------	------	-----	-----	---

: _____ Date: _____

School District/Building:_____ Grade/Placement:_____

Cooperating Teacher: ______ Field Supervisor: _____

INSTRUCTIONS: Student teacher completes Part One and submits to Cooperating Teacher. Cooperating Teacher completes Part Two and submits entire report to Director of Field Experiences.

PART ONE: to be filled out by Student Teacher

1. Please provide a summary of steps completed or accomplished as a result of your Improvement Plan.

2. Please provide a summary of the next steps to be implemented moving forward.

I hereby certify that, to the best of my knowledge, the provided information is true and accurate.

Student Teacher Signature: Submit to Cooperating Teacher Date:



PART TWO: to be completed confidentially by Cooperating Teacher (Does not need to be reviewed with Student Teacher until after Director Review.)

3. Provide a summary of the changes and improvements completed or accomplished that you have observed.

4. Provide your recommendation for next steps or goals for the student teacher.

Progress Evaluation Recommendation:

□ Goals met sufficiently, no further POI needed.

□ Extension of Plan of Improvement Requested.

• To be reviewed on:

• Justification for extension request:

Dismissal from Program Requested

Justification for dismissal request:

I hereby certify that, to the best of my knowledge, the provided information is true and accurate.

Cooperating Teacher: _____ Date: _____

Director Use Only: Progress Rec'd On: _____ Progress Approved: _____ Determination: D POI Complete D POI Extended until: _____ D Dismissal August 2023

APPENDIX E: CODE OF ETHICS

PROFESSIONAL EDUCATORS OF MONTANA CODE OF ETHICS

Model Principles

To serve the needs of all students, it is essential that professional educators strive to maintain the highest ethical standards. It is their responsibility to create learning environments to help all students reach their full potential while honoring the trust and confidence placed in them by students, families, colleagues, and the community.

The Professional Educators of Montana Code of Ethics serves as a set of aspirational principles intended to guide educator conduct and protect the rights of all students. These model principles are intended to be used by school districts, educator preparation programs, and other educational entities as they seek to adhere to the highest ethical standards in their service to students and families, the profession, and the community.

Principle I. Commitment to Students and Families. The ethical educator:

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities, and rights of students, parents, and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.
- H. Demonstrates an understanding of educational inclusion, respects human diversity, and provides opportunities and resources for all students to reach their full potential.

Principle II. Commitment to the Profession. The ethical educator:

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration, and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including student data and assessments, with integrity.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

- A. Models the principles of citizenship in a democratic society.
- B. Protects the civil and human rights of students and colleagues.
- C. Assumes responsibility for personal actions.
- D. Demonstrates good stewardship of public resources.
- E. Exemplifies a positive, active role in school-community relations.
- F. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
- G. Uses social media and digital communications responsibly and professionally.

Adopted by the Certification Standards and Practices Advisory Council October 2022 Accepted by the Board of Public Education November 2022

APPENDIX F : CHILD ABUSE LAWS

TEACHER CANDIDATES AND THE CHILD ABUSE LAWS

Montana Statutes require all professionals and school employees to report suspected child abuse or neglect directly to social services. As you review the following summary of the Montana Code, be aware that a teacher candidate is not considered a full professional or an employee of the school district. As a teacher candidate, you should report suspected child abuse immediately to your cooperating teacher and your field supervisor. 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 the cause of the injuries or showing the willful neglect and the identity of the person or 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.

For additional information on child abuse and neglect, obtain a copy of the booklet, Montana School Guidelines for the Identification and Reporting of Child Abuse and Neglect.

This very informative booklet includes:

- A listing of myths and facts about sexual abuse
- Other demographic data concerning child abuse and child neglect

The booklet can be found at the following hyperlink: <u>https://dphhs.mt.gov/assets/cfsd/SchoolGuidelinesBooklet.pdf</u>

APPENDIX G: STUDENT TEACHING POLICY



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 (cooperating teacher) 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 cooperating 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 cooperating teacher and the supervisor.
- Assign the student teacher to substitute teach only in the cooperating teacher's classroom for no more than five days.
- Seek approval of the cooperating teacher and the university supervisor to employ the student teacher to serve as substitute teacher for the cooperating 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 one evaluation from both the cooperating teacher and university supervisor before being allowed to substitute teach. The cooperating teacher 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.

• 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 Cooperating Teacher will:

- Complete one formal observation evaluation 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 one formal observation evaluation of the student teacher indicating excellent performance in all areas.
- Verify with the cooperating teacher the belief that the student teacher is competent to serve as a substitute teacher.

Policy Summary:

- Ten days of paid substitute teaching assignment in the cooperating teacher's classroom.
- Application to substitute with the district by the student teacher.
- 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 H: TEACHING MINORS



- Student teaching evaluations are required for those candidates completing a teaching minor in addition to a teaching major <u>or</u> if a licensed educator is completing a teaching minor for an added endorsement.
- All candidates are to work with the Director of Field Experiences and Assessments to establish the student teaching placement and receive placement approval.
- Those candidates completing a teaching minor are required to have a two-week full-emersion student teaching experience in the teaching minor content area.
- All candidates completing a teaching minor must meet the Montana Assessment of Content Knowledge (MACK) Score in their content minor to be eligible for licensure. The "Assessment of Content Knowledge Demonstrated During Student Teaching" assessment is used in the (MACK) score to determine licensure eligibility
- ⊳

Assessments required for teaching minor endorsements:

- > 1 Observation Evaluation by Cooperating Teacher (this evaluation is completed by the University Supervisor for candidates teaching in their own classrooms)
- 1 Assessment of Content Knowledge Demonstrated During Student Teaching by Cooperating Teacher (this evaluation is completed by the University Supervisor for candidates teaching in their own classrooms)