



MONTANA
STATE UNIVERSITY
BILLINGS

Access & Excellence

STUDENT TEACHING GUIDEBOOK
2019-2020

COLLEGE OF EDUCATION
MONTANA STATE UNIVERSITY BILLINGS
1500 UNIVERSITY DRIVE
BILLINGS, MT 59101
Revised August 2018

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COLLEGE OF EDUCATION
MONTANA STATE UNIVERSITY BILLINGS
OFFICE OF THE DEAN

Dear Student Teaching Candidates,

Student teaching marks the transition point in a preservice teacher's training from an emphasis on theory to an emphasis on practice. This transition from being a preservice teacher to becoming a teacher candidate is the opportunity to demonstrate effective teacher skills in the classroom.

For those of you who are becoming teacher candidates, our professors, cooperating teachers, school administrators, supervisors, and university staff will be with you through this final part of your teacher journey. It's almost over – there is a light at the end of the tunnel! We will be with you every step of the way.

I'll see you at graduation, and I'll be cheering you on as you receive your diploma!

Sincerely,

Dr. Robert Nava

Dr. Robert Nava
Dean, College of Education
robert.nava@msubillings.edu

COLLEGE OF EDUCATION INITIAL CONCEPTUAL FRAMEWORK

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

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

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. University Supervisor Evaluations- 40% of grade
2. Cooperating Teacher Evaluations- 40% of grade
3. Evidence of Professional Growth (EPG) Assignments- 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.

Attendance Requirements- Start dates and length of assignment:

- 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.
- 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 after viewing the online video of the seminar.
- Teaching minors complete a 2 week full emersion placement, see Appendix O

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 at <http://www.msubillings.edu/coe/FieldExper/StudentTeaching.htm>

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

Evidence of Professional Growth (EPG) Assignment – Appendix B

Two (2) times during the student teaching experience, candidates are expected to complete and teach an Evidence of Professional Growth (EPG) assignment. However, if a student teacher needs to continue developing his/her planning, teaching, and assessment skills, the supervisor can require a 3rd or 4th EPG to be completed.

- The EPG assignment must be completed for two of the observations (formative evaluations) by the university supervisor. The EPG assignment must be ready for the supervisor at the time of the observation.
- The student teacher should complete the regular COE Lesson Plan for other observations including the 3rd formative evaluation and final summative evaluation. Most, but not all, supervisors request to observe a lesson for the summative evaluation.

*Note: The cooperating teacher may choose to observe the same lessons as the supervisor to complete formal evaluations. However, many cooperating teachers choose to observe different lessons so the student teacher receives more feedback on their teaching and lessons.

*Note: Double majors will complete two (2) EPGs per placement. Double majors need two formative evaluations by your cooperating teacher and supervisor per placement. You may complete the regular COE Lesson Plan for other formal evaluations.

The two EPG assignments build on the lesson plans that candidates have learned to complete during methods courses to determine the level of learning for students. The EPG assignment is viewed as a mini action research project. The EPG assignment purpose is to assure that candidates plan thoroughly to meet the needs of each individual student, align plans with required standards, write performance objectives, assess student outcomes related to the objectives, and reflect and analyze their teaching in order to continually improve learner outcomes.

The EPG Assignment has six assessment sections as outlined in the EPG Assessment Rubric:

- Written Work
- Identify Contextual Factors
- Plan for Instruction: Lesson Plan
- Teach the Lesson
- Analysis and Assessment Data
- Reflection

Label the main written sections on your EPG assignment with these headings:

- Identify Contextual Factors
- Plan for Instruction: Lesson Plan
- Analysis and Assessment Data
- Reflection.

*Please label the first page of your EPG Assignment with Lesson Teacher, Lesson Grade Level, and Content Area.

*Remember to use numbers or letters, not names, to identify students.

EPG Assignment has six assessment sections:

- 1) **Written Work** Your written work is assessed on the quality of professional writing in terms of mechanics, communication of ideas, and completeness.

- 2) **Identify Contextual Factors** Identify and discuss relevant factors about the teaching-learning context and student individual differences to set learning goals and plan instruction and assessment. Address how contextual characteristics of school, community, classroom, and students have implications for your instructional planning and assessment.

Label each section for the relevant contextual factors that include the following:

- School and Community Description: Briefly describe (Socio/Economic, Geography, Title 2, Size, Rural, etc.)
- Classroom Description: Characteristics of your classroom such as number of students, set-up, and any other relevant factors that affect student learning (desks are in rows or groups, space in classroom, learning areas, lighting, etc.)
- Student Description: Characteristics such as age, gender, race/ethnicity, diverse learner needs, achievement/developmental levels, culture, language, interests, learning modalities, adaptations, accommodations, and skill levels.

- 3) **Plan for Instruction: Lesson Plan** Use the following lesson plan format for the EPG Assignment and all other observed lessons. You can find the **fillable** COE Lesson Plan at <http://www.msubillings.edu/coe/FieldExper/StudentTeaching.htm> and click on the COE Lesson Plan.

*Note: **For the EPG Assignment Only**: Indicate in the last sections of the COE Lesson Plan to see the information in your EPG report. You do not need to write this information in the COE Lesson Plan template. See example that follows:

Evidence of Lesson Effectiveness/Student Learning: Using your assessment data, describe the outcomes of the lesson and student learning.

(See the following section: “Analysis and Assessment Data”)

Reflection and Recommendations for Next Time: Use this area to reflect on the lesson. What worked and didn’t work? What will you do differently next time?

(See the following closing section: “Reflections”)

COE Lesson Plan
(DO NOT PRINT – USE ONLINE VERSION ONLY)

Lesson Teacher:	Date: Month/Day/Year
Lesson Grade Level:	Timeframe: : to :
Content Area: Select Content Area	Grouping Strategy: Select One

Preparing for Lesson Development

1. What does your pre-assessment observation indicate about your student’s needs and current performance and educational needs?

2. How will you design the lesson to meet the needs of all learners in your classroom?

Lesson Plan Development

Lesson Title: Provide a short title for your lesson here		
Common Core and/or State Standard: Provide the common core standard number and description		
Lesson Objective:	Assessment of Learning: Describe how you will assess student learning on this objective	
Lesson Objective:	Assessment of Learning: Describe how you will assess student learning on this objective	
Based on the lesson objectives, select an appropriate teaching model		
Indian Education For All (IEFA) No Yes. If yes, please describe		
Lesson Procedures/Activities	Materials	Classroom Management Needs
Describe each of your procedures and activities based on your teaching model.	Provide a list of the materials needed for each procedure or activity.	Provide a brief description of the classroom management needs for your procedures and activities (e.g., grouping strategies, material management)
Evidence of Lesson Effectiveness/Student Learning: Using your assessment data, describe the outcomes of the lesson and student learning. <p style="text-align: center;">(See the following section: “Analysis and Assessment Data”)</p>		
Reflection and Recommendations for Next Time: Use this area to reflect on the lesson. What worked and didn’t work? What will you do differently next time? <p style="text-align: center;">(See the following closing section: “Reflections”)</p>		

COE Lesson Plan Development- To guide your lesson planning and complete your COE Lesson Plan template please review these descriptions and websites:

Preparing for Lesson Development:

- 1. What does your pre-assessment observation indicate about your student's needs and current performance and educational needs?**
- 2. How will you design the lesson to meet the needs of all learners in your classroom?**

Undertake a systematic assessment to identify and activate prior student learning (pre-assessment) in the subject area or skills you plan to teach for a particular lesson. Pre-assessment is a way to determine what students know about a topic before it is taught. It should be used regularly in all curricular areas to:

- Make instructional decisions about student strengths and needs
- Determine flexible grouping for students
- Determine which students are ready for advance instruction

The instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and the learning objectives.

Assessment methods may include but are not limited to the following:

- Informational – Surveys, questionnaires, inventories, short answer or essay questions
- Selected response – multiple-choice tests, true or false
- Performance assessment— Reading aloud, performance event or task, communicating conversationally in a second language, carrying out a specific motor activity in PE, delivering a speech, student demonstrations, DRA/Running Records
- Personal communications— Questions posed and answered during instruction, class discussions, student interviews, conferences
- Teacher observation or checklists, self-evaluations, anecdotal notes, case study
- Graphic organizers – KWL charts, concept maps, picture interpretations, prediction, drawings.
 - Refer to your Contextual Factors for Student Description: Characteristics such as age, gender, race/ethnicity, diverse learner needs, achievement/developmental levels, culture, language, interests, learning modalities, adaptations, accommodations, and skill levels.
 - You may and are encouraged to use two different formats for your pre-assessment and post-assessment. For example, your pre-assessment might include open-ended questions and your post-assessment are multiple-choice questions or a graphic organizer. You want to make sure that the pre and post-assessments are the same content but can be presented to students in different formats so students don't memorize the information.
 - If your assessment is subjective, create and use a clear and concise rubric to score/assess student work.

Lesson Plan Development:

Common Core and/or State Standard: Find the Montana Common Core Standards for Math and Language Arts and Montana State Standards for all other subjects at the Office of Public Instruction (OPI) website: www.opi.mt.gov Click the Curriculum and Assessment tab, then the Content Standards and Instruction tab (<http://opi.mt.gov/Curriculum/CSI/index.html>). You should specifically describe the standard(s) that pertain to your lesson in your COE Lesson Plan.

Lesson Objective: What are the students to learn or be able to do after participation in this lesson? **These should be measurable and assessable.** Write specific performance objectives using active verbs to indicate what the students will do as a result of the lesson. Stay away from the verb “understand”. Review Bloom’s Taxonomy action verbs for assistance with writing objectives. (Search online for Bloom’s Taxonomy action verbs.)

Assessment of Learning: Assessment should be described in detail. Your assessment should indicate how you will determine if your students have met the objectives and met the standards. See Preparing for Lesson Development above. **Materials (rubric, worksheet, etc.) used to assess individual student performance should be attached.** If your teaching model included an assessment step (i.e., 5E) include this information in that area also.

Indian Education for All (IEFA): If applicable, how are you including IEFA into your lesson in a meaningful way? **Describe how one or more of the Essential Understandings will be used in the lesson.** Refer to <http://opi.mt.gov/Programs/IndianEd/index.html>.

Lesson Procedures/Activities: This is the largest and most complete area. It includes all procedures in the lesson. Include the teaching model's name: Hunter Model, Learning Cycle, 5E, Basic, etc. Each step or stage of the model identified should be included and teacher procedures clearly articulated that meet the needs of all learners. Another teacher should be able to teach your lesson from these procedures.

Note: Good teaching incorporates a variety of instructional formats. In designing your lesson try to **integrate the use of technology into at least one of your EPGs.** Technology is one aspect of lesson planning that can add to the lesson if it is used in a way that peaks interest, learning, and involvement of students. Examples of technology include but are not limited to: PowerPoint, Smart Board, online surveys or games, iPads, clickers, online searches, etc.

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

Evidence of Lesson Effectiveness/Student Learning: You will need to use more space to explain this part of the COE Lesson Plan for your EPG Assignment. Please indicate **(See the following section: “Analysis and Assessment Data”)**.

Reflection and Recommendations for Next Time: You will need to use more space to explain this part of the COE Lesson Plan for your EPG Assignment. Please indicate **(See the following closing section: “Reflections”)**

4) Teach the Lesson Your cooperating teacher and university supervisor will observe and evaluate your teaching using the Student Teaching Formative Evaluation form. Your cooperating teacher may choose to observe a different lesson than your EPG assignment. However, your supervisor must observe at least two EPG lessons and use the EPG scoring rubric to assess your EPG assignment.

5) Analysis and Assessment Data Using your assessment data, describe the outcomes of the lesson and student learning. The assessment of outcome performance objectives of the lesson should allow identification of performance of individual students, as well as the class as a whole. Subgroups of students can be identified such as gifted, special education, English language learners, struggling math or reading students, etc.

- Prepare a graph, table, or chart that shows pre-assessment and post-assessment data for each student. You may also include a graph, table, or chart that shows assessment data for subgroups and/or the whole class.
- Remember to use numbers or letters, not names, to identify students.
- Analyze the results of the concluding assessment(s), documenting the student learning that occurred at individual and group levels and noting students who learned more than expected or less than expected. Be very specific in analyzing your assessment results.
- Analysis and Assessment Data will be turned in to your supervisor after your lesson is observed. This must be completed no later than one week after your observation date so your supervisor can finish rating your EPG rubric. Make sure to be timely in getting this information to your supervisor.

6) Reflection To organize your EPG reflections, refer to the four (4) Reflection sections in the EPG Assessment Rubric (Appendix B). These sections must be labeled and include:

- Insights on Effective Instruction
 - Insights on Effective Assessment
 - Implications for Future Teaching
 - Evidence of Impact on Student Learning
-
- ❖ Reflect on teaching performance and link performance to student learning results.
 - ❖ Evaluate teaching performance identifying necessary revisions/adjustments to be made to the lesson.
 - ❖ Reflect on what worked and didn't work.
 - ❖ Identify the learning objectives on which students were most successful and where they were least successful.
 - ❖ Identify and provide possible reasons for these differences. If no changes are necessary, reflect upon reason for success.

- Reflection on the four sections will be turned in to your supervisor after your lesson is observed. This must be completed no later than one week after your observation date so your supervisor can finish rating your EPG rubric. Make sure to be timely in getting this information to your supervisor.
- It is okay to make mistakes or adjustments when teaching your lesson. This provides for more richness in your reflections and what you can improve or change.

Submit your EPG Assignment to your University Supervisor. This assignment requires a written report for each EPG. Label each section on your report with these four headings: Identify Contextual Factors; Plan for Instruction: Lesson Plan; Analysis and Assessment Data; and Reflection. These report headings directly correlate with the headings of the EPG Assessment Rubric.

- Submit the first and second sections (Identify Contextual Factors and Plan for Instruction: Lesson Plan) of your EPG assignment to your university supervisor at the time of the observation.
- Submit the third and fourth sections (Analysis and Assessment Data and Reflection) of your EPG assignment to your university supervisor following completion of those sections after you teach the lesson. Do not delay in sending these sections to your university supervisor. You must submit these to your supervisor within the week after your observation.
- Review and study the EPG Assessment Rubric (Appendix B) making sure you address each rubric section. The rubric provides valuable information for all areas of your assignment for organizing, creating, evaluating, analyzing, reflecting, and assessing your lesson.
- The university supervisor will score each EPG assignment using the EPG Assessment Rubric, provide guidance for improvement on the subsequent EPG, and submit the final EPG scores with their observation evaluations to the field coordinator.

SUGGESTED PHASE-IN SCHEDULE

The student teaching experience will encompass six areas: Orientation, Observation, Induction to Teaching, Planning, Teaching, and Evaluation/Conferring. Please see [Responsibilities of Cooperating Teacher](#) on Page 18.

Candidates should have full responsibility for all aspects of the planning, teaching, classroom management, and assessment of students for five weeks. **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 last five weeks. Co-teaching can and should occur. Please see Co-Teaching Strategies and Examples and Co-Teaching in Student Teaching (Appendix N) for suggested ways to co-teach with your cooperating teacher.**

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

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

<http://www.msubillings.edu/coe/FieldExper/StudentTeaching.htm>

MSU Billings graduation application deadlines for Fall or Spring Semester:

<http://www.msubillings.edu/reg/graduation.htm>

MSU Billings Commencement: (Spring Semester only)

<http://www.msubillings.edu/reg/graduation.htm>

College of Education Convocation: (Friday before Commencement)

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

Candidates teaching in public schools should carry liability insurance. This may be available through an individual's personal insurance carrier. The Montana Education Association/Montana Federation of Teachers (MEA/MFT) has professional liability insurance available at reasonable rates (\$25 per year) for pre-service education students. Your MEA-MFT membership protects you from frivolous lawsuits with a \$1 million professional liability policy for defense against criminal charges or civil lawsuits. Obtaining this kind of defense could cost non-members many thousands of dollars. Insurance is a must for individuals working with children and youth. Go to <http://www.mea-mft.org> for more information.

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 – Appendix K

Student teachers may substitute teach five (5) 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 K for more details.

Licensure

Initiating the process of licensure is the candidate's responsibility. Candidates seeking licensure 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 Score before a recommendation for licensure can be made to any state.** The three prong assessment consists of content coursework GPA, an assessment of content knowledge demonstrated during student teaching, and the Praxis score. Montana Assessment of Content Knowledge (MACK) Score information can be found at:

<http://opi.mt.gov/Leadership/Assessment-Accountability/Educator-Preparation/Educator-Prep-Resources>

A 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 <http://opi.mt.gov/>. To obtain licensure application materials, open the Educators tab and applications can be found in the Become an Educator link. You do not need to complete the free, online course: An Introduction to Indian Education for All in Montana as indicated on the additional requirements for educator licensure. Because you are completing a Montana educator preparation program, this course requirement has been met in your program of study.

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. Class 5 Provisional Licensure is not available to those candidates who have completed but have not met the MACK Score.

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 Praxis score 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, <http://www.msubillings.edu/coe/FieldExper/Licensure.htm>. Candidates are responsible for providing the Licensure Officer with all out-of-state paperwork.

All initial teacher licensure candidates (Bachelor's, Post Bac Teacher Licensure, and Master's Curriculum and Instruction candidates):

- Complete the online teacher licensure application – The Class 2 Standard Educator License application is for all *initial licensure* candidates for elementary, secondary, and K-12 program completers, single or double majors.
- Order official transcripts (no faxed or electronic transcripts accepted) from **all** universities and colleges attended except MSU Billings.
- Submit new fingerprint cards to the Montana Department of Justice to have a criminal background report sent to OPI (instructions on the OPI website in any application link).

If you will be eligible for licensure after program completion, submit the following items to the Licensure Official at the second student teaching seminar:

- ✓ University Recommendation Form with Candidate Information only completed.
- ✓ Sealed, official transcripts from all universities and colleges except MSU Billings.
- ✓ Copies of all required Praxis Score Reports, if completed.
- ✓ Notary Page

Endorsement only Candidates (licensed teachers adding endorsements and Bozeman students completing the Special Education endorsement at MSUB)

- Print the University Recommendation form found on the OPI website in the Educators, Licensure, Montana Educator Licensure Frequently Asked Questions link, “How do I add an endorsement?” Complete only the Candidate Information section.

If you will be eligible for licensure after coursework and/ or degree completion, submit the following items to the Licensure Official at the second student teaching seminar:

- ✓ University Recommendation Form; SEID # written on upper right corner.
- ✓ All sealed official transcripts from all universities and colleges except MSU Billings (**be sure all grades have been posted; Bozeman students will need to submit after their MSU degree(s) post) -- no faxed or electronic transcripts accepted.
- ✓ Copies of all required Praxis Score Reports.

Class 5 provisionally licensed teacher candidates:

- Complete the Class 5 License Upgrade application located on the Educators, Licensure, Renew, Update or Advance Teaching License, Adding/Upgrade Endorsements link.
- Contact OPI for the fees required to be submitted with the upgrade application.
- Print the University Recommendation for Teaching Endorsement Form found in the Application Materials link, Class 2 Standard Teaching License. Complete only the Candidate Information portion. The Licensure Officer will complete the bottom section.

If you will be eligible for licensure after program completion, submit the following items to the Licensure Official in lieu of the items notated for initial teacher licensure candidates at the second student teaching seminar:

- ✓ University Recommendation Form; SEID # written on upper right corner.
- ✓ Check for amount indicated by OPI.
- ✓ All sealed official transcripts from all universities and colleges except MSU Billings (no faxed or electronic transcripts accepted).
- ✓ Copies of all required Praxis Score Reports

Previously licensed Educators receiving a Master's degree that will now qualify for a Class 1 Professional License

- Completed Class 2 Upgrade Application Upgrade from Class 2 to Class 1 found on the OPI website, Educators tab, Renew, Upgrade or Advance Teaching License, Adding/Upgrade Endorsements link. This update form can be submitted to Jennifer along with the University Recommendation Form.

If you will be eligible for licensure after degree completion, the following items are to be submitted to the Licensure Official at the second student teaching seminar:

- ✓ University Recommendation Form, SEID# written on upper right corner.
- ✓ All sealed official transcripts from all universities and colleges except MSU Billings (no faxed or electronic transcripts accepted).
- ✓ Copies of all required Praxis Score Reports

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

- 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).
- 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.
- 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.***
- 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.
- The Licensure Officer does a final review for licensure eligibility and completes the University Recommendation. No recommendations are made until all Praxis exams in all teaching majors and minors are evidenced with score reports and candidates have met the Montana score for licensure.
- The notary page (for initial online licensure applicants – paper application and check for paper applicants), University Recommendation, official transcripts, are mailed to OPI.
- OPI evaluates the application, determines eligibility for licensure, and issues license.
- Licensure status can be reviewed by going to the OPI website, Educator Licensure tab, and opening the Public Look-up Educator Credentials link.
- Licensure status and endorsements will appear about in approximately 4-6 weeks after paperwork arrives in Helena. The actual license is mailed after the license is issued. The processing time depends on time of year and the volume of applications.

Questions about Licensure

Contact Jennifer Burns, Licensure Officer, COE Rm. 262, jburns@msubillings.edu , 406-657-2293. Please include your student id# in all information requests.

For Mailed Submissions, mail to: MSU Billings, Attention: Jennifer Burns, Licensure Officer, COE, Rm. 262, 1500 University Drive, Billings, MT 59101

RESPONSIBILITIES OF THE COOPERATING TEACHER

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 planning educational programs for students as a whole and for individual student specific 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 three formal observation observations and one summative evaluation of the student teacher and discusses the subsequent rating of teaching performance with the student teacher.
7. **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.
8. **Consultation:** The Cooperating Teacher serves as a consultant—providing assistance, offering constructive criticism, eliciting self-analysis, and rating performance of the student teacher.

The forms in the folder given to you by your student teacher including the Cooperating Teacher Agreement AND the IRS W-9 form OR the EDCI 593 registration form are to be signed and returned to MSU Billings-COE 219, 1500 University Drive, Billings, MT 59101 during the first weeks of the student teacher's placement. You will not be paid a stipend (or registered for the EDCI 593 course) until these forms have been received by MSUB.

Specific duties of the Cooperating Teacher are inclusive of the following:

- Submission of evaluation scores and data to the MSUB Field Coordinator (**Appendix C**):
 - Three (3) Formative Evaluations (**Appendix A**) *Double Majors- Only 2 required
 - One (1) Summative Evaluation (**Appendix A**)
 - Assessment of Content Pedagogy (**Appendix A**)
 - Dispositions Evaluation (**Appendix A**)
 - Cooperating Teacher Final Grade (**Appendix A**)

Additional Cooperating Teacher Responsibilities:

- Assist the student teacher with daily lesson planning and co-teaching planning (**Appendix N**)

- Assist the student teacher with the completion of the two (2) Evidence of Professional Growth (EPG) assignments. However, if a student teacher needs to continue developing his/her planning, teaching, and assessment skills, the supervisor can require a 3rd or 4th EPG to be completed. (**Appendix B**)

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 Ms. Kathy Holt (kholt@msubillings.edu), the Field Experience/Clinical Practice Coordinator at MSU Billings. Developing a Plan for Improvement (**Appendix D**) through collaboration among the coordinators, the student teacher’s faculty advisor, mentor, university supervisor and the student teacher is better accomplished sooner rather than later.

SUGGESTED PHASE-IN SCHEDULE

Candidates should have full responsibility for all aspects of the planning, teaching, classroom management, and assessment of students for five weeks. 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 last five weeks. **Co-teaching can and should occur. Please see Co-Teaching Strategies and Examples and Co-Teaching in Student Teaching (Appendix N) for suggested ways to co-teach with your student teacher. Please remember that your student teacher is a student of teaching and is continuing to learn and gain experience with your mentoring and coaching. You are very valuable in their learning process.**

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

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

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

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.

Responsibilities of the University Supervisor are listed in the University Supervisor Agreement (**Appendix M**). This agreement is to be signed and returned to MSU Billings- COE 219, 1500 University Drive, Billings, MT 59101 during the first month of the student teacher's placement.

Specific duties of the University Supervisor are inclusive of the following:

- Submission of evaluation scores and data to the MSUB Field Coordinator: (**Appendix C**)
 - Three (3) Formative Evaluations (**Appendix A**) -2 evaluations are EPG lessons, other evaluations the student may complete the regular COE Lesson Plan format.
*Double Majors: Only 2 formative evaluations (2 EPGS) are required.
 - One (1) Summative Evaluation (**Appendix A**) -Can be a lesson observation if desired.
 - Two (2) Evidence of Professional Growth Assignments (**Appendix B**)
 - However, if a student teacher needs to continue developing his/her planning, teaching, and assessment skills, the supervisor can require a 3rd or 4th EPG to be completed.

Additional University Supervisor responsibilities:

- Compare observation results with the Cooperating Teacher to assure reliability of ratings.
- Review the assignments with the student teacher to provide ongoing professional development to improve reflective teaching practice.

It is important for the University Supervisor to work closely with the Cooperating Teacher 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 Ms. Kathy Holt (kholt@msubillings.edu), the Field Experience/Clinical Practice Coordinator at MSU Billings. Developing a Plan for Improvement (**Appendix D**) through collaboration among the coordinators, the student teacher's faculty advisor, mentor, supervisor and the student teacher is better accomplished sooner rather than later.

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 219, 1500 University Drive, Billings, MT 59101.

SUGGESTED PHASE-IN SCHEDULE

The student teaching experience will encompass six areas: Orientation, Observation, Induction to Teaching, Planning, Teaching, and Evaluation/Conferring. Please see [Responsibilities of Cooperating Teacher](#) on Page 19.

Candidates should have full responsibility for all aspects of the planning, teaching, classroom management, and assessment of students for five weeks. 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 last five weeks. **Co-teaching can and should occur. Please see Co-Teaching Strategies and Examples and Co-Teaching in Student Teaching (Appendix N) for suggested ways for the cooperating teacher and student teacher to co-teach. Please remember that your student teacher is a student of teaching and is continuing to learn and gain experience with your mentoring and coaching. You are very valuable in their learning process.**

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

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

APPENDIX A OBSERVATION FORMS

CONCEPTUAL FRAMEWORK INDICATORS OF PERFORMANCE

FORMATIVE EVALUATION

SUMMATIVE EVALUATION

ASSESSMENT OF CONTENT PEDAGOGY

- **ELEMENTARY EDUCATION**
- **SECONDARY & K-12 EDUCATION (SPED, Reading, Art, Spanish, History, Etc.)**

DISPOSITIONS OBSERVATION EVALUATION

COOPERATING TEACHER FINAL GRADE

MSU BILLINGS
COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK INDICATORS OF PERFORMANCE

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

INTASC STANDARD 1 Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

INTASC STANDARD 2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities, particularly in Montana's Indian Education of All, to ensure inclusive learning environments that enable each learner to meet high standards.

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

INTASC STANDARD 3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

INTASC STANDARD 4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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

INTASC STANDARD 5 Application of Content: The teacher understands how to connect concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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

**MSU BILLINGS
COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK INDICATORS OF PERFORMANCE**

INTASC STANDARD 6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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

INTASC STANDARD 7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context.

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

INTASC STANDARD 8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

INTASC STANDARD 9 Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

INTASC STANDARD 10 Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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

**MSU BILLINGS COLLEGE OF EDUCATION
FORMATIVE EVALUATION**

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

Candidate Name:			
Evaluator Name:		<input type="checkbox"/> Cooperating Teacher	<input type="checkbox"/> University Supervisor
Candidate ID#			
<input type="checkbox"/> Junior Field	<input type="checkbox"/> Student Teaching	<input type="checkbox"/> Graduate Internship	<input type="checkbox"/> Other _____
Date:	Evaluation:	First	Second Third

Narrative:

Check the INTASC Standards Addressed In This Lesson:

- **Standard #1: Learner Development:** The teacher understands how learners grow & develop, recognizing that patterns of learning & development vary individually within & across the cognitive, linguistic, social, emotional, & physical areas, & designs & implements developmentally appropriate & challenging learning experiences.
- **Standard #2: Learning Differences:** The teacher uses understanding of individual differences & diverse cultures & communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments:** The teacher works with others to create environments that support individual & collaborative learning, & that encourage positive social interaction, active engagement in learning, & self-motivation.
- **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.
- **Standard #5: Application of Content:** The teacher understands how to connect concepts & use differing perspectives to engage learners in critical thinking, creativity, & collaborative problem solving related to authentic local & global issues.
- **Standard #6: Assessment:** The teacher understands & uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, & to guide the teacher's & learner's decision making.

- **Standard #7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, & pedagogy, as well as knowledge of learners & the community context.
- **Standard #8: Instructional Strategies:** The teacher understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning & Ethical Practice:** The teacher engages in ongoing professional learning & uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices & actions on others (learners, families, other professionals, & the community), & adapts practice to meet the needs of each learner.
- **Standard #10: Leadership & Collaboration:** The teacher seeks appropriate leadership roles & opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, & community members to ensure learner growth, & to advance the profession.

Candidate Strengths

Candidate Developing Skills

Please assign this lesson observation a letter grade.

A B C D F

Cooperating Teacher/University Supervisor Signature

Date

Candidate Signature

Date

**MSU BILLINGS
COLLEGE OF EDUCATION
SUMMATIVE EVALUATION**

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

Candidate			
Candidate ID#		Semester & Year	
Placement Content Area		Grades Taught(s)	
Placement School		Final Grade	<input type="checkbox"/> PASS <input type="checkbox"/> WITHDRAW
Evaluator: Print name <input type="checkbox"/> University Supervisor <input type="checkbox"/> Cooperating Teacher			
Field Experience	<input type="checkbox"/> Junior Field <input type="checkbox"/> Student Teaching <input type="checkbox"/> Graduate Internship <input type="checkbox"/> Other _____		

Signature (Supervisor/Cooperating Teacher): _____

Date: _____

Signature (Candidate): _____

Date: _____

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

Secondary Education, Special Education, or K-12 Education

Assessment of Content Knowledge

Demonstrated During Student Teaching/ Clinical Practice

This evaluation is based on INTASC Standard #4: The student teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

The Cooperating Teacher(s) completes this *Content Validation Assessment* on their Student Teacher Candidate. The College/University Supervisor must review this assessment of a beginning teacher, make any pertinent comments at the bottom, and sign. Please evaluate the candidate based on the Montana Board of Public Education's **definition of content** as found in Administrative Rules of Montana Chapter 58 Professional Educator Preparation Program Standards as applicable to the subject(s) being taught. Using the rubrics for each *Indicator*, record a score in the box provided. **CANDIDATES MUST BE SCORED ON ALL FOUR INDICATORS.**

3 = Advanced 2 = Proficient 1 = Basic 0 = Insufficient

Content Area: Special Education Secondary Education _____ K-12 Education _____
 (For Secondary Education and K-12 Education please specify the content area).

Indicator A: Knowledge of content -InTASC 4, PEPPS 501(d)

- 3 Demonstrates advanced knowledge of content.
- 2 Demonstrates proficient content knowledge.
- 1 Uses basic content knowledge.
- 0 Uses inaccurate, insufficient content knowledge.

Indicator B: Content alignment with identified objectives and standards - InTASC 4, PEPPS 311(a)

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

Indicator C: Accurate and current sources of information -InTASC 7, PEPPS 501(g)

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

Indicator D: Content research to support lesson development -InTASC 4, PEPPS 501(d)

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

Signatures

Candidate ID# _____

Grade Level(s) Taught _____

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

 Print Name

 Date

 Cooperating Teacher's Signature (*I have completed this assessment*)

 Print Name

 Date

 University/College Supervisor's Signature (*I have reviewed this assessment*)

 Print Name

 Date

University/College Supervisor's Comments:

MSU Billings College of Education Dispositions Observation

Candidate: _____

Candidate ID#: _____

Date: _____

Semester: _____

Placement Content Area: _____

Reviewer: _____

Junior Field Student Teaching Graduate Internship Other _____

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

Please use the following 1 to 5 rating scale to rate the candidate in each of the following areas.
A rating of 1 on any indicator requires a written plan of improvement.

Professional Dispositions: The candidate demonstrates a belief that all students can learn, exhibits fairness in his/her actions, and demonstrates the behavior of a professional educator.

Standard		1 Need-for-improvement	2 Developing Performance	3 Acceptable Performance	4 Above Average (Strong) Performance	5 Exceptional Performance	Final rating
Attendance	InTASC 10 PEPPS 10.58.501 (j)	Frequently misses scheduled days without providing notification		Sometimes misses scheduled days, but provides advanced notice		Always attends according to assigned schedule and has not missed any scheduled days	
Timeliness	InTASC 10 PEPPS 10.58.501 (j)	Is frequently late		Is on time in most situations, and provides notification if occasionally late.		Is always on time or appropriately early	
Professional Dress and Hygiene	InTASC 10 PEPPS 10.58.501 (j)	Dresses inappropriately or has unacceptable hygiene		Dresses appropriately and has acceptable hygiene		Dresses professionally and has appropriate hygiene in all situations	
Task Completion	InTASC 10 PEPPS 10.58.501 (j,k)	Has to be reminded to complete tasks		Completes tasks responsibly and in a timely manner		Is proactive in completing tasks	
Response to Feedback	InTASC 9 PEPPS 10.58.501 (i)	Consistently responds inappropriately to feedback		Regularly responds to feedback appropriately		Frequently seeks feedback and responds by reflecting upon and integrating feedback into future acts.	
Acceptance of Differences in Others	InTASC 9 PEPPS 10.58.501 (b)	Fails to accept the differences of others		Accepts most differences in others		Consistently accepts and is respectful of differences in others	
Respect for Other's Perspectives	InTASC 9 PEPPS 10.58.501 (c)	Fails to consider other perspectives		Regularly demonstrates consideration of other perspectives		Consistently acknowledges and respects different perspectives	
Belief that All Students Can Learn	InTASC 1 PEPPS 10.58.501 (a)	Fails to demonstrate the belief that all students can learn		Regularly demonstrates the belief that all students can learn		Consistently includes all students in learning	
Fairness in the Treatment of Individuals	InTASC 9 PEPPS 10.58.501 (c)	Fails to use fair procedures in dealing with individuals		Regularly demonstrates fair and equitable treatment of individuals		Always treats individuals fairly and equitably	
Reflection and Analysis of Teaching Practices	InTASC 6 PEPPS 10.58.501 (f)	Fails to reflect on teaching practices.		Reflects on and analyzes teaching with regard to the whole group		Reflects on and analyzes teaching with regard to each student in the classroom	
Lesson Planning for Diverse Learners	InTASC 2 PEPPS 10.58.501 (g)	Fails to plan for the diversity of learners in a classroom		Plans lessons to meet the needs of the diversity of learners in a classroom		Plans and implements lessons to meet the needs of the diversity of learners in a classroom	



**COLLEGE OF EDUCATION
COOPERATING TEACHER FINAL GRADE**

Candidate Name: _____ ID Number: _____

Cooperating Teacher Name: _____

Name of School and Grade Level(s) Taught: _____

Cooperating Teacher: A letter grade from the cooperating teacher is one component of a student teacher’s final course grade. Please assign the student teacher a letter grade and write a description as to why you assigned that grade. Thank you for your cooperation.

Grade Scale: A ___ B___ C___ D___ F___ (Mark an X next to only one letter grade)

Cooperating Teacher Signature

Date

**APPENDIX B
EVIDENCE OF PROFESSIONAL GROWTH (EPG)**

**EPG VERIFICATION of WORK
EPG ASSIGNMENT
EPG ASSESSMENT RUBRIC**



Evidence of Professional Growth
Verification of Work

Candidate Name _____ ID# _____

Degree Program

Elementary _____
Secondary _____
K-12 _____

Undergraduate _____
Post-Baccalaureate _____
Graduate _____

Major/Minor

Teaching Major _____
Second Major _____
Teaching Minor _____

Supervision

University Supervisor _____
Faculty Advisor _____
Cooperating Teacher _____

Placement

School & District _____
Grade level(s) _____

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

Candidate Signature _____ Date _____

Evidence of Professional Growth (EPG) Assignment

Two (2) times during the student teaching experience, candidates are expected to complete and teach an Evidence of Professional Growth (EPG) assignment. However, if a student teacher needs to continue developing his/her planning, teaching, and assessment skills, the supervisor can require a 3rd or 4th EPG to be completed.

- The EPG assignment must be completed for two of the observations (formative evaluations) by the university supervisor. The EPG assignment must be ready for the supervisor at the time of the observation.
- The student teacher should complete the regular COE Lesson Plan for other observations including the 3rd formative evaluation and final summative evaluation. Most, but not all, supervisors request to observe a lesson for the summative evaluation.

*Note: The cooperating teacher may choose to observe the same lessons as the supervisor to complete formal evaluations. However, many cooperating teachers choose to observe different lessons so the student teacher receives more feedback on their teaching and lessons.

*Note: Double majors will complete two (2) EPGs per placement. Double majors need two formative evaluations by your cooperating teacher and supervisor per placement. You may complete the regular COE Lesson Plan for other formal evaluations.

The two EPG assignments build on the lesson plans that candidates have learned to complete during methods courses to determine the level of learning for students. The EPG assignment is viewed as a mini action research project. The EPG assignment purpose is to assure that candidates plan thoroughly to meet the needs of each individual student, align plans with required standards, write performance objectives, assess student outcomes related to the objectives, and reflect and analyze their teaching in order to continually improve learner outcomes.

The EPG Assignment has six assessment sections as outlined in the EPG Assessment Rubric:

- Written Work
- Identify Contextual Factors
- Plan for Instruction: Lesson Plan
- Teach the Lesson
- Analysis and Assessment Data
- Reflection

Label the main written sections on your EPG assignment with these headings:

- Identify Contextual Factors
- Plan for Instruction: Lesson Plan
- Analysis and Assessment Data
- Reflection.

*Please label the first page of your EPG Assignment with **Lesson Teacher**, **Lesson Grade Level**, and **Content Area**.

*Remember to use **numbers or letters, not names, to identify students**.

EPG Assignment has six assessment sections:

1) Written Work Your written work is assessed on the quality of professional writing in terms of mechanics, communication of ideas, and completeness.

2) Identify Contextual Factors Identify and discuss relevant factors about the teaching-learning context and student individual differences to set learning goals and plan instruction and assessment. Address how contextual characteristics of school, community, classroom, and students have implications for your instructional planning and assessment.

Label each section for the relevant contextual factors that include the following:

- School and Community Description: Briefly describe (Socio/Economic, Geography, Title 2, Size, Rural, etc.)
- Classroom Description: Characteristics of your classroom such as number of students, set-up, and any other relevant factors that affect student learning (desks are in rows or groups, space in classroom, learning areas, lighting, etc.)
- Student Description: Characteristics such as age, gender, race/ethnicity, diverse learner needs, achievement/developmental levels, culture, language, interests, learning modalities, adaptations, accommodations, and skill levels.

3) Plan for Instruction: Lesson Plan Use the following lesson plan format for the EPG Assignment and all other observed lessons. You can find the **fillable** COE Lesson Plan at <http://www.msubillings.edu/coe/FieldExper/StudentTeaching.htm> and click on the COE Lesson Plan.

*Note: **For the EPG Assignment Only**: Indicate in the last sections of the COE Lesson Plan to see the information in your EPG report. You do not need to write this information in the COE Lesson Plan template. See example that follows:

Evidence of Lesson Effectiveness/Student Learning: Using your assessment data, describe the outcomes of the lesson and student learning.

(See the following section: “Analysis and Assessment Data”)

Reflection and Recommendations for Next Time: Use this area to reflect on the lesson. What worked and didn't work? What will you do differently next time?

(See the following closing section: "Reflections")

COE Lesson Plan
(DO NOT PRINT – USE ONLINE VERSION ONLY)

Lesson Teacher:	Date: Month/Day/Year
Lesson Grade Level:	Timeframe: : to :
Content Area: Select Content Area	Grouping Strategy: Select One

Preparing for Lesson Development

1. What does your pre-assessment observation indicate about your student's needs and current performance and educational needs?

2. How will you design the lesson to meet the needs of all learners in your classroom?

Lesson Plan Development

Lesson Title: Provide a short title for your lesson here		
Common Core and/or State Standard: Provide the common core standard number and description		
Lesson Objective:	Assessment of Learning: Describe how you will assess student learning on this objective	
Lesson Objective:	Assessment of Learning: Describe how you will assess student learning on this objective	
Based on the lesson objectives, select an appropriate teaching model		
Indian Education For All (IEFA) No Yes. If yes, please describe		
Lesson Procedures/Activities	Materials	Classroom Management Needs
Describe each of your procedures and activities based on your teaching model.	Provide a list of the materials needed for each procedure or activity.	Provide a brief description of the classroom management needs for your procedures and activities (e.g., grouping strategies, material management)

Evidence of Lesson Effectiveness/Student Learning: Using your assessment data, describe the outcomes of the lesson and student learning.

(See the following section: “Analysis and Assessment Data”)

Reflection and Recommendations for Next Time: Use this area to reflect on the lesson. What worked and didn’t work? What will you do differently next time?

(See the following closing section: “Reflections”)

COE Lesson Plan Development- To guide your lesson planning and complete your COE Lesson Plan template please review these descriptions and websites:

Preparing for Lesson Development:

- 1. What does your pre-assessment observation indicate about your student’s needs and current performance and educational needs?**
- 2. How will you design the lesson to meet the needs of all learners in your classroom?**

Undertake a systematic assessment to identify and activate prior student learning (pre-assessment) in the subject area or skills you plan to teach for a particular lesson. Pre-assessment is a way to determine what students know about a topic before it is taught. It should be used regularly in all curricular areas to:

- Make instructional decisions about student strengths and needs
- Determine flexible grouping for students
- Determine which students are ready for advance instruction

The instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and the learning objectives.

Assessment methods may include but are not limited to the following:

- Informational – Surveys, questionnaires, inventories, short answer or essay questions
- Selected response – multiple-choice tests, true or false
- Performance assessment— Reading aloud, performance event or task, communicating conversationally in a second language, carrying out a specific motor activity in PE, delivering a speech, student demonstrations, DRA/Running Records
- Personal communications— Questions posed and answered during instruction, class discussions, student interviews, conferences
- Teacher observation or checklists, self-evaluations, anecdotal notes, case study
- Graphic organizers – KWL charts, concept maps, picture interpretations, prediction, drawings.

- Refer to your Contextual Factors for Student Description: Characteristics such as age, gender, race/ethnicity, diverse learner needs, achievement/developmental levels, culture, language, interests, learning modalities, adaptations, accommodations, and skill levels.
- You may and are encouraged to use two different formats for your pre-assessment and post-assessment. For example, your pre-assessment might include open-ended questions and your post-assessment are multiple-choice questions or a graphic organizer. You want to make sure that the pre and post-assessments are the same content but can be presented to students in different formats so students don't memorize the information.
- If your assessment is subjective, create and use a clear and concise rubric to score/assess student work.

Lesson Plan Development:

Common Core and/or State Standard: Find the Montana Common Core Standards for Math and Language Arts and Montana State Standards for all other subjects at the Office of Public Instruction (OPI) website: www.opi.mt.gov Click the Curriculum and Assessment tab, then the Content Standards and Instruction tab (<http://opi.mt.gov/Curriculum/CSI/index.html>). You should specifically describe the standard(s) that pertain to your lesson in your COE Lesson Plan.

Lesson Objective: What are the students to learn or be able to do after participation in this lesson? **These should be measurable and assessable.** Write specific performance objectives using active verbs to indicate what the students will do as a result of the lesson. Stay away from the verb "understand". Review Bloom's Taxonomy action verbs for assistance with writing objectives. (Search online for Bloom's Taxonomy action verbs.)

Assessment of Learning: Assessment should be described in detail. Your assessment should indicate how you will determine if your students have met the objectives and met the standards. See Preparing for Lesson Development above. **Materials (rubric, worksheet, etc.) used to assess individual student performance should be attached.** If your teaching model included an assessment step (i.e., 5E) include this information in that area also.

Indian Education for All (IEFA): If applicable, how are you including IEFA into your lesson in a meaningful way? **Describe how one or more of the Essential Understandings will be used in the lesson.** Refer to <http://opi.mt.gov/Programs/IndianEd/index.html>.

Lesson Procedures/Activities: This is the largest and most complete area. It includes all procedures in the lesson. Include the teaching model's name: Hunter Model, Learning Cycle, 5E, Basic, etc. Each step or stage of the model identified should be included and teacher procedures clearly articulated that meet the needs of all learners. Another teacher should be able to teach your lesson from these procedures.

Note: Good teaching incorporates a variety of instructional formats. In designing your lesson try to **integrate the use of technology into at least one of your EPGs**. Technology is one aspect of lesson planning that can add to the lesson if it is used in a way that peaks interest, learning, and involvement of students. Examples of technology include but are not limited to: PowerPoint, Smart Board, online surveys or games, iPads, clickers, online searches, etc.

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

Evidence of Lesson Effectiveness/Student Learning: You will need to use more space to explain this part of the COE Lesson Plan for your EPG Assignment. Please indicate **(See the following section: “Analysis and Assessment Data”)**.

Reflection and Recommendations for Next Time: You will need to use more space to explain this part of the COE Lesson Plan for your EPG Assignment. Please indicate **(See the following closing section: “Reflections”)**

4) Teach the Lesson Your cooperating teacher and university supervisor will observe and evaluate your teaching using the Student Teaching Formative Evaluation form. Your cooperating teacher may choose to observe a different lesson than your EPG assignment. However, your supervisor must observe at least two EPG lessons and use the EPG scoring rubric to assess your EPG assignment.

5) Analysis and Assessment Data Using your assessment data, describe the outcomes of the lesson and student learning. The assessment of outcome performance objectives of the lesson should allow identification of performance of individual students, as well as the class as a whole. Subgroups of students can be identified such as gifted, special education, English language learners, struggling math or reading students, etc.

- Prepare a graph, table, or chart that shows pre-assessment and post-assessment data for each student. You may also include a graph, table, or chart that shows assessment data for subgroups and/or the whole class.
- Remember to use numbers or letters, not names, to identify students.
- Analyze the results of the concluding assessment(s), documenting the student learning that occurred at individual and group levels and noting students who learned more than expected or less than expected. Be very specific in analyzing your assessment results.
- Analysis and Assessment Data will be turned in to your supervisor after your lesson is observed. This must be completed no later than one week after your observation date so your supervisor

can finish rating your EPG rubric. Make sure to be timely in getting this information to your supervisor.

6) Reflection To organize your EPG reflections, refer to the four (4) Reflection sections in the EPG Assessment Rubric (Appendix B). These sections must be labeled and include:

- Insights on Effective Instruction
 - Insights on Effective Assessment
 - Implications for Future Teaching
 - Evidence of Impact on Student Learning
-
- ❖ Reflect on teaching performance and link performance to student learning results.
 - ❖ Evaluate teaching performance identifying necessary revisions/adjustments to be made to the lesson.
 - ❖ Reflect on what worked and didn't work.
 - ❖ Identify the learning objectives on which students were most successful and where they were least successful.
 - ❖ Identify and provide possible reasons for these differences. If no changes are necessary, reflect upon reason for success.
-
- Reflection on the four sections will be turned in to your supervisor after your lesson is observed. This must be completed no later than one week after your observation date so your supervisor can finish rating your EPG rubric. Make sure to be timely in getting this information to your supervisor.
 - It is okay to make mistakes or adjustments when teaching your lesson. This provides for more richness in your reflections and what you can improve or change.

Submit your EPG Assignment to your University Supervisor. This assignment requires a written report for each EPG. Label each section on your report with these four headings: Identify Contextual Factors; Plan for Instruction: Lesson Plan; Analysis and Assessment Data; and Reflection. These report headings directly correlate with the headings of the EPG Assessment Rubric.

- Submit the first and second sections (Identify Contextual Factors and Plan for Instruction: Lesson Plan) of your EPG assignment to your university supervisor at the time of the observation.
- Submit the third and fourth sections (Analysis and Assessment Data and Reflection) of your EPG assignment to your university supervisor following completion of those sections after you teach the lesson. Do not delay in sending these sections to your university supervisor. You must submit these to your supervisor within the week after your observation.

- Review and study the EPG Assessment Rubric (Appendix B) making sure you address each rubric section. The rubric provides valuable information for all areas of your assignment for organizing, creating, evaluating, analyzing, reflecting, and assessing your lesson.
- The university supervisor will score each EPG assignment using the EPG Assessment Rubric, provide guidance for improvement on the subsequent EPG, and submit the final EPG scores with their observation evaluations to the MSUB Field Coordinator.

**MSU BILLINGS COLLEGE OF EDUCATION
EVIDENCE OF PROFESSIONAL GROWTH (EPG)
ASSESSMENT RUBRIC**

Candidate		Semester & Year	
Candidate ID#		Grade Level(s) Taught	
Placement Content Area		Placement School	
Evaluator Name		Date	
<input type="checkbox"/> Junior Field <input type="checkbox"/> Student Teaching <input type="checkbox"/> Graduate Internship <input type="checkbox"/> Other _____			
EPG	<i>First</i>	<i>Second</i>	<i>Third</i>
	<i>Fourth</i>		

A lower rating of a 1 or a 2 on any performance indicator requires that an additional Evidence of Professional Growth (EPG) be completed and teaching performance observed.

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
1. Written Work						

Quality of Professional Writing in Terms of Mechanics, Communication of Ideas, and Completeness (Standard 9)	Written work lacks appropriate quality across these measures: Mechanics, Communication of Ideas, and Completeness	Written work illustrates appropriate quality across one of these three measures: Mechanics, Communication of Ideas, and Completeness	Written work illustrates appropriate quality across two of these three measures: Mechanics, Communication of Ideas, and Completeness	Written work illustrates appropriate quality in Mechanics, Communication of Ideas, and Completeness	Written work illustrates professional quality in Mechanics (free of mechanical errors), Communication of Ideas (ideas are logically, correctly, and clearly presented), and Completeness (data and ideas come together in reasonable conclusions)	
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2. Identify Contextual Factors

School and Community Description (Standard 2)	No description of the relevant characteristics of the school and community	Minimal description of the relevant characteristics of the school and community	Partial description of the relevant characteristics of the school and community	Adequate description of the relevant characteristics of the school and community	Comprehensive description of the relevant characteristics of the school and community	
Classroom Description (Standard 2)	No description of the relevant characteristics of the classroom	Minimal description of the relevant characteristics of the classroom	Partial description of the relevant characteristics of the classroom	Adequate description of the relevant characteristics of the classroom	Comprehensive description of the relevant characteristics of the classroom	
Student Description (Standard 2)	No description of the relevant characteristics of the students	Minimal description of the relevant characteristics of the students	Partial description of the relevant characteristics of the students	Adequate description of the relevant characteristics of the students	Comprehensive description of the relevant characteristics of the students	

3. Plan for Instruction: Lesson Plan

Lesson Objectives Identified (Standard 7)	No lesson objectives provided	Provides lesson objectives but the objectives are not clear and not measureable	Provides clear lesson objectives but are not aligned to curriculum/ standards	Provides clear and measurable lesson objectives that are aligned to appropriate curriculum/ standards	Provides a comprehensive set of clearly written, measurable lesson objectives that are directly aligned to appropriate curriculum/standards; objectives provide a framework around which the lesson is designed	
Lesson Structure and Procedures (Standard 7)	No recognizable structure; procedures are not clear or fail to meet the needs of the learners	Recognizable structure; procedures are not clearly defined or the design does not meet the needs of the learners	Recognizable structure and procedures; designed to meet the needs of some of the learners	Recognizable structure and procedures; designed to meet the needs of most of the learners	Clearly defined structure and procedures; designed to meet the needs of all learners	

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
Instructional Materials and Resources (Standard 7)	Materials and resources are not suitable (age or developmentally appropriate) for students; do not support the lesson objectives or engage students in meaningful learning	Few materials and resources are suitable (age or developmentally appropriate) for students; few support the lesson objectives or are designed to engage students in meaningful learning	Some materials and resources are suitable (age or developmentally appropriate) for students; some support the lesson objectives and are designed to engage students in meaningful learning	Most materials and resources are suitable (age or developmentally appropriate) for students; most support the lesson objectives and are designed to engage students in meaningful learning	All materials and resources are suitable (age or developmentally appropriate) for students; all support the lesson objectives and are designed to engage students in meaningful learning; evidence of appropriate use of technology, if applicable	
Potential of Planned Activities to Engage Students in the Lesson	Planned activities are not aligned with identified lesson objectives	Planned activities are aligned with lesson objectives but have no potential to engage the students in concepts	Planned activities are aligned with lesson objectives and have the potential to engage the students in lesson	Planned activities are aligned with lesson objectives and have the potential to engage the students in lesson	Planned activities are aligned with lesson objectives and have the potential to engage the students in lesson	

Objective Concepts (Standard 1, 3, 5)		identified in lesson objectives	concepts at a few points during the lesson	concepts at many points during the lesson	concepts throughout the lesson	
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4. Teaching the Lesson: Assessed by Formative Evaluation and Observation (not EPG)

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
5. Analysis and Assessment Data						
Assessments Align with Lesson Objectives (Standard 6)	No assessments or assessments are not aligned with lesson objectives	Weak alignment between assessments and lesson objectives; not all lesson objectives are assessed	Some alignment between some assessments and lesson objectives; all lesson objectives are assessed	Adequate alignment between assessments and lesson objectives; all lesson objectives are assessed	Assessments and lesson objectives are fully aligned; all lesson objectives are assessed	
Validity of Assessments (Standard 6)	No assessments or assessments do not provide a useful measure of student understanding of lesson concepts	Assessments provide an inconsistent or weak measure of student understanding of lesson concepts	Assessments measure students understanding of lesson concepts, but the assessments are limited in their ability to do so across a broad range of understandings	Assessments measure students understanding of lesson concepts; assessments provide adequate and reasonable data across a broad range of understandings	Assessments are clear, concise, and free of ambiguity that would discourage validity; assessments provide rich student data across a broad range of understandings	
Assessments Include Pre and Post Assessment Data (Standard 6)	There is no evidence of pre and post assessment data	Pre and post assessment data is collected, but does not do so for all students and all lesson objectives	Pre and post assessment data is collected on all students, but data are not collected on all lesson objectives	Pre and post assessment data is collected on all students and all lesson objectives	Pre and post assessment data is collected on individual students and subgroups for all lesson objectives; presents data in a well-organized manner	
Analysis of Data (Standard 6)	Fails to analyze data	Analyzes data but only for some students	Analyzes data for all students but only on some of the lesson objectives	Analyzes data for all students and all lesson objectives	Analyzes data for individual students and subgroups on all lesson objectives; presents analysis in a well-organized and coherent manner; provides conclusions for patterns in the data	

	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
6. Reflection						
Insights on Effective Instruction (Standard 9)	Provides no rationale to explain why lesson activities were successful or unsuccessful	Provides a weak rationale to explain why lesson activities were successful or unsuccessful; rationale is simplistic or underdeveloped	Provides some rationale using student performance to explain why lesson activities were successful or unsuccessful; explores some reasons for student progress or lack thereof	Provides adequate rationale using student performance to explain why lesson activities were successful or unsuccessful; provides examples and explores plausible reasons for student progress or lack thereof	Clearly communicates rationale using student performance to explain why lesson activities were successful or unsuccessful; analyzes the value of activities and determines effective instruction based on individual student and subgroup learning results	

Insights on Effective Assessment (Standard 6)	Fails to evaluate the assessments tools and techniques used	Evaluates assessment tools and techniques; provides no suggestions for improving the assessment tools and techniques	Evaluates assessment tools and techniques in response to student performance; provides limited suggestions for improving the assessment tools and techniques	Analyzes assessment tools and techniques in response to student performance; provides adequate and useful suggestions for improving the assessment tools and techniques	Analyzes assessment tools and techniques in response to student performance; analyzes assessment effectiveness in yielding useful data for guiding instruction; provides valuable suggestions for improving assessment tools and techniques	
Implications for Future Teaching (Standard 9)	Provides no ideas or inappropriate ideas for changing lesson objectives, instruction, and assessment	Provides ideas for changing lesson objectives, instruction, and assessment; provides no rationale why these changes would improve student learning	Provides some ideas for changing lesson objectives, instruction, and assessment; provides some rationale why these changes would improve student learning	Provides adequate ideas for changing lesson objectives and instruction based on assessment results; provides adequate rationale why these changes would improve student learning	Provides specific ideas for changing lesson objectives and instruction to improve student performance based on individual and subgroup assessment results; provides credible rationale based on data why these changes would improve student learning	
Evidence of Impact on Student Learning (Standard 9)	Fails to interpret data for the impact of instruction on student learning	Includes incomplete or superficial interpretation of data for the impact of instruction on student learning	Interprets data in a technically accurate way; conclusions regarding the impact of instruction on student learning are not fully supported	Interprets data in a technically accurate way; conclusions regarding the impact of instruction on student learning are supported	Clearly interprets data in a technically accurate way focusing on individual differences; conclusions regarding the impact of instruction on student learning are fully supported by the data	

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

APPENDIX C

COOPERATING TEACHER/UNIVERSITY SUPERVISOR EVALUATION REQUIREMENTS

College of Education - Student Teaching Tracking Form
Cooperating Teacher/University Supervisor Evaluation Requirements

Candidate Name: _____

ID Number: _____

Cooperating Teacher Requirements: (The supervisor will be responsible for sending this copy to MSUB.)

- Formative Evaluations: (Only 2 Formative Evaluations needed for Double Majors)
 - Evaluation #1: Date Completed: _____
 - Evaluation #2: Date Completed: _____
 - Evaluation #3: Date Completed: _____
- Summative Evaluation:
 - Date Completed: _____
- Assessment of Content Pedagogy:
 - Date Completed: _____
- Dispositions Evaluation:
 - Date Completed: _____
- Cooperating Teacher Final Grade:
 - Date Completed: _____

Cooperating Teacher Signature & Date: _____

**My signature verifies that all evaluations have been completed.*

University Supervisor Requirements:

- Formative Evaluations: (Only 2 Formative Evaluations needed for Double Majors)
 - Evaluation #1: Date Completed: _____
 - Evaluation #2: Date Completed: _____
 - Evaluation #3: Date Completed: _____
- Summative Evaluation:
 - Date Completed: _____
- Evidence of Professional Growth (EPG) Assignment Scores (pages 42-43-44):
 - Assignment #1: Date Completed: _____
 - Assignment #2: Date Completed: _____

Supervisor Signature & Date: _____

**My signature verifies that all evaluations have been completed.*

***Supervisors must complete this form, with the cooperating teacher signature, at the end of the placement for EACH student teacher candidate. Please send this form and all evaluations by Friday, October 25th for first placement double majors, Monday, December 2nd for single**

majors, and Friday, January 17th for second placement double majors in the attached postage paid envelopes to: Kathy Holt, MSUB-COE 220, 1500 University Drive, Billings, MT 59101.

Cooperating Teacher and University Supervisor Evaluation Requirements

Student teacher candidates will be evaluated and graded in three areas:

1. University Supervisor Evaluations- 40% of grade.
2. Cooperating Teacher Evaluations- 40% of grade.
3. Evidence of Professional Growth (EPG) Assignments- 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.

Student Teaching Placement Options:

1. 14 week single major.
 2. 10 week single major for graduate licensed teacher.
 3. 10 week double major (20 weeks total- 10 weeks for each major).
 4. 6 week reading major (Reading majors complete 14 weeks in their elementary placement; then 6 weeks with a reading mentor teacher/specialist.)
- **Please submit all your applicable student teacher evaluation forms (hard copies) to Kathy Holt.**
 - **Cooperating Teacher Requirements (10 and 14 Week Placements):**
 - **Formative Evaluations:** Three 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.
 - **Summative Evaluation:** One evaluation toward the end of the placement.
 - **Assessment of Content Pedagogy (Elementary OR Secondary and K-12 Education):** One assessment 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).
 - **Dispositions Evaluation:** One evaluation during the middle of the placement.
 - **Cooperating Teacher Final Grade:** One form at the end of the placement.

Supervisor Requirements (10 and 14 Week Placements):

- **Formative Evaluations:** Three evaluations spread out over a period of time during the placement. Two EPG assignments should be formative evaluations. The regular COE Lesson Plan may be used for additional observations. *10 week Double Majors: Only 2 formative evaluations (2 EPGS) are required.
- **Summative Evaluation:** One evaluation toward the end of the placement.
- **Evidence of Professional Growth (EPG) Scoring Rubric:** Review and score a minimum of two Evidence of Professional Growth (EPG) assignments. However, if a student teacher needs to continue developing his/her planning, teaching, and assessment skills, the supervisor can require a 3rd or 4th EPG to be completed.

Cooperating Teacher Requirements (6 Week Reading Major):

- **Formative Evaluation:** One evaluation during the placement.
- **Summative Evaluation:** One evaluation toward the end of the placement.
- **Secondary and K-12 Education Assessment of Content Pedagogy:** One assessment toward the end of the placement. (Complete the Secondary and K-12 Assessment of Content Pedagogy for reading majors).
- **Dispositions Evaluation:** One evaluation during the middle of the placement.
- **Cooperating Teacher Final Grade:** One form at the end of the placement.

Supervisor Requirements (6 Week Reading Major):

- **Formative Evaluation:** One evaluation during the placement.

- **Summative Evaluation:** One evaluation toward the end of the placement.
- **Evidence of Professional Growth (EPG) Scoring Rubric:** Review and score a minimum of one Evidence of Professional Growth (EPG) assignments. However, if a student teacher needs to continue developing his/her planning, teaching, and assessment skills, the supervisor can require a 2nd or 3rd EPG to be completed.

Supervisors Only: A **Cooperating Teacher and University Supervisor Tracking Form** must be completed at the end of the placement for *each* student teacher candidate and given to Kathy Holt at the MSUB College of Education.

APPENDIX D

PLAN FOR IMPROVEMENT

**MSU BILLINGS COLLEGE OF EDUCATION
PLAN FOR IMPROVEMENT**

Candidate		Semester & Year	
Candidate ID#		Grade Level(s) Taught	
Placement Content Area		Placement School	
Evaluator Name (Print)		Date	

- Identify specific areas for growth, which may include knowledge, skills, dispositions, professional expectations or any other area of concern applicable to the development of a beginning, professional educator.
- Address each area for growth, develop measurable objectives, goals, and timelines (dates) of expected improvement(s).
- Review the plan with the candidate, sign, and date it.
- If applicable, attach copies of supporting documentation, anecdotal notes, lesson plans, etc.

Evaluator Comments:

Evaluator Signature

Date

Candidate Comments:

Candidate Signature

Date

APPENDIX G
STUDENT TEACHER AGREEMENT



COLLEGE OF EDUCATION 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. Evidence of Professional Growth (EPG) Assignments- 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 both 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 choose not to purchase the insurance.
- I give permission to the College of Education to share my student records with my placement school/district personnel including but not limited to my 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

APPENDIX H

COOPERATING TEACHER/UNIVERSITY SUPERVISOR EVALUATION

**MSU BILLINGS COLLEGE OF EDUCATION
COOPERATING TEACHER EVALUATION OF UNIVERSITY SUPERVISOR**

Please rate and comment on the University Supervisor with whom you worked using the following rating scale and performance indicators.

4-Exceeds Expectations	3-Meets Expectations
2-Expectations Not Met	1-Not Recommended

Liaison with university

- Makes and completes scheduled visits and evaluations
- Communicates information accurately

_____ **4** _____ **3** _____ **2** _____ **1**

Works with university

- Understands the Reflective Practice Educational Model
- Supports the MSU Billings Teacher Education Program

_____ **4** _____ **3** _____ **2** _____ **1**

Works with cooperating teacher

- Respectful of cooperating teacher time
- Respectful of cooperating teacher opinion

_____ **4** _____ **3** _____ **2** _____ **1**

Works with the Student Teacher Candidate

- Assists the candidate with professional development
- Provides constructive criticism

_____ **4** _____ **3** _____ **2** _____ **1**

Comments

University Supervisor Name

Date

**MSU BILLINGS COLLEGE OF EDUCATION
UNIVERSITY SUPERVISOR EVALUATION OF COOPERATING TEACHER**

Please rate and comment on the Cooperating Teacher with whom you worked using the following rating scale and performance indicators.

4-Exceeds Expectations	3-Meets Expectations
2-Expectations Not Met	1-Not Recommended

Liaison with school or site

- Makes and completes scheduled visits and evaluations
- Communicates information accurately

_____ **4** _____ **3** _____ **2** _____ **1**

Works with university

- Understands the Reflective Practice Educational Model
- Supports the MSU Billings Teacher Education Program

_____ **4** _____ **3** _____ **2** _____ **1**

Works with supervisor

- Respectful of supervisor time
- Respectful of supervisor opinion

_____ **4** _____ **3** _____ **2** _____ **1**

Works with the Student Teacher Candidate

- Assists the candidate with professional development
- Provides constructive criticism

_____ **4** _____ **3** _____ **2** _____ **1**

Comments

Cooperating Teacher Name

Date

**MSU BILLINGS COLLEGE OF EDUCATION
CANDIDATE EVALUATION OF COOPERATING TEACHER**

Please rate and comment on the Cooperating Teacher with whom you worked using the following rating scale and performance indicators.

4-Exceeds Expectations 2-Expectations Not Met	3-Meets Expectations 1-Not Recommended
--	---

Liaison with school or site

- Makes and completes scheduled visits and evaluations
- Communicates information accurately

_____ **4** _____ **3** _____ **2** _____ **1**

Works with university

- Understands the Reflective Practice Educational Model
- Supports the MSU Billings Teacher Education Program

_____ **4** _____ **3** _____ **2** _____ **1**

Works with supervisor

- Respectful of supervisor time
- Respectful of supervisor opinion

_____ **4** _____ **3** _____ **2** _____ **1**

Works with the Student Teacher Candidate

- Assists the candidate with professional development
- Provides constructive criticism

_____ **4** _____ **3** _____ **2** _____ **1**

Comments

Cooperating Teacher Name

Date

**MSU BILLINGS COLLEGE OF EDUCATION
CANDIDATE EVALUATION OF UNIVERSITY SUPERVISOR**

Please rate and comment on the University Supervisor with whom you worked using the following rating scale and performance indicators.

4-Exceeds Expectations	3-Meets Expectations
2-Expectations Not Met	1-Not Recommended

Liaison with university

- Makes and completes scheduled visits and evaluations
- Communicates information accurately

_____ **4** _____ **3** _____ **2** _____ **1**

Works with university

- Understands the Reflective Practice Educational Model
- Supports the MSU Billings Teacher Education Program

_____ **4** _____ **3** _____ **2** _____ **1**

Works with cooperating teacher

- Respectful of cooperating teacher time
- Respectful of cooperating teacher opinion

_____ **4** _____ **3** _____ **2** _____ **1**

Works with the Student Teacher Candidate

- Assists the candidate with professional development
- Provides constructive criticism

_____ **4** _____ **3** _____ **2** _____ **1**

Comments

University Supervisor Name

Date

APPENDIX I

CODE OF ETHICS FOR MONTANA EDUCATORS

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior and will be used to judge their actions.

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.

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 data, with honesty.
- 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. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council January 27, 2012

APPENDIX J

MONTANA CHILD ABUSE/NEGLECT LAW

Montana School Guidelines for the Identification and Reporting of Child Abuse and Neglect

The entire document can be found at:

<https://dphhs.mt.gov/Portals/85/cfsd/documents/CANpubs/UNPAM-119%20School%20Guidelines%20August%202015%202016.pdf>

REPORTING PROCEDURE AND INFORMATION

Reporting is the most critical step in obtaining help for both the child and the family. 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 to the Child Abuse Hotline.

Reporting concerns to the principal does not satisfy the reporting requirement. School personnel must report directly to the Child and Family Services Division Hotline. Where there is a conflict between state law and a school's reporting procedures, state law prevails.

41-3-201, MCA. Reports.

(5) The reports referred to under this section must contain:

- (a) the names and addresses of the child and the child's parents or other persons responsible for the child's care;
- (b) to the extent known, the child's age and the nature and extent of the child's injuries, including any evidence of previous injuries; 10 (c) 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 person or persons responsible for the injury or neglect; and
- (d) the facts that led the person reporting to believe that the child has suffered injury or injuries or willful neglect, within the meaning of this chapter.

Generally speaking, the role of school personnel ends with the reporting of child maltreatment. Reporting however, is just the beginning of the child protection process. Treatment, strengthening of families, rehabilitation and prevention of further child maltreatment still lie ahead. Increasingly, schools and school personnel are providing assistance and support to the Child and Family Services Division's staff by participating on multidisciplinary teams to share information about families and children after they have been reported; providing direct support services to the child, the parents and the family; and becoming actively involved in community efforts to reduce the incidence of child maltreatment.

HOW TO REPORT SUSPECTED CHILD ABUSE AND NEGLECT

When you have information that leads you to suspect that child abuse or neglect may be occurring, call the **MONTANA'S STATEWIDE TOLL-FREE CHILD ABUSE HOTLINE at 1-866-820-KIDS (1-866-820-5437)**. This Hotline is available 24 hours a day, 7 days a week.

A trained Intake Specialist will take your information and will send it to your local Child and Family Services Division office where a child protection specialist (CPS worker) will investigate the report.

If it is an emergency, the information will be immediately transmitted to the local office. Law Enforcement will be informed when appropriate.

This method of reporting assures that reports are defined in a consistent way throughout Montana. It also allows local CFSD CPS workers more time to focus on investigation and intervention in child abuse and neglect cases. You and your local CPS workers will continue to have contact during investigations and interventions and you may still contact your local CPS worker if you have questions about a report you made to the Hotline. **It is important that you call the HOTLINE to report suspected child abuse or neglect rather than your local office. A report cannot be entered into the Child Protective Services automated system unless the report is entered by a Centralized Intake Specialist, 1-866-820-5437.**

When an incident of suspected child abuse and neglect is reported to the Child and Family Services Division child abuse hotline, some action will be taken. If a report does not meet the criteria that warrant an investigation, at the very least, a record of the report will be made and kept. Thus school employee's legal obligation will be fulfilled, and the investigative process will have been initiated. On the other hand, if an educator or other school employee fails to make a report, there may be no way for CFSD to know that a child might be in danger.

Of particular concern to some school employees is the lack of follow-up information received from Child and Family Services after a referral is made. The underlying reason for this is a Montana law that specifically states that: "the case records of the department and its local affiliate, the local office of public assistance, the county attorney, and the court concerning actions taken under this chapter and all records concerning reports of child abuse and neglect must be kept confidential except as provided by this section." (Section 41-3-205, MCA). This law prohibits dissemination of confidential information to school employees unless they are members of a child protection team or have been asked by the CPS worker, county attorney or law enforcement officer to participate in the initial interview of the child at the school. A school employee who receives any confidential information regarding a child's case is bound by the confidentiality statute and may not share the information with anyone-including other school employees-not specifically listed in the statutes.

The only persons listed as those to whom confidential information may be released are those who absolutely need the information to provide services or treatment to the child and his or her family.

This situation understandably has caused frustration for reporting school staff. However, the rationale behind the confidentiality law is to protect the privacy rights of Montana's children and their families.

APPENDIX K

POLICY FOR SUBSTITUTE TEACHING

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

Rationale: The current teacher shortage forces many school districts to hire substitute teachers who have no formal teacher preparation or minimal training. Smaller districts are frequently forced to hire substitutes who have no course work beyond the twelfth grade. Larger school districts like Billings, Bozeman, Missoula and Kalispell are also finding it difficult to hire qualified substitute teachers. Student teachers are often in the classroom when the cooperating teacher (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:

- Five days of paid substitute teaching assignment in the cooperating teacher's classroom.
- Application to substitute with the district by the student teacher.
- Membership in student MEA-MFT or an alternative professional education association for professional liability insurance purposes
- No substitute teaching during contract negotiation conflict or a teacher strike
- Substitute teaching performance will not be a component of the student teacher's grades.

APPENDIX L
COOPERATING TEACHER DOCUMENTS

COOPERATING TEACHER AGREEMENT
(IRS W-9 TAX FORM, Paperwork found in Cooperating Teacher Folder)

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

Cooperating Teacher

Date

Address

Email

Student Teacher Candidate

Semester (Fall/Spring & Year)

School and Grade Level

Office/Classroom Phone

I agree to guide and mentor a student teacher for the semester designated above. I agree to follow the policies and procedures as outlined in the Student Teacher Guidebook.

Specific duties of the Cooperating Teacher are inclusive of the following:

- Submission of evaluations to the MSUB field coordinator: **(Appendix A)**
 - Three (3) Formative Evaluations -2 Formative Evaluations for Double Majors
 - One (1) Summative Evaluation
 - Assessment of Content Pedagogy
 - Dispositions Evaluation
 - Cooperating Teacher Final Grade
- Completion of the top section of the Cooperating Teacher & University Supervisor Tracking Form (Appendix C). This form must be completed for each student teacher and given to the supervisor (along with the evaluations) who will send a completed copy to Kathy Holt at the end of each placement.
- Additional Cooperating Teacher responsibilities:
 - Assist the student teacher with daily lesson planning and co-teaching planning. **(Appendix N)**
 - Assist the student teacher with the completion of two (2) Evidence of Professional Growth (EPG) assignments. However, if a student teacher needs to continue developing his/her planning, teaching, and assessment skills, the supervisor can require a 3rd or 4th EPG to be completed. **(Appendix B)**

I understand I will be compensated \$250 per student teacher **OR** MSUB will pay for 2 graduate credits for EDCI 593. Said compensation will be issued under the following conditions:

- ✓ Submission of this Cooperating Teacher Agreement and other W-4 paper work to MSUB-COE 261, 1500 University Drive, Billings, MT 59101. (Do not send W-4 paper work if taking EDCI 593) by **October 7th – late payment paper work or class enrollment will not be accepted.**
- ✓ Submission and completion of ALL documents noted above and fulfillment of Cooperating Teacher responsibilities.

Cooperating Teacher Signature

Date

APPENDIX M
UNIVERSITY SUPERVISOR DOCUMENTS

UNIVERSITY SUPERVISOR AGREEMENT
(TAX FORM(S), PAPERWORK found in University Supervisor Folder)

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

University Supervisor

Address

Email

Student Teacher Candidate

Semester

School and Grade Level of Student Teacher

I agree to supervise student teachers for the semester designated above. I agree to follow the policies and procedures as outlined in the Student Teacher Guidebook.

Specific duties of the University Supervisor are inclusive of the following:

- Submission of evaluations:
 - Three (3) Formative Evaluations -2 Formative Evaluations for Double Majors (**Appendix A**)
 - One (1) Summative Evaluation (**Appendix A**)
 - Two (2) Evidence of Professional Growth (EPG) Assignments (**Appendix B**)
- Completion of the Cooperating Teacher & University Supervisor Requirements Tracking Form (**Appendix C**)
This form must be completed for each student teacher and sent to Kathy Holt at the end of each placement along with the evaluations.

Additional University Supervisor Responsibilities:

- Compare observation results with the Cooperating Teacher to assure reliability of ratings.
- Review the assignments with the student teacher to provide ongoing professional development to improve reflective teaching practice.

I understand I will be compensated \$250 per student teacher (and mileage at state rates if applicable) or MSUB will pay for 2 graduate credits for EDCI 593 (in lieu of compensation for one student teacher). Compensation will be issued under the following conditions:

- ✓ Submission of this agreement (required), EDCI 593 registration form if taking course, OR if I want compensation I will return the complete New Employee Information Packet to: MSUB-COE 261, 1500 University Drive, Billings, MT 59101
- ✓ Submission and completion of ALL documents noted above and fulfillment of supervisor responsibilities.
- ✓ Lump sum compensation will be received following submission of the materials listed above – taxes and TRS will be deducted-unless I am taking the course. But, the agreement must be sent in with the necessary documents on or before Friday, October 7th.

University Supervisor Signature

Date

APPENDIX N
CO-TEACHING

CO-TEACHING STRATEGIES AND EXAMPLES
CO-TEACHING IN STUDENT TEACHING

Co-Teaching Strategies & Examples

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the learners in the classroom.

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on learners or the instructing teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe learners for their understanding of directions while the other leads.</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists learners with their work, monitors behaviors, or corrects assignments.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the learners when they don’t understand or are having difficulties.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p>Example: One teacher might lead a station where the learners play a money math game and the other teacher could have a mock store where the learners purchase items and make change.</p>
Parallel Teaching	<p>Each teacher instructs half the learners. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of learner to teacher ratio.</p> <p>Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p>
Supplemental Teaching	<p>This strategy allows one teacher to work with learners at their expected grade level, while the other teacher works with those learners who need the information and/or materials retaught, extended or remediated.</p> <p>Example: One teacher may work with learners who need re-teaching of a concept while the other teacher works with the rest of the learners on enrichment.</p>
Alternative (Differentiated)	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all learners however the avenue for getting there is different.</p> <p>Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the learners predict by connecting the items pulled out of the bag with the story.</p>
Team Teaching	<p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a learners’ perspective, there is no clearly defined leader– as both teachers share the instruction, are free to interject information, and available to assist learners and answer questions.</p> <p>Example: Two instructors share the presentation of a social studies lesson. One instructor is at the front of the class while the other stands near the wall map. The lecture is planned to move seamlessly from one instructor to the other- moving learner focus from content to tracking events being discussed on the map.</p>

Adapted from: St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant

Co-Teaching in Student Teaching

Co-Teaching is defined as two teachers (*cooperating teacher and teacher candidate*) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Co-Teaching is an Attitude...an attitude of sharing the classroom and students.

Why Co-Teach?

- Increases instructional options for all students
- Enhances classroom management
- Provides mentoring and guidance throughout the experience
- Creates an opportunity to plan, teach and evaluate as a team
- Helps develop knowledge, skills and dispositions for teaching
- Improves the academic performance of students

Co-Teaching is NOT:

- A less rigorous student teaching experience or easier for teacher candidates
- One person teaching one subject or period followed by another who teaches a different subject or period
- One person teaching while another person prepares instructional materials or sits and watches
- When one person's ideas prevail regarding what will be taught and how it will be taught

Co-Teaching is a way.....

- ✓ for teacher candidates to gain more skills and confidence;
- ✓ for teacher candidates and cooperating teachers to build strong relationships and enhance their communication;
- ✓ to reduce the student/teacher ratio to better meet the learning needs in today's diverse classrooms;
- ✓ for cooperating teachers to maintain their role as classroom teacher and control of instruction (accountability);
- ✓ to mentor and induct teacher candidates; and
- ✓ to build stronger connections between universities and school partners.

Co-teachers are encouraged to:

- **Designate a co-planning time:** To determine what co-teaching strategies will be used and how you will teach collaboratively. The focus is on planning for co-teaching.
- **Adjust the lead role:** Role shifts from the cooperating teacher (early in the experience) to the teacher candidate as the experience progresses.
- **Try each co-teaching strategy:** See Co-Teaching Strategies and Examples

APPENDIX O

STUDENT TEACHING REQUIREMENTS FOR TEACHING MINOR ENDORSEMENTS

Teaching Minor Student Teaching Requirements:

- Student teaching evaluations are required for those candidates completing a teaching minor in addition to a teaching major or if a licensed educator is completing a teaching minor for an added endorsement. .
- All candidates are to work with the Field Placement Coordinators 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 Content Knowledge Score to be eligible for licensure.

Assessments required for teaching minor endorsements:

- 1 Formative Evaluation by Cooperating Teacher
- 1 Assessment of Content Pedagogy by Cooperating Teacher – the Assessment of Content Knowledge Demonstrated During Student Teaching is required as part of the Montana Assessment of Content Knowledge score used to determine licensure eligibility

Completion of Assessments:

- The Cooperating Teacher is required to provide the Formative Evaluation and Assessment of Content Pedagogy.
- The University Supervisor does not provide evaluations or supervision