



STUDENT TEACHING GUIDEBOOK
Fall 2024

STUDENT TEACHERS

COOPERATING TEACHERS

UNIVERSITY SUPERVISORS

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

Revised August 2024

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OVERVIEW

Abbreviations

Student Teacher Candidate (ST): an education student during his/her student teaching experience.

Cooperating Teacher (CT): a teacher who has agreed to open his/her classroom to a CT. Also, referred to as the first reviewer.

University Supervisor (US): an individual contracted by MSU-Billings during student teaching to assess ST progress through observations and collaboration with ST.

Teacher Work Sample (TWS): Student teaching capstone project that ST creates throughout the experience and includes a unit plan with 3-5 cohesive lesson plans.

IMPORTANT DATES

Student Teaching Seminars

Required Student Teaching Seminars:

August 16, 2024
9am – 3 pm

December 6, 2024
9 am – 4 pm

Student Teaching Workshops

❖ (**Mandatory to pick 3**, but welcome to come to as many as you're interested in!). All workshops are on the following Thursdays from 5pm – 7pm in room COE 330. More information about topics will be available soon, and will be posted on D2L.

August 29, 2024- Using Tevera & Getting Started on the TWS	October 24, 2024- Trauma Informed Practices
September 12, 2024- QPR Gatekeeper Training for Suicide Prevention	November 7, 2024- De-Escalation Techniques with Students
September 26, 2024- Mental Health for Teachers	November 21, 2024- Practical Self- Care
October 10, 2024- Active Shooter and Emergency Preparedness	December 5, 2024- Panel Discussion with COE Faculty
December 19, 2024- Licensure Workshop	

Grades Posted: Wednesday December 18, 2024 by Noon

SUGGESTED PHASE-IN SCHEDULE OF STUDENT TEACHING

This is only a suggested plan. It should be adjusted as needed by the Cooperating Teacher to meet the needs of the ST, the CT, and the learners.

	SINGLE MAJORS	DOUBLE MAJORS
Week 1	Orientation/Observation	Orientation/Observation 1 st Placement
Week 2	Responsible for 1 preparation	Responsible for 1 preparation
Week 3	Responsible for 2 preparations	Responsible for 2 preparations
Week 4	Responsible for 3 preparations	Responsible for 3 preparations
Week 5	Responsible for 4 preparations	Responsible for 4 preparations
Week 6	Responsible for 5 preparations	Full responsibility
Week 7	Responsible for 6 preparations	Full responsibility
Week 8	Full responsibility	Full responsibility
Week 9	Full responsibility	Full responsibility
Week 10	Full responsibility	Phase out Placement 1, observation of other classes per CT. First placement ENDS.
Week 11	Full responsibility	Second placement BEGINS. Orientation/Observation 2 nd Placement
Week 12	Full responsibility	Responsible for 1 preparation
Week 13	Begin phase out	Responsible for 3 preparations
Week 14	Phase out, observation of other classes per CT. Placement Ends.	Responsible for 5 preparations
Week 15		Full responsibility
Week 16		Full responsibility
Week 17		Full responsibility
Week 18		Full responsibility
Week 19		Full responsibility
Week 20		Phase out Placement 2, observation of other classes per CT. Placement 2 Ends.

ASSESSMENT OF THE STUDENT TEACHING EXPERIENCE EXPECTATIONS, EVALUATION AND SCORING

*Tevera is a required material for this course. All assignments and Assessments must be completed in Tevera.

Timesheets

Submit for approval weekly through Tevera. Include noting any exceptions – absences, substitute teaching, etc. (Please see absence protocols for more detailed information.)

Professional Issues

- Attend and complete both required Student Teaching Seminars. Failure to attend will result in a 10 percentage point deduction of overall grade per unexcused absence.
- Attend your choice of 3 Student Teaching Workshops. Failure to attend three will result in a 5 percentage point deduction of overall grade per unexcused absence.

Teacher Work Sample

(40% of overall Student Teaching Grade) ST will craft the TWS over the duration of the Student Teaching Semester. A fully completed TWS will be submitted to the University Supervisor no later than the last week of the placement. This will include a completed TWS Template with the following embedded where noted: Unit Plan Template, Lesson Plan Templates for all lessons addressed in TWS, and all resources mentioned in TWS. US will turn in graded rubric AND full TWS.

Observation Performance

(30% of overall Student Teaching Grade)

Formal Lesson Observations: There are 4 total formal observations— 2 by the US and 2 by the CT. Formal Lesson plan on MSUB Lesson Plan template will be provided to the observer no later than 24 hours before observation. First observations should be done by February 16th, and second should be done by March 23rd.

Dispositions Observation

(30% of overall Student Teaching Grade)

The CT and US will collaborate to complete the Dispositions Observation by the end of Student Teaching Placement. Any concerns or “red flags” noted on dispositions at any time during experience must be reported to Director of Field Experiences and Licensure. This should be done towards the end of the placement, by March 23rd.

Assessment of Content Knowledge

(Required for Licensure)

The CT will complete the Assessment of Content Knowledge twice, once at midterm and a final assessment.

Student Teaching Score Breakdown

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

Scoring Requirement for Assessments:

Student Teachers are expected to earn at least a “2”, or “Sufficient” on every element of every assessment completed during the placement. Any score of “1”, or “Needs Improvement”, must be reported to the Director of Field Experiences and Licensure for follow-up and case-by-case addressing. Failure to report or follow-up will result in failing student teaching.

THE STUDENT TEACHING TEAM: ROLES AND RESPONSIBILITIES

The Student Teacher

Student Teacher duties include:

Reading, understanding, and adhering to MSU-Billings' Dispositions, & Professional Educators of Montana Code of Ethics.

Scheduling/completing all requirements using the Student Teaching Calendar.

Studying the TWS Guidebook, Example, Student Teaching Website, and the Student Teaching Guidebook.

Initiating first contact with the school district, administrator, CT, and US upon receiving contact information.

Proactively consulting the CT and US about scheduling the semester, planning the TWS, and contributing to the classroom.

Coordinating the times/dates of 4 formally observed lessons. (2 by CT; 2 by US). It is required to use MSU-Billings Approved Lesson Plan Format for all formally observed lessons.

Providing lesson plans 24 hours in advance to CT and US for all formally observed lessons through Tevera. Providing daily lesson plans to the CT in the manner requested by CT.

Fully participating in the placement classroom using a co-teaching model, which may involve observing, assisting, stations, parallel or supplemental teaching, alternative or differentiated teaching, and team teaching.

Non-completion of any course requirement can result in not passing Student Teaching. In addition to requirements related to the field placement, these also include:

- Timesheets
- Participation at student teaching seminars and workshops.
- Fully and successfully completing the Teacher Work Sample (TWS).
- All of these need to be completed by the due dates provided.

Late Work:

Timely submission during student teaching is an expected professional disposition. **All deadlines are final and non-negotiable.** Extensions will be granted only through individual review by the Director of Field Experiences and Licensure; assignments that have been granted an extension will be subject to a minimum 10% score deduction. Egregious or repeated violations can result in not passing Student Teaching and not being recommended for educator licensure. STs may receive one email from the Director of Field Experiences and Licensure to remind them of late or missing assignments. There will not be multiple reminders.

The Cooperating Teacher

Cooperating teacher duties include:

Reviewing the MSU-Billings Student Teaching website and Handbook for Cooperating Teachers.

Completing and Submitting the Cooperating Teacher Agreement to the Director of Field Experiences & Licensure.

Preparing colleagues, students, and students' parents/guardians for the arrival of the ST.

Providing a work area for the ST, stocked with needed materials (seating charts, faculty handbooks, course outlines, curriculum guides, classroom texts, etc.).

Orienting the candidate to class procedures (roll, lunch count, etc.) and school policies (discipline, homework, emergencies, etc.).

Acquainting the ST with school facilities and teaching resources.

Assisting the ST in mapping out the semester's activities early.

Supporting and collaborating on the TWS planning and crafting, reviewing TWS lesson plans, and consulting about elements of the project related to class instruction.

Discussing with the ST dangers of inappropriate conduct and appearance, stressing the need for a friendly but professional relationship between the ST and students.

Reporting any ST concerns to the Director of Field Experiences and Licensure.

Including the ST in all appropriate professional development and out-of-classroom educator responsibilities (lunch duty, parent conferences, IEP meetings, etc.).

Working collaboratively and enthusiastically with the ST in planning, instruction, the TWS, and assessment. MSUB encourages the use of a co-teaching model.

Regularly observing the ST's instruction and providing constructive feedback; conducting two formal observations in Tevera:

- Early in placement - The first observation should be done by the due date listed on the student's information sheet.
- After midterm: observing one TWS lesson - The second observation should be done by the due date listed on the student's information sheet.

Serving as a model of pedagogically sound and realistically appropriate knowledge, skills, ethics, and dispositions. Using nurturing yet direct techniques, encourage and support the candidate in reflecting and developing into a competent beginning teacher.

Completing and submitting the Assessment of Content Knowledge, at end of placement.

Collaborating with University Supervisor, completing, and submitting the Dispositions Assessment, at end of placement.

The University Supervisor

University supervisor duties include:

Facilitating communication among the student teaching team: school personnel, ST, and MSUB. Communicating with and supporting the ST as needed from the first day of student teaching to the end of the term.

Completing and Submitting the University Supervisor Agreement to the Director of Field Experiences & Licensure.

Completing one formal lesson observation during the first 7 weeks of the placement.

Completing one formal lesson observation during the second 7 weeks of the placement.

One Observation must be a TWS Lesson.

Scoring the TWS with the TWS Rubric. Submit Rubric and complete TWS to Director of Field Experiences and Licensure. This should be completed by 1 week after the placement end date.

The Director of Field Experiences & Licensure

The Director of Field Experiences & Licensure and team, is responsible for the following tasks:

Submitting a request to the appropriate public-school official for the field experience placement.

Notifying the ST of placement and providing the beginning/ending times of the assignment.

Updating the field experience website.

Arranging assignments of University Supervisors for Student Teachers.

Maintaining an open line of communication with all placement participants; facilitating the Q & A on D2L.

Being responsible for payment to the Cooperating Teacher and University Supervisor.

Recording the final student teaching grade.

Reviewing and advising when problems arise.

Recommending the teacher candidate for Montana Educator Licensure when all requirements have been completed and the teacher education degree has been posted.

Maintaining records of program completion and licensure recommendation.

PROFESSIONALISM EXPECTATIONS

Attendance

Students cannot learn from teachers who are absent; thus, attendance becomes an important priority in establishing professionalism.

- Students are required to follow the school district calendar, not the MSUB calendar. Example: Spring break might not be the same time – you have your break when your district does, but not when MSUB does. If there is a work day, parent-teacher conference, carnival, etc that your CT is required to be at, you are also required to attend as part of your placement. Exception: This does not apply to MEA-MFT days in Montana. Student teachers are never required to attend, unless their school district is also paying for their attendance.
- To prepare for future classrooms and to establish a professional disposition of trustworthiness, teacher candidates must fully attend all placement dates calculated by the Director of Field Experiences & Licensure to meet OPI licensure recommendation requirements. Thus, STs need to avoid absences or tardiness for any reason save serious extenuating circumstances, and they are required to promptly and directly notify both the CT & Director of Field Experiences & Licensure when these occur, as well as noting them on their Tevera Timesheet.
- To demonstrate commitment to their learners, STs must avoid taking days off for optional events or those that can be rescheduled, such as PRAXIS testing, job fairs, travel. Planned time away from the placement must be approved by the Director of Field Experiences & Licensure – including late entrance to or early departure from student teaching placements or seminars.
- STs who need to be absent due to illness for more than two days during the semester must contact the Director of Field Experiences & Licensure to revise student teaching placement end dates in order to fulfill Montana licensure recommendation requirements.
- STs are allowed to have five (5) total absences over the Student Teaching placement for illness or emergencies. Any number of days over the five will need to be made up at the end of the placement.
- In the event of an absence, ST should notify the CT, the building admin (follow district policy), and the Director of Field Experiences & Licensure, as well as noting the absence correctly on Tevera spreadsheet. If you will be absent please text Traci on the Student Teaching Cell phone (given out at seminar).

Timeliness

In order to learn effectively, learners must be able to rely on their teachers. Therefore, in every aspect of student teaching—including university coursework and placement responsibilities—it is crucial for teacher candidates to be trustworthy regarding timeliness.

- The Director of Field Experiences & Licensure will issue due dates for all student teaching assignments and requirements. Hours must be tracked accurately on the timesheet in Tevera – and minimum hours must be met before placement is completed.
- MSUB professional standards require that STs provide advance lesson plans to CTs (24 hours minimum) and to observing US (24 hours minimum).
- Promptly after formal observations, STs can expect to welcome objective, collaborative, and actionable feedback conversations with their observing. University supervisors will also issue to the ST timely, written feedback using the appropriate Observation Tool in Tevera.

Readiness

Despite having completed many semesters of university preparation, teacher candidates must continuously expand their knowledge by ongoing professional development to daily engage their diverse learners in updated and accurate content

instruction, implemented using research-based, current best practices.

To demonstrate readiness in content, STs must engage in rigorous preparation practices, implement flexible and differentiated strategies, and engage in assessment practices used to inform improvement of their practice.

- For continual growth and professional development, students are to choose 3 workshops to attend over their placement. Virtual option will be available for those outside of the area.
- To show preparedness in professional collegiality, STs need to embrace and make earnest use of mentor suggestions.
- To evidence a growth mindset, STs will have to accept that, despite rigorous preparation, they will make mistakes; nevertheless, they must work hard to convert such errors into professional growth for the benefit of their learners.

Appearance

Educator appearance has the potential to distract from learning as well as to enhance professional authenticity. Thus, learner need becomes priority when selecting items to characterize educator appearance.

- To attain caring, professional standards, teacher candidates should make choices about their clothing, body art, jewelry, and grooming with P-12 students' learning needs and school district requirements in mind—always remembering that one of the most important accessories is a welcoming smile!
- When unclear on district-level appearance expectations, STs and CTs need to seek clarification on school-specific guidelines. STs must be sure to request a faculty handbook and read it thoroughly to uncover district-level norms.

Communication

Perhaps no professional disposition has as much potential for building up communities, schools, and learners or for tearing them down than communication.

- Each ST must initiate prompt communication to the CT, US, and Office of Field Experiences & Licensure whenever s/he misses a deadline or is absent from the placement due to extenuating circumstances. A prompt, one- or two-sentence explanation can fulfill the requirement of professional communication and establish ST reliability.
- Likewise, a candidate must demonstrate reliability by promptly responding to email, phone, or other communications from MSUB faculty or staff, CTs, administrators, and others who depend on prompt, clear communication from that candidate.
- Student-centered educators create an atmosphere of mutual problem solving and support within their schools and classrooms. In both their university and student teaching roles, STs need to model dialogue that informs positive, productive problem solving. STs must understand that educator communications to and about colleagues, students, families, and others reach beyond the teachers' lounge and can change the culture of a school—either to the betterment or to the detriment of its learners. Thus, STs must avoid thoughtless, deprecating, or biased remarks, which have destructive consequences that are never quite erased. The “THINK” acronym can be helpful in crafting communications that build up learners and colleagues: “True, Helpful, Important, Necessary, Kind.”
- MSUB professionalism requirements mandate that STs exhibit extreme caution regarding on-line communications that may be viewed by learners, their families, or school personnel. Web-enabled communication generated by teacher candidates and available to P-12 learners or learners' families must adhere strictly to MSUB and to local district standards. At no time should a ST conduct anything but district approved, school-based online communication with learners. This includes but is not limited to ST public social media web communications and online platform gaming.

Substitute Teaching

Student Teachers may substitute teach for five (5) days in the Cooperating Teacher's classroom only. All substitute

teaching must be approved through the Cooperating Teacher, Director of Field Experiences & Licensure, and school principal. Student Teachers may not substitute in any classroom but their placement classroom. No Exceptions. Proof that this process was followed must be submitted for any substitute teaching days completed by the ST.

[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.

[Liability Insurance](#)

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

WHEN CHALLENGES ARISE

To avoid any potentially serious problems, it is essential that members of the student teaching team notify the Director of Field Experiences & Licensure as soon as any concern with an assignment arises. During the field experience, STs need to meet the same expectations placed upon other teachers. This includes following the school district's calendar, attendance policy, call-in procedures, etc. If a ST is ill, that ST should call the cooperating teacher (making sure s/he gets the message) and the Director of Field Experiences & Licensure immediately and must always be certain to have emergency lesson plans made out for any substitute. STs will not be excused from placements to attend job interviews or to take the PRAXIS. STs should contact the Director of Field Experiences & Licensure immediately if a field experience cannot be completed or if any changes are requested by the school or district. In order to avoid any potentially serious problems, it is essential that each student teaching team member communicate with appropriate personnel.

Teacher Candidate

If there is a problem during your field experience, it is imperative that you handle the situation in a truly professional manner. The following steps should be followed:

- Step 1: Get a good night's sleep so that you will be able to address the problem the next day in a professional meeting with your CT(s) and calmly share what you see as the problem. Then, listen carefully and quietly to the CT's response. Experience shows that using good communication will usually solve the problem over 95% of the time.
- If the problem still persists, contact the Director of Field Experiences & Licensure, Traci Sgrignoli, on the Student Teaching Cell phone or traci.sgrignoli@msubillings.edu.

Cooperating Teacher

- Meet with the ST in a private setting and carefully review the problem or allow the ST an opportunity to express his or her perceptions.
- If there is no significant change in the problem, provide the ST with the concerns in writing.
- If this meeting does not produce the desired results, then contact the Director of Field Experiences & Licensure, Traci Sgrignoli, on the Student Teaching Cell phone or traci.sgrignoli@msubillings.edu.

University Supervisor

- Discuss with the ST strengths and areas of persistent need or concern.
- If this does not produce a reasonable improvement, consult with the office of Field Experiences & Licensure on the Student Teaching Cell Phone, who will help facilitate further conversation with the ST and other team mates as needed.
- If the concern persists or is egregious, consult with the Director of Field Experiences & Licensure, who will create a Placement Plan of Improvement for the ST. The plan will specify exact behaviors that the teacher candidate needs to accomplish or avoid in order to remain in his or her student teaching placement. Be sure to keep in communication with the office of Field Experiences & Licensure on the Student Teaching Cell Phone.

AFTER STUDENT TEACHING LICENSURE

When student teaching placement is over, it is time to begin the process of licensing. Following are some guidelines that can help guide the student teacher through the steps needed to obtain their license.

Necessary Components:

1. All Assessments completed and scored.
2. Final grades posted in MyInfo.
3. Praxis Completion. (Please see Traci or Nicole for specific Praxis Test information.)
4. MACK Score Review by Director of Field Experiences & Licensure. More details can be found in Appendix D.
5. Degree posted in MyInfo (if applicable).

Steps to Licensure:

1. Register on OPI Teach MT portal:
<https://teachmontana.com>
2. Complete “Introduction to Indian Education for All in Montana” on OPI website.
<https://learninghub.jitbit.com/helpdesk/KB/View/43293040->
3. Once Degree has posted – order official transcripts to upload to your licensure application.
4. Complete the “Ready for Licensure” request form on MSUB website.
https://msubillings.co1.qualtrics.com/jfe/form/SV_egEK0S4nuXLac3Y The Director of Field Experiences & Licensure will notify you once recommendation has been submitted.
5. Complete the OPI Notary Page (Hint: Notaries can be found in the Office of Field Experiences and Licensure)
6. Complete new fingerprints for OPI background check.
7. Pay OPI for application.
8. Submit Application.

FREQUENTLY ASKED QUESTIONS

Q: Does MSUB automatically get my Praxis Score?

A: When registering for a test, students will need to request with ETS that scores when posted are sent to MSUB.

Q: Where do I find my Praxis Score?

A: You can login to ets.org to view all your test scores.

Q: Where do I get my transcript?

A: You can request a transcript on MyInfo portal, or through the registrar's office at MSUB.

Q: What if I don't want to teach in MT?

A: It's still a good idea to consider getting a teaching license in MT, and may help ease other states application process. You can find requirements for other states on our website:

<https://www.msubillings.edu/coe/fieldexper/licensure.htm> . You will need to provide the Director of Field Experiences and Licensure with any necessary paperwork needed for the state you'd like to license with.

Q: Can't I just start the application now and add things as I go?

A: NO! Applications in the TeachMT system only stay active for 90 days, so you don't want to start them too early or you might have to re-do your work!

Q: I have more questions. Who do I call?

A: Contact:

- Nicole Bookheimer, Field Experiences & Licensure Technician on the Student Teaching
Cell Phone or e-mail at nicolebookheimer@msubillings.edu
- Traci Sgrignoli, the Director of Field Experiences & Licensure on the Student Teaching
Cell Phone or e-mail at traci.sgrignoli@msubillings.edu

Q: I need a notary. Where can I find one?

A: We have two notaries in the College of Education. Nicole Bookheimer, in office 263, and Traci Sgrignoli, in office 262.

Q: What if I want to wait to get my license?

A: This is never recommended! In order to be recommended for licensure, candidates must meet the current catalog requirements. That means, if you wait, you may have new catalog requirements to meet, and could have to take more classes – or different Praxis requirements!

APPENDIX A

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

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

INTASC Standards

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.

APPENDIX B

CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING

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

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APPENDIX C

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.

APPENDIX D

MACK SCORE

Elsie Arntzen, Superintendent
 PO Box 202501
 Helena, MT 59620-2501
 406.444.5643
 In-State Toll-free: 1.888.231.9393
 TTY Users: 406.444.0235
 opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
 STATE OF MONTANA

Putting Montana Students First **A+**



Teacher candidates completing an accredited Educator Preparation Provider (EPP) program in Montana must meet the minimum content knowledge requirements described below to be recommended for licensure/endorsement. This policy is the result of ongoing dialogue and consensus between the Montana Office of Public Instruction (OPI) and Montana EPPs. This practice ensures consistency across state programs. Montana Board of Public Education accredited schools must employ teachers with an active Montana license and assign those teachers to teach classes in their endorsed subject area(s).

Montana Assessment of Content Knowledge Verification

Teacher candidates must earn at least 7 points on the Montana Assessment of Content Knowledge prior to recommendation for licensure/endorsement by an accredited Montana EPP. The possible range for the Content Knowledge Score (CKS) is 0-10. Teacher candidates earning fewer than 7 CKS points or who score zero on any of the three rubric components shall not be recommended for licensure/endorsement. For candidates receiving a score of 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. Assessment of Content Knowledge Coursework GPA

The range for awarding points is 0-4 and will be calculated as follows:

<i>GPA</i>	<i>Points</i>
3.50 – 4.00	4
3.00 – 3.49	3
2.65 – 2.99	2
2.00 – 2.64	1*
Below 2.00	0

2. Assessment of Content Knowledge Demonstrated During Student Teaching/ Clinical Practice

The range for awarding points is 0-3 and will be calculated as follows:

<i>Descriptor</i>	<i>Points</i>
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

Note: The assessment is completed by a cooperating teacher, college or university supervisor, or faculty member.

3. Assessment of Content Knowledge on appropriate Praxis Subject Assessments

The range for awarding points is 0-3 and will be calculated as follows:

<i>Score Range</i>	<i>Points</i>
Meets/Exceeds MT score	3
At least 90 % of MT score	2
At least 80 % of MT score	1*
Below 80 % of MT score	0

Please see Traci or Nicole for specific Praxis Testing information.

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APPENDIX E

Resources

Helpful Information

- [Child Abuse Laws and the Teacher Candidate](#)
- [Montana Code of Ethics](#)
- [School Law of Montana](#)
- [What Works in Public Education](#) (video)
- [InTASC Standards](#)
- [Montana Content Standards](#)

Links

- www.teachervision.fen.com
- www.edutopia.org
- www.pbs.org/teachers
- www.sitesforteachers.com
- www.sciencebuddies.org
- www.enc.org
- www.innovativeclassroom.com
- www.vocabulary.com/
- www.randomhouse.com/teachers
- www.teacherweb.com
- discoveryeducation.com
- <http://www.opi.mt.gov/Programs/IndianEd/>