



MONTANA STATE UNIVERSITY-NORTHERN
DEPARTMENT OF EDUCATION
EDUCATION PREP PROGRAM (EPP)



PREFACE

Montana State University-Northern has offered bachelor's degree teacher education programs for many years with two graduate programs for teachers and counselors being introduced over 15 years ago. These programs have been continuously monitored by the Montana Office of Public Instruction, the Board of Regents, Office of the Commissioner of Higher Education, and the Northwest Commission on Colleges and Universities to assure that the MSUN teacher education programs meet the standards of the profession.

Montana State University-Northern is committed to the preparation of teachers who have the knowledge and skills to meet the learning needs of the diverse K-12 student population and to impact society as a whole. The conceptual framework is specifically designed to provide an integrated series of studies in general education, pre-professional studies and field experiences, an academic specialization, and professional studies. The focus of the conceptual framework is on discipline mastery, critical inquiry, and social responsibility through a commitment to content knowledge, pedagogy, and diversity, including a cross-cutting theme of technology that runs through all programs. All students who are committed to pursuing a career in teaching and who meet the teacher education program standards are welcome.

This handbook is prepared for the information and assistance of students enrolled in all elementary, secondary, and K-12 initial teacher education programs at Montana State University-Northern. The expectation is that students understand and adhere to policies and practices presented in this handbook.



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MSUN Mission Statement

MSU-Northern provides higher education to students for professional and technical careers through an institution dedicated to teaching and the pursuit of knowledge *(approved by the Board of Regents on May 20,2016).*

MSUN Vision Statement

Montana State University-Northern will be known for its supportive, student-centered environment, in which a unique mix of academic programs are responsive to local, regional, and state workforce needs, offered in an atmosphere that promotes student success *(approved by the Board of Regents on April 16, 2012).*

MSUN Core Themes

Montana State University-Northern’s three core themes provide the foundation for the fulfillment of the university’s mission. The objectives of each core theme outline the achievement goals for the university.

CORE THEME		OBJECTIVES
1	<i>Comprehensive Programs</i> <i>Provide liberal arts, professional and technical programs that serve a diverse student population</i>	<ul style="list-style-type: none"> • Provide excellent academic programs • Cultivate teaching and learning excellence
2	<i>Student Success</i> <i>Promote student-centered and culturally enriched environment which fosters student success</i>	<ul style="list-style-type: none"> • Prepare students for careers in their chosen fields • Provide a student-centered environment conducive to success • Promote a culturally enriched environment
3	<i>Inclusive Partnerships</i> <i>Partner with external entities to enhance and expand learning experiences</i>	<ul style="list-style-type: none"> • Use external partnership input to develop or enhance programs or disciplines • Expand students’ collaborative/external learning experiences • Through partnerships, stimulate economic development of our region

Education Prep Program (EPP) Overview

The Montana State University-Northern Education Prep Program (EPP) prepares students to be effective teachers in a dynamic profession impacting society by providing the knowledge and teaching skills necessary to work with diverse student populations. Within the program, students evolve into teacher candidates who develop their professional identity by interacting with teaching professionals, abiding by a code of ethics, and joining professional organizations. Candidates learn to use and practice self-reflection, to be open to self-challenge, and to develop personal and professional dispositions necessary to work in a multicultural society.

The Education Prep Program (EPP) supports the mission of Montana State University-Northern to provide quality undergraduate programs designed to meet the needs of rural, underserved, and culturally-diverse populations. The faculty supports traditional and alternative delivery of coursework to support stakeholders and to strengthen collaborative community partnerships for school, community, and other related professions. Montana State University-Northern promotes a student-centered and culturally enriched environment and endorses lifelong learning, personal growth, and responsible citizenship. This is reflected in the Initial Teacher Education Program's mission and its dedication to providing the highest degree of preparation for its candidates, which is reflected in its ongoing program assessment, implementation of research-based pedagogic strategies and practices, and its alignment to the Montana Professional Educator Preparation Program Standards (PEPPS), the Interstate New Teachers Assessment and Support Consortium Standards (InTASC), and the Danielson Framework for Teaching.

Education Prep Program (EPP) Mission Statement

The mission of the Education Prep Program (EPP) is to prepare teachers with comprehensive pedagogical content knowledge and skills to meet the learning needs of the diverse K-12 student population and to impact society as a whole.

Education Prep Program (EPP) Outcomes and Student Competencies

The Education Prep Program (EPP) believes it has responsibilities to candidates and to their future students. Additionally, the department believes it has a responsibility to collaborate with the communities within which it works, to continue to grow as a program, and to model professional involvement and identity.

PROGRAM OBJECTIVES

1. To prepare and graduate skilled, knowledgeable, self-aware, and self-reflective teachers who are prepared academically to gain licensure.
2. To collaborate and align with the communities, agencies, and schools to provide learning opportunities and best and current practices for candidates.
3. To engage in continuous improvement by evaluating, revising, and updating program curriculum, practices, and requirements to promote the highest quality education.
4. To model educational leadership and professional identity.
5. To apply and cocreate cultural and socially responsive practices.

Block One Objectives

- Teacher candidates can define and identify the components of effective reflective practice.
- Teacher candidates can define and identify the role of technology in classroom practice.
- Teacher candidates can define and identify the role of data in classroom practice.
- Teacher candidates can identify the purpose of IEFA.
- Teacher candidates can describe and explain how Planning and Preparation, Classroom Environment, Instructional Practice, and Professional Responsibilities affect classroom practice (Danielson Domains 1-4).

Block Two and Three Objectives

- Teacher candidates can utilize and practice the components of effective reflective practice.
- Teacher candidates can utilize and practice using technology in classroom practice.
- Teacher candidates can utilize and practice using data in classroom practice.
- Teacher candidates can utilize and practice the integration of IEFA.
- Teacher candidates can utilize and practice the implementation of Danielson Domains 1-4.

Block Four Objectives

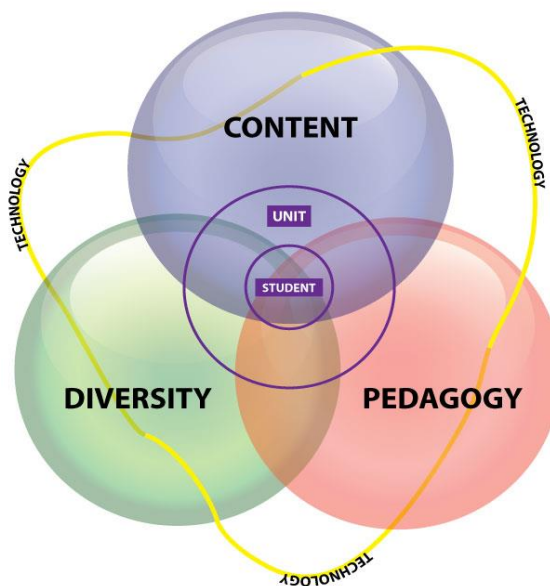
- Teacher candidates can develop and apply reflective practice.
- Teacher candidates can develop and apply technology in classroom practice.
- Teacher candidates can develop and apply the use of data in classroom practice.
- Teacher candidates can develop and apply integration of IEFA.
- Teacher candidates can develop and apply the implementation of Danielson Domains 1-4.

Student Competencies

1. **CONTENT:** Candidates have a comprehensive content knowledge base used to instruct research-based strategies to meet the needs of diverse student populations.
2. **PEDAGOGY:** Candidates apply theory-to-practice pedagogy that will help them become effective 21st century educators.
3. **DIVERSITY:** Candidates demonstrate an understanding of and actively embrace the differences among diverse people, cultures, circumstances, and environments.
4. **TECHNOLOGY:** Candidates demonstrate an understanding of technological resources and the ability to integrate them across all facets of the teaching and learning continuum.
5. **PROFESSIONALISM:** Candidates demonstrate a willingness to assist their future students' academic, emotional, personal, cultural, and physical needs in a professional, ethical, and legal manner.

Education Prep Program (EPP) Conceptual Framework

Teacher preparation is a central commitment of the MSU-Northern Education Prep Program (EPP)'s mission statement, and the emphasis that statement places on “discipline mastery,” on “critical inquiry,” and on “social responsibility” resonates with the unit's expectations of its candidates. The commitments in the Education Prep Program (EPP) Conceptual Framework correlate directly with the three core themes of Montana State University-Northern and serve as a guide to help fulfill the Education Prep Program (EPP)'s mission. The conceptual framework is specifically designed to provide an integrated series of studies in general education, pre-professional studies and field experiences, an academic specialization, and professional studies. It is the expectation of the Education Prep Program (EPP) faculty that candidates for initial licensure will demonstrate a *Commitment to Content*, a *Commitment to Pedagogy*, and a *Commitment to Diversity*. In addition to the commitment to these three areas, the expectation also exists that candidates demonstrate an understanding of the *Cross-Cutting Theme of Technology* as it applies to its integration across all facets of the teaching and learning continuum. The Education Prep Program (EPP) is committed to program review to ensure that these four areas remain the focus of each elementary, secondary, and K-12 program across courses and field experiences in order to assist its candidates in becoming effective educators that can meet the needs of diverse students in the 21st Century classroom.



- **COMMITMENT TO CONTENT KNOWLEDGE:** MSU-N candidates must learn to appreciate what is problematic in the scope of teaching and learning of content within disciplines and gain the skills to explore different avenues of that scope. The Education Prep Program (EPP) utilizes multiple measures from testing, observation, labs, and projects which add up to classroom grades in content courses to assess candidates in these areas. Finally, if it is agreed that **content knowledge** is in some sense inextricably linked to teaching and learning, the Education Prep Program (EPP) will also want to measure how well its candidates demonstrate content mastery through their own teaching.

- **COMMITMENT TO PEDAGOGY:** MSU-N candidates understand that good teaching is made through pedagogy; our program must allow candidates to learn the art of teaching (**pedagogy**) as they build their content knowledge. “Researchers of different traditions accept the idea that instruction and learning interact and should be studied in concert,” (Schunk, 2000), which supports the unit’s practice of connecting pedagogy and content knowledge. Additionally, the unit strives to meet the diverse needs of every candidate. According to Gardner (2006), “Good teachers have always realized that different approaches prove effective with different kinds of students. Such sensitivities to individual differences can become part of the teacher’s competence and can be drawn on in the course of regular instruction.”
- **COMMITMENT TO DIVERSITY:** MSU-N candidates must understand diversity is about embracing one another’s’ uniqueness. **Diversity** is a critical element and unifier for our mission in three important ways. First, the unit believes culturally, socially and intellectually rich environments assist future teachers’ growth (Golnick and Chinn, 2006). Second, the unit believes MSU-N is an academic center of its area, a hub of educational opportunities for northern Montana and southern Canada, and, as such, makes every effort to develop partnerships with local area communities, tribal schools, schools, businesses, and industry. Third, the unit understands and delivers a curriculum with a variety of offerings, approaches, philosophies, and assessments for its teacher education candidates.
- **CROSS-CUTTING THEME OF TECHNOLOGY:** MSU-N candidates understand that technology plays an important role in both teaching and learning in the 21st century and requires the ability to use technological resources as tools for productivity and efficiency and for creativity and criticality. The unit believes that “Education should always be about preparation for the future,” which will require that a teacher has an understanding of and ability to use multiple types of technological resources to construct opportunities for K-12 students to interact and learn beyond the confines of the K-12 brick and mortar classroom (Burden, Aubusson, Brindley, & Schuck, 2015).

PEPPS & InTASC Standards and the Danielson Framework

PEPPS Standards

The Montana Administrative Rules for Montana (ARMS) Chapter 58 (Professional Educator Preparation Standards-PEPPS) direct the accreditation of education preparation programs in Montana. The PEPPS standards set out a general set of standards that must be met by all educator preparation program as well as specific standards for each elementary, secondary, and K-12 major and minor. The standards can be found on the OPI website at <http://opi.mt.gov/pdf/ARM/58chapter-amd.pdf>

PEPPS Standards			
<i>Program</i>	<i>ARMS Rule</i>	<i>Rule Title</i>	<i>Pages</i>
	10.58.501	General Teaching Standards	10-869 to 10-870
Art K-12	10.58.503	Art K-12 Standards	10-871 to 10-872
Elementary Education K-8	10.58.532	Elementary	10-908 to 10-910
English, 5-12	10.58.509	English/Language Arts Standards	10-876 to 10-877
HPE	10.58.513 10.58.510	Health Physical Education	10-899 to 10-890 10-898 to 10-899
Industrial Technology	10.58.515	Industrial Trades and Technology Education	10-891 to 10-892
Reading K-12	10.58.521	Reading Specialists K-12	10-899 to 10-900
General Science	10.58.522	Science	10-901 to 10.902.1
Broadfield Social Science	10.58.523	Social Studies	10-902.2 to 10-902.4
Traffic Education	10.58.526	Traffic Education	10-902.6 to 10.902.7

InTASC Standards

The Interstate Teacher Assessment and Support Consortium (InTASC) standards are ten core teaching standards developed by the Council of Chief State School Officers (CCSSO) in response to the need for a new vision of teaching to meet the needs of the next generation of learners. The Montana State University-Northern Education Prep Program (EPP) includes InTASC standards as part of their guiding standards because “they outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world” (CCSSO, 2011, p. 3).

InTASC Standards	
<i>Standard 1-Learner Development</i>	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.
<i>Standard 2-Learning Differences</i>	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.
<i>Standard 3-Learning Environments</i>	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.
<i>Standard 4-Content Knowledge</i>	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.
<i>Standard 5-Application of Content</i>	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.
<i>Standard 6-Assessment</i>	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.
<i>Standard 7-Planning for Instruction</i>	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.
<i>Standard 8-Instructional Strategies</i>	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.
<i>Standard 9-Professional Learning and Ethical Practice</i>	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.
<i>Standard 10-Leadership and Collaboration</i>	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.

Danielson Framework for Teaching

The Danielson Framework for Teaching was developed out of the research of Charlotte Danielson. It is aligned to the InTASC standards and is “a starting point for systematically encouraging and developing teacher leaders” (Huntzicker, 2017, p1). The framework is divided into four domains which are subdivided into five to six components. Each component defines indicators that delineate what the component entails and what the component might look like in action. “To acquire the capacity to improve their teaching, teachers must be able to analyze it, to recognize their areas of relative strength and weakness” (Assessing Teachers: A Conversation with Charlotte Danielson, 2012, 26). The MSU-Northern Education Prep Program (EPP) integrates the Danielson Framework for Teaching across its curriculum and field experiences because it is important that candidates explore the complex questions about teaching as they gain experience through academic coursework, through mentorship of educators in field experiences, and most importantly, through the professional conversations they engage in to enhance their teaching skills.

DANIELSON FRAMEWORK FOR TEACHING AND ATTRIBUTES		
<i>DOMAIN 1: Planning and Preparation</i>	<i>ATTRIBUTES</i>	
1a	Demonstrating Knowledge of Content and Pedagogy (including IEFA Essential Understanding and application) <ul style="list-style-type: none"> ❖ Content and the structure of the discipline ❖ Prerequisite relationships ❖ Content-related pedagogy 	The teacher: <ul style="list-style-type: none"> • Identifies important concepts of the discipline and cites intra and interdisciplinary content relationships. • Provides clear explanations of the content. • Responds to students’ questions accurately and provides feedback that furthers student learning. • Creates lesson plans that reflect recent developments in content-related
1b	Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child and adolescent development • Learning process • Special needs • Students’ skills, knowledge, language proficiency • Students’ interests and cultural heritage 	
1c	Setting Instructional Outcomes <ul style="list-style-type: none"> • Values, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 	
1d	Demonstrating Knowledge of Resources <ul style="list-style-type: none"> ❖ For classroom use ❖ To extend content knowledge & pedagogy ❖ Resources for students 	
1e	Designing Coherent Instruction <ul style="list-style-type: none"> ❖ Learning activities ❖ Instructional materials and resources ❖ Instructional groups ❖ Lesson and unity structure 	

1f	<p>Designing Student Assessments</p> <ul style="list-style-type: none"> ❖ Congruence with instructional materials and sources ❖ Congruence with instructional outcomes ❖ Criteria and standards ❖ Design of formative assessments ❖ Use for planning 	<p>pedagogy, that include instructional strategies that are suitable to the content and meet the needs of learners.</p> <ul style="list-style-type: none"> • References circular frameworks in lesson plans to ensure sequencing of learning. • Demonstrates the ability to connect outcomes to previous and future learning and differentiates outcome to suit groups of students. • Uses ongoing methods to assess students' skill levels and designs instruction accordingly. • Seeks out information from all students about their cultural heritage. • Demonstrates the ability to maintain a system of updated student records.
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<i>DOMAIN 2: The Classroom Environment</i>	<i>ATTRIBUTES</i>	
2a	Creating an environment of respect and rapport <ul style="list-style-type: none"> ❖ Teacher interaction with students, including both words and actions ❖ Student interaction with students, including both words and actions 	The classroom environment created clearly indicates that: <ul style="list-style-type: none"> • Teacher-student interactions demonstrate general caring and respect and are appropriate to the ages, developmental levels, and cultures of students. • Students demonstrate respect for the teacher, and interactions among students are generally polite. • The classroom culture is a cognitively busy place where learning is valued by all; instructional outcomes, activities, and assignments convey high student expectations. • Students understand their role as learners and consistently engage in the learning process. • Classroom interactions support learning with instructional time maximized due to efficient routines and procedures.
2b	Establishing a culture for learning <ul style="list-style-type: none"> ❖ Importance of content and learning ❖ Expectations for learning and achievement ❖ Student pride in work 	
2c	Managing classroom procedures <ul style="list-style-type: none"> ❖ Instructional groups ❖ Transitions ❖ Materials and supplies ❖ Performance of classroom routines ❖ Supervision of volunteers and paraprofessionals (not included for teacher candidates) 	
2d	Managing student behavior <ul style="list-style-type: none"> ❖ Expectations ❖ Monitoring student behavior ❖ Response to student misbehavior 	
2e	Organizing physical space <ul style="list-style-type: none"> ❖ Safety and accessibility ❖ Arrangement of furniture and use of physical resources 	

		<ul style="list-style-type: none">• Students contribute to the management of classroom groups, transitions, and handling of materials and supplies and routines are well understood and engaged in consistently by students.• Student behavior is appropriate and actively monitor their own behavior and that of other students.• The teacher's monitoring of and response to student behavior is subtle and preventative and sensitive to student needs.• The classroom is safe with learning accessible to all students, and the teacher makes effective use of physical resources and ensures that the physical arrangement is appropriate to the learning activities with student contributions to the use or adaptation of the environment to enhance learning.
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DOMAIN 3: Instruction	ATTRIBUTES	
3a	Communicating with students <ul style="list-style-type: none"> ❖ Expectations for learning ❖ Directions for activities ❖ Explanations of content ❖ Use of oral and written language 	<p>The teacher:</p> <ul style="list-style-type: none"> • Links the lesson’s instructional purpose to student interests and provides clear directions and explanations of procedures and anticipates possible student misunderstandings.
	Using questioning and discussion techniques <ul style="list-style-type: none"> ❖ Quality of questions/prompts ❖ Discussion techniques ❖ Student participation 	
3c	Engaging students in learning <ul style="list-style-type: none"> ❖ Activities and assignments ❖ Grouping of students ❖ Instructional materials and resources ❖ Structure and pacing 	
3d	Using assessment in instruction <ul style="list-style-type: none"> ❖ Assessment criteria ❖ Monitoring of student learning ❖ Feedback to students ❖ Student self-assessment and monitoring of progress 	

		<ul style="list-style-type: none">• Allows students to formulate many questions, initiate topics and make unsolicited contributions ensuring that all student voices have an opportunity to be heard.• Develops lessons that are clearly defined in structure, are aligned to instructional outcomes and individual student needs, are age- and developmental level appropriate, and are paced to provide time for students to intellectually engage and reflect on their learning and consolidate understanding.• Utilizes activities, materials, resources, and grouping to actively engage students intellectually in important and challenging content and that provides choice for students in how they complete tasks.• Implements assessments that are fully integrated into instruction and utilizes student involvement in establishing
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		<p>assessment criteria.</p> <ul style="list-style-type: none"> • Allows students opportunities for self-assessment and progress monitoring. • Uses assessments to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings. • Makes opportunities to enhance learning, build on spontaneous teaching moments, and makes major adjustments to instruction as needed. • Continually seeks to provide effective approaches and resources for students who need help and uses an extensive repertoire of instructional strategies and resources from the school and community.
3e	<p>Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> ❖ Lesson adjustment ❖ Response to students ❖ Persistence 	

DOMAIN 4: Professional Responsibilities	ATTRIBUTES	
4a	Reflecting on Teaching Accuracy Use in future teaching	The teacher <ul style="list-style-type: none"> • Reflects thoughtfully and accurately on lessons, citing specific evidence. • Draws on extensive repertoire to suggest alternative strategies and makes predictions of the likely success of each. • Has a system to ensure both instructional and non-instructional records are accurate, efficient, and effective.
4b	Maintaining Accurate Records Student completion of assignments Student progress in learning Non-instructional records	<ul style="list-style-type: none"> • Communicates with families frequently and is sensitive to cultural traditions and encourages student participation in the communication.
4c	Communicating with Families Information about the instructional program Information about individual students Engagement of families in the instructional program	
4d	Participating in a Professional Learning Community Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects	<ul style="list-style-type: none"> • Engages families in the instructional program, as appropriate.
4e	Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession	<ul style="list-style-type: none"> • Makes a substantial contribution to the professional community, district, and school, and maintains a positive and productive relationship with colleagues, taking on a leadership role
4f	Showing Professionalism Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations	

		<p>when needed.</p> <ul style="list-style-type: none">• Actively pursues professional development opportunities and initiates activities to contribute to the profession.• Seeks feedback from supervisors and colleagues.• Is proactive in ensuring that school practices and procedures honor all students in the school.• Displays high standards of ethical conduct and takes a leadership role in seeing that colleagues do the same.
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Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Child and adolescent development • Learning process • Special needs • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom use • To extend content knowledge and pedagogy • Resources for students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students, including both words and actions • Student interaction with students, including both words and actions <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content and of learning • Expectations for learning and achievement • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Response to student misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Noninstructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulation 	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence

Professional Educators of Montana Code of Ethics

(Adopted by the Certification Standards and Practices Advisory Council January 27, 2016)

Educators across the spectrum from K-12 to institutions of higher education encounter ethical issues in the course of their daily work with students and others. The Professional Educators of Montana Code of Ethics sets forth the ethical behaviors expected of all educators in Montana. The Montana State University-Northern Education Prep Program (EPP) has adopted the Professional Educators of Montana Code of Ethics to assist its candidates to develop those ethical behaviors during their university experiences, both in the academic classroom and in their field experiences. All Montana State University-Northern students, classified as pre-education, Level I or Level II students are expected to abide by the Professional Educators of Montana Code of Ethics which is outlined below.

Professional Educators of Montana Code of Ethics	
<i>Principle I: Commitment to Students and Families. The ethical educator:</i>	
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.
<i>Principle II: Commitment to the Profession. The ethical educator:</i>	
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.
<i>Principle III: Commitment to the Community. The ethical educator:</i>	
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.

Curriculum of the Initial Teacher Education Programs Initial Baccalaureate Level

Montana State University-Northern currently offers six major programs of study and three minor programs. Both major and minor areas of study lead to licensure endorsements in those areas. The Elementary Education program of study requires that students pursue either one of the education minor programs of study or complete a minimum of 28 credits in two concentration areas (14 credits in each area). The English 5-12 secondary program of study required students to pursue one of the education minors. All other programs do not require a minor, although students can pursue a minor if they so desire. In addition, students may also choose to major in two areas of study, but it should be noted that this may extend the time to completion necessary to complete both programs.

Programs of Study

Area of Study	Major/Minor	Program ID Code	Grade Level	Minor or Concentration Requirement
Elementary Education	Major	B53	K-8	Minor or Two Concentrations
Broadfield Social Science	Major	B77	5-12	Not Required
English	Major	B75	5-12	Minor Required
General Science (Broadfield)	Major	B68	5-12	Not Required
Industrial Technology (CTE)	Major	B36	5-12	Not Required
Health and Physical Education	Major	B54	K-12	Not Required
Art	Minor	M78	K-12	----
Reading	Minor	M56	K-12	----
Traffic Education	Minor	M57	K-12	----

Students generally take 15 to 18 credits each academic semester, with 18 credits students are more likely to finish their program in 4 years. In some programs, students may be expected to take some program courses during the summer semester. In addition to actual academic coursework, students are required to complete 100 hours of field experiences in K-12 classrooms, including 10 hours in an introductory hands-on experience directed by the instructor for EDU 201-Introduction to Education and 90 hours across three Level I practicums, including 20 hours in a special education setting. The field experience

requirements must be completed prior to student teaching. The Level I practicum experiences will extend across the grade level spectrum for the individual program and will include public and tribal schools as well as multi-level classrooms.

Education programs require 128 credits for graduation. A minimum of 39 credits are required at the 300/400 level of study. Students must take a minimum of 30 credits from Montana State University-Northern in order to meet residency requirements for Montana State University-Northern. Students may take a maximum of 9 credits of independent study. It is the responsibility of the student to ensure that these requirements are met prior to graduation. To accomplish this, it is important that a student meet with his/her Education Advisor each semester to discuss progress in the program. In addition, secondary and HPE students as well as those in the Art minor should also make arrangements to meet with their content areas advisors at least once a semester.

Admission to the Teacher Education Program

The Education Prep Program (EPP) leading to Bachelor of Science in Education has three levels within the program: Pre-Education, Level I, and Level II. Applications for Level I and Level II admissions must be submitted to the Education Prep Program (EPP) no later than July 1st for admission the following fall term.

Program Level	Definition	Designation	Usual Academic Status
Pre-Education	A student who is in the process of completing general education and pre-requisite coursework	Student	Freshman Sophomore
Level I (Candidate)	A student who has met the requirements to enter the Education Prep Program (EPP) and who is working towards completion of all program coursework	Candidate	Junior Senior-1 st Semester
Level II	A student in the last semester of the program of study and is completing a student teaching clinical experience in a K-12 school	Teacher Candidate	Senior-2 nd Semester

Requirements for Admission to Level I

- Completion of all general education and pre-requisite courses of the program of study with a minimum of 54 semester credits of coursework completed
- A GPA of 3.0 (B) or higher or better in all General Education coursework, with no individual course grade below a C.
- Submission of a complete Level I Application packet, including a Department of Justice (DOJ) background check, a, and reference forms (Pedagogy, Diversity, and Disposition). The application can be downloaded from the Montana State University-Northern webpage: <https://www.msun.edu/academics/coeasn/forms.aspx>

NOTE: Students are to submit the completed Criminal History Background Request and Fingerprint Cards to the Initial Education Advisor in charge of background checks with a check or money order in the amount of the DOJ processing charge (currently \$30.00) made out to the Department of Justice.

- Submission of proof of professional liability insurance through MFPE for the appropriate academic year Note: Students may submit with their Level I application a completed MFPE application with a check or money order in the amount of the membership fee amount (currently \$25.00) made out to MFPE or purchase online through the MFPE website with a copy of the confirmation email submitted with the Level I application
- Student will complete an Interview with the Education Department as part of the application process to Level I.
- Approval by the Education Prep Program (EPP) Admissions and Retention Committee
NOTE: Upon completion of the committee's review, students will be notified by letter of the outcome of the committee's decision

Entrance Interview Process and Criteria

Teacher candidates will meet with faculty from the Education Department in 15-20 minute increments prior to entrance to the program. This "interview" will contain three parts: an introduction and interview questions, followed by reflection about the process. The post interview questions will be given to candidates on paper following the oral interview. All parts of the process will be scored by faculty for a combined score using the attached rubric.

Pre-Interview:

Create a way (i.e. multi-media, artistic representation, oral, technology) to introduce yourself to the team and explain why you want to be a teacher.

Bring this with you to the interview. The first 3-5 minutes, you will share this.

Teacher candidate interview questions:

Be prepared to answer three questions that will help the team get to know you as a person and future educator. Answers will be scored on attached rubric.)

Post Interview:

Reflect on the interview process and answer the following:

1. Which part of the interview/interview process were you most satisfied with and why?
2. Which part of the interview/interview process were you least satisfied with and why?

Criteria of Interview Process	Target (3)	Acceptable (2)	Developing (1)
Pre-Interview			
Communication Skills			
Response to Questions			
Professional Appearance			
Voice			
Body Language			
Grammar, Usage, Pronunciation			
Post Interview Reflection			

Entrance Interview Scoring Rubric

Objective	Target	Acceptable	Developing
Pre-Interview Shares introduction and explains rationale for being a teacher	Is prepared to share introduction; Communicates background, knowledge and connects self to profession; Has an understanding of the teaching profession	Is partially prepared to share introduction; communicates background with some connection to profession; Partially answers question to showcase understanding of teaching profession	Is not prepared ahead of time to share introduction; Does not share background or show any understanding of teaching profession
Communication Skills Displays effective verbal and nonverbal skills: clarity of expression, eye contact, body language, voice, grammar, word usage and pronunciation, friendly, poised, and personable	Confident, poised, personable, relates well to the evaluators, answers questions clearly and effectively	Answers most questions well, but displays signs of self-conscious or nervousness in his/her nonverbal communication	Interview is brief because candidate lacks the ability to carry on a conversation or answer questions in detail.
Response to Evaluators' Questions Provides clear and concise answers to evaluators' interview questions.	Responses to questions were appropriate and given with clarity	Responds adequately to all questions, but lacked clarity	Did not answer; Unable to answer
Professional Appearance Attire and grooming suitable for professional job interview.	Professional appearance, attire and grooming	Neat appearance, attire and grooming but lacks polish	Non-professional appearance, attire and/or grooming
Voice Speaks clearly with appropriate pitch, tempo, and volume.	Voice quality is outstanding and pleasing to listen to	Voice quality is good, but could improve	Voice quality is adequate
Body Language Uses appropriate body language including gestures, posture, mannerisms, and eye contact.	Body language enhances the candidate's presence	Body language shows minimal amount of nervousness/ some mannerisms distract from clear message	Body language shows nervousness and there are mannerisms that distract from clear message
Grammar/Word Usage/Pronunciation Uses proper grammar and pronunciation.	No grammatical or pronunciation errors	Some (1–5) grammatical and pronunciation errors	Extensive (more than 5) grammatical and/or pronunciation errors
Post Interview Reflection Reflects on answers following interview to show reflective tendencies.	Student answers questions fully and is able to provide evidence to support answers with rationale (why) and next steps	Student partially answers questions and provides some evidence (why) to support answers with some rationale	Student does not answer question or provides limited support/rationale

Admission to Level II-Student Teaching

Level I candidates must make formal application for admission to student teaching. The Application to Teacher Education Programs-Level II Admission application is available online on the MSU-Northern Education website: <http://msun.edu/academics/coeasn/forms.aspx> Directions for submitting the application are explained on the first page of the application. Only completed applications will be accepted by the Education Advisor and submitted to the Education Prep Program (EPP) Admissions and Retention Committee for consideration. Incomplete applications will be returned to the candidate. Completed applications include all required documentation listed on the first page of the application. Upon receipt of the application, the Education Advisor will review the completeness of the application and submit it to the Education Prep Program (EPP) Admissions and Retention Committee. The committee reviews the candidate file and makes a decision as to admission. Candidates are notified by mail of the committee's decision.

Requirements for Admission to Level II-Student Teaching

- Completion all required coursework in the major and minor programs with no individual course grade below a C
- A cumulative GPA of 2.5 (C) or higher in all coursework in the major and minor program
- Submission of a fully completed application packet, including a current MSU-Northern Banner transcript, the Student Teaching Placement Request form, and the Application for Graduation. The application can be downloaded from the Montana State University-Northern webpage: <https://www.msun.edu/academics/coeasn/forms.aspx>
- Submission of proof of current professional liability insurance through MFPE for the current year and will be in effect for the duration of the student teaching practicum
- A current Department of Justice Background Check and a Montana Department of Public Health on file in the Education Prep Program (EPP) office, both of which will be in effect for the duration of the student teaching practicum
- Submission of proof of first aid/CPR certification for the current academic year and which will be in effect for the duration of the student teaching practicum
- Submission of a personal Educational Philosophy and a professional resume which includes information on professional development undertaken during the junior year and first semester of the senior year of study

General Education Requirements:

General Requirements may change, depending on university and state mandates. Please check with your Education Advisor for the most up-to-date course requirements.

All pre-education students who are seeking a baccalaureate teacher education degree complete the general education requirements required for their intended program of study. This core set of courses gives candidates a knowledge base to teach to the Montana State Curriculum Standards. The general education requirements include study in seven broad categories:

CATEGORY	DISCIPLINE AREA	MINMUM CREDITS REQUIRED
Category I	Communication	6-7 credits
Category II	Mathematics	3-4 credits
Category III	Natural Science (with lab)	6-8 credits
Category IV	Social Science	6 credits
Category V	Cultural Diversity	3 credits
Category VI	Humanities/Fine Arts	6 credits
Category VII	Technology	3 credits

Each specific baccalaureate program within the Education Prep Program (EPP) has a specific set of general education requirements. The general education requirements for each program are listed below by degree. It is the responsibility of students to review the requirements for their specific programs and to meet with Education Advisors to discuss their progress in meeting these requirements.

Elementary Education K-8 (B53)

Category I – Communication		
WRIT 101 or	College Writing I	3 credits
WRIT 101L	College Writing PLUS Lab	4 credits
COMX 115	Introduction to Interpersonal Communication	3 credits
Category II – Mathematics		
M 105 or	Contemporary Mathematics	4 credits
M 121	College Algebra	4 credits
Category III Natural Sciences (with lab)		
Any acceptable BIO(x) or CHMY	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	4 credits
Any acceptable GEO or PHSX	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category IV – Social Science/History		

PSCI 210	Introduction to American Government	3 credits
HSTA 255	Montana History	3 credits

Category V - Cultural Diversity		
Any acceptable NASX or NASL	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category VI - Humanities/Fine Arts		
Any acceptable LIT	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Any acceptable Humanities/Fine Arts	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category VII - Technology		
EDU 270	Integrating Technology in Education	3 credits

Broadfield Social Science, Grades 5-12: Secondary Program (B77)

Category I – Communication		
WRIT 101 or	College Writing I	3 credits
WRIT 101L	College Writing PLUS Lab	4 credits
COMX 111 or	Introduction to Public Speaking	3 credits
COMX 115	Introduction to Interpersonal Communication	
Category II – Mathematics		
M or	College Algebra	4 credits
M 121	College Algebra I	3 credits
Category III Natural Sciences (with lab)		
BIOB 101/102	Discover Biology and Lab	4 credits
Any acceptable GEO or PHSX	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category IV – Social Science/History		
PSYX 230	Developmental Psychology	3 credits
HSTA 101	American History I	3 credits
Category V - Cultural Diversity		
NASX 232	Montana Indian Cultures, History, and Issues	3 credits
Category VI - Humanities/Fine Arts		
LIT 110 or	Introduction to Literature	3 credits
LIT 230	World Literature Survey	
ARTH 330 or	Art History of Western Civilization I	3 credits
ARTH 340	Art History of Western Civilization II	

Category VII - Technology		
EDU 270	Integrating Technology in Education	3 credits

English, Grades 5-12: Secondary Program (B75)

Category I – Communication		
WRIT 101 or	College Writing I	3 credits
WRIT 101L	College Writing PLUS Lab	4 credits
COMX 111 or	Introduction to Public Speaking	3 credits
COMX 115	Introduction to Interpersonal Communication	
Category II – Mathematics		
M 105	Contemporary Mathematics	4 credits
M 121	College Algebra I	4 credits
Category III Natural Sciences (with lab)		
Any acceptable Natural Science with Lab	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	4 credits
Any acceptable Natural Science	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category IV – Social Science/History		
PSYX 230	Developmental Psychology	3 credits
HSTA 101 or	American History I	3 credits
HSTA 102	American History II	
Category V - Cultural Diversity		
NASX 235 or	Oral and Written Traditions of Native Americans	3 credits
NASX 340	Native American Literature	
Category VI - Humanities/Fine Arts		
LIT 110 or	Introduction to Literature	3 credits
LIT 230	World Literature Survey	
CRWR 340	Interm Creative Writing Workshop	3 credits
Category VII - Technology		
EDU 270	Integrating Technology in Education	3 credits

General Science (Broadfield), Grades 5-12: Secondary Program (B68)

Category I – Communication		
WRIT 101 or	College Writing I	3 credits
WRIT 101L	College Writing PLUS Lab	4 credits
COMX 111 or	Introduction to Public Speaking	3 credits
COMX 115	Introduction to Interpersonal Communication	
Category II – Mathematics		
M 105	Contemporary Math	4 credits

M 121	College Algebra I	4 credits
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Category III Natural Sciences (with lab)		
Any acceptable BIO(x) or CHMY	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	4 credits
Any acceptable GEO or PHSX or NSCI	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category IV – Social Science/History		
PSYX 230	Developmental Psychology	3 credits
Any acceptable Social Science/ History	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category V - Cultural Diversity		
Any acceptable Cultural Diversity	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category VI - Humanities/Fine Arts		
Any acceptable Fine Arts/ Humanities	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Any acceptable Fine Arts/ Humanities	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category VII - Technology		
EDU 270	Integrating Technology in Education	3 credits

Health & Physical Education (HPE), K-12 (B54)

Category I – Communication		
WRIT 101 or	College Writing I	3 credits
WRIT 101L	College Writing PLUS Lab	4 credits
COMX 115	Introduction to Interpersonal Communication	3 credits
Category II – Mathematics		
M 105	Contemporary Mathematics	4 credits
M 121	College Algebra I	4 credits
Category III Natural Sciences (with lab)		
BIOH 104/105 or	Basci Human Biology and Lab	4 credits

BIOH 201/202	Human Anatomy and Physiology and Lab	
Any acceptable GEO or PHSX or NSCI	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category IV – Social Science/History		
PYSX 230	Developmental Psychology	3 credits
HSTA 255	Montana History	3 credits
Category V - Cultural Diversity		
Any acceptable NASX or NASL	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category VI - Humanities/Fine Arts		
Any acceptable Humanities/Fine Arts	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Any acceptable Humanities/Fine Arts	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category VII - Technology		
EDU 270	Integrating Technology in Education	3 credits

Industrial Technology (CTE), 5-12: Secondary Program (B36)

Category I – Communication		
WRIT 101 or	College Writing I or	3 credits
WRIT 101L	College Writing PLUS Lab	4 credits
COMX 111 or	Introduction to Speech	3 credits
COMX 115	Introduction to Interpersonal Communication	
Category II – Mathematics		
M 105 or	Contemporary Math or	4 credits
M 121	College Algebra I	4 credits
Category III Natural Sciences		
Any acceptable Natural Science with Lab	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	4 credits
Any acceptable Natural Science	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits

Category IV – Social Science/History

PYSX 230	Developmental Psychology	3 credits
Any acceptable Social Science or History	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category V - Cultural Diversity		
Any acceptable Cultural Diversity	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category VI - Humanities/Fine Arts		
Any acceptable Humanities/Fine Arts	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Any acceptable Humanities/Fine Arts	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	3 credits
Category VII - Technology		
EDU 270	Integrating Technology in Education	3 credits

Pre-Requisite Requirements

All pre-education students who are seeking a baccalaureate teacher education degree complete the required pre-requisite courses for their intended program of study prior to applying for Level I of the Education Prep Program (EPP). This core set of courses provides candidates a foundational knowledge of educational theory and practice that begins the scaffolding of educator content knowledge and pedagogy. Although some coursework differs between program areas and some courses overlap with general education requirements, all courses set the stage for further development of candidates for effective teaching practice.

Elementary Education K-8 (B53)

Pre-Requisite Courses with General Education Overlap		
M 121	College Algebra	4 credits
		4 credits
HSTA 255	Montana History	3 credits
EDU 270	Integrating Technology in Education	3 credits
Pre-Requisite Courses with No General Education Overlap		
EDU 201	Introduction to Education with Field Experiences	3 credits
EDU 225	Introduction to Education Psychology	3 credits
HTH 110	Personal Health and Wellness	3 credits
PSYX 230	Developmental Psychology	3 credits
M 130	Mathematics for Elementary Teachers I	3 credits

Broadfield Social Science, Grades 5-12: Secondary Program (B77)

Pre-Requisite Courses with General Education Overlap		
WRIT 101 or WRIT 101 L	College Writing I or College Writing PLUS Lab	3 credits 4 credits
COMX 111 or COMX 115	Introduction to Public Speaking or Introduction to Interpersonal Communication	3 credits
M 105 or M 121	Contemporary or College Algebra	4 credits 4 credits
BIOB 101/102	Discover Biology and Lab	4 credits
PSYX 230	Developmental Psychology	3 credits
EDU 270	Integrating Technology in Education	3 credits
Pre-Requisite Courses with No General Education Overlap		
EDU 201	Introduction to Education with Field Experiences	3 credits
EDU 225	Introduction to Education Psychology	3 credits
HTH 110	Personal Health and Wellness	3 credits

English, Grades 5-12: Secondary Program (B75)

Pre-Requisite Courses with General Education Overlap		
WRIT 101 or WRIT 101L	College Writing I or College Writing PLUS Lab	3 credits 4 credits
COMX 111 or COMX 115	Introduction to Public Speaking or Introduction to Interpersonal Communication	3 credits
M 105 or M 121	Contemporary Mathematics or College Algebra	4 credits or 4 credits
Any acceptable Natural Science with Lab	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	4 credits
PSYX 230	Developmental Psychology	3 credits
EDU 270	Integrating Technology in Education	3 credits
Pre-Requisite Courses with No General Education Overlap		
EDU 201	Introduction to Education with Field Experiences	3 credits
EDU 225	Introduction to Education Psychology	3 credits
HTH 110	Personal Health and Wellness	3 credits

General Science (Broadfield), 5-12: Secondary Program (B68)

Pre-Requisite Courses with General Education Overlap		
WRIT 101 or WRIT 101L	College Writing I or College Writing PLUS Lab	3 credits 4 credits
COMX 111	Introduction to Public Speaking	3 credits
M 105 or M 121	Contemporary Mathematics or College Algebra	4 credits 4 credits
Any acceptable Natural Science with Lab	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-	4 credits

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PSYX 230	Developmental Psychology	3 credits
EDU 270	Integrating Technology in Education	3 credits
Pre-Requisite Courses with No General Education Overlap		
EDU 201	Introduction to Education with Field Experiences	3 credits
EDU 225	Introduction to Education Psychology	3 credits
HTH 110	Personal Health and Wellness	3 credits

Health & Physical Education (HPE), K-12 (B54)

Pre-Requisite Courses with General Education Overlap		
WRIT 101 or WRIT 101L	College Writing I or College Writing PLUS Lab	4 credits 4 credits
COMX 115	Introduction to Interpersonal Communication	3 credits
M 105 or M 121	Contemporary Mathematics or College Algebra	4 credits 4 credits
BIOH 104/105 or BIOH 201/202	Basic Human Biology and Lab or Human Anatomy and Physiology and Lab	4 credits
PSYX 230	Developmental Psychology	3 credits
EDU 270	Integrating Technology in Education	3 credits
Pre-Requisite Courses with No General Education Overlap		
EDU 201	Introduction to Education with Field Experiences	3 credits
EDU 225	Introduction to Education Psychology	3 credits
HTH 110	Personal Health and Wellness	3 credits

Industrial Technology (CTE), 5-12: Secondary Program (B36)

Pre-Requisite Courses with General Education Overlap		
WRIT 101 or WRIT 101L	College Writing I or College Writing PLUS Lab	3 credits 4 credits
COMX 111 or COMX 115	Introduction to Public Speaking or Introduction to Interpersonal Communication	3 credits
M 105 or M 121	Contemporary Mathematics or College Algebra PLUS Lab	3 credits 4 credits
Any acceptable Natural Science with Lab	See the MSUN Core Course List for specific list of acceptable courses: http://catalog.msun.edu/general-education-core/	4 credits
PSYX 230	Developmental Psychology	3 credits
EDU 270	Integrating Technology in Education	3 credits
Pre-Requisite Courses with No General Education Overlap		
EDU 201	Introduction to Education with Field Experiences	3 credits
EDU 225	Introduction to Education Psychology	3 credits
HTH 110	Personal Health and Wellness	3 credits

Pedagogy Requirements

The professional education courses of the Education Prep Program (EPP) provide students with the content, pedagogical, and diversity scaffolding needed to become effective teachers in the K-12 setting. These courses can be divided into three areas: Learning and Behavior, Methodology, and Student Teaching. Students are required to complete the pedagogical coursework in their major and minor areas of study for the baccalaureate program undertaken.

Major Block of Study

Elementary Education K-8		
Area 1 Learning and Behavior	EDSP 304-Education and Psychology of the Exceptional Child	3 credits
	EDU 311-Culture, Diversity, & Ethnicity (C, D, & E) in Global Education	3 credits
	EDU 340-Classroom Management	3 credits
	EDU 382- Assessment, Curriculum & Instruction	2 credits
Area 2 Methodology	EDU 315-Integrating IEFA Across the Curriculum	3 credits
	EDUC 334-Methods of Teaching integrated Language Arts	2 credits
	EDU 335-Fundamental & Corrective Strategies in Elementary Reading Program	3 credits
	EDU 337-Reading Materials for the Elementary Child	2 credits
	EDU 397CA-Methods: K-8 Integrated Arts for All Learners	2 credits
	EDU 397HE-Methods: K-8 Health Enhancement	2 credits
	EDU 397MA-Methods: K-8 Mathematics	2 credits
	EDU 397SC-Methods: K-8 Science	2 credits
EDU 397SS-Methods: K-8 Social Studies	2 credits	
Area 3 Student Teaching	EDU 452-Advanced Practice	3 credits
	EDU 495EL-Student Teaching K-8 or EDU 495ES-Student Teaching K-12	12 credits

Broadfield Social Science 5-12 (Secondary Program)		
Area 1 Learning and Behavior	EDSP 304-Education and Psychology of the Exceptional Child	3 credits
	EDU 382- Assessment, Curriculum & Instruction	2 credits
Area 2 Methodology	EDU 452-Advanced Practice	3 credits
	EDU 481-Content Area Literacy	2 credits
	EDU 497EN-Methods: 5-12 English	3 credits
Area 3 Student Teaching	EDU 495ES-Student Teaching: 5-12	12 credits

English 5-12 (Secondary Program)		
Area 1 Learning and Behavior	EDSP 304-Education and Psychology of the Exceptional Child EDU 382- Assessment, Curriculum & Instruction	3 credits 2 credits 3 credits
Area 2 Methodology	EDU 452-Advanced Practice EDU 481-Content Area Literacy EDU 497SC-Methods: 5-12 English	3 credits 2 credits 3 credits
Area 3 Student Teaching	EDU 495ES-Student Teaching: 5-12	12 credits

General Science 5-12 (Secondary Program)		
Area 1 Learning and Behavior	EDSP 304-Education and Psychology of the Exceptional Child EDU 382- Assessment, Curriculum & Instruction	3 credits 2 credits 3 credits
Area 2 Methodology	EDU 452-Advanced Practice EDU 481-Content Area Literacy EDU 497EN-Methods: 5-12 Science	3 credits 2 credits 3 credits
Area 3 Student Teaching	EDU 495ES-Student Teaching: 5-12	12 credits

Health and Physical Education K-12		
Area 1 Learning and Behavior	EDSP 304-Education and Psychology of the Exceptional Child EDU 382-Assessment, Curriculum & Instruction HEE 376-Assessment in Health Education	3 credits 2 credits 3 credits
Area 2 Methodology	EDU 452-Advanced Practice EDU 481-Content Area Literacy EDU 397HE-Health Enhancement for Elementary Education HEE 300-PE in the Elementary School HEE 310-Methods of Adaptive Health Education HEE 340-Methods of Health Enhancement HEE 395-Field Experience in PE	3 credits 2 credits 2 credits 3 credits 2 credits 3 credits 1 credit
Area 3 Student Teaching	EDU 495ES-Student Teaching: 5-12	12 credits

Industrial Technology (CTE) 5-12 (Secondary Program)		
Area 1 Learning and Behavior	EDSP 304-Education and Psychology of the Exceptional Child EDU 382- Assessment, Curriculum & Instruction	3 credits 2 credits
Area 2 Methodology	EDU 452-Advanced Practice EDU 481-Content Area Literacy CTE 350-Principles of Industrial Technology Education CTE 360-Analysis and Preparation Lab Management CTE 370-Methods of Teaching Industrial Technology Education	3 credits 2 credits 3 credits 3 credits 3 credits
Area 3 Student Teaching	EDU 495ES-Student Teaching: 5-12	12 credits

Minor Areas of Study:

Art K-12			
Area	2	EDU 315-Integrating IEFA Across the Curriculum	2 credits
Methodology		EDU 397CA-Methods: K-8 Integrated Arts for All Learners	2 credits

Reading K-12			
Area 1: Learning and Behavior		EDSP 460-Learning Disabilities	3 credits
		LING 340-English Language	3 credits
		EDU 484-Assessment in Remedial Reading	2 credits
Area	2	EDUC 334-Methods of Teaching Integrated Language Arts	3 credits
Methodology		EDUC 345-The Adolescent Reader	3 credits
		EDUC 355-Phonics and Word Identification	3 credits
		EDUC 356-Exploring Writing in Elementary Education <i>or</i>	3 credits
		ENGL 328-Media Literacy	
		EDU 315-Integrating IEFA Across the Curriculum	2 credits
		EDU 335-Fundamental and Corrective Strategies in the Elementary Reading Program	3 credits
		EDU 481-Content Area Literacy	3 credits
		LIT 382-Literature for Children and Adolescents	2 credits

Traffic Education K-12			
Area 1		EDU 365-Motor Vehicle Law and Enforcement	2 credits
		HPE 234-First Aid and CPR	2 credits
Area	2	EDU 361-Traffic Safety Education I	3 credits
Methodology		EDU 362-Traffic Safety Education II	3 credits
		HTH 368-Safety Education	2 credits
Area 1 and/or Area 2		Advisor Approved Electives relating to Education/Traffic Education	8 credits

Grades, Assessments, and Evaluations

The quality of a candidate’s work in courses is evaluated by course instructors based on Montana State University-Northern policy and the grading system for the Education Prep Program (EPP). Evaluation of all work will be based on thoroughness, quality of content, and technical presentation. In addition, candidates should understand that a grade of “A” is reserved for exceptional performance in all areas of the course.

EDUCATION PREP PROGRAM (EPP)S GRADING SCALE			
Grade	Description	Percent	Grade Point
A	Excellent	93-100	4
A-		90-92	3.7
B+		87-89	3.3
B	Meets Expectations	83-86	3
B-		80-82	2.7
C+	*Cumulative GPA = 2.65	77-79	2.3
C	Passing the course	73-76	2
C-	Unacceptable for Education	70-72	1.7
D+	Failing	67-69	1.3
D	Failing	63-66	1
D-	Failing	60-62	.7
F	Failing	0-59	0

FIELD EXPERIENCE EVALUATION

In addition to assessment and evaluation of coursework, candidates are also assessed in their field experiences, both Level I practicums and Level II student teaching. The evaluation process for field experiences provides opportunities to foster candidate growth in instructional practice and is a means introduce candidates to the evaluation process required in K-12 schools.

Level I Practicum (Blocks One and Two)

Practicum One and Two provide the opportunity for the Teacher Candidate to begin developing his/her theory of education while observing, interacting and practicing within a classroom. These courses serve as markers for a Teacher Candidate’s progress toward meeting the objectives of Block One and Block Two.

The Practicum instructor(s) will collect the Teacher Candidate's Practicum notebooks, structure reflective conversations, and collect feedback from the Cooperating Teacher to assess progress. The Teacher Candidate's progress will be scored on a rubric and collected to show growth as the Teacher Candidate moves through the Education Program. ***This is a formal formative assessment.***

Teacher candidates will write a Philosophy of Education that will be revised in both Practicum courses and submitted in Advanced Practicum. ***This is a formal formative assessment.***

Level II Student Teaching Evaluation Overview

Education Prep Program (EPP) Level II teacher candidates complete between 60 and 70 student contact days in their student teaching experiences. Evaluations for student teaching are completed collaboratively by the cooperating teacher and university supervisors to whom the teacher candidate is assigned for the semester and include the Midterm Evaluation, Final Evaluation, Professionalism Evaluation, Verification of Content Knowledge during Student Teaching, and the Grade Recommendation. Two informal observations are also completed by the university supervisor and the Informal Observation Feedback form is used to provide feedback to the teacher candidate for continued growth as a pre-service teacher.

The Level II midterm and final evaluation forms utilize the same evaluation format which is based on the four domains of the Danielson Framework for Teaching. The evaluation format is aligned to the Montana Assessment of Content Knowledge (MACK) and was developed by Montana State University-Bozeman faculty. Montana State University-Northern and Montana State-Billings have partnered with Montana State University-Bozeman to use the evaluation in order to standardize the assessment process across the state for accreditation purposes. The evaluation process assists candidates by fostering professional growth, focusing on the candidate's commitment to continuously improve practice, and collecting credible evidence about candidate performance.

Evaluations for Level I and Level II field experiences can be found in Appendix D of this handbook.

Program Progress Folder (*Candidate File*)

Although the Education Prep Program (EPP) maintains personnel files in Cowan Hall 104 for all accepted teacher education candidates, students should maintain their own folders to monitor personal records related to their course of study and the completion of program requirements. The Education Prep Program (EPP) advisors provide each student with a folder, once the student is accepted into the program. Candidates are advised to bring the folder to as advisor meetings. The folder should include:

- The formal Level I letter of acceptance
- The formal Level II letter of acceptance (at the end of the 1st semester of senior year)
- An updated program sheet for the candidate's specific major and minor programs of study available from the Education Advisors)
- Updated student transcript, printed from Banner

- 4 Year Plan of Study
- Copies of all registration forms, add/drop forms, and waiver/substitution forms
- Copies of documentation of professional development activities
- Copies of MFPE membership for each academic year
- Copies of Practicum Placement Notifications for all practicums
- Copies of all practicum evaluations completed by cooperating teachers
- Copies of Praxis II Subject Assessment Test score reports for major and minor programs
- Notes

Lesson Planning

Lesson plans and assessment are introduced in EDU 320 Lesson Planning and in EDU 382 Assessment, Curriculum and Instruction. Both of these courses are taken by candidates in the first semester of Level I of the Education Prep Program (EPP). The lesson plan format that has been adopted for use in the Education Prep Program (EPP) is based on the Danielson Framework for Teachers and is to be used by all candidates. The lesson plan can be found in Appendix A of this handbook.

In developing lesson plans, including inclusive unit plans, it is important that candidates reflect on the following questions to assist them in the development of instruction required under Domain 1 of the Danielson Framework for Teaching (Planning and Preparation). The lesson plan constructed by the candidate should demonstrate knowledge of content and pedagogy, knowledge of students, the ability to set instructional outcomes, knowledge of resources, and ability to design coherent instruction and assessment. The assessment rubric for the lesson plan can be found in Appendix A of this handbook.

Conference of Concern

The conference of concern form is a tool used to monitor dispositions of candidates enrolled in the Education Prep Program (EPP). The use of this form can originate from a variety of sources, such as course instructors, cooperating teacher or site administrators of field experience placements, or any other personnel that interact with the candidate. The use of this form is to identify areas of concern, develop a remediation plan, and provide a network of support that assists the candidate to strengthen observed weaknesses in dispositions and overcome any obstacles to successful completion of the candidate's program of study. The conference of concern form can be found in Appendix C of this handbook.

Academic Advisors

As soon as undergraduate students declare their intention to major in Education, they are assigned advisors in the Education Prep Program (EPP)s. These advisors serve as guides for students in their academic journey. For students who declare secondary and HPE majors, a content specific advisor is also assigned. The content specific advisor, who specializes in the major content areas, assists students in navigating and successfully completing the content courses specific to the program. It is important that Pre-Education students and Level I and Level II Candidates meet with their assigned advisors on a regular basis to develop and maintain a program-specific plan of study, verify their continued good standing in the program, to discuss their progress toward degree completion, and to register each semester for classes.

Advising Guidelines

Each semester, students must meet with their Education advisor to discuss their progress in the teacher education program and to plan their course of study for the coming semester. Appointments can be made by contacting the Education Advisors located in Cowan Hall 104 or calling 406-265-3751. Customarily, each student should:

- **Make an appointment with an Education Advisor**
Regardless of their level in the Education Prep Program (EPP), students are responsible for making appointments with their advisors well in advance of the date for registration. The Education Advisors are available for face-to-face appointments and phone conference advising appointments.
- **Plan a tentative schedule of courses**
Prior to the appointment with the Education Advisor, students should work out a tentative schedule of courses. The program sheet for their program of study, the 4-year plan of study (if already completed), information about course pre-requisites in the MSU-Northern online catalog, and the information in this Handbook will assist students in planning a tentative schedule.
- **Meet with Education Advisor**
Students **must** bring their personal *Program Progress Folder* with them to the appointment. It is the responsibility of students to keep the following documentation in their *Program Progress Folder*:
 - The formal Level I letter of acceptance
 - The formal Level II letter of acceptance (at the end of the 1st semester of senior year)

- A updated program sheet for the candidate's specific major and minor programs of study available from the Education Advisors)
- Updated student transcript, printed from Banner
- 4 Year Plan of Study
- Copies of all registration forms, add/drop forms, and waiver/substitution forms
- Copies of documentation of professional development activities
- Copies of MEA/MFT membership for each academic year
- Copies of Practicum Placement Notifications for all practicums
- Copies of all practicum evaluations completed by cooperating teachers
- Copies of Praxis II Subject Assessment test score reports for major and minor areas of study

Students should arrive promptly for their appointment and have their materials ready. During the meeting, the Education Advisor will review the student's progress in meeting the requirements of the program and assist the student in completing the semester registration as well as address any questions or concerns of the student.

- **Follow through**

Although Education Advisors will remind students about program requirements, it is the student's responsibility to know what the requirements are, to work toward successfully meeting those requirements, and to keep the teacher education folder up-to-date.

- **Registration**

All Pre-Education students and Level I candidates **must** complete a paper registration each semester in which they plan to enroll.

- **Adding and Dropping Classes**

All Pre-Education students and Level I candidates **must** meet with an Education Advisor to drop or add a class during any semester. This requirement is in place to ensure that students stay on track to graduate and for the Education Prep Program (EPP) to meet accreditation requirements.

Clinical and Field Experiences

Field Experience Overview

Field experience involves the direct observation of teaching, participating in teaching, or teaching itself that is related to the Education Prep Program (EPP) in which the candidate is enrolled. Pre-Education and Level I experiences are completed prior to the Level II student teaching experience, and all field experiences are carefully selected and planned by the Initial Education faculty and the Director of Field and Clinical Experiences.

At Montana State University-Northern, field experiences are developed from course requirements in the form of specific assignments across a semester block of courses and coincide with specific course content and outcomes. Assignments are sequential in difficulty. Reflective practice is a part of all field experiences and students are expected to reflect on their experiences in order to build their knowledge and pedagogical skills of teaching and learning. Students should expect constructive criticism to be provided by cooperating teachers, university supervisors, site administrators, and university faculty in order to allow growth as a pre-service teacher in preparation for their role as a classroom teacher.

In the pre-education field experience, students are provided opportunities to engage in the K-12 classroom environment as a group with a university faculty member who serves as the supervisor for the field experience. The pre-education field experience coincides with course content and outcomes of pre-requisite courses. Level I field experiences primarily involve active participation in classroom activities, including hands-on teaching and in the last experience, videotaping of one lesson for critiquing and feedback by peers and the instructor of the capstone course. During Level I experiences, candidates have the opportunity to interact with teachers and students in public and tribal schools, in special education classrooms, and in multi-grade level schools and classrooms. During Level II field experiences, teacher candidates are expected to engage fully in planning and implementing instructional activities and engaging as a teacher candidate in a way that demonstrates the ability to learn from professional practice. The Level II field experience also provide an opportunity to assess the impact of the teacher candidate on the K-12 student learning that occurs during the interaction of the teacher candidate in the classroom.

Field Experience Placements

Candidates complete a placement request form for each field experience. Level I candidates must complete the Field Practicum Placement Request form within one week of the beginning of the semester in which they have a practicum. Level II teacher candidates must complete the Student Teaching Placement Request and submit it with the Level II application. It is the responsibility of each candidate

to make sure that the placement request is delivered to the Administrative Associate in the Education Department within the designated timeframe. Upon receipt of the placement request, Education Department completes the placement process to ensure that candidates have current background checks and proof of current liability insurance (MFPE) in place and that the field placement meets the requirements for the program of study. Once the process is complete, the candidate is notified by letter from the Education Department specific placement information. The K-12 student population in all field-based placements and student teaching placements must match the specified field and level of certification for which the candidate is preparing to work:

- Elementary Education, K-8: placements with students in grades K-8
- Health and Physical Education, K-12: placement with students in grades K-12
- Secondary Education, Grades 5-12: placements with students receiving instruction in the candidate's major area (i.e., Broadfield Social Science, English, General Science, or Industrial Technology)

Classroom teachers serve as Cooperating Teachers for Level I practicums and Level II-Student Teaching. They work with candidates during their field-based experiences and serve as mentors and models of professional practice. Cooperating Teachers are certified teacher whose credential matches the credential for which the candidate is preparing. During Level I practicum experiences, Cooperating Teachers evaluate the candidates' performance by completing an evaluation form for the candidate at the end of each practicum as well as a professionalism (student disposition) form. It is the responsibility of each Level I candidate to ensure that all evaluations are completed by the Cooperating Teacher and returned to the Education Department/Faculty in Cowan Hall 104. It is also important that candidates retain copies of all evaluations completed for them by Cooperating Teachers during each practicum in Level I.

Diversity Policy

During field experiences and prior to student teaching, all candidates are required to complete one semester (45 hours) of field experience in a school that serves a diverse population of students. During this semester, the candidates will develop an awareness of the scope of issues, contexts, and situations that relate to educational opportunities for diverse populations and will conduct directed field experience activities.

Diversity is acknowledged by the presence of ethnic diversity and one or more of the following indicators:

- Ethnic Diversity refers to the population being at least 30-35% diversified by ethnicity/race (African American, Latino, and Native American). (Au & Blake. 2003)
- Family income qualifies at least 5% of the students for breakfast/lunch programs
- English Language Learners (ELLs) comprise at least 5% of the population

Diversity Proficiencies

All candidates must meet certain standards while conducting fieldwork in schools that serve students from diverse background. All candidates are required to observe and/or model

- How to differentiate instruction to meet student needs
- Behaviors that demonstrate respect and sensitivity to all cultures, ethnic groups, and gender
- Alternative assessments and appropriate questioning to evaluate student learning
- Research-based teaching strategies for all students, including English Language Learners
- The impact of poverty and family issues on student achievement
- The best practices to raise the achievement of students living in poverty

Expectations for a Successful Field Experience

- Upon receipt of the Notification of Placement for a Level I practicum, candidates should schedule a pre-service meeting with the cooperating teacher, including the site administrator if possible, prior to the beginning of the field experience in order to discuss the schedule of practicum hours, review of the practicum contract and expectations.
- Candidates are expected to dress appropriately and professionally while completing the field experience. The dress expectations can be found in the Field Experience Handbook.
- Candidates are required to wear their university ID card while at the school site.
- Candidates are expected to learn the roles of school personnel, classroom routines, and the policies and procedures the district and school.
- Candidates are expected to learn the names of students in the assigned classroom as soon as possible.
- When appropriate, candidates are expected to assist with recess, hall supervision, fire drills, bus duty, and other procedures handled by regular classroom teachers.
- Candidates are expected to remain on task at all times with students and the cooperating teacher. Candidates should not have their cell phones or other electronic devices out during field experience except when the device is being used for field experience activities.
- Candidates are expected to be on time and professional, to sign in and out of the school, to maintain an accurate time sheet with verification provided by the cooperating teacher.
- Candidates are expected to become familiar with the school resources, including technology, media center, curriculum guides, and instructional materials.
- Candidates are expected to ask the cooperating teacher how he/she assesses learning.
- Candidates are expected to ask the cooperating teacher about the role of the Montana OPI standards in teaching and learning, including common core standards.

- Candidates are expected to communication on a regular basis with the cooperating teacher, should be sensitive to the cooperating teacher's time needs as well.
- Candidates ALWAYS must request that the cooperating teacher to approve any lesson that the candidate will teach prior to the day that the lesson will be taught.
- Candidates are expected to be prepared and organized in order to have productive classroom visits.
- Candidates are expected to be flexible and understand that every day in the life of a teacher is a surprise.
- Candidates are expected to ask questions of and request feedback from the cooperating teacher, and, where appropriate, the site administrator to guide successful completion of the field experience. Candidates should also take the feedback seriously and use it judiciously.
- If possible, candidates should request to visit other classrooms to observe a different instructional style and plan a visit to a special education classroom as well.
- When possible, candidates should become acquainted with the site principal and explore the principal's role as an instructional leader.
- Candidates should maintain contact with the university instructor assigned to oversee the field experience and with the Education Department/Faculty throughout the duration of the field experience.

Professional Development

Professional development is defined as professionally related opportunities that are exclusive of field experiences. Within the communities surrounding the campus of Montana State University-Northern, there are several field opportunities outside the practicum field experience that will assist candidates in honing their pedagogical skills. These opportunities include the professional associations, professional seminars and workshops, community outreach programs, tutoring programs, and active involvement in community service organizations.

Professional Development Participation Expectations for Candidates

Candidates are expected to participate in these experiences over the course of the three semesters in Level I professional coursework. Candidates should participate in a variety of opportunities and are encouraged to seek membership in one or more professional organizations. Time spent in professional development opportunities and professional memberships should be documented by the candidate on the professional resume submitted with the Level II application and in the Program Progress Folder.

Types of Professional Development

Professional Development may include participation in the following kinds of programs:

- Sanctioned university workshops, lectures, and educational seminars

On-campus opportunities include events and workshops hosted by the Chancellor Lecture Series events, Multicultural Center events, and Little River Institute workshops and events

- Teachers' Conferences and Conventions and Summer Institutes

Local, state, and national conferences, conventions, and summer institutes can inspire, motivate, and create opportunities to learn about strategies and methodologies and to explore curriculum and pedagogical topics.

- Professional Organizations

Professional organizations provide membership opportunities as well as publications and professional development opportunities for teachers. They include organizations such as the Association for Supervision and Curriculum Development (ASCD), Phi Delta Kappa, the International Literacy Association (ILA), the National Council for the Social Studies (NCSS), the National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), the National Science Teachers Association (MSTA), Association of

Middle Level Education (AMLE), and the National Association for the Education of Young Children (NAEYC)

Student Education Association-Montana State University-Northern

All Montana State University-Northern students interested in the profession of teaching are encouraged to join the Montana State University-Northern Student Education Association (SEA). Membership is open to any student enrolled at Montana State University-Northern with the submission of an SEA application to the designated secretary for SEA. The Montana State University-Northern SEA is affiliated with the Montana Education Association (MEA) and the National Education Association (NEA). The purposes and objectives of SEA as outlined in the bylaws are:

Purposes:

- To contribute to the personal and professional growth of its members;
- To help provide society with better prepared professional teachers;
- To provide opportunity for all college students to become better informed regarding educational issues

Objectives:

- To provide learning situations for the development of leadership, responsibility, and effective citizenship;
- To provide educational and challenging experiences that will enable young people to become knowledgeable and skilled in their selected educational areas;
- To help students experience personal growth and achievement, as well as to be of service to others;

Membership in the Montana State University-Northern SEA is considered one means for Initial Education candidates and teacher candidates to meet the Education Prep Program (EPP) expectations for professional development. The application for SEA membership can be downloaded from the Montana State University-Northern webpage: <https://www.msun.edu/academics/coeasn/forms.aspx>

Level II - Student Teaching

Admission to Level II

Requirements for admission to Level II of the Education Prep Program (EPP) are described on page 16 of this handbook. Candidates must complete the Application Packet for Level II Admission which can be downloaded from the Montana State-University Northern webpage: Education Forms & Applications - College of Arts & Sciences, and Education | MSU-Northern

Level II Placement Information

The Education Department assigns placements. In compliance with Montana ARMS standards, candidates are placed in school where they have the best opportunities to meet the learning outcomes and goals for EDU 495 courses of the elementary education K-8, secondary 5-12, and K-12 programs of study.

Placement Site Requirements

Placement sites must be schools/districts that are productive active environments where all participants are engaged in the construction of knowledge in the following ways:

- By demonstrating a willingness to engage professionally and fully with the initial educator preparation program at MSU-Northern.
- By demonstrating the following commitments to the student teaching experience:
 - Providing diverse experiences and introducing various approaches to teaching and learning
 - Mentoring the teacher candidate and encouraging the teacher candidate's professional development, including being able to provide constructive critiques to enhance teacher candidate growth
 - Effectively assessing and evaluating the teacher candidate progress throughout the semester and providing evaluations to the teacher candidate and the Education Prep Program (EPP)'s Education Department/Faculty in a timely manner
 - Assigning only certified staff who meet the following requirements:
 - Has a minimum of three full years of teaching experience,
 - Holds Montana Class 1 or 2 licensure in the endorsement area in the program area in which the teacher candidate is enrolled

- Has at least one full year of teaching experience at the grade level and school placement site prior to the placement of the teacher candidate

Placement Requirements Regarding Candidates

Placement for the student teaching practicum is based a developmental progression of the teacher candidate's expectations and experiences matched to the goals and the objectives of the placement. To meet these goals and objectives, teacher candidates must be aware of the following requirements and processes implemented to help ensure success in the program and profession.

- **Preference Requests:** Teacher candidates may provide a preference request for a district or school placement, but they must understand that the placement is not guaranteed nor is determined by the request. Placements are made based on the decision of the university and the school district availability.
- **Placement Location:** Geographic location (i.e., a reasonable travel distance from campus) is taken into consideration when assigning placements. However, due to the rural nature of the state of Montana candidates can be expected to be placed in schools and districts within a 50 mile radius of the university campus at which the candidate is enrolled.
- **Out-of-State Placements:** Teacher candidates may request a placement in another U.S. state; however, the decision as to the acceptability of the out-of-state placement made by the university.
- **Out-of-Country Placements:** Placements outside of the United States are not available for teacher candidates.
- **District and School Personnel Contacts:** Teacher candidates are *never* to contact any school district or school personnel in an attempt to discuss or arrange their own placement prior to receiving notification of placement from the Education Department/Faculty.
- **Limitations on Placements:** Student teaching placements will not be made in any school district or individual school where relatives or friends are in a supervisory capacity. Specific information regarding this requirement for placement is discussed more in-depth in the university's Student Teaching Handbook.

Supervision

Teacher candidates are placed with cooperating teachers who serve as mentors and models of professional practice and who meet the Montana State University-Northern's Education Prep Program (EPP) requirements for cooperating teachers. Each teacher candidate is also assigned to a university supervisor that is selected by the Education Department. University supervisors must have experience in the K-12 setting and have had Montana licensure in the content area or a closely aligned content area of

the teacher candidate. School principals (also known as site administrators), cooperating teachers, and university supervisors receive a copy of the Student Teaching Handbook.

Performance Standards for Teacher Candidates

Prior to student teaching, all teacher candidates are required to attend the pre-service meeting held on the university campus by the Education Department/faculty and receive a copy of the Student Teaching Handbook. Teacher candidates must demonstrate the knowledge, skills, and dispositions that allow them to create learning environments that are student-centered, knowledge-centered, and meet the needs of all learners. They must demonstrate the ability to use assessments to support learning and use the data collected from the assessments to drive decisions about how and what to teach and about their own professional development. The Student Teaching Handbook contains the performance standards that are used to evaluate teacher candidate performance during student teaching.

Exit Showcase and Celebration:

At the end of the semester in which the student teaching is completed, teacher candidates are required to attend an exit showcase and celebration. The purpose of this showcase is to provide a sense of closure, to celebrate completion as the teacher candidate is welcomed into the teaching profession and to provide feedback to MSUN for our continuous improvement. The Exit is divided into two parts:

Pre-Interview:

Create a way (i.e. multi-media, artistic representation, oral, technology) to introduce yourself to the team and explain why you want to be a teacher.

Bring this with you to the interview. The first 5-10 minutes, you will share this.

Interview:

Teacher candidates will be asked 4 reflective questions. (See rubric below)

Post Interview:

Reflect on the interview process and answer the following:

- What was your most memorable experience in your educational experience?
- Where did you feel least prepared/most prepared when student teaching?
- Tell us a story about a relationship with a student, how you responded, and what you learned from it.
- If you had a magic wand and could change anything about the Teaching Program at Northern, what would you change and
- why?

Objective	Target	Acceptable	Developing
Pre-Interview Shares introduction and explains rationale for being a teacher	Is prepared to share introduction; Communicates background, knowledge and connects self to profession; Has an understanding of the teaching profession	Is partially prepared to share introduction; communicates background with some connection to profession; Partially answers question to showcase understanding of teaching profession	Is not prepared ahead of time to share introduction; Does not share background or show any understanding of teaching profession
Communication Skills Display effective verbal and nonverbal skills: clarity of expression, eye contact, body language, voice, grammar, word usage and pronunciation, friendly, poised, and personable	Confident, poised, personable, relates well to the evaluators, answers questions clearly and effectively	Answers most questions well, but displays signs of self-conscious or nervousness in his/her nonverbal communication	Interview is brief because candidate lacks the ability to carry on a conversation or answer questions in detail.
Response to Evaluators' Questions Provide clear and concise answers to questions.	Responses to questions were appropriate and given with clarity	Responded adequately to all questions, but lacked clarity	Did not answer; Unable to answer
Professional Appearance Attire and grooming suitable for professional job interview.	Professional appearance, attire and grooming	Neat appearance, attire and grooming but lacks polish	Non-professional appearance, attire and/or grooming
Voice Speak clearly with appropriate pitch, tempo, and volume.	Voice quality is outstanding and pleasing to listen to	Voice quality is good, but could improve	Voice quality is adequate
Body Language Use appropriate body language including gestures, posture, mannerisms, and eye contact.	Body language enhances the candidate's presence	Body language shows minimal amount of nervousness/ some mannerisms distract from clear message	Body language shows nervousness and there are mannerisms that distract from clear message
Grammar/Word Usage/Pronunciation Use proper grammar and pronunciation.	No grammatical or pronunciation errors	Some (1–5) grammatical and pronunciation errors	Extensive (more than 5) grammatical and/or pronunciation errors
Post Interview Reflection Reflects on answers following interview to show reflective tendencies.	Student answers questions fully and is able to provide evidence to support answers with rationale (why) and next steps	Student partially answers questions and provides some evidence (why) to support answers with some rationale	Student does not answer question or provides limited support/rationale

Recommendation for Licensure

The Educator Licensure Officer for Montana State University-Northern makes the recommendation to the Montana Office of Public Instruction-Educator Licensure for each teacher candidate who has successfully completed the educator preparation program at Montana State University-Northern and has satisfied the requirements for state licensure. The Educator Licensure division of the Montana Office of Public Instruction issues the appropriate teaching license to graduates that have satisfied the state licensure requirements. For those graduates applying for out-of-state licensure, it is important that the requirements be reviewed at least two semesters prior to graduation. For assistance with licensure, it is important that an appointment be made with the Montana State University-Northern Educator Licensure Officer in Cowan Hall 105.

In addition to the graduation requirements of Montana State University-Northern, the Montana Office of Public Instruction-Educator Licensure Division must have the following on file for each graduate:

- The Class 2 (baccalaureate level) licensure application, including the online application, and official university transcript with the degree and the date the degree was conferred, and the Montana Educator Licensure Notary Page that must be submitted through regular mail by the graduate
- The receipt of a background check from the Montana Department of Justice directly to the Montana Office of Public Instruction

NOTE: This background check must be completed regardless of when and where any previous DOJ background checks were completed or are on file.

- The University Recommendation by the Educator Licensure Officer of Montana State University-Northern to OPI

POLICIES OF THE EDUCATION PREP PROGRAM (EPP) (EPP)

*Academic Integrity, Attendance, Grading,
Athletics, Instructional Technology, Diversity, Social Media*

Academic Integrity

Academic integrity is a commitment to honesty, fairness, equity, respect, and responsibility. It is a foundational component of the learning process. Montana State University-Northern believes that “academic honesty and integrity are fundamental to the mission of higher education...and has a responsibility to promote academic honesty and integrity and to ensure the highest ethical and professional standards and behavior in the classroom (Campus Policy 601.2, located on the MSU-Northern webpage: <http://www.msun.edu/admin/policies/600/601-2.aspx>). While education is, by nature, participatory, the Education Prep Program (EPP) takes academic integrity very seriously, and the university policy on academic dishonesty details consequences that can include academic and disciplinary sanctions. Please note that when students make application to the Education Prep Program (EPP), they are asked to sign a “Statement of Intent” to comply with all mandates of Montana State University-Northern and the Education Prep Program (EPP). These statements are filed as part of the candidate’s permanent Education Prep Program (EPP) folder.

As students enrolled at Montana State University-Northern, Education Prep Program (EPP) candidates must demonstrate their commitment to academic integrity by submitting work that originates in their own thinking and imagination, that demonstrates their ability to analyze and evaluate information, and their own knowledge, and which was done by themselves and represents their very best efforts. When appropriate, work should be supplemented and supported by other sources which are properly cited

Attendance

The Education Prep Program (EPP) is committed to the preparation of educators who are competent and who critically engage in reflective practice, and who value learning. The attendance policy of the Education Prep Program (EPP) supports that commitment. Candidates are expected to attend every class and be prepared to participate in class discussions and activities and actively interact in the learning environment. Any questions or concerns of students regarding absences should be addressed to the instructor of record for their courses.

Policies Related to Grading

Each semester, the Education Prep Program (EPP) advisors and faculty review candidates’ academic progress. Grades are assigned following the guidelines of the Montana State University-Northern catalog and those of the Education Prep Program (EPP). Candidates are expected to focus their efforts on their coursework and assignments. The Education Prep Program (EPP) grading scale is used by all education instructors for candidates:

EDUCATION PREP PROGRAM (EPP)'S GRADING SCALE			
Grade	Description	Percent	Grade Point
A	Excellent	93-100	4
A-		90-92	3.7
B+		87-89	3.3
B	Meets Expectations	83-86	3
B-		80-82	2.7
C+	*Cumulative GPA = 2.65	77-79	2.3
C	Passing the course	73-76	2
C-	Unacceptable for Education	70-72	1.7
D+	Failing	67-69	1.3
D	Failing	63-66	1
D-	Failing	60-62	.7
F	Failing	0-59	0

A grade of “A” is reserved for exceptional performance in all areas of a course. Evaluation of all work is based on thoroughness, quality of content, and technical presentation.

Grade Appeals Policy: MSU-N Administrative Policy 602.1

This Montana State University-Northern policy can be found on the MSU-Northern webpage:
<https://www.msun.edu/admin/policies/600/602-1.aspx>

Other policies can be found by accessing the Policies and Procedures webpage on the MSU-Northern website: <https://www.msun.edu/admin/policies/>

Effective: June 15, 2003

Revised: March 2007

Review Date: March 2009

Responsible Party: Dean of Students

I. Policy

Students who disagree with the assignment of a grade by an instructor may file a grievance under the following procedures.

II. Grade Decision Reviewed

These procedures are available only to review allegedly unfair grade decisions and not mere differences of opinion regarding the professional judgment of the instructor in evaluating a student’s work or making a grade decision. The grade decision will be considered unfair if the decision is made:

- a) On some basis other than performance in the course and/or compliance with course assignments and requirements;

- b) By more exacting or demanding standards than were applied to other students in the same course section.
- c) By a substantial departure from the instructor's standards as articulated in the course syllabus, catalog descriptions and/or other written materials.

III. Student Grade Grievances

Procedures: A student who wishes to grieve a grade decision must proceed as follows:

- 1. Informal meeting:** The student should attempt to resolve the matter directly with the instructor through a personal conference as soon as possible after the grade decision is known.
- 2. Dean Review:**
 - a) If the student and the instructor cannot reach a mutually satisfactory resolution to the problem, the student may file a formal grievance. The grievance must be presented in writing to the instructor's Dean within 15 working days of the alleged grading incident. If the grievance is based on the final grade in a course, the grievance must be presented in writing to the Dean no later than the 15th day of university instruction in the following academic term. The student must describe the grievance, the date(s) of occurrence, why the student believes the decision was unfair, the student's attempts to resolve the grievance informally and the precise relevant documents. For purposes of this section, fall semester, spring semester and summer session shall each constitute an academic term.
 - b) The student shall send a copy of the grievance to the instructor. The instructor shall have ten (10) working days to respond after receipt of the grievance. If the instructor does not respond within that time frame, the Dean will consider the grievance with the material formally submitted by the student.
 - c) The Dean will receive and review all evidence, interview persons relevant to the appeal and the evidence submitted in support of the appeal, if possible, and render a written decision with recommendations as the resolution within ten (10) working days of receipt of the instructor's response. A copy of the Dean's decision will be given to the instructor and the student. If the grievance is not concluded within this time frame, the student may carry it forward to the Provost for resolution.
 - d) If the Dean is the instructor who made the grade decision that is subject of the grievance, another Dean at Montana State University-Northern shall complete the first formal step of the grievance, as described in section III.2, subsections a), b) and c) of this policy. That Dean will be selected by a process of elimination, the student having the first veto and the instructor having the second veto. The Provost will oversee the selection process.

3. Provost's Review: The student or the instructor may appeal the Dean's decision. Such appeal will be filed in writing and submitted to the Provost within five (5) working days of receipt of the Dean's decision, with copies to the instructor, the student and the Dean. The written appeal shall deal only with the part or parts of the Dean's decision that the appellant disputes. New evidence, information or supporting documents cannot be included as part of the appeal except when, by clear and convincing evidence, it is established that such information was not available at the time of the original grievance. The Provost may interview the student, the instructor, the Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Provost will submit a written decision to the student, the instructor and the Dean within ten (10) working days of receipt of the appeal. The decision of the Provost is the final decision of the University.

4. Time Extensions: The parties at each step of the process may agree to extend the time lines established in this policy. Such extensions should be in writing, and signed by the appropriate parties.

5. Grade Changes: Grade grievances can occur in two ways, and the grading process shall be governed by the following procedures:

a) If the grievance is the result of an instructor's decision during the semester, the student will be assigned a grade of NR if the grievance has not been decided by the time final grades are awarded in the course. The final grade will be awarded, once the grade grievance is completed, based on the decision of that grievance.

b) If the grievance is based on the final grade awarded in a course, the grade will be changed only if the decision of the grievance requires a change.

Policies Related to Athletics

Candidates who are student athletes are expected to follow the policies of Montana State University-Northern and the Education Prep Program (EPP). In addition, they are also subject to the Department of Intercollegiate Athletics conduct requirements found in team rules, NAIA policies, and the Student-Athlete Code of Conduct (Student-Athlete Handbook, page 4 - found on the MSU-Northern Athletic webpage <http://golightsgo.com/documents/2016/9/30/StudentAthleteHandbook.pdf>)

Student athletes who are enrolled in the Education Prep Program (EPP) are expected to provide their instructors with their calendar of athletic events in which they will be participating. It is the responsibility of candidate student athletes make prior arrangements for any classes, assignments, and/or quizzes/tests that will occur during any athletic related absence. Absences due to athletic-related events do not automatically allow candidates to turn in assignments, projects, quizzes or tests past the due date.

Policies Related to the Use of Instructional Technology

The Education Prep Program (EPP) prepares educators who know how to utilize technological resources to enhance learning. Candidates are expected to develop a proficiency in the use of technology in various settings, including on campus and at the school sites during practicums and student teaching. Candidates will utilize the technology resources available in these setting accomplish the following:

- Use instructional technology in research activities in relation to course preparation and assignments
- Choose appropriate technological resources to accomplish instructional objectives and integrate the technologies into instructional activities
- Develop and implement learning activities that involve student use of technology to develop critical thinking and problem-solving skills
- Use adaptive technology to support the active participation of students with special needs
- Use technological resources to support curriculum planning and managing the teaching and learning environment, including lesson planning, record-keeping, and data management
- Use technology to enhance intra- and inter-school communication, parental communication, and community/agency communication

Policy Related to Diversity

During field experiences and prior to student teaching, all candidates are required to complete one semester (45 hours) of field experience in a school that serves a diverse population of students. During this semester, the candidates will develop an awareness of the scope of issues, contexts, and situations that relate to educational opportunities for diverse populations and will conduct directed field experience activities.

- Ethnic Diversity refers to the population being at least 30-35% diversified by ethnicity/race (African American, Latino, and Native American). (Au & Blake. 2003)
- Family income qualifies at least 5% of the students for breakfast/lunch programs
- English Language Learners (ELLs) comprise at least 5% of the population

All candidates must meet certain proficiencies while immersed in practicums in the K-12 schools that serve students from diverse backgrounds. All candidates are required to observe and/or model the following:

- The use of differentiated instruction to meet student needs
- Behaviors that demonstrate respect and sensitivity to all cultures, ethnic groups, and gender
- Alternative assessments and appropriate questioning techniques to evaluate student learning
- Research-based teaching strategies for English Language Learners (ELLs)
- The impact of poverty and family issues on student achievement
- Best practices to raise the achievement of students living in poverty

Use of Social Media

In today's society, social media is part of the everyday living environment. While the Education Prep Program (EPP) faculty and staff understand this, it is important that candidates understand that as they move through the different phases of their education at Montana State University-Northern, they should execute caution in their use of Social Media. The following guidelines, although broad in nature, adhere to a universal code of conduct.

In essence, candidates in the Education Prep Program (EPP) may not post or share any pictures, work, or **ANY** information about the K-12 students with whom they work or the school district with which they are in contact, regardless of type of district (i.e., public, private or tribal). Any posts must comply with Montana State University-Northern, the Education Prep Program (EPP), and school district confidentiality policies.

No candidate enrolled in the Education Prep Program (EPP) may use social media sites to socialize in any way that violates the Montana State University-Northern or school district code of conduct with students or minors in districts or schools in which the candidate is placed for practicum and student teaching. The following expectations are in place regarding the use of Social Media

- Candidates will use good judgment about content and will respect privacy laws
- Candidates will not include confidential information about the university, the Education Prep Program (EPP), and staff, faculty, or students
- Candidates will not post any content that is illegal or injurious or a violation of intellectual property rights or privacy laws
- Candidates will not knowingly provide misleading or false information
- Candidates hold the university and/or the Education Prep Program (EPP) harmless from any claims resulting from any posted content

Statement of Intent

When students apply for Level I of the Education Prep Program (EPP), they are asked to sign a *Statement of Intent to Pursue Teacher Education*. The candidate's signature indicates his/her promise to comply with the policies, procedures, and requirements of the Education Prep Program (EPP). The sign form becomes a permanent part of the candidate's Education Prep Program (EPP) file and is on file in the Education Prep Program (EPP) office in Cowan Hall 104.

STATEMENT OF INTENT TO PURSUE TEACHER EDUCATION

My signature below indicates that I have read the MSU-N Education Handbook: Education Prep Program (EPP), have understood its contents, and that I agree to comply with the policies, procedures, and requirements of the Education Prep Program (EPP) at Montana State University-Northern.

In signing this, I also agree to uphold academic honesty and to act in the manner of a professional as I pursue licensure. I understand that my inability to exhibit the dispositions of a professional and/or to meet the requirements of either the program or the university could result in my dismissal from the Education Prep Program (EPP), Montana State University-Northern, or both.

Signature

Date

Print Name

Banner ID

Education Prep Program (EPP) Admissions and Retention Committee

Scope and Practice of the Admissions and Retention Committee

The Admissions and Retention Committee is comprised of faculty members from the Education Prep Program (EPP) and, for a secondary education or K-12 program major, one faculty member from the department where the applicant's or candidate's content area resides. In addition, for applicants or candidates whose minor is Art, K-12, one faculty member from the minor content area is also included as a committee member for the applicant or candidate.

The Admissions and Retention Committee reviews all applications to the Education Prep Program (EPP) and referrals of all fully or provisionally admitted candidate who have either violated Montana State University-Northern policies or have not maintained the published requirements, including dispositions, for the Education Prep Program (EPP). All recommendations of the Admissions and Retention Committee are forwarded to the Dean of CASE for final approval. The candidate or applicant will also be notified in writing of the committee's recommendation. The timetable for appeals begins with the date postmarked on the notification.

Admission and Retention Committee decisions shall be considered unfair if the decision is:

1. On some basis other than performance and/or compliance with criteria published by the Education Prep Program (EPP);
2. By more exacting or demanding standards than those that were applied to other applicants or candidates in the Education Prep Program (EPP);
3. By a substantial departure from the Education Prep Program (EPP) standards are articulated in the Montana State University Student Handbook or the Education Prep Program (EPP) Handbook.

Admission and Retention Appeals Process

The Education Prep Program (EPP), in accordance with its philosophy and conceptual framework, has established a policy for appeals for admission to and retention in the Education Prep Program (EPP). Applicants or candidates who disagree with the recommendations of the Initial Education Admissions and Retention Committee or the decisions of the Education Prep Program (EPP) may file a grievance under these procedures. These procedures are available only to review unfair admissions and retention decisions and not mere differences of opinion regarding professional judgment of the Admissions and

Retention Committee in making recommendation to the Dean of the College of Arts & Science, and Education (CASE) regarding admissions to or retention in the Education Prep Program (EPP).

Applicants' and Candidates' Rights

- Applicants or candidates who pursue a complaint through this appeal's policy will not be discriminated against or suffer any retaliation for using this policy.
- An appeal is a formal statement by the applicant or candidate that there has been a specific violation, misinterpretation, or unfair treatment by the Education Prep Program (EPP)'s admissions and retention process.
- Vague or general charges of unfairness that are not substantiated by fact shall not be heard through the appeal's policy.
- Every reasonable effort will be made to keep confidential the identity of the candidate or applicant and the nature of the appeal.

Due Process

Step 1: Applicants denied admission to, or candidates denied retention in the Education Prep Program (EPP) can appeal, in writing, to the Education Prep Program (EPP)'s Admissions and Retention Committee within ten (10) working days of receipt the committee's recommendation to the appellant. The appellant (applicant or candidate) may provide any additional or pertinent information to the Admissions and Retention Committee at that time.

Step 2: The Admissions and Retention Committee review the appeal, including testimony by the appellant and makes recommendation to the Dean of the CASE within ten (10) working days of receipt of the appeal. A decision of the majority shall be the decision of the committee.

Step 3: The Dean of CASE will receive and review all evidence, interview person relevant to the grievance and the evidence submitted with the grievance. The Dean will render a written decision with recommendations to resolution within ten (10) working days of the receipt of the committee's response to the appeal. A copy of the dean's decision will be given to the appellant (applicant or candidate) and the committee.

Step 4: The applicant or candidate may appeal the decision of the Dean of CASE within ten (10) working days from the date of the decision. The Provost shall review the appeal on procedural grounds only and submit a written decision whether or not due process was followed. The written decision of the Provost shall be given to the appellant (applicant or candidate, the Dean of CASE, and the committee within ten (10) working days of receipt of appeal. The decision of the Provost is the final decision of Montana State University-Northern.

Time Extensions

- The Education Prep Program (EPP) Admissions and Retention Committee may extend time periods after written notification is given to the applicant or candidate and the Dean of CASE.
- The Dean of CASE may extend time periods after written notification is given to the applicant or candidate and the Education Prep Program (EPP) Admissions and Retention Committee.
- The applicant or candidate may be granted an extension of a time period only in extreme circumstances after written notification is given to the Education Prep Program (EPP) Admissions and Retention Committee and the Dean of CASE.

Definitions Used in This Policy

- ***Working Days***: Monday through Friday when classes are in session; does not include regularly posted breaks during the academic calendar
- ***Applicant***: Montana State University-Northern student applying to the Education Prep Program (EPP)
- ***Candidate***: Montana State University-Northern student who has provisional or full admission to the Education Prep Program (EPP)
- ***Appellant***: The individual, applicant or candidate, who is appealing a decision

Resources Available to All Candidates at Montana State University-Northern

Vande Bogart Library

- Periodicals: a listing of the education journals subscribed to by the Vande Bogart Library can be obtained from the librarians
- Technology Resources: access to online databases, including ERIC, Academic Search Complete, ProQuest Central, Teacher Reference Center, and LexisNexis Academic
- LibGuides: easy-to-use online resources that contain information, resources, and links relevant to subjects, courses, or general topics
- Reserve Desk: books and materials placed on reserve by faculty for use by candidates in specific courses; also includes CORE and Praxis II practice books
- Study Rooms
- Off campus access through the university's website
- Computer Lab Access: computer labs with up-to-date software and Internet access

Student Support Services

Student Support Services provides support, counseling, and tutoring assistance to assist TRIO eligible students to successfully navigate their educational journey to graduation; located in Cowan Hall 221. Contact number: 406-265-3783. To be eligible for Student Support Services, students must meet one of the following three qualifications:

- Be a first-generation college student – mother or father did not graduate with a four year degree before the student's 18th birthday
- Have a documented learning or physical disability
- Qualify as economically disadvantaged according to the federal standards

Disability Services

A variety of services to students with documented physical or learning disabilities is provided by Montana State University-Northern's Disability Services, which is located in Student Support Services. Contact number: 406-265-3533 –Johanna Antonich, Disability Coordinator

Multicultural Center

The Multicultural Center provides support for students, including college transition support, assistance to obtain campus and community services, counseling, personal assistance, and access to educational programs and workshops; located in Cowan Hall 326. Contact number:

Little River Institute

Little River Institute provides culturally responsive tutoring and mentoring services and assistance with non-academic needs both on and off campus in an environment that reflects the values of regional American Indian tribes. Computers, printers and scanning equipment are also available for student use; located in SUB 308 of the Student Union Building (SUB). Contact number: 406-265-3713 – Erica McKeon-Hansen, Program Director

Financial Aid Office

The Financial Aid Office provides information about applications for scholarships and other financial aid opportunities to both undergraduate and graduate students; located in the Admissions Center in Cowan Hall. Contact number: 406-265-3787 – Cindy Small, Director

Fitness Center

The Fitness Center, located in the Student Union Building (SUB), provides recreational facilities for MSU-Northern students, faculty, and staff and is equipped with benches and weights, recumbent bikes, ellipticals, treadmills, multi gym equipment, yoga mats, resistance tubing, body bars, and stability bars to enhance overall fitness. Contact number: 406-265-3732 – Office of Student Activities

University Contact Information

College of Education, Arts and Sciences, and Nursing				
Dr. R. Neil Moisey	Provost	CH 214C	406-235-3726	neil.moisey@msun.edu
Dr. Beth Durodoye	Dean	CH 309	406-265-3768	beth.durodoye@msun.edu
Dr. Valerie Guyant	Co-Chair	CH 302	406-265-4173	valerie.guyant@msun.edu
Dr. Carol Reifschneider	Co-Chair	HS 206	406-265-4126	reifschneider@msun.edu
Education Prep Program (EPP) Faculty and Staff				
Jennifer Anderson	Education Advisor; Admin Assistant III	CH 313	406-265-3757	jennifer.anderson32@msun.edu
Marni Napierala	Teacher Education Coordinator	GF Campus	406-268-6960	marni.napierala@msun.edu
Dr. Joseph (Joey) Todd	Assistant Professor	CH 315 H	406-265-3524	joseph.todd1@msun.edu
Dr. Amy L. Smith	Assistant Professor	CH 315D	406-265-	amy.smith@msun.edu
Additional University Contacts				
Sue Solomon	Bookstore	SUB	406-265-3728	susan.solomon1@msun.edu
Lourdes Caven	Business Services	CH 207	406-265-3509	lourdes.caven@msun.edu
Brittany Garden	D2L Assistance	CH 104F	406-265-3701	Brittany.Garden@msun.edu
Jason Geer	D2L Assistance	CH 104E	406-265-3767	jason.geer@msun.edu
Corey Kopp	Dean of Students	CH 105	406-265-4113	corey.kopp@msun.edu
Cindy Small	Director, Financial Aid	CH 216	406-265-3545	csmall@msun.edu
IT Information Helpdesk	IT Assistance	CH 117	406-265-3765	HelpDesk@msun.edu
Library Circulation Desk	Library Assistance	Library	406-265-3706	Library@msun.edu
Alisha Schroeder	Registrar	CH 220	406-265-3703	alisha.schroeder@msun.edu
Natalee Faupel	Director of Admissions	CH 213A	406-265-3793	natalee.faupel@msun.edu
Wanda Meredith, RN	Student Health Services	SUB 228	406-265-3599	wanda.meredith@msun.edu
SUB Information Desk	SUB Info Assistance	SUB	406-265-3561	

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Appendix A

Lesson Plan Template and Rubric

DANIELSON LESSON TEMPLATE	
Teacher:	Date:
Subject:	Grade Level:
Unit:	Lesson Title:
<p>Content Standard(s) and/or Common Core Learning Standards (<i>Framework Domain 1c: Setting Instructional Outcomes</i>) Use both place value of the standard, title-if applicable, and standard description (<i>Example: 5.OA.2-Operations & Algebraic Thinking-Write & interpret numerical expressions: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them</i>).</p>	
<p>Lesson Objectives/Instructional Outcomes: (<i>Framework Domain 1c: Setting Instructional Outcomes</i>) Outline the concept, knowledge, skill, or application students can demonstrate upon lesson completion (What will students know and be able to do as a result of this lesson?). This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer.</p>	
<p>Relationship to Unit Structure: (<i>Framework Domain 1e: Designing Coherent Instruction</i>) How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence? How is this lesson relevant to the students in the class?</p>	
<p>Instructional Materials/Resources: (<i>Framework Domain 1d: Demonstrating Knowledge of Resources</i>) List all materials and resources required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as text books, technology equipment, science equipment or supplies, art materials or equipment.</p>	
<p>Class Information: (<i>Framework Domain 1b: Demonstrating Knowledge of Students</i>) How does the lesson demonstrate an understanding of students' backgrounds, cultures, and levels of development? What adult support, aside from the teacher, will be available in the classroom during the lesson and how will the adult support be used?</p>	
<p>Methods and Instructional Strategies (<i>Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy</i>)</p>	
<p>Anticipated Student Misconceptions: What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?</p>	
<p>Concept Prerequisites: List all key concepts and terminology necessary for students to understand the concepts and content of this lesson and extend as well as meet the standards, goals and objectives of the lesson.</p>	

<p>Instructional Sequence (IS): The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and student-created technology products, and reproducible materials/handouts are utilized in the lesson. Describe the lesson sequence and include approximate time allocations for each portion of the lesson. Be precise when explaining the teacher and student tasks during the learning activities:</p>	
<p>IS 1: Introduction - Focus Activity (“Open the learning loop”) Focus Activity and Learning Objective</p>	
<p>IS 2: Instructional Activities – Explicit Instruction (“Fill the learning loop”) (includes engagement, questioning techniques, grouping strategies, formative assessment and pedagogical approaches)</p> <p>Warm-Up I Do (Modeling/Input) We Do (Guided Practice) You Do Together (Partner Practice) You Do Alone (Independent Practice)</p>	
<p>IS 3: Wrap Up-Synthesis/Exit Strategy (“Close the learning loop”) Learning Objective and Exit Strategy</p>	
<p>Grouping Strategy (if used in this lesson): <i>(Framework Domain 1b: Demonstrating Knowledge of Students)</i> Describe how you will group students for meeting the outcomes of this lesson. What is the rationale for the grouping strategy?</p>	
<p>Differentiation According to Student Needs: <i>(Framework Domain 1b: Demonstrating Knowledge of Students)</i> Address any unique characteristics of the class (considerations may include diverse student needs including language levels, learning styles, students with an IEP or 504, cultural or linguistic needs).</p>	
<p>Assessment (Formative and Summative): <i>(Framework Domain 1f: Designing Student Assessments)</i> Indicate the type of assessment most appropriate for measuring the objective(s), or provide sample questions, entire tests, portfolio guidelines, or rubrics, if available, and submit these along with the lesson plan as attachments. Think about the following questions: 1. How and when you will assess student learning throughout the lesson (formative)? 2. How will you and your students know if they have successfully met the outcomes? 3. What is the criteria for mastery of the lesson outcomes? 4. How would you describe any formative and summative assessments to be used?</p>	
<p>Reflections: <i>(Framework Domain 4a: Reflecting on Teaching)</i> Prior to teaching the lesson, list at least three questions you will ask yourself <u>after</u> the lesson is taught. Then, respond to those questions upon completion of the lesson.</p>	

Lesson/Unit Plan Assessment Rubric

Domain 1: Planning and Practice

Domain 4-Component 4a: Reflecting on Teaching



Criteria	Unacceptable 1 point	Developing 2 points	Proficient 3 points
Standards & Interdisciplinary Connections <i>Danielson</i> <i>1a: Demonstrating Knowledge of Content and Pedagogy</i> <i>Component 1c</i> <i>Setting Instructional Outcomes</i>	Both the standard(s) and the benchmark(s) are missing and/or the benchmark is not appropriate for grade level;	The Montana standard(s) and the specific benchmark(s) are identified but the standard(s) and/or the specific benchmark(s) are not all appropriate for the grade level	Both the Montana standard(s) and the specific benchmark(s) are identified and are appropriate for the grade level
Outcomes & Objectives <i>Danielson</i> <i>Component 1c</i> <i>Setting Instructional Outcomes</i>	No outcome(s) or objective(s) are identified or the outcome(s) and objective(s) are not appropriate for the grade level	Appropriate outcome(s) and objective(s) are identified but not all are aligned with the standard(s)/benchmark(s)	Outcome(s) and objective(s) are appropriate for the grade level, are aligned with standard(s)/benchmark(s), and are relevant to Indian Education for All
Anticipated Student Misconceptions <i>Danielson</i> <i>1a: Demonstrating Knowledge of Content and Pedagogy</i>	Lesson plan does not address the possible misunderstanding and/or difficulties students may encounter during the lesson and does not provide an explanation of how the teacher will prevent them from occurring	Lesson plan addresses the possible misunderstandings and/or students may encounter during the lesson and does provide an explanation of how the teacher will prevent them from occurring but the explanation is vague	Lesson plan addresses in-depth the possible misunderstandings and/or students may encounter during the lesson and does provide a detailed explanation of how the teacher will prevent them from occurring
Concept Prerequisites <i>Danielson</i> <i>1a: Knowledge of Content and Pedagogy</i> <i>1b: Demonstrating Knowledge of Students</i>	Lesson plan does not include a list of key terms/concepts essential to the content of the lesson and essential to develop and extend the students' vocabulary	Lesson plan includes a partial list of key terms/concepts essential to the content of the lesson and essential to develop and extend the students' vocabulary	Lesson plan includes a detailed list of key terms/concepts essential to the content of the lesson and a detailed list of key terms essential to develop and extend the students' vocabulary
Class Information <i>Danielson</i> <i>Component 1b</i> <i>Demonstrating Knowledge of Students</i>	The planning of instruction shows no evidence of an understanding and/or consideration of students' backgrounds, cultures, and levels of development; if applicable to the specific classroom, a description of adult support (i.e., paraprofessional, volunteers, co-teachers, resource teachers) within the classroom is not provided	The planning of instruction shows evidence of an adequate understanding and consideration of students' backgrounds, cultures, and levels of development; if applicable to the specific classroom, a description of adult support (i.e., paraprofessional, volunteers, co-teachers, resource teachers) is provided	The planning of instruction shows evidence of a comprehensive understanding and consideration of students' backgrounds, cultures, and levels of development; if applicable to the specific classroom, a detailed description of adult support (i.e., paraprofessional, volunteers, co-teachers, resource teachers) within the classroom is provided

<p>Overview (Instructional Sequence & Lesson Duration)</p> <p><i>Danielson Component 1a Demonstrating Knowledge of Content and Pedagogy</i></p> <p><i>Component 1e Designing Coherent instruction</i></p>	<p>There is no evidence of instructional sequencing (i.e., overview of lesson, description of content, relationship to larger unit, and prerequisite knowledge needed) included in the lesson/unit plan or evidence is so sparse as to be unusable; pacing timeline is not stated in the lesson plan</p>	<p>There is adequate evidence that instructional sequencing (i.e., overview of lesson, description of content, relationship to larger unit, and prerequisite knowledge needed) is appropriate for the objective(s) and the grade level, but the instructional sequencing lacks activities or guiding questions for discussion appropriate for engaging students in higher-level thinking, inquiry, creativity, or problem solving; a pacing timeline is included in the lesson plan</p>	<p>There is sufficient evidence that instructional sequencing (i.e., overview of lesson, description of content, relationship to larger unit, and prerequisite knowledge needed) that is appropriate for the objective(s) and the grade level and activities or guiding questions for discussion appropriate for engaging students in higher-level thinking, inquiry, creativity, or problem solving; a detailed pacing timeline is included in the lesson</p>
<p>Technologies and Other Resources</p> <p><i>Danielson Component 1d Demonstrating Knowledge of Resources</i></p>	<p>No resources and materials are included or resources are not appropriate</p>	<p>Resources and materials are included but not all clearly link instruction and/or to the daily life of K-12 students; community</p>	<p>Resources and materials are linked to instruction and to the daily life of K-12 students; resources relevant to Montana American Indian cultures are included; community, state, and national resources are included</p>
<p>Grouping Strategies</p> <p><i>Component 1e Designing Coherent Instruction</i></p>	<p>Lesson plan does not provide information about grouping strategy (-ies) to facilitate learning outcome and/or does not provide a rationale for grouping strategy (-ies) described</p>	<p>Lesson plan provides information about grouping strategy (-ies) to facilitate learning outcome but does not provide a rationale for grouping strategy (-ies) described</p>	<p>Lesson plan provides detailed information about grouping strategy(-ies) to facilitate learning outcome and provides a clearly defined rationale for grouping strategy(-ies) described</p>
<p>Differentiation According to Student Needs</p> <p><i>Danielson Component 1b Knowledge of Students</i></p> <p><i>Component 1e Designing Coherent Instruction</i></p>	<p>No plan for differentiating instruction are evident for meeting the needs of diverse learners (i.e., language levels, learning styles, etc.) and/or no plans for accommodations (i.e., SPED, TAG, 504) are listed</p>	<p>Plans for differentiating instruction for meeting the needs of diverse learners (i.e., language levels, learning styles, etc.) and for accommodations (i.e., SPED, TAG, 504) are vague and/or do not clearly identify specific individuals' learning needs</p>	<p>Plans for differentiating instruction for meeting the needs of diverse learners (i.e., language levels, learning styles, etc.) and accommodations (i.e., SPED, TAG, 504) are appropriate and specific to the needs of all learners and clearly identify specific individuals' learning needs</p>
<p>Assessment (Formative and Summative)</p> <p><i>Danielson Component 1f Designing Student Assessments</i></p>	<p>Assignments and activities may be listed but no assessment indicators are included, or the forms of the assessment(s) are not appropriate for the grade level and/or the objectives</p>	<p>Assignments and activities are listed and assessment indicator(s) are included but one or more of the indicators do not reflect the objectives or the form of some of the assessment(s) are not appropriate for the grade level and/or objectives</p>	<p>Assignments and activities are listed and assessment indicator(s) are appropriate for all of the objectives and the form of the assessment(s) are appropriate for the grade level and objectives; and assessments are designed to enable students with diverse learning needs to succeed</p>
<p>Reflection</p> <p><i>Danielson Component 4a</i></p>	<p>If the lesson or portion of the unit was taught, candidate did not complete the reflection on the lesson or did not complete it as directed</p>	<p>If the lesson or portion of the unit was taught, candidate provided three questions in the reflection but the responses to the questions were not in-depth and did not</p>	<p>If the lesson or portion of the unit was taught, candidate provided three questions in the reflection and the responses to the questions were detailed and in-depth and</p>

<i>Reflecting on Teaching</i>	(NOTE: the reflection is not assessed if the candidate did not have the opportunity to teach the lesson)	provide evidence of thoughtful reflection (NOTE: the reflection is not assessed if the candidate did not have the opportunity to teach the lesson)	provided evidence of thoughtful reflection (NOTE: the reflection is not assessed if the candidate did not have the opportunity to teach the lesson)
Content Knowledge of Candidate <i>Component 1a Demonstrating Knowledge of Content & Pedagogy</i>	Lesson/unit plan demonstrates that the candidate lacks an understanding of the content to be taught	Lesson/unit plan demonstrates that the candidate has some understanding of the content to be taught	Lesson/unit plan demonstrates that the candidate has a sound knowledge of the content to be taught
Writing Conventions <i>The ability to communicate effectively and demonstrate control of written language is required by all candidates enrolled in the Education Prep Program (EPP)</i>	Lesson plan organization is lacking and/or candidate's writing indicates significant problems with grammar, usage, word choice, and/or mechanics; frequent errors are evident in grammar, usage, or mechanics; evidence in writing demonstrates poor control of language that, at times, may impede understanding; and/or if lesson/unit plan is not computer-generated, handwriting is illegible	Lesson plan organization is clear; expression of ideas is clear; word choice is appropriate to the topic; candidate's writing indicates competency with language even though there may be some errors in grammar, usage, mechanics, and/or word choice; evidence in writing demonstrate control of language that does not impede understanding; and if lesson/unit plan is not computer-generated, handwriting is legible	Lesson plan organization is unified and logical; the command of language is apparent in clear and effective expression of ideas and lack of significant errors in writing mechanics (less than two errors apparent); if lesson/unit is not computer-generated, handwriting is legible

APPENDIX B

Conference of Concern

	MONTANA STATE UNIVERSITY-NORTHERN DEPARTMENT OF EDUCATION EDUCATION PREP PROGRAM (EPP)		
CONFERENCE OF CONCERN RECORD FORM			
This record is confidential to the faculty and staff associated with the College of Education			
Date		Banner ID	
Student First Name:		Student Last Name	
Semester		Year	
Course		Instructor of Record	
Major:		Advisor	

I. Previous Communication with Student:

Email <input type="checkbox"/>	Phone <input type="checkbox"/>	Meeting <input type="checkbox"/>	Other <input type="checkbox"/>
Date:	Date:	Date:	Date:

Check to verify that the candidate has been informed that this "Conference of Concern" will be filed.

II. Areas Representing Knowledge, Skills, and Dispositions:

A. Basic Skills	B. Professional Competencies	C. Professional Relationships	D. Professional Responsibilities
<input type="checkbox"/> 1. Oral Expression	<input type="checkbox"/> 1. Subject Knowledge	<input type="checkbox"/> 1. Candidate/Faculty/Staff	<input type="checkbox"/> 1. Attendance/Punctuality
<input type="checkbox"/> 2. Written Expression	<input type="checkbox"/> 2. Teaching Skills	<input type="checkbox"/> 2. Candidate/Candidates	<input type="checkbox"/> 2. Meeting Obligations
<input type="checkbox"/> 3. Reading Skills	<input type="checkbox"/> 3. Planning	<input type="checkbox"/> 3. Candidate/Students	<input type="checkbox"/> 3. Care/Concern for Students
<input type="checkbox"/> 4. Reflective Skills	<input type="checkbox"/> 4. Presentation	<input type="checkbox"/> 4. Candidate/Other Professionals	<input type="checkbox"/> 4. Ethics
<input type="checkbox"/> 5. Technology	<input type="checkbox"/> 5. Classroom Management	<input type="checkbox"/> 5. Candidate/Parent	<input type="checkbox"/> 5. Integrity
<input type="checkbox"/> 6. Handwriting	<input type="checkbox"/> 6. Assessment	<input type="checkbox"/> 6. Oral Expression	<input type="checkbox"/> 6. Equity/Diversity
<input type="checkbox"/> 7. Nonverbal	<input type="checkbox"/> 7. Developmental Awareness	<input type="checkbox"/> 7. Candidate/Community	<input type="checkbox"/> 7. Academic Conduct
<input type="checkbox"/> 8. Other	<input type="checkbox"/> 8. Other	<input type="checkbox"/> 8. Candidate/Other Stakeholders	<input type="checkbox"/> 8. Other

III. Explanation/Description/Data:

(You may copy and paste into the box below from a WP file)

Instructor of Record/Advisor:	Student:
Signature: ____ Instructor of Record ____Advisor	Signature: _____
Department: <i>Look up COE Protocol</i>	<i>"I have reviewed this "Conference of Concern" report form on the date indicated below and have been given the opportunity to discuss and respond to it. My signature does not necessarily mean that I agree with the report."</i>
Date:	

IV. Recommended Action

<input type="checkbox"/> Meet with the Advisor Date of Meeting: _____ Location: _____
<input type="checkbox"/> Remediation Explanation (be detailed and specific in description): Follow-up Schedule (be specific):

For Office Use Only

Date Received: _____
Date Entered: _____
Follow-up Date: _____
Date Copy Placed In Candidate's File: _____

Appendix C

Evaluation Forms for Practicums and Student Teaching



MONTANA STATE UNIVERSITY-NORTHERN DEPARTMENT OF EDUCATION EDUCATION PREP PROGRAM (EPP) Professionalism Form (revised 8/2017)



Candidate Name		Date			
Supervising Teacher		Semester	Fall	Spring	Year
School		Community			

Professionalism Dispositions	Score	RUBRIC		
		Unacceptable (1 point)	Developing (2 points)	Proficient (3 points)
Attire		Inappropriately dressed for professional setting	Appropriately dressed on most days	Maintains professional appearance at all times
Punctuality		Frequently late and leaves early	Arrives on time and remains as expected	Arrives prior to designated time and remains as needed until task is completed
Attendance		Does not attend as scheduled; may or may not notify; not dependable	Attends as scheduled; makes up missed time; always notifies school of absence	Attends regularly; volunteers to attend beyond required time
Poise & Attitude		Shows little self-confidence; displays a critical or negative attitude; demonstrates inappropriate behavior	Generally self-confident; displays positive & agreeable attitude involved with children	Self-assured; displays appropriate behavior; willing attitude at all times
Initiative		Exhibits little energy or enthusiasm; seldom volunteers for tasks	Demonstrates enthusiasm for children, curriculum, and teaching; volunteers for tasks; asks questions	Eager to participate; makes suggestions; is inquisitive; takes added responsibilities
Confidentiality		Talks inappropriately to others concerning children and school; lacks respect for confidential matters	Talks appropriately with other professionals when necessary; maintains confidentiality	Keeps all child-related matters confidential and refrains from discussing such matters outside of school; holds high regard for confidentiality
Cooperation		Demonstrates an unwillingness for compromise and collaboration when working with staff and families	Demonstrates an ability and a willingness to work cooperatively with staff and families	Consistently works cooperatively with staff and families to create an optimal learning environment for children
Feedback		Rejects or ignores constructive feedback	Accepts constructive feedback and responds appropriately	Solicits feedback about performance and consistently refines practice
Respect		Exhibits little respect when communicating or interacting with children, staff, and families; relates with others in a negative, demeaning, or sarcastic manner; is insensitive to diversity in students (cultural, gender, socio-economic, and special needs)	Demonstrates an ability to communicate and interact effectively with children, staff, and families; is sensitive to diversity in students (cultural, gender, socio-economic, and special needs)	Consistently communicates and interacts effectively and professionally with children, staff, and families; establishes positive rapport, exhibits caring and respect for all diversity in students (cultural, gender, socio-economic, and special needs)
Dependability		Frequently does not complete assigned tasks or they are at an unacceptable level during practicum time.	Performs all assigned tasks at an acceptable level during practicum time	Consistently completes work at an exemplary level and volunteers to do more
Professional Relationships		Does not work effectively with supervisors, co-workers, or students	Works effectively with supervisors, co-workers, and students	Communicates well and is at ease with supervisors, co-workers, and students
TOTAL SCORE		Rating: Proficient: 28-33 Developing: 27-22 Unacceptable: 21 or below		
Cooperating Teacher Signature			Date	
Candidate Signature			Date	



MONTANA STATE UNIVERSITY-NORTHERN
DEPARTMENT OF EDUCATION
EDUCATION PREP PROGRAM (EPP)
Classroom Observation Checklist For Student Teaching



(Based on the Danielson Framework 2007 and adopted 8-2017)

Teacher Candidate		Date of Observation	
Date of Observation		School Site	
Observer		Role of Observer	
Role of Observer (check one)	Cooperating Teacher	University Supervisor	Other:
Evaluation/Observation Type			
Attendance Information	No Absences or late arrivals and/or early departures	1-2 absences and/or late arrivals and/or early departures	More than 3 absences and/or late arrivals and/or early departures

INSTRUCTIONS

- a. This informal observation tool is used for any informal observation during the student teaching experience and does not require a teaching demonstration. University Supervisors will complete a minimum of 2 informal classroom observations during the student teaching experience. Cooperating Teachers can use this tool for daily review and a discussion starter with the Teacher Candidate.
- b. A pre-conference should be held prior to the actual observation. During the conference, the evaluator and the Teacher Candidate should discuss the expectations for the observation, information about the characteristics of the students in the class and the classroom environment, objectives of the lesson to be observed, and the assessment used for student learning.
- c. The observer should observe the Teacher Candidate for 20-30 minutes and should keep written notes during the observation.
- d. A post-conference should be held after the actual observation. During the conference, the observer should discuss the strengths and weaknesses of the Teacher Candidate's performance during the observation. The conference should provide an opportunity for a reflective discussion about the Teacher Candidate's performance and effective teaching and should also include performance concerns, if there are any. In addition, any documentation/notes made during the observation should be shared with the Teacher Candidate.
- e. Upon completion of the observation/evaluation form and post-conference, please provide the Teacher Candidate with a copy of the form.
- f. A copy of this form should be submitted to the Education Department/Faculty according to the outline in the Student Teaching Handbook.

SCORE DESCRIPTORS

Unsatisfactory (1 pt)	Developing (2 pts)	Proficient (3 pts)
<i>Indicators</i>	<i>Indicators</i>	<i>Indicators</i>
<ul style="list-style-type: none"> • Lacks professionalism; • Tentative and/or self-conscious • Does not accept constructive criticism or ignores feedback; • Content knowledge appears to be weak or minimal; • Does not differentiate instruction or attempts to differentiate are weak; • Poor or minimal classroom management skills; • Lacks initiative, even in routine tasks; requires frequent direction; 	<ul style="list-style-type: none"> • Demonstrates appropriate professional skills; • Accepts constructive criticism, but does not always act on it; • Sufficient content knowledge, but weak in some areas; • Attempts to differentiate are visible but are not multi-level • Management plans are evident but are not comprehensive • Takes initiative, but with direction 	<ul style="list-style-type: none"> • Exhibits varied and functional professional skills; • Seeks out constructive criticism and integrates suggestions appropriately; • Has sufficient content knowledge and seeks out additional information regarding content • Differentiates instruction across multi-levels; • Uses varied classroom management techniques and seeks out new techniques based on knowledge of students; • Self-starter and is proactive in the area of initiative.

KEY: U-Unsatisfactory (1 pt); D-Developing (2 pts); P-Proficient (3 pts)				
Domain 1: Planning and Preparation				
Observable Behaviors:	U 1 pt	D 2 pts	P 3 pts	Notes and/or Comments
Demonstrates content knowledge of major concepts, processes of inquiry, and/or ways of knowing that are central to the discipline(s), including IEFA Essential Understandings and application (Domain 1a-Content Knowledge and Pedagogy)				
Plans instruction that creates an effective bridge between curriculum goals and students' experiences (Domain 1b: Demonstrating Knowledge of Students)				
Develops learning outcomes based upon knowledge of the content, students, and standards and goals required for the lesson content taught (Domain 1c: Setting Instructional Outcomes)				
Selects effective teaching resources and curricular materials to meet the needs of all learners (Domain 1d: Demonstrating Knowledge of Resources)				
Using appropriate technology and/or alternative explanations to assist students' understanding, develops a variety of clear, accurate presentations and representations of concepts (Domain 1d: Demonstrating Knowledge of Resources)				
Plans effectively, linking instruction to appropriate objectives (Domain 1e: Designing Coherent Instruction)				
Designs appropriate and responsive assessments that fit the specific goals, standards, and learning outcomes (Domain 1f: Designing Student Assessments)				
Totals for Domain 1				Overall Total Points: _____
ADDITIONAL COMMENTS/NOTES/CONCERNS				
Domain 2: The Classroom Environment				
Observable Behaviors:	U 1 pt	D 2 pts	P 3 pts	Notes and/or Comments
Demonstrates respect for students as individuals with differing personal, family, cultural backgrounds or worldviews, and/or have various talents and interests (Domain 2a-Creating an Environment of Respect and Rapport)				
Demonstrates concern for all aspects of a student's well-being (cognitive, emotional, social, physical) and is alert to signs of difficulties (Domain 2a: Creating an Environment of Respect and Rapport)				
Creates an atmosphere that motivates all students to learn and supports learner expression in speaking, writing, and other media (Domain 2b: Establishing a Culture for Learning)				

KEY: U-Unsatisfactory (1 pt); D-Developing (2 pts); P-Proficient (3 pts)				
Organizes and manages time, space, and activities to provide productive and equitable engagement of all students (Domain 2c: Manages Classroom Procedures)				
Uses behavioral management strategies to monitor student behavior that are appropriate for the age/grade level of students and provide productive responses to negative behavior (Domain 2d: Managing Student Behavior)				
Totals for Domain 2				Overall Total Points: _____
ADDITIONAL COMMENTS/NOTES/CONCERNS				
Domain 3: Instruction				
Observable Behaviors:	U 1 pt	D 2 pts	P 3 pts	Notes and/or Comments
Models effective verbal, nonverbal, and/or media communication in order to provide students with a solid understanding of expectations, directions, concepts and strategies (Domain 3a-Communication with Students)				
Uses effective questioning and discussion techniques to engage all students (Domain 3b: Questioning and Discussion Techniques)				
Uses multiple instructional and grouping strategies that provide continual intellectual engagement and are student centered (Domain 3c: Engaging Students in Learning)				
Uses consistent and timely assessments in the classroom that are understood by all students and provide feedback to students and opportunities for students to self-assess (Domain 3d: Using Assessment in Instruction)				
Demonstrates flexibility and responsiveness in teaching in order to provide equitable access to opportunities for learning to meet the needs of all students (Domain 3e: Demonstrating Flexibility and Responsiveness)				
Totals for Domain 3				Overall Total Points: _____
ADDITIONAL COMMENTS/NOTES/CONCERNS				

KEY: U-Unsatisfactory (1 pt); D-Developing (2 pts); P-Proficient (3 pts)

Domain 4: Professional Responsibility

(NOTE: Candidates and Teacher Candidates are not graded on their performance within Domain 4c-Communicating with Families and Domain 4d-Participating in a Professional Community)

Observable Behaviors:	U 1 pt	D 2 pts	P 3 pts	Notes and/or Comments
Models reflective professional practice, including self-reflection, targeting change for lesson development, and overall improvement and growth as a teacher, including keeping a reflection journal (Domain 4a-Reflecting on Teaching)				
Demonstrates ability to maintain accurate records, including personal organizational/time management records and, where applicable, student records and/or grade book (Domain 4b-Maintaining Accurate Records)				
Models positive and collaborative relationships with colleagues, mentors, supervisors, and/or peers (Domain 4c-Growing and Developing Professionally)				
Communicate and interacts effectively and professionally with children, staff, and, when applicable, families in an effort to establish positive rapport. (Domain 4c-Growing and Developing Professionally)				
Demonstrates a professional attitude that is honest, ethical, and well-intentioned, including a high regard for confidentiality with respect to child-related matters and refrains from discussing such matters outside or inside schools (Domain 4f: Showing Professionalism)				
Demonstrates an enthusiasm for teaching (i.e., eager to participate and consistently completes work and volunteers as needed to do more) (Domain 4f: Showing Professionalism)				
Maintains a professional appearance, including appropriate attire (Domain 4f: Showing Professionalism)				
Demonstrates dependability by maintaining the agreed upon arrival/departure times, following proper protocol in communicating with cooperating teacher/university supervisor in case of absence or late arrival (Domain 4f: Showing Professionalism)				
Totals for Domain 4				Overall Total Points: _____
ADDITIONAL COMMENTS/NOTES/CONCERNS				

Informal Classroom Observation Checklist for Student Teaching
SCORE CALCULATIONS

Domain 1: Planning and Preparation	<i>Total Score</i>	
Domain 2: The Classroom Environment	<i>Total Score</i>	
Domain 3: Instruction	<i>Total Score</i>	
Domain 4: Professional Responsibility	<i>Total Score</i>	
Unsatisfactory: 0-55 points Developing: 56-67 points Proficient: 68-75 points	<i>OVERALL SCORE</i>	

NOTE: This observation, when completed by the Cooperating Teacher, University Supervisor, or Instructor of Record for the course, becomes part of part of the Teacher Candidate's permanent record; this form may also be share with school personnel when a Candidate in practicum applies for Level II: Student Teaching.

This observation and evaluation instrument has been reviewed by the Mentor/Observer with Teacher Candidate.

Teacher Candidate Signature

Date

Mentor/Observer's Signature

Date

Print Mentor/Observer's Name

Position



MONTANA STATE UNIVERSITY-NORTHERN
DEPARTMENT OF EDUCATION
EDUCATION PREP PROGRAM (EPP)
Teacher Candidate Observation/Formal Evaluation Form
(Based on the Danielson Framework 2007)



Teacher Candidate		Date of Observation	
Date of Observation		School Site	
Observer		Role of Observer	
Role of Observer (check one)	<input type="checkbox"/> Cooperating Teacher	<input type="checkbox"/> University Supervisor	<input type="checkbox"/> Other:
Evaluation/Observation Type			

INSTRUCTIONS

- a. This observation/evaluation tool is used for the mid-term and final evaluation of the Teacher Candidate.
- b. A pre-conference should be held prior to the actual observation. During the conference, the evaluator and the Teacher Candidate should discuss the expectations for the observation, information about the characteristics of the students in the class and the classroom environment, objectives of the lesson to be observed, and the assessment used for student learning.
- c. The observer should observe the Teacher Candidate for the full length of the lesson taught and should keep written notes during the observation.
- d. Refer to the *Performance Assessment Rubric for Student Teaching Observation/Evaluation* for indicator information.
- e. A post-conference should be held after the actual observation. During the conference, the observer should discuss the strengths and weaknesses of the Teacher Candidate’s performance during the observation. The conference should provide an opportunity for a reflective discussion about the Teacher Candidate’s performance and effective teaching and should also include performance concerns, if there are any. In addition, any documentation/notes made during the observation should be shared with the Teacher Candidate.
- f. Scores of Basic (2) or Proficient (3) are considered appropriate for student teaching *with sufficient evidence provided to support the rating*.
- g. If a score of Unsatisfactory (1) is recorded, again please *provide sufficient evidence to support the rating*.
- h. Upon completion of the observation/evaluation form and post-conference, please provide the Teacher Candidate with a copy of the form.
- i. A copy of this form should be submitted to the Education Department/Faculty according to the outline in the Student Teaching Handbook.



DOMAIN 1: PLANNING AND PREPARATION	Unsatisfactory	Developing	Proficient
1a: Demonstrating Knowledge of Content & Pedagogy; includes IEFA Essential Understanding and application	<input type="checkbox"/> Major content errors, inappropriate strategies	<input type="checkbox"/> Some content errors, limited strategies	<input type="checkbox"/> Solid content, current, consistent strategies
1b: Demonstrating Knowledge of Students (age, culture)	<input type="checkbox"/> Minimal student understanding	<input type="checkbox"/> Whole-class understanding	<input type="checkbox"/> Individual understanding
1c: Setting Instructional Outcomes (significant, appropriate)	<input type="checkbox"/> Low expectations, unclear goals	<input type="checkbox"/> Inconsistent expectations; general goals	<input type="checkbox"/> Consistently high expectations, rigorous goals
1d: Demonstrating Knowledge of Resources (tech, library, internet)	<input type="checkbox"/> Weak use of resources	<input type="checkbox"/> Adequate use of resources	<input type="checkbox"/> Extensive use of resources
1e: Designing Coherent Instruction (relevant, engaging, organized)	<input type="checkbox"/> Unengaging materials/activities	<input type="checkbox"/> Interesting materials/activities	<input type="checkbox"/> Highly engaging materials/activities
1f: Designing Student Assessments (fits goals, standards)	<input type="checkbox"/> Poor, inconsistent assessment	<input type="checkbox"/> Rudimentary assessment	<input type="checkbox"/> Responsive, ongoing assessment

Evidence from Danielson Lesson Plan	Comments

DOMAIN 2: THE CLASSROOM ENVIRONMENT	Unsatisfactory	Developing	Proficient
2a: Creating an Environment of Respect and Rapport (student-teacher and student-student)	<input type="checkbox"/> Teacher/student disrespect; student/student disrespect	<input type="checkbox"/> Inconsistent teacher/student respect; inconsistent student/student respect	<input type="checkbox"/> Uniform teacher/student respect; uniform student/student respect
2b: Establishing a Culture for Learning (relevance, expectations, persistence)	<input type="checkbox"/> Negative environment; minimal learning goals; low-level communication expectations	<input type="checkbox"/> Neutral environment; whole-class, shallow learning goals; casual communication expectations	<input type="checkbox"/> Warm, caring environment; group-specific, high-level learning goals; precise communication expectations
2c: Managing Classroom Procedures (groups, routines, transitions, materials & distribution, working with paraprofessionals)	<input type="checkbox"/> Procedures not established	<input type="checkbox"/> Procedures inconsistently implemented	<input type="checkbox"/> Procedures consistently implemented
2d: Managing Student Behavior (expectations clear, aware of student behavior, productive response to negative behavior/student needs)	<input type="checkbox"/> Little-to-no behavior management	<input type="checkbox"/> Uneven behavior management	<input type="checkbox"/> Consistent behavior management
2e: Organizing Physical Space (effective use, safe & accessible)	<input type="checkbox"/> Poor or unsafe physical set-up; no technical resource use	<input type="checkbox"/> Safe physical set-up; limited technical resource use	<input type="checkbox"/> Supportive physical set-up; appropriate technical

Evidence from Danielson Lesson Plan	Comments

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DOMAIN 3: INSTRUCTION	Unsatisfactory	Basic	Proficient
3a: Communication with Students (expectations, clear directions, concepts & strategies, precise/appropriate written & oral language)	<input type="checkbox"/> Major content errors; student confusion	<input type="checkbox"/> Minor content errors; basic student understanding	<input type="checkbox"/> Solid content; solid student understanding
3b: Using Questioning and Discussion Techniques (effective Qs & prompts, high quality discussion, verbal & nonverbal engagement)	<input type="checkbox"/> Low-level, rapid-fire questions	<input type="checkbox"/> Inconsistently engaging questions	<input type="checkbox"/> Engaging questions
3c: Engaging Students in Learning (cognitively challenging, supports outcomes, effective grouping, interesting & relevant materials/resources, effective pacing, includes reflection & closure)	<input type="checkbox"/> Poor pacing; little-no intellectual engagement; teacher centered	<input type="checkbox"/> Uneven pacing; inconsistent intellectual engagement; teacher/student centered	<input type="checkbox"/> Effective pacing; consistent intellectual engagement; student centered
3d: Using Assessment in Instruction (criteria understood by students, monitors learning, actionable feedback, opportunities for students to self-assess)	<input type="checkbox"/> No or untimely teacher feedback	<input type="checkbox"/> Inconsistent teacher feedback	<input type="checkbox"/> Consistent, timely teacher feedback
3e: Demonstrating Flexibility & Responsiveness (adjusts, based on student need and context, responds to impromptu learning opportunities)	<input type="checkbox"/> Inflexible teaching; student blame	<input type="checkbox"/> Teaching adjustment but few strategies	<input type="checkbox"/> Flexible teaching, multiple approaches

Evidence from Observation	Comments

DOMAIN 4: PROFESSIONAL RESPONSIBILITY	Unsatisfactory	Developing	Proficient
4a: Reflecting on Teaching (journals weekly with field supervisor, gives ideas on improving lessons)	<input type="checkbox"/> Little-to-no self-reflection; static	<input type="checkbox"/> General self-reflection; generic change	<input type="checkbox"/> Accurate self-reflection; targeted change
4b: Maintaining Accurate Records (keeps accurate student records and/or grade book)	<input type="checkbox"/> No record-keeping system	<input type="checkbox"/> Basic record-keeping system	<input type="checkbox"/> Efficient record-keeping system
4e: Growing and Developing Professionally (participates in professional development, accepts supervision)	<input type="checkbox"/> Poor relationships with colleagues; avoids input from others	<input type="checkbox"/> Cordial with colleagues; reluctantly accepts feedback	<input type="checkbox"/> Positive & collaborative with colleagues; welcomes feedback
4f: Showing Professionalism (honest, ethical, well-intentioned)	<input type="checkbox"/> Self-serving, dishonest, unethical	<input type="checkbox"/> Unaware, honest, compliant	<input type="checkbox"/> Other-focused, straightforward, ethical
*4c: Communicating with Families –NOT GRADED	<input type="checkbox"/> Unaware of families	<input type="checkbox"/> Inconsistent rapport with families	<input type="checkbox"/> Positive, consistent contact with families
*4d: Participating in a Professional Community–NOT GRADED	<input type="checkbox"/> Low school involvement	<input type="checkbox"/> School involvement when asked	<input type="checkbox"/> Self-initiated school involvement

Evidence from Professional Conversations	Comments

This observation and evaluation instrument has been reviewed by the Mentor/Observer with Teacher Candidate.

Teacher Candidate Signature

Date

Print Teacher Candidate's Name

Teacher Candidate's Banner ID

Mentor/Observer's Signature

Date

Print Mentor/Observer's Name

Position



**MONTANA STATE UNIVERSITY-NORTHERN
EDUCATION DEPARTMENT
EDUCATION PREP PROGRAM (EPP)**



**Danielson Framework for Teaching 2007
Performance Assessment Rubric for Student Teaching**

The Danielson Framework for Teaching scoring rubric is composed of two sections. Section 1 discusses the actual score for each rubric level and provides key words for each level of performance. Section 2 discusses the four categories, ranging from 1 *Unsatisfactory*) to 4 (*Distinguished*) as part of its performance assessment. However, since a score of 4 (*Distinguished*) is reserved for experienced teachers, Montana State University-Northern only uses three categories as recommended by the Danielson Group for use with teacher candidates: 1 – *Unsatisfactory*; 2 - *Developing*, and 3 – *Proficient*.

SECTION 1: Key words that can be used to determine level of performance within domains and components

RUBRIC	Unsatisfactory	Developing	Proficient	Distinguished
Score	1	2	3	Not Assessed at the Teacher Candidate Level
Grade Alignment	F to C-	C to B-	B to A	A+
Key Words for Levels of Performance (Danielson)	Lack of... Unsafe Harmful Unclear Unaware Poor Unsuitable	Inconsistent Partial General Attempts to... Awareness of... Moderate Minimal	Consistent Frequent Successful Appropriate Clear Positive Smooth	Solid Seamless Subtle Skillful Preventative Leadership Students
			<i>Teacher Centered</i>	<i>Student Centered</i>

SECTION 2: Donaldson Domains and Individual Components Score Indicators

DOMAIN 1: PLANNING AND PREPARATION	
Component 1a: Demonstrating Knowledge of Content and Pedagogy	
Elements:	
<ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 	
Unsatisfactory 1	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.
Developing 2	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.
Proficient 3	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.
Distinguished (not used in assessing teacher candidates)	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstandings.

Component 1b: Demonstrating Knowledge of Students**Elements:**

- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Unsatisfactory 1	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.
Developing 2	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.
Proficient 3	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.
Distinguished (not used in assessing teacher candidates)	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Component 1c: Setting Instructional Outcomes**Elements:**

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Unsatisfactory 1	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.
Developing 2	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.
Proficient 3	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.
Distinguished (not used in assessing teacher candidates)	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take into account of the needs of individual learners.

Component 1d: Demonstrating Knowledge of Resources**Elements:**

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students' use for planning

Unsatisfactory 1	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.
Developing 2	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.
Proficient 3	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.
Distinguished (not used in assessing teacher candidates)	The teacher seeks out resources in and beyond the school or district, in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, or for students who need them.

Component 1e: Designing Coherent Instruction**Elements:**

- Learning activities
- Instructional materials and resources
- Instructional groups

Unsatisfactory 1	The series of learning experiences is poorly aligned with the instructional outcomes and does not present a coherent structure. The experiences are suitable for only some students.
Developing 2	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.
Proficient 3	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.
Distinguished (not used in assessing teacher candidates)	The teacher coordinate knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

Component 1f: Designing Student Assessments**Elements:**

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Unsatisfactory 1	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.
Developing 2	The teacher's plan for student assessment is partially aligned with instructional outcomes without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as whole.
Proficient 3	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.
Distinguished (not used in assessing teacher candidates)	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT**Component 2a: Creating an Environment of Respect and Rapport****Elements:**

- Teacher interaction with students
- Student interaction with other students

Unsatisfactory 1	Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior.
Developing 2	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies
Proficient	The teacher's plans and practice reflect solid knowledge of the content, prerequisite

3	relationships between important concepts, and the instructional practices specific to that discipline.
Distinguished (not used in assessing teacher candidates)	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstandings.
Component 2b: Establishing a Culture for Learning	
Elements: <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work 	
Unsatisfactory 1	The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued.
Developing 2	The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appears to be only "going through the motions" and students indicate that they are interested in completion of a task, rather than quality.
Proficient 3	The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning.
Distinguished (not used in assessing teacher candidates)	The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding details, and/or helping peers. High expectations are internalized by students.
Component 2c: Managing Classroom Procedures	
Elements: <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals 	
Unsatisfactory 1	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines.
Developing 2	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines.
Proficient 3	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, student follow established classroom routines.
Distinguished (not used in assessing teacher candidates)	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instruction groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students.

Component 2d: Managing Student Behavior

Elements:

- **Expectations**
- **Monitoring student behavior**
- **Response to student behavior**

Unsatisfactory 1	There is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct.
Developing 2	The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.
Proficient 3	Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students.
Distinguished (not used in assessing teacher candidates)	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs.

Component 2e: Organizing Physical Space

Elements:

- **Safety and accessibility**
- **Arrangement of furniture and use of physical space**

Unsatisfactory 1	The physical environment is unsafe or some students do not have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities
Developing 2	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical space to suit learning activities, with partial success.
Proficient 3	The classroom is safe, and learning is accessible to all students. The teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.
Distinguished (not used in assessing teacher candidates)	The classroom is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communication with Students

Elements:

- **Expectations for learning**
- **Directions and procedures**
- **Explanations of content**
- **Use of oral and written language**

Unsatisfactory 1	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.
Developing 2	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. The teacher's spoken language is correct; however, vocabulary is

	limited or not appropriate to the students' ages or background.
Proficient 3	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.
Distinguished (not used in assessing teacher candidates)	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding. Students contribute to explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Component 3b: Using Questioning and Discussion Techniques	
Elements: <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	
Unsatisfactory 1	The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominately recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.
Developing 2	The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge, inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.
Proficient 3	Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard.
Distinguished (not used in assessing teacher candidates)	The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discourse.
Component 3c: Engaging Students in Learning	
Elements: <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 	
Unsatisfactory 1	The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged.
Developing 2	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' developmental stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however, the pacing of the lesson may not provide students the time needed to intellectually engage with their learning.

Proficient 3	The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' developmental stage, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning.
Distinguished (not used in assessing teacher candidates)	The various elements of the lesson are well-aligned
Component 3d: Using Assessment in Instruction	
Elements: <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress 	
Unsatisfactory 1	Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment.
Developing 2	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/Prompts/Assessments are not used to diagnose evidence of learning.
Proficient 3	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings.
Distinguished (not used in assessing teacher candidates)	Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.
Component 3e: Demonstrating Flexibility and Responsiveness	
Elements <ul style="list-style-type: none"> • Lesson Adjustment • Response to students • Persistence 	
Unsatisfactory 1	The teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.
Developing 2	The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire to draw upon.
Proficient 3	The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
Distinguished (not used in assessing teacher candidates)	The teacher seizes an opportunity to enhance learning, building on spontaneous events or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an

	extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	
Component 4a: Reflecting on Teaching	
Elements: <ul style="list-style-type: none"> • Accuracy • Use in future teaching • 	
Unsatisfactory 1	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved
Developing 2	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.
Proficient 3	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.
Distinguished (not used in assessing teacher candidates)	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
Component 4b: Maintaining Accurate Records	
Elements: <ul style="list-style-type: none"> • Student completion of assignments • Student Progress in learning • Non-instructional records 	
Unsatisfactory 1	The teacher's system for maintain both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.
Developing 2	The teacher's systems for maintaining both instructional and non-instructional records meet at least two out of the three descriptors: accurate, efficient, and/or effective.
Proficient 3	The teacher's systems for both instructional and non-instructional records meet all three descriptors: accurate, efficient, and effective.
Distinguished (not used in assessing teacher candidates)	The teacher's systems for both instructional and non-instructional records meet all three descriptors: accurate, efficient, and effective, <u>and</u> students contribute to their maintenance.
Component 4e: Growing and Developing Professionally	
Elements: <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession 	
Unsatisfactory 1	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.

Developing 2	The teacher participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.
Proficient 3	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.
Distinguished (not used in assessing teacher candidates)	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
Component 4f: Shows Professionalism	
Elements: <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations 	
Unsatisfactory 1	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with schools and district regulations and timelines.
Developing 2	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve student are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.
Proficient 3	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district policies.
Distinguished (not used in assessing teacher candidates)	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
Component 4c: Communicating with Families (not graded)	
Elements: <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program 	
Unsatisfactory 1	The teacher's communication with families about the instructional program and/or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.
Developing 2	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, <u>but</u> communications are not always appropriate to the cultures of those families.
Proficient 3	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.
Distinguished	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

Component 4d: Participating in a Professional Learning Community (not graded)

Elements:

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Unsatisfactory 1	The teacher avoids participating in a professional community or in school or district events and projects; relationships with colleagues are negative or self-serving.
Developing 2	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.
Proficient 3	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.
Distinguished	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.



MONTANA STATE UNIVERSITY-NORTHERN
DEPARTMENT OF EDUCATION
EDUCATION PREP PROGRAM (EPP)



Education Prep Program (EPP) Questionnaire (revised 8/2017)

Program Mission: The mission of the Education Prep Program (EPP) is to prepare teachers with comprehensive pedagogical content knowledge and skills to meet the learning needs of the diverse K-12 student population and to impact society as a whole.

Program Outcomes and Competencies: The Education Prep Program (EPP) believes it has responsibilities to candidates and to their future students. Additionally, the department believes it has a responsibility to collaborate with the communities within which it works, to continue to grow as a program, and to model professional involvement and identity.

In an effort to improve the educator preparation program at Montana State University-Norther, please complete the following questionnaire reflecting on your experience with our program as a whole, not just the one experience with the candidate or Teacher Candidate you have had this semester.

Today's Date		Semester/Year				
Type of Field Experience		Practicum 1	Practicum 2	Practicum 3	Student Teaching	
		Unacceptable 1 point	Developing 2 points	Acceptable 3 points	Proficient 4 points	
1	Does the program prepare and graduate skilled and knowledgeable teachers who are prepared academically to gain licensure?					
2	Does the program prepare professional, self-aware, and self-reflective teachers?					
3	Does the program collaborate with communities, agencies, and schools to provide learning opportunities for candidates?					
4	Are candidates of the program able to apply theory-to-practice pedagogy that will help them become effective 21 st century educators?					
5	Do candidates of the program have a comprehensive content knowledge base needed to instruct research based (best practices) strategies to meet the needs of diverse student populations?					
6	Do candidates of the program demonstrate an understanding of and actively embrace the differences among diverse peoples, cultures, circumstances, and environments?					
7	Do candidates of the program have an understanding of and an ability to integrate Indian Education for All (IEFA) into the curriculum they teach?					
8	Do candidates of the program demonstrate a willingness to assist in meeting their future students' academic, emotional, personal, cultural, and physical needs?					
9	Do candidates of the program exhibit the ability to manage classroom and individual student behavior effectively?					
10	Do candidates of the program demonstrate an understanding and ability to integrate technological resources in the classroom to assist student learning?					
Ratings		Proficient (31-40 points)	Acceptable (21-30 points)	Developing (11-20 points)	Unsatisfactory (0-10)	TOTAL SCORE
Comments:						
Signature		Printed Name				
Title		Date				

Please return completed form to the Education Department, MSU-Northern, PO Box 7751, Havre, MT 59501

**Elementary Education K-8
Assessment of Content Knowledge
Demonstrated During Student Teaching**

Teacher Candidate: _____ Semester: ___ Fall ___ Spring Year: _____

This evaluation is based on INTASC Standard #4: 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.

The Cooperating Teacher(s) completes this *Content Validation Assessment* for each Teacher Candidate supervised. The College/University Supervisor must review this assessment of each candidate, 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* 10.58.508 as applicable to the elementary curriculum being taught. Using the rubrics for each *Indicator*, record a score in the box provided.
3 = Advanced 2 = Proficient 1 = Basic 0 = Insufficient

Mark the box N/A if the Candidate was not observed teaching the subject area during the Student Teaching Experience

Indicator A: Knowledge of content

- | | | | |
|---|---|--------------------------|----------------|
| 3 | Demonstrates advanced knowledge of content | <input type="checkbox"/> | Language Arts |
| 2 | Demonstrates proficient content knowledge | <input type="checkbox"/> | Mathematics |
| 1 | Uses basic content knowledge | <input type="checkbox"/> | Science |
| 0 | Uses inaccurate, unacceptable content knowledge | <input type="checkbox"/> | Social Studies |

Indicator B: Content alignment with identified objectives and standards

- | | | | |
|---|--|--------------------------|----------------|
| 3 | Uses objectives and standards to make lessons meaningful to students | <input type="checkbox"/> | Language Arts |
| 2 | Effectively uses objectives and standards to develop the lesson | <input type="checkbox"/> | Mathematics |
| 1 | Attempts to use objectives and standards to develop the lesson | <input type="checkbox"/> | Science |
| 0 | Is unable to use objectives and standards to develop a lesson | <input type="checkbox"/> | Social Studies |

Indicator C: Accurate and current sources of information

- | | | | |
|---|---|--------------------------|----------------|
| 3 | Uses additional resources beyond manual texts and curriculum guides | <input type="checkbox"/> | Language Arts |
| 2 | Effectively uses manuals, texts, and curriculum guides | <input type="checkbox"/> | Mathematics |
| 1 | Demonstrates minimal use of instructional resources | <input type="checkbox"/> | Science |
| 0 | Is ineffective in using available instructions resources | <input type="checkbox"/> | Social Studies |

Indicator D: Content research to support lesson development

- | | | | |
|---|---|--------------------------|----------------|
| 3 | Demonstrates in depth research of topic content | <input type="checkbox"/> | Language Arts |
| 2 | Demonstrates acceptable research of topic content | <input type="checkbox"/> | Mathematics |
| 1 | Demonstrates minimal research of topic content | <input type="checkbox"/> | Science |
| 0 | Demonstrates little or no research of topic content | <input type="checkbox"/> | Social Studies |

Signatures

Candidate's Signature (<i>I have been made aware of this assessment</i>)	Print Name	Date
Cooperating Teacher's Signature (<i>I have been made aware of this assessment</i>)	Print Name	Date
University Supervisor's Signature (<i>I have been made aware of this assessment</i>)	Print Name	Date

UNIVERSITY SUPERVISOR COMMENTS:

Return this form to the Education Department at MSU-Northern

Secondary and K-12 Education

Assessment of Content Knowledge Demonstrated During Student Teaching

This evaluation is based on INTASC Standard #4: 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.

The Mentor Teacher (s) must complete this *Content Validation Assessment* on their Student Teacher Candidate. The 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 State Board of Education's **definition of content** as found in Administrative Rule 10.58.532 as applicable to the subject being taught. Using the rubrics for each *Indicator*, record a score in the box provided. Then total the scores at the end of the column and identify the overall score earned. For candidates who achieve a passing overall score, but receive a score of one (1) in any indicator, a further individualized review of the candidate's content knowledge and teaching skill will be conducted by the Field Director, academic advisors, and/or a representative University Committee to ensure the candidate merits recommendation for licensure. A candidate receiving a score of zero (0) on one or more indicator(s) will not be recommended for licensure by the institution.

CONTENT AREA: _____

Indicator A: Knowledge of Content

3 – (advanced)	Demonstrates advanced knowledge of content	<input type="checkbox"/>
2 – (proficient)	Demonstrates proficient content knowledge	
1 – (basic)	Uses basic content knowledge	
0 – (unacceptable)	Uses inaccurate, unacceptable content knowledge	

Indicator B: Content Alignment with Identified Objectives and Standards

3 – (advanced)	Uses objectives and standards to make lessons meaningful to students	<input type="checkbox"/>
2 – (proficient)	Effectively uses objectives and standards to develop the lesson	
1 – (basic)	Attempts to use objectives and standards to develop the lesson	
0 – (unacceptable)	Is unable to use objectives and standards to develop a lesson	

Indicator C: Accurate and Current Sources of Information

3 – (advanced)	Uses additional resources beyond manual texts and curriculum guides	<input type="checkbox"/>
2 – (proficient)	Effectively uses manues, texts, and curriculum guides	
1 – (basic)	Demonstrates minimal use of instructional resources	
0 – (unacceptable)	Is ineffective in using available instructional resources	

Indicator D: Content Research to Support Lesson Development

3 – (advanced)	Demonstrates in-depth research of topic content	<input type="checkbox"/>
2 – (proficient)	Demonstrates accetpable research of topic content	
1 – (basic)	Demonstrates minimal research of topic content	
0 – (unacceptable)	Demonstrate little or no research of topic content	

Signatures

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

Cooperating Teacher Signature (I have completed this assessment) (Print) Name Date

University SupervisorSignature (I have reviewed this assessment) (Print) Name Date

UNIVERSITY SUPERVISOR COMMENTS:

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