PRACTICUM II
EDU 336B
Handbook

Montana State University-Northern
Initial Education Program

Montana State University-Northern
Department of Education
Initial Education Program

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EXPECTATIONS
and
GUIDELINES

FACULTY & STUDENT USE OF THIS HANDBOOK

This field experience handbook is intended for use in EDU 336B – Practicum II, taken during Level I of the Initial Educator Preparation Program. It is based on the belief that the goal for professional practice [teaching] is to "initiate students into 'traditions of the calling' and help them by the right kind of telling; to see on their behalf and in their own way what they need most to see" (Schon, 1987, p. 17).

To "see" and to think with content, beginning education students need to learn to *observe, notice, notate, predict, generate, analyze, critique,* and *reflect* (Provenzo & Blanton, 2005, p. xiii). These are the essential tasks required of those doing observations and fieldwork in various settings, and in particular school and classroom settings. They require teacher candidates to learn to monitor how they work in the field, how they use the language, and how they think about that process.

Fieldwork makes theory real by connecting it to practice. This integration of *theory* and *practice* is called *praxis. Praxis* means making the theoretical world real through practice. For someone interested in teaching, this means taking what is learned in course work and what has been observed in the field and making a real connection through the actual act of teaching. Fieldwork also provides opportunities for structured conversations about teaching practice.

"To teach is to learn twice." ~~ Joseph Joubert (1754 – 1824)

References

Provenzo, E., & Blanton, W. (2005). *Observing in schools: A guide for students in teacher education.* Upper Saddle River, NJ: Pearson.

Schon, D. (1987). *Educating the reflective practitioner: Toward a new design for teaching*. San Francisco, CA: Jossey-Bass.

TRANSLATION OF ACRONYMS

Teacher Candidate or TC- Field Practicum Teacher Candidate (MSU-Northern Teacher Education Program Student)

CT – Cooperating Teacher (Assigned School Site Classroom Teacher / Candidate's Direct Supervisor)

US – University Supervisor (Instructor(s) of course(s) that Field Practicum Lab is attached too)

SA – Site Administrator (School Site Principal)

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

INITIAL EDUCATION PROGRAM OVERVIEW

The Montana State University-Northern Initial Teacher Education Program prepares university 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 through interaction 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 use personal and professional dispositions necessary to work in a multicultural society.

Initial Education Program Mission Statement

The mission of the Initial Education Program 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.

Initial Education Program Outcomes and Student Competencies

The Initial Teacher Education Program 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 Two Objectives (Typically Fall of Junior Year)
- 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.

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 meet their future students' academic, emotional, personal, cultural, and physical needs in a professional, ethical, and legal manner.

INITIAL EDUCATION CONCEPTUAL FRAMEWORK

Teacher preparation is a central commitment of the MSU-Northern Initial Education Program'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 Initial Education Program Conceptual Framework correlate directly with the three core themes of Montana State University-Northern and serve as a guide to help fulfill the Initial Education Program'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 Initial Teacher Education Program 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 Initial Teacher Education Program 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.
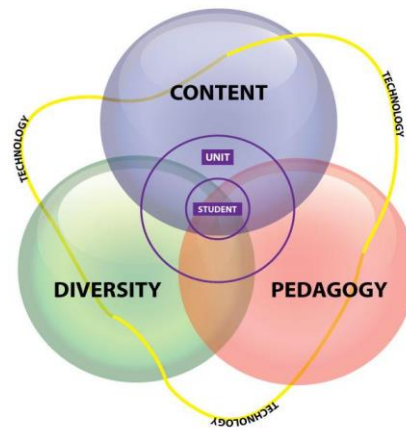
- **COMMITMENT TO CONTENT KNOWLEDGE:** MSU-N candidates must learn to appreciate what is problematic in the scope of teaching and learning of content within disciplines and to gain the skills to explore different avenues of that scope. The Initial Education Program utilizes multiple measures from testing, 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 Initial Education Program will also want to measure how well its candidates demonstrate content mastery through their own teaching.

- **COMMITMENT TO PEDAGOGY:** Because MSU-N candidates must understand that good teaching is made through pedagogy, a teacher preparation program must allow candidates to learn the art of teaching **(pedagogy)** as they build their content knowledge. According to Schunk (2000), "Researchers of different traditions accept the idea that instruction and learning interact and should be studied in concert," a belief that 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 that culturally, socially and intellectually rich environments assist future teachers' growth (Golnick & 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 area communities, tribal schools, public and private 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," a belief which will require a teacher candidate 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 classrooms (Burden, Aubusson, Brindley, & Schuck, 2015).

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, p. 1). 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 their practice and to recognize their areas of relative strength and weakness" (Assessing Teachers: A Conversation with Charlotte Danielson, 2012, p. 26). The MSU-Northern Initial Education Program 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.

DOMAIN 1: Planning and Preparation	
1a	Demonstrating knowledge of content and pedagogy
1b	Demonstrating knowledge of students
1c	Setting instructional outcomes
1d	Demonstrating knowledge of resources
1e	Designing coherent instruction
1f	Designing student assessments
DOMAIN 2: Classroom Environment	
2a	Creating an environment of respect and rapport
2b	Establishing a culture for learning
2c	Managing classroom procedures
2d	Managing student behavior
2e	Organizing physical space
DOMAIN 3: Instruction	
3a	Communicating with students
3b	Using questioning and discussion techniques
3c	Engaging students in learning
3d	Using assessment in instruction
3e	Demonstrating flexibility and responsiveness
DOMAIN 4: Professional Responsibilities	
4a	Reflecting on teaching
4b	Maintaining accurate records
4c	Communicating with families
4d	Participating in the professional community
4e	Growing and developing professionally
4f	Showing professionalism

Professional Educators of Montana Code of Ethics (2016)

Adopted by the Certification Standards and Practices Advisory Council July 13, 2016
http://opi.mt.gov/pdf/Cert/EthicsCode.pdf

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 Initial Education Program 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 are outlined below:

Professional Educators of Montana Code of Ethics	
Principle I: Commitment to Students and Families. The ethical educator:	
A	Makes the well-being of students the foundation of all decisions and actions.
B	Promotes a spirit of inquiry, creativity, and high expectations.
C	Assures just and equitable treatment of every student.
D	Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
E	Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students or is required by law.
F	Respects the roles, responsibilities, and rights of students, parents, and guardians.
G	Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.
Principle II: Commitment to the Profession. The ethical educator:	
A	Fulfills professional obligations with diligence and integrity.
B	Demonstrates continued professional growth, collaboration, and accountability.
C	Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
D	Contributes to the development of the profession's body of knowledge.
E	Manages information, including data, with honesty.
F	Teaches without distortion, bias, or prejudice.
G	Represents professional qualifications accurately.
Principle III: Commitment to the Community. The ethical educator:	
A	Models the principles of citizenship in a democratic society.
B	Understands and respects diversity.
C	Protects the civil and human rights of students and colleagues.
D	Assumes responsibility for personal actions.
E	Demonstrates good stewardship of public resources.
F	Exemplifies a positive, active role in school-community relations.
G	Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

PRACTICUM EXPERIENCE II

Practicum II Experience Overview

The experiences you gained in Practicum I allowed you to be an observer. In education, we call this the "I DO" phase, where the classroom teacher is providing the instruction to the student. In Practicum II, you will be moving into the "WE DO" phase, which will allow you to practice creating and implementing lessons, while applying learned strategies with support from your instructors and your Cooperating Teacher.

This practicum experience will help you learn how to teach. You will discover strategies that are effective for teaching. You will learn how to meet the needs of all students, regardless of the subject matter. You will learn how to use assessment as a tool to guide your instruction. This experience will guide you as you explore your teaching style. It will allow you to practice teaching, while using proven methods to enhance instruction. You will practice teaching in your practicum's classroom, as well as practicing with your peers during your methods courses. This semester you will discover why teaching is both an art and a science.

Approximately every four weeks, your Practicum instructor will be facilitating conversations about your practicum experiences. You will need to be prepared for and participate in these conversations. This reflective exercise will ensure that your observations are followed by critical thinking and healthy dialogue.

At the completion of your practicum hours, your Cooperating teacher will score you using BOTH the Dispositions rubric (see pages 40-43) and the Domain evaluation rubric (see pages 44-45). Then, at the completion of your coursework for EDU 336B, both you and your Practicum Instructor will score your progress using a rubric (see pp. 46-47) designed to measure your growth in the program by block. Grading on this rubric will be done utilizing the following: Guided in-class discussions following practicum hours, handbook completion, Cooperating Teacher feedback, and the Teacher Candidate's second draft of Philosophy of Education. These rubrics will be collected to serve as critical assessments for all students in the Education Program.

Overview of Tasks and Assignments

Overview of Tasks and Assignments

Set Up Meeting	School Profile	Preservice Meeting
Parent Letter	Relationship Building Activity	Begin Observing/Assisting and Journaling
Plan Lesson #1	Teach Lesson 1/Reflect	Observe/Assist and Journal
Midterm Feedback	Observe/Assist and Journal	Plan Lesson #2
Teach Lesson 2/Reflect	Closing Feedback	Classroom Closure and Thank You Notes

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In-class Review Focus

The purpose of your second practicum is to **help create classroom culture, practice teaching with support, apply professionalism characteristics, and reflect on your new understandings.**

The topics listed below outline focus areas for each of the four weeks of your practicum experience:

Weeks 1-4: Observations, reflections and activities should focus on the following concepts:
Domain 2: Classroom Environment
2a. Creating an environment of respect and rapport
2b. Establishing a culture for learning
2c. Managing classroom procedures
2d. Managing student behavior
2e. Organizing physical space
Domain 4: Professional Responsibilities
4c. Communicating with families
4d. Participating in a professional community

Weeks 5–8: Observations, reflections and activities should focus on the following concepts:
Domain 1: Planning and Preparation
1a. Demonstrating knowledge of content and pedagogy
1b. Demonstrating knowledge of students
1c. Setting instructional outcomes
1d. Demonstrating knowledge of resources
1e. Designing coherent instruction
1f. Designing student assessments
Domain 4: Professional Responsibilities
4a. Reflecting on teaching
4f. Showing professionalism

Weeks 9-12: Observations, reflections and activities should focus on the following concepts:
Domain 3: Instruction
3a. Communicating with students
3b. Using questioning and discussion techniques
3c. Engaging students in learning
3d. Using assessment in instruction
3e. Demonstrating flexibility and responsiveness
Domain 4: Professional Responsibilities
4b. Maintaining accurate records
4e. Growing and developing professionally

Specific Tasks and Assignments		
TASK	**STUDENT**	**COOPERATING TEACHER**
Set up meeting	Contact Teacher to set up meeting.	Set an agreed upon meeting time with student.
School Profile	Access the website for your assigned school to complete the school profile (p. 19) and demographics form to build your background knowledge. Complete as much of the form as you can; note what you may need to ask the cooperating teacher at your first meeting.	
Preservice Meeting: ● Checklist ● Professionalism Rubric ● Contract	Go through checklist (p.20). Ask any school profile or demographics questions you were unable to complete. Sign and distribute contract (p. 21).	Complete checklist items with student. Review contract with student and sign.
Parent Letter	Compose introduction letter to parents (see Appendix p. 31 for example).	Read, review and distribute parent letter.
Relationship Building Activity with Students	Introduce yourself to students. Conduct an introductory activity that involves learning student names.	Allow time for student to conduct activity and provide classroom management support. Provide feedback to student on activity as appropriate.
Begin observing and assisting in classroom **(First 5 hours)**	Observe and assist teacher. Interact with class and teacher. Learn rules and procedures. Examine curriculum resources.	Involve student as soon as possible in relationship and background building activities. Provide support in understanding curriculum and resources.
Begin planning for first formal lesson plan	Ask teacher for content/lesson to teach. Use preplanning sheet to guide planning process (p. 22). Compose lesson using Danielson Framework (pp.23-24) and seek approval from cooperating teacher.	Support student in planning for first formal lesson plan using Danielson Framework. Approve lesson before student teaches students.

Teach lesson 1, reflect, and ask for feedback	Teach lesson. Use reflection sheet (p.25) to analyze instruction as soon after teaching as possible. Schedule a time with Cooperating Teacher to give you feedback.	Allow student to teach planned lesson. Provide feedback to student on areas of strength and areas for growth on observed lesson.
Journaling and Activity Completion for Domains 2 and 4c and 4d	Begin journaling for your own learning and reflection. Make sure to include reflections that will prepare you for discussions on Domain 2 and Domain 4c and 4d. (See Appendix pp. 32-33) for sample activities and questions to guide reflection).	Allow student observation time. Answer any questions of the student. Encourage student to interact with students and other staff. Provide student with feedback.
Journaling and Activity Completion for Domains 1 and 4a and 4f	Continue journaling for your own learning and reflection. Make sure to include reflections that will prepare you for discussions on Domain 1 and Domain 4a and 4f. (See Appendix p. 34 for sample activities and questions to guide reflection).	Allow student observation time. Answer any questions of the student. Encourage student to interact with students and other staff. Provide student with feedback.
Journaling and Activity Completion for Domains 3 and 4b and 4e	Continue journaling for your own learning and reflection. Make sure to include reflections that will prepare you for discussions on Domain 3 and Domain 4b and 4e. (See Appendix p. 35 for sample activities and questions to guide reflection).	Allow student observation time. Answer any questions of the student. Encourage student to interact with students and other staff. Provide student with feedback.
Begin planning for second formal lesson plan.	Ask teacher for content/lesson to teach. Use preplanning sheet to help guide planning process (p. 26). Compose lesson using Danielson Framework (pp. 27-28) and turn into cooperating teacher for approval.	Support student in planning for second formal lesson plan using Danielson Framework. Approve lesson before student teaches students.
Teach lesson 2 Reflect and ask for feedback	Teach lesson. Use reflection sheet (p. 29) to analyze your instruction as soon after teaching as possible.	Allow student to teach planned lesson. Provide feedback to student on areas of strength and areas for growth on observed lesson.

	Schedule a time with Cooperating Teacher to give you feedback.	
Closing Feedback **(approximately 40-45 hours)**	Score yourself using the Disposition Rubric (p 40-43). Compare and discuss with Cooperating Teacher.	Score student on the Disposition Rubric. **This will be sent to you electronically.** Compare and discuss with practicum student.
Classroom Closure and Thank you notes	Provide students with a closing activity. Handwrite three thank you notes to people who influenced your practicum experience.	Provide time for closure activity.

Being Observed and Receiving Feedback

Reflect upon how you would prefer to receive feedback but also realize that you may not always receive it in the requested format. How will you respond? You may have to respond in a new way. Remind yourself not to be defensive. Your instructors and Cooperating Teacher(s) want you to be the best possible teacher, and the feedback is given to support that effort.

SUGGESTIONS FOR RECEIVING FEEDBACK

- Listen very carefully.
- Take notes.
- Ask questions to clarify what is said.
- Repeat back what the speaker says to get verification of what you heard.
- Clarify the feedback again if needed.
- Turn the feedback into a goal that relates to a teaching behavior.

Cooperating Teacher(s) Feedback and Support
- You may have to ask for feedback and support. If you ask, be prepared for answers.
- Set up a regular time that works for you and your Cooperating Teacher. It doesn't have to be a long time, but it should be consistent. Ten minutes each week may be better than thirty minutes every two or three weeks. Work out a system that works best for both of you.

Ask your Cooperating Teacher(s) how they will provide feedback.

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Field Practicum Time Sheet

Field Practicum Candidate: _____ Cooperating Teacher:_____

Date	Time Arrived	Time Departed	Total Time Amount	Cooperating Teacher's Signature

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Field Practicum Time Sheet

Field Practicum Candidate: _____ Cooperating Teacher:_____

Date	Time Arrived	Time Departed	Total Time Amount	Cooperating Teacher's Signature

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School Profile

What is the School Culture?

Candidate: _____ Cooperating Teacher: _____

Check with your school's office to obtain most of this information. Many schools have webpages, too. This information can be used in your teaching portfolio for the job search.

Name of School: _____ Address: _____

Principal: _____ School Secretary: _____

School Hours: _____ Recess: _____ Lunch: _____

School Phone: _____ Voice-Mail System: _____

E-Mail Set-Up: _____

School Population / Demographics

Free and Reduced Lunch Percentage: _____ Is this a Title One school? _____

Number of Students: _____ Number of Faculty: _____ Number of Staff: _____

Number of Classrooms: _____ Number of Teachers per Grade Level: _____

Departments, Teams *(middle/high school)*: _____

☐ Inclusion or ☐ Pull-out Special Education Program.

Number of Certified Teachers: _____ Staff: _____

Special Area Teachers: _____

Other Special Programs Offered: _____

Parent Involvement: _____

_____

Other: _____

General Impression of the School: _____

_____

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Pre-Service Meeting with Cooperating Teacher

Contact your Cooperating Teacher and arrange a time where you can meet together to discuss, share, and complete the following items.

CHECKLIST

BUILD RELATIONSHIPS AND GAIN BACKGROUND KNOWLEDGE

☐ Introduce yourself and tell what you are hoping to learn from this experience.

☐ Invite teacher to share the following information:
- ✔ Tell me a little about yourself.
- ✔ What are your expectations of me?
- ✔ How can I assist you in making this a positive experience?
- ✔ Tell me a little bit about your class.
- ✔ How can I be of added value to your class?

☐ Provide the Cooperating Teacher with copies of all materials concerning roles and responsibilities.
☐ Take a tour of the school and meet key personnel.

LOGISTICS:

☐ Decide upon days/times for your Field Practicum with your Cooperating Teacher. Be sure to consider any conflicting school or University vacation days (Minimum 45 hours).

☐ Are there any special events the Cooperating Teacher would like you to attend if your schedule allows?

☐ Establish the following procedures with your Cooperating Teacher:
- ✔ Review the Professionalism rubric and ask Cooperating Teacher if there are any building-specific professionalism considerations.
- ✔ How should absences be handled?
  - How soon and at what times can you call if you are ill and unable to attend?
  - What phone number(s) should you use to contact the Cooperating Teacher?
  - When would it be acceptable to make up any missed time?
- ✔ Establish arrival procedures, such as where to keep personal belongings.
- ✔ Review school policies for fire drills, lockdowns, and other emergencies.

☐ Exchange email addresses and provide the Cooperating Teacher with your phone number(s).

☐ Sign contract with Cooperating Teacher and give copy to Cooperating Teacher and the Practicum Instructor.

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Practicum Contract

I, _____, have read the practicum requirements for each course and understand that to fulfill my Teacher Education Program requirements I will be expected to devote 45 hours throughout the semester in a public or approved private school classroom. I am expected to attend each practicum session during the Field Practicum Lab times prescribed for each associated course and as scheduled with my Cooperating Teacher. It is my responsibility to give advance notice to my Cooperating Teacher if I am unable to attend my practicum session due to illness or emergency.

If I fail to attend a particular practicum session, it is my responsibility to make up the equivalent hours within one week's time. It is my professional obligation to work out this make-up time in cooperation with my Cooperating Teacher. Repeated absences or tardiness to practicum sessions *will cause me to be withdrawn from practicum class, will delay my subsequent student teaching opportunity, and will result in a failing grade for EDU336B.*

It is also my responsibility to fulfill the field expectations that are required for the corresponding block of classes. *Failure to fulfill all the field expectations will result in a failing grade*.

General Information

The expectations that I am required to fulfill in accordance with this contract and associated course(s) are for:

☐ Experience 1   ☐ Experience 2   ☐ Experience 3

Course(s) linked to this academic semester's field practicum: _____

Established Field Practicum Lab days of the week: ☐M ☐T ☐W ☐Th ☐F – Time(s): _____

_____

School Site: _____   Cooperating Teacher: _____

_____
Field Practicum Candidate's Name   FPC Email   FPC Phone

_____
Field Practicum Candidate's Signature   Date

_____
Cooperating Teacher's Name   CT Email   CT Phone

_____
Cooperating Teacher's Signature   Date

_____
University Supervisor's *(Course Instructor's)* Signature   Date

A copy of this signed form must be returned by _____ *(date) to Instructor on Record for Practicum 336B.*

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What do I Need to Know? *Lesson plan 1 Preparation*

Candidate: _____ Cooperating Teacher: _____

Lesson: _____ Grade/Subject: _____ Date: _____

Fill this form out prior to planning and teaching your lesson.

1. **Why am I teaching this lesson?**
   a. Required curriculum

2. **What do I hope to accomplish?**
   a. Skills to be developed
   b. Concept to be discussed for understanding
   c. Product to be produced

3. **Who are the students?**
   a. Range of abilities/Learning differences
   b. Range of ages and developmental levels
   c. Ethnic diversity and varying cultures

4. **What is the time frame for teaching this lesson?**
   a. Part of unit
   b. One period or block schedule
   c. Isolated lesson

5. **How will I begin the lesson to capture student attention?**
   a. Story, anecdote?
   b. Relevance to students' lives
   c. Props or visual displays?

6. **How will I know whether I succeeded in teaching the lesson?**
   a. Self-assessment
   b. Response of students
   c. Site Supervisor input

7. **How will the next lesson relate to or build on this one?**

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Practicum II – 1st Formal Lesson Plan

DANIELSON LESSON TEMPLATE	
Teacher:	**Date:**
Subject:	**Grade Level:**
Unit:	**Lesson Title:**

Content Standard(s) and/or Common Core Learning Standards *(Framework Domain 1c: Setting Instructional Outcomes)* Use both place value of the standard, title-if applicable, and standard description (*Example: 5.0A.2-Operations & Algebraic Thinking-Write & interpret numerical expressions: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them).*

Lesson Objectives/Instructional Outcomes: *(Framework Domain 1c: Setting Instructional Outcomes)* 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.

Relationship to Unit Structure: *(Framework Domain 1e: Designing Coherent Instruction)* 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?

Instructional Materials/Resources: *(Framework Domain 1d: Demonstrating Knowledge of Resources)* 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.

Class Information: *(Framework Domain 1b: Demonstrating Knowledge of Students)* 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?

Methods and Instructional Strategies
(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)

Anticipated Student Misconceptions: What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?

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.

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:

IS 1: Introduction - Focus Activity ("Open the learning loop") **Focus Activity and Learning Objective**	
IS 2: Instructional Activities – Explicit Instruction **("Fill the learning loop")** (includes engagement, questioning techniques, grouping strategies, formative assessment and pedagogical approaches) **Warm-Up** **I Do (Modeling/Input)** **We Do (Guided Practice)** **You Do Together (Partner Practice)** **You Do Alone (Independent Practice)**	
IS 3: Wrap Up-Synthesis/Exit Strategy ("Close the learning loop") **Learning Objective and Exit Strategy**	

Grouping Strategy (if used in this lesson): *(Framework Domain 1b: Demonstrating Knowledge of Students)* Describe how you will group students for meeting the outcomes of this lesson. What is the rationale for the grouping strategy?

Differentiation According to Student Needs: *(Framework Domain 1b: Demonstrating Knowledge of Students)* 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).

Assessment (Formative and Summative): *(Framework Domain 1f: Designing Student Assessments)*
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?

Reflections: *(Framework Domain 4a: Reflecting on Teaching)* Prior to teaching the lesson, list at least three questions you will ask yourself _**after**_ the lesson is taught. Then, respond to those questions upon completion of the lesson.

MONTANA STATE UNIVERSITY
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Lesson Plan 1 Self-Assessment/Reflection

Candidate: _____ Cooperating Teacher: _____

Lesson: _____ Date Given:_____

Area 1 Did the students seem to grasp how the lesson was tied to previous learning? ☐Yes ☐No
Did the motivational activities seem to arouse students' interest? ☐Yes ☐No
Why do you think students did or did not accomplish the learning goal? _____
_____
_____

Area 2 How were the purpose and relevance of the lesson made clear to the students?
_____
_____
_____

How might they have been better clarified?_____
_____
_____

Area 3 Were your procedures effective for presenting the content? ☐Yes ☐No
Might some other procedures have been more effective? ☐Yes ☐No
Why do you think so? _____
_____
_____

Area 4 Were the lesson materials appropriate and effective? ☐Yes ☐No
Would other materials have been more effective? ☐Yes ☐No
Why do you think so? _____
_____

Area 5 Was your teaching style effective with this particular group and for this particular lesson? ☐Yes ☐No
Why do you think so? _____
What strategies, methods, and/or learning activities contributed to the lesson's effectiveness?_____
_____
_____
_____

Area 6 Did you have adequate knowledge of the subject matter? ☐Yes ☐No Was enough outside and/or
background knowledge brought into the lesson? ☐Yes ☐No If not, what else might have you included?
_____
_____
_____

General Reflection and Ideas for Lesson revision: _____
_____

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What Do I Need to Know? *Lesson plan 2 Preparation*

Candidate: _____ Cooperating Teacher: _____

Lesson: _____ Grade/Subject: _____ Date: _____

Fill this form out prior to planning and teaching your lesson.

8. **Why am I teaching this lesson?**
    a. Required curriculum

9. **What do I hope to accomplish?**
    a. Skills to be developed
    b. Concept to be discussed for understanding
    c. Product to be produced

10. **Who are the students?**
    a. Range of abilities--Learning differences
    b. Range of ages and developmental levels
    c. Ethnic diversity and varying cultures

11. **What is the time frame for teaching this lesson?**
    a. Part of unit
    b. One period or block schedule
    c. Isolated lesson

12. **How will I begin the lesson to capture student attention?**
    a. Story, anecdote
    b. Relevance to their lives
    c. Props or visual displays

13. **How will I know whether I succeeded in teaching the lesson?**
    a. Self-assessment
    b. Response of students
    c. Site Supervisor input

14. **How will the next lesson relate or build on this one?**

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Practicum II – 2nd Formal Lesson Plan
Lesson Plan Template

DANIELSON LESSON TEMPLATE	
Teacher:	**Date:**
Subject:	**Grade Level:**
Unit:	**Lesson Title:**

Content Standard(s) and/or Common Core Learning Standards *(Framework Domain 1c: Setting Instructional Outcomes)* Use both place value of the standard, title-if applicable, and standard description (*Example: 5.0A.2-Operations & Algebraic Thinking-Write & interpret numerical expressions: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them).*

Lesson Objectives/Instructional Outcomes: *(Framework Domain 1c: Setting Instructional Outcomes)* 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.

Relationship to Unit Structure: *(Framework Domain 1e: Designing Coherent Instruction)* 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?

Instructional Materials/Resources: *(Framework Domain 1d: Demonstrating Knowledge of Resources)* 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.

Class Information: *(Framework Domain 1b: Demonstrating Knowledge of Students)* 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?

Methods and Instructional Strategies
(Framework Domain 1a: Demonstrating Knowledge of Content and Pedagogy)

Anticipated Student Misconceptions: What difficulties or possible misunderstanding do you anticipate that students may encounter? How will you prevent them from occurring?

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.

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:

IS 1: Introduction - Focus Activity ("Open the learning loop") Focus Activity and Learning Objective	
IS 2: Instructional Activities – Explicit Instruction ("Fill the learning loop") (includes engagement, questioning techniques, grouping strategies, formative assessment and pedagogical approaches) **Warm-Up** **I Do (Modeling/Input)** **We Do (Guided Practice)** **You Do Together (Partner Practice)** **You Do Alone (Independent Practice)**	
IS 3: Wrap Up-Synthesis/Exit Strategy ("Close the learning loop") Learning Objective and Exit Strategy	

Grouping Strategy (if used in this lesson): *(Framework Domain 1b: Demonstrating Knowledge of Students)* Describe how you will group students for meeting the outcomes of this lesson. What is the rationale for the grouping strategy?

Differentiation According to Student Needs: *(Framework Domain 1b: Demonstrating Knowledge of Students)* 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).

Assessment (Formative and Summative): *(Framework Domain 1f: Designing Student Assessments)*
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?

Reflections: *(Framework Domain 4a: Reflecting on Teaching)* Prior to teaching the lesson, list at least three questions you will ask yourself *__after__* the lesson is taught. Then, respond to those questions upon completion of the lesson.

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Lesson Plan 2 Self-Assessment/Reflection

Candidate: _____ Cooperating Teacher: _____

Lesson: _____ Date Given: _____

Area 1 Did the students seem to grasp how the lesson was tied to previous learning? ☐Yes ☐No
　　　　Did the motivational activities seem to arouse students' interest? ☐Yes ☐No
　　　　Why do you think they did or did not accomplish their goal? _____
　　　　_____
　　　　_____

Area 2 Were the purpose and relevance of the lesson made clear to the students? ☐Yes ☐No
　　　　Why or why not? _____
　　　　_____
　　　　_____
　　　　How might they have been better clarified? _____ _____
　　　　_____ _____
　　　　_____ _____

Area 3 Were your procedures effective for presenting the content? ☐Yes ☐No
　　　　Might some other procedures have been more effective? ☐Yes ☐No
　　　　Why do you think so? _____
　　　　_____
　　　　_____

Area 4 Were the lesson materials appropriate and effective? ☐Yes ☐No
　　　　Would other materials have been more effective? ☐Yes ☐No
　　　　Why do you think so? _____
　　　　_____

Area 5 Was your teaching style effective with this particular group and for this particular lesson? ☐Yes ☐No
　　　　Why do you think so? _____
　　　　_____
　　　　_____
　　　　_____

Area 6 Did you have adequate knowledge of the subject matter? ☐Yes ☐No Was enough outside knowledge
　　　　brought into the lesson? ☐Yes ☐No If not, what else might have you included? _____
　　　　_____
　　　　_____
　　　　_____

General Reflection and Ideas for Lesson revision: _____
_____ _____

Appendices

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Sample Parent Letter

Dear Parents/Guardians:

I would like to take this opportunity to introduce myself. My name is [insert name] and I am an Elementary Education student at [insert school]. I will be graduating in [insert month/year] and am excited to soon have a classroom of my own. I am very eager to begin my second semester of clinical practice in [insert mentor teacher's name] classroom at [insert school name]!

From [begin date] through [end date], I will occasionally be in the classroom observing and/or teaching lessons, conducting small group activities, working with the students, and learning all that I can from [insert mentor teacher's name]. In order to meet your child's needs, I may also be conducting assessments to inform my instruction. If you have any questions or concerns, please contact me!

I am not only looking forward to working with the students of [insert mentor teacher's name] class but am excited to spend my time learning here this semester. Thank you for allowing me this opportunity!

Sincerely,

Name
Contact phone (school or cell, your choice)
Email

Domain 2, 4c and 4d Reflection Questions and Activities

Weeks 1-4: Observations, reflections and activities should focus on the following concepts:

Domain 2: Classroom Environment

2a. Creating an environment of respect and rapport

> Activity: Reflect on the following questions: What did/can you do to build relationships with students? What relationships and routines are already in place in the classroom? Why is relationship building one of the most important components of your job?

2b. Establishing a culture for learning

> Activity: Use the school profile sheet you completed earlier and reflect on how population and demographics might change a school culture. How might you use what you know about the students in this school/classroom to create a safe space where learning comes first?

2c. Managing classroom procedures

> Activity: Observe both small and large group (whole class) instruction. Use the forms in the Appendix (pages 37-39) to reflect on instruction.
> Activity: Use the following checklist to reflect on critical management pieces:
> - ✔ What will you use for a signal for getting whole class attention?
> - ✔ What might you do when students are off-track/off-task?
> - ✔ How will you transition from one activity to another?
> - ✔ What will you do to gain and keep students' attention and focus?
> - ✔ What type of greeting will you use daily to help students enter the classroom with purpose?
> - ✔ What routines and procedures will be critical to teach, practice, and reinforce (ex. using the bathroom, sharpening pencil, asking questions, lining up, etc.)?
> - ✔

2d. Managing student behavior

> Activity: Observe both small and large group (whole class) instruction. Use the forms in the Appendix (pp. 37-39) to reflect on instruction.
> Activity: Use the following checklist to reflect on critical management pieces:
> - ✔ How will you explicitly teach each expected behavior and avoid assuming students know how?
> - ✔ What will you do when students misbehave?
> - ✔ What do behaviors tell you?
> - ✔ How will you deal with student misbehavior while continuing to teach?
> - ✔ What will you do to maintain the relationship with a student after an incident of misbehavior?
> - ✔ How will you maintain consistency and fairness?

2e. Organizing physical space

      Activity: Draw a picture of your future classroom, then reflect on the following questions: Why would you arrange the room this way? Where is your desk and why? How will you organize students?

Domain 4: Professional Responsibilities

4c. Communicating with families

      Activity: Send out parent letter.

4d. Participating in a professional community

      Activity: Tour the school and meet the professionals in the community.
      Activity: Attend a PLCT or staff meeting, or GFPS board meeting

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Domain 1, 4a and 4f Reflection Questions and Activities

Weeks 5 – 8: Observations, reflections, and activities should focus on the following concepts:
Domain 1: Planning and Preparation
1a. Demonstrating knowledge of content and pedagogy

Activity: Print a copy of the content standards for the grade level you are observing. Review them. *Plan your required 2 lessons. This activity will require you to really think through all components of the Danielson Framework.*

1b. Demonstrating knowledge of students

Activity: Watch the students with idle curiosity. What do you notice about them as people? As students? What are their needs? How will you meet these needs as you teach your lessons?
Use the form "Adapting Lessons to Students with Special Needs" (Appendix p. 36) to reflect on how you will meet the needs of all students.
Use your lesson plan structure to think through how you will best meet the needs of the students as you are teaching.

1c. Setting instructional outcomes

Activity: Can you identify the learning outcomes of each lesson the teacher is teaching? Can you locate the outcomes in the standards?
When planning for your lessons, make sure you write your own outcomes clearly and that all instruction and assessment is aligned to these outcomes.

1d. Demonstrating knowledge of resources

Activity: Ask your Cooperating Teacher to let you look through the resources for the grade level. *Use the resource as a guide for writing and teaching your lessons.*

1e. Designing coherent instruction

Activity: Observe carefully as the teacher unfolds a lesson. Do you see the components of the Danielson Framework?
Observe both small and large group (whole class) instruction. Use the forms in the Appendix (pp. 37-39) to reflect on instruction.
Design your lessons using all components of this framework.

1f. Designing student assessments

Activity: Look for examples of both formative and summative assessments.
Design the assessments for your modeled lessons. Make sure you have included formative assessments to guide your teaching. How will you use the results of these assessments? Summative assessments may or may not be needed but think through how you might use summative assessment at the end of the unit.

Domain 4: Professional Responsibilities
4a. Reflecting on teaching and 4f. Showing Professionalism– See Professionalism Rubric. Score yourself and have your Cooperating teacher score. Discuss results.

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Domain 3, 4b and 4e Reflection Questions and Activities

Weeks 9-12: Observations, reflections and activities should focus on the following concepts:
Domain 3: Instruction
Activity: *Teach your two required lessons and reflect on the following on your Lesson Plan Preparation form and Lesson Plan Self-Assessment form:*
3a. Communicating with students
> What did you notice about your communication with students during your lessons? What worked well? What would you refine, adapt, or change?

3b. Using questioning and discussion techniques
> How did you ensure you asked a variety of question types? Did your questioning techniques reach all learners? How did you ensure that discussions would go well?

3c. Engaging students in learning
> What engagement techniques did you use in your lessons? What went well? What would you adjust?

3d. Using assessment in instruction
> What formative assessments did you use during instruction? How did you design these assessments? What did you do as a result on the information the assessments provided you?

3e. Demonstrating flexibility and responsiveness
> Where in your lesson did you modify and adjust your instruction? Why?

Domain 4: Professional Responsibilities
4b. Maintaining accurate records
> Activity: How did you track the information collected during and after your lesson? What will you do as a result of this information?

4e. Growing and developing professionally
> Activity: Self-assess where your strengths are so far as a future educator and discuss what goals you have after this second practicum experience.

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Adapting Lessons to Students with Special Needs

Candidate: _____ Grade/Subject: _____

Briefly outline a lesson plan for a subject you are teaching.

How would you adjust this plan for the following students? *(You may consider other types of diversity, particularly those of students you are teaching.)*
- Students with Hearing Impairments:

- Students with Visual Impairments:

- Students with Limited Use of English (ESL, ELL):

- Students who have learning differences:

- Gifted Students:

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Observing Small Groups

Candidate: _____ Site: _____ Grade/Subject: _____

Class Period: _____ Time of Day: _____ Date: _____

General Impression of Small Groups as Part of a Whole Group Lesson
How were the groups chosen and why? Where are they located? Do students need to move to get into groups? How is group formation accomplished?

How were instructions for group work given?

How does the teacher assist all of the groups? Which group does the teacher assist first? Is there any reason for this choice? How does the teacher move around the room?

What is the teacher doing when he or she is not working with a group? How does the teacher monitor the groups to ensure on-task behavior?

Observing One Small Group More Closely
What about this lesson lends itself to group work? What protocols does the teacher implement to encourage the group to work together? Who is the leader? Why?

Are all members of the group participating? How does participation vary? Is the group completing the task assigned effectively?

How will the group be assessed for successful completion of the task? Was this group successful? Why/why not?

What is your overall impression of group observation?

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Observing Large Group Dynamics

Candidate: _____ Site: _____ Grade/Subject: _____

Class Period: _____ Time of Day: _____ Date: _____

Sketch the classroom and how students are seated. Attach your sketch to this form for future discussions. How does class setting impact the lesson? The students' behavior?

How would you describe the group dynamics of the students in this class? How do they relate to each other? How do they relate to the teacher?

Do you notice any individual learning differences among students? What makes you say this? How might these differences impact the group dynamic in this class?

Who are the leaders, academic or social? Do certain students behave in ways that indicate a need for attention from the teacher or peers?

Look for students who appear bored, hostile, disengaged, doing another task, sleeping, etc.
What might you do to address these behaviors and to engage these students?

Consider how the following factors appear to be impacting the class dynamic:

Factor	*Impact on the Class Dynamic*
Teacher's lesson plan	
Seating arrangement/groups	
Attitude/behavior of students	
Teacher's expectation for learning	
Other adults in room	

Other factors not listed. Please describe.

Department of Education
Initial Education Program
Dispositions Rubric for CT for Practicum 1,2,3

LEADERSHIP			
TRAIT & DEFINITION	**UNACCEPTABLE**	**DEVELOPING**	**PROFICIENT**
Leadership Candidates lead teamwork efforts among peers to promote professional development and improvement of the educational services. ⬜ Cannot tell	Shows no interest in participating in or building a sense of community within the school setting.	Recognizes the importance of building a sense of community. Participates as a school community member when prompted.	Builds a sense of community within learning environments. Voluntarily engages as a productive school community member.
Collaboration Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community. ⬜ Cannot tell	Does not work willingly with others. Does not work effectively with others. Does not allow others to express ideas. Discourages or undermines the work of others.	Participates appropriately in groups working on cooperative assignments. Supports participation and success for all and is responsive to constructive feedback.	Contributes to groups working on cooperative assignments. Demonstrates commitment to team success. Encourages and supports participation.
Confidence Candidates demonstrate self-assurance due to their abilities to teach and their self-perception. ⬜ Cannot tell	Displays a pessimistic attitude about self, others, or future. Exhibits low concern levels of self-esteem. Holds unrealistic expectations of his or herself and the teaching profession. Exhibits an excessive meek or demanding demeanor.	Displays a neutral attitude about self, others, or future. Holds modest expectations of his or herself and the teaching profession. Exhibits a pleasant demeanor.	Displays a positive attitude about self, others, and the future. Is self-assured. Has high expectations of themselves. Exhibits a positive demeanor.
Social justice and equity Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support	Refuses to include those often excluded. Shows bias against certain students or categories of students and colleagues. Behaves in a manner that is discriminatory,	Does not appear reluctant to include those often excluded. Recognizes the value of differences. Demonstrates respect to classmates in discussions	Seeks opportunities to include those often excluded. Interacts with sensitivity and consideration to diverse populations. Considers multiple perspectives in discussions and during class activities. Written

marginalized communities and individuals. ☐ Cannot tell	intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others.	and during class activities. Occasionally, demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and, when needed, revises according to feedback. Selects materials, designs activities where diversity is mentioned, but it is not critically analyzed. Demonstrates improvements based on constructive feedback.	work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints).

PROFESSIONALISM

TRAIT & DEFINITION	UNACCEPTABLE	DEVELOPING	PROFICIENT
Professional responsibility Candidates take an active role in building professional responsibilities such as initiative, meeting deadlines, and organizing required paperwork for clearance purposes, academic advising sessions, or other administrative tasks. ☐ Cannot tell	Fails to meet professional responsibilities such as coursework and clearance submissions. Frequently misses deadlines. Submits paperwork that is incomplete or inaccurate. Blames others. Often wants exceptions. Thinks policies are for other people.	Meets professional responsibilities such as coursework or clearance submission with minimal prompting and guidance. Attends and is prepared for academic advising sessions. Attempts to adhere to all policies.	Meets professional responsibilities with no prompting or guidance. Her or his coursework and other required paperwork is organized. Coursework and other required paperwork demonstrate his or her awareness of its important role in teacher preparation. Identifies opportunities and acts on them without being told.
Professional communication Candidates demonstrate communication skills including listening, speaking, reading, and writing when transmitting knowledge and values. ☐ Cannot tell	Written, oral, or non-verbal communication is inappropriate for educational settings or the intended audience. Fails to use active listening.	Tries to communicate effectively but the results are inconsistent. Her or his language errors do not interrupt the meaning of information being communicated. Non-verbal communications are not a distraction.	Demonstrates an effort to communicate effectively and is consistently successful. Uses appropriate tools for professional presentation with few noticeable errors. Considers the audience and situation. Listens actively. Demonstrates proficient use of academic language. Uses nonverbal communications appropriately.
Professional presentation Candidates act appropriately in educational settings through their behavior, attitude toward education, and appearance. ☐ Cannot tell	Is frequently late or absent. Makes a negative impression through inappropriate grooming, dress, or hygiene.	Shows interest in the profession. Is noticeably late or unprepared. Is appropriately tidy and clean. His or her personal presentation is occasionally distracting.	Shows interest in the profession. Is rarely late or unprepared. Is appropriately tidy and clean. His or her personal presentation is not distracting. Is punctual. Is well prepared. Shows appropriate attire and grooming.

Professional relationships Candidates demonstrate appropriate professional etiquette in their relationships with other members of the educational community. ⬚ Cannot tell	His or her language, topics, or behaviors are inappropriate for school settings. Does not consider the effect of his or her decisions on others. Confuses formal and informal situations. Is overly sarcastic. Uses an inappropriate sense of humor in professional settings.	Employs social skills that make classmates and others comfortable in interactions; for example, maintains an open body language, avoids crossing his or her arms, and is respectful of personal space. The language he or she uses is not inappropriate for school settings, but could be improved. He or she responds well to feedback.	Is respectful during interactions. Follows appropriate channels of communication. Demonstrates composure and maturity. Uses appropriate language and stick to appropriate topics in the school environment, particularly in front of students.
Ethical behavior Candidates act with full effort to show the highest ethical standards. ⬚ Cannot tell	Displays negative attitude towards teaching and/ or students; for example, being inconsiderate or unjust. Demonstrates a pattern of unprofessional ethical behavior such as violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others. Displays underhanded manipulating tactics like coercion and intimidation.	Articulates the importance of teachers as role models. Recognizes the ethical significance of educational policies. Promotes positive classroom environments and responds positively to feedback on how to improve.	Demonstrates the sharing of information in the manner appropriate for a future educator. Recognizes the impact of his or her behavior on students' behavior. Honors the needs of students, the work setting, and the profession. Practices ethical behaviors.

TEACHING AND LEARNING

TRAIT & DEFINITION	UNACCEPTABLE	DEVELOPING	PROFICIENT
Problem solving Candidates identify potential problems and provide a range of solutions considering different perspectives and resources. ⬚ Cannot tell	Does not address problems or seek solutions.	When presented with a problem or difficulty, she or he requests assistance before attempting to solve it on his or her own. Asks effective and ineffective questions to work toward achieving goals or solving dilemmas.	When presented with a problem or difficulty, she or he seeks solutions. Asks questions and takes action to achieve goals or solve dilemmas. May anticipate needs and assists others in obtaining resources.
Critical thinking Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice. ⬚ Cannot tell	Does not gather, analyze, or use data to make informed decisions.	Displays emerging signs of intellectual curiosity. Is capable of seeking information to make decisions about the practice. Explores issues from more than his or her own perspective.	Analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Seeks a variety of perspectives in exploring issues.

Reflective teaching and learning	Fails to see the need for positive change. Appears blatantly inattentive in class. Reacts poorly to constructive feedback. Displays a pattern of offering excuses for negative results to students, parents, colleagues, or supervisors. Blames others.	Evaluates at a basic level his or her own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. He or she is open to learning about a wide range of topics and accepts constructive feedback.	Shows understanding of the relevant teaching/ learning standards while being responsive to feedback. Evaluates own professional performance and the impact on student success. Generates ideas for potential improvements. Sets appropriate learning goals. Is usually open-minded and positive when receiving feedback. Acts upon suggestions and feedback.
Candidates critically review their professional practice and the impact it has on student success. ⬜ Cannot tell			
Life-long learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences. ⬜ Cannot tell	Does not demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). He or she is not familiar with the required material. Has no interest in taking advantage of learning opportunities.	Verbal and written contributions demonstrate basic knowledge of the material and displays an interest in the peers, instructors, or students who are working on the task. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or databased evidence.	Verbal and written contributions demonstrate familiarity with required material and intellectual engagement with material and others (e.g., peers, instructors, students). Has taken advantage of learning opportunities to stay professionally current and acquire new knowledge. Positions represent theory, research, and/or databased evidence rather than personal experience or perspectives.

MONTANA STATE UNIVERSITY NORTHERN

Practicum II and III Evaluation (revised 7/2020)

Practicum Candidate	
Cooperating Teacher	
School Site	

It is important that candidate growth be evidenced during each field experience. Montana State University-Northern's Initial Education Program is responsible for assessing candidates' content knowledge, pedagogical skills, and dispositions for teaching. The evaluation is based upon the four domains of the Danielson Framework for Teachers, which include Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Candidate dispositions are also assessed and include professional attitude, values, and beliefs that are exhibited through both verbal and non-verbal behaviors as candidates interact within the educational environment. As the Cooperating Teacher, you share the "real life" teaching experience with the Candidate during the field practicum, and your observations and perceptions of the Candidate's performance are invaluable as they will help the Initial Education Program gauge progress toward full professional behavior. Please provide your impression of the Candidate's performance as you have observed him/her during the semester's field practicum.

INSTRUCTIONS: At the completion of the 45 hours of required practicum, please reflect on teacher candidate's skill and dispositions when interacting within your classroom and school environment. Use the keyword descriptors to determine score for each subdomain. Informal conversations, observations of the teacher candidate's interactions and lesson presentations should help you when scoring each domain.

KEYWORD SCORE DESCRIPTORS
These keywords can be used to determine level of performance within domains and components

Unsatisfactory (1 pt)	Developing (2 pts)	Proficient (3 pts)
Keywords	*Keywords*	*Keywords*
● Lack of…	● Inconsistent	● Consistent
● Unsafe	● Partial	● Frequent
● Harmful	● General	● Successful
● Unclear	● Attempts to…	● Appropriate
● Unaware	● Aware of…	● Clear
● Poor	● Moderate	● Positive
● Suitable	● Minimal	● Smooth

NOTE: During your interaction with the Candidate, if you, as the Cooperating Teacher, have not observed a criteria, mark Not Observed

DOMAIN 1: Planning and Preparation					
Sub-domain	**Criteria**	**Not Observed** **0 points**	**Unsatisfactory** **1 point**	**Developing** **2 points**	**Proficient** **3 points**
1a	Demonstrates clear understanding of content				
1b	Demonstrates an interest in the interests and cultural heritages of students in the classroom				
1c/1e	Plans/teaches lessons that align to standards and curricular requirements and are suitable for diverse learners				
1f	Attempts to interact with students in order to build rapport and understand student needs				
DOMAIN 2: Classroom Environment					
2a	Demonstrates an appreciation and respect for the diversity within the classroom				
2c	Attempts to learn classroom procedures and works to assist in their management				
2d	Promotes acceptable student behavior				
DOMAIN 3: Instruction					
3a	Communicates expectations and directions effectively (both oral and written)				
3c	Works to engage students in the learning process				
3d	Demonstrates an understanding of the importance of assessment and providing student feedback				
3e	Focuses on individual student needs within the classroom				
DOMAIN 4: Professional Responsibilities					
4a	Exhibits and emotional maturity to strive to improve teaching skills				
4e	Is positively receptive to feedback for professional growth				
4e	Demonstrates professionalism in attendance and punctuality				
4e	Demonstrates an understanding of proper procedures when needing to be absent				
4f	Demonstrates appropriate professional appearance				
Overall Rating for Observation Period					
Directions: Total points across all categories to arrive at an overall rating					
OVERALL POINTS BY CATEGORY		**Not Observed**	**Unsatisfactory**	**Developing**	**Proficient**

At this time, my overall rating of the Teacher Candidate in the student teaching experience is:
☐ Unsatisfactory (0-15 points)
☐ Developing (16-32 points)
☐ Proficient (33-48 points)

Comments/Concerns (if additional space is needed, please use a separate sheet of paper or the back of this sheet)

Teacher Candidate Signature		**Date**	
Cooperating Teacher Signature		**Date**	

BLOCK TWO CRITICAL ASSESSMENT - EDU336B PRACTICUM INSTRUCTOR AND TEACHER CANDIDATE RUBRIC

This rubric will be scored by both the Teacher Candidate and the Course Instructor of Practicum 336B. Grading on this rubric will be done utilizing the following: Guided in-class discussions following practicum hours, handbook completion, Cooperating Teacher feedback, and the Teacher Candidate's second draft of Philosophy of Education. These rubrics will be collected to serve as critical assessments for all students in the Education Program.

Indicator	Unsatisfactory (1)	Developing (2)	Proficient (3)	Score
Students can utilize and practice the components of effective **reflective** practice.	Reflection is simply a summary statement or is too simplistic in nature for the reader to understand the growth made from reflective practice.	Can evaluate current practice with rationale, or make connections, or plan next steps, but does not do all three.	Can consistently and accurately utilize the components of effective reflective practice to evaluate current practice with rationale, make connections, and plan next steps.	
Teacher candidates can utilize and practice using **technology** in classroom practice.	Does not utilize and/or practice the use of embedding technology for learning and/or teaching.	Can occasionally utilize and practice the use of embedding technology for learning and teaching (or may show understanding of one, but not both).	Can consistently and accurately utilize and practice the use of embedding technology for both learning and teaching.	
Teacher candidates can utilize and practice using **data** in classroom practice.	Does not utilize personal data for learning. Does not utilize or reflect on student data to make instructions for learning and or teaching.	Can occasionally utilize and practice using personal data as markers for learning. Can utilize and reflect on formative and/or summative student data to improve teaching and/or learning.	Can consistently utilize and practice using personal data as markers for learning. Can utilize and reflect on formative and summative student data to improve BOTH teaching and learning.	
Teacher candidates can utilize and practice the integration of **IEFA.**	Does not reference, utilize and practice the integration of IEFA	Occasionally references, utilizes and practices the integration of IEFA	Consistently references, utilizes and practices the integration of IEFA.	

Indicator	Unsatisfactory (1)	Developing (2)	Proficient (3)	Score
Teacher candidates can utilize and practice the components of **Planning and Preparation** (Domain 1) ○ Content knowledge and pedagogy ○ Knowledge of students ○ Setting instructional outcomes ○ Demonstrating knowledge of resources ○ Designing coherent instruction ○ Designing student assessments	*Can utilize/practice 0-3 components*	*Can utilize/practice 3-4 components*	*Can utilize/practice 5-6 components*	
Teacher candidates can utilize and practice the components of **Classroom Environment**. (Domain 2) ○ Environment of respect/rapport ○ Establish a culture for learning ○ Managing classroom procedures ○ Managing student behaviors ○ Organizing physical space	*Can utilize/practice 0-1 components*	*Can utilize/practice 2-3 components*	*Can utilize/practice 4-5 components*	
Teacher candidates can utilize and practice the components of **Instructional Practice.** (Domain 3) ○ Communicating with students ○ Using questioning and discussion techniques ○ Engaging students in learning ○ Using assessment in instruction ○ Demonstrating flexibility and responsiveness	*Can utilize/practice 0-1 components*	*Can utilize/practice 2-3 components*	*Can utilize/practice 4-5 components*	
Teacher candidates can utilize and practice the components of **Professional Responsibilities.** (Domain 4) ○ Reflecting on teaching ○ Maintaining accurate records ○ Communicating with families ○ Participating in a Professional Learning Community ○ Growing and developing professionally ○ Showing Professionalism	*Can utilize/practice 0-3 components*	*Can utilize/practice 3-4 components*	*Can utilize/practice 5-6 components*	