



College of Arts, Sciences, & Education

Student Teaching Handbook

Montana State University-Northern
Educator Preparation Program



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Introduction

This field experience handbook is intended for use in the EDU 495-Student Teaching courses in the Education 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. The selected tasks require student teacher candidates to learn self-monitoring skills for professional practice, specifically pedagogical implementation, reflection, and revision.

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)

Educator Preparation Program

The Montana State University-Northern (MSU-Northern) Education Preparation Program prepares university students who are admitted to the teacher education program 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 Student Teacher Candidates (STC) who develop their professional identity through situated learning experiences with teaching professionals, abiding by a code of ethics, and active engagement in professional practice. Student-teacher 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.

Mission Statement:

The mission of the Educator Preparation 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. The Educator Preparation 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:

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

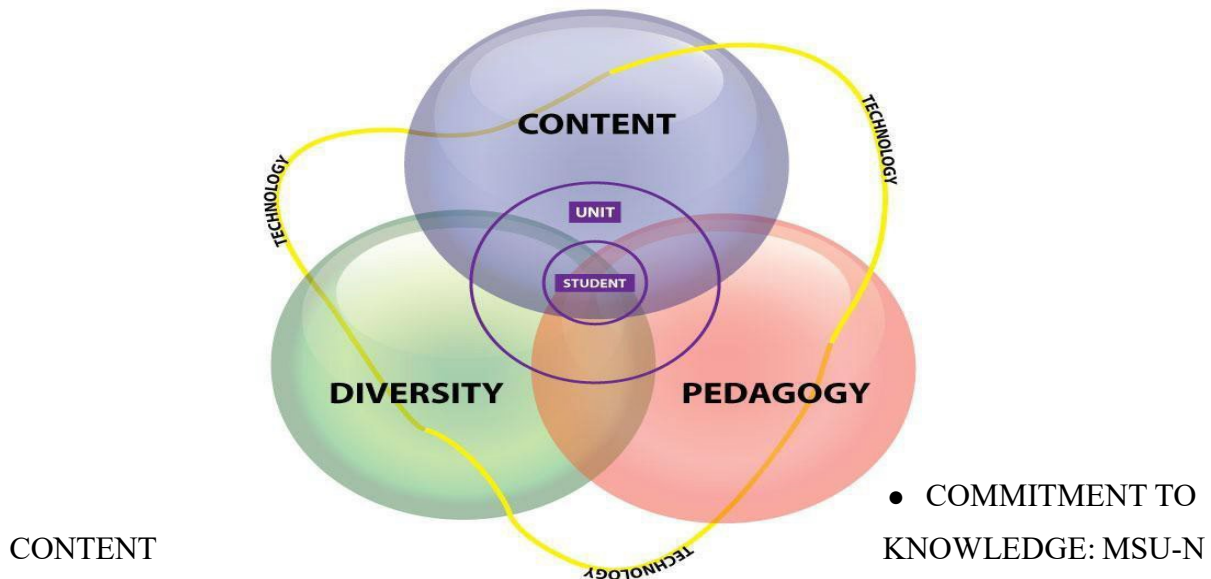
Student Competencies:

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 Preparation Program Conceptual Framework

The conceptual framework for the Educator Preparation Program at MSU-Northern, below, depicts the woven nature of educational practice. This program is student-centered and supported by the faculty and staff for the development of sound pedagogical practice. 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.



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 Educator Preparation 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 Educator Preparation Program 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 have established the correlation of the positive interaction between instruction and learning (Schunk, 2000; Tomlinson & Tighe, 2013; Kleickmann, Richter, Kunter, Eisner, Besser, Kraus& Baumert, 2012), which supports the unit’s practice of connecting pedagogy and content knowledge. Additionally, the EPP strives to meet the diverse needs of every candidate. Other research contributes to this our understanding of pedagogy. For example, according to Gardner’s (2006) research on multiple intelligences, effective teachers understand the impact on learning with teacher practices that incorporates different approaches to meet the needs of diverse learners. Pedagogy is, in essence, the meaningful and purposeful classroom interactions between teachers and students. Thus, we know how we teach and the interactions between teaching and learning is the outcome of the richness of the relationship between teaching-and-learning and culture.
- **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 & 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 Standards

The Montana Administrative Rules for Montana (ARMS) Chapter 58 (Professional Educator Preparation Standards-PEPPS) directs the accreditation of educator preparation programs in Montana. Refer to the Education Handbook.

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 Educator Preparation Program integrates the standards into the entire program, for additional information refer to the Education Handbook.

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 MSU-Northern Educator Preparation 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 STCs in field experiences, and most importantly, through the professional conversations they engage in to enhance their teaching skills. The four domains listed

below provide a framework for which the STC follows. For additional information refer to the Education Handbook or lesson plan template; however, listed below is an outline of domains and subdomains.

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

www.danielsongroup.org

Professional Educators of Montana CODE OF ETHICS

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; as such, the MSU-Northern Educator Preparation Program and all its participants are expected to refer to and follow the code at all times. The Professional Educators of Montana Code of Ethics was adopted by the Certification Standards and Practices Advisory Council July 13, 2016, refer to the Education Handbook, appendix A, page 32, or <http://opi.mt.gov/pdf/Cert/EthicsCode.pdf>.

STUDENT TEACHING

Student teaching, which requires a partnership between Montana State University-Northern and cooperating school districts, is the culminating experience in the Educator Preparation Program and provides STCs with a transitional bridge between pre-service and in-service teaching. The mentor and protege relationship are essential for continuity between theory and practice. The Cooperating Teacher (CT) is key for the foundation of best practices. That mentorship dyad is supported by the university supervisor and site administrator. Throughout the student teaching process communication between all participants is essential for the continuity of professional growth.

On rare occasions, challenges occur during this phase of the education program and are usually the product of misunderstandings that result from unclear expectations. The expectations outlined in this handbook are guidelines to alleviate potential challenges; furthermore, they have undergone scrutiny and review by the EPP faculty in order to provide clarity and maintain continuity. Early review and discussion of expectations will tend to resolve differing opinions before they occur. The CT and STC relationship guides the entire learning experience with oversight and additional mentorship from the University Supervisor (US).

General Objectives

The general objectives specify what student teachers are expected to be able to do, or perform, to be considered competent and to transition to in-service teachers.

- A. STCs can develop and apply reflective practice.
- B. STCs can develop and apply technology in classroom practice.
- C. STCs can develop and apply the use of data in classroom practice.
- D. STCs can develop and apply integration of IEFA.
- E. STCs can develop and apply the implementation of Danielson Domains 1-4.

The Student Teaching Team

The members of the Student Teaching team include the STC, CT, US, Site Administrator (SA), and Instructor of Record for EDU 495. Each member of the team has a part of play in the STC's successful completion of the student teaching experience by working collaboratively to design a student teaching experience that includes experiences consistent with the Montana PEPPS standards, InTASC standards, Danielson Framework for Teaching, and the MSU-Northern Initial Education Program's goals.

The CT and the US play two of the most important roles as mentors for the STC during the student teaching experience. The SA and Instructor of Record for EDU 495 for EDU 495 support and provide

direction as needed. The CT is the primary mentor and both the STC and CT are supported by the US. As such, each individual serves to support a successful student teaching experience.

Cooperating Teacher

The CT has the most influential impact on the STC and has two major roles to play during the student teaching experience: continues to be the professional teacher to those students in their classroom and is the teacher educator who mentors the STC in providing a classroom experience where knowledge can be applied, skills can be practiced, and reflection is on-going.

Cooperating Teacher Criteria

To be eligible to serve as a CT for a MSU-Northern STC, a teacher must meet the following criteria:

- Holds a current Montana license in their area of specialization and at the level of teaching;
- Has a minimum of 3 years, preferably 5 years, of successful teaching experience; at least one (1) full year at grade level;
- Has the approval of the school administrator(s).
- Effectively promotes student learning in their own classroom;
- Understands the MSU-Northern EPP conceptual framework and goals and is currently teaching in the same area of specialization as the STC;
- Provides positive clinical supervision of STC, including the effective use of observation to identify student strengths and learning needs, and the ability to provide constructive feedback in a positive manner as well as clearly communicate recommendations for improving performance.

Cooperating Teacher's Responsibilities:

- Serve as the primary supervisor for STC and communicate performance to the Instructor of Record for EDU 495 for EDU 495.
- Submit all required MSU-Northern Human Resource forms prior to the beginning of the student teaching experience (W-4, Employee Information Form, I-9 with accompanying documents).
- Facilitate and participate in an initial meeting (held at the placement site prior to the first day of student teaching) with the STC, US, and Site Administrator).
- Orient the STC to the school including any training normally given to new employees at the professional level (in cooperation with the Site Administrator).
- Provide opportunities for the fulfillment of student teaching goals and objectives.
- Provide guidance and supervision as the STC's work during the student teaching experience.

- Schedule specific times for daily and weekly conferences with the STC to discuss the STC's preparation, dispositions, and performance.
- Facilitate, whenever feasible, STC's participation in the regular staff/faculty activities that are held at the school site.
- Complete and submit an Assessment of Continued Growth form to the Instructor of Record for EDU 495 for EDU 495 for every three-week period during a 12-week placement or for every two-week period during a 7-week placement.
- Review the unit/lesson plans developed by the STC prior to the implementation in the classroom. Conference with and provide feedback to the STC concerning the unit/lesson plans.
- Consult with the US, SA, and Instructor of Record for EDU 495 on any problem(s) or way(s) in which he/she may assist in providing a successful student teaching experience for the STC.
- Conduct a Midterm evaluation of the STC with a pre-conference with the STC to discuss expectations and a post-conference with the STC to provide feedback about the evaluation; the original copy given to the STC and a copy submitted to the Instructor of Record for EDU 495 at the end of the semester.
- Complete the final evaluation (Qualtrics) of the STC.
- Complete an Assessment of Content Knowledge form, Disposition Assessment/Professionalism form, and a Grade Recommendation form with a Pass or Fail upon completion of the student teaching experience.
- Complete a EPP Questionnaire at the end of the student teaching experience.
- Submit the required Statement of Services form to the Dean of the College of Arts, Sciences, & Education at the completion of the student teaching experience.

University Supervisor

As the liaison between the MSU-Northern's EPP and the participating schools, the US must be familiar with the conceptual framework, programs' goals and pertinent policies of the EPP, especially those connected with student teaching.

To be eligible to serve as a US for an MSU-Northern STC, the following criteria must be met:

- Three years of teaching experience and a Masters degree.
- Participate in orientation to the EPP's conceptual framework, goals and policies;

University Supervisor's Responsibilities:

- Serve as resource for the STC and the CT(s) in assisting the STC to meet objectives.
- Submit all required MSU-Northern Human Resource forms prior to the beginning of the student teaching experience (W-4, Employee Information Form, I-9 with accompanying documents) if not MSU-Northern faculty.
- A minimum of two informal observations of the STC original copy given to the STC and a copy submitted to the Instructor of Record for EDU 495.
- A minimum of two formal Observations with a post-conference with the STC to provide feedback about the evaluation; the original copy given to the STC and a copy submitted to the Instructor of Record for EDU 495.
- Review the STC's Weekly Reflection Journals (submitted weekly via email).
- Contact the Instructor of Record for EDU 495 and the US immediately in case of serious difficulties or concerns with the STC or the assignment.
- Submit the Statement of Services form and, if applicable, monthly travel reimbursement forms.

Site Administrator's Responsibilities:

- Respond to the university's request for placement of a STC and recommend a teacher who meets the requirements for a CT.
- Assist with the completion of the Confirmation of Placement form, including all requested information.
- Assist with CT to orient the STC to the building and the school system.
- Establish an environment of professional acceptance and support for the STC.
- If possible, conduct at least one evaluation of the STC prior to the end of the experience with a follow-up conference with the STC to review the evaluation.

Suggestions for Supervising a STC

The Student Teaching Team (SA, CT, US, and IOR) is responsible for helping the STC transition toward a beginning teacher, which is the expected outcome of the student teaching experience. The following is a list of suggestions that might assist the CT, US, and Site Administrator in this process.

Nepotism:

The STC must immediately notify the Instructor of Record for EDU 495 if they are initially placed in any of the following circumstances:

1. Relatives:
 - a. STCs will not be placed in a circumstance where a close relative would be in any type of supervisory role to the STC (i.e. including all legal relations to the first cousin).
 - b. In the case of smaller districts and travel limitations, an exception may be made. However, a written request must be made to the Education Department Admissions and Retention Committee.
2. Children:
 - a. A STC will not be allowed to be placed in a classroom with a dependent child within a larger district (i.e. districts containing more than one building).
 - b. In the case of smaller districts, an exception can be made as long as the SA and CT are willing to approve such a placement and agree to oversee any potential conflicts of interest that may arise.
3. Friends:
 - a. A STC will not be placed in a circumstance where anyone of a close personal relationship would be in any type of supervisory role to the STC.
 - b. Upon notification from the STC of a conflict to the guidelines, the Instructor of Record for EDU 495 will request an alternate placement.
4. STCs who fail to disclose this type of information will be subject to review and corrective action by the Education Department Admission and Retention Committee, including potential removal from placement.

Placement Availability:

1. Student teaching placement is subject to availability. STCs may provide a preference request for a district or site placement, but the placement is not guaranteed and is not determined by the request but by the decision of the EPP and the school district availability.
2. Out of State/Country Requests: STCs who wish to seek placement for the student teaching experience out of the state of Montana (i.e. another state or country), must provide the name of the district they wish to be placed within their Placement Request form. The Instructor of Record will attempt to find a placement, but placement may not be available.

Placement Site Selection, Evaluation, and Development:

Placement sites for student teaching must be schools that are productive and active environments where all participants are engaged in the construction of knowledge in the following ways:

1. By demonstrating a willingness to engage professionally with the teacher education program at MSU- Northern
2. By demonstrating the following commitments to the student teaching experience:
 - a. Providing diverse experiences and introducing various approaches
 - b. Mentoring the STC and encourage the STC's professional development
 - c. Assessing and evaluating the STC and the programs
 - d. Assigning only licensed teachers who meet the following requirements as CT and who have been at the school and in the specific grade level at least one year prior to the placement of the STC.
 - i. A minimum of three years teaching experience within a classroom environment and who is recognized by colleagues and administration as an effective and exemplary teacher, or

The process for the school site is outlined below:

1. Schools must have indicated an interest in the MSU-Northern Education Preparation Programs.
2. Any school in which the STC is placed must be accredited by OPI or if out of state, by the accrediting agency of the state or country.
3. The Instructor of Record for EDU 495 and the cooperating school's teachers and administrators have determined the appropriateness of the placement and made a commitment to the STC (based on the requirements indicated above).
4. In all cases, the school site holds the authority for the final selection and placement of the STC.

Background Checks, MFPE, & CPR/First Aid

It is the policy of the EPP that all candidates engaged in field experiences, practicum, and student teaching within a K-12 classroom must possess a current background check, hold current student membership in MFPE, and hold current CPR/First Aid certification. To be eligible for student teaching placement, a STC must have on file with a Montana Department of Justice Fingerprint Background Check. The background check must remain current throughout the entire semester in which student teaching takes place. It is the responsibility of the STC to ensure that all paperwork has been submitted for the background check prior to the start of the student teaching semester if the background check is set to expire before the end of the semester.

STCs are expected to maintain MFPE student membership for the academic year in which student teaching occurs. It is the responsibility of the STC to submit proof of current membership to the Education Preparation Program. STCs are required to have completed CPR/First Aid training prior to the beginning of the semester in which student teaching takes place and submit a copy of the CPR/First Aid certification card to the EPP prior to the beginning of the semester in which student teaching takes place.

Failure to have the required background checks, proof of current MFPE student membership, and/or copy of current CPR-First Aid certification in place prior to the start of the semester in which student teaching is scheduled will result in the STC not being released for student teaching.

Student Teaching Contact Days

The table below outlines the number of contact days required for Student Teaching.

Major/Minor Areas	Number of Student Contact Days
Elementary Education or Secondary Education major without a minor	60 student contact days
Elementary Education or Secondary Education major with a related minor	60 student contact days
Elementary Education or Secondary Education major with a non-related minor	70 student contact days (35 days in the major area and 35 days in the minor area)
HPE, K-12 major with no minor	70 student contact day (35 days at the elementary level and 35 days at the secondary level)
Dual majors	70 student contact days (35 days in the first major area and 35 days in the second major area)

Student Teacher's Responsibilities:

- Teaching demands a commitment to professional practice and adherence to a specific set of values and ethics. In Montana, educators are guided by the Professional Educators of Montana Code of Ethics as well as the policies and procedures outlined by the school districts in which they work. STCs are expected to develop and display the professional dispositions of the teaching profession in all aspects of their courses, field and practicum experiences, and student teaching experiences.
- STCs are expected to practice and demonstrate the values, commitments, and professional ethics of professional educators which influence behaviors towards students, families, colleagues, and

communities and their impact on learning, motivation, and development as well as the educator's own professional growth and development.

- Professionalism: STCs, including those in student teaching, are responsible for understanding the role that professionalism plays in all areas of their coursework, including their interactions with university staff and faculty, time management and organizational skills. It is the responsibility of students to be aware of what constitutes plagiarism in their writing and in other work.
- STCs are NOT to fraternize with those students or persons they supervise. It is important to keep in mind that public expectations of educator behavior are higher than the public's expectations of other professions. Students are expected to maintain a professional distance between themselves and those they teach and/or supervise.
- Complete tasks and responsibilities on time, to the best of their ability, and at a level satisfactory to the CT(s), SA, and US.
- Provide for all personal expenses connected with the student teaching experience, including transportation to and from place of work, housing, personal/professional needs.
- It is important that STCs establish and maintain professional relationships with their supervisors in the field and include CT, US, SA, and any other professionals placed in a supervisory capacity during the student teaching experience. The STC should actively establish productive relationships with CT(s), SA, and US – communicating regularly about student teaching activities and responsibilities as directed and/or outlined in the course syllabus.
- Keep the US informed as to progress, problems encountered and changes significant to the experience, new developments, and related matters.
- Maintain current professional liability insurance and CPR/First Aid certification
- Adhere to guidelines as outlined in the MSU-Northern Administrative Policies and Procedures Manual (<http://www.msun.edu/admin/policies/>), MSU-Northern Education Handbook, the MSU-Northern Student Teaching Handbook, the Student Teaching Handbook, and the district and school site policies and procedures.
- Plan, develop, and submit unit/lesson plans in Danielson Framework for Teaching format to the CT(s) and US as directed.
- STCs are expected to abide by the Montana Code of Ethics and all university, and site placement policies related but not limited to confidentiality, dress, behavior, and professionalism.
- The issue of confidentiality is a major component of professional behavior. Appropriate

handling of student information, avoiding gossip about students and colleagues, and always attempting to do the best job possible are part of the professionalism expected of STCs as beginning professionals in the field of education.

Adhere to Essential Professional Dispositions for Field Experiences	
Shows enthusiasm for the teaching/learning process.	Engages in positive, cooperative relationships with university faculty, peers, students, and site placement staff.
Demonstrates a reflective approach towards teaching/learning.	Respects diversity.
Takes initiative to meet or exceed stated course requirements.	Prepares thoroughly and consistently for classes and field experiences.
Models appropriate oral and written language.	Demonstrates respectful behavior during class sessions at the college-level environment and during the field experience.
Models appropriate grooming and dress during field experiences.	Participates in professional development opportunities, including active involvement in professional organizations, both on and off-campus, and in any offered by placement sites during the field experience.
Attends and is punctual for class sessions, advisement appointments, and field experiences.	Contacts appropriate personnel in advance when unable to meet a scheduled appointment, both at the college-level environment and at the placement site during the field experience.
Assumes responsibilities for meeting university program requirements and deadlines.	Adheres to established guidelines concerning student behavior and conduct as stipulated in university guidelines, the Montana Educator Code of Ethics, and also in placement site guidelines when in a field experience.
Accepts feedback and uses suggestions to alter behavior.	Holds high regard for confidentiality relating to professional and child-related matters.

- Professional Appearance/Dress Code: Professional dress decisions can be difficult because of the wide variety of clothing available today. However, the choice of apparel in terms of professional appearance has a lot to do with being an acceptable role model. STCs should be well-groomed in order to demonstrate a high level of professional responsibility and attitude regarding teaching as a profession.
- For an educator, professional appearance is a tasteful combination of casual and dressy apparel, which varies between genders and sometimes, among the subject area/grade level taught. Also,

individual placement sites dress code policies may require the covering of tattoos and removal of body piercing jewelry. An overview of what is deemed professional appearance for field and clinical experiences and examples of appropriate and inappropriate dress are provided below:

Acceptable Attire for Preservice Teachers	
<p>In general:</p> <p>Clothing that maintains a professional and appropriate appearance;</p> <p>Clothing that is neat, clean, and in good repair</p> <p>Dress shoes and sandals that have a back or back strap</p>	
Acceptable Examples	
<ul style="list-style-type: none"> • Neat slacks 	<ul style="list-style-type: none"> • Dress, skirt, or slacks
<ul style="list-style-type: none"> • Polo shirt or dress shirt 	<ul style="list-style-type: none"> • Blouse or dress shirt
<ul style="list-style-type: none"> • Socks 	<ul style="list-style-type: none"> • Stockings or socks (as necessary)
Unacceptable Attire for Field Experiences, Practicum, and Student Teaching	
<p>Clothing that:</p> <ul style="list-style-type: none"> - does not maintain a professional and appropriate appearance. - is provocative (too tight, too sheer, or too short). - exposes the midriff. - has tears or rips, is not clean or is not neat. - displays indiscreet or inappropriate writing and/or logos. 	
Unacceptable Examples	
<ul style="list-style-type: none"> • Flip flops style sandals 	<ul style="list-style-type: none"> • Flip flop style sandals
<ul style="list-style-type: none"> • Tee shirts or muscle shirts 	<ul style="list-style-type: none"> • Tee shirts
<ul style="list-style-type: none"> • Jeans, sweatpants, shorts, including basketball shorts 	<ul style="list-style-type: none"> • Leggings, jeans, sweatpants, yoga pants, or shorts, including basketball shorts
<ul style="list-style-type: none"> • Bandanas and hats, including baseball caps 	<ul style="list-style-type: none"> • Spaghetti straps, unless covered by a jacket or top

- STCs should dress as role models and for safety remembering they are in an interview setting at all times. Ultimately, appropriate dress for the student teaching experience is determined by the district dress code provided by the individual placement site. STCs must always wear their university/school district provided ID during their field and clinical experiences.

Student Teaching Absence Policy (SEE ADDENDUM FOR COVID RELATED ABSENCES)

Candidates are required to complete the required number of student contact days during the student teaching placement experience. As a result, any missed days, for whatever reason, must be made up in order for the placement to be considered complete. There are no exceptions to this policy. If a STC is absent, the following guidelines must be followed:

1. The STC is expected to adhere to the district policy regarding acceptable reasons for absences. The STC is expected to make personal appointments, including those with a doctor or a dentist, after school hours. If an extended personal illness prevents the STC from completing the responsibilities of the experience, it must be reported to the Instructor of Record for EDU 495 as soon as possible as it may require that the STC withdraw from EDU 495.
2. The STC must contact their CT and SA as outlined in the district's absence policy.
3. The STC must have substitute lesson plans in place for the CT or substitute teacher to be able to use during the absence.
4. The STC must contact their Instructor of Record for EDU 495 within twenty-four hours of the absence.

Substitute Teaching during Student Teaching

TSTCs may be eligible to substitute teach during their student teaching experience after the completion of the midterm evaluation, but the following general standards must be reviewed and approved by the Site Administrator:

- The STC has demonstrated satisfactory progress based on a successful midterm assessment of student teaching as completed by the CT and the US, earning ratings of mostly Proficient (3) with not more than one category rated as Unsatisfactory (1) in each of the 4 domains.
- The number of allowed days for 60-day student teaching placement is **5 days**; the number of days for a 70-day split assignment is 3 days at one school site and 2 days at the second school site.
- The CT, SA, and Instructor of Record for EDU 495 in collaboration, that the STC is capable of being in sole charge of the classroom;
- The STC has applied and been accepted as a substitute teacher by the district and has completed any and all training required of substitute teachers for the district.
- The STC will receive full substitute teaching pay from the district for each day of substitute teaching and is considered a school district employee for that day.
- The STC is not eligible to substitute teach during a teachers' strike or during union contractual discussions.

- While it is understood that it is hard for districts to find substitute teachers at times throughout the year, any additional days of substitute teaching beyond the 5 days will not be counted towards student teaching contact days; although a STC may agree to substitute beyond the 5 days, he/she must make add any additional substitute teaching days to the student teaching experience.

Substitute Teaching within the Assigned Classroom:

To be able to count a substitute teaching experience during the student teaching placement, the following guidelines must be followed:

1. All general requirements for substitute teaching must be followed.
2. A maximum of 5 days of substitute teaching in the STC's assigned classroom may be counted as part of the required student contact days.
3. The STC must have the recommendation and approval of their student teaching team.
4. In a case where another teacher is absent, the CT may fill in for the absent teacher, leaving the STC substituting in their placement classroom with appropriate permissions and close proximity for support and supervision.
5. In all cases, the SA, CT, or other site-based supervising teacher must agree to provide support and supervision for the STC during substitute teaching within the STC's assigned classroom.
6. Failure to obtain the Instructor of Record for EDU 495 approval within 24 hours of the substitute teaching experience may result in the day(s) not counting toward the student contact requirement for student teaching.

Substitute Teaching outside the Assigned Classroom:

While the EPP does not recommend that a STC substitute-teach outside the assigned classroom, it is understood that district or school emergencies may arise that require a STC to "cover" another classroom. In such a case, the following guidelines must be followed:

1. All general requirements for substitute teaching must be followed.
2. Substitute teaching in any classroom other than the STC's assigned classroom will not count as part of the required student contact days.
3. The STC must have the recommendation and approval of their student teaching team.
4. In all cases, the SA, CT, or another site-based supervising teacher must agree to provide support and supervision for the STC during substitute teaching within the assigned classroom.

Role of the STC during Substitute Teaching:

In all substitute teaching experiences, the following guidelines apply:

1. The STC must complete all documentation and training for substitute teachers as required by the school district.
2. The STC should receive payment for services.
3. The STC must be considered a district employee during any substitute teaching experience.
4. The US must be notified and be in agreement with the substitution activity.

Pupil Instruction Related (PIR) and In-Service Days

1. The STC is highly encouraged to attend all PIR and In-Service opportunities with their CT.
2. PIR and In-Service opportunities will not count toward the total required student contact days.
3. The STC is required to read, understand, and abide by the district and school's full-time faculty hours of service expectations.
4. A STC who fails to meet professional standards and expectations will be subject to review and corrective action by the Education Department's Admission and Retention Committee including:
 - a. The implementation of a Professional Growth Plan
 - b. Potential removal from placement, or
 - c. Removal from the Teacher Education Program

Unit and Lesson Plans

Although the Educator Preparation Program recognizes that there are numerous unit and lesson plan formats that are utilized by K-12 educators, it is the Danielson Framework for Teaching Lesson Plan template promoted by OPI and is required to be used by the STCs. We understand that not all districts utilize the Danielson Framework Lesson Plan template in their schools; however, it is important that STCs develop more advanced skills for developing lesson plans using the Danielson Model. This lesson plan format provides STCs with a deeper understanding of how learning and teaching are interconnected with numerous other variables that impact student success as well as aid them in the credentialing process.

Unit/Lesson plans must be submitted to the CT as directed and the Instructor or Record for review as outlined in the course syllabus. It is important that this timeline is followed so that feedback can be given to the STC allowing ample time for revision and resubmission. This process guides the STC on how to best prepare for the teaching/learning experiences that occur in the classroom.

Reflective Practice

Reflection, whether written, shared, discussed, or self, is critical to success as an educator. The ability to honestly and impartially review one's own actions and create a plan to continually improve upon those actions is key to consistently improving as a professional educator. The reflection process is taught and developed throughout the initial education program; however, it is essential that STCs put this knowledge into practice throughout the student teaching experience. Weekly Reflective Journal: STCs are required to keep a timely and thorough reflective journal during the student teaching experience. STCs will complete one weekly reflective journal entry for each week of student teaching. This journal is submitted to the Instructor of Record for EDU 495 for review and may be shared with the CT for additional support

Traditional Model for Student Teaching

At MSU-Northern, the Educator Preparation Program utilizes the traditional model for integrating the STCs during the student teaching experience. This is the most familiar model for student teaching. The structure of the traditional approach to the student teaching experience typically involves the CT gradually releasing the responsibility of the classroom to the STC.

The 5-Phase Model:

The traditional model used at MSU-Northern is a 5-step phase-in model; however, there is no fixed division of the length of time for each phase that is required.

- Phase 1 – Observation with assisting in the classroom.
- Phase 2 – Part-time planning and teaching and assistance in the classroom.
- Phase 3 – Part-time planning and teaching with a gradual increasing load of subject material, classroom management, and assessment and evaluation of student work.
- Phase 4 – Full-time planning and teaching.
- Phase 5 – Gradual hand back of the classroom to the CT and observation in classrooms outside the assigned classroom.

Recognizing that each classroom and its students are unique, that each STC is an individual, and that each CT has a personal preference, MSU-Northern refrains from requiring specific timelines for the “phases of student teaching”. This is done either at the pre-service meeting or at the first observation site visit by the US.

Student Teaching Timelines

Montana State University-Northern STCs are placed in either a 12-week placement consisting of 60

student contact days or a 14-week placement consisting of 70 student contact days. The student teaching required number of contact days must be met; however, depending on circumstances the timeline may need to be adjusted. All adjustments must be discussed and approved by Student teaching team.

Evaluation of STC Performance

Successful completion of the student teaching experience is indicated by the satisfactory completion of all goals, objectives, and requirements as outlined in the EDU 495 syllabus and the Student Teaching Handbook. The evaluation process for the Student Teaching Experience includes:

1. The final evaluations by the CT, US, and the STC.
2. Assessment of Content Knowledge form completed by the CT in collaboration with the US.
3. Completion of EDU 495 course.
4. The CT and Instructor of Record for EDU 495 are responsible for evaluating the overall student teaching performance of the STC in the classroom and recommending a grade of Pass or Fail. For a grade of Fail, formal documentation of deficits/weaknesses must be on file and a Professional Growth Plan must have been in place to assist the STC prior to the end of the semester.

The Student Teacher Candidate Observation Tool

During the student teaching experience, it is important that the CT and US provide constructive feedback to the STC in order to create a foundation for professional growth and development. With the incorporation of the Danielson Framework for Teaching into the Education Preparation Program, the Student Teacher Candidate Observation Form has been developed to be used as a tool for professional development, but its full value is realized as the basis for professional collaboration between mentors and the STC assisting in the development of the STC's professional growth. The STC Observation Form is one tool that a CT can use to monitor daily professional practice of the STC (without the use of the scoring rubric) and begin the daily discussion regarding progress. For the US, it provides an opportunity for a discussion of the overall progress (with the use of the scoring rubric) during the two visits in which formal evaluations do not take place. Even though the student teaching process includes many observations from CT, US, and SA, the Educator Preparation Program uses four documented observations for evaluation, two informal, one formal midterm, and one formal final. The formal and informal evaluations are conducted in a three-step process that is considered to be best practice and includes pre-conference observation, post-conference observation, and the actual classroom observation. It is most beneficial for post-observations conferences to occur at the time of the observation but is not mandatory and at the discretion of the CT.

Use of the Student Teacher Candidate Observation Form by the US	
Steps in Observation Process	Explanation
Step 1: Pre-Conference	The discussion may include information about the characteristics of the students in the class and the classroom environment, objectives of the lesson, and the assessment used for student learning and overall general progress of the STC.
Step 2: Classroom Observation	Observation of the STC for a minimum of 20- 50 minutes. Any documentation/notes made during the observation should be shared with the STC.
Step 3: Post-Conference	Discussion may included strengths and weaknesses of the STC's performance during the observation as well as offer suggestions for improving overall practice. This conference provides an opportunity to have a reflective discussion about the STC's performance and effective teaching and should include performance concerns, if there are any.

Adapted from the Alaska Department of Education Danielson Model for Classroom Observation

Formal Observation Guidelines

The formal evaluations are required parts of the student teaching experience. They are completed by both the CT and US and is provided to the STC the formal observation will be given to the Instructor of Record for EDU 495.. The US will collect both evaluations and place them in the STC's file for review by the Instructor of Record for EDU 495. If the evaluation identifies a weakness/deficit that could impact the successful completion of the student teaching experience a meeting between student teaching team will ensue to develop a professional growth plan. This rarely occurs; however, it is important to note there are three aspects that occurring all the time learning, collaborating, and job interviewing.

Other Evaluation Tools

In addition to the formal observation, other assessment tools are used during the student teaching experience to measure and assess growth. Assessment tools include the following Assessments of Continued Growth, Assessment of Content Knowledge, Disposition Form/ Professionalism Form and informal observations of professional practice.

Informal Classroom Observations

During the first and third quarters the CT and US will use the STC observation form for two informal

observation of the STC.

Assessment of Continued Growth (ACG)

The Assessment of Continued Growth is a tool that provides the EPP with information as to the progress of the STC over the course of the student teaching experience. The form is completed by the CT once every three (3) weeks during a twelve-week (60 student contact days) experience and once every two (2) weeks for each seven

(7) week placement in a fourteen-week (70 student contact days) experience. It is important that the CT include any concerns that may arise. This form should be submitted to the Instructor of Record for EDU 495.

Assessment of Content Knowledge during Student Teaching (ACK)

The Assessment of Content Knowledge is a tool to assess content knowledge. The (student) 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. This form completed cby the CT and submitted to the Instructor of Record for EDU 495.

The evaluation is based upon the definition of content found in the Montana Administrative Rules as it applies to the subject(s) being taught and is part of the requirements for university recommendation for licensure. Scoring is based on a Likert scale of 0 to 3. A passing score is 2 or higher; however, if a STC receives a score of 1 on any indicator, a further individualized review of the STC's content knowledge and teaching skills will be conducted by the EPP's Admissions and Retention Committee. The choice of form for completion is listed below and is dependent on the placement for the student teaching experience.

Major	Placement Level	ACK Form To Be Completed
Elementary Education K-8	Elementary K-8 th	Elementary Education ACK
Broadfield Social Science (Secondary)	Middle/High School 6 th through 12 th	Secondary and K-12 ACK
English (Secondary)	Middle/High School 6 th through 12 th	Secondary and K-12 ACK
General Science (Secondary)	Middle/High School 6 th through 12 th	Secondary and K-12 ACK

Industrial Technology (Secondary)	Middle/High School 6 th through 12 th	Secondary and K-12 ACK
Health and Physical Education K-12	Elementary K-5 th	Secondary and K-12 ACK
	Middle/High School 6 th through 12 th	Secondary and K-12 ACK
Major	Placement Level	ACK Form To Be Completed
Art K-12	Elementary K-5 th	Secondary and K-12 ACK
	Middle/High School 6 th through 12 th	
Reading K-12 (if not attached to an Elementary Education Placement	Elementary K-5 th	Secondary and K-12 ACK
	Middle/High School 6 th through 12 th	

Professionalism Form/ Disposition

The Professionalism Form/Disposition Assessment completed by the CT to assess the professional dispositions of the STC at the end of the student teaching experience.

Praxis II

All Teacher Candidates seeking endorsement in a major or minor area, with the exception of Traffic Education, must take and pass the Praxis II content area test before they can be recommended for teacher licensure.

Program of Study	Praxis II Test	Test #	Montana Set Score
Elementary Education K-8	Elementary Education Content Knowledge	5018	163
English 5-12	English Language Arts Content Knowledge	5038	167
General Science 5-12	General Science Content Knowledge	5435	152
HPE K-12	HPE Content Knowledge	5857	155
Industrial Technology 5-12	Technology Education Content Knowledge	5051	154
BF Social Science 5-12	Social Studies Content Knowledge	5081	155
Art K-12 (minor)	Art Content Knowledge	5134	158
Reading K-12 (minor)	Teaching Reading K-12	5206	156

It is recommended STCs explore the Praxis website for Montana: <https://www.ets.org/praxis/mt>. Download and print the study guide for the tests you will take. The most common Praxis II test for MSU-Northern is Elementary Education: Content Knowledge (5018) and a test for the endorsable area reading or art (Reading 5204, Art 5134). Here is the portable data file for that test's study guide: <https://www.ets.org/s/praxis/pdf/5018.pdf>. Additional study materials can be located at <https://www.ets.org/praxis/prepare/materials>

Challenging Situations

STCs are expected to adhere to the policies, procedures, expectations, and requirements of MSU-Northern, the Education Preparation Program, and the school district and school in which the student teaching experience takes place. During the student teaching experience, the CT provides daily feedback to the STC for growth. The Instructor of Record for EDU 495 will provide mentorship through contact with the STC and the CT assisting in the STC's professional growth.

If at any time, the STC demonstrates a deficit or weakness that could affect the successful completion of the student teaching experience, the CT should contact the Instructor of Record for EDU 495. Depending on the details and degree of the challenge the student teaching team will meet to discuss the situation and to develop possible options that could support the STC in successfully meeting the requirements of the student teaching experience. The agreed support plan will be submitted to the Instructor of Record for EDU 495 for final university approval.

As previously stated, challenging situations arise for a variety of reasons. Failure to abide by the Montana Educators Code of Ethics, university, district, or school policies will be subject to review and corrective action by the Education Department Admission and Retention Committee, including potential removal from placement or program. It is important to understand guidelines and procedures set forth in this handbook strive to guide and alleviate challenging situations before they manifest into server problems. Challenges to this degree are a very rare occurrence, as long as the code of ethics are implemented, but all participants should be aware of where and how to address these situations as they may arise. Open and clear communication is essential in all aspects of education and essential in identifying speed bumps before they become a roadblock. If a problem should arise during the student teaching experience, the Professionalism Form can be used by the CT, US, or Instructor of Record for EDU 495 as a tool to assist in remediating any deficiencies. If additional support is needed the CT, US, Instructor of Record for EDU 495, and the STC will develop of a Professional Growth.

As previously stated, challenging situations arise for a variety of reasons. Failure to abide by the Montana Educators Code of Ethics, university, district, or school policies will be subject to review and corrective action by the Education Department Admission and Retention Committee, including potential removal from placement or program. It is important to understand guidelines and procedures set forth in this handbook strive to guide and alleviate challenging situations before they manifest into server problems. Challenges to this degree are a very rare occurrence, as long as the code of ethics are implemented, but all participants should be aware of where and how to address these situations as they may arise. Open and clear communication is essential in all aspects of education and essential in identifying speed bumps before they become a roadblock. If a problem should arise during the student teaching experience, the Professionalism Form can be used by the CT, US, or Instructor of Record for EDU 495 as a tool to assist in remediating any deficiencies. If additional support is needed the CT,

US, Instructor of Record for EDU 495, and the STC will develop of a Professional Growth.

The Professional Growth Plan (PGP) is a guide for the student teaching team and STC who is not making satisfactory progress. The purpose of the plan is to clarify the expectations required to achieve the standards for continuing in the program, and, in particular for the STC, in the student teaching experience.

Suspension (as shared with Site Personnel)

If, at any time during the student teaching experience, the STC fails to comply with professional standards of practice, does not fulfill professional obligations to the institution, or if deficits in the STC's preparation cannot be remediated at the placement site, the STC's placement will be terminated.

The STC will be referred to the Teacher Education Admissions and Retention Committee and may be suspended from the teaching experience and/or program. The decision for removal may be appealed by the STC through the process outlined in the Teacher Education Admission and Retention Committee's policy as described in the Education Handbook.

APPENDICES

APPENDIX A: Student Teacher Candidate

Professional Educators of Montana CODE OF ETHICS
Student Teaching Timelines
Student Teaching Performance Agreement
Affirmation of Policies and Procedures
Danielson Lesson/Unit Plan
Lesson/Unit Plan Assessment Rubric
Reflective Journal Potential Topics
Score Descriptors for Evaluations
Teacher Candidate Observation Form
Professionalism Form
Disposition Assessment Form
Educator Preparation Program Questionnaire

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. Contributes to the development of the profession's body of knowledge.
- D. Manages information, including data, with honesty.
- E. Teaches without distortion, bias, or prejudice.
- F. Represents professional qualifications accurately.

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

Models the principles of citizenship in a democratic society.

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

**Department of Education
Educator Preparation Program**
Student Teaching Recommended Timeline

Student teacher candidates are placed in either a 12-week placement consisting of 60 student contact days or a 14-week placement consisting of 70 student contact days.

<i>Student Teaching Experience Timeline – 60 Student Contact Days</i>		
Approximate Timeframe	Phase	Description of Phase Activities
Prior to the 1 st Day of Student Teaching	0	<p>Prior to the first day of student teaching, the STC undertakes several preliminary tasks. The STC should:</p> <ul style="list-style-type: none"> ● Contact by email or phone the CT and SA to thank them for the placement and as a means of introduction; ● Attend the student teaching orientation meeting(s) at the university; ● Review the Student Teaching Handbook; ● Make any necessary arrangements to eliminate obstacles to full participation in the student teaching experience (e.g., employment schedules, family responsibilities, etc.).
Week 1 (days 1-5)	1	<p>At the start of the student teaching experience, observation provides an opportunity for the STC to become known to the students as another teacher in the classroom. The STC should:</p> <ul style="list-style-type: none"> ● Become familiar with the policies and schedules of the school; ● Learn the names of the students; ● Learn the classroom schedule and routines; ● Develop an awareness of the style of the CT; ● Examine and become familiar with instructional materials, library, and technological resources; ● Meet parents as opportunities arise.
Weeks 2-3 (days 6-15)	2	<p>By the end of Week 1, the STC begins to take a more active role in the classroom. Participation in instructional activities provides opportunities for the STC to assist individual students or groups of students in various formats. During the beginning weeks of the experience, the STC should:</p> <ul style="list-style-type: none"> ● Develop an ease of interaction by working with the CT, the students, and teaching assistants in small group instruction; ● Engage in initial teaching experiences with groups of students; ● Engage in initial classroom management duties with assistance as needed from the CT;

		<ul style="list-style-type: none"> Engage in daily discussions with the CT concerning the STC growth and areas of strengths and areas in need of improvement.
Week 4 (days 16-20)	3	<p>By the end of Week 3, the STC should be immersed in the routines and management procedures of the classroom. At this stage of the experience, the STC should:</p> <ul style="list-style-type: none"> Continue to develop relations within the classroom with students and teaching assistants; Continue taking on some subject lessons and units in all formats of instruction (i.e., whole class, small group, individual); Assume most of classroom management duties; Begin taking charge of some grading and evaluations of classroom activities and assignments; Continue to engage in daily discussion with the CT concerning the STC's growth and areas of strength and areas in need of improvement; Prepare for the first observation/evaluation by the US.
Week 5 (days 21-25)	3	<p>By the end of Week 4, the STC should be ready to assume the full load of teaching and learning in the classroom. At this stage of the student teaching experience, the STC should:</p> <ul style="list-style-type: none"> Be delivering all units and lessons in all teaching and learning formats; Be dealing with the majority of evaluations, grading, and assessments; Be responsible for classroom management and operations with assistance as needed from the CT; Continue to engage in daily discussion with the CT concerning the STCs growth and areas of strength and areas in need of improvement.

Weeks 6-11 (days 26-55)	4	<p>By the end of Week 5, the STC should have become fully immersed and in charge of all areas of teaching and learning. The STC should:</p> <ul style="list-style-type: none"> • Be designing and delivering all units and lessons; • Conduct all evaluations, grading, and assessment; • Be responsible for all classroom management and operations; • Continue to engage in daily discussion with the CT concerning the STC's growth and areas of strength and areas in need of improvement; • Work with the CT and US to prepare for the required evaluations by the CT and US; • At some point, arrange for an observation by and follow-up conference with the SA.
Week 12 (days 56-60)	5	<p>By Week 11, the STC has been in charge of the teaching and learning within the classroom. At the beginning of Week 12, the STC should:</p> <ul style="list-style-type: none"> • Begin handing back the responsibilities of the classroom to the CT; • Assist students in transitioning from student teaching experience to the regular classroom experience; • With assistance from the CT, plan visits to other classrooms, schools, and possibly districts during this last week of the experience; • Make arrangements with the CT and US to discuss the overall evaluations of the student teaching experience. <p>Note: When the STC is not visiting another classroom, school, or district, he/she should be in the classroom assisting the CT in the transition.</p>
<i>Student Teaching Experience Timeline – 70 Student Contact Days</i>		
Approximate Timeframe	Phase	Description of Phase Activities
Prior to the 1 st Day of Student Teaching	0	<p>Prior to the first day of student teaching, the STC undertakes several preliminary tasks. The STC should:</p> <ul style="list-style-type: none"> • Contact by email or phone the CT and SA to thank them for the placement and as a means of introduction; • Attend the student teaching orientation meeting(s) at the university; Review the Student Teaching Handbook; • Make any necessary arrangements to eliminate obstacles to full participation in the student teaching experience (e.g., employment schedules, family responsibilities, etc.).

Week 1 (days 1-5)	1	<p>At the start of the student teaching experience, observation provides an opportunity for the STC to become known to the students as another teacher in the classroom. The STC should:</p> <ul style="list-style-type: none"> • Become familiar with the policies and schedules of the school; • Learn the names of the students; • Learn the classroom schedule and routines; • Develop an awareness of the style of the CT; • Examine and become familiar with instructional materials, library, and technological resources; • Meet parents as opportunities arise.
Week 2 (days 6-10)	2	<p>By the end of Week 1, the STC begins to take a more active role in the classroom. Participation in instructional activities provides opportunities for the STC to assist individual students or groups of students in various formats. During the beginning weeks of the experience, the STC should:</p> <ul style="list-style-type: none"> • Develop an ease of interaction by working with the Cooperating Teacher, the students, and teaching assistants in small group instruction; • Engage in initial teaching experiences with groups of students; • Engage in initial classroom management duties with assistance as needed from the CT; • Engage in daily discussions with the CT concerning the STC's growth and areas of strengths and areas in need of improvement.
Week 3 (days 11-15)	3	<p>By the end of Week 2, the STC should be immersed in the routines and management procedures of the classroom. At this stage of the experience, the STC should:</p> <ul style="list-style-type: none"> • Continue to develop relations within the classroom with students and teaching assistants; • Continue taking on some subject lessons and units in all formats of instruction (i.e., whole class, small group, individual); • Assume most of classroom management duties; • Begin taking charge of some grading and evaluations of classroom activities and assignments; • Continue to engage in daily discussion with the CT concerning the STC's growth and areas of strength and areas in need of improvement; • Prepare for the first observation/evaluation by the US.

Week 4-6 (days 16-30)	4	<p>By the end of Week 3, the STC should be ready to assume the full load of teaching and learning in the classroom. At this stage of the student teaching experience, the STC should:</p> <ul style="list-style-type: none"> • Be designing and delivering all units and lessons; • Conduct all evaluations, grading, and assessment; • Be responsible for all classroom management and operations • Continue to engage in daily discussion with the CT concerning the STC's growth and areas of strength and areas in need of improvement; • Work with the CT and US to prepare for the required evaluations by the CT and US; • At some point, arrange for an observation by and follow-up conference with the site administrator.
Week 7 (days 31-35)	5	<p>By Week 7, the STC has been in charge of the teaching and learning within the classroom. At the beginning of Week 12, the STC should:</p> <ul style="list-style-type: none"> • Begin returning responsibilities of the classroom to the CT; • Assist students in transitioning from student teaching experience to the regular classroom experience; With assistance from the CT, plan visits to other classrooms, schools, and possibly districts during this last week of the experience; • Make arrangements with the CT and US to discuss the overall evaluations of the student teaching experience. • Note: When the STC is not visiting another classroom, school, or district, he/she should be in the classroom assisting the CT in the transition.



**MONTANA STATE UNIVERSITY
NORTHERN**

College of Arts, Sciences, & Education

Department of Education
Educator Preparation Program
Student Teaching Performance Agreement

Student Teacher Candidate's Responsibilities:

1. Complete all tasks and responsibilities on time, to the best of their ability, and at a level satisfactory to the Cooperating teacher(s), University/Clinical Supervisor, Site Administrator, and University/Clinical Supervisor.
2. Follow all policies and regulations of the district, school, and Montana State University-Northern and the Montana Educator's Code of Ethics.
3. Provide for all personal expenses connected with the Student Teaching Experience, including transportation to and from the place of work, housing, personal/professional needs.
4. Establish a productive relationship with Cooperating Teacher(s), Site Administrator, and University/Clinical Supervisor – communicating regularly about student teaching activities and responsibilities.
5. Keep the University/Clinical Supervisor informed as to progress, problems encountered, and changes significant to the experience, new developments, and related matters.
6. Be professional at all times in dress and disposition, abiding by district, school, MSU-Northern policies, and the Montana Educator's Code of Ethics.
7. Maintain current professional liability insurance and CPR/First Aid certification.
8. Adhere to guidelines and requirements in the Student Teaching Handbook.

Cooperating Teacher's (assigned Supervising Classroom Teacher) Responsibilities:

1. Serve as the primary supervisor for the Teacher Candidate and communicate performance to the University/Clinical Supervisor and Instructor of Record for EDU 495 as needed.
2. Facilitate and participate in an initial meeting (held prior to the first day of student teaching) with the Candidate, University/Clinical Supervisor, and Site Administrator (at the school site).
3. Orient the Candidate to the school including any training normally given to new employees at the professional level (in cooperation with the Site Administrator).
4. Provide opportunities for the fulfillment of Student Teaching goals and objectives.
5. Provide guidance and supervision of the Candidate's work during the Student Teaching experience.
6. Schedule conferences, at least weekly, to discuss the Candidate's preparation, dispositions, and performance including problem solving and reflection.
7. Facilitate, whenever feasible, the Candidate's participation in the regular staff/faculty activities that are held at the school site.
8. Consult with the University/Clinical Supervisor on any problem or ways in which the University/Clinical Supervisor may assist in providing a successful Student Teaching Experience for the Candidate.
9. Review and conference with the University/Clinical Supervisor on the *Mid-Semester Student Teaching Evaluation, Final Student Teaching Evaluation, and Assessment of Content Knowledge* of the Candidate.

10. Complete a *Mid-Semester Student Teaching Evaluation* and *Final Student Teaching Evaluation* on the Candidate. Review and conference with the Candidate on the Evaluations. Submit a copy of each to the Instructor of Record for EDU 495 of Education Program.
11. Complete and submit the Assessment of Continued Growth form (previously called the Follow-On Form) for every three-week period of the Student Teaching Experience.
12. Recommend a grade of Pass or Fail upon completion of the experience.

Site Administrator's (Building Principal or Appointee) Responsibilities:

1. Respond to the University's request for placement of a Teacher Candidate and recommend an accomplished, highly qualified teacher(s), with at least three years teaching experience and one year at the grade level currently teaching, as Cooperating Teacher(s) for the Student Teacher Candidate.
2. Assist with the completion of the confirmation of placement, including all requested information.
3. Participate in the initial meeting (held prior to the first day of student teaching) with the Candidate, Cooperating Teacher(s), and University/Clinical Supervisor.
4. Assist in scheduling staff to orient the Candidate to the building and the school system.
5. Establish an environment of professional acceptance and support for the Candidate.
6. Contact the Instructor of Record for EDU 495 of Education Program and the University/Clinical Supervisor immediately in case of serious difficulties or concerns with the Candidate or the assignment.

University Supervisor's Responsibilities:

1. Serve as liaison and resource person both for the Teacher Candidate and the Cooperating Teacher(s) in assisting the Candidate to meet objectives.
2. Attend with the Candidate, Cooperating Teacher (s), and Site Administrator at the school site an initial planning meeting (held prior to the first day of student teaching) along with a minimum of four separate observation/evaluation visits (minimum).
3. Maintain open lines of communication with both the Candidate and Cooperating Teacher(s) via email, telephone, and/or in person.
4. Organizes and conducts the Student Teaching Seminars.
5. Maintain a Candidate file with copies of all pertinent documentation as needed.
6. Review and conference with the Cooperating Teacher(s) on their *Mid-Semester Student Teaching Evaluation*, *Final Student Teaching Evaluation*, and *Assessment of Content Knowledge* of the Candidate. Submit via Qualtrix (online) final evaluation for student teaching. Complete all final, end of year forms to the Instructor of Record for EDU 495 of Education Program.
7. Complete a *Mid-Semester Student Teaching Evaluation* and *Final Student Teaching Evaluation* on the Candidate. Review and conference with the Candidate on the Evaluations. Give the Candidates a copy of the observations and evaluations to include in their file.
8. Recommend a grade of Pass or Fail upon completion of the experience.

Signatures

Student Teacher Candidate Signature

Date

Cooperating Teacher's Signature

Date

Site Administrator's Signature

Date

University Supervisor Signature

Date

Receipt: This agreement has been received, approved, and placed in the Candidate's file:

Instructor of Record for EDU 495 of Education Program Signature Date

Directions for Submission

The Student Teacher Candidates are RESPONSIBLE for making three (3) copies of this agreement: one for their Cooperating Teacher, one for their University Supervisor, and one for themselves. The original signed form is to be submitted to the Instructor of Record for EDU 495 of Education Program prior to Seminar #1. Mail to, MSU-Northern, P.O. Box 7751, Havre, MT 59501.



College of Arts, Sciences, & Education

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Affirmation of Policies and Procedures

Instructions: After reading this document carefully, the Student Teacher Candidate is to print their name in each of the blanks provided and sign on the appropriate signature line. A witness must also sign this form.

As a Student Teacher Candidate,

I, _____, have read the Student Teaching Handbook and EDU 495 Course Syllabus. I understand the policies and procedures contained therein. I agree to complete the EDU 495 course and to student teach under the conditions set forth.

Second, I, _____, have been provided with and have read, understand, and agree to abide by the school district's and the school's teacher handbooks, employee policy and procedures manuals, and any other pertinent documentation I should be aware of from the school.

Third, I _____, have read, understand and agree to abide by the policies and procedures regarding confidentiality of school and student information and records, and the Montana Educator's Code of Ethics.

Fourth, I _____, acknowledge that I am personally liable for my actions while engaged in the act of student teaching.

Signatures

Student Teacher Candidate Signature

Date

Cooperating Teacher's Signature

Date

Directions for Submission

The Student Teacher Candidates are RESPONSIBLE for submitting the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.

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>	

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> 1a: Demonstrating Knowledge of Content and Pedagogy <i>Component 1c</i> Setting Instructional Outcomes	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> Setting Instructional Outcomes	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> 1a: Demonstrating Knowledge of Content and Pedagogy	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> 1a: Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	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> Component 1b Demonstrating Knowledge of Students	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 Reflecting on Teaching</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 (NOTE: the reflection is not assessed if the candidate did not have the opportunity to teach the lesson)</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 provide evidence of thoughtful reflection (NOTE: the reflection is not assessed if the candidate did not have the opportunity to teach the lesson)</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 provided evidence of thoughtful reflection (NOTE: the reflection is not assessed if the candidate did not have the opportunity to teach the lesson)</p>
<p>Content Knowledge of Candidate</p> <p><i>Component 1a Demonstrating Knowledge of Content & Pedagogy</i></p>	<p>Lesson/unit plan demonstrates that the candidate lacks an understanding of the content to be taught</p>	<p>Lesson/unit plan demonstrates that the candidate has some understanding of the content to be taught</p>	<p>Lesson/unit plan demonstrates that the candidate has a sound knowledge of the content to be taught</p>
<p>Writing Conventions</p> <p><i>The ability to communicate effectively and demonstrate control of written language is required by all candidates enrolled in the Initial Education Program</i></p>	<p>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</p>	<p>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</p>	<p>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</p>

Department of Education
Educator Preparation Program

Score Descriptors for Evaluations

Within the Danielson Performance Assessment/Observation Tool, a 3-point scale range is used to assess Student Teacher Candidates while professional educator assessment in K-12 schools utilizes a 4-point scale range. Because Student Teacher Candidates are not professional educators working in the field, a *Distinguished* score is not used.

The general descriptors used in the evaluation of the overall student teaching experience are outlined below.

Unsatisfactory	Developing	Proficient
<i>Indicators</i>	<i>Indicators</i>	<i>Indicators</i>
<ul style="list-style-type: none"> ● Lacks professionalism; ● Does not accept constructive criticism; ● 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 	<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



College of Arts, Sciences, & Education

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Student Teacher Candidate Observation Form

Student Teacher Candidate				Observer
Date of Observation				School Site
Role of Observer (check one)	Cooperating Teacher	University Supervisor	Other:	
Evaluation/Observation Type	Formal	Informal	Pop-in (if approved by CT)	
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

- This informal observation tool is used for any informal observation during the student teaching experience and does not require a teaching demonstration. US 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 STC.
- A pre-conference should be held prior to the actual observation. During the conference, the evaluator and the STC 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.
- The observer should observe the STC for 20-30 minutes and should keep written notes during the observation.
- A post-conference should be held after the actual observation. During the conference, the observer should discuss the strengths and weaknesses of the STC's performance during the observation. The conference should provide an opportunity for a reflective discussion about the STC'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 STC.
- Upon completion of the observation/evaluation form and post-conference, please provide the STC with a copy of the form.
- A copy of this form should be submitted to the Instructor of Record for EDU 495.

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. 		
Domain 1: Planning and Preparation				
<i>Observable Behaviors:</i>	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)				
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 4e-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 4e-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				

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	OVERALL SCORE	

NOTE: This observation, when completed by the CT, US, and Instructor of Record for EDU 495 for the course, becomes part of part of the permanent record.

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

 Student Teacher Candidate Signature _____
Date

 CT/US Signature _____
Date

 CT/US Name _____
Position

The Student Teacher Candidates are RESPONSIBLE for submitting the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.



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Professionalism Form Student Teaching

STC:		Date:			
CT:		Semester	Fall	Spring	Year:
School:		Community:			
Professionalism Dispositions	Score	RUBRIC			
		Unacceptable (1 pt)	Developing (2 pts)	Proficient (3 pts)	
Attire		Inappropriately dressed for professional setting.	Appropriately dressed on most days.	Maintains professional appearance at all times.	
Punctuality		Frequently late and leaves early.	Has been late or left early on occasion.	Arrives on time and remains as expected.	
Attendance		Does not attend as scheduled; does not notify; not dependable.	Has mostly attended as scheduled; notified when not able to be there	Attends as scheduled; makes up missed time; always notifies school of absence	
Poise & Attitude		Shows little self-confidence; displays a critical or negative attitude; demonstrates inappropriate behavior.	Generally self-confident; displays positive & agreeable attitude with children.	Self-assured; displays appropriate behavior; willing attitude, positive interactions with all children and staff.	
Initiative		Exhibits little energy or enthusiasm; seldom volunteers for tasks.	Demonstrates enthusiasm for children, curriculum, and teaching.	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.	Is willing to cooperate with staff and families with some hesitation.	Demonstrates an ability and a willingness to work cooperatively with staff and families.	
Feedback		Rejects or ignores constructive feedback.	Accepts constructive feedback and responds appropriately.	Solicits feedback about performance and 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.	Demonstrates an ability to communicate and interact effectively with children, staff, and families; is sensitive to diversity.	Consistently communicates and interacts effectively and professionally with children, staff, and families; establishes positive rapport, exhibits caring and respect for all diversity.	
Professional Relationships		Does not work effectively with supervisors, co-workers, or students	Begins to form relationships with supervisors, co-workers, and students.	Communicates well and is at ease with supervisors, co-workers, and students.	
TOTAL SCORE		Rating: Proficient: 25-30 Developing: 24-19 Unacceptable: 18 or below			
Cooperating Teacher Signature			Date		
Candidate Signature			Date		

Department of Education
Educator Preparation Program
Disposition Assessment Form

Student Teacher Candidate Self-Assessment Form:

You will be asked to complete this questionnaire at the beginning and at the end of your program. It includes several different behaviors in three categories: leadership, professionalism, and teaching & learning. Please respond as thoughtfully and as honestly as possible. There are no “right or wrong answers” and you will not be graded based on your responses.

Mark the option that closely describes how you feel:

Questionnaire:

Leadership Dispositions

1. I voluntarily participate in school-based and community-based professional activities.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

2. I collaborate effectively with others during group assignments.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

3. I have high expectations of myself.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

4. You feel comfortable with the behavior and practice the behavior.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

5. You feel there is room for development of the disposition.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

6. You have not had the opportunity to engage the behavior.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

7. I address students' social and emotional needs when setting up the classroom environment and interacting with such needs.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

8. I include appropriate multicultural content in my classroom environment and activities.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

9. I present accurate information about diverse culture, correcting student's misconceptions, and avoiding stereotypes.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

10. I am comfortable working with peers from diverse cultural backgrounds.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

11. I am comfortable working with students and parents from diverse cultural backgrounds.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

12. I am aware of the how my background shapes my cultural identity.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

13. I value different cultural points of view.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

Professionalism Dispositions

14. I follow the policies and procedures of the setting where I am working.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

15. I meet paperwork and coursework deadlines.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

16. I use appropriate professional language in oral and written communication.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

17. I act and speak professionally as a representative of MSUN.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

18. I dress appropriately for the setting where I am working.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

19. I arrive promptly for commitments and turn in assignments on time.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

20. I avoid pushing my viewpoints onto others that are outside the scope of professional practice.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

21. I maintain confidentiality and demonstrate respect for the principle of informed consent.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

22. I can describe the concept of plagiarism and I do not engage the behavior.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

Teaching & Learning Dispositions

23. I actively seek resources related to my work, beyond what instructors or supervisors provide.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

24. I actively seek and make use of knowledge from other disciplines.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

25. I use the feedback I receive from others to improve my performance.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

26. I attend workshops and conferences to further my professional development.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

27. I actively reflect on and critique my own performance.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

28. I actively identify my strengths and areas for professional growth.
 - a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

29. I listen and respond to feedback without becoming defensive.
 - a. You feel comfortable with the behavior and practice the behavior.

- b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.
30. I use observations of student's behavior, language, and performance to guide my teaching decisions.
- a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.
31. I use information from professional literature and other resources to broaden my knowledge and improve my practice.
- a. You feel comfortable with the behavior and practice the behavior.
 - b. You feel there is room for development of the disposition.
 - c. You have not had the opportunity to engage the behavior.

Student Teacher Candidate Signature

Date

The Student Teacher Candidates are RESPONSIBLE for submitting the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.



College of Arts, Sciences, & Education

Department of Education

Educator Preparation Program

Educator Preparation Program Questionnaire

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

In an effort to improve the EPP 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 STC 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	Acceptable	Developing	Unsatisfactory	TOTAL

	(31-40 points)	(21-30 points)	(11-20 points)	(0-10)	SCORE	
Comments:						
Signature			Printed Name			
Title			Date			

The Student Teacher Candidates are RESPONSIBLE for submitting the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.

APPENDIX B Cooperating Teacher Materials

Cooperating Teacher Checklist for Teacher Candidate Arrival
Cooperating Teacher Checklist of Required Activities/Forms (12 Week Placement)
Cooperating Teacher Checklist of Required Activities/Forms (7 Week Placement)
Danielson Lesson/Unit Plan See Student Teacher Candidate Appendix A
Score Descriptors for Evaluations
Teacher Candidate Observation Form
Performance Assessment Rubric for Student Teaching Observation/Evaluation
Assessment of Continued Growth Form
Assessment of Content Knowledge
Professionalism Form
Disposition Assessment Form
Grade Recommendation Form
Educator Preparation Program Questionnaire



College of Arts, Sciences, & Education

Department of Education

Educator Preparation Program

Cooperating Teacher Checklist for Student Teacher Candidate Arrival

This list may serve as a guide to check off the recommended activities to assure a smooth transition from the STC and the students in the CT classroom.

Prepare the students for the Teacher Candidate's Arrival	
	Inform the students of the impending arrival of the Teacher Candidate
	Create a feeling of anticipation for the Teacher Candidate's arrival
	Have the students prepare a personal information sheet that can be given to the Teacher Candidate (including a photo of the student, if possible)
Learn about the Teacher Candidate's Background	
	Subject Knowledge
	Pre-Student Teaching field experiences
	Special interests or skills
	Concerns or questions that the Teacher Candidate may have
Review the Student Teaching Handbook	
	Review the expectations and requirements for Teacher Candidates
	Review the expectations for the Cooperating Teacher
	Review the timelines for completing and submitting required forms and documentation
Become aware of the school's policy concerning Teacher Candidates	
	Rights and responsibilities of Teacher Candidates
	Reporting to school administration
	Responsibility of Cooperating Teacher when a Teacher Candidate is teaching
	Absences or late arrivals/early departures of the Teacher Candidate
	Supervisory activities
	Attendance at faculty meetings/staff development/parent-teacher conferences
	Other expected duties
Secure copies of materials to be placed in folder/binder for use in orienting the Teacher Candidate	
	School map
	Student information pages (with photos, if possible)
	Regularly used forms
	Schedules (holidays, PIR, bell, bus duty, etc.)
	Seating charts
	Pertinent personnel contact information
	School district handbook and/or rules, policies, and procedures guidelines
Make necessary arrangements for the Teacher Candidate in the classroom	
	Arrange for a desk or table for the Teacher Candidate's use
	Arrange for a computer for use by the Teacher Candidate (if available)
	Provide necessary supplies
Secure copies of teaching resources for the Teacher Candidate's use	
	Textbooks and curriculum guides
	Resource books and materials
Forms and meetings	
	Review and sign the <i>Student Teaching Performance Agreement</i> .
	Ensure that you have a current copy of the Student Teaching Handbook – request updated copy if needed
	Collaborate with the University Supervisor and Teacher Candidate to schedule the University Supervisor visits for the semester



College of Arts, Sciences, & Education

Department of Education

Educator Preparation Program

Cooperating Teacher Checklist of Required Activities/Forms/Documents

60 Student Contact Days-12 Week Teaching Experience

The following documents/forms are to be completed by the Cooperating Teacher and distributed as indicated during the 12 weeks (60 student contact days) of the student teaching experience.

Note the following: The W-4, Employee Information Sheet and the I-9 with required documents must be submitted prior to the beginning of the student teaching experience if the CT did not have a STC in a student teaching experience within the current academic year. Questions concerning these documents should be addressed to the Human Resources at 406-265-3789.

Due by	Form/Documentation	Submitted to Whom
Before start of student teaching experience	W-4, Employee information Sheet, I-9 form with required documents	MSUN HR
Daily	Provide feedback to STC to assist in growth (The Informal Classroom Observation Checklist can be used)	Discuss with STC; if checklist is used, submit to the Instructor of Record for EDU 495 at the end of the semester
End of each week	Review and approve all lesson/unit plans utilizing the MSU-N lesson plan format	Return to STC with feedback
End of Week 3	Assessment of Continued Growth for Weeks 1-3	Submit to Instructor of Record for EDU 495
End of Week 6	Assessment of Continued Growth for Weeks 4-6	Submit to Instructor of Record for EDU 495
By End of Week 6	Complete the STC Observation/Formal Evaluation for Midterm	Original to Instructor of Record for EDU 495 at end of semester; copy to STC.
End of Week 9	Assessment of Continued Growth for Weeks 7-9	Submit to Instructor of Record for EDU 495
End of Week 12	Assessment of Continued Growth for Weeks 10-12	Submit to Instructor of Record for EDU 495
End of Week 12	STC Observation/Formal Evaluation for Final	Original to Instructor of Record for EDU 495; copy to STC after final conference
End of Week 12	Assessment of Content Knowledge during Student Teaching form	Original to Instructor of Record for EDU 495; copy to STC.
End of Week 12	Completing the Professionalism Form	Original to Instructor of Record for EDU 495; copy to STC.
End of Week 12	Complete the Disposition Assessment Form	Original to Instructor of Record for EDU 495; copy to STC.
End of Week 12	Collaborate with US in completing the Grade Recommendation	Submit to the Instructor of Record for EDU 495
End of Week 12	Teacher Education Program Questionnaire	Submit to the Instructor of Record for EDU 495

	End of Week 12	Statement of Services	Submit to Instructor of Record for EDU 495
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All paperwork should be submitted to either the Instructor of Record for EDU 495 for EDU 495 at the end of the semester, *unless there is a deficit/weakness noted that may interfere with the successful completion of the student teaching experience.* If a weakness/deficit is noted, all documentation up to this point must be submitted immediately to the Student Teaching Team initiate a meeting to determine an appropriate action plan.

Department of Education
Educator Preparation Program

Cooperating Teacher Checklist of Required Activities/Forms/Documents for Split Experience
35 Student Contact Days-7 Week Teaching Experience

The following documents/forms are to be completed by the Cooperating Teacher and distributed as indicated during the 7 weeks (35 student contact days) of the split student teaching experience. A length of a split student teaching experience actually is 70 student contact days or 14 weeks with each cooperating teacher having the teacher candidate in his/her classroom for a 35 day/7 week period.

Note the following: The W-4, Employee Information Sheet and the I-9 with required documents must be submitted prior to the beginning of the student teaching experience if the Cooperating Teacher did not have a Teacher Candidate in a student teaching experience within the current academic year. Questions concerning these documents should be addressed to the Director of Human Resources at 406-265-4147 or hr@msun.edu

Due by	Form/Documentation	Submitted to Whom
Before start of student teaching experience	W-4, Employee information Sheet, I-9 form with required documents	MSUN HR
Daily	Provide feedback to STC to assist in growth (The Informal Classroom Observation Checklist can be used)	Discuss with STC; if checklist is used, submit to the Instructor of Record for EDU 495 at the end of the semester
End of each week	Review and approve all lesson/unit plans utilizing the MSU-N lesson plan format	Return to STC with feedback
End of Week 2	Assessment of Continued Growth for Weeks 1-2	Submit to Instructor of Record for EDU 495
End of Week 4	Assessment of Continued Growth for Weeks 3-4	Submit to Instructor of Record for EDU 495
By End of Week 4	Complete the STC Observation/Formal Evaluation for Midterm	Original to Director at end of semester; copy to Teacher Candidate after midterm conference
End of Week 7	Assessment of Continued Growth for Weeks 5-7	Submit to Director
End of Week 7	Teacher Candidate Observation/Formal Evaluation for Final	Original to Director; copy to Teacher Candidate after final conference
End of Week 7	Appropriate Assessment of Content Knowledge during Student Teaching form	Original to Director; copy to Teacher Candidate after final conference
End of Week 7	Completing the Professionalism Form	Original to Instructor of Record for EDU 495; copy to STC.
End of Week 7	Completing the Disposition Assessment Form	Original to Instructor of Record for EDU 495; copy to STC.
End of Week 7	Completing the Grade Recommendation	Submit to the Instructor of Record for EDU 495
End of Week 7	Teacher Education Program Questionnaire	Submit to the Instructor of Record for EDU 495
End of Week 7	Statement of Services	Submit to the Instructor of Record for EDU 495

NOTE:

All paperwork should be submitted to either the Instructor of Record for EDU 495 for EDU 495 at the end of the semester, *unless there is a deficit/weakness noted that may interfere with the successful completion of the student teaching experience.* If a weakness/deficit is noted, all documentation up to this point

Department of Education
 Educator Preparation Program

Assessment of Continued Growth Form

It is important that continued growth be evidenced during the student teaching experience. Montana State University-Northern's Initial Education Program is responsible for assessing candidates' dispositions for teaching. These dispositions include professional attitude, values, and beliefs that are exhibited through both verbal and non-verbal behaviors as candidates interact with the educational environment. As the Cooperating Teacher, you share the everyday teaching experience with the Teacher Candidate during the student teaching experience, and your observations and perceptions of the Student Teacher 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 Teacher Candidate's performance as you have observed him/her during the student teaching experience so far.

Teacher Candidate										
Cooperating Teacher										
Observation Period (select one)		Weeks 1-3		Weeks 4-6		Weeks 7-9		Weeks 10-12		Weeks 13+
Domain	Criteria	Not Observed		Unsatisfactory		Developing		Proficient		
1a	Demonstrates clear understanding of content knowledge									
1b	Engages students in opportunities to appreciate their own and other cultures									
1e	Plans lessons which engage students in authentic, meaningful performances									
2a	Demonstrates an appreciation and value for the diversity within the educational setting									
2d	Promotes acceptable student behavior									
3a	Communicates content knowledge effectively									
3e	Focuses on individual student needs within the classroom									
4a	Exhibits and emotional maturity to strive to improve teaching skills									
4e	Models effective verbal and non-verbal communication skills									
4e	Demonstrates professionalism in attendance and punctuality (to school and to class)									
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:		<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Proficient								
		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	

Note:

The Student Teacher Candidates are RESPONSIBLE for submitting the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501

Department of Education
 Educator Preparation Program

Score Descriptors for Evaluations

Within the Danielson Performance Assessment/Observation Tool, a 3-point scale range is used to assess Student Teacher Candidates while professional educator assessment in K-12 schools utilizes a 4-point scale range. Because Student Teacher Candidates are not professional educators working in the field, a *Distinguished* score is not used.

The general descriptors used in the evaluation of the overall student teaching experience are outlined below.

Unsatisfactory	Developing	Proficient
<i>Indicators</i>	<i>Indicators</i>	<i>Indicators</i>
<ul style="list-style-type: none"> ● Lacks professionalism; ● Does not accept constructive criticism; ● 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 	<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



College of Arts, Sciences, & Education

Department of Education
Educator Preparation Program

Student Teacher Candidate Observation Form

Student Teacher Candidate				Observer
Date of Observation				School Site
Role of Observer (check one)	Cooperating Teacher	University Supervisor	Other:	
Evaluation/Observation Type	Formal	Informal	Pop-in (if approved by CT)	
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

g. This informal observation tool is used for any informal observation during the student teaching experience and does not require a teaching demonstration. US 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 STC.

h. A pre-conference should be held prior to the actual observation. During the conference, the evaluator and the STC 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.

i. The observer should observe the STC for 20-30 minutes and should keep written notes during the observation.

j. A post-conference should be held after the actual observation. During the conference, the observer should discuss the strengths and weaknesses of the STC's performance during the observation. The conference should provide an opportunity for a reflective discussion about the STC'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 STC.

k. Upon completion of the observation/evaluation form and post-conference, please provide the STC with a copy of the form.

l. A copy of this form should be submitted to the Instructor of Record for EDU 495.

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.
Domain 1: Planning and Preparation				
<i>Observable Behaviors:</i>	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)				
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 4e-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 4e-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				

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	OVERALL SCORE	

NOTE: This observation, when completed by the CT, US, and Instructor of Record for EDU 495 for the course, becomes part of part of the permanent record.

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

Student Teacher Candidate Signature _____
Date

CT/US Signature _____
Date

CT/US Name _____
Position

The Student Teacher Candidates are RESPONSIBLE for submitting the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.

Performance Assessment Rubric for Student Teaching

At the end of the semester the CT will complete the Performance Assessment Rubric online for the OPI. This evaluation is a summation of the work the Student Teacher Candidate completed. The Performance Rubric is completed separately. Each section asks for evidence; however, this is optional. Starting on the next page is the Performance Assessment Rubric for Student Teaching for you to preview before completing online and submitting to OPI.

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 works 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, even though there are the 4 categories OPI and Montana State University-Northern only use three categories.

Danielson Group suggested scoring is below: 1 – *Unsatisfactory*; 2 - *Developing*, and 3 – *Proficient*.

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

DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating Knowledge of Content and Pedagogy
Elements:

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Rating	Descriptor	TC Score
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	<input type="checkbox"/>
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
<i>Distinguished</i>	<i>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 misunderstanding.</i>	

Evidence:

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

Rating	Descriptor	TC Score
Unsatisfactory 1	The teachers demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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	<input type="checkbox"/>
<i>Distinguished</i>	<i>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.</i>	

Evidence:

Component 1c: Setting Instructional Outcomes

Elements:

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

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
<i>Distinguished</i>	<i>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 students.</i>	

Evidence:

Component 1d: Demonstrating Knowledge of Resources

Elements:

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

Rating	Descriptor	TC Score
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	<i>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, and for students who need them.</i>	

Evidence:

Component 1e: Designing Coherent Instruction

Elements:

- Learning activities
- Instructional materials and resources
- Instructional groups

Rating	Descriptor	TC Score
Unsatisfactory 1	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	<i>The teacher coordinates 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 to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</i>	

Evidence:

Component 1f: Designing Student Assessments

Elements:

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

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
Developing 2	The teacher's plan for student assessment is partially aligned with the 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 a whole.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Combined score for Domain One (out of 18)

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements:

- Teacher interaction with students
- Student interactions with other students

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
Developing 2	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results.	<input type="checkbox"/>
Proficient 3	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite.	<input type="checkbox"/>
Distinguished	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class.	

Evidence:

Component 2b: Establishing a Culture for Learning

Elements:

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.”	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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 detail, and/or helping peers. High expectations are internalized by students.	

Evidence:

Component 2c: Managing Classroom Procedures

Elements:

- Management of Instructional Groups
- Management of Transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Proficient 3	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines.	<input type="checkbox"/>
Distinguished	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students.	

Evidence:

Component 2d: Managing Student Behavior

Elements:

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
Developing 2	Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Component 2e: Organizing Physical Space

Elements:

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Rating	Descriptor	TC Score
Unsatisfactory 1	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	<input type="checkbox"/>
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 arrangement to suit learning activities, with partial success.	<input type="checkbox"/>
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. Teacher makes effective use of physical resources, including computer technology.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Combined score for Domain Two (out of 15)

DOMAIN 3: INSTRUCTION
Component 3a: Communication with Students

Elements:

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

Rating	Descriptor	TC Score
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	<input type="checkbox"/>
Developing 2	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds.	<input type="checkbox"/>
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. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	<input type="checkbox"/>
Distinguished	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. 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	

Evidence:

Component 3b: Using Questioning and Discussion Techniques

Elements:

- Quality of questions
- Discussion techniques
- Student participation

Rating	Descriptor	TC Score
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 predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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 meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	

Evidence:

Component 3c: Engaging Students in Learning

Elements:

- Activities and assignments
- Instructional materials and resources
- Grouping of students
- Structure and pacing

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
Developing 2	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development 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.	<input type="checkbox"/>
Proficient 3	The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' development, 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.	<input type="checkbox"/>
Distinguished	The various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another.	

Evidence:

Component 3d: Using Assessment in Instruction

Elements:

- Assessment criteria
- Student self-assessment and monitoring of progress
- Monitoring of student learning
- Feedback to students

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Component 3e: Demonstrating Flexibility and Responsiveness

Elements:

- Lesson adjustment
- Response to students
- Persistence

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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 of strategies to draw upon.	<input type="checkbox"/>
Proficient 3	The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	<input type="checkbox"/>
Distinguished	The teacher seizes an opportunity to enhance learning, building on a spontaneous event 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.	

Evidence:

Combined score for Domain Three (out of 15)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements:

- Accuracy
- Use in future teaching

Rating	Descriptor	TC Score
Unsatisfactory 1	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Component 4b: Maintaining Accurate Records

Elements:

- Student completion of assignments
- Student progress in learning
- Non-instructional records

Rating	Descriptor	TC Score
Unsatisfactory 1	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	<input type="checkbox"/>
Developing 2	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective	<input type="checkbox"/>
Proficient 3	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	<input type="checkbox"/>
Distinguished	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.	

Evidence:

Component 4e: Growing and Developing Professionally

Elements:

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Component 4f: Showing Professionalism

Elements:

- Integrity and ethical conduct
- Advocacy
- Decision making
- Service to students
- Compliance with school and district regulations

Rating	Descriptor	TC Score
Unsatisfactor y 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 school and district regulations and timelines.	<input type="checkbox"/>
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 students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	<input type="checkbox"/>
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 regulations.	<input type="checkbox"/>
Distinguished	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.	<input type="checkbox"/>

Evidence:

Combined score for Domain Four (out of 12)

Final Score (out of 60)

NON-GRADED ELEMENTS (Please mark, but do not include in Final Score)

Component 4c: Communicating with Families

Elements:

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Rating	Descriptor	TC Score
Unsatisfactor y 1	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	<input type="checkbox"/>
Developing 2	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>

Evidence:

Component 4d: Participating in a Professional Learning Community

Elements:

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

Rating	Descriptor	TC Score
Unsatisfactory y	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	<input type="checkbox"/>

1		
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	

Evidence:

Department of Education
Educator Preparation Program

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

Student 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 completes this Content Validation Assessment for each Student Teacher Candidate supervised. The Instructor of Record for EDU 495 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"/> | Mathematic |
| 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

Student Teacher Candidate's Signature (*I have been made aware of this assessment*) _____ Print Name _____ Date _____

Cooperating Teacher's Signature (*I have been made aware of this assessment*) _____ Print Name _____ Date _____

Instructor of Record for EDU 495 Signature (*I have been made aware of this assessment*) _____ Print Name _____ Date _____

The Student Teacher Candidates are RESPONSIBLE for submitting the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box

7751, Havre, MT 59501.

 Department of Education
 Educator Preparation Program

**Secondary and K-12 Education
 Assessment of Content Knowledge Demonstrated During Student Teaching**

Student 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) must complete this Content Validation Assessment on their Student Teacher Candidate. The Instructor of Record for EDU 495 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.

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
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 acceptable research of topic content	
1 – (basic)	Demonstrates minimal research of topic content	
0 – (unacceptable)	Demonstrate little or no research of topic content	

Signatures

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

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

Instructor of Record for EDU 495 (I have reviewed this assessment) _____ (Print) Name _____ Date _____

Submit the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.

**Department of Education
Educator Preparation Program**
Professionalism Form

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			



College of Arts, Sciences, & Education
Department of Education
Educator Preparation Program
Disposition Assessment Form

Dispositions Assessment

The rubric delineates 15 dispositions in three categories- leadership, professionalism, and teaching and learning. Descriptors are provided for each of the 15 dispositions. For each disposition, there are three levels of performance - Unacceptable, Developing, and Proficient. The additional option "Cannot tell" is noted when the supervisor is not able to observe the behavior. The descriptions for the three performance levels offer measurable behaviors and examples but do not list every possible behavior. Further, candidates need not demonstrate all behaviors identified in a level of performance to be rated at that level. The three levels are:

Unacceptable: The observed behaviors do not reflect positive professional dispositions and do not support student learning and development.

Developing: The observed behaviors reflect positive professional dispositions and support student learning and development, but there is considerable room for improvement.

Proficient: The observed behaviors reflect positive professional dispositions and support student learning and development.

The performance levels in the rubric are designed to provide supervisors with an instrument to document candidates' position, progress, and behaviors that are of concern (red flag). The "Unacceptable" option should only be used when a potential problem behavior is observed. Every time this level is selected, action will be taken, and the observable behavior will be recorded in the candidates' file. This action will result in a dispositional report.

1. Supervising Teacher name: *

2. MSUN student name: *

1. Candidate leads teamwork efforts among peers to promote professional development and improvement of the educational services.

Mark only one oval.

- (:) Unacceptable - Shows no interest in participating in or building a sense of community within the school setting.
- (:) Developing - Recognizes the importance of building a sense of community. Participates as a school community member when prompted.
- (:) Proficient - Builds a sense of community within learning environments. Voluntarily engages as a productive school community member.
- (:) Cannot tell

2. Candidate practices the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.

Mark only one oval.

- (:) Unacceptable - 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.
- (:) Developing - Participates appropriately in groups working on cooperative assignments. Supports participation and success for all and is responsive to constructive feedback.
- (:) Proficient - Contributes to groups working on cooperative assignments. Demonstrates commitment to team success. Encourages and supports participation.
- (:) Cannot tell

9/8/22, 9:59 AM Dispositions Assessment

3. Candidate demonstrates self-assurance due to his/her abilities to teach and his/her self-perception.

Mark only one oval.

- (:) Unacceptable - 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.
- (:) Developing - Displays a neutral attitude about self, others, or future. Holds modest expectations of him or herself and the teaching profession. Exhibits a pleasant demeanor.
- (:) Proficient - Displays a positive attitude about self, others, and the future. Is self-assured. Has high expectations of themselves. Exhibits a positive demeanor.
- (:) Cannot tell

4. Candidate appreciates the languages, communities, and experiences learners bring to the classroom. Candidate advocates for and support marginalized communities and individuals.

Mark only one oval.

- (:) Unacceptable - Refuses to include those often excluded. Shows bias against certain students or categories of students and colleagues. Behaves in a manner that is discriminatory, 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.
- (:) Developing - Does not appear reluctant to include those often excluded. Recognizes the value of differences. Demonstrates respect to classmates in discussions 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.
- (:) Proficient - Does not appear reluctant to include those often excluded. Recognizes the value of differences. Demonstrates respect to classmates in discussions 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.
- (:) Cannot tell

Professionalism

5. Candidate takes 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

Mark only one oval.

- (:) Unacceptable - 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.
- (:) Developing - 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.
- (:) Proficient - 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.
- (:) Cannot tell

6. Candidate demonstrates communication skills including listening, speaking, reading, and writing when transmitting knowledge and values.

Mark only one oval.

(:) Unacceptable - Written, oral, or non-verbal communication is inappropriate for educational settings or the intended audience. Fails to use active listening.

(:) Developing - 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.

(:) Proficient - 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. Option 3

(:) Cannot tell

7. Candidate acts appropriately in educational settings through his/her behavior, attitude toward education, and appearance.

Mark only one oval.

(:) Unacceptable - Is frequently late or absent. Makes a negative impression through inappropriate grooming, dress, or hygiene.

(:) Developing - Shows interest in the profession. Is noticeably late or unprepared. Is appropriately tidy and clean. His or her personal presentation is occasionally distracting.

(:) Proficient - 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.

(:) Cannot tell

8. Candidate demonstrates appropriate professional etiquette in his/her relationships with other members of the educational community.

Mark only one oval.

(:) Unacceptable - 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.

(:) Developing - 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.

(:) Proficient - 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.

(:) Cannot tell

9. Candidate acts with full effort to show the highest ethical standards.

Mark only one oval.

(:) Unacceptable - 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.

(:) Developing - 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.

(:) Proficient - 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.

(:) Cannot tell

Teaching and Learning

10. Candidate identifies potential problems and provides a range of solutions considering different perspectives and resources.

Mark only one oval.

(:) Unacceptable - Does not address problems or seek solutions.

(:) Developing - 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.

(:) Proficient - 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.

(:) Cannot tell

11. Candidate analyzes various professional contexts, resulting in more informed decision-making about professional practice.

Mark only one oval.

- (:) Unacceptable - Does not gather, analyze, or use data to make informed decisions.
- (:) Developing - 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.
- (:) Proficient - 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.
- (:) Cannot tell

12. Candidate critically reviews his/her professional practice and the impact it has on student success.

Mark only one oval.

- (:) Unacceptable - 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.
- (:) Developing - 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.
- (:) Proficient - 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.
- (:) Cannot tell

13. Candidate recognizes the need for and is committed to actively seeking new knowledge, skills and experiences.

Mark only one oval.

- (:) Unacceptable - 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.
- (:) Developing - 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.
- (:) Proficient - 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.
- (:) Cannot tell



College of Arts, Sciences, & Education

Department of Education
Educator Preparation Program
Grade Recommendation Form

It is important that continued growth is evidenced during the student teaching experience. MSU-Northern's EPP is responsible for assessing our candidates' content knowledge and the skills and dispositions needed for successful teaching and student learning. Cooperating Teachers share the everyday teaching experience with the Student Teacher Candidates placed in their classrooms. As a result, the insight of both the Cooperating Teacher is invaluable in assisting the Educator Education Program faculty to gauge the success of the STC in the student teaching experience. The Cooperating Teacher complete and submit the form to the Instructor of Record for EDU 495.

Please complete this Grade Recommendation form and return it to the Instructor of Record for EDU 495 at the end of the student teaching experience.

Form with fields for Student Teacher Candidate, Semester, Year, Cooperating Teacher, Grade or Subjects, School, and a signature section with a recommendation statement and checkboxes for Pass/Fail.

Submit the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.

Department of Education
 Educator Preparation Program

Educator Preparation Program Questionnaire

Program Mission: 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.

Program Outcomes and 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.

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	X	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							
Ratings		Proficient (31-40 points)	Acceptable (21-30 points)	Developing (11-20 points)	Unsatisfactory (0-10)	TOTAL SCORE	
Comments:							
Signature		Printed Name					
Title		Date					

Submit the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.

APPENDIX C University Supervisor Materials

University Supervisor Checklist of Required Activities/Forms (12 Week Placement)
University Supervisor Checklist of Required Activities/Forms (7 Week Placement)
Score Descriptors for Evaluations
Student Teacher Candidate Observation Form
Danielson Lesson/Unit Plan See Student Teacher Candidate Appendix A
Performance Assessment Rubric for Student Teaching Observation/Evaluation



College of Arts, Sciences, & Education

Department of Education
Educator Preparation Program

University Supervisor Checklist of Required Activities/Forms/Documents
60 Student Contact Days-12 Week Teaching Experience

The following documents/forms are to be completed by the University Supervisor and distributed as indicated during the student teaching experience.

Note the following: The W-4, Employee Information Sheet, and the I-9 with required documents must be submitted prior to the beginning of the student teaching experience if the University Supervisor did not have a Student Teacher Candidate in a student teaching experience within the current academic year. Questions concerning these documents should be addressed to the Director of Human Resources at 406-265-4147 or hr@msun.edu

Due by	Form/Documentation	Submitted to Whom
Before start of student teaching experience	W-4, Employee information Sheet, I-9 form with required documents	Submit to MSUN HR
Between Week 3 and End of Week 4	Complete first informal observation of the STC using the Informal Class Observation Checklist	Original to Instructor of Record for EDU 495 at end of semester; copy to STC
By End of Week 6	Complete the Teacher Candidate Observation/Formal Evaluation for Midterm	Original to Instructor of Record for EDU 495 at end of semester; copy to STC
Between Week 8 and End of Week 9	Complete second informal observation of the Teacher Candidate using the Informal Class Observation Checklist	Original to Instructor of Record for EDU 495 at end of semester; copy to STC
End of Week 12	Teacher Candidate Observation/Formal Evaluation for Final	Original to Instructor of Record for EDU 495; copy to STC
End of Week 12	Statement of Services	Submit to the Instructor of Record for EDU 495

NOTE:

All paperwork should be submitted to either the Instructor of Record for EDU 495 for EDU 495 at the end of the semester, *unless there is a deficit/weakness noted that may interfere with the successful completion of the student teaching experience*. If a weakness/deficit is noted, all documentation up to this point must be submitted immediately to the Student Teaching Team initiate a meeting to determine an appropriate action plan.

Submit the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.



College of Arts, Sciences, & Education

Department of Education
Educator Preparation Program

University Supervisor Checklist of Required Activities/Forms/Documents
Split Experience: 35 Student Contact Days- 7 Week Teaching Experience

The following documents/forms are to be completed by the University Supervisor and distributed as indicated during the student teaching experience.

Note the following: The W-4, Employee Information Sheet and the I-9 with required documents must be submitted prior to the beginning of the student teaching experience if the University Supervisor did not have a Student Teacher Candidate in a student teaching experience within the current academic year. Questions concerning these documents should be addressed to the Human Resources at 406-265-3798.

Due by	Form/Documentation	Submitted to Whom
Before start of student teaching experience	W-4, Employee information Sheet, I-9 form with required documents	Submit to Instructor of Record for EDU 495
Between Week 2 and End of Week 3	Complete first informal observation of the Student Teacher Candidate using the Informal Class Observation Checklist	Original to Instructor of Record for EDU 495 at end of the semester; copy to STC
By End of Week 4	Complete the Student Teacher Candidate Observation/Formal Evaluation	Original to Instructor of Record for EDU 495 at end of semester; copy to STC
Between Week 5 and End of Week 6	Complete second informal observation of the Student Teacher Candidate using the Informal Class Observation Checklist	Original to Instructor of Record for EDU 495 at end of the semester; copy to STC
End of Week 7	Student Teacher Candidate Observation /Formal Evaluation (Qualtrics)	If hard copy processing, original to Instructor of Record for EDU 495 and copy to ST
End of Week 7	Statement of Services	Submit to the Instructor of Record for EDU 495

NOTE:

All paperwork should be submitted to either the Instructor of Record for EDU 495 for EDU 495 at the end of the semester, *unless there is a deficit/weakness noted that may interfere with the successful completion of the student teaching experience.* If a weakness/deficit is noted, all documentation up to this point must be submitted immediately to the Student Teaching Team initiate a meeting to determine an appropriate action plan.

Submit the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.



College of Arts, Sciences, & Education
Department of Education
Educator Preparation Program

Score Descriptors for Evaluations

Within the Danielson Performance Assessment/Observation Tool, a 3-point scale range is used to assess Student Teacher Candidates while professional educator assessment in K-12 schools utilizes a 4-point scale range. Because Student Teacher Candidates are not professional educators working in the field, a *Distinguished* score is not used.

The general descriptors used in the evaluation of the overall student teaching experience are outlined below.

Unsatisfactory	Developing	Proficient
<i>Indicators</i>	<i>Indicators</i>	<i>Indicators</i>
<ul style="list-style-type: none"> ● Lacks professionalism; ● Does not accept constructive criticism; ● 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 	<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



College of Arts, Sciences, & Education

Department of Education
Educator Preparation Program

Student Teacher Candidate Observation Form

Student Teacher Candidate				Observer
Date of Observation				School Site
Role of Observer (check one)	Cooperating Teacher	University Supervisor	Other:	
Evaluation/Observation Type	Formal	Informal	Pop-in (if approved by CT)	
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

m. This informal observation tool is used for any informal observation during the student teaching experience and does not require a teaching demonstration. US 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 STC.

n. A pre-conference should be held prior to the actual observation. During the conference, the evaluator and the STC 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.

o. The observer should observe the STC for 20-30 minutes and should keep written notes during the observation.

p. A post-conference should be held after the actual observation. During the conference, the observer should discuss the strengths and weaknesses of the STC's performance during the observation. The conference should provide an opportunity for a reflective discussion about the STC'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 STC.

q. Upon completion of the observation/evaluation form and post-conference, please provide the STC with a copy of the form.

r. A copy of this form should be submitted to the Instructor of Record for EDU 495.

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 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. 			
Domain 1: Planning and Preparation					
<i>Observable Behaviors:</i>	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:

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)	U 1 pt	D 2 pts	P 3 pts	Notes and/or Comments
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)				
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:

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)	U 1 pt	D 2 pts	P 3 pts	Notes and/or Comments
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 4e-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 4e-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				

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	OVERALL SCORE	

NOTE: This observation, when completed by the CT, US, and Instructor of Record for EDU 495 for the course, becomes part of part of the permanent record.

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

Student Teacher Candidate Signature

Date

CT/US Signature

Date

CT/US Name

Position

The Student Teacher Candidates are RESPONSIBLE for submitting the completed form to the Instructor of Record for EDU 495 of Education Program within 7 days of the commencement of the Montana State University-Northern academic semester in which the student teaching experience takes place. If mailed, please address to: MSU-Northern, P.O. Box 7751, Havre, MT 59501.

Department of Education
Educator Preparation Program

Performance Assessment Rubric for Student Teaching

At the end of the semester the CT will complete the Performance Assessment Rubric online for the OPI. This evaluation is a summation of the work the Student Teacher Candidate completed. The Performance Rubric is completed separately. Each section asks for evidence; however, this is optional. Starting on the next page is the Performance Assessment Rubric for Student Teaching for you to preview before completing online and submitting to OPI.

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 works 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, even though there are the 4 categories OPI and Montana State University-Northern only use three categories.

Danielson Group suggested scoring is below: 1 – *Unsatisfactory*; 2 - *Developing*, and 3 – *Proficient*.

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

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements:

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Rating	Descriptor	TC Score
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	<input type="checkbox"/>
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
<i>Distinguished</i>	<i>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 misunderstanding.</i>	

Evidence:

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

Rating	Descriptor	TC Score
Unsatisfactory 1	The teachers demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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	<input type="checkbox"/>
<i>Distinguished</i>	<i>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.</i>	

Evidence:

Component 1c: Setting Instructional Outcomes

Elements:

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

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
<i>Distinguished</i>	<i>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 students.</i>	

Evidence:

Component 1d: Demonstrating Knowledge of Resources

Elements:

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

Rating	Descriptor	TC Score
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	<i>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, and for students who need them.</i>	

Evidence:

Component 1e: Designing Coherent Instruction

Elements:

- Learning activities
- Instructional materials and resources
- Instructional groups

Rating	Descriptor	TC Score
Unsatisfactory 1	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	<i>The teacher coordinates 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 to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.</i>	

Evidence:

Component 1f: Designing Student Assessments

Elements:

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

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
Developing 2	The teacher's plan for student assessment is partially aligned with the 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 a whole.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Combined score for Domain One (out of 18)

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements:

- Teacher interaction with students
- Student interactions with other students

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
Developing 2	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results.	<input type="checkbox"/>
Proficient 3	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite.	<input type="checkbox"/>
Distinguished	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class.	

Evidence:

Component 2b: Establishing a Culture for Learning

Elements:

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.”	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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 detail, and/or helping peers. High expectations are internalized by students.	

Evidence:

Component 2c: Managing Classroom Procedures

Elements:

- Management of Instructional Groups
- Management of Transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Proficient 3	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines.	<input type="checkbox"/>
Distinguished	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students.	

Evidence:

Component 2d: Managing Student Behavior

Elements:

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
Developing 2	Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Component 2e: Organizing Physical Space

Elements:

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Rating	Descriptor	TC Score
Unsatisfactory 1	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	<input type="checkbox"/>
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 arrangement to suit learning activities, with partial success.	<input type="checkbox"/>
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. Teacher makes effective use of physical resources, including computer technology.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Combined score for Domain Two (out of 15)

DOMAIN 3: INSTRUCTION

Component 3a: Communication with Students

Elements:

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

Rating	Descriptor	TC Score
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	<input type="checkbox"/>
Developing 2	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds.	<input type="checkbox"/>
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. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	<input type="checkbox"/>
Distinguished	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. 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	

Evidence:

Component 3b: Using Questioning and Discussion Techniques

Elements:

- Quality of questions
- Discussion techniques
- Student participation

Rating	Descriptor	TC Score
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 predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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 meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	

Evidence:

Component 3c: Engaging Students in Learning

Elements:

- Activities and assignments
- Instructional materials and resources
- Grouping of students
- Structure and pacing

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
Developing 2	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development 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.	<input type="checkbox"/>
Proficient 3	The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' development, 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.	<input type="checkbox"/>
Distinguished	The various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another.	

Evidence:

Component 3d: Using Assessment in Instruction

Elements:

- Assessment criteria
- Student self-assessment and monitoring of progress
- Monitoring of student learning
- Feedback to students

Rating	Descriptor	TC Score
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Component 3e: Demonstrating Flexibility and Responsiveness

Elements:

- Lesson adjustment
- Response to students
- Persistence

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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 of strategies to draw upon.	<input type="checkbox"/>
Proficient 3	The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	<input type="checkbox"/>
Distinguished	The teacher seizes an opportunity to enhance learning, building on a spontaneous event 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.	

Evidence:

Combined score for Domain Three (out of 15)

MAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements:

- Accuracy
- Use in future teaching

Rating	Descriptor	TC Score
Unsatisfactory 1	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Component 4b: Maintaining Accurate Records

Elements:

- Student completion of assignments
- Student progress in learning
- Non-instructional records

Rating	Descriptor	TC Score
Unsatisfactory 1	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	<input type="checkbox"/>
Developing 2	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective	<input type="checkbox"/>
Proficient 3	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	<input type="checkbox"/>
Distinguished	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.	

Evidence:

Component 4e: Growing and Developing Professionally

Elements:

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Rating	Descriptor	TC Score
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Component 4f: Showing Professionalism

Elements:

- Integrity and ethical conduct
- Advocacy
- Decision making
- Service to students
- Compliance with school and district regulations

Rating	Descript or	TC Score
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 school and district regulations and timelines.	<input type="checkbox"/>
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 students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	<input type="checkbox"/>
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 regulations.	<input type="checkbox"/>
Distinguished	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.	

Evidence:

Combined score for Domain Four (out of 12)

Final Score (out of 60)

NON-GRADED ELEMENTS (Please mark, but do not include in Final Score)

Component 4c: Communicating with Families

Elements:

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Rating	Descript or	TC Score
Unsatisfactory 1	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	<input type="checkbox"/>
Developing 2	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	

Evidence:

Component 4d: Participating in a Professional Learning Community

Elements:

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

Rating	Descriptor	TC Score
Unsatisfactory 1	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	<input type="checkbox"/>
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	

Evidence:

APPENDIX D Other Materials

Professional Growth Plan
Payment for Services for CTs and USs
Statement of Services
Employee Information Form
Web Links for Required Documents (Cooperating Teacher and University/Clinical Supervisor)



College of Arts, Sciences, & Education
Department of Education
Educator Preparation Program

Professional Growth Plan

The Professional Growth Plan (PGP) is a guide for the Student Teaching Team for the STC who is not making satisfactory progress. The purpose is to develop a plan with the STC that clarifies the expectations required to achieve the standards for continuing in the MSU-Northern EPP. If a PGP is necessary, the CT (or other supervising party) is encouraged to contact the University's Instructor of Record for EDU 495 to share the concerns.

Meeting Date: _____ Site: _____

STC Name: _____ CT's Name: _____

Purpose of Professional Growth Plan			
Academic/Performance Strengths			
Academic/Performance Concerns			
Plan for Remediation			
Resources available during remediation period			
Timeline			
Consequences for failure to meet the expectations			
Additional Comments			
<i>Signatures of Members Attending the Conference</i>			
Student Teacher Candidate		Date	
Cooperating Teacher		Date	
University Supervisor		Date	
Site Administrator		Date	
Instructor of Record for EDU 495		Date	
<i>Please send the original completed and signed PGP form to the Instructor of Record for EDU 495 immediately following the meeting.</i>			

Payment for Services for CTs and USs

Montana State University-Northern realizes that the payment for services is merely a token gesture for the exceptional work that CTs and USs do in preparing STCs for their professional careers as educators.

For CTs, it is hoped that the STC is found to be an asset to the efforts in the K-12 classroom rather than a hindrance in this ever-increasing system of accountability. In addition, Montana State University-Northern appreciates the mentorship of CTs and sees their mentorship as an essential component in preparing each of these future educators to better serve the K-12 students.

CTs and USs the Montana State University-Northern finds their experience and mentorship of the utmost importance as a guide for STCs as they move through the student teaching experience. The guidance, interaction, and feedback to STCs help mold these future educators.

Labor laws within the state of Montana have changed over the course of the years, especially as a result of Senate Bill 108. This has affected how Montana State University-Northern is able to pay vendors, which CTs and USs are considered to be. CTs and USs are subject to state, federal, and FICA withholding which are required to be done prior to the issue of payment. In addition, CTs and USs are considered employees of Montana State University-Northern and are covered under Montana State University-Northern Workmen’s Compensation Fund for their services, in accordance with Senate Bill 108. Montana State University-Northern must ensure that it is in compliance with all regulations and, thereby, ensure that CTs and USs will not encounter any problems when tax time comes each year.

Required Documents

CTs and US must submit the following documents Montana State University-Northern Human Resource Department:

- W-4 (Employee’s Withholding Allowance Certificate)
- I-9 form (Employment Eligibility Verification Form) See HR at 265-3789.
- MSU-Northern Employee Information Form

In addition, the Statement of Services must be submitted at the end of the student teacher experience to the Instructor of Record for EDU 495.

The timeline for submission of paperwork will provide assistance to CT’s and US’s.

Position	Required Document	Submission Required Date
CT US	Employee’s Withholding Allowance Certificate (W-4) (in CT or US forms file).	Must be submitted prior to the start date of the student teaching experience
CT US	Employment Eligibility Verification Form (I-9). May be submitted electronically—see HR: amy.skyrja@msun.edu or 265-3789.	Must be submitted prior to the start date of the student teaching experience
CT US	Montana State University-Northern Employee Information Form (in CT or US forms file).	Must be submitted prior to the start date of the student teaching experience
US	Travel Request Form (if distance from home to school placement site is over 10 miles) and travel reimbursement	Must be submitted prior to the start date of the student teaching experience; travel reimbursement forms are due monthly.

Required employment paperwork and Statement of Services form not received within three (3) months of the conclusion of the semester will not be honored due to budgetary limitations on claims; therefore, it is very important that CTs and USs submit their paperwork in a timely manner.

If there are any questions or concerns or if assistance in completing the forms is needed, CTs and USs can contact Human Resources (406-265- 3789).

Payment Information

Payment for services to both CTs and USs is made at the end of each university semester, not at the end of the individual student teaching experience. In order to receive payment, all required activities, documents, and forms must be completed and submitted as outlined in this handbook

For CT:

If a CT has not previously worked for Montana State University-Northern (within the six months), he/she will need to submit the required employment paperwork prior to the beginning of the student teaching experience.

There are two options for reimbursement available to CTs:

1. A stipend of \$250 (subject to state and federal withholdings) for each STC assigned to a CT for the semester.

NOTE:

- Stipend are conditional on the CT supervising a STC for 100% of the student teaching experience.
- CTs who share responsibility for a STC during one semester will need to collaborate to determine what percentage of time each one held responsibility (i.e., 50/50, 30/70, 40/60, etc.). Each CT will then complete a Statement of Services form and write in the appropriate percentage of responsible time. The reimbursement will be issued accordingly.

For US:

If a US has not previously worked for Montana State University-Northern (within the six months), he/she will need to submit the required employment paperwork prior to the beginning of the student teaching experience.

There are two options for reimbursement available to USs:

1. A stipend of \$250 (subject to state and federal withholdings) per STC assigned to a US for the semester. If a STC is assigned to a placement site (school) that is more than ten (10) miles from the US's home, the US is eligible to track and request travel expenses under the following conditions:

1. A Travel Request is submitted to the Education Department Administrative Associate prior to the beginning of the student teaching experience.
2. The State of Montana Vehicle Use Policy Agreement is signed by the US and returned to the Education Department Administrative Associate prior to the beginning of the student teaching experience, even if a private vehicle is being used for transport. NOTE: This form must only be signed and submitted once and will be kept on file.
3. Mileage reimbursement is provided at the current state allocated rate for mileage accrued only for conducting official visits as a US (i.e., travel is only for US business; if travel to a town or city in which the school site is located is also for personal or other business, reimbursement is not provided).
4. In order to receive reimbursement, the following two (2) forms must be submitted to the Education Department Administrative Associate.
 - a. Travel Request Form must be submitted at the beginning of the student teaching experience.
 - b. Travel Expense Voucher must be completed each month for which travel reimbursement is being required. The left-hand column indicates the date(s) and times of travel. All pertinent information for that specific day must be entered on that line.



College of Arts, Sciences, & Education

Department of Education
Educator Preparation Program

Statement of Services

To be issued to: _____ Phone: _____

Your Name

[] Cooperating Teacher [] University Supervisor

Last four digits of Social Security Number: _____

Address: _____

On _____ I completed the Supervision of the following Student Teacher Candidate(s):

Candidate(s) Name(s)

Cooperating Teacher Use Only - The percent of time I was responsible for supervision of the Teacher Candidate(s) was _____% of the Student Teaching Practicum.

Payment for services is available. You may receive a \$250 stipend with submission of this form.

[] Stipend (subject to state and federal withholdings)

I certify that this claim is correct, and that payment or credit has not been received.

Signature

Date

- For MUS-Northern Use Only Below This Point -

Charge to: College Arts, Sciences, & Education

Index Number: _____

Compensation for these services is due and payable in the form/amount of

Stipend of \$ _____

Dean of College of Arts & Sciences, and Education

Date



Employee Information Form

This form is to be completed by all new hires

on the first day of employment

**Original to Payroll; copy to Human Resources
PO Box 7751 Havre, MT 59501**

Name (last, first, MI): _____
Previous Name (if appl): _____
Social Security #: _____
Dept: Teacher Education
Employment Address (room, bldg.): Cowan Hall 315
Employment Phone: 406-264-3757
Home/Mailing Address (for W-2's): _____

Employee Class (check one):

- Administrator
- Faculty
- Classified
- Classified Exempt Professional
- Temporary

AFFIRMATIVE ACTION INFORMATION

The information in this section will be kept confidential. It is used for reporting on new hires in accordance with federal regulations and for monitoring our affirmative action program.

BIRTH DATE: ____/____/____
citizen only)

SEX:
 Female
 Male

U.S. CITIZEN:
 Yes
 No (If no, must also fill out visa info form)

DISABLED:
 Yes
 No

ETHNIC BACKGROUND (for U.S.

- African American
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Caucasian

VETERAN STATUS:
 Veteran
 Vietnam Era Veteran (8/5/64-/7/75)
 Disabled Veteran
 Not a Veteran

STATE OF MONTANA PRIOR SERVICE

Please list any prior service and approximate dates of services with any State, County, or Municipal Agency for the State of Montana. This is needed to set up correct vacation and service records.

Name of Agency Dates of Employment

Name of Agency Dates of Employment

RETIREMENT SYSTEM INFORMATION

Have You ever participated in a retirement system for public employees? Yes No

Have you ever retired in a retirement system for public employees? Yes No

Are you still a member of any of these systems? Yes No

Public Employees' Retirement System (PERS) _____
 Retirement Date Employer Dates of Employment

Teachers' Retirement System (TRS) _____
 Retirement Date Employer Dates of Employment

Game Wardens' Retirement System _____
 Retirement Date Employer Dates of Employment

Other _____
 Retirement Date Employer Dates of Employment

NOTICE OF P.E.R.S. ELIGIBILITY

Classified staff who work at least 960 hours in one fiscal year are required to enroll in the Public Employees' Retirement System (PERS).

Classified staff who work less than 960 hours may voluntarily elect membership. By electing membership in PERS, a tax-deferred percentage of each paycheck will be automatically deducted. The University will contribute a percentage of the total covered payroll to PERS.

I expect to work less than 960 hours per fiscal year, and I wish to enroll in PERS. I understand that my contributions will begin following the receipt of completed enrollment application.

I expect to work less than 960 hours per fiscal year, and I do NOT wish to enroll in PERS at this time. I understand it is my responsibility to notify the Payroll office of any future change of election.

For details about other retirement planning options, including TIAA-CREF, contact the Human Resources and Payroll Office.

EFFECTIVE DATE OF RESIGNATION

Effective date of resignation from Montana State University-Northern will not begin until I settle all outstanding obligations and take care of the following: COMPLETE required position assignments; RETURN all MSUN property and materials; RETURN all keys; RETURN all books and PAY any library fines; PAY any parking fines; CLEAR any and all debts and financial obligations through the Business Office.

SIGNATURE

I understand and acknowledge the above statement. I also certify that all of the information provided on this form is correct.

Signature

Date

Required Payroll and Human Resource Documents

The following HR documents are needed immediately at the beginning of student teaching supervision. Submit to Amy Skryja at amy.skryja@msun.edu or call her at 265-3789 for instructions.

- (1) **IMMEDIATE NEED:** *I-9 Employment Eligibility Verification Form:* This form is now available using a link provided by Human Resources, Amy Skryja at amy.skryja@msun.edu or 265-3789. **Please contact her right away.**

- (2) *W-4 Employee Withholdings Form:* Located on the Internal Revenue website Web Link:
<https://www.irs.gov/pub/irs-pdf/fw4.pdf>

Submit right way to amy.skryja@msun.edu. PO Box 7751, Havre, MT 59501; or call 265-3789.

- (3) Employee Information Form . Submit right way to amy.skryja@msun.edu, mail to PO Box 7751, Havre, MT 59501; or call 265-3789.

Below are forms required for the Educator Preparation Program's Department of Education; contact Department of Education. Fax at 265-3721, email to Jennifer.anderson32@msun.edu, or call 265-3751.

- (4) Travel Request and Expense Instructions and Forms: Located on the MSU-Northern website at <http://www.msun.edu/busserv/forms.aspx> for University Supervisors who travel more than 10 miles from home to school site:
On the site, retrieve the Travel Request & Justification form and the instructions. Sign and submit to the Department of Education. Fax at 265-3721, email to Jennifer.anderson32@msun.edu.

Once we receive your travel request forms, we will guide you through how to submit travel expenses.

- (5) Statement of Services form in following pages (submitted at end of student teaching semester). Sign and submit to the Department of Education. Fax at 265-3721, email to Jennifer.anderson32@msun.edu.