

# **Stone Child College**



## **Field Experience and Student Teaching Handbook**

**Elementary Education  
2019**

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## ***Mission of the Education Department***

The mission of Stone Child College's Education Department is to develop culturally responsive and competent teachers who are well prepared to meet the challenges of contemporary education. The Education Department has designed a teacher education program in which the inclusion of culture, language, and history is paramount. Additionally, the program is based upon state and national standards with its foundation based on four key domains: (a) the learner and learning; (b) content; (c) instructional practice; and (d) professional responsibility. The SCC Education Department was recently reviewed and accredited by the Montana Office of Public Instruction's Accrediting Committee (2018).

Certain requirements are of major importance in the Stone Child College Educator Preparation Program: (a) a broad background in General Education in the traditional liberal arts; (b) in-depth content preparation in specific teaching fields; (c) mastery of professional education knowledge, skills, and dispositions; and (d) demonstration of the competencies of the Initial Conceptual Framework's Guiding Principles.

In order to accomplish these objectives, the prospective teacher must acquire a scholarly mastery of the field to be taught and the ability to use methods of critical inquiry. This implies that prospective teachers acquire a bank of knowledge and scholarly ability needed in the elementary classroom. Moreover, prospective teachers must secure: (a) knowledge and understanding of the process of human development and behavior; (b) competence in the techniques of instruction; (c) knowledge of school organization and administration; (d) an understanding of education as a social institution in historical and philosophical perspective; (e) knowledge, understanding and experience in culturally diverse settings; and (f) an ability to effectively work with a diverse group of learners to ensure that they become successful citizens who are college and/or career ready.

The Elementary Education program provides a broad educational foundation with a focus on how science, technology, and math interconnect within the language arts, social studies, arts, and health enhancement curricula. This program content is essential in the preparation of successful K-8 pre-service teachers. Associate level requirements provide students an opportunity to gain an introductory understanding of different styles of thinking and problem solving.

### **Initial Conceptual Framework**

The Initial Conceptual Framework represents the shared vision of members of the faculty in collaboration with members of the professional education community in preparing undergraduate students to become educators in K-8 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The Initial Conceptual Framework is the foundation that describes Stone Child College's philosophy and the expected performance outcomes of graduates.

The Initial Conceptual Framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It makes explicit collective professional commitments, including the commitment to acquire and use knowledge on behalf of K-8 students. It reflects commitment to diversity and the preparation of educators who help all students learn. Finally, the Initial Conceptual Framework provides a context for aligning state standards with the knowledge, skills and dispositions expected by the unit for educators.

### **Conceptual Framework Summary/Guiding Principles**

To guide its work in teacher preparation, the Department has delineated the following Guiding Principles as the essential elements of effective educator preparation:

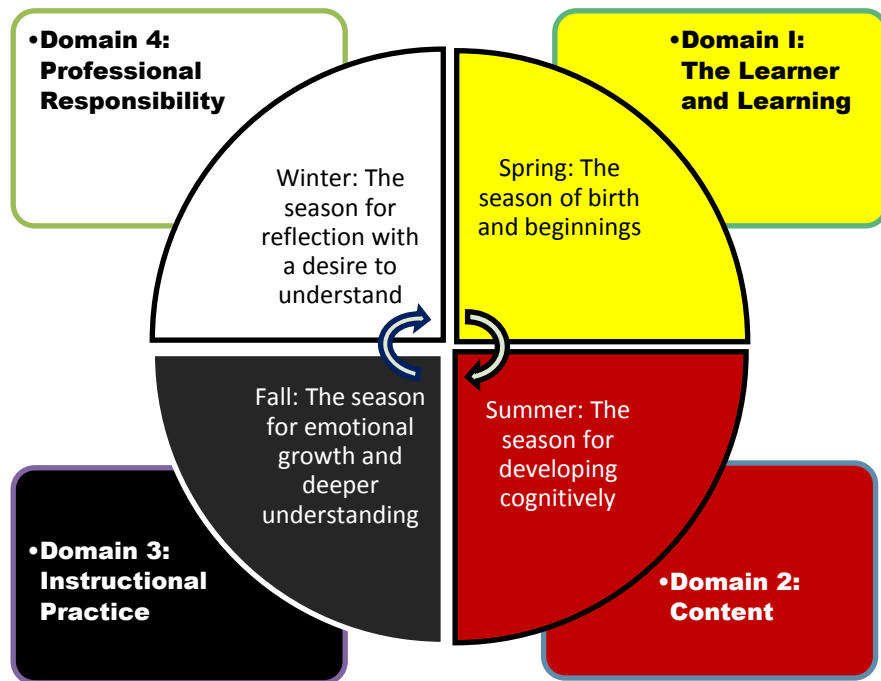
1. All learning begins with a focus on the learner and the learning process; one must know the previous experiences, cultures, languages, learning needs, and backgrounds of each learner in

order to effectively create student-centered, engaging, and supportive learning environments and opportunities.

2. Program content is essential in the preparation of successful K-8 pre-service teachers; the SCC Education Department provides a broad educational foundation with a focus on how science, technology, and math interconnect within the language arts, social studies, creative arts, and health enhancement curricula.
3. To be effective and compassionate educators, pre-service teachers must develop the scholarly ability needed in the elementary classroom. Moreover, prospective teachers must secure: (a) knowledge and deep understanding of the process of human development and behavior; (b) competence in the techniques of instruction and assessment; (c) knowledge of school organization and administration; (d) an understanding of education as a social institution in historical, social justice, and philosophical perspectives; (e) experience in culturally diverse settings; and (f) an ability to work with diverse groups of learners.
4. Professional responsibilities for teachers include: (a) the ability to continue to grow professionally; (b) the ability and dispositions to engage in collaboration with multiple stakeholders including families, community members, and other professionals; (c) the ability to evaluate and reflect upon the outcomes of one's teaching using a variety of data from multiple sources to best meet the needs of all learners.



## Conceptual Framework Schematic Model



This schematic representation of the SCC Conceptual Framework is based upon the four Domains of our education department through the cultural lens of a Cree medicine wheel. This medicine wheel was selected as its description of the four directions and seasons was relevant and applicable to the four domains of the SCC teacher education program. Domain 1 is about focusing on the learner, which is where all learning begins. For the Cree medicine wheel, this season represents spring and birth and one's connection to the physical space. Domain 1 is also concerned with the physical and emotional environments needed to best support learning for all learners. Domain 2 ensures that teacher candidates have the content knowledge needed to effectively teach. The Cree medicine wheel identifies this summer season as the time for cognitive growth and developing mental capacities. Domain 3 provides teacher candidates with multiple opportunities to develop skills in teaching the content and ensures that they are able to utilize a variety of teaching and assessment skills to meet the needs of each learner. The Cree medicine wheel describes this season, fall, as the time for emotional growth and a time of deeper understanding. The elements of Domain 4 relate to candidates' professional development and leadership skills. One important aspect of professional growth is the ability to reflect on one's practice and use this reflection to improve upon one's skills. The winter season on the Cree medicine wheel is based upon reflection and a desire to understand.

## ***Candidate Outcomes***

***Candidates completing the Bachelor of Science in Elementary Education Degree (K-8), will demonstrate skills, dispositions and knowledge in relationship to the following principles based on the 11 Montana Teaching Standards and Montana Professional Educator Preparation Program Standards (PEPPS; 10.58.501).***

The candidate will:

1. Demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;
2. Use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
3. Be able to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;
4. Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
5. Demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
6. Use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner decision making;
7. Plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;
8. Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
9. Engage in ongoing professional learning and use evidence to continually evaluate the candidates' practice, particularly the effects of the candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
10. Interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
11. Engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
12. Demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana. (Montana Educator Licensure Standards cited from [www.opi.mt.gov/pdf/arm/57chapter.pdf](http://www.opi.mt.gov/pdf/arm/57chapter.pdf) and Montana Professional Educator Preparation Program Standards (PEPPS)).

## ***Candidate Dispositions***

Stone Child College Department of Education fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

<i><b>Reflection</b></i>	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
<i><b>Critical thinking</b></i>	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
<i><b>Professional ethics</b></i>	Candidates learn to make well-reasoned ethical judgments. We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
<i><b>Valuing diversity</b></i>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.
<i><b>Collaboration</b></i>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<i><b>Life-long learning</b></i>	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.



## ***Section I: General Credential Program Information***

### **Program Development**

The curriculum for the elementary education degree was developed through intense research, a steering committee, an advisory board, and collaboration with multiple professional education partnerships and professionals. These partnerships include: (a) our partnerships with local elementary schools, including both administrators and teachers; (b) our inclusion in the Montana Council of Deans of Education that provides training and education on issues relative to teacher education programs in Montana, including national accreditation standards and issues, and understanding of the Chapter 58 rules that direct the accreditation of educator preparation programs in Montana; (c) membership on the Montana Early Childhood Higher Education Consortium which provided opportunities to connect with other instructors in early childhood and elementary education across Montana; and (d) our partnership with the Penn Center for Minority Serving Institutions and their Success in Teacher Education at Minority Serving Institutions Project in which they provided professional guidance in curriculum and best practices for exemplary teacher education programs. Through this project, we connected with faculty at Fresno State who shared extensively with us their collaborative approach to teacher education that involves allowing the candidates and university faculty to become part of the culture of the school by using school facilities for university coursework and field experiences. This approach gives students an opportunity to practice theory and its application in the classroom in a safe and guided environment. It also gives local teachers an opportunity to share their expertise with candidates and to connect with them on a professional level. Along with a greater presence and partnership with local schools, they shared about progressive field experiences, which increased in time, level of professional expectations, and involvement with teaching in the classroom. The effects of the graduated levels of field experience afforded students to feel more prepared for their culminating student teaching experience.

### **Required Courses and Degree Plan for Stone Child College Bachelor of Science in Elementary Education (K-8)**

<b>Required Courses:</b>	<b>Credits</b>	<b>Grade</b>	<b>Term</b>	<b>College</b>
<b>Fall – Year 1</b>				
ART 110 Art Appreciation	3			
WRIT101 College Writing I	3			
NASX 100 Cree I	3			
EDU 200 Intro to Education	3			
ESCI 150 Atmospheric Science with lab	4			
<b>Total credits</b>	<b>16</b>			
<b>Spring – Year 1</b>				
MUS 110 Music Appreciation	3			
COMX 111 Public Speaking	3			
PSYX 100 Intro to Psychology	3			
BIOS 101 General Biology with Lab	4			
WRIT 201 College Writing II	3			
<b>Total credits</b>	<b>16</b>			
<b>Fall – Year 2</b>				

<b>Required Courses:</b>	<b>Credits</b>	<b>Grade</b>	<b>Term</b>	<b>College</b>
M130 Math for Elementary Teachers I	4			
PHSX 205N Fundamentals of Physics I	3			
PHSX 206N Fundamentals of Physics lab	1			
EDU 235 Introduction to Indian Education	3			
EDU 225 Intro to Education Psychology	3			
HPE 285 Principles of Health and Wellness	3			
<b>Total credits</b>	<b>17</b>			
<b>Spring – Year 2</b>				
M131 Math for Elementary Teachers II – College Algebra	4			
PSCI 210 American Government/History	3			
NAS 101 History of Indians in the U.S.	3			
EDU 220 Human Growth and Development	3			
EDU 270 Instructional Technology	3			
<b>Total credits</b>	<b>16</b>			
<b>Fall - Year 3</b>				
GPHY 310 Human Geography	3			
EDU 301 Language, Literacy & Text for Children	3			
EDU 307 Curriculum, Planning and Assessment	3			
EDU 305 Parent Partnerships and Community Collaboration	2			
EDU 309 Guiding Social Development and Class Management	3			
EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience	3			
<b>Total credits</b>	<b>17</b>			
<b>Spring - Year 3</b>				
EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB	2			
EDU 330 Methods: Teaching and Assess. Soc. Studies K-8	3			
EDU 337 Teaching Exceptional Learners	3			
EDU 344 Methods: Teaching Reading and Language Arts	3			
EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3)	2			
EDU440 Methods: Teaching Creative Arts (Music, Art, Drama . . .)	3			
<b>Total credits</b>	<b>16</b>			
<b>Fall – Year 4</b>				
EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction	3			
EDU 420 Methods: Teaching and Assessing K-8 Mathematics	3			
EDU 430 Methods: Teaching and Assessing K-8 Science	3			
EDU 460 Action Research in Education	3			
EDU 480 Clinical Experience Level 2- Seminar + 10 hr. per week field (4-8)	3			

Required Courses:	Credits	Grade	Term	College
<b>Total credits</b>	<b>15</b>			
<b>Spring – Year 4</b>				
EDU 490 Student Teaching for Elementary Education	12			
EDU 495 Reflective Practice and Research in Education	2			
<b>Total credits</b>	<b>14</b>			
<b>TOTAL CREDITS</b>	<b>127</b>			

**Practicum hours: 260 before student teaching**

### **Teacher Education Program Requirements and Stages**

There are three measured points in the Teacher Education Program: Stage 1: Admission; Stage 2: Professional Preparation; Stage 3: Student Teaching. All Stone Child College candidates will be required to build a digital Reflective Practice and Professional Growth Plan throughout the program which will provide evidence of the candidate's attainment of the skills, dispositions, knowledge, and experiences necessary to be an effective professional educator. This Reflective Growth Plan is a continuous, performance-based process, and is the assessment tool for evaluating and guiding candidates' growth as developing educators. The levels of progress are measured on all candidate evaluations for critical assessments according to **“unacceptable, developing, proficient, or exemplary.”** Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed. Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area. Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment. Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

### **The Reflective Practice and Professional Growth Plan**

The SCC Reflective Practice and Professional Growth Plan (RGP) is a documented source of evidence of teacher candidate growth from multiple sources of evidence based upon the SCC Education Department's Four Domains of Educator Preparation and Conceptual Framework, the 10 InTASC principles, relevant Montana PEPP Standards, and related Assessment Indicators.

For each Domain, candidates will complete the following: 1) Articulate a statement of understanding for each InTASC principle in a Reflective Essay; 2) Gather and organize evidence; 3) Write reflective and summary statements about the evidence; and 4) Share the draft documentation with others and revise. Each artifact of evidence will be submitted to a faculty member before presenting the RGP during a TEP I, II or III Interview. Each piece of evidence will be submitted with an Evidence Documentation Form and evaluated with a standard rubric. Rubrics are based upon the following levels of progress: unacceptable = 0; developing = 1; proficient = 2; exemplary = 3.

Two pieces of evidence are required for each Domain for TEP I; two pieces of evidence per Assessment Indicator are required for TEP II; one additional piece of evidence per Assessment Indicator is required for TEP III.

Candidates must score at least a 1 (Developing) on all artifacts of evidence with no more than 20% of scores lower than a 2 (Proficient). Candidates must have a minimum of 80% of scores at proficient or higher to pass the TEP Interview.

Examples of sources of evidence that are of particular interest to the program include: (a) samples of the candidate's lessons that document K-8 student growth using assessment data; (b) units of instruction developed and delivered by the candidate with feedback from cooperating teachers or faculty; (c) videotaped lessons with reflections or feedback on strengths and strategies for improvement; (d) documentation of assessment and instructional strategies utilized to improve student learning; and (e) classroom observations and feedback of the candidate teaching students with varying learning needs or cultural backgrounds, including English Language Learners.

### **Grade and GPA requirements**

Candidates must maintain good grades throughout their program. The following GPA requirements apply to all three stages of the Teacher Education Program:

- Candidates must hold a 3.0 GPA for full acceptance into the SCC TEP; candidates with a GPA of 2.5-3.0 will be admitted after a review of coursework and other sources of documentation; students with a GPA less than 2.5 will be allowed provisional acceptance depending on an individual review of coursework and monitoring GPA each term;
- For Professional Education courses, students must maintain a GPA of at least 3.0 with no grade lower than a C. A list of these courses is included in the appendices.

### **Stage I: Admission to TEP**

All Elementary Education candidates must apply for and be accepted into Stone Child College's Teacher Education Program (TEP) as a part of their academic preparation and prior to taking courses for which TEP entry is a prerequisite, including 300 and 400 level courses. Candidates apply for admission to the TEP near the middle or end of their sophomore year. All candidates are required to provide evidence of meeting the national InTASC Principles at all three stages of their program, in addition to the following criteria:

#### ***Requirements for TEP Stage I***

- A completed application with appropriate signatures
- A professional resume which includes relevant trainings and certifications
- GPA requirements (listed above) and completion of general education courses
- Passing score on the TEP Stage 1 Reflective Practice and Professional Growth Plan
- Passing score on the TEP Stage 1 Interview
- Current CPR/First Aid certifications
- Completed and passed the background check procedures
- Completed personal philosophy of teaching essay
- Completed the "Navigating the Other Side of Teaching" modules
- Completed the Professional Actions and Critical Dispositions Self-Assessment.

### **Stage II: Professional Preparation: methods, field experience and advanced courses**

Upon successful completion of the requirements for **Stage I**, candidates are eligible to begin **Stage II** of the TEP. During **Stage II**, candidates enroll in upper division professional education courses, including methods courses and field experiences as they plan for and assess K-8 student instruction. For more information about field experiences, refer to the section on Clinical Experiences of this Candidate Handbook. Applications for Student Teaching are initiated before the end of **Stage II**. The requirements for **Stage II** follow.

### ***Requirements for TEP Stage II***

- An updated professional resume which includes relevant trainings and certifications
- GPA requirements (listed above) and completion of all courses except those during student teaching
- Passing score on the TEP Stage II Reflective Practice and Professional Growth Plan
- Passing score on the TEP Stage II Interview
- Current CPR/First Aid certifications
- Completed and passed the background check procedures
- Praxis II test score on file for Elementary Education (5018). It is recommended that candidates take the Praxis II exam in the summer of their junior year.

### **Stage III: Student Teaching & final TEP Requirements**

Student teaching is a 14-week mentored teaching experience in an accredited K-8 school setting. The typical student teaching experience requires full-time status (8 hours/day and 5 days/week). It is expected that candidates will be well-prepared to quickly move into full-teaching duties early in the student teaching experience after completing a minimum of 260 hours of graduated clinical experience. Although student teaching is individualized for each student teacher, it is expected that a student teacher plans, teaches, and assesses student learning for most of the student teaching time frame. Regular feedback is provided to the student teacher by the Cooperating Mentor Teacher and College Supervisor.

Performance in student teaching is formally evaluated by the Cooperating Mentor Teacher and the College Supervisor at the beginning, middle, and end of a student teaching placement. To successfully complete the student teaching experience, a student teacher must complete all student teaching assignments and requirements in a satisfactory manner. Student teaching is assessed with a traditional letter grade.

### ***Requirements for TEP Stage III***

- Successful completion of student teaching and all requirements
- Successful evaluations by the Cooperating Mentor Teacher and University Supervisor
- Successful completion of EDU 495
- Successful completion of the TEP Stage III Reflective Practice and Professional Growth Plan and Interview
- An updated professional resume which includes relevant trainings and certifications.

### **Licensure**

Licensure is the process of obtaining your teaching license or certification.

Licensure is not automatic with college graduation, and candidates must initiate the process with forms available from the Montana OPI. To teach out-of-state, contact the specific state for appropriate procedures.

SCC offers a degree in Elementary Education leading to licensure valid for grades K-8 under Montana licensure. Students applying for Montana Elementary Licensure must have scored a minimum of 7/10 on the Montana Assessment of Content Knowledge (MACK), as calculated using the form in Appendix A. The MACK consists of content assessment in the three areas of coursework, student teaching and a passing score on the Praxis II Elementary Education Content Knowledge Assessment (5018).

## ***Section II: Introduction to Required Field Experiences***

The credential program at Stone Child College prepares teacher candidates through required coursework and field experiences. Field experiences are intended to introduce Teacher Candidates to practical classroom teaching under the guidance of Cooperating Master/Teachers.

One of the major attributes of the Elementary Education program at Stone Child College is the graduated field experiences designed for different age levels with increasing expectations culminating in a 14-week student teaching experience. The major aim of these experiences is to allow students to apply principles and theories from the professional knowledge base in supervised environments. Candidates begin their field experience with observations embedded into the Introduction to Education course, which provides them opportunities to observe and reflect about the classroom from a teacher's perspective rather than a student's. Furthermore, it gives the school personnel an opportunity to meet the pre-service teachers that will be training in classrooms within the local schools. This experience gives candidates time to reflect on teaching as a career choice and introduces them to the knowledge, skills, and dispositions required in the teaching field for future classroom discussion.

Clinical experiences intensify throughout the program. It is the expectation that candidates will demonstrate positive professional dispositions and follow all of the rules, policies and procedures required of school personnel at all times when they are in the schools. In addition, candidates are expected to increase participation and responsibility as they progress through each clinical experience as they prepare to teach in their own classrooms. Candidates are well-prepared to quickly move into full-teaching duties early in the student teaching experience after completing a minimum of 260 hours of graduated clinical experience.

Candidates develop a research proposal in the EDU 460 Action Research in Education course the semester before they are scheduled to student teach in which they are provided an opportunity to document their impact on K-8 student learning. Teacher candidates conclude their teacher preparation with a 14-week student teaching experience combined with an action research project as they reflect on their classroom practice and its effectiveness in teaching the students in their classroom. Results of their research are discussed during their final Teacher Education Program (TEP) Stage III interview. Candidates are provided opportunities each term to provide evaluative feedback to supervising or cooperating mentor teachers. These evaluations are collected anonymously from the candidates and shared in a summative and supportive manner with the supervising teachers. Feedback from candidates are used for continual program improvements.

### **Required Field Experiences**

EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3) - Clinical Experience Level 1 is a supervised field experience in a grade K-3 classroom. It is the first in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. Clinical Experience Level 1 requires spending 6 hours per week in an early elementary setting working with a cooperating teacher to assist him/her in all tasks related to the responsibilities of a teacher. This includes tasks such as individual and small group instruction, daily classroom management duties, preparing assignments, preparing instructional materials, etc. This extended time in a school setting is to observe in the classroom, examine the dynamics of the school, assist the mentor teacher with classroom tasks and teach lessons. Candidates will be required to arrange three teaching sessions that will be observed and evaluated by the course instructor. These demonstrations must be in two different subject areas and pre-arranged per instructor availability. Placements will be made by the Education Department Head in conjunction with the Field Experience Coordinator, ensuring that the clinical experience meets the student's degree program, academic requirements, and in schools representing the racial/ ethnic, socio-economic, and linguistic diversity in our region. All teacher licensure candidates are required to complete all program practicum field experience requirements for licensure. We believe that the very best way to learn to be an effective teacher of children is by spending significant time in

real classroom contexts. These “field experiences” are a key part of our program at all levels, allowing pre-teachers to see and hear and even smell what real classrooms are like. Candidates will be required to participate in a weekly seminar to discuss their experiences as they apply methodologies and strategies learned in previous classes and those they are taking concurrently.

EDU 480 Clinical Experience Level 2- Seminar +10 hr. per week (4-8) - Clinical Experience Level 2 is a supervised field experience in a grade 4-8 classroom. It is the second in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. Clinical Experience Level 2 requires spending 10 hours per week in an early elementary setting working with a cooperating teacher to assist him/her in all tasks related to the responsibilities of a teacher. This includes tasks such as individual and small group instruction, daily classroom management duties, preparing assignments, preparing instructional materials, etc. This extended time in a school setting is to observe in the classroom, examine the dynamics of the school, **assist the mentor teacher with classroom tasks and teach lessons**. Candidates will be required to arrange three teaching sessions that will be observed and evaluated by the course instructor. These demonstrations must be in three different subject areas and pre-arranged per instructor availability. Placements will be made by the Education Department Head, ensuring that the clinical experience meets the student’s degree program, academic requirements, and in schools representing the racial/ ethnic, socio-economic, and linguistic diversity in our region. All teacher licensure candidates are required to complete all program practicum field experience requirements for licensure. We believe that the very best way to learn to be an effective teacher of children is by spending significant time in real classroom contexts. These “field experiences” are a key part of our program at all levels, allowing pre-teachers to see and hear and even smell what real classrooms are like. Candidates will be required to participate in a weekly seminar to discuss their experiences as they apply methodologies and strategies learned in previous classes and those they are taking concurrently.

EDU 490- Student Teaching for Elementary Education – 14 weeks. The student teaching field experience provides teacher candidates opportunities to practice the skills of a beginning teacher and demonstrate their competencies. Candidates complete a full-time student teaching assignment in a structured, supervised setting for one semester. Student teaching applications are available from the department head. This application is used to locate a student teaching assignment for the applicant. **STUDENTS MAY NOT SEEK THEIR OWN PLACEMENTS**—requests for teacher candidates by partnering schools and teachers are honored (upon administrative approval), but teacher candidates are not allowed to ask a teacher or administrator if they can be placed in their school/classroom. If a student is found to be seeking his/her own placement, they will be issued a Professional Behavior Form, and may be placed in a different school. Candidates are expected to follow requirements set out in the Student Teacher Handbook. Undergraduate candidates earn 14 credits (including Reflective Practice and Research in Education) during one full semester's student teaching assignment. They follow the schedule in the school district to which they are assigned rather than the University's schedule, and they enroll in no other courses. Student teaching is not offered in the summer.

### **Field Experiences and Student Teaching Evaluations**

The teaching evaluation tools used during clinical experiences and student teaching are aligned with the state’s teacher evaluation model which is based upon Danielson’s work and was either adapted or adopted by LEAs. This ensures that candidates are familiar with the assessment tools that will be used when they begin their teaching careers. The teaching evaluation rubric criteria increases with each level of field experience culminating during student teaching with a mid-term paper evaluation and on-line end-of-term evaluation by both the cooperating teacher and college supervisor, per Montana State Teacher evaluation model.

### **EDU 380 Clinical Experience Level 1**

The rubric for the teaching experience part of EDU 380 Clinical Experience Level 1, can be found in Appendix B and must be filled out and discussed between the student and cooperating teacher at mid-term and at the end of the placement. **A copy at mid-term and end-of-term should be submitted to the college supervisor by the cooperating teacher for determining the student grade along with a verified attendance sheet signed by the cooperating teacher.**

### **EDU 480 Clinical Experience Level 2**

The rubric for the teaching experience part of EDU 380 Clinical Experience Level 2, can be found in Appendix C and must be filled out and discussed between the student and cooperating teacher at mid-term and at the end of the placement. **A copy at mid-term and end-of-term should be submitted to the college supervisor by the cooperating teacher for determining the student grade along with a verified attendance sheet signed by the cooperating teacher.**

### **EDU 490 Student Teaching in Elementary Education**

The rubric for the student teaching experience in EDU 490 Student Teaching in Elementary Education can be found in Appendix D. It is filled out in paper format by the cooperating/mentor teacher and college supervisor followed by a documented discussion with student. Any areas of improvement need addressed with a plan of action and re-evaluated in four weeks or less.

## ***Section III: Role Expectations for Field Experiences***

### **Role Expectations for Teacher Candidates**

Detailed expectations are outlined in the syllabi and other sections of this handbook; however, all Teacher Candidates are expected to abide by the following general expectations:

- Attend weekly class sessions and complete class requirements as well as meetings with University Supervisors and/or Cooperating Teachers.
- Maintain confidentiality of students, parents, and school site staff at all times.
- Model professional and ethical behavior, including but not limited to punctuality, regular attendance, and appropriate dress (neat, clean, and modest).
- Notify the school, Cooperating Teacher, and University Supervisor in the case of an emergency absence.
- Observe the Cooperating Teacher model methods and strategies for effective teaching.
- Participate in all duties, activities, etc. by shadowing classroom teacher during scheduled time and reflect on these in your journal.
- Become familiar with classroom management strategies and procedures used by the Cooperating Teacher and the School Site.
- Learn and abide by all applicable school rules and regulations.
- Responsibilities and expectations should gradually increase through Clinical 1 to Clinical 2 and culminating in Student Teaching.



- Develop lesson plans and have them approved by the University Supervisor and Cooperating Teacher before each lesson is taught.
- Teacher Candidates can accompany Cooperating Teachers on bus duty, lunch duty, and yard duty but should not serve as a substitute for their Classroom Teacher.
- Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty.

### **Qualifications for School Site Field Placements**

Selection of school sites, school site partners and Cooperating Teachers is done through collaborative efforts between the Director of Professional Field Experiences, Program Coordinators, College Supervisors and local school administrators.

Using the established criteria for selection of school site placements and the qualifications for Cooperating/Mentor Teachers, the Education Department Chair and/or her designee work through the school district placement procedures to place teacher candidates. The university supervisor will contact the on-site administrator to finalize assignments and procedures for orientations.

School site field placements are selected based on the following criteria:

- a) Demonstrate commitment to collaborative evidence-based practices and continuous program improvement.
- b) Student populations provide variety for teacher candidates such as age, gender, ethnicity, language, special needs, and socioeconomic backgrounds. Students with disabilities are in the Least Restrictive Environment (LRE).
- c) District personnel, fully qualified school-site administrators, and teachers are willing to work cooperatively and collaboratively with University Supervisors and Teacher Candidates.
- d) Area, location and size of sites meet current Teacher Candidate training needs including socio economic and cultural diversity.

### **Qualifications for School Site Partners for Clinical 1 and 2**

Positive, enthusiastic teacher with an appropriately managed classroom who is willing to share their classroom and students with 1-5 Teacher Candidates six hours a week for Clinical 1 and ten hours a week for Clinical 2.

Teachers with particular expertise in implementing reading strategies may be selected to provide model demonstration lessons and facilitate discussions with Teacher Candidates.

### **Role Expectations of School Site Partners for Clinical 1 and 2**

1. Helps Teacher Candidates develop the skills and knowledge needed for successful teaching.
2. Retains the legal responsibility for the classroom and the playground at all times.

3. Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty.
4. Introduces and acquaints the Teacher Candidates with school and classroom management procedures, including the dress code, specialized programs, library resources, technology, state and/or district frameworks, content standards, and disciplinary and emergency procedures.
5. Assigns and gives the Teacher Candidates blocks of time to work with students as a full group and as small groups to complete assignments.
6. Assists the Teacher Candidates in identifying appropriate content standards and materials to be used in a coordinated series of lessons taught in the applicable content areas of reading, language arts, social studies, math, and science.
7. Allots time for the Teacher Candidate to teach lessons to be observed.
8. Provides feedback to the University Supervisor as needed.
9. Teacher Candidates are not permitted to serve as a substitute while on duty as a student teacher. Extenuating circumstances (e.g., long-term substitute opportunity) must be discussed with and approved by the Program Coordinator and University Supervisor. Approval will only be granted if all course requirements have been met, recommendation from the supervisor is obtained, and the time frame falls in the last 4-6 weeks of the semester.

### **Role Expectations of College Supervisors for Clinical 1 and 2**

1. Works collaboratively with the Field Experiences coordinator and principal to make classroom assignments.
2. Meets with School Site Partners to go over competencies and discuss expectations.
3. Makes weekly visits to the school site for the purpose of meeting with School Site Partners, visiting/observing students, and holding scheduled seminars.
4. Maintains communication with Teacher Candidates, School Site Partners, and school principal/designee throughout the semester.
5. Uses his or her experience and knowledge to assist the student in understanding and applying current teaching methods, related materials, and resources.
6. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment and goal setting.
7. Verifies the completion or lack of 50% of the competencies at mid-semester.
8. Assists the Teacher Candidate with meeting the competencies. Reviews lesson plans and responds to mid-semester and final reflections.
9. Collaborates and participates in a mid-semester and final evaluation meeting with the Cooperating/Mentor Teacher and Teacher Candidate.
10. May observe and will verify with the School Site Partner that the Teacher Candidate has met field experience expectations for Clinical 1, Clinical 2 and the student teaching experience.
11. Submits required documentation to the Field Experience Coordinator at the end of the semester.

## **Qualifications for Cooperating/Mentor Teachers for Student Teaching**

When identifying cooperating/master teachers to mentor Stone Child College teacher candidates during their student teaching, the institution collaborates with district personnel, carefully analyzes their pedagogical practices, and selects teachers whose instructional approaches and strategies are balanced, comprehensive, and consistent with current research as reflected in state policy.

Teachers who supervise candidates' student teaching must hold credentials in the content area for which they are providing supervision and have a minimum of three years of content area K-8 teaching experience. The district cooperating/mentor teacher must have demonstrated exemplary teaching practices to provide the best possible role model for Teacher Candidates. The matching of the candidate and district employed cooperating/master teacher mentor is a collaborative process between the university and our school district partners.

1. Cooperating Teachers demonstrate generally-accepted positive leadership qualities, such as intelligence, good oral and written communication skills, acceptance of multiple alternative solutions to complex problems, decisiveness, clarity of vision, and well-developed interpersonal skills and sensitivities.
2. Cooperating Teachers are able to collaborate effectively with adults and ask the right questions of beginning teachers in order to stimulate their growth and independence. Having a knowledge-base about accepted practice is important for Cooperating Teachers, but a big part of a Cooperating Teacher's job is to stimulate independence. Cognitive coaching and raising questions is an important part of the learning process, and it should help both the Teacher Candidate and the Cooperating Teacher.
3. Cooperating Teachers are receptive of Teacher Candidate's use of a variety of methods and encourage them to develop their own style of teaching. Co-teaching is encouraged.
4. Cooperating Teachers emphasize the principles of continuous learning and reflection. Cooperating Teachers play an important role in modeling desirable attitudes and values, as well as in helping newcomers to understand specific practices. For example, Cooperating Teachers should be current in their knowledge of the subject matter, Montana Standards for the Teaching Profession, Common Core Standards, and district guidelines. They should be current in the latest teaching methodologies and be involved in curriculum development. In addition, active participation in school-related activities and committees is expected.
5. Cooperating Teachers acquaint the Teacher Candidates with the everyday survival skills in the teaching profession. It is important that a beginning teacher learn the expectations and responsibilities of a teacher at a school site. Not only is it a critical skill that will enable a teacher to accomplish his/her professional and school goals, but also a genuine survival skill.

## **Role Expectations of Cooperating/Mentor Teachers**

Helps a Teacher Candidate to develop the skills and knowledge needed for successful teaching.

1. Retains the legal responsibility for the classroom and the playground at all times.
  - a. Teacher Candidates should accompany Cooperating Teachers on bus duty, lunch duty, and yard duty but should not serve as a substitute for their Master Teacher.
2. Teacher Candidates are not permitted to serve as substitute teachers during any of the days they are on duty as student teachers.

3. **Substitute Teaching:** Teacher Candidates are not permitted to serve as a substitute while on duty as a student teacher. Extenuating circumstances (e.g., long term substitute opportunity) must be discussed with and approved by the College Supervisor, Field Placement Coordinator, and Program Coordinator. Approval will only be granted if all course requirements have been met, recommendation from the supervisor is obtained, and the time frame falls in the last 4-6 weeks of the semester.
4. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, and disciplinary and emergency procedures.
5. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
6. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
7. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, and parent/school meetings and to participate in parent conferences when applicable.
8. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Uses cognitive coaching and gives continuous feedback to the Teacher Candidate- both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting. Maintains communication with the College Supervisor regarding the student's progress.
9. Arranges for the Teacher Candidate to have ample teaching opportunities in a variety of subjects, share in all aspects of classroom management, and demonstrate the ability to use a variety of methods and techniques. Co-Teaching is encouraged.
10. Final student teaching culminates in a minimum of solo or co-teaching for four weeks to include: planning, implementing, and assuming all classroom duties.
11. Minimum required hours for Student Teaching are ½ hour before school starts until at least ½ hour after the school day ends. In order to learn and assume all the responsibilities of a full-time teacher it may be necessary for the candidates to attend meetings, trainings and school functions beyond the school day.
12. Reviews all lesson plans of Teacher Candidate at least one day or at an arranged time prior to teaching.
13. Collaborates with Teacher Candidate and College Supervisor to facilitate the observation of the Teacher Candidate by the College Supervisor.
14. Agrees to complete required Mid-Semester and Final Assessment/Goal Setting forms at a designated date set by the College Supervisor. Participates in a mid-semester meeting with Teacher Candidate and University Supervisor and final evaluation conference with the Teacher Candidate. When assessing the Teacher Candidate, account is taken of the student's stage as a beginning teacher. Gives input regarding course credit to the College Supervisor. A letter of reference is optional.
15. Informs College Supervisor of Teacher Candidate's absences, inappropriate dress, or concerns regarding professionalism.

### **Role Expectations of School Principals**

1. Coordinates with the placement coordinator and the College Supervisor to assign Teacher Candidates a School Site Partner or Cooperating/Mentor Teacher.

2. Holds an orientation meeting to acquaint the Teacher Candidate with:
  - a. School and community demographics
  - b. School/district policies and philosophies
  - c. School site facilities, staff and resources
  - d. School dress code
  - e. Parking
  - f. Sign in and identification
  - g. Procedures for emergencies, reporting accidents, child abuse, sexual harassment, appropriate/inappropriate touching and interactions, discipline and bullying

**NOTE:**

The legal responsibility for the classroom and the playground remains with the paid employees. Teacher Candidates should accompany Cooperating Teachers on bus duty, lunch duty, and yard duty but should not serve as a substitute for their Cooperating Teacher.

**Qualifications and Role Expectations for College Supervisors**

The College Supervisor is a faculty member of the Stone Child College Education Department. She or he is assigned Teacher Candidates by the Education Department Head.

The supervisor has access to office space in the Education Building but is generally visiting or meeting with student teachers at their assigned school sites. Serving as a liaison between Stone Child College and cooperating schools, she or he provides the schools with information about Teacher Candidates and the program. In turn, she or he communicates the cooperating schools' suggestions and needs to the College for the improvement of the teacher education program.

Supervisors are Individuals who are credentialed in educator preparation. Supervisors are experts in the content area of the candidate being supervised and have professional experiences in public school settings. They have training in effective supervision approaches such as cognitive coaching, adult learning theory; good communication skills; ability to articulate the College's philosophy of teacher education; and knowledge of current content -specific pedagogy and instructional practices. They receive on-going training and are knowledgeable about the program assessments.

**Role Expectations of College Supervisors for Final Student Teaching**

1. Works collaboratively with the Director of Professional Field Experiences and principal/designee to confirm classroom assignments.
2. Meets with Cooperating Teachers for an orientation to go over competencies and discusses expectations and Co-Teaching.
3. Holds group and or individual small group discussions to review classroom management, Literacy Competencies, Teacher Performance Assessments, and other pertinent topics throughout the semester.
4. Makes regular visits to the school site for the purpose of meeting with Teacher Candidates, Cooperating Teachers, Administrators/designee; visiting/observing Teacher Candidates. Contact may include holding small group or individual or virtual discussions to review pertinent topics.

5. Completes in writing formal lesson observations and provides regular documentation of contact for each Teacher Candidate under their supervision.
6. Maintains communication with the Teacher Candidate, Cooperating Teacher, and the principal/administrator throughout the semester.
7. Reviews lesson plans and responds to reflections on a regular basis.
8. Uses his or her experience and knowledge to assist the student in understanding and applying current teaching methods, related materials, and resources.
9. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment and goal setting.
10. Observes the Teacher Candidate in a variety of curriculum areas, providing time for reflection with the Cooperating Teacher and Teacher Candidate. Facilitates planning for Teacher Candidate to assume all responsibilities of the classroom for four weeks.
11. Participates in a mid-semester evaluation meeting with the Cooperating Teacher and Teacher Candidate.
12. Verifies the completion or the lack of 50% of the Montana Student Teaching Competencies at mid-semester. Progress towards completion: The goal of 50% completed by end of week 8.
13. Collaborates with the Cooperating/ Master Teacher in completing the final on-line evaluation form. Final evaluation meetings with the Cooperating/Master Teacher, Teacher Candidate, and College Supervisor should be held before completing final on-line evaluation. Consensus should be reached before both the College Supervisor and Cooperating Teacher submit final on-line evaluations.
14. Assists the student with meeting the competencies, verifies/signs off the successful completion of competencies, and objectively evaluates the successful completion of the student teaching experience. Assigns a Letter Grade.
15. Submits required documentation to the Field Experience Coordinator at the end of the semester.

#### ***Section IV: Professional Ethics***

# ***Professional Educators of Montana Code of Ethics***

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

## ***Principle I. Commitment to Students and Families. The ethical educator:***

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities and rights, of students, parents and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

## ***Principle II. Commitment to the Profession. The ethical educator:***

- A. Fulfills professional obligations with diligence-and integrity.
- B. Demonstrates continued professional growth, collaboration and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including data, with honesty.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

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

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

## Licensure and Professional Behaviors

Please note: Section 20-4-110, section 1, of the Montana School Laws, as follows, gives the Board of Public Education the authority to issue a letter of reprimand, suspend, revoke, or deny teaching licensure:

### **MCA Section 20-4-110: Letter of reprimand, suspension, revocation, and denial of certificate.**

- (1) The board of public education may issue a letter of reprimand or may suspend or revoke the teacher, administrator, or specialist certificate of any person for the following reasons:
  - (a) making any statement of material fact in applying for a certificate that the applicant knows to be false;
  - (b) any reason that would have required or authorized the denial of the teacher, administrator, or specialist certificate to the person if it had been known at the time the certificate was issued;
  - (c) incompetency;
  - (d) gross neglect of duty;
  - (e) conviction of, entry of a guilty verdict, a plea of guilty, or a plea of no contest to a criminal offense involving moral turpitude in this state or any other state or country;
  - (f) immoral conduct related to the teaching profession;
  - (g) substantial and material nonperformance of the employment contract between the teacher, administrator, or specialist and the trustees of a school or school district without good cause or the written consent of the trustees; or
  - (h) denial, revocation, suspension, or surrender of a teacher, administrator, or specialist certificate in another state for any reason constituting grounds for similar action in this state.
- (2) The board may initiate proceedings under this section if a request for the suspension or revocation of the teacher, administrator, or specialist certificate of any person is made to it by:
  - (a) the trustees of a district as to a teacher, administrator, or specialist employed by that school or school district within the 12 months immediately preceding receipt of the request by the board of public education; or
  - (b) the superintendent of public instruction.
- (3) (a) If the employment relationship between a school district and a teacher, administrator, or specialist is terminated or not renewed or if a teacher, administrator, or specialist resigns to prevent termination or nonrenewal because the trustees have reason to believe that the teacher, administrator, or specialist engaged in conduct described in subsection (1)(e) or (1)(f), the trustees shall make a written report to the superintendent of public instruction describing the circumstances of the termination, nonrenewal, or resignation.
  - (b) The superintendent shall review the report and any supporting evidence included in the report and may conduct further investigation. If the superintendent is satisfied that sufficient grounds exist, the superintendent may request action by the board of public education under subsection (1). The request must be brought within 1 year after discovery of the events that gave rise to the report.
  - (c) The trustees and the superintendent shall ensure the confidentiality of the report.
  - (d) The trustees and the superintendent and their agents and employees are immune from suit for actions taken in good faith under this section with respect to the report.
- (4) The board shall give a 30-day written notification to any person when the board intends to consider a letter of reprimand or the suspension or revocation of a certificate. Service of the notice must be accomplished by sending the notification by registered mail to the last address that the person has provided to the school district or the superintendent of public instruction.
- (5) The board shall conduct an investigation of the reasons for the suspension or revocation charge and then, if the investigation warrants further action, conduct a hearing in the manner provided by board policies. At the hearing, the board shall afford the person an opportunity for defense against the charge.
- (6) After a hearing, the board may place a written reprimand in the person's certification file or may suspend or revoke the person's teacher, administrator, or specialist certificate, except that in the case of a first violation under subsection (1)(g), the maximum penalty is a 2-year suspension of the person's certificate. The board may, upon a request by a school district, inform the school district that a person's certification file includes a letter of reprimand, but the board may not provide a copy of the letter without first determining that the public's right to know outweighs the person's right to privacy.
- (7) Whenever the superintendent of public instruction denies the issuance or the renewal of a teacher, administrator, or specialist certificate, the applicant may appeal the denial to the board of public education. The board shall hear the appeal in the same manner provided in this section for suspension or revocation and in accordance with the policies of the board. The decision of the board is final.

**History:** En. 75-6010 by Sec. 80, Ch. 5, L. 1971; R.C.M. 1947, 75-6010; amd. Sec. 1, Ch. 240, L. 1979; amd. Sec. 12, Ch. 511, L. 1979; amd. Sec. 1, Ch. 227, L. 1987; amd. Sec. 1, Ch. 382, L. 1993; amd. Sec. 1, Ch. 486, L. 1995.



If any of the above applies to the candidate, the candidate may be denied a Montana teaching license based on results of an investigation by the Office of Public Instruction at the time the candidate applies for initial or any subsequent teaching licensure. All states require national fingerprint-based background checks prior to issuance of an initial teaching license or employment as a teacher.



**Figure 1 SCC students at the Montana School of the Deaf and Blind**

## ***APPENDICES***

## **Appendix A – Montana Assessment of Content Knowledge (MACK)**

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

### **1. Assessment of Content Knowledge Coursework GPA**

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

#### **GPA Points**

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

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

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

#### **Descriptor Points**

<b>Knowledge is Advanced</b>	<b>3</b>
<b>Knowledge is Proficient</b>	<b>2</b>
<b>Knowledge is Basic</b>	<b>1*</b>
<b>Knowledge is Insufficient</b>	<b>0</b>

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

### **3. Assessment of Content Knowledge on appropriate Praxis II test**

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

#### **Score Range Points**

<b>Meets/Exceeds OPI score</b>	<b>3</b>
<b>At least 90 % of OPI score</b>	<b>2</b>
<b>At least 80 % of OPI score</b>	<b>1*</b>
<b>Below 80 % OPI score</b>	<b>0</b>

**Candidates must have a 3.0 GPA and no grade lower than a C in any required course to be admitted to the Elementary Education Program.**

**General Education Select Courses GPA includes the following courses:**

ART 110 Art Appreciation  
WRIT101 College Writing I  
NAS 101 History of Indians in U.S.  
NASX 100 Cree I  
MUS 110 Music Appreciation  
COMX 111 Public Speaking  
PSYX 100 Intro to Psychology  
BIOS 101 General Biology with Lab  
WRIT 201 College Writing II  
M130 Math for Elementary Teachers I  
PHSX 121 Fundamentals of Physics 1 with lab  
M131 Math for Elementary Teachers II  
PSCI 210 American Government/History  
ESCI 150 Atmospheric Science with lab  
GPHY 310 Human Geography

## **Appendix B – EDU 380 Clinical 1 Evaluation Form**

### Stone Child College EDU 380 - Clinical 1 Evaluation Form

EDU 380 Clinical Experience Level 1 is a supervised field experience in a grade K-3 classroom. It is the first in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. Clinical Experience Level 1 requires spending 6 hours per week in an early elementary setting working with a cooperating teacher to assist him/her in all tasks related to the responsibilities of a teacher. This includes tasks such as individual and small group instruction, daily classroom management duties, preparing assignments, preparing instructional materials, etc. This extended time in a school setting is to observe in the classroom, examine the dynamics of the school, assist the mentor teacher with classroom tasks and teach lessons. Candidates will be required to arrange two or three teaching sessions that will be observed and evaluated by a course instructor (depending on which methodology courses are being taken concurrently). These demonstrations must be in two different subject areas and pre-arranged per instructor availability. We believe that the very best way to learn to be an effective teacher of children is by spending significant time in real classroom contexts. These “field experiences” are a key part of our program at all levels, allowing pre-teachers to see, hear and even smell what real classrooms are like. Performance in clinical experiences is evaluated in five ways including 1) recording attendance and adherence to Clinical Experience dress code and participation policies; 2) corresponding with cooperating teachers and campus administrators regarding your performance at the school and your willingness to complete all tasks given to you; 3) teaching demonstrations evaluations; (4) assignments and 5) seminar participation.

Preservice Teacher _____ Grade _____ Supervising Teacher/Evaluator _____	Not observed	Unacceptable	Developing	Proficient	Exemplary
<b>General Expectations:</b>					
Dresses professionally/appropriately for the setting					
Attends each scheduled session, notifying school of any emergency that kept student from attending (made-up time per school permission)					
Is punctual and engages in classroom activities for the full scheduled period					
Follows all school policies and procedures required of school personnel					
Assists master teacher with all requested tasks					
Participates in non-teaching school assignments, meetings, and/or other professional involvement					
<b>Comments for improvement if below proficient:</b>					
<b>The Learner and Learning:</b>					
Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs					
Collaborates with families, colleagues, and other professionals to promote student growth and development					
Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all					
Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures					
Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry					
Utilizes positive classroom management strategies, including the resources of time, space, an attention, effectively					
<b>Comments for improvement if below proficient:</b>					

Preservice Teacher _____ Grade _____ Master Teacher/Evaluator _____	Not observed	Unacceptable	Developing	Proficient	Exemplary
<b>The Learner and Learning continued:</b>					
Bases instruction on accurate content knowledge using multiple representations of concepts					
Supports students in learning and using academic language accurately and meaningfully					
Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction					
Engages students in understanding and identifying the elements of quality work					
Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways					
Demonstrates knowledge of the Montana Core Standards and references them in short-and long-term planning					
Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge					
Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners					
Provides multiple opportunities for students to develop higher-order and meta-cognitive skills					
Supports and expands each learner's communication skills through reading, writing, listening, and speaking					
Uses a variety of effective technology and resources to support learning					
Develops learners' abilities to find and use information to solve real-world problems					
Uses a variety of strategies, including questioning, to promote engagement and learning					
Demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana					
<b>Comments for improvement if below proficient:</b>					
<b>Professional Responsibility</b>					
Adapts and improves practice based on reflection and new learning					
Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community					
Advocates for the learners, the school, the community, and the profession					
Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.					
<b>Comments for improvement if below proficient:</b>					

Additional comments \_\_\_\_\_

This is the first in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. This cooperating teacher evaluation is worth 50/450 required points for the class. Lesson plans, attendance in classroom (dated and signed log), seminar participation, teaching demonstrations, and reflective essays are all graded separately. There are 30 questions using the above table. Using the table below, list how many questions scored in each of the areas (not observed, unacceptable, developing ...).

30 pts. data	Not observed	Unacceptable	Developing	Proficient	Exemplary

Students should be at the **developing**, or above, level in a minimum of 15 areas. Per the scale below, how many points out of 50 would you give the preservice teacher on this evaluation, which is just one part of the whole course?

13-15 Developing	50 pts.
10-12 Developing	40 pts.
7-9 Developing	30 pts.
6-8 Developing	20 pts.
5 or less	10 pts.

As the cooperating teacher, I would give the preservice teacher  
\_\_\_\_\_/50 points for this requirement.

\_\_\_\_\_  
Signature of Cooperating Teacher

\_\_\_\_\_  
Date

## Appendix C – EDU 480 Classroom Teaching Evaluation Rubric

### Stone Child College EDU 480 - Clinical 2 Evaluation Form

EDU 480 Clinical Experience Level 2 is a supervised field experience in a grade 4-6 classroom. It is the second in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms and will have increased expectations from Clinical 1. Clinical Experience Level 2 requires spending 10 hours per week in a 4<sup>th</sup> to 8<sup>th</sup> grade elementary setting working with a cooperating teacher to assist him/her in all tasks related to the responsibilities of a teacher. This includes tasks such as individual and small group instruction, daily classroom management duties, preparing assignments, preparing instructional materials, etc. This extended time in a school setting is to observe in the classroom, examine the dynamics of the school, assist the mentor teacher with classroom tasks and teach lessons. Candidates will be required to arrange two or three teaching sessions that will be observed and evaluated by a course instructor (depending on which methodology courses are being taken concurrently). These demonstrations must be in two different subject areas and pre-arranged per instructor availability. We believe that the very best way to learn to be an effective teacher of children is by spending significant time in real classroom contexts. These “field experiences” are a key part of our program at all levels, allowing pre-teachers to see, hear and even smell what real classrooms are like. Performance in clinical experiences is evaluated in five ways including 1) recording attendance and adherence to Clinical Experience dress code and participation policies; 2) corresponding with cooperating teachers and campus administrators regarding your performance at the school and your willingness to complete all tasks given to you; 3) teaching demonstrations evaluations; (4) assignments and 5) seminar participation.

Preservice Teacher _____ Grade _____ Supervising Teacher/Evaluator _____	Not observed	Unacceptable	Developing	Proficient	Exemplary
<b>General Expectations:</b>					
Dresses professionally/appropriately for the setting					
Attends each scheduled session, notifying school of any emergency that kept student from attending (made-up time per school permission)					
Is punctual and engages in classroom activities for the full scheduled period					
Follows all school policies and procedures required of school personnel					
Assists master teacher with all requested tasks					
Participates in non-teaching school assignments, meetings, and/or other professional involvement					
<b>Comments for improvement if below proficient:</b>					
<b>The Learner and Learning:</b>					
Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs					
Collaborates with families, colleagues, and other professionals to promote student growth and development					
Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all					
Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures					
Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry					
Utilizes positive classroom management strategies, including the resources of time, space, an attention, effectively					
<b>Comments for improvement if below proficient:</b>					



Stone Child College EDU 480 - Clinical 2 Evaluation Form

Preservice Teacher _____ Grade _____ Master Teacher/Evaluator _____	Not observed	Unacceptable	Developing	Proficient	Exemplary
<b>The Learner and Learning continued:</b>					
Bases instruction on accurate content knowledge using multiple representations of concepts					
Supports students in learning and using academic language accurately and meaningfully					
Uses data sources to assess the effectiveness of instruction and to made adjustments in planning and instruction					
Engages students in understanding and identifying the elements of quality work					
Documents student progress and provides descriptive feedback to student, parent, and other stakeholders in a variety of ways					
Demonstrates knowledge of the Montana Core Standards and references them in short-and long-term planning					
Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge					
Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners					
Provides multiple opportunities for students to develop higher-order and meta-cognitive skills					
Supports and expands each learner's communication skills through reading, writing, listening, and speaking					
Uses a variety of effective technology and resources to support learning					
Develops learners' abilities to find and use information to solve real-world problems					
Uses a variety of strategies, including questioning, to promote engagement and learning					
Demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana					
<b>Comments for improvement if below proficient:</b>					
<b>Professional Responsibility</b>					
Adapts and improves practice based on reflection and new learning					
Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community					
Advocates for the learners, the school, the community, and the profession					
Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.					
<b>Comments for improvement if below proficient:</b>					

Additional comments \_\_\_\_\_

## Stone Child College EDU 480 - Clinical 2 Evaluation Form

This is the second in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. This cooperating teacher evaluation is worth 150/450 required points for the class. Lesson plans, attendance in classroom (dated and signed log), seminar participation, teaching demonstrations, and reflective essays are all graded separately. There are 30 questions using the above table. Using the table below, list how many questions scored in each of the areas (not observed, unacceptable, developing ...).

30 data points	Not observed	Unacceptable	Developing	Proficient	Exemplary

Students should be at the **developing**, or above, level in a minimum of 25 areas. Per the scale above, multiply the number of questions scoring in the developing or above category x 5 pts. (22 questions scoring developing or above x 5 = 110 out of 150 point) to determine how many points out of 150 the preservice teacher earned on this evaluation, which is just one part of the whole course?

As the cooperating teacher, I would give the preservice teacher \_\_\_\_/150 points for this requirement.

\_\_\_\_\_  
Signature of Cooperating Teacher

\_\_\_\_\_  
Date

## Danielson's Framework for Teaching Midterm Performance Assessment and Rubric

For each element below, please mark the category that best describes your teacher candidate's performance, "1, 2, or 3." ("Distinguished" reserved for experienced teachers. "1" indicates skills below licensable criteria.)

### IMPORTANT NOTE

Teacher candidates are expected to perform at "Basic" levels in all graded categories by the end of student teaching. (Based on Danielson's recommendations for using the framework during student teaching, 4c and 4d, while marked, are not graded.) No successful teacher candidate should receive final scores of "1" (Unsatisfactory) or "4" (Distinguished). (See below for the final grading scale; both the midterm and final performance assessments have the same rubric.)

"Distinguished" (4) is reserved for experienced teachers.

"Unsatisfactory" (1) indicates that the teacher candidate is not yet licensable in that category.

Students receiving a "1" (Unsatisfactory) rating in any category at midterm will receive a plan of improvement developed by the field supervisor and designed to support growth in this area(s) over the second half of student teaching. (Please submit these midterms to the Field Placement Office.)

Teacher candidates receiving a "1" (Unsatisfactory) in any category on the **final** performance assessment will receive an automatic C- for the performance assessment and will need to successfully repeat student teaching according to placement policies in order to be recommended for a Montana teaching license. Therefore, the grading scale for the Danielson Final Performance Assessment (below), is designed **only** for teacher candidates receiving a **"2" or above** in all graded categories.

A teacher candidate cannot pass student teaching without a "C" or better average on both the TWS and the Danielson Final Performance Assessment

### Danielson Final Performance Grading Scale (For Teacher Candidates Receiving a Minimum of "2" in all Graded Categories)

54-60=A

49-53=A –

45-48=B+

42-44=B

40-41=B-

# 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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	<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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	<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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	<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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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 then. The teacher does not seek to extend such knowledge.	<input type="checkbox"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	<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
<b>Unsatisfactory</b>	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"/>

1		
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	<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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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:  
(out of 18)

Combined score for Domain One

## 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
<b>Unsatisfactory</b> 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"/>

<b>Developing 2</b>	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"/>
<b>Proficient 3</b>	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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory 1</b>	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"/>
<b>Developing 2</b>	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 appear 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"/>
<b>Proficient 3</b>	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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory 1</b>	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"/>
<b>Developing 2</b>	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"/>
<b>Proficient</b>	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	<input type="checkbox"/>

<b>3</b>	consistent. With minimal guidance and prompting, students follow established classroom routines.	
<b>Distinguished</b>	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
<b>Unsatisfactory</b> <b>1</b>	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"/>
<b>Developing</b> <b>2</b>	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"/>
<b>Proficient</b> <b>3</b>	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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory</b> <b>1</b>	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"/>
<b>Developing</b> <b>2</b>	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"/>
<b>Proficient</b> <b>3</b>	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"/>
<b>Distinguished</b>	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:  
15)

Combined score for Domain Two (out of

## 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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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:  
(out of 15)

Combined score for Domain Three

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### Component 4a: Reflecting on Teaching

Elements:

- Accuracy
- Use in future teaching

Rating	Descriptor	TC Score
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b>	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective	<input type="checkbox"/>

<b>2</b>		
<b>Proficient 3</b>	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	<input type="checkbox"/>
<b>Distinguished</b>	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
<b>Unsatisfactory 1</b>	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"/>
<b>Developing 2</b>	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"/>
<b>Proficient 3</b>	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"/>
<b>Distinguished</b>	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
- Decision making
- Compliance with school and district regulations
- Advocacy
- Service to students

Rating	Descriptor	TC Score
<b>Unsatisfactory 1</b>	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"/>
<b>Developing 2</b>	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"/>
<b>Proficient 3</b>	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"/>
<b>Distinguished</b>	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	Descriptor	TC Score
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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
<b>Unsatisfactory</b> 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"/>
<b>Developing</b> 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"/>
<b>Proficient</b> 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"/>
<b>Distinguished</b>	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: