

SPECIAL EDUCATION
STUDENT TEACHING AND
INTERNSHIP HANDBOOK
**A RESOURCE FOR TEACHER CANDIDATES,
INTERNS, COOPERATING TEACHERS, MENTORS,
AND UNIVERSITY SUPERVISORS**



INTRODUCTION

The University of Montana is a comprehensive university with a rich liberal arts tradition. Both undergraduate and graduate students benefit from a wide range of rigorous programs of study. Such an environment is fertile ground for recruiting and producing high quality education professionals. It is within this tradition that the Phyllis J. Washington College of Education is charged with its mission: to prepare professionals who are skilled in the cognitive, social, and ethical development of children and youth in Montana and around the nation. The faculty of the Phyllis J. Washington College of Education, the College of Arts and Sciences and the College of Visual and Performing Arts share in the responsibility of the preparation of elementary, middle, and secondary teachers, counselors, and administrators; specialists in reading, special education, and library media services; and faculty, researchers, and administrators in higher education.

The primary purpose of special education is to individualize educational instruction in order to meet the unique educational and related needs of individuals with disabilities. The Special Education Endorsement Program at The University of Montana is designed to prepare teachers to work with children who are at-risk and children with disabilities in inclusive Preschool-12th grade settings. This handbook's contents are based on Montana Professional Educator Preparation Program Standards, the National Council for Accreditation of Teacher Education Standards, the Council for Exceptional Children Standards, input from cooperating teachers and university supervisors, and the Phyllis J. Washington College of Education Program policies for field experiences.

Whether a teacher candidate or an intern, participants will find this semester to be one of many challenges and rewards. Cooperating teachers, mentors, university supervisors, and school personnel will find that your role provides a sense of accomplishment and pride as you assist in the preparation of special education teachers. The Office of Field Experiences appreciates the dedication of all involved in this final chapter.

1. Elementary or Secondary Teaching License with a Special Education Endorsement

- Primarily designed for students in the process of completing an elementary or secondary licensure program who have junior class standing or higher.
- Following admission to the program, endorsement courses are taken prior to student teaching.
- The Office of Field Experiences makes arrangements for completion of both the general and special education student teaching field experiences.

2. Special Education Endorsement ONLY

- Primarily designed for licensed teachers who wish to add a special education endorsement to their license.
- Following admission to the program, teachers complete 20 hours of approved special education coursework.
- The Office of Field Experiences makes arrangements for completion of a 10-credit supervised internship.

3. Master of Education with a Special Education Endorsement

- Primarily designed for licensed teachers who wish to complete the special education endorsement within the Master of Education (M.Ed.) graduate degree program.
- Applicants must apply to the Graduate School to gain admission to this program.
- Following admission to the M.Ed. program, at least 37 credits from the program of study must be taken for graduate credit. All courses applied to the M.Ed. degree must be advisor-approved and be assessed at the graduate tuition rate.
- The Office of Field Experiences makes arrangements for completion of a supervised internship.

Upon successful completion of program requirements, teachers apply for a P-12, non-categorical endorsement with the State of Montana. Materials to add the endorsement can be obtained from the Licensure Specialist in the Teacher Education Services Office, second floor of the Phyllis J. Washington Education Center.

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.

Adopted by the Certification Standards and Practices Advisory Council July 13, 2016

Professional Educators of Persons with Exceptionalities Code of Ethics

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of the Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.
- E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- F. Special education professionals work within the standards and policies of their profession.
- G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of the Council for Exceptional Children in April 1983.

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PART 1: CONCEPTUAL FRAMEWORK

TEACHING AND LEARNING IN COMMUNITY

The faculty of The University of Montana believes that these responsibilities can best be met within the framework of a learning community and we choose this concept as the theme of our educational programs.

It is part of the human condition that we strive simultaneously to be self-sufficient individuals and respected members of larger social communities. Although we value personal autonomy, we are ultimately social creatures who need each other not only for companionship but also to bring meaningfulness and purpose to our lives. It is by belonging to such communities that many of our needs as humans are satisfied. According to Sheldon Berman, *"Educating for Social Responsibility,"* Educational Leadership, November 1990:

a community is a group of people who acknowledge their interconnectedness, have a sense of common purpose, respect their differences, share in group decision-making as well as in responsibility for the actions of the group, and support each other's growth.

A learning community is a special kind of community that is sometimes created in the classroom or in an educational institution as a whole. It comes into being when everyone involved in the learning process shares a common purpose and commitment to learning. A growing body of research now supports the view that learning occurs best in communities. Because the concept of "learning community" has been used in many different contexts, it must be given a clear and precise meaning before it can be of value as a unifying theme. For our purposes, then, a learning community is one characterized by the following elements:

- ★ **Integration of Ideas**

Members of a learning community look beyond the traditionally segmented curriculum and think about the interrelationships among ideas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on ideas that either explain realities or help deal with real problems.

- ★ **Cooperative Endeavors**

In a learning community there is a commitment to engage students cognitively, emotionally, and psychologically in constructing knowledge that is active and personally meaningful. Knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. In the process cohesiveness is created among members of the community that encourages a sense of personal responsibility and commitment to their group and its goals.

- ★ **Respect for Diversity and Individual Worth**

A learning community embraces diversity with respect to ideas, abilities, viewpoints, ages, learning styles, and cultural backgrounds. Diversity is valued and the inherent worth of each individual is respected. The ethics of caring and mutual respect are viewed as essential for creating supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

A university provides an excellent example of the principle that learning occurs best in communities. When people gather purposefully to transmit knowledge and share ideas, a synergy is created that can result in learning of the highest order. Teachers and learners assume many roles, often shared, often overlapping, always interdependent. They respect each other in those roles. The community

of learners is aware of the uniqueness of each other's background, and values this uniqueness as it contributes to the diversity of the whole. Ideas, too, are valued for their diversity as well as for their correspondence to current teachings and opinions. People delight in their opportunities to pursue and construct knowledge actively and cooperatively, regardless of age, academic status, cultural heritage, or interest. They discover together the connections among discrete subject areas and among people, ultimately coming to understand and value the importance of lifelong learning for full citizenship in a global society.

In all programs at both the basic and advanced levels, the teacher education community at The University of Montana prepares school personnel for elementary, middle and secondary school settings. Within the context of the learning community and embracing the emphases of integration of ideas, cooperative endeavors, and respect for diversity and individual worth, it is our goal to prepare teachers and school services personnel who demonstrate:

1. competence in their subject matter and an understanding of the interrelatedness of knowledge;
2. intellectual skills that lead to reflection, creativity, and risk-taking in their professional lives;
3. a sense of self-worth and a respect for the uniqueness and dignity of others;
4. communication skills in a variety of types of expression;
5. a spirit of cooperation and the ability to problem solve as citizens in a democratic society; and
6. a lifelong love of learning.

GOALS FOR LEARNING IN COMMUNITY

BASIC PROGRAMS

In its undergraduate programs, the teaching education community at The University of Montana prepares candidates to teach in elementary, middle, and secondary school settings. In most schools, academic information continues to be the most valuable medium of exchange. That is, teachers are increasingly held accountable for their students' mastery of a discrete body of information. However, teachers whose careers will span the next thirty or forty years will live and work in the emerging post-industrial information age, characterized by rapid and unprecedented economic, political, and technological change. Shifts in national and world demographics already dictate pressing needs for awareness of diverse cultures and global inter-dependencies that are environmental, social, and economic. If we think it is important that our young people become active and responsible citizen-participants in the world of the next century, we must prepare teachers accordingly. We must recruit and cultivate talented individuals of high intelligence, who possess the skills and personality conducive to effective teaching, and have themselves, developed a love of learning. We are committed to help prepare such educators.

Toward this end, the faculty of The University of Montana believes that an educational orientation is insufficient and outmoded if it is teacher-dominated, centered on discrete definitions of content, and directed primarily toward passive students learning in isolation. Therefore, we advocate shared inquiry, believing that the purpose of schooling must be the development of students who are increasingly able and willing to use information as a means for thinking and learning independently and cooperatively throughout their lifetimes, and who understand the importance of enhancing the self-worth and dignity of each member of the community.

PROGRAM COMPONENTS

Candidates preparing to be teachers will experience the following in The University of Montana learning community:

1. systematic and positive cooperation and collaboration among faculty within the Phyllis J. Washington College of Education, the College of Arts and Sciences, the College of Visual and Performing Arts and the schools of Montana;
2. a foundation of liberal arts general education that includes:
 - development of communication and mathematical competencies;
 - integrated knowledge of expressive arts, literature and humanities, history and culture, social sciences, ethics, and natural sciences;
 - exposure to and appreciation of diverse cultural orientations.
3. a program of professional studies that provides for the acquisition, practice, and reflection on the knowledge, skills, and behaviors appropriate to beginning teachers;
4. developmentally sequenced field experiences that provide opportunities for pre-service teachers to practice with exemplary role models and mentors;
5. a learning community that includes among faculty, students, and mentors diversity in culture, ethnicity, religion, age, sex, socio-economic level, and life experience; and
6. in the case of secondary and specialized licensure students, a coherent sequence of course work in an academic specialization that provides an introductory understanding of the chosen field(s) of study.

PROGRAM GOALS

Through planning and preparation, their established classroom environment, instruction and professional responsibilities, candidates who complete the teacher licensure program at the University of Montana will be prepared to:

1. Design coherent instruction and assessment that demonstrate knowledge of instructional outcomes, as well as a deep understanding of students, content and pedagogy.
2. Establish a classroom environment which fosters positive, respectful relationships and interactions, cooperative endeavors, high expectations, and a love of learning.
3. Deliver authentic instruction that is responsive to students' needs, incorporating critical thinking, student engagement, and meaningful assessment.
4. Carry out responsibilities inherent in the teaching profession, such as communicating with families, participating in a professional community, maintaining accurate records, and engaging in activities and self-reflection that lead to professional growth and development.

PART 2: GENERAL INFORMATION

ROLES AND RESPONSIBILITIES OF THE TEAM MEMBERS

The Director of Field Experiences

The Director of Field Experiences serves as the liaison between the Teacher Education Program and the school districts and arranges all clinical field experiences. The Director:

1. implements departmental and school policies pertaining to the field experience requirements for the Teacher Education Program;
2. screens teacher candidate/intern applicants for completion of course work and field experience requirements as well as professional expectations; and
3. secures a student teaching assignment or internship for the applicant.

Other responsibilities are to:

- provide local school officials with the field experience program requirements;
- survey the school systems for qualified classroom teachers to serve as cooperating teachers for clinical field experiences;
- develop materials necessary for the administration of clinical field experiences;
- secure placements for teacher candidates by submitting a request to the appropriate public and private school officials and providing relevant information concerning the teacher candidate to aid in the assignment of that individual;
- clarify the duties and responsibilities of the university supervisor, school administrators, cooperating teachers and the teacher candidate;
- notify the student of the placement upon receipt of the written placement confirmation from the school;
- maintain contacts with cooperating schools to assure coordination of the professional semester;
- resolve problems which may arise among teacher candidates and/or supervising teachers, school administrators, or university supervisors;
- develop in-service training for classroom supervising teachers, principals, and university supervisors and provide overall leadership in the supervision and coordination of the professional semester;
- assign university supervisors in consultation with the chair of the department of Modern and Classical Languages and Literature, Health and Human Performance, Music, Art and Teaching and Learning;
- supervise payment to cooperating teachers and contracted university supervisors; and
- verify and record the final student teaching/internship grades.

The School Principal (Student Teaching Option)

The school administrator is an integral part of the field experience team. The principal is the instructional leader who helps establish a school climate conducive to strong professional development of the teacher candidates. The National Association of Elementary and Secondary School Principals recommend that the role of the school principal is to:

1. work closely with the Director of Field Experiences to select qualified cooperating teachers;
2. confer with the department chair and/or the cooperating teacher to determine the assignment and the initial class assignments for the teacher candidate;
3. orient faculty and staff to the Teacher Education Program goals; and
4. include the teacher candidate in meetings and social functions.

As the academic leader of the school, the principal may want to observe and provide feedback to the teacher candidate. The cooperating teacher may also need assistance in directing the growth and development of the teacher candidate. Near the end of the placement, the principal may be willing to give the teacher candidate a mock interview for a teaching position.

The Classroom Cooperating Teacher (Student Teaching Option)

The influence of the cooperating teacher on the teacher candidate is one of the most lasting in a student's teacher preparation program. A cooperating teacher who agrees to guide the teacher candidate has two major roles: professional teacher and teacher educator. As a professional teacher, the primary responsibility is to the students in the classroom. As a teacher educator, the responsibility is to serve as a mentor to the teacher candidate and to provide a classroom setting where knowledge can be applied and skills practiced. The expertise and experience of the master teacher are critical in guiding the teacher candidate from theory to effective practice.

A cooperating teacher's responsibilities include providing opportunities for the teacher candidate to:

1. Observe teaching, participate in teaching tasks including team teaching, and gradually assume full teaching responsibilities;
2. Develop an understanding of the individuals in each class and plan for his/her instruction;
3. Develop skills in classroom instruction, management and discipline; and
4. Explore a variety of techniques and methods of instructional delivery as well as assessment of learning.

A cooperating teacher must meet the following criteria:

- Holds a current Montana license in their area of specialization and at the level of teaching;
- Has at least three years, preferably five years, of successful teaching experience;
- Has approval of the school administrator(s) and the Director of Field Experiences;
- Effectively promotes student learning in their classroom;
- Understands the Teacher Education Program goals and is currently teaching in the same area of specialization as the teacher candidate; and
- Provides positive clinical supervision of teacher candidates including effective use of observation to identify student strengths and learning needs and the ability to provide positive feedback as well as clearly communicating recommendations for improving performance.

The Mentor (Internship Option)

Because the Montana Office of Public Instruction Special Education Endorsement Project allows successful applicants to fill special education teaching positions while working toward their endorsement, as well as completing their student teaching on-the-job, on-going mentoring is a must. The mentor is responsible for the day-to-day technical assistance for the intern. Either a special education teacher or a special education professional within the same district/coop will fill the mentor role. Mentors need to have the time, expertise, and desire to guide candidates, and will serve as their counsel, support, and resource. Interns are responsible for identifying a mentor teacher for the semester.

A mentor's responsibilities include:

- Agree to the commitment of time necessary to mentor the intern
- Maintain a *Mentoring Log* (date, time, topic(s) discussed) and submit it to the UM Office of Field Experiences at the end of the semester.
- Responsible for the day-to-day technical assistance for the intern.

A mentor must meet the following criteria:

- Be employed in a special education position and/or have a special education background.

- Work within the same district or cooperative as the intern and hold a current teaching certificate.
- Have a minimum of 3 years of teaching experience.

The University Supervisor (Student Teaching and Internship Options)

The university supervisor is the liaison between the Phyllis J. Washington College of Education, the Office of Field Experiences and the participating schools. A university supervisor is familiar with the goals, organization, courses of study, and pertinent policies and regulations of UM's Teacher Education Program, especially those connected with student teaching/interning, and assists in interpreting these to the personnel of the cooperating schools. The supervisor provides leadership in building harmonious relations with the participating school systems and personnel.

A university supervisor's responsibilities:

1. meet with the teacher candidate/intern and cooperating teacher/mentor during the first week of the assignment to review all guidelines;
2. introduce yourself to the building administrator and the office assistants;
3. assist the teacher candidate/intern in developing teaching competency;
4. schedule observations on a regular basis throughout the semester;
5. provide regular and systematic feedback of the teacher candidate's developmental progress to the Director of Field Experiences;
6. confer regularly with the cooperating teacher/mentor and provide regular and systematic feedback concerning developmental progress to the Director of Field Experiences;
7. serve as a resource person when assistance is needed;
8. establish a positive environment with the school administrator, the cooperating/mentor teacher, the teacher candidate/intern, and other school personnel;
9. complete a midterm, final, and summative assessment of the teacher candidate's progress (student teaching option ONLY);
10. return the summative along with your final assessment including narrative comments and the cooperating teacher's final assessment with narrative comments (student teaching option ONLY);
11. confirm that all pay or credit option forms have been completed and returned by the deadline. Supervisors will be called upon by the Office of Field Experiences to help correct incomplete forms.

The qualifications of a university supervisor:

- three years of teaching experience and an advanced degree or a minimum of five years teaching experience;
- has training or experience in supervision;
- is familiar with the Teacher Education Program goals and policies;
- has the requisite skills and expertise to mentor a teacher candidate/intern.

MODELS FOR INTEGRATING TEACHER CANDIDATES DURING FIELD EXPERIENCES

CO-TEACHING MODEL

Using the Co-Teaching model during the field experience fosters a collaborative relationship between the university and the school districts.

What is Co-teaching?

Co-teaching is defined as two teachers working together with groups of students sharing the planning, organization, delivery and assessment of instruction, and the physical space.

Why Co-teaching?

Co-teaching establishes a model for clinical experiences and student teaching that is responsive to the evolving relationships between P-12 education and teacher preparation programs.

- P-12 student performance improves (statistically significant gains in four years of research)
- Reduced student/teacher ratio better meets the teaching/learning needs in today's diverse classrooms
- Teacher candidates gain more skills and confidence

How is the Semester Scheduled?

Co-teaching moves beyond the traditional experience where teachers felt they must “give up” their classrooms to support the learning process for pre-service teachers. With the Co-teaching Model, cooperating teachers maintain their role as the classroom leader while working together with the teacher candidate, sharing the planning, organization, and delivery and assessment of instruction. Co-teaching allows the cooperating teacher and teacher candidate to collaboratively plan and deliver instruction from day one of the experience.

- Early in the experience, the cooperating teacher typically takes the lead in co-planning and presenting instruction, while the teacher candidate assists, working with small groups of students.
- Lesson planning is completed as a team from the onset of the experience.
- There is no sequential order or hierarchy for the use of co-teaching strategies.
- It's not expected that co-teaching will be used for every lesson. Strategies are selected according to the requirements of the P-12 daily schedule and planned curriculum, student strengths and needs, and cooperating teacher and teacher candidate preferences.
- As the experience progresses, the teacher candidate assumes more responsibility for co-planning and teaching.
- There are times when the cooperating teacher will leave the classroom allowing the teacher candidate to work alone since all teachers candidates need time to develop their teaching and management skills. As this occurs, the classroom teacher continues to partner with the candidate (e.g., developing lesson plans, evaluating student performance) rather than “giving away” the responsibility. This enhances the learning opportunities for P-12 students, combines the knowledge and strengths of both teachers, and models a positive adult working relationship.

CO-TEACHING STRATEGIES & EXAMPLES

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe students for their understanding of directions while the other leads.</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts - Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent station will be used along with the teacher led stations.</p> <p>Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
Parallel Teaching	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p>
Supplemental Teaching	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</p> <p>Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
Alternative (Differentiated)	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p>Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p>
Team Teaching	<p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

The strategies are not hierarchical - they can be used in any order and/or combined to best meet the needs of the K-12 students in the classroom. (Copyright 2009, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant).

TRADITIONAL MODEL

Many classroom teachers may be familiar with the Traditional Model for student teaching. This model takes the approach of structuring the first 11 weeks of the semester to slowly incorporate teacher candidates into classroom instruction. Then during weeks 12-14, full responsibility is given to the candidate, with week 15 transitioning back to half days of instruction coupled with half days of observation.

The Phyllis J. Washington College of Education has identified the Co-Teaching Model as the preferred way to integrate teacher candidates, because:

- ✓ Classroom teachers feel the Traditional Model dictates they must “give up” their classrooms;
- ✓ Research shows P-12 student performance improves significantly when taking advantage of having two professionals in the classroom;
- ✓ Today’s teacher candidates are prepared to work with students at the onset;
- ✓ Teacher candidates are more successful with more practice time;
- ✓ The desire to foster collaborative relationships with school districts

SUBSTITUTE TEACHING DURING STUDENT TEACHING

Teacher candidates may be eligible to substitute teach, but only in their cooperating teacher’s classroom, for a maximum of five days during the student teaching semester. The following standards must be reviewed and approved by the building principal:

- the teacher candidate demonstrates satisfactory progress based on a successful midterm assessment of student teaching as completed by the cooperating teacher and university supervisor, earning mostly ratings of Proficient (3) or above with not more than one category rated as unsatisfactory (1) in each of the 4 domains;
- number of allowed days for a K-12 teacher candidate with a split assignment are three days in one school setting and two days in the second school placement;
- the principal, department chair or the principal’s designee agree that the teacher candidate is capable of being in sole charge of the classroom;
- the teacher candidate has applied and been accepted as a substitute teacher by the district; (teacher candidates in the Missoula County Public Schools should complete the peach colored substitute application at their assigned school building);
- the teacher candidate will receive full substitute teaching pay from the district for each day of substitute teaching;
- the teacher candidate is not eligible to substitute teach during a teacher’s strike.

Benefits

Advantages include:

- provide a hiring pool of highly qualified substitute teachers.
- provide continuity and stability for the students with less disruption in the learning process.
- provide school personnel another opportunity to assess the potential of a teacher candidate for employment.
- provide a possible opportunity for the cooperating teacher to attend a workshop, seminar or participate in a University methods course to gain a perspective of course instruction taken by the teacher candidate or other professional opportunities that allow for self-renewal; increase the teacher candidate’s understanding of the extent of preparation and instruction required for a substitute teacher and broadens their understanding of responsibility for the total school day.

Evaluation and Grading

Grades are based on performance during the student teaching/internship semester, not an individual's potential. Grades are based on the assessment of demonstrated teaching performance and are connected to the Charlotte Danielson's Framework for Teaching. The four domains are identified on the Midterm and Final Assessments (available in this handbook's appendix and at <http://www.coehs.umn.edu>). Teacher candidates/interns receive formal assessments at the midterm and final conferences.

- *Student Teaching Option:* At the culmination of the field experience, the cooperating teacher and university supervisor work together to reach consensus regarding evaluation and grading of the teacher candidate.
- *Internship Option:* At the culmination of the internship, the evaluation will be completed by the university supervisor who is assigned by the Director of Field Experiences. **Mentors are not responsible for evaluating or grading candidate performance.** This supports the collegial nature of the mentoring relationship and separates UM evaluation of the Intern from the contractual evaluation agreements of the schools district.

The teacher candidate enrolls 10 special education credits. Four letter grades are recorded on the *Summative Assessment*, apportioned as follows:

Letter Grades	Components
Section 1 (3 credits) Planning and Preparation	1a. Demonstrates knowledge of content and pedagogy. 1b. Demonstrates knowledge of students. 1c. Sets instructional outcomes. 1d. Demonstrates knowledge of resources. 1e. Designs coherent instruction. 1f. Assesses student learning.
Section 2 (4 credits) Classroom Environment	2a. Creates an environment of respect and rapport. 2b. Establishes a culture for learning. 2c. Manages classroom procedures. 2d. Manages student behavior. 2e. Organizes physical space.
Section 3 (4 credits) Instruction	3a. Communicates with students. 3b. Uses questioning and discussion techniques. 3c. Engages students in learning. 3d. Uses assessments in instruction. 3e. Demonstrates flexibility and responsiveness.
Section 4 (3 credits) Instruction	4a. Reflects on teaching. 4b. Maintains accurate records. 4c. Communicates with families. 4d. Participates in a professional community. 4e. Grows and develops professionally. 4f. Displays professionalism.

Standards for Grades

For each component, the teacher candidate will earn a score of 1, 2, 3, or 4 (unsatisfactory, basic, proficient or distinguished). The average score is computed by the University Supervisor, and the following key is used to assign a final grade for each domain:

3.0 or above	A	2.1-2.2	C+
2.8-2.9	A-	2.0	C
2.6-2.7	B+	1.8-1.9	C-
2.4-2.5	B	* Below 1.8	F
2.3	B-		

*The University of Montana will not recommend a student for licensure with a grade lower than a C- in student teaching.

The Director of Field Experiences reserves the right to assign final grades.

GRADE APPEAL PROCESS

All endorsement coursework must be completed with a grade of “B” or better. If a candidate is dissatisfied with the assigned student teaching grade(s), the student should schedule an appointment with the Director of Field Experiences. This appointment must be scheduled within 30 days of the assignment of grades. The purpose for the meeting will be to discuss the grades in relation to the identified criteria for assessing student teaching performance and the grade standards. The candidate must submit an appeal letter to the Director a week in advance of the scheduled meeting. The appeal is limited to evaluation criteria the candidate believes was misunderstood or misapplied in the assignment of grades:

- Reference to the student teaching evaluation criteria in relation to his/her performance.
- Reference to documents that support the candidate’s assessment of his/her performance (e.g. the university supervisor’s observation forms, cooperating teacher’s and university supervisor’s midterm and final assessment forms).

All cited documents should be available for the Director’s review during the meeting with the candidate.

If the issue cannot be satisfactorily resolved, the student may address a written appeal to the Chair of the Field Experience Policy Committee. This appeal must be filed within 20 days of the initial appointment with the Director of Field Experiences.

REMOVAL FROM STUDENT TEACHING AND OTHER FIELD EXPERIENCES

On rare occasions it is necessary to remove a student from a student teaching or other field experience assignment. The Director of Field Experiences has the authority and responsibility to remove a student from a field experience, including all field-based Teaching and Learning courses. Reasons for removal include inappropriate behaviors within the school setting and inability to complete expected tasks at an accepted professional standard.

School Agreements

The University of Montana has no control over public and private schools that agree to take students in field experiences. The University does have cooperative arrangements with individual schools regarding the placement of teacher candidates. Written agreements between the University and the school districts outline the conditions and expectations of student teaching. A building principal or the Director of Field Experiences may decide that it is in the best interest of everyone concerned to remove a teacher candidate or field experience student. The Director will be notified immediately if a student does not appear to be progressing at a rate to allow for successful completion of a field experience.

Removal Process

Generally, before a decision is made to remove a student, the Director of Field Experiences informs the student and schedules a conference to consider appropriate options such as a “Professional Growth Plan (PGP)”. A PGP will summarize the teacher education candidate’s strengths, list concerns regarding current performance, and outline the expectations and standards to be met based on the Charlotte Danielson Framework for Teaching as stated in the University of Montana Teacher Education Policy Handbook, all field experience assessment forms and the midterm and final student teaching assessment forms. The teacher education candidate has the opportunity to provide input to this individualized growth plan. The conference may include the student, UM faculty, classroom teachers, and any other supervisors of the student. During this conference, it is determined whether a second placement during the same semester is warranted. Students reassigned in the same semester should expect an extended placement. Students removed from a student teaching assignment may be required to wait for a reassignment until the following semester or until approved for a second placement.

In the case of removal of a teacher candidate, the Director of Field Experiences will call a meeting of the Field Experiences Policy Committee to determine the most appropriate choice of actions. This is a standing committee of the Department of Teaching and Learning and includes one student member and the Director of Field Experiences. The meeting will take place as soon as possible after the student is removed from the field placement and will include the student, the classroom teacher, and the university supervisor, if possible. The

committee will review the situation from the perspective of the student, classroom teacher, university supervisor and Director and discuss possible alternatives.

Meeting separately, the committee will determine the actions to be taken. This may include, among other actions, a remedial program for the student prior to any additional field experience. Remediation will be based on a *Professional Growth Plan* that identifies specific areas for professional skills to be improved. A student may receive a second placement under certain conditions, or be removed from the program. Within five working days of this meeting, the Field Experiences Committee will inform the student of the Committee's decision(s) by certified mail.

A student may appeal a decision made by the Field Experiences Committee within two weeks of a student's notification by meeting with his/her faculty advisor. The student should prepare a written justification for appealing the decision prior to meeting with his/her advisor. Following this meeting, the advisor will make a recommendation to the chair of the Field Experience Committee. The committee chair and one committee member meet with the candidate and subsequently make a recommendation to the chair of the Department of Teaching and Learning. After a review by the department chair, a letter of acceptance or denial of the appeal is mailed to the candidate. If denied, the student may appeal to the Dean of the Phyllis J. Washington College of Education.

The faculty in the Department of Teaching and Learning is committed to helping develop your skills to become an effective teacher. The developmental skills for becoming an effective classroom teacher are similar to developing one's competence in mathematics or reading. Some teacher candidates may require additional course work or skill development beyond the minimum required student teaching period. It may also require serious evaluation concerning the teaching profession as a career choice. The Director of Field Experiences and/or the faculty committee will advise as you reevaluate your career choice.

PART 3:

TEACHER CANDIDATE

Elementary or Secondary Teaching License with a Special Education Endorsement

GUIDELINES FOR STUDENT TEACHING

This option is primarily designed for students in the process of completing an elementary or secondary licensure program who have junior class standing or higher who plan to complete both the general studies and the special education student teaching experiences. The Office of Field Experiences then arranges for two student teaching assignments - one in a general education setting and the other in special education (the general education placement is usually set at a 12-16 week placement duration, and the special education field experience is a minimum of 10 weeks). To meet teacher certification requirements, teacher candidates are assigned a full day's work for a minimum of ten full weeks or at least through the assigned school's end of the quarter grading period. If holidays or other breaks occur during the student teaching semester the assignment may be extended at least one week.

Standard I of the National Council for Accreditation of Teacher Education (NCATE) states: "Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state and institution standards." (2001, page 10). The University of Montana Teacher Education policy is *that the length of student teaching shall depend upon the individual performances of the teacher candidate and continue until the program objectives have been achieved or until the student has been screened from the program.*

Student teaching is the capstone experience allowing students to refine and develop professional competencies needed for the multi-faceted roles of a special education teacher. This field experience provides the teacher candidate the opportunity to transition from theory to practice. With the guidance of the cooperating teacher and university supervisor, the team works to ensure future teachers develop proficiency for a variety of roles within special education including resource room teacher, consultant to general education teachers, diagnostician, itinerant teacher, inservice trainer and educational specialist on an inter- disciplinary team. Special education teacher candidates should have the opportunity to work with students with a variety of learning disabilities, and demonstrate the ability to adapt curriculum to meet individual needs.

Due to the many legal issues that must be carefully observed the teacher candidate and cooperating teacher will work together collaboratively throughout the assignment. The teacher candidate must carefully plan in advance to review all assignments with the cooperating teacher before implementing any plans.

Confidentiality: It is important that all information about students and their families is kept confidential and appropriate measures be taken to insure confidentiality, both in discussing such confidential information and with regard to written information and data concerning a student. The teacher candidate should review, know and understand the importance of these issues in relation to the Family Educational Rights and Privacy Act (FERPA) Civil Rights Law, Section 504, The American Disabilities Act and the Individuals with Disabilities Improvement Act IDEA).

Individual Program: Students with disabilities have their own strengths and weaknesses. No single model of service can address all of their needs. Each student must be evaluated individually and served in a variety of ways to include: collaboration between a special education and mainstream teacher within the mainstream classroom; assistance in the mainstream classroom (paraprofessional educator working with the student); modified curriculum and/or grading within the mainstream classroom; replacement classes.

Student Advocacy: One of the most important roles of the special education teacher is that of advocate for their students. Teachers perform this role in a number of ways: 1) Integration worksheets for students with disabilities are distributed to mainstream teachers at the beginning of the year and/or semester to inform teachers that their student is being served under special education law as well as to notify teachers of the student's strengths and needs including any accommodations or modifications written into the student's Individual Education Program (IEP). 2) Students are given remedial instruction to strength their skills helping to further insure success within the mainstream setting. 3) Students are taught how to be self-advocates and to ask for help when they need it. 4) Special education teachers work with parents/guardians on how to advocate for their children and encourage them to understand their children's rights under IDEA Law.

Transition: Transition is an important part of a high school student's IEP. Transition is a coordinated set of activities for a student with a disability, which promotes movement from school to post-school activities that can include post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and/or community participation. The design of this coordinated set of activities is focused on outcomes. Transition is based upon the individual student's needs, and takes into account the student's preferences and interests.

Legal Responsibility: The Individuals with Disabilities Act is a federal mandate. Upon litigation, all paperwork related to students served in special education will be reviewed. Due to legal ramifications, a teacher candidate will generally complete the Individualized Education Plan and other documentation in collaboration with the cooperating teacher.

Team Effort: Students receiving special education services represent a wide range of educational needs. A student's interest is served through the Child Study Team (CST)/IEP team process. This approach is dictated by law but needs to be encouraged and valued in practice.

Release of Information: The need to share student information with other community agencies is not unusual. Examples include vocational rehabilitation, physicians, and other school districts. Before records are copied and sent, parent/guardian permission is given and a release of information form is signed.

Community Agencies: A number of community agencies that may be involved in the lives of individual students receiving special education services. Examples include, youth homes, family social services, Developmental Disabilities Agency, etc. It may be appropriate for these agencies to attend CST/IEP meetings and the agency will need to be sent notification of upcoming meetings. The makeup of a student's CST/IEP team will vary somewhat depending on a student's situation.

PRE-REQUISITES FOR APPROVAL TO STUDENT TEACH

Requirements prior to confirmation of a student teaching assignment

- Full admission to the Special Education Program
- A minimum cumulative GPA of 2.75 in the following areas: (1) teaching major, (2) teaching minor, and (3) overall.
- An approved Special Education Program Plan on file in the Department of Teaching and Learning
- All endorsement coursework must be completed with a grade of B or better. Courses awarded an Incomplete *must* be completed prior to student teaching.
 - Students must submit student teaching applications one semester prior to student teaching, unless being placed outside of a 50-mile radius of Missoula. Visit the Field Experiences webpage for more information:
<http://coehs.umt.edu/departments/currinst/Clinical%20Experiences/stuteaching/default.php>
- Transfer students must complete at least nine credits at The University of Montana prior to their student teaching experience. Special Education coursework taken at another university may apply toward the endorsement, pending advisor and departmental approval.
- Students pursuing a Master of Education degree must also complete graduate-level coursework for their degree. Visit the following webpage for a complete list of course requirements: <http://www.coehs.umt.edu/currinst/master/program/SpecialEd.html>

RESPONSIBILITIES OF SPECIAL EDUCATION TEACHER CANDIDATE

Professional Expectations:

- Begin work with a determination to meet challenges and to learn from constructive criticism in a professional manner. Seek advice when needed.
- Be willing to collaborate with the cooperating teacher and also other teachers.
- Maintain a weekly journal to document student learning.
- Dress professionally. You serve as a role model and advocate for students.
- Be punctual and dependable.
- Demonstrate sensitivity to different cultures and be able to communicate effectively with diverse audiences.
- Become familiar with all school, classroom policies, expectations and paperwork for students and teachers. Acquire an extensive understanding of prevention efforts and strategies, particularly in relation to IDEA requirements. Be knowledgeable about school suspension and expulsion policies and how they apply to special education students.
- Demonstrate knowledge of local, state, and federal laws, policies and procedures that affect persons with special needs including the 504 processes and child abuse laws.
- Know different types of tests available for assessing individual students and how to effectively use each test.
- Prepare carefully for each day. Prepare backup plans in case students are not accomplishing the lesson objectives, or accomplish more than you anticipated. Be ready for the unexpected.
- Know where to find information needed in order to write goals and objectives.
- Demonstrate knowledge of subject matter that is related to the curriculum being taught.
- Demonstrate an awareness of community services and organizations. If possible, spend at least an hour with a community agency or organizational office designed to support and provide assistance to students and families with special needs.
- Be familiar with assistive technology that will reinforce student learning and enable students to increase understanding of concepts, principles and skills being taught. Know how to find information using the Office of Public Instruction's web site as well as web sites that are specific to the child's needs such as the learning disability web site.
- Become familiar with the responses to intervention model and problem solving teams.
- Be willing to understand all classroom content and participate in class instruction and observe all classroom/school procedures.
- Modify instruction based on feedback information.

Paperwork:

1. **Referral Process:** Become familiar with the pre-referral process and who is responsible for it. Review a cumulative file and complete forms on a student.
2. **Testing:** Complete the "Permission to Assess form," choose an appropriate individualized achievement test, administer the test and write an Education Summary.
 - (a) Establish a testing atmosphere conducive to optimum performance
 - (b) Follow test procedures outlined in the test manual
 - (c) Record accurate data on performance; and
 - (d) Determine tentative areas needing instruction.
3. **Individual Education Plans/Child Study Teams:** Attend at least two IEP and CST meetings. Complete at least one IEP form. Conduct a real or a mock IEP meeting.
 - (a) IEP goals and objectives are based on assessment data (academic, cognitive, education performance, communicative, emotional, behavioral, physical, career/vocational, and social data). Use the same type of forms used by your cooperating teacher.
4. **Child Study Team (CST):**
 - (a) What is the reason for referral?
 - (b) What evaluations have been completed regarding a suspected disability?

- (c) Was more than one procedure used to determine if a student had a disability?
 - (d) What other information sources were used to identify any special needs of the student, parents, teachers, or independent evaluators?
 - (e) How did the assessors summarize results of assessment, identify student's abilities, and state implications for educational programming?
 - (f) If the student has a disability and needs the services of a special education program, the team approves the decision and prepares a written CST summary and report.
5. **Progress Reports:** Carefully document all student learning and behavior progress. Complete mid-quarterly/quarterly Progress Report forms.
 6. **Behavior Intervention:** Identify when behavior modification is necessary and how to carry it out. Be able to design and implement a behavior intervention with appropriate goals and objectives for a Behavior Contract.
 7. **Identify** when social skills training for students is needed and be able to write appropriate goals.
 8. **Transition:** Complete a transition form on a student to be on an Extended School Year (ESY) and review with cooperating teacher, or review several ESY forms completed on students.
 9. **Understand** how to assess and grade special education students including reports.
 10. **Identify** and understand guidelines for supervising a paraprofessional. Ask to see a Paraeducator Handbook.
 11. **Least Restrictive Environment:** Know and understand the guidelines for the Least Restrictive Environment as follows:
 - (a) regular educational environment unless the individual needs of the student require other arrangements;
 - (b) chronological age and peer interaction opportunities comparable with students without disabilities;
 - (c) consider option from a continuum of services;
 - (d) alternative placement only to extent necessary to implement goals and short-term objectives;
 - (e) non-categorical, based on individual needs of student; and
 - (f) review annually.

Teaching:

1. Become familiar with curriculum being taught when collaborating with a regular classroom teacher.
2. Review tests and homework for accommodations including how to make accommodations for standardized testing.
3. Seek opportunities for team teaching with a regular classroom teacher by participating in class lectures, class discussions, and cooperative learning activities etc. team teaching.
4. Demonstrate the ability to schedule students who receive special services so students receive optimum instruction by working with administration and the general education classroom teachers. Share with regular classroom teacher the IEPs and other special needs of students.
5. Demonstrate ability to work with classroom teachers to help adapt, plan, and teach lessons in classes where students with disabilities are mainstreamed in the classroom.
6. Demonstrate ability to teach more than one student/subject during the same class period.
7. Demonstrate the ability to maintain discipline and keep students on task. Design and implement a behavior management program for one student or a group of students.
8. Demonstrate ability to write workable lesson plans and track student's progress toward reaching IEP goals. Daily lesson plans are to:
 - (a) include learner objectives, instructional materials, instructional procedures and evaluation procedures appropriate for measuring student learning and progress;
 - (b) select and adapt teaching resources to facilitate student learning;
 - (c) modify the school/classroom equipment to improve the learning environment; and
 - (d) be clear and easy for others to implement.

9. Demonstrate the ability to maintain a positive working relationship with administrators, staff, parents, and students.
 - (a) Know what aversive treatment involves; identifying Manifestation Determination and how to proceed when it occurs.
10. Understand how to provide services and collaboration with a child from a group or foster home.

Student Teaching Schedule and Absences:

Teacher candidates follow the same schedule as the school to which they are assigned. University holidays are not necessarily holidays for candidates. Teacher candidates keep the same schedule as the teachers. This means you will be in school from before 8:00 A.M. until 4:00 P.M. Plan ahead for meeting personal/family responsibilities. The Director of Field Experiences must approve any variation in a student teaching schedule.

Avoid absences. If you are ill, must be late to school, or there is an immediate family emergency, contact your cooperating teacher(s) no later than 7:00 A.M. Call the school office and request that the teacher(s) be notified. If possible, obtain your cooperating teacher(s) personal phone number(s). Absences due to illnesses/emergencies do not require a Leave of Absence Request form since the candidate must seek immediate approval.

If a situation other than illness/emergency requires you to be absent during the student teaching practicum (e.g., family wedding, educational conference, etc.), you must obtain formal approval from the cooperating teacher and university supervisor. Use the *Leave of Absence Request- Planned Absence* form located in the Appendix for Teacher Candidates. Planned absences cannot be for more than three days and the request must be submitted at least three days in advance.

Up to three days of absences - whether planned or unplanned - are allowed. Anything exceeding that amount must be made up during Finals Week. Make-up days are arranged with the cooperating teacher and university supervisor and approved by the Director of Field Experiences.

Be sure to provide your cooperating teacher (or other substitute) with complete lesson plans to be used in your absence. You will want to receive feedback on your lessons and students when you return. See the Appendix for Teacher Candidates for a suggested feedback form.

Unexcused absences may be grounds for removal from student teaching. Candidates who miss more than one week may not meet licensure requirements. You are expected to student teach until the last day of your assignment.

PART 4: STUDENT TEACHING THE COOPERATING TEACHER

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."

~ Haim Ginott

University faculty and administration respect and value the importance of the cooperating teacher's role in preparing future teachers for schools in Montana and beyond. The cooperating teacher performs a key role in the preparation of a teacher candidate by serving as a day-to-day guide, professional colleague, and counselor. Cooperating teachers accept teacher candidates as professional associates and at the same time recognizing they are just beginning their teaching career. Therefore, it is important to set the stage for developing a positive working environment that is conducive to the growth and development of a teacher. Make it a meaningful experience for both the teacher candidate and you by planning with the teacher candidate to experience the varied roles of a teacher and to assume a leadership role in the school and community.

Responsibilities of the Cooperating Teacher

- Meet with the teacher candidate and university supervisor to review guidelines;
- Serve as a role model, observe the standards of professional ethics;
- Maintain consistency in expectations of students and the teacher candidate;
- Become personally acquainted with the teacher candidate to help in the transition from student to teacher;
- Orient the teacher candidate to personnel, class organization, course objectives, discipline, routine school and class procedures, information about students with special needs or medical problems, etc.;
- Encourage the teacher candidate to ask questions regarding all aspects of the classroom;
- Support the teacher candidate's experimentation with methods and materials;
- Guide other teacher responsibilities in the lunch room, on school grounds, at assemblies or in committee work;
- Demonstrate or model techniques and methods before expecting the teacher candidate to perform similar tasks;
- Provide positive clinical supervision of teacher candidates including effective use of observation to identify student strengths and learning needs, constructive criticism to help the teacher candidate improve and grow professionally, and clearly communication when making recommendations for improving performance;
- Confer regularly with the university supervisor to guide the teacher candidate in improving instructional or professional behaviors (to include a mid-term and final assessment of the teacher candidate's progress); and
- In cooperation with the university supervisor, submit the summative assessment of the teacher candidate (The university supervisor and cooperating teacher must each complete a final progress report. Supervisors may need to consult with the cooperating teacher to rate some of the indicators). Together, the cooperating teacher and the university supervisor determine whether a teacher candidate demonstrates the necessary knowledge, skills, and attitudes required of an effective beginning teacher.

With preparation, organization, and flexibility a teacher candidate can be an opportunity for expanded learning for everyone involved. Accepting the responsibility of serving as a role model to a teacher candidate creates potential benefits for classroom teachers by:

- Observe the standards of professional ethics, maintain positive attitude and use **constructive criticism** in helping the teacher candidate **recognize errors, and helping the teacher candidate improve and grow professionally.**
- Enabling them to refine, reinforce or reshape their teaching philosophy and skills;
- Providing additional support in the classroom;
- Creating opportunities to experiment with new or different instructional approaches and resources;
- Providing positive mentoring to an enthusiastic beginning teacher;
- Renewing the sense of commitment toward the teaching profession;
- Acquiring a comprehensive view of the changing focus of K-16 educational programs and gaining a greater opportunity for input into university curricula to revise and improve the preparation of future educators; and
- Creating a learning community by building a university school partnership.

Basic Steps in Supervision of a Teacher Candidate

1. Review all parts of the handbook to provide your teacher candidate the best possible experience.
2. Provide a desk (preferably not a student-size desk) or designate a work area for the teacher candidate. Include supplies and copies of necessary manuals and textbooks.
3. Assemble a binder with useful information to include the following:
 - Lists/Documents:
 - School map and schedules(s)
 - Calendar that indicates important dates such as school assemblies, picture day, faculty meetings, music programs, etc.
 - Class rosters and seating chart(s)
 - A copy of the school's Student Handbook (Including rules, grading policy, etc.)
 - School personnel list with jobs and school phone numbers / school policies
 - A list of your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.
 - You might ask each student to write an introduction letter or write advice for a new teacher. You can also use the *What About You?* document found in the Appendix for Cooperating Teachers.
 - Forms:
Discipline, Equipment Checkouts, Field Trips, Recess Kits, Accident Reports, Library/Computer Labs or Hall Passes, Substitute Teacher Instructions, Referrals, Custodial Requests
 - Curriculum(s):
Curriculum outline or scope and sequence for the semester the teacher candidate is assigned. Include the previous or past semester curriculum outline for each grade level that the teacher candidate will eventually assume teaching responsibilities. Provide text/materials and options for planning other possible units.

4. Conduct an initial meeting with your teacher candidate. Use this opportunity to discuss expectations of the teacher candidate, including a review of class rules and policies. Also, introduce the student to school personnel.
5. Introduce the teacher candidate to the class: This fall semester, you will be fortunate to have two teachers. My teaching partner is _____. The advantage is that we will be able to provide more individual help and perhaps do a greater variety of learning activities." Or, "Our school is fortunate to have an additional mathematics teacher, _____. On some days, I will teach the class, other days we will team teach, and sometimes, _____ will teach." Encourage students to recognize the teacher candidate as a member of the school community. You could also ask the teacher candidate to prepare a short PowerPoint presentation to share with students. Topics might include "Why did I want to be a teacher?" "What courses were required for a teaching major?" "What was one of the most difficult courses and what strategies helped to successfully pass the course?" (At this point the presentation can become interactive by asking students what subject is difficult for them. Brainstorm strategies that may help them achieve success. The cooperating teacher could also share how participation in workshops, seminars, conferences, and college courses helped increase background knowledge.)
6. Plan to have the teacher candidate conduct purposeful observations. Guide growth by suggesting s/he observe and analyze how you:
 - establish and follow class routine;
 - divide students into learning groups;
 - begin class and dismiss students after class;
 - get students ready for lunch, the library, computer lab, etc.; and
 - use verbal cues and nonverbal signals.
7. Assign initial classroom responsibilities - such as preparing a learning center, working with a small group, or designing an interactive bulletin board for a specific lesson.
8. Provide opportunities for the teacher candidate to collaborate with the general education instructors to assist with planning and adaptations for student learning. Beginning with the first day, help the teacher candidate be successful by:
 - assigning responsibility for the physical management of the classroom;
 - asking the teacher candidate to help prepare resource materials;
 - preparing a seating chart;
 - preparing group assignments for cooperative learning;
 - operating multimedia equipment;
 - including the teacher candidate in class discussions, other group activities, or assigning work with an individual student or small groups;
 - assigning monitoring responsibilities and checking student work;
 - asking assistance with playground supervision, study hall, lunch room duty, or library work;
 - planning ways to team-teach or arrange for the teacher candidate to explain an assignment or to teach part of a lesson;
 - sharing with the teacher candidate what needs to be accomplished in a lesson or a unit;
 - avoiding unprofessional remarks concerning the school, administration and university.

9. Plan a tentative schedule for the gradual progression of responsibilities. The length of the observation and participation period will vary. Work with the teacher candidate to plan units and lessons using current methodologies and teaching strategies. Refer to the documents included in the Appendix for Cooperating Teachers.
10. Require complete lesson plans that carefully consider all aspects of instruction. Review each lesson plan at least 24 hours prior to the class presentation. As the teacher candidate becomes more proficient, written lesson plans may be simplified.
11. Allow time to be spent observing other classrooms within the school, in other schools, and collecting and organizing teaching resources. The teacher candidate should provide the cooperating teacher and university supervisor with an observation schedule. Supervisors may suggest different levels or types of classes to observe and if possible provide an opportunity to observe or participate in an Individualized Education Plan (IEP) or Child Study Team (CST) meeting. It may also help to review special programs in the district or other instructional materials. The teacher candidate should make the necessary arrangements for observation.
12. Encourage teacher candidates to seek a variety of ways to initiate positive communication with the parent(s) or guardian. Letters, memos, voice mail, internet postings, telephone calls, personal communication, etc. All written communication must be reviewed for accuracy by the cooperating teacher. Impress on your teacher candidate the importance of keeping records and documentation for conferences with the student, parents, or administration.
13. Evaluate the Teacher Candidate: Key to the successful development of the teacher candidate is consistent observation and daily or at least weekly conferences to discuss progress, plan future teaching assignments and confer about other pertinent topics. The cooperating teacher assumes an advisory or coaching role encouraging the teacher candidate to reflect on the success of a lesson and identifying areas needing improvement. Focus on two or three key issues or observations. Be honest and specific. Give written feedback using a two-step process to identify strengths and goals to work toward. Record your notes in three columns as follows: "What went well," "Suggestions for Future Lessons," and "Strategies for Teaching or Goals." Ask the teacher candidate to reflect upon the teaching experience using the same format. Compare your observations. Focus on positive aspects and then discuss the goals and strategies for improvement. After the conference, make a copy for the teacher candidate. Plan specific conference times for the midterm progress report and the final assessment.

Video- or Audio Taping: An effective way to critique classroom teaching is by videotaping or audio taping. Refer to the Suggested Progression Chart located in the General Information section for scheduling. The teacher candidate may choose the class or classes to be taped. Taping should focus on both the students and the teacher candidate. A suggested permission form for videotaping classroom instruction can be found in the Appendix for Cooperating Teachers.

Direct the teacher candidate to complete a self-review before reviewing the videotape with you. Some students decide to work on improvement and complete another tape before reviewing with the cooperating teacher. The university supervisor may want to review a segment of the tape with the cooperating teacher and teacher candidate. If the university supervisor is not able to observe the teacher candidate in each assigned class, the supervisor may request videotape of the class.

When should a teacher candidate be placed on a *Professional Growth Plan (PGP)*?

- frequently late in preparing lessons, or lessons are not carefully planned;
- becomes defensive or uses excuses;
- implements recommendations for a time, but does not demonstrate consistency;
- ineffective instructional or behavior management;
- late grading and returning assignments and maintaining grade records.

Documentation of Teacher Candidate Performance, located in the Appendix for Cooperating Teachers, may help identify performance and problem areas.

Immediately contact the university supervisor and the Director of Field Experiences. The Director will work with the supervisor to prepare a PGP identifying strengths and need for improvement. A conference with the teacher candidate, the cooperating teacher, and university supervisor, and possibly the principal will be arranged to review the plan and establish a timeline for improvement or removal from student teaching.

Cooperating Teacher Evaluation: Consider having the candidate complete the *Teacher Candidate Evaluation of the Cooperating Teacher* form (located in the Appendix for Cooperating Teachers) during the midterm conference. The feedback may help identify additional ways to mentor your teacher candidate. This evaluation is required for accreditation and will also be completed by the teacher candidate at the end of their assignment to be used for reports that do not identify any individuals or schools.

Final Week of the Professional Semester: Encourage the teacher candidate to share, in a fun way, how s/he has observed the students achieve in class, and what the students have taught him/her. Teacher candidates may want to construct a poem, a farewell letter, or perhaps compose a song.

Complete final assessments and conference with teacher candidate and university supervisor. Return your complete assessment to the university supervisor. Please return any comments or suggestions for revision to the handbook with your final assessment.

Suggested Format for Letters of Recommendation:

Paragraph 1: Briefly summarize the teacher candidate assignment and describe characteristics and traits such as enthusiasm, creativity, work ethic, rapport with students, staff and parents.

Paragraph 2: Describe planning and organizational skills, ability to use a variety of methods and strategies, develop and implement appropriate instructional objectives and ability to effectively evaluate student learning.

Paragraph 3: Describe ability to motivate and manage students and to maintain student interest or involvement and accommodate for individual student differences.

Paragraph 4: Close with an overall summary of the student teaching assignment with a prediction for success as a career teacher.

Guideline for Responsibilities of a Special Education and a General Classroom Teacher

The General Classroom Teacher will be responsible for:

- The class curriculum
- Assigning homework and preparing exams
- Classroom instruction and learning activities
- Documentation of student work and student behavior

The Special Education Teacher's Responsibilities in a Collaborative Classroom:

- Finding time to confer and plan together is particularly difficult when teachers do not have the same planning periods or break times. It is important for both teachers to determine ways to meet to discuss curriculum, lesson plans and assessment procedures for students.
- Confer with the general classroom teacher regarding expectations and requirements of students before beginning to work together
- Become familiar with the curriculum and the teaching process
- Review tests and class assignments for accommodations for students with special needs
- Participate in class instruction when appropriate
- Document student behavior
- Inform the general education teacher of IEPs and special need students.

Shared Responsibilities of the Special Education and General Classroom Teacher:

- Discipline - both teachers follow the same rules and consequences.
- Teacher Role - It is recommended that the general classroom teacher and the collaborative teacher trade roles and take turns with lectures and individual assistance with the students. This helps establish teachers as equal in the eyes of the students.
- Grades - both teachers are needed for grading to analyze work completed and to meet the needs of the special requirements established in the IEPs.
- Collaborative Planning - both teachers will:
 - Develop daily lesson plans and prepare long range plans
 - Discuss accommodations needed
 - Reconcile differences, open honest communication is critical for the best interest of each student's learning
 - Incorporate interdisciplinary units such as reading, writing, research and technology in the instructional learning process
- Conferences
 - Participate and preferably complete one IEP and conduct the IEP meeting
 - Participate in Parent-Teacher Conferences
- Confidentiality
 - Follow guidelines as specified in 504 Laws and FERPA
 - IEPs

IEP Team Responsibilities

Administrator Responsibilities:

- Be familiar with IEP services and process
- Set a positive tone in the meeting
- Facilitator to keep everyone focused and on track (time management)
- Take minutes in meeting
- Check on out of district placements
- Bring to the meeting attendance and discipline report

Student Responsibilities:

- Be familiar with IEP transition services and process
- Participate in assessments
- Attend meeting
- Be prepared for meeting- present information
- Be an active participant

Parent/Guardian Responsibilities:

- Be familiar with IEP transition services and process
- Complete and return needs checklist and questionnaire
- Discuss vision/goals with child before meeting
- Share vision/goals of their child at meeting
- Attend and be an active participant at meeting

Case Manager Responsibilities:

- Be familiar with IEP transition services and process
- Prepare students for meetings/make sure all assessments are complete
- Gather teacher/parent information
- Run meeting-follow agenda
- Introductions/participants sign in - set positive tone
- Assign IEP responsibilities
 - strengths/needs/progress - case manager, student
 - transition considerations - case manager
 - special considerations - case manager
 - goals/objectives - case manager
 - high school four- year plan - counselor
 - school day/LRE - case manager
 - minutes - administrator
 - signature page - administrator
- obtain appropriate signatures
- obtain *Release of Information* for outside agencies
- review transfer of rights and responsibilities by age 17
- ensure parents have received the *Parent's Rights Booklet*

Bring to meeting:

- Draft and current IEP
- Confidential file
- Out of district forms
- Transportation forms

PART 5: THE UNIVERSITY SUPERVISOR

*"Advice is like snow;
the softer it falls,
the longer it dwells upon,
and the deeper it sinks into the mind."*

Samuel Taylor Coleridge

TO THE UNIVERSITY SUPERVISOR

As the field supervisor, you are the liaison between the school system, teacher candidate, and the Office of Field Experiences at The University of Montana. A university supervisor is familiar with the goals, organization, courses of study, and pertinent policies and regulations of UM's Teacher Education Program. Supervisors assist in interpreting these to the personnel of the cooperating schools and provide leadership in building harmonious relations. It is very important to keep lines of communication open in order to best serve the teacher candidate.

You will be expected to coordinate the assignments, handle the paperwork, set expectations, and provide university support to the teacher candidate. You are encouraged to consider the professional judgment of the cooperating teacher in order to support your observations.

Thank you for your willingness to supervise our teacher candidates this semester. It is our intention to provide the opportunity for our students to work with professionals who share their skills, knowledge, pedagogical and professional knowledge, skills and behaviors necessary to help all students learn and, thus, enhance the quality of education wherever they might be.

As a supervisor to the teacher candidate, your responsibilities are to:

- meet with the teacher candidate and cooperating teacher to review guidelines;
- introduce yourself to the building administrator and the office assistants;
- assist the teacher candidate in developing teaching competency;
- provide regular and systematic evaluation of the teacher candidate's development;
- serve as a resource person when assistance is needed;
- consult regularly with the cooperating teacher, including a mid-term and final assessment of the teacher candidate's progress; and
- in cooperation with the classroom teacher, submit the summative assessment of the teacher candidate. Together, the cooperating teacher and the university supervisor determine whether a teacher candidate demonstrates the necessary knowledge, skills, and attitudes required of an effective beginning teacher.

The university supervisor and cooperating teacher must each complete a final progress report. Supervisors may need to consult with the cooperating teacher to rate some of the indicators.

Conferences and Observations

At an initial conference with the teacher candidate, it is best to discuss your expectations for his/her performance during the semester. Clarify program requirements, standards to be met, and the candidate's student teaching assignment. Check if the teacher candidate will be employed and if so, how many hours/week during the student teaching semester. Remind the pre-service teacher that student teaching needs to be the priority and employment is to be limited to 8-10 hours week. Discuss your observation procedures, including assessment and evaluation. Let the student know how you may be contacted and determine the same for the student.

Guidelines for the First Meeting with cooperating teacher and teacher candidate:

- review class assignments and percent of cooperating teacher supervision listed on data sheet;
- make arrangements to collect the cooperating teacher's pay forms ahead of the submission deadline and returned them to the University, unless the cooperating teacher opts to mail them in well ahead of the deadline;
- discuss student teaching schedule and the best approach to developing a positive learning team including responsibilities for each individual (Refer to Checklist for University Supervisors and Cooperating Teachers). Many teachers have previously supervised and may have specific preferences; and
- explore ways you can help the cooperating teacher and teacher candidate fulfill their responsibilities, and meet the goals of the teacher education program and standards for licensure. Outline your expectations as a university supervisor.

Plan to observe teacher candidates at least four times (for a ten-week placement), six times (for a 16-week placement). Additional observations may be needed if the teacher candidate has problems. **If more observations are anticipated, contact the Director of Field Experiences regarding the nature of the problem and plans for a Professional Growth Plan.** During your observations also briefly confer with the cooperating teacher(s) regarding the teacher candidate's progress and if you can be of any assistance to the cooperating teacher.

Keep a record of observations, including the date and class observed. The more systematic and detailed the observation, the more useful it is to the teacher candidate. Clinical observations allow a variety of

data recording techniques that assist the teacher candidate and university supervisor in reflecting on the strengths and weaknesses of a lesson. These techniques include:

- tallying the frequency of behaviors;
- listing one or two word descriptors to point out patterns, variety, and consistency;
- coding certain behaviors;
- recording word-for-word accounts of a part of a lesson;
- recording short, ordered, anecdotal narrative of events and behaviors;
- recording time that an event or behavior occurs; and
- mapping or diagramming the site to locate and describe a behavior or event.

A combination of two or more of these techniques can be useful. Schedule a follow up conference with the teacher candidate as soon as possible after the observation. The university supervisor and the teacher candidate can use the data collected during class to discuss ways to improve teaching skills. Provide the teacher candidate an opportunity to reflect on and critique the instruction of the lesson you observed.

The emphasis should be on offering constructive feedback and specific suggestions for improvement. Set a small number of goals after each observation and review progress toward those goals in subsequent conferences. Keep in contact with the teacher candidate by telephone or email.

Each observation should be for at least one class period or one full teaching activity. During conference, also explore ways the teacher candidate, intern, and/or cooperating teacher can help you acquire a more comprehensive understanding of the students they are teaching. A longer observation of a teacher candidate who is meeting expected performance outcomes may count as two of the six expected observations.

If difficulties occur, contact the Director of Field Experiences, who will advise you on how to help the student, including preparation of a Professional Growth Plan and added observations. Keep careful documentation of observations and conferences. In collaboration with the cooperating teacher, develop a Professional Growth Plan. A PGP will summarize the teacher education candidate's strengths, list concerns regarding current performance, and outline the expectations and standards to be met based on the Charlotte Danielson Framework for teaching stated in the University of Montana Teacher Education Policy Handbook and all assessment forms. A conference with the teacher candidate, the cooperating teacher, the university supervisor, and possibly the principal will be arranged to review the plan and establish a timeline for improvement or removal from student teaching. The teacher education candidate shall have the opportunity to provide input to this individualized growth plan.

When should a teacher candidate be placed on a Professional Growth Plan (PGP)?

- frequently late in preparing lessons, or lessons are not carefully planned;
- becomes defensive or uses excuses;
- implements recommendations for a time, but does not demonstrate consistency;
- ineffective instructional or behavior management; or
- late grading and returning assignments and maintaining grade records

Formal assessment occurs at mid-term and at the conclusion of the student teaching assignment. To serve as a guide for completing the progress reports, a set of descriptors for the Charlotte Danielson Framework for teaching can be found in the Appendix for University Supervisors.

Midterm: This portion of the midterm/final assessment is to be completed by the end of the 5th week for students with a 10-week assignment. Teacher candidates will be at different stages of progress and skill so all evaluation criteria may not yet apply.

It is important for the cooperative teacher and university supervisor to review the midterm progress with the teacher candidate, citing areas of strength as well as areas that need improvement. Use the *Midterm Assessment* results to support the candidate in developing goals for the second half of their placement. The midterm report is relatively informal and only returned to the Office of Field Experiences if:

- This is an out-of-state placement, OR
- The student is not making satisfactory progress (scores are a majority of 2's or lower).

Give the teacher candidate a copy. Consider having the teacher candidate complete the *University Supervisor Evaluation Form*, located in the Appendix for Teacher Candidates, during the midterm conference. The feedback may help identify additional ways to mentor your teacher candidate. This evaluation is required for accreditation and will also be completed by the teacher candidate at the end of their assignment to be used for reports that do not identify any individuals or schools.

Final Evaluation: The same process is followed for the final evaluation and takes place during the last week of the term. It is important for both the cooperating teacher and the university supervisor to complete a final progress report in order to accurately compile CAEP reports. The university supervisor schedules the final evaluation conference and is responsible for submitting the final grade, but always following discussion with the cooperating teacher. If the university supervisor and cooperating teacher cannot agree on a teacher candidate's grades, the Director of Field Experiences will assign the grade(s). As with the midterm, it is important to hold a conference with the teacher candidate and discuss performance, growth, and goals for becoming a successful teacher.

- The *Assessment of Content Knowledge Demonstrated during Student Teaching* is to be completed by the cooperating teacher and returned to the university supervisor by the 10th week. This assessment is used to determine the eligibility of **all education** candidates for initial Montana teaching licensure.
- The cooperating teacher's *Midterm/Final Assessment*, your *Midterm/Final Assessment*, and the *Summative Assessment* should be submitted to the Office of Field Experiences at the end of the 15th week.

If a teacher candidate decides to challenge assigned grades, the Director of Field Experiences and the Field Experience Policy Committee will need this input from each field participant involved. The completed evaluation forms for each teacher candidate are maintained in confidential files in the Department of Teaching and Learning. They may not be used for recommendations.

PART 6: INTERNSHIP THE INTERN

NOTE: UM refers to licensed teachers completing the special education student teaching experience in their own classrooms as interns. This is not the same as an OPI endorsement internship for accreditation and licensure purposes. Those needing an OPI endorsement internship for accreditation purposes must apply for and participate in the OPI Special Education Endorsement Project. If you are not eligible for the Endorsement Project, please contact the UM Licensure Office (406.243.2121) to discuss your options.

General Information

Students seeking Special Education endorsement through an internship (usually certified teachers conducting their supervised assignment in their own Special Education classrooms) must meet the following requirements:

- Possess a current Class 1 or Class 2 Montana Teaching Certificate.
- A commitment to complete the special education endorsement in three (3) years, as mandated by NCLB and IDEA Regulations.
- Work with a district mentor.

GUIDELINES FOR THE MONTANA OFFICE OF PUBLIC INSTRUCTION ENDORSEMENT PROJECT

General Information

The Montana Office of Public Instruction (OPI) *Special Education Endorsement Project* began in 1987 to address the shortage of special education teachers in Montana. Acceptance into the OPI *Special Education Endorsement Project* will be given to those applicants who will be employed by a rural district unable to recruit a fully certified special education teacher.

Applicants must meet the following requirements:

- Possess a current Class 1 or Class 2 Montana Teaching Certificate. Class 5 Alternate licenses are NOT eligible for project participation.
- A commitment to complete the special education endorsement in three (3) years, as mandated by NCLB and IDEA Regulations.
- Work with a district mentor.
- Make a commitment to teach special education in Montana for a minimum of two (2) years following completion of the OPI Special Education Endorsement Project.

Successful applicants can qualify for stipend money available to assist them with their college tuition and fees; however, stipends do NOT cover all educational expenses.

PRE-REQUISITES FOR APPROVAL TO INTERN

Requirements prior to confirmation of an internship

- Students must be fully admitted to the Special Education Program and have an approved program plan on file in the Department of Teaching and Learning.
- All special education coursework must be completed, including any incomplete grades, prior to the student teaching semester. A minimum grade of a B is required for all special education coursework.
- Complete a **minimum of nine** credits in Special Education at the University of Montana
- Successful completion of a student teaching experience in the major field with student teaching grades of B or above OR document at least one year of successful teaching experience in the major teaching area(s).
- A copy of the Montana Teaching Certificate (included with the Student Teaching Application or on file with the Department of Teaching and Learning).
 - Intern applicants must submit intern applications one semester prior to the internship. Visit the Field Experiences webpage for more information:
<http://coehs.umt.edu/departments/currinst/Clinical%20Experiences/default.php>

PROCEDURES FOR INTERNSHIP APPLICATION AND PROGRAM COMPLETION

A SUGGESTED TIMELINE:

Two to three months in advance of application deadline

1. Download the *Special Education Student Teaching and Internship Handbook*. This publications should be your first references for questions concerning your roles and responsibilities. If they do not address your specific situation, contact your advisor or the Office of Field Experiences.
1. Download the appropriate Intern Application. Applications are available <http://www.coehs.umt.edu> / select Degrees and Programs / select Teaching and Learning / select Field Experiences / select Student Teaching and Application Materials. Select appropriate applications, download and save. Carefully review the instructions and forms so you have a clear understanding of application requirements.
2. Complete Intern Application
 - Application form: Complete the form electronically (hand written forms will not be accepted), including your current employment information. *Be sure to sign* this page to indicate your verification of information.
 - Course Requirements form: All special education coursework must be completed, including any incomplete grades, prior to the internship. A minimum grade of a B is required for all special education coursework.

One to four weeks in advance of application deadline:

1. You will need to order an unofficial transcript from Teacher Education Services. Use the *Transcript Request Form* located in the Appendix of the *Special Education Student Teaching and Internship Handbook*. One week processing time is required. Cyberbear transcripts are not acceptable substitutes as they take multiple pages and are difficult to read. Contact the Office of Field Experiences for procedure.

2. Schedule an appointment with your Teaching and Learning academic advisor. Meet with your advisor to review and sign the application. Complete your application well in advance of the due date to allow ample time for scheduling this appointment.

One week in advance of application deadline:

Submit your application to the Office of Field Experiences before 5 p.m. on the specified deadline. If the application due date falls on a holiday, you may submit your application the following school day through 5:00 p.m.

PART 7: INTERNSHIP

THE MENTOR

“Mentoring brings us together - across generation, class, and often race - in a manner that forces us to acknowledge our interdependence, to appreciate, in Martin Luther King, Jr.’s words, that ‘we are caught in an inescapable network of mutuality, tied to a single garment of destiny.’ In this way, mentoring enables us to participate in the essential but unfinished drama of reinventing community, while reaffirming that there is an important role for each of us in it.”

~Marc Freedman

Because Special Education Endorsement programs allow successful applicants to fill special education teaching positions while working toward their endorsement, on-going mentoring is a must. Mentors are experienced educators who are willing to share their knowledge and answer questions to help guide the intern’s development. Tips, advice and personal experiences are also provided by mentors to help the intern hone his or her skills. Mentors need to have the time, expertise, and desire to guide candidates, as they serve as their counsel, support, and resource. Interns are responsible for identifying a mentor teacher for the internship.

Responsibilities

- The mentor is responsible for the day-to-day technical assistance for the intern;
- Consult regularly with the intern;
- Assist the intern in developing teaching competency; and
- Maintain a *Mentoring Log* (date, time, topic(s) discussed) and submit it to the UM Office of Field Experiences at the end of the experience.

Qualifications

- Either a special education teacher or a special education professional within the same district/coop will fill the mentor role;
- Be employed in a special education position and/or have a special education background;
- Work within the same district or cooperative as the intern and hold a current teaching certificate;
- Have a minimum of 3 years of teaching experience; and

For continuing employment purposes, the candidate will be evaluated according to the policy of the employing school district and appropriate personnel. For internship purposes, the candidate will be responsible to college/university faculty supervision from the college they attend. Therefore, the evaluation will be completed by the university supervisor who is assigned by the Director of Field Experiences. ***Mentors are not responsible for evaluating or grading candidate performance.*** This supports the collegial nature of the mentoring relationship and separates UM evaluation of the intern from the contractual evaluation agreements of the schools district.

PART 8: INTERNSHIP UNIVERSITY SUPERVISOR

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the softer it falls,
the longer it dwells upon,
and the deeper it sinks into the mind."*

Samuel Taylor Coleridge

TO THE UNIVERSITY SUPERVISOR

As the field supervisor, you are the liaison between the school system, intern, and the Office of Field Experiences at the University of Montana. A university supervisor is familiar with the goals, organization, courses of study, and pertinent policies and regulations of UM's Teacher Education Program. Supervisors assist in interpreting these to the personnel of the cooperating schools and provide leadership in building harmonious relations. It is very important to keep lines of communication open in order to best serve the intern. You will be expected set expectations, provide university support to the intern, and complete and submit appropriate forms.

Thank you for your willingness to supervise an intern this semester. It is our intention to provide the opportunity for our students to work with professionals who share their skills, knowledge, pedagogical and professional knowledge, skills and behaviors necessary to help all students learn and, thus, enhance the quality of education wherever they might be.

As a supervisor to the intern, your responsibilities are to:

- meet with the intern to review guidelines;
- introduce yourself to the building administrator and the office assistants;
- assist the intern in developing teaching competency;
- provide regular and systematic evaluation of the intern's development;
- serve as a resource person when assistance is needed;
- consult regularly with the intern, including a mid-term and final assessment of progress; and
- submit the summative assessment of the intern.

Conferences and Observations

At an initial conference with the intern, it is best to discuss your expectations for his/her performance during the semester. Clarify program requirements and standards to be met. Discuss your observation procedures, including assessment and evaluation. Let the intern know how you may be contacted and determine the same for the intern.

Plan to observe interns at least four times during the 10-week internship.

Keep a record of observations, including the date and class observed. The more systematic and detailed the observation, the more useful it is to the intern. Clinical observations allow a variety of data recording techniques that assist the intern and university supervisor in reflecting on the strengths and weaknesses of a lesson. These techniques include:

- tallying the frequency of behaviors;
- listing one or two word descriptors to point out patterns, variety, and consistency;
- coding certain behaviors;
- recording word-for-word accounts of a part of a lesson;
- recording short, ordered, anecdotal narrative of events and behaviors;
- recording time that an event or behavior occurs; and
- mapping or diagramming the site to locate and describe a behavior or event.

A combination of two or more of these techniques can be useful. Schedule a follow up conference with the intern as soon as possible after the observation. The university supervisor and the intern can use the data collected during class to discuss ways to improve teaching skills. Provide the intern an opportunity to reflect on and critique the instruction of the lesson you observed.

The emphasis should be on offering constructive feedback and specific suggestions for improvement. Set a small number of goals after each observation and review progress toward those goals in subsequent conferences. Keep in contact with the intern by telephone or email.

Also explore ways the intern can help you acquire a more comprehensive understanding of the students they are teaching.

Each observation should be for at least one class period or one full teaching activity.

Formal assessment occurs at midterm and at the conclusion of the student teaching assignment. To serve as a guide for completing the progress reports, a set of descriptors for the Charlotte Danielson Framework for teaching can be found in the Appendix for University Supervisors.

Midterm: This assessment is to be completed by the end of the fifth week for interns with a 10-week assignment.

It is important for the university supervisor to review the midterm progress with the intern, citing areas of strength as well as areas that need improvement. Use the *Midterm Assessment* results to support the intern in developing goals for the second half of their placement.

Give the intern a copy. Consider having the intern complete the *University Supervisor Evaluation Form*, located in the Appendix for University Supervisors, during the midterm conference. The feedback may help identify additional ways to assist your intern.

Final Evaluation: The same process is followed for the final evaluation and takes place during the last week of the internship. It is important for the university supervisor to complete a final progress report in order to accurately compile CAEP reports. The university supervisor schedules the final evaluation conference and is responsible for submitting the final grade. As with the midterm, it is important to hold a conference with the intern to discuss performance and growth.

- The *Assessment of Content Knowledge Demonstrated during Student Teaching* is to be completed by the cooperating teacher and returned to the university supervisor by the 10th week. This assessment is used to determine the eligibility of **all education** candidates for initial Montana teaching licensure.
- The cooperating teacher's *Midterm/Final Assessment*, your *Midterm/Final Assessment*, and the *Summative Assessment* should be submitted to the Office of Field Experiences at the end of the 10th week.

The completed evaluation forms for each intern are maintained in confidential files in the Department of Teaching & Learning. They may not be used for recommendations. If an intern decides to challenge assigned grades, the Director of Field Experiences and the Field Experience Policy Committee refer to these forms.

PART 9: LICENSURE

UPON COMPLETION OF THE PROGRAM

Upon completion of the special education student teaching experience, the University of Montana will recommend you for teaching licensure. For those individuals seeking initial teaching licensure with a special education endorsement, the licensure process will be outlined at the final student teaching seminar. Licensed teachers who need to add the special education endorsement to their current teaching license should contact the UM Licensure Office for details regarding the process.

Licensure Suspension, Revocation and Denial Rules

The Superintendent of Public Instruction has the power to suspend, revoke or deny licensure. The administrative arm of the Superintendent is the Office of Public Instruction. If convicted of a crime more serious than a minor traffic accident, you may be denied licensure--check with the Licensure/Program Specialist or the Director of Field Experiences. The following section of the Montana Code states conditions under which suspension, revocation and denial take place and the appeals process.

20-4-110. Letter of reprimand, suspension, revocation, and denial of license.

- (1) The Board of Public Education may issue a letter of reprimand or may suspend or revoke the teacher, administrator, or specialist license of any person for the following reasons:
 - (a) making any statement of material fact in applying for a license that the applicant knows to be false;
 - (b) any reason that would have required or authorized the denial of the teacher, administrator or specialist license to the person if it had been known at the time the license was issued;
 - (c) incompetency;
 - (d) gross neglect of duty;
 - (e) conviction of, entry of a guilty verdict, 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 license 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 license 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 license. 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 licensure file or may suspend or revoke the person's teacher, administrator or specialist license, 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 license. The board may, upon a request by a school district, inform the school district that a person's licensure 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) When the superintendent of public instruction denies the issuance or renewal of a teacher, administrator, or specialist license 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.

**SCHOOL LAW OF MONTANA
TEACHERS' POWERS, DUTIES AND PRIVILEGES**

20-4-301. Duties of teacher - nonpayment for failure to comply.

- (1) Any teacher under contract with a district shall:
 - (a) conform to and enforce the laws, board of public education policies, and the policies of the trustees of the district;
 - (b) use the course of instruction prescribed by the trustees;
 - (c) keep, in a neat and businesslike manner, a teacher's register of attendance and grades;
 - (d) within 10 days after the conclusion of each school semester, prepare a report that must include the pupil attendance and absence data from the teacher's register and grades. The report must be submitted to:
 - (i) the district superintendent, if there be one;
 - (ii) the principal of the school, if there be one and there is no district superintendent; or
 - (iii) the county superintendent or all county superintendents when the teacher is reporting for a joint district, if there is no district superintendent or principal.
 - (e) exercise due diligence in the care of school grounds and buildings, furniture, equipment, books, and supplies;
 - (f) provide moral and civic instruction by:
 - (i) endeavoring to impress the pupils with the principles of morality, truth, justice, and patriotism, including any course related to the flag prescribed by the trustees;
 - (ii) teaching the pupils to avoid idleness, profanity and falsehood.
 - (iii) instructing the pupils in the principles of free government and training them to comprehend the rights, responsibilities, and dignity of American citizenship.
- (2) The trustees are authorized to withhold the salary warrant of any teacher who does not comply with the provisions of subsections (1) (a) or (1) (b) until the teacher does comply with the provisions.
- (3) The trustees may not pay any teacher the teacher's last month's salary until the teacher has provided a completed and accurate semester report to the required person, as determined by the person and as required in subsection (1) (d).

History: En. 75-6108 by Sec. 89, Ch. 5, L. 1971: R.C.M. 1947, 75-6108.

CHILD ABUSE AND NEGLECT

Recognize that most parents want to be good parents. Abused and neglected children are found in families of every economic and social status, in rural, urban, and metropolitan communities. Parents who abuse and neglect need help, and early detection prevents serious problems.

While student teaching, candidates are agents of the school district where they are student teaching. A teacher candidate is subject to the duties listed in the Montana Code 41-3-201 and is required by law to report suspected cases of child abuse and neglect. For complete review of the Montana Law regarding "Child Abuse and Neglect," refer to Code #41-3-101. The following information is a summary of sections of the law that should concern teacher candidates.

41-3-101 Declaration of Policy.

(2) It is policy of this state to provide for the protection of children whose health and welfare are or may be adversely affected and further threatened by the conduct of those responsible for their care and protection. It is intended that the mandatory reporting of such cases by professional people and other community members to the appropriate authority will cause the protective services of the state to seek to prevent further abuses, protect and enhance the welfare of these children, and preserve family life wherever appropriate.

41-3-102 Definitions. As used in this chapter, the following definitions apply:

- (1) "Child" or "youth" means any person under 18 years of age.
- (2) An "abused or neglected child" means a child whose normal physical or mental health or welfare is harmed or threatened with harm by the acts or omissions of his parent or other person responsible for his welfare.
- (3) "Harm to a child's health or welfare" means the harm that occurs whenever the parent or other person responsible for the child's welfare;
 - (a) inflicts or allows to be inflicted upon a child physical or mental injury, including injuries sustained as a result of excessive corporal punishment;
 - (b) commits or allows to be committed a sexual assault against the child or exploits the child or allows the child to be exploited for sexual purposes or commits or allows to be committed the act of sexual abuse of children as defined in subsection (1) of 45-5-625;
 - (c) causes failure to thrive or otherwise fails to supply the child with adequate food or fails to supply clothing, shelter, education, or health care, though financially able to do so or offered financial or other reasonable means to do so;

41-3-107 Interagency Cooperation.

To effectuate the purposes of this chapter, the department of public health and human services shall cooperate with and shall seek the cooperation and involvement of all appropriate public and private agencies, including health, education, social services, and law enforcement agencies; juvenile courts; and any other agency, organization or program providing or concerned with human services related to the prevention, identification, or treatment of child abuse or neglect. The cooperation and involvement may not include joint case management, but may include joint policy planning, public education, information services, staff development, and other training.

41-23-108 Reports.

- (1) When the professionals and officials listed in subsection (2) know or have reasonable cause to suspect that a child known to them in their professional or official capacity is an abused or neglected child, they

shall report the matter promptly to the department of social and rehabilitation services or its local affiliate which then shall notify the county attorney of the county where the child resides.

- (2) Professionals and officials required to report are:
 - (d) school teachers, other school officials, and employees who work during regular school hours.
- (3) Any person may make a report under this section if he knows or has reasonable cause to suspect that a child is abused or neglected.
- (4) No person listed in subsection (2) may refuse to make a report as required in this section on the grounds of a physician-patient or similar privilege if the person came into possession of such information as a result of his treatment of the child.
- (5) The reports referred to under this section shall contain:
 - (a) the names and addresses of the child and his or her parents or other persons responsible for his or her care;
 - (b) To the extent known, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries;

Ask your cooperating teacher what the local school district policy is concerning reporting suspected cases of child abuse and neglect. Many districts use the following chain of command for teacher candidates to report abuse or neglect:

1. Classroom cooperating teacher
2. Building principal
3. Report by phone any suspected child abuse case promptly to the local Child & Family Services Office

41-3-203 Immunity from liability.

Anyone investigating or reporting any incident of child abuse or neglect, participating in resulting judicial proceedings, or furnishing hospital or medical records as required by 41-3-202 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.

41-3-207 Penalty for failure to report.

- (1) Any person, official, or institution required by law to report known or suspected child abuse or neglect who fails to do so or who prevents another person from reasonably doing so is civilly liable for damages proximately caused by such failure or prevention
- (2) Any person or official required by law to report known or suspected child abuse or neglect who purposely or knowingly fails to report known child abuse or neglect or purposely or knowingly prevents another person from doing so is guilty of a misdemeanor

~Appendix for Teacher Candidates~

Page	Document Title	Document Description
52	Assessment - Midterm/Final	The cooperating teacher and university supervisor use this form to assess progress at the midterm and at the end of the experience.
57	Assessment - Summative	University supervisor and cooperating teacher complete during the final conference.
59	Assessment Descriptors	Reference for university supervisors and cooperating teachers when debating a performance rating, and a reference for teacher candidates to recognize levels of expectations.
90	Accommodations/Modifications	Teacher candidate completes and shares with cooperating teacher and with the university supervisor when observing.
91	Alphabet Soup	A reference list of abbreviations and their meaning.
92	Checklist for the Special Education Student Teaching Semester	A chart that outlines assignments and tasks with a timeframe for completion.
93	Classroom Performance Progress Report - Requested by Special Services	Sample form to report progress of a student. Teacher candidate may include this form or another similar form for documentation in portfolio.
96	Comparative Review Section 504 - IDEA - ADA	A resource for special education teachers.
100	Individuals with Disabilities Education Act (IDEA) - Six Principles	A resource for special education teachers.
101	Leave of Absence Request	Teacher candidate must document approval of cooperating teacher and university supervisor.
102	Letter of Introduction	A sample letter that can be used to inform parents/guardians of the student teaching experience.
103	Montana Office of Public Instruction (OPI) Special Education Resources	List of resources available to special education teachers.
104	Post School Outcomes	Sample form for reference. Teacher candidate may opt to use the district form.
105	Professional Development Portfolio Rubric	The rubric lists the required artifacts and their descriptions.
108	Scheduling the Special Education Student Teaching Experience	This is a guide for planning the Special Education Student Teaching experience
109	Statement of Transition Service Needs	Sample form for completing a transition for a student. Teacher candidate may include this form or another similar form for documentation in portfolio. District form may be used.
110	Student teaching Agreement Form	The teacher candidate needs to include this form as part of the Student Teaching Application.
111	Suggested Academic Interventions	Suggestions to assist the teacher candidate in preparing for a CST meetings and developing IEP plans.
112	Suggested Behavior Interventions	Suggestions to assist the teacher candidate in preparing for a CST meetings and developing IEP plans.
114	Teacher Candidate Evaluation of Cooperating Teacher	The teacher candidate provides feedback regarding the cooperating teacher.
115	Teacher Candidate Evaluation of University Supervisor	The teacher candidate provides feedback regarding the university supervisor.
116	Timeline Guides	Quick references to assist with planning for each of the placement durations: 10 weeks, 12 weeks.
124	Transcript Request Form	This form needs to be submitted to Teacher Education Services for candidate to receive an unofficial transcript to be included in the Student Teaching Application.

~Appendix for Interns~

Page	Document Title	Document Description
52	Assessment - Midterm/Final	The cooperating teacher and university supervisor use this form to assess progress at the midterm and at the end of the field experience.
57	Assessment - Summative	University supervisor and cooperating teacher complete during the final conference.
59	Assessment Descriptors	Reference for university supervisors and cooperating teachers when debating a performance rating, and a reference for teacher candidates to recognize levels of expectations.
90	Accommodations/Modifications	Interns can complete and shares with the university supervisor when observing.
91	Alphabet Soup	A reference list of abbreviations and their meaning.
96	Comparative Review Section 504 - IDEA - ADA	A resource for special education teachers.
100	Individuals with Disabilities Education Act (IDEA) - Six Principles	A resource for special education teachers.
103	Montana Office of Public Instruction (OPI) Special Education Resources	List of resources available to special education teachers.
110	Student teaching Agreement Form	The teacher candidate needs to include this form as part of the Student Teaching Application.
111	Suggested Academic Interventions	Suggestions to assist the teacher candidate in preparing for a CST meetings and developing IEP plans.
112	Suggested Behavior Interventions	Suggestions to assist the intern in preparing for a CST meetings and developing IEP plans.
115	Teacher Candidate/Intern Evaluation of University Supervisor	The intern provides feedback regarding the university supervisor.
116	Timeline Guides	Quick references to assist with planning for each of the placement durations: 10 weeks, 12 weeks.
124	Transcript Request Form	This form needs to be submitted to Teacher Education Services for candidate to receive an unofficial transcript to be included in the Student Teaching Application.

~Appendix for Cooperating Teachers~

Page	Document Title	Document Description
52	Assessment - Midterm/Final	The cooperating teacher and university supervisor use this form to assess progress at the midterm and at the end of the field experience.
57	Assessment - Summative	University supervisor and cooperating teacher complete during the final conference.
59	Assessment Descriptors	Reference for university supervisors and cooperating teachers when debating a performance rating, and a reference for teacher candidates to recognize levels of expectations.
90	Accommodations/Modifications	Teacher candidate completes and shares with cooperating teacher and with the university supervisor when observing.
91	Alphabet Soup	A reference list of abbreviations and their meaning.
92	Checklist for the Special Education Student Teaching Semester	A chart that outlines assignments and tasks with a timeframe for completion.
102	Letter of Introduction	A sample letter that can be used to inform parents/guardians of the student teaching experience.
108	Scheduling the Special Education Student Teaching Experience	This is a guide for planning the Special Education Student Teaching experience
114	Teacher Candidate Evaluation of Cooperating Teacher	The teacher candidate provides feedback regarding the cooperating teacher.
116	Timeline Guides	Quick references to assist with planning for each of the placement durations: 10 weeks, 12 weeks.

~Appendix for University Supervisor~

Page	Document Title	Document Description
52	Assessment - Midterm/Final	The cooperating teacher and university supervisor use this form to assess progress at the midterm and at the end of the field experience.
57	Assessment - Summative	University supervisor and cooperating teacher complete during the final conference.
59	Assessment Descriptors	Reference for university supervisors and cooperating teachers when debating a performance rating, and a reference for teacher candidates to recognize levels of expectations.
90	Accommodations/Modifications	Teacher candidate completes and shares with cooperating teacher and with the university supervisor when observing.
91	Alphabet Soup	A reference list of abbreviations and their meaning.
92	Checklist for the Special Education Student Teaching Semester	A chart that outlines assignments and tasks with a timeframe for completion.
94	Field Observation Report - Form A	An observation form that works well for use with the first few observations.
95	Field Observation Report - Form B	Another option for use during formal observations.
108	Scheduling the Special Education Student Teaching Experience	This is a guide for planning the Special Education Student Teaching experience
109	Statement of Transition Service Needs	Sample form for completing a transition for a student. Teacher candidate may include this form or another similar form for documentation in portfolio. District form may be used.
115	Teacher Candidate/Intern Evaluation of University Supervisor	The teacher candidate provides feedback regarding the university supervisor.
116	Timeline Guides	Quick references to assist with planning for each of the placement durations: 10 weeks, 12 weeks.
125	University Supervisor Observation Log	The form used to record observations and conferences.

Midterm and Final Assessment of Student Teaching

Teacher Candidate	UM ID#	Semester
School/District	Subject(s)/Grade Level(s)	
Completed by: <input type="checkbox"/> Cooperating Teacher		<input type="checkbox"/> University Supervisor

Domain 1: Planning and Preparation										
NA	Unsatisfactory	Basic	Proficient				Distinguished *			
	1	2	3				4			
Not Applicable or Not Observed	Teacher candidate's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher candidate's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher candidate's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.				Teacher candidate's plans are designed to engage students in significant learning. All aspects of the teacher's plans— instructional outcomes, activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students. <i>*Please use the rating of "distinguished" judiciously, as it is <u>beyond the performance expected of a successful first year teacher.</u></i>			
Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.										
Components:		MIDTERM					FINAL			
		N/A	1	2	3	4	1	2	3	4
1a. Demonstrates knowledge of content and pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Demonstrates knowledge of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Sets instructional outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Demonstrates knowledge of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Designs coherent instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Assesses student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Midterm Comments: Click here to enter text.										
Final Comments: Click here to enter text.										

Domain 2: The Classroom Environment											
NA	Unsatisfactory	Basic	Proficient				Distinguished *				
	1	2	3				4				
Not Applicable or Not Observed	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.				<i>Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.</i> <i>*Please use the rating of “distinguished” judiciously, as it is <u>beyond the performance expected of a successful first year teacher.</u></i>				
Directions: Please place a check in the column that indicates your assessment of the candidate’s performance level.											
Components:		MIDTERM					FINAL				
		N/A	1	2	3	4		1	2	3	4
2a. Creates an environment of respect and rapport.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Establishes a culture for learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Manages classroom procedures.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Manages student behavior.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Organizes physical space.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Midterm Comments: Click here to enter text.											
Final Comments: Click here to enter text.											

Domain 3: Instruction

NA	Unsatisfactory	Basic	Proficient	<i>Distinguished *</i>
	1	2	3	4
Not Applicable or Not Observed	Instruction is characterized by poor communication, low-level questions, little student engagement or participation, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher candidate displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher candidate and students make productive use of assessment. The candidate demonstrates flexibility in contributing to the success of the lesson and of each student.	<i>All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher candidate persists in the search for approaches to meet the needs of every student.</i> <i>*Please use the rating of "distinguished" judiciously, as it is <u>beyond the performance expected of a successful first year teacher.</u></i>

Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.

Components:	MIDTERM					FINAL			
	N/A	1	2	3	4	1	2	3	4
3a. Communicates with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Uses questioning and discussion techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Engages students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Uses assessments in instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Demonstrates flexibility and responsiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Midterm Comments:
[Click here to enter text.](#)

Final Comments:
[Click here to enter text.](#)

Domain 4: Professional Responsibilities											
NA	Unsatisfactory	Basic	Proficient				Distinguished *				
	1	2	3				4				
Not Applicable or Not Observed	The teacher candidate demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher candidate demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district	The teacher candidate demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.				<i>The teacher candidate's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record-keeping and family communication.</i> <i>*Please use the rating of "distinguished" judiciously, as it is <u>beyond the performance expected of a successful first year teacher.</u></i>				
Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.											
Components:		MIDTERM					FINAL				
		N/A	1	2	3	4		1	2	3	4
4a. Reflects on teaching.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Maintains accurate records.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Communicates with families.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Participates in a professional community.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e. Grows and develops professionally.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Displays professionalism.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Midterm Comments: Click here to enter text.											
Final Comments: Click here to enter text.											

Please sign below to indicate that you have read and understand the assessment. This does not indicate agreement with the University Supervisor's or Cooperating Teacher's evaluation. Teacher candidates may add their comments in the box below the signatures, if desired.

	Midterm	Final
	Date:	Date:
Teacher Candidate Signature		
Cooperating Teacher Signature or University Supervisor Signature		

Teacher Candidate's Comments:

Summative Assessment of Student Teaching

Teacher Candidate	UM ID#	Semester
School/District	Subject(s)/Grade Level(s)	
Cooperating Teacher	University Supervisor	

Prior to the final conference, the university supervisor and cooperating teacher will each complete their Final Assessment for the teacher candidate. When they meet, they will discuss their individual ratings to determine the summative rating for each component, and record the numeric rating in the appropriate column. Once these have been determined, the university supervisor and cooperating teacher will determine the overall grade earned for each of the 4 domains, using the Grading Key as a guide.

The university supervisor will gather and submit the following to the Office of Field Experiences:

- 1) Cooperating teacher's completed *Midterm and Final Assessment of Student Teaching*
- 2) University supervisor's completed *Midterm and Final Assessment of Student Teaching*
- 3) This signed *Summative Assessment of Student Teaching*
- 4) *Assessment of Content Knowledge* form.

Grading Key			
To compute grade: For each domain, add the total number of points, and divide by number of components. Refer to key below to assign letter grade.			
3.0 or above	A	2.1-2.2	C+
2.8-2.9	A-	2.0	C
2.6-2.7	B+	1.8-1.9	C-
2.4-2.5	B	Below 1.8	F
2.3	B-		
The University of Montana will not recommend a student for licensure with a grade lower than C- in student teaching.			

1) Planning and Preparation Components:	Circle performance level observed for each component:				Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient	Distinguished		
1a. Demonstrates knowledge of content and pedagogy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1b. Demonstrates knowledge of students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1c. Sets instructional outcomes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1d. Demonstrates knowledge of resources.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1e. Designs coherent instruction.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1f. Assesses student learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		

2) Classroom Environment Components:	Circle performance level observed for each component:				Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient	Distinguished		
2a. Creates an environment of respect and rapport.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
2b. Establishes a culture for learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
2c. Manages classroom procedures.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
2d. Manages student behavior.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
2e. Organizes physical space.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		

3) Instruction Components:	Circle performance level observed for each component:				Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient	Distinguished		
3a. Communicates with students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
3b. Uses questioning and discussion techniques.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
3c. Engages students in learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
3d. Uses assessments in instruction.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
3e. Demonstrates flexibility and responsiveness.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		

4) Professional Responsibilities Components:	Circle performance level observed for each component:				Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient	Distinguished		
4a. Reflects on teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4b. Maintains accurate records.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4c. Communicates with families.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4d. Participates in a professional community.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4e. Grows and develops professionally.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4f. Displays professionalism.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		

Areas of Strength:

Recommended Areas of Growth:

University Supervisor's Signature _____ Date _____
 Cooperating Teacher's Signature _____ Date _____
 Cooperating Teacher's Signature _____ Date _____
 Teacher Candidate's Signature _____ Date _____

The teacher candidate's signature indicates that s/he saw and received this Summative Assessment and discussed it with the University Supervisor and Cooperating Teacher. Grades are based on performance during the semester, not potential, and are connected to the 4 Domains of Teaching Responsibility outlined in Charlotte Danielson's Framework for Teaching. The Director of Field Experiences reserves the right to assign final grades.

If a teacher candidate is dissatisfied with the assigned student teaching grades, h/she should schedule an appointment with the Director of Field Experiences within 30 days of the assignment of grades. The purpose for the meeting will be to discuss the grades in relation to the identified criteria for assessing student teaching performance and the grade standards. If the issue cannot be satisfactorily resolved, the student may address a written appeal to the Chair of the Field Experience Policy Committee. This appeal must be filed within 20 days of the initial appointment with the Director of Field Experiences.

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ASSESSMENT RUBRIC:
Descriptors of Student Teaching Progress

The following descriptors for each component may serve as a guide, particularly when a supervisor is debating the student teacher’s level of performance. Defining the demonstrated levels of competence may help the student teacher clarify the goals and standards to be met.

Domain 1: Planning and Preparation

1a: DEMONSTRATES KNOWLEDGE OF CONTENT AND PEDAGOGY

Elements:

- Knowledge of content and the structure of the discipline
Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.
- Knowledge of prerequisite relationships
Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.
- Knowledge of content-related pedagogy
Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

	Unsatisfactory	Basic	Proficient	Distinguished
	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the student.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Attributes	<ul style="list-style-type: none"> • The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • The teacher’s plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • The teacher’s understanding of the discipline is rudimentary. • The teacher’s knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher provides clear explanations of the content. • The teacher answers students’ questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content. 	<ul style="list-style-type: none"> • The teacher cites intra- and interdisciplinary content relationships. • The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed. • The teacher’s plans reflect recent developments in content-related pedagogy
Examples	• The teacher says, “The official	• The teacher plans lessons on area	• The teacher’s plan for area and	• In a unit on 19th-century literature, the

language of Brazil is Spanish, just like other South American countries.” • The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.” • The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.	and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.	perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial.	teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.
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1b: DEMONSTRATES KNOWLEDGE OF STUDENTS

Elements:

- Knowledge of child and adolescent development
Children learn differently at different stages of their lives.
- Knowledge of the learning process
Learning requires active intellectual engagement.
- Knowledge of students’ skills, knowledge, and language proficiency
What students are able to learn at any given time is influenced by their level of knowledge and skill.
- Knowledge of students’ interests and cultural heritage
Children’s backgrounds influence their learning.
- Knowledge of students’ special needs
Children do not all develop in a typical fashion.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Attributes	<ul style="list-style-type: none"> • The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of 	<ul style="list-style-type: none"> • The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.” • The teacher recognizes that 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. 	<ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly. • The teacher seeks out information from all students about their cultural heritages. • The teacher maintains a system of updated student records and

	<p>students' interests or cultural heritages.</p> <ul style="list-style-type: none"> • The teacher takes no responsibility to learn about students' medical or learning disabilities. 	<p>students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <ul style="list-style-type: none"> • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<p>incorporates medical and/or learning needs into lesson plans.</p>
Examples	<ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words. 	<ul style="list-style-type: none"> • The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. 	<ul style="list-style-type: none"> • The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities using his knowledge of students' interests. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. 	<ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended family members. • The teacher regularly creates adapted assessment materials for several students with learning disabilities.

1c: SETS INSTRUCTIONAL OUTCOMES

Elements:

- Value, sequence, and alignment
Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.
- Clarity
Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.
- Balance
Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.
- Suitability for diverse students
Outcomes must be appropriate for all students in the class.

	Unsatisfactory	Basic	Proficient	Distinguished
	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> • The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.
Examples	<ul style="list-style-type: none"> • A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • None of the science outcomes deals with the students’ reading, understanding, or interpretation of the text. 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling. • Most of the English Language Arts outcomes are based on narrative. 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to “appreciate the aesthetics of 18th-century English poetry.” • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The learning outcomes include students defending their interpretation of the story with citations from the text. 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations of them. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. • One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.

1d: DEMONSTRATES KNOWLEDGE OF RESOURCES

Elements:

- Resources for classroom use
Materials must align with learning outcomes.
- Resources to extend content knowledge and pedagogy
Materials that can further teachers' professional knowledge must be available.
- Resources for students
Materials must be appropriately challenging.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Attributes	<ul style="list-style-type: none"> • The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand her own skill. • Although the teacher is aware of some student needs, he does not inquire about possible resources. 	<ul style="list-style-type: none"> • The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the classroom for students to draw on. 	<ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationships with colleges and universities that support student learning. • The teacher maintains a log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
Examples	<ul style="list-style-type: none"> • For their unit on China, the students find all of their information in the district-supplied textbook. • The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. • A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment." • In the literacy classroom, the teacher has provided only narrative works. 	<ul style="list-style-type: none"> • For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library. • The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> • The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. • The teacher takes an online course on literature to expand her knowledge of great American writers. • The ELA lesson includes a wide range of narrative and informational reading materials. • The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school. 	<ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies. • The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

		<ul style="list-style-type: none"> • In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers. 		
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1e: DESIGNS COHERENT INSTRUCTION

Elements:

- Learning activities
Instruction is designed to engage students and advance them through the content.
- Instructional materials and resources
Aids to instruction are appropriate to the learning needs of the students.
- Instructional groups
Teachers intentionally organize instructional groups to support student learning.
- Lesson and unit structure
Teachers produce clear and sequenced lesson and unit structures to advance student learning.

	Unsatisfactory	Basic	Proficient	Distinguished
	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
Attributes	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
Examples	<ul style="list-style-type: none"> • After his ninth graders have memorized the parts of the 	<ul style="list-style-type: none"> • After a mini-lesson, the teacher plans to have the whole class play 	<ul style="list-style-type: none"> • The teacher reviews her learning activities with a reference to high- 	<ul style="list-style-type: none"> • The teacher's unit on ecosystems lists a variety of challenging activities in a menu;

<p>microscope, the teacher plans to have them fill in a worksheet.</p> <ul style="list-style-type: none"> • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. • The teacher’s lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. 	<p>a game to reinforce the skill she taught.</p> <ul style="list-style-type: none"> • The teacher finds an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. • The teacher’s lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. • The plan for the ELA lesson includes only passing attention to students’ citing evidence from the text for their interpretation of the short story. 	<p>level “action verbs” and rewrites some of the activities to increase the challenge level.</p> <ul style="list-style-type: none"> • The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration. • The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style. • The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. • The fourth-grade math unit plan focuses on the key concepts for that level. 	<p>the students choose those that suit their approach to learning.</p> <ul style="list-style-type: none"> • While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. • After the cooperative group lesson, the students will reflect on their participation and make suggestions. • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. • The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.
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1f: DESIGNS STUDENT ASSESSMENTS

Elements:

- Congruence with instructional outcomes
Assessments must match learning expectations.
- Criteria and standards
Expectations must be clearly defined.
- Design of formative assessments
Assessments for learning must be planned as part of the instructional process.
- Use for planning
Results of assessment guide future planning

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
Attributes	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • No formative assessments have 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning 	<ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing

	<p>been designed.</p> <ul style="list-style-type: none"> • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<p>expectations.</p> <ul style="list-style-type: none"> • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. 	<p>assessments for their own work.</p> <ul style="list-style-type: none"> • Teacher-designed assessments are authentic, with real-world • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
Examples	<ul style="list-style-type: none"> • The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?” • The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.” 	<ul style="list-style-type: none"> • The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The plan indicates that the teacher will pause to “check for understanding” but does not specify a clear process for accomplishing that goal. • A student asks, “If half the class passed the test, why are we all reviewing the material again?” 	<ul style="list-style-type: none"> • The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. • The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson’s activities. • Employing the formative assessment of the previous morning’s project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning’s concept. 	<p>To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</p> <ul style="list-style-type: none"> • The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. • After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. • The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.

Domain 2: The Classroom Environment

2a: CREATES AN ENVIRONMENT OF RESPECT AND RAPPORT

Elements:

- Teacher interactions with students, including both words and actions
A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.
- Student interactions with other students, including both words and actions
As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

	Unsatisfactory	Basic	Proficient	Distinguished
	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between 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 disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Attributes	<ul style="list-style-type: none"> • The teacher is disrespectful toward students or insensitive to students’ ages, cultural backgrounds, and developmental levels. • Students’ body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> • Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher. 	<ul style="list-style-type: none"> • The teacher demonstrates knowledge and caring about individual students’ lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students’ efforts.
Examples	<ul style="list-style-type: none"> • A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate’s idea; the teacher does 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with 	<ul style="list-style-type: none"> • The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, 	<ul style="list-style-type: none"> • The teacher inquires about a student’s soccer game last weekend (or extracurricular activities or hobbies). • Students say “Shhh” to classmates who are talking while the teacher or another

<p>not respond.</p> <ul style="list-style-type: none"> • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • The teacher does not call students by their names. 	<p>others in the classroom, even when put together in small groups.</p> <ul style="list-style-type: none"> • Students applaud halfheartedly following a classmate’s presentation to the class. • The teacher says, “Don’t talk that way to your classmates,” but the student shrugs her shoulders. 	<p>beside a student working at a desk.</p> <ul style="list-style-type: none"> • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate’s presentation to the class. • Students help each other and accept help from each other. • The teacher and students use courtesies such as “please,” “thank you,” and “excuse me.” • The teacher says, “Don’t talk that way to your classmates,” and the insults stop. 	<p>student is speaking.</p> <ul style="list-style-type: none"> • Students clap enthusiastically for one another’s presentations for a job well done. • The teacher says, “That’s an interesting idea, Josh, but you’re forgetting...” • A student questions a classmate, “Didn’t you mean _____?” and the classmate reflects and responds, “Oh, maybe you are right!”
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2b: ESTABLISHES A CULTURE FOR LEARNING

Elements:

- Importance of the content and of learning
In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- Expectations for learning and achievement
In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.
- Student pride in work
When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>

		to have a natural aptitude for the subject.		
Attributes	<ul style="list-style-type: none"> • The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> • The teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.” • The teacher’s primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> • The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students’ abilities. • The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> • The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language.
Examples	<ul style="list-style-type: none"> • The teacher tells students that they’re doing a lesson because it’s in the book or is district-mandated. • The teacher says to a student, “Why don’t you try this easier problem?” • Students turn in sloppy or incomplete work. • Many students don’t engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. 	<ul style="list-style-type: none"> • The teacher says, “Let’s get through this.” • The teacher says, “I think most of you will be able to do this.” • Students consult with one another to determine how to fill in a worksheet, without challenging one another’s thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • The teacher says, “This is important; you’ll need to speak grammatical English when you apply for a job.” • The teacher says, “This idea is really important! It’s central to our understanding of history.” • The teacher says, “Let’s work on this together; it’s hard, but you all will be able to do it well.” • The teacher hands a paper back to a student, saying, “I know you can do a better job on this.” The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • The teacher says, “It’s really fun to find the patterns for factoring polynomials.” • A student says, “I don’t really understand why it’s better to solve this problem that way.” • A student asks a classmate to explain a concept or procedure since he didn’t quite follow the teacher’s explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.

2c: MANAGES CLASSROOM PROCEDURES

Elements:

- Management of instructional groups
Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.
- Management of transitions
Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.
- Management of materials and supplies
Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- Performance of classroom routines
Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.
- Supervision of volunteers and paraprofessionals
Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.

	Unsatisfactory	Basic	Proficient	Distinguished
	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Attributes	<ul style="list-style-type: none"> • Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time. 	<ul style="list-style-type: none"> • Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision. 	<ul style="list-style-type: none"> • Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision. 	<ul style="list-style-type: none"> • With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class.

Examples	<ul style="list-style-type: none"> • When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies. • Distributing or collecting supplies is time consuming. • Students bump into one another when lining up or sharpening pencils. • At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. 	<ul style="list-style-type: none"> • Some students not working with the teacher are off task. • Transition between large- and small-group activities requires five minutes but is accomplished. • Students ask what they are to do when materials are being distributed or collected. • Students ask clarifying questions about procedures. • Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. 	<ul style="list-style-type: none"> • In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • Students move directly between large- and small-group activities. • Students get started on an activity while the teacher takes attendance. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The teacher has an established attention signal, such as raising a hand or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • Cleanup at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> • Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.
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2d: MANAGES STUDENT BEHAVIOR

Elements:

- Expectations
It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.
- Monitoring of student behavior
Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.
- Response to student misbehavior
Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

	Unsatisfactory	Basic	Proficient	Distinguished
	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's

				response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Attributes	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> • The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective. 	<ul style="list-style-type: none"> • Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Examples	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. 	<ul style="list-style-type: none"> • Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." 	<ul style="list-style-type: none"> • Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his neighbor. 	<ul style="list-style-type: none"> • A student suggests a revision to one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops. • The teacher speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum.

2e: ORGANIZES PHYSICAL SPACE

Elements:

- Safety and accessibility
Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.
- Arrangement of furniture and use of physical resources
Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

	Unsatisfactory	Basic	Proficient	Distinguished
	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment 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.
Attributes	<ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson. 	<ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. 	<ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology
Examples	<ul style="list-style-type: none"> • There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A whiteboard is in the classroom, but it is facing the wall. 	<ul style="list-style-type: none"> • The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work. 	<ul style="list-style-type: none"> • There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion. • The use of an Internet connection extends the lesson. 	<ul style="list-style-type: none"> • Students ask if they can shift the furniture to better suit small-group work or discussion. • A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the whiteboard for an activity.

Domain 3: Instruction

3a: COMMUNICATES WITH STUDENTS

Elements:

- Expectations for learning
The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.
- Directions for activities
Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson’s activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.
- Explanations of content
Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students’ interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.
- Use of oral and written language
For many students, their teachers’ use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

	Unsatisfactory	Basic	Proficient	Distinguished
	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 and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary	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 and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Attributes	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don’t understand the content being 	<ul style="list-style-type: none"> • The teacher provides little elaboration or explanation about what the students will be learning. • The teacher’s explanation of the content consists of a monologue, with minimal participation or 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher’s explanation of content is clear and invites student participation and thinking. 	<ul style="list-style-type: none"> • If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.

	<p>presented.</p> <ul style="list-style-type: none"> • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students. 	<p>intellectual engagement by students.</p> <ul style="list-style-type: none"> • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly
Examples	<ul style="list-style-type: none"> • A student asks, "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms without explaining their meanings. • The teacher says "ain't." 	<ul style="list-style-type: none"> • The teacher mispronounces "_____." • The teacher says, "And oh, by the way, today we're going to factor polynomials." • A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. • A student asks, "What do I write here?" in order to complete a task. • The teacher says, "Watch me while I show you how to _____," asking students only to listen. • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher's explanation of content. • Students' use of academic vocabulary is imprecise. 	<ul style="list-style-type: none"> • The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?" • The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention. • The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy 	<ul style="list-style-type: none"> • The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, "Who would like to explain this idea to us?" • A student asks, "Is this another way we could think about analogies?" • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing. • A student says to a classmate, "I think that side of the triangle is called the hypotenuse."

3b: USES QUESTIONING AND DISCUSSION TECHNIQUES

Elements:

- Quality of questions/prompts
Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.
- Discussion techniques
Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.
- Student participation
In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. 	<ul style="list-style-type: none"> • The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the 	<ul style="list-style-type: none"> • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the 	<ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in

	<ul style="list-style-type: none"> Only a few students dominate the discussion. 	<p>discussion.</p> <ul style="list-style-type: none"> The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<p>discussion.</p> <ul style="list-style-type: none"> The teacher asks students to justify their reasoning, and most attempt to do so. 	<p>the discussion.</p>
Examples	<ul style="list-style-type: none"> All questions are of the “recitation” type, such as “What is 3 x 4?” The teacher asks a question for which the answer is on the board; students respond by reading it. The teacher calls only on students who have their hands up. A student responds to a question with wrong information, and the teacher doesn’t follow up. 	<ul style="list-style-type: none"> Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” The teacher asks, “Who has an idea about this?” The usual three students offer comments. The teacher asks, “Maria, can you comment on Ian’s idea?” but Maria does not respond or makes a comment directly to the teacher. The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. 	<ul style="list-style-type: none"> The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?” The teacher uses the plural form in asking questions, such as “What are some things you think might contribute to _____?” The teacher asks, “Maria, can you comment on Ian’s idea?” and Maria responds directly to Ian. The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. The teacher asks students when they have formulated an answer to the question “Why do you think Huck Finn did _____?” to find the reason in the text and to explain their thinking to a neighbor. 	<ul style="list-style-type: none"> A student asks, “How many ways are there to get this answer?” A student says to a classmate, “I don’t think I agree with you on this, because...” A student asks of other students, “Does anyone have another idea how we might figure this out?” A student asks, “What if...?”

3c: ENGAGES STUDENTS IN LEARNING

Elements:

- Activities and assignments
The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.
- Grouping of students
How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- Instructional materials and resources
The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.
- Structure and pacing
No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

	Unsatisfactory	Basic	Proficient	Distinguished
	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Examples	<ul style="list-style-type: none"> • Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from 	<ul style="list-style-type: none"> • Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a 	<ul style="list-style-type: none"> • Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if 	<ul style="list-style-type: none"> • Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools—e.g., a protractor, spreadsheet,

	<p>the board.</p> <ul style="list-style-type: none"> • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment; the teacher moves on in the lesson. 	<p>worksheet, following an established procedure.</p> <ul style="list-style-type: none"> • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it. 	<p>the American voting system allowed for the direct election of presidents and to explain their reasoning.</p> <ul style="list-style-type: none"> • Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. 	<p>or graphing calculator—would be most suitable to solve a math problem.</p> <ul style="list-style-type: none"> • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.
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3d: USES ASSESSMENT IN INSTRUCTION

Elements:

- Assessment criteria
It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).
- Monitoring of student learning
A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.
- Feedback to students
Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.
- Student self-assessment and monitoring of progress
The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own</p>

				progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment. 	<ul style="list-style-type: none"> • The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Examples	<ul style="list-style-type: none"> • A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give." 	<ul style="list-style-type: none"> • The teacher asks, "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top 	<ul style="list-style-type: none"> • The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task. 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

3e: DEMONSTRATES FLEXIBILITY AND RESPONSIVENESS

Elements:

- Lesson adjustment
Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.
- Response to students
Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.
- Persistence
Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Attributes	<ul style="list-style-type: none"> • The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. • The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> • The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> • The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson. 	<ul style="list-style-type: none"> • The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Examples	<ul style="list-style-type: none"> • The teacher says, "We don't have time for that today." • The teacher says, "If you'd just pay attention, you could understand this." 	<ul style="list-style-type: none"> • The teacher says, "I'll try to think of another way to come at this and get back to you." • The teacher says, "I realize not everyone understands this, but we 	<ul style="list-style-type: none"> • The teacher says, "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student, using his interest in basketball as context. 	<ul style="list-style-type: none"> • The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." • The teacher incorporates the

	<ul style="list-style-type: none"> • When a student asks the teacher to explain a mathematical procedure again, the teacher says, “Just do the homework assignment; you’ll get it then.” 	<p>can’t spend any more time on it.”</p> <ul style="list-style-type: none"> • The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. 	<ul style="list-style-type: none"> • The teacher says, “This seems to be more difficult for you than I expected; let’s try this way,” and then uses another approach. 	<p>school’s upcoming championship game into an explanation of averages.</p> <ul style="list-style-type: none"> • The teacher says, “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”
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Domain 4: Professional Responsibilities

4a: REFLECTS ON TEACHING

Elements:

- Accuracy
As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.
- Use in future teaching
If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Attributes	<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> • The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
Examples	<ul style="list-style-type: none"> • Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "That was awful; I wish I knew what to do!" 	<ul style="list-style-type: none"> • At the end of the lesson, the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try _____ next time." 	<ul style="list-style-type: none"> • The teacher says, "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements. 	<p>The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</p> <ul style="list-style-type: none"> • In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.

4b: MAINTAINS ACCURATE RECORDS

Elements:

- Student completion of assignments
Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.
- Student progress in learning
In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

- Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Attributes	<ul style="list-style-type: none"> • There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher’s process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors. 	<ul style="list-style-type: none"> • The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing. • The teacher’s process for recording noninstructional information is both efficient and effective. 	<ul style="list-style-type: none"> • Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining noninstructional records for the class.
Examples	<ul style="list-style-type: none"> • A student says, “I’m sure I turned in that assignment, but the teacher lost it!” • The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.” • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. 	<ul style="list-style-type: none"> • A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!” • The teacher says, “I’ve got all these notes about how the kids are doing; I should put them into the system, but I just don’t have time.” • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> • On the class website, the teacher creates a link that students can access to check on any missing assignments. • The teacher’s gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. 	<ul style="list-style-type: none"> • A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database.

Elements:

- Information about the instructional program
The teacher frequently provides information to families about the instructional program.
- Information about individual students
The teacher frequently provides information to families about students' individual progress.
- Engagement of families in the instructional program
The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Attributes	<ul style="list-style-type: none"> • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> • School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> • The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications are appropriate to families' cultural norms. 	<ul style="list-style-type: none"> • Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher's communications are highly sensitive to families' cultural norms.
Examples	<ul style="list-style-type: none"> • A parent says, "I'd like to know what my kid is working on at school." • A parent says, "I wish I could know something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any schoolwork come home." 	<ul style="list-style-type: none"> • A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." • A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." • The teacher sends home weekly quizzes for parent or guardian signature. 	<ul style="list-style-type: none"> • The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. 	<ul style="list-style-type: none"> • Students create materials for Back-to-School Night that outline the approach for learning science. • Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family's use of plastics.

Elements:

- Relationships with colleagues
Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.
- Involvement in a culture of professional inquiry
Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.
- Service to the school
Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.
- Participation in school and district projects
Teachers contribute to and support larger school and district projects designed to improve the professional community.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Attributes	<ul style="list-style-type: none"> • The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> • The teacher has cordial relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as district and community projects. 	<ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects. 	<ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects.
Examples	<ul style="list-style-type: none"> • The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school functions after the dismissal bell. • The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class." 	<ul style="list-style-type: none"> • The teacher is polite but seldom shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the 	<ul style="list-style-type: none"> • The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. • The teacher has decided to take some free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there. • The teacher enthusiastically 	<ul style="list-style-type: none"> • The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events. • The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.

		principal.	represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.	
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4e: GROWS AND DEVELOPS PROFESSIONALLY

Elements:

- Enhancement of content knowledge and pedagogical skill
Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- Receptivity to feedback from colleagues
Teachers actively pursue networks that provide collegial support and feedback.
- Service to the profession
Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
Attributes	<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Examples	<ul style="list-style-type: none"> • The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able 	<ul style="list-style-type: none"> • The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. • The teacher listens to his principal's feedback after a lesson but isn't sure that the 	<ul style="list-style-type: none"> • The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year. • The teacher enjoys her principal's weekly walk-through visits because 	<ul style="list-style-type: none"> • The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his

	<p>to simply discard the feedback form.</p> <ul style="list-style-type: none"> • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. 	<p>recommendations really apply in his situation.</p> <ul style="list-style-type: none"> • The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time. 	<p>they always lead to a valuable informal discussion during lunch the next day.</p> <ul style="list-style-type: none"> • The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students. 	<p>progress.</p> <ul style="list-style-type: none"> • The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.
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4f: SHOWS PROFESSIONALISM

Elements:

- Integrity and ethical conduct
Teachers act with integrity and honesty.
- Service to students
Teachers put students first in all considerations of their practice.
- Advocacy
Teachers support their students' best interests, even in the face of traditional practice or beliefs.
- Decision making
Teachers solve problems with students' needs as a priority.
- Compliance with school and district regulations
Teachers adhere to policies and established procedures.

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
Attributes	<ul style="list-style-type: none"> • The teacher is dishonest. • The teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects district regulations. 	<ul style="list-style-type: none"> • The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. 	<ul style="list-style-type: none"> • The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. 	<ul style="list-style-type: none"> • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all

		<ul style="list-style-type: none"> • The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations. 	<ul style="list-style-type: none"> • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations. 	<p>students to be successful.</p> <ul style="list-style-type: none"> • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.
Examples	<ul style="list-style-type: none"> • The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare. • The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities. • The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break. 	<ul style="list-style-type: none"> • The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." • The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it. • The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance. • The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. 	<ul style="list-style-type: none"> • The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion." • The teacher learns the district's new online curriculum mapping system and writes in all of her courses. 	<ul style="list-style-type: none"> • When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.

ACCOMMODATIONS/MODIFICATIONS

Student: _____ Grade Level _____ Subject Area _____

Skill/Area	Method Accommodations	Material/Resource Accommodations	If Appropriate, Technology Accommodations

Student: _____ Grade Level _____ Subject Area _____

Skill/Area	Method Accommodations	Material/Resource Accommodations	If Appropriate, Technology Accommodations

Student: _____ Grade Level _____ Subject Area _____

Skill/Area	Method Accommodations	Material/Resource Accommodations	If Appropriate, Technology Accommodations

ALPHABET SOUP

ADD/ADHD	Attention deficit disorder/attention deficit hyperactivity disorder; a disability in which a student has difficulty attending to task or focusing. These students do not usually qualify for special education services unless another disability in addition to ADD/ADHD exists or their disability significantly impacts their ability to benefit from an education. A medical doctor typically identifies the condition.
CD	Cognitive delay: disability in which the student has an IQ below 70 and low adaptive behavior skills
CST	Team of persons who determine if a child is eligible for special education services.
CWD	Child with a disability: disability in which is under 6 years old.
ED	Emotional disability: a disability in which student exhibits behavior or emotional issues.
FAPE	Refers to rights of a student to a free, appropriate public education.
FERPA	Federal law concerning issues of confidentiality.
HI	Hearing impaired: disability in which a student has a hearing loss.
IDEA	Federal law specifying educational rights of a student with a disability.
IDEA PTA	A coalition of families, teachers, administrators and other advocates united in an effort to promote quality education and services for students with disabilities.
LD	Learning disability: disability in which a student has a discrepancy between ability (IQ) and achievement (academic functioning).
LRE	Part of law that requires students with disabilities to be educated in the least restrictive environment.
OHI	Other health-impaired: disability in which student has a diagnosed health impairment that affects his/her education.
OPI	Office of Public Instruction: the state agency that oversees education for all students in Montana.

Checklist for the Special Education Student Teaching Semester

Date Completed	Minimum Requirements
	Schedule an initial meeting with your cooperating teacher(s) or begin to confer via e-mail.
	School/Class Schedule: Give your university supervisor a copy of your teaching schedule.
	Goals: Share your goals with your cooperating teacher and university supervisor. Regularly review your progress towards these goals.
	Observation: Begin by familiarizing yourself with the students, materials, required forms used by the school district, and various instructional settings (inclusion, pullout, etc.) during the initial observation period.
	Assessment: (a) Discuss with your cooperating teacher the specific tests and procedures utilized in the special education process. (b) Observe the testing procedure. (c) Seek an opportunity to administer some tests or all possible tests. (d) Record accurate data on performance. (e) Identify which tests you administered in your weekly journal.
	Child Study Team (CST) attend at least one CST and takes note of the various responsibilities of the members at this meeting. Also verify the responsibilities of the special education teacher, e.g. required forms, written reports, oral reports, professionalism required in the exchange of information and opinions. If time allows, collaborate with cooperating teacher to conduct a CST meeting.
	Individual Education Plan (IEP) Collaborate with your cooperating teacher to develop two IEPs. Develop, implement and evaluate two IEPs. Review the student's IEP with your cooperating teacher before it is initiated. IEP goals and objectives are to be based on assessment data (academic, cognitive, education performance, communicative, emotional, behavioral, social, physical, career/vocational and social data. Use the IEP forms and format employed by the cooperating teacher or the school district.
	Scheduling: The teacher candidate will learn how to organize teacher and student schedules when that duty is required of the cooperating teacher.
	Classroom Management: Develop a classroom management plan for a resource classroom or a self-contained classroom
	Behavior Management: design and implement a behavior management program for an individual child or group of children that: (a) is appropriate to the needs of the child/children and to the classroom setting. (b) utilizes situational analysis, baseline/ongoing measurements, and positive interventions.
	Paraprofessionals: Discuss with the cooperating teacher, in an ongoing manner, issues relating to working with paraprofessionals. Organize a personal file regarding any information pertaining to work with paraprofessionals.
	Daily Lesson Plans: Prepare daily lesson plans that: (a) include learner objectives, instructional materials, instructional procedures and evaluation procedures appropriate for measuring student learning and progress based on IEP goals, and curriculum requirements. (b) select and adapt teaching resources to facilitate student learning. (c) modify the school/classroom equipment to improve the learning environment. (d) are clear and easy for others to implement.
	Communication with Parents and Professionals: Work with parents and professionals to help each student achieve optimal success. Document all meetings, conferences or telephone calls. Participate in at least one parent conference and CST conference. (a) Prepare appropriate records, materials, and data to communicate the child's performance to parents. (b) Explain the child's instructional program including the objectives and progress toward these objectives.
	Substitute Folders: Create a personal file of information and examples that will be used as reference for developing a substitute-teaching folder.

Classroom Performance Progress Report Requested by Special Services

Report for: (Name of student): _____

Classroom Teacher(s): _____

Requested by (Special Services Instructor): _____ Date: _____

I have asked the above student to request a current progress report of his/her performance in your class. This is intended to encourage the student to take responsibility for class work and also to allow you to talk with the student directly about class performance. This progress report will also provide a way to communicate the student's progress to others who may need to know. If a current grade is not available, please include applicable comments (e.g., Is the student completing assignments or not completing assignments?). Thank you for your cooperation.

Class period or Subject	Assignments/Comments	Current Grade	Teacher's Signature

CLINICAL EXPERIENCE OBSERVATION REPORT -FORM A

The University of Montana - Missoula

Teacher Candidate: _____ Subjects & Grade Level: _____

Visit Number: 1 2 3 4 5 6 Date: _____ Lesson: _____

Directions: This form works well for use with the first few student teaching field experience observations. As you observe the candidate, circle the components below of which you see evidence in the lesson. Make any notes in the margins, on the back, or on a separate sheet of paper.

Charlotte Danielson's FRAMEWORK FOR TEACHING

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

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Supervisor Signature: _____ Date: _____

**CLINICAL EXPERIENCE OBSERVATION REPORT
FORM B**

The University of Montana - Missoula

Visit Number: 1 2 3 4 5 6 Date: _____ Lesson: _____

Teacher _____ Subjects & Grade _____
Candidate: _____ Level: _____

Directions: This form works well for student teaching field experience observations conducted after the midterm. It is an abbreviation of Charlotte Danielson's Framework for Teaching.

Domains/Components	Comments
<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> - Demonstrates knowledge of content and pedagogy. - Demonstrates knowledge of students. - Sets instructional outcomes. - Demonstrates knowledge of resources. - Designs coherent instruction. - Designs student assessments. 	
<p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none"> - Creates an environment of respect and rapport. - Establishes a culture for learning. - Manages classroom procedures. - Manages student behavior. - Organizes physical space. 	
<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> - Communicates with students. - Uses questioning and discussion techniques. - Engages students in learning. - Uses assessment in instruction. - Demonstrates flexibility and responsiveness. 	
<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> - Reflects on teaching. - Maintains accurate records. - Communicates with families. - Participates in a professional community. - Grows and develops professionally. - Shows professionalism. 	

Supervisor Signature: _____ Date: _____

**Comparative Review
Section 504 - IDEA - ADA**

ISSUES	SECTION 504	IDEA	ADA
TYPE	A Civil Rights Law	An Education Act	A Civil Rights Law
TITLE	The Rehabilitation Act of 1973	The Individuals with Disabilities Education Act (IDEA)	Americans with Disability Act of 1990 (ADA)
RESPONSIBILITY	REGULAR EDUCATION	SPECIAL EDUCATION	PUBLIC AND PRIVATE SCHOOLS
FUNDING	STATE AND LOCAL RESPONSIBILITY (No Federal funding)	STATE, LOCAL AND FEDERAL IDEA funds cannot be used to serve students eligible only under Section 504	Public and Private responsibility (no Federal funding)
ADMINISTRATOR	SECTION 504 COORDINATOR (Systems with 15 plus employees)	Special Education Director or designee	Suggest to use 504 Coordinator to oversee ADA responsibilities
SERVICE TOOL	ACCOMMODATIONS and/or SERVICES	INDIVIDUALIZED EDUCATION PROGRAM	REASONABLE ACCOMMODATIONS AND LEGAL EMPLOYMENT PRACTICES
PURPOSE	A broad civil rights law, which protects the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education.	A Federal funding statute whose purpose is to provide financial aid to states in their efforts to ensure a free appropriate public education for students with disabilities.	To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. Covers all agencies with 15 or more employees.
POPULATION	Identifies student as disabled so long as she/he meets the definition of qualified persons with disabilities; i.e., has a physical or mental impairment which substantially limits a major life activity, has a history of a disability, or is regarded as disabled by others.	Identifies 13 categories of qualifying conditions.	Identifies persons as disabled so long as she/he meets the definition of qualified persons with disabilities; i.e., has a physical or mental impairment which substantially limits a major life activity, or is regarded as disabled by others.
FREE APPROPRIATE PUBLIC EDUCATION	Both require the provision of a free appropriate public education to eligible students, including individually designed instruction.		Addresses education in terms of accessibility requirements.
	Requires educational accommodations. "Appropriate" means an education comparable to the education provided to nondisabled students.	Requires the school to provide IEP's. "Appropriate education" means a program designed to provide "educational benefit."	Requires private and public entities not to use employment practices that discriminate on the basis of a disability.

ISSUES	SECTION 504	IDEA	ADA
ELIGIBILITY	A student is eligible so long as she/he meets the definition of qualified person with disabilities, i.e., currently has or has had a physical or mental impairment, which substantially limits a major life activity, or is regarded as disabled by others. The student is not required to need special education services in order to be protected.	A student is only eligible to receive special education and/or related services if the multidisciplinary team determines that the student has a disability under one of the thirteen qualifying conditions and requires special education services.	A person is eligible so long as she/he meets the definition of qualified person with disabilities, i.e., currently has or has had a physical or mental impairment, which substantially limits a major life activity, or is regarded by others as having a disability. The student is not required to need special education services in order to be protected.
ACCESSIBILITY	Regulations regarding building and program accessibility, requiring that reasonable accommodations be made.	CST/IEP team determines needs - district must provide reasonable accommodations/modifications.	Size of the business and its budget, type of operation and nature and cost of accommodation.
UNDUE HARDSHIP	Consideration is given for the size of program, extent of accommodation, and cost relative to school budget.	CST/IEP team determines needs - district must provide reasonable accommodations/modifications.	Size of the business and its budget, type of operation, nature and cost of accommodation.
DRUG AND ALCOHOL USE	Current drug use is not considered a disability. An individual who has stopped using drugs and/or alcohol and is undergoing rehabilitation could be protected.	Drug and alcohol use is not covered under IDEA	Current drug use is not considered a disability. Current alcohol abuse that prevents individuals from performing duties of the job or that constitutes direct threat to property or safety of others is not considered a disability.
CONTAGIOUS DISEASES	Individual with disabilities excludes any individual with a contagious disease which renders the individual unable to perform the job.	Could be eligible under the category of "other health impaired." Need doctor's signed diagnosis and need documentation of impact on progress through regular curriculum.	Permits qualification standard requiring that an individual with a currently contagious disease or infection not pose a direct threat to the health or safety of others.
PROCEDURAL SAFEGUARDS	Both require prior notice to the parent or guardian with respect to identification, evaluation, and placement.		Makes provisions for public notice, hearings, and awarding attorney fees.
CONSENT	Does not require consent but a district would be wise to do so.	Requires written consent before initial evaluation and placement.	

ISSUES	SECTION 504	IDEA	ADA
EVALUATIONS	Evaluation draws on information from a variety of sources in the area of concern; decisions are made by a group knowledgeable about the student, evaluation data, and placement options. Requires parental notice, but not consent.	A full comprehensive evaluation is required assessing all areas related to the suspected disability. A multidisciplinary team evaluates the student. Requires consent before the initial evaluation is conducted.	All schools should conduct or update their section 504 self-evaluation regarding services, accessibility, practices, and policies to assure discrimination is not occurring to any individual with disabilities.
	Does not require consent, only notice. However, good professional practice indicates informed consent.	Requires informed consent before an initial evaluation is conducted.	
	Requires periodic reevaluations.	Requires reevaluations to be conducted at least every 3 years.	
	Reevaluation is required before a significant change in placement.	A reevaluation is not required before a significant change in placement. However, most students covered by IDEA are also 504 eligible.	
	No provision for independent evaluations at school expense. District should consider any such evaluations presented.	Provides for independent educational evaluation. AT district expense if parent disagrees with evaluation obtained by school.	
PLACEMENT	<p>When interpreting evaluation data and making placement decisions, both laws require districts to:</p> <ul style="list-style-type: none"> • Draw upon information from a variety of sources. • Ensure that all information is documented and considered. • Ensure that the placement decision is made by a group of persons, including those who are knowledgeable about the student, the meaning of the evaluation data and placement options. <p>Ensure that the student is educated with his/her nondisabled peers to the maximum extent appropriate (Least Restrictive Environment - LRE)</p>		
REVIEW	Review annually (at least)	An IEP review meeting is required before any change in placement. The IEP should be reviewed at least annually.	

ISSUES	SECTION 504	IDEA	ADA
GRIEVANCE PROCEDURES	Requires districts with more than 15 employees to designate an employee to be responsible for assuring district compliance with Section 504 and provide a grievance procedure for parents, students, and employees.	Does not require a grievance procedure, nor a compliance officer.	Any school district who employs 50 or more shall adopt and publish grievance procedures for resolution of ADA complaints.
DUE PROCESS	Both statutes require schools to provide impartial hearing for parents or guardians who disagree with the identification, evaluation, records or placement of students with disabilities.		Either party can initiate due process hearings. The court may allow the prevailing party, other than the United States, a reasonable attorney's fee.
	Requires that the parent have an opportunity to participate and be represented by counsel. Other details are left to the discretion of the school district. Policy statements should clarify specific details.	Delineates specific requirements	
EXHAUSTION	Administrative hearing not required prior to OCR involvement or court action.	The parent or guardian should exhaust all administrative hearing before seeking redress in the courts.	An administrative hearing not required prior to OCR involvement or court action.
ENFORCEMENT	Enforced by the U.S. Office for Civil Rights.	Enforced by the U.S. Office of Special Education Programs. The State Department of Education and the Office of Special Education Programs monitor compliance.	Enforced by the U.S. Office of Civil Rights under an agreement with EEOC
	State Department of Education has no monitoring, complaint resolution or funding involvement.	The Montana Department of Special Education will resolve complaints under Individuals with Disabilities Education Act.	

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

SIX PRINCIPLES

Free Appropriate Public Education (FAPE)

“The term ‘free appropriate public education’ means special education and related services that (A) have been provided at public expense, under public supervision and direction, and without charge; (B) meet the standards of the State educational agency; (c) include an appropriate preschool; elementary, or secondary school education in the State involved; and (D) are provided in conformity with the individualized education program required under section 614(d).” [Section 602 (8)]”

Appropriate Evaluation

One of the most significant changes in IDEA 97 relates to how the evaluation process should be viewed. “The committee believes that a child should not be subjected to unnecessary tests and assessments . . . and the LEA should not be saddled with associated expenses unnecessarily.” (Committee on Labor and Human Resources, p. 19).

Individualized Education Program

”The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with section 614 (d).” [Section 602 9(11)].

Least Restrictive Environment (LRE)

The presumption that children with disabilities are most appropriately educated with their non-disabled peers and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Parent and Student Participation in Decision Making

“The congress finds the following . . . Over 20 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by . . . strengthening the role of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home.” [IDEA 97, Findings, 601 ©(5)(B)]

Procedural Safeguards

Safeguards to ensure that the rights of children with disabilities and their parents are protected, that students with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to resolve disagreements between parties.

LEAVE OF ABSENCE REQUEST - PLANNED ABSENCE

If a situation requires a candidate to be absent during the student teaching practicum (e.g., family wedding, conference), the candidate must obtain formal approval from the cooperating teacher and university supervisor using this form. Planned absences cannot be for more than three days and the request must be submitted at least three days in advance.

NOTE: Unplanned absences - such as illness or immediate family emergency - do not require a Leave of Absence Request form since the candidate must seek immediate approval from the cooperating teacher/school (via phone or email).

Per student teaching policy, up to three days of absences - whether planned or unplanned - are allowed. Anything exceeding that amount must be made up during Finals Week. Make-up days are arranged with the cooperating teacher and university supervisor and approved by the Director of Field Experiences.

Teacher Candidate's Name _____

Today's Date _____ Date(s) of Absence _____

Reason for absence _____

Candidate agreement: I understand that I am required to make up any absence beyond three days. I will contact the Director of Field Experiences regarding any extended absence.

Teacher Candidate's Signature

Cooperating Teacher and University Supervisor Recommendations: Please indicate your response to this absence request below.

Approved: _____

Not Approved: _____

Cooperating Teacher's Signature

University Supervisor's Signature

Please return this form to the Director of Field Experiences at umfieldexperiences@umontana.edu or fax to (406)243-4908

LETTER OF INTRODUCTION TO PARENTS AND GUARDIANS

(Sample format)

(Send on school letterhead)

Date _____

Dear _____

I am looking forward to working with your child this semester. I am fortunate to work with a University of Montana teacher candidate this semester who will be team teaching with me. Mr. or Ms., or Mrs. has completed a _____teaching major and is now completing additional work to be a certified Special Education Instructor.

(Name of teacher candidate) has expertise in (e.g. computer technology, forestry, music, Far Eastern Culture, or extensive work experience in mechanical engineering, environmental issues, foreign affairs, etc.) that will enhance the classroom learning. With two classroom teachers, students will have many opportunities for individual help. Sometimes, I will be the major teacher for the entire class, and at other times (name of the teacher candidate) will be providing the class instruction. Small group instruction and team-taught lessons are possible. Our desire is to develop a true learning community with all students in the classroom. If you would like to observe or share in a specific learning activity, please contact us.

(You may want to include an overview of the main topics to be studied for the semester, special themes, and highlight several special learning activities tentatively planned for the class such as a field trip, or a class production).

In addition, a class in which your son or daughter may be enrolled could be videotaped. The purpose for videotaping will be to focus on the instructor and assessing ways to improve teaching skills. To critique instructional effectiveness, the student master, classroom teacher and a university supervisor may review the videotape. It is possible that some students may be seen on the tape. Therefore, we would appreciate your completing and returning the attached videotape permission form.

(Add any information concerning the semester in this paragraph. If it is the beginning of the year, it may include classroom policies, procedures, grading policies, class schedules, etc.)

If you have any questions, please contact me or name of teacher candidate at (school phone number, and voice mail number). We are generally at school from (time) to (time).

Sincerely,

Name of Cooperating Teacher

Name of Teacher Candidate

Department

School Phone Number

Montana Office of Public Instruction (OPI) Special Education Resources

<http://www.opi.mt.gov/Programs/SpecialEd/Index.html>

Advisory Panel

Annual Reports

Calendars

Division of Special Education Training Opportunities
CSPD Training Opportunities

Comprehensive System of Personnel Development (CSPD)

Training Opportunities

Early Assistance Program

Program designed to provide technical assistance to parents, school districts, and advocacy organizations in regard to the delivery of a free appropriate public education (FAPE) for students with disabilities (10.16.3660, ARM).

Early Childhood

FAQs

Federal and State Laws and Rules

Forms/Guides

CST and IEP Forms
Eligibility Criteria Checklists
Evaluation Plan
RTI Summary Report

Hearing Conservation Program (HCP)

There are 9 audiologists manning 13 regionally based centers. Each center serves approximately 4 or 5 counties around the center. The HCP involves screening, re-screening, in-school assessments, comprehensive hearing evaluations, and follow-up parent counseling and networking with other agencies. Serves children 0 to 21 years of age.

Monitoring

The compliance monitoring process - Montana

Professional Development Resources

Resources/Links

Websites of interest to special educators and parents
Reports

Special Education Decisions

Student's Name: _____ IEP Date: _____

Post School Outcomes (Section 300.29)
(Including present level of performance)

Employment:

Community Experiences:

Leisure:

Independent Living:

Post School Training:

Transfer of Rights at Age of Majority:

Notice was given to the student and parent at least one year prior to reaching the age of maturity (18) informing the student of his/her rights under IDEA that will be transferred to the student upon reaching the age of majority.

Notice was given to the student who will reach his/her 17th birthday during the current IEP time frame.

Date notice was given: _____ Date student reaches age of majority: _____

Student Signature: _____

Date: _____

Other agencies invited to IEP that did not attend: _____

Documentation of other agency participation in planning if they did **NOT** attend.
300.344(b)(3)(ii):

The University of Montana
Phyllis J. Washing College of Education
Department of Teaching and Learning
Teacher Education Program – Special Education Endorsement

Candidate _____
Semester: AU _____ SP _____
Assigned level: __ Elementary __ Middle School, or __ High School

PROFESSIONAL DEVELOPMENT PORTFOLIO ASSESSMENT RUBRIC SPECIAL EDUCATION STUDENT TEACHING

TO EARN A PASSING GRADE, THE TEACHER CANDIDATE MUST EARN A RATING OF EXEMPLARY OR COMPETENT IN A MINIMUM OF 13 REQUIREMENTS BELOW:

REQUIREMENTS	Exemplary	Competent	Minimally Competent
1. RESUME <p style="text-align: right;">Rating ____</p>	Resume is 2 pages or less and is visually appealing; focused accurate information is included; relevant professional experience is highlighted; and it contains <u>all</u> professional elements of a resume such as: a) a clear objective, b) evidence of related experience, c) level of education and certifications, as well as other germane skills (i.e., computer proficiency, foreign language, volunteerism, educational associations and/or memberships, etc.).	Resume is 2 pages or less; brief, concise description and focused, accurate information is included; relevant professional experience is highlighted; verb tenses match throughout; punctuation is consistent throughout the document; and most elements of a professional resume are included.	Resume exceeds 2 pages, lacks focus and is disorganized; wordy and/or inaccurate information is included; verb tenses do not match; punctuation is not consistent throughout the document; and all or many elements of a professional resume are missing.
2. GOALS FOR SPECIAL EDUCATION STUDENT TEACHING <p style="text-align: right;">Rating ____</p>	Goals are measurable and clearly focused: they reflect high standards as well as a clear understanding of best practices in the field of special education; professional growth is evident.	Goals are measurable and attainable, communicate thoughtful intent, and demonstrate relationship to prior goals that have been achieved.	Goals are unrealistic and/or lack focus; goals are not measurable, and are not related to prior goals that have been achieved.
3. PROFESSIONAL CONFERENCE, IN-SERVICE ATTENDANCE, OR POLICY MEETING REACTION PAPER <p style="text-align: right;">Rating ____</p>	Description includes a summarized reflection of the activity attended as well as a discussion of the overall importance of professional development; reflects clear understanding of value of professional development; recognizes impact of issues on educators, students, curriculum and policy; identifies any controversial issues involved; adequate documentation is present; activity occurred while student was active in the Teacher Education Program.	Description includes a summarized reflection of the activity attended as well as a discussion of the overall importance of professional development; adequate documentation is present; activity occurred while student was active in the Teacher Education Program.	Failure to attend one of the required professional development opportunities; minimal description of event is provided; reflection about issues and/or documentation of activity is missing; and/or activity occurred prior to admission to the Teacher Education Program.
4. BEHAVIOR MANAGEMENT PLAN <p style="text-align: right;">Rating ____</p>	Positive Behavior Plan (PBP) describes the current problem of negative behavior that interferes with the learning process and identifies specific strategies for encouraging responsible behavior implementation for a period of three weeks.	Positive Behavior Plan (PBP) describes the current problem of negative behavior that interferes with the learning process and identifies strategies for encouraging responsible behavior implementation for a period of three weeks.	Positive Behavior Plan (PBP) describes the current problem of negative behavior that interferes with the learning process; identifies some strategies for encouraging responsible behavior implementation for a period of three weeks.

<p>5. CLASSROOM MANAGEMENT PLAN FOR A GROUP OF STUDENTS OR ENTIRE CLASSROOM</p> <p>Rating ____</p>	<p>Plan builds from a well-articulated philosophical understanding of what is needed to promote an effective learning environment for all students and includes realistic, specific, management strategies for addressing the physical, instructional, procedural, time, behavioral, and psychosocial needs of environment and students.</p>	<p>Plan discusses philosophy and specifics of physical, instructional, procedural, time, behavioral, and psychosocial management strategies to more effectively address prevention and intervention activities in facilitating effective learning environment for individuals, as well as the whole class.</p>	<p>Plan description is generalized, superficial, and does not demonstrate understanding of the use of a variety of management strategies to facilitate effective learning environment for individuals, as well as the whole class.</p>
<p>6. TWO EXAMPLES OF FORMAL ADMINISTRATION OF A TEST</p> <p>Rating ____</p>	<p>Test(s) selected measures all specific areas of educational needs including suspected disabilities, such as academic performance, health, social and emotional status, motor abilities, and communicative status; maintain confidentiality of test results regarding abilities/disabilities.</p>	<p>Test(s) selected measures the majority of the areas of educational needs including suspected disabilities, such as academic performance, health, social and emotional status, motor abilities, and communicative status; maintains confidentiality of test results regarding abilities/disabilities.</p>	<p>Test(s) selected do not measure all areas of educational needs including suspected disabilities, such as: academic performance, health, social and emotional status, motor abilities, and communicative status; breach of confidentiality of test results regarding abilities/disabilities.</p>
<p>7. TWO-THREE EXAMPLES OF INFORMAL ASSESSMENT OF A STUDENT</p> <p>Rating ____</p>	<p>Student learning progress is clearly documented through pre-post test assessment; work samples reflect successful instruction; frequent assessments and a variety of assessments consistently document progress or lack of progress for meeting the student's IEP.</p>	<p>Selection of student work is documented in relation to IEP instructional goals, and various assessments used to document learning progress.</p>	<p>Inclusion of student work is random, without a specific connection to IEP, class instruction or assessment documentation is incomplete.</p>
<p>8. DEVELOPMENT OF IEPs TO ASSESS TWO STUDENTS OR PROVIDE TWO CASE STUDIES</p> <p>Rating ____</p>	<p>Provides thorough documentation and clear description of participation in two actual IEPs (under supervision of classroom teacher) which clearly demonstrate understanding of prereferral, referral, role of collaboration, evaluation (with kinds of assessment data and tools used), plan development (including clear specific goals and objectives), implementation, and monitoring. Documentation provides evidence that student-teacher had some hands-on experience with the process and is able to articulate a good understanding of the philosophical bases and strategies utilized to conduct effective IEPs.</p>	<p>Provides documentation of participation in two actual IEP'S or case studies (under supervision of classroom teacher) which clearly demonstrate understanding of prereferral, referral, role of collaboration, evaluation (with kinds of assessment data and tools used), plan development (including clear specific goals and objectives), implementation, and monitoring.</p>	<p>Does not provide documentation of satisfactorily completing (under supervision of classroom teacher) participation in two actual IEP'S (if possible) or case studies relevant to student-teaching assignment.</p>
<p>9. MONITOR STUDENT(s) IEP PROGRESS</p> <p>Rating ____</p>	<p>Documents the student's progress towards achieving the short-term objectives/benchmarks (when applicable) or goals that indicate the content or skill to be learned according to the timeline established in the student's IEP and the normal reporting period established by the school district for all students.</p>	<p>Frequently and systematically documents progress of student based on the short-term objectives/benchmarks (when applicable) or goals that indicate the content or skill to be learned based on the student's IEP.</p>	<p>Is not consistent in documenting the student's progress towards achieving the short-term objectives/benchmarks (when applicable) or goals that indicate the content or skill to be learned according to the timeline established in the student's IEP and the normal reporting period established by the school district for all students.</p>

<p>10. EXAMPLE OF LESSON PLAN MODIFICATIONS AND/OR PROGRAM MODIFICATIONS</p> <p>Rating_____</p>	<p>Lessons or programs are regularly modified by identifying the specific content or skill to be mastered for the subject and grade level, and the instructional method and materials or resources are selected to accommodate the student(s). If appropriate, technology is incorporated to enable the student to learn the concepts or skills.</p>	<p>Lessons or programs are generally modified by identifying the specific content or skill to be mastered for the subject and grade level, and the instructional method and materials or resources are selected to accommodate the student(s). If appropriate, technology is incorporated to enable the student to learn the concepts or skills.</p>	<p>Very few lessons or programs indicate modification by identifying the specific content or skill to be mastered for the subject and grade level, and the instructional method and materials or resources are selected to accommodate the student(s). If appropriate technology is incorporated to enable the student to learn the concepts or skills.</p>
<p>11. MIDTERM REFLECTION ON STUDENT TEACHING</p> <p>Rating_____</p>	<p>Self-evaluation shows personal development related to goals set in field experiences. Reflection provides in-depth assessment of strengths, challenges, interests.</p>	<p>Self-evaluation shows assessment of progress connected to goals set in field experiences. Reflection is thoughtful, specific.</p>	<p>Self-evaluation is generalized, superficial; not connected to goals set in prior field experiences.</p>
<p>12. EXAMPLES OF ASSISTIVE TECHNOLOGY USED FOR INSTRUCTIONAL PURPOSES</p> <p>Rating _____</p>	<p>Assistive technology fits the needs of the individual student to improve functional capabilities based on the student's IEP. The technology is easy to adapt and use.</p>	<p>Assistive technology is somewhat effective in meeting the needs of the student based on the student's IEP. Additional training is required to maximize its potential use.</p>	<p>Assistive technology does not demonstrate improvement in the student's functional capabilities as set forth in the IEP.</p>
<p>13. GUIDELINES FOR SUPERVISING A PARAEDUCATOR</p> <p>Rating _____</p>	<p>Paraeducator knows and observes the chain of command for each setting including specific roles, classroom schedule, policies, goals and objectives for each student's IEP including a weekly schedule of planned classroom learning activities and modifications for student learning.</p>	<p>Paraeducator is able to identify the immediate supervisor for each setting, understands the specific roles, classroom schedule, policies, goals and objective based on students IEP.</p>	<p>Paraeducator is not always clear who the immediate supervisor is. Frequently does not understand specific roles, classroom schedule, policies, goals and objectives for IEP for students.</p>
<p>14. FINAL REFLECTIVE ESSAY ON TEACHING AND LEARNING</p> <p>Rating _____</p>	<p>Philosophy is articulate and thoughtful, reflecting careful assessment of learning, experiences and beliefs. Voice is strong, professional dispositions are identified and shaped by ethical codes.</p>	<p>Views of teaching and learning reflect goals and incorporate learning from both the curriculum and classroom experiences, including student teaching.</p>	<p>Views of teaching and learning are unclear, unexamined, generalized and unrelated to person's experience or goals. Artifact is from application to student teaching; doesn't incorporate learning from student teaching.</p>
<p>15. OVERALL PORTFOLIO PRESENTATION QUALITY</p> <p>Rating _____</p>	<p>Overall portfolio exhibits creativity; visually appealing; organized sequential fashion; demonstration of exceptional writing and effective presentation skills, e.g., technologically advanced format.</p>	<p>Well-organized, attractive presentation; elements reflect professional quality and writing and include appropriate documentation.</p>	<p>Poorly organized collection; many writing inaccuracies, careless presentation, and lack of documentation.</p>

Scheduling the Special Education Student Teaching Experience

This is a guide for planning the Special Education Student Teaching experience. The cooperating teacher, teacher candidate, and university supervisor can collaboratively make modifications to provide the best individual program for the teacher candidate and the particular school assignment.

Progress	Outline of Teacher Candidate's Schedule
<p>Week 1: Classroom Observation. Review curriculum requirements and methods of formal and informal assessments. Begin notebook for student teaching exhibits. Develop a Classroom Management Plan.</p>	
<p>Week 2 - 3 Begin teaching. Modify lesson plans for individual student needs and review with the cooperating teacher. Review a student's IEP goals or other assessment information and develop objectives to meet IEP goals.</p>	
<p>Week 4-5 Continue with responsibilities and arrange to attend an IEP and CST meeting. Review a student's progress towards meeting IEP goals. Develop a Behavior Management Plan for a student or a group of students. Complete midterm conference</p>	
<p>Week 6 - 7 Administer an assessment and record the data. Use the information to prepare for a CST Team Meeting and/or an IEP Plan. Collaborate with cooperating teacher to finalize assessment and develop plans for a CST meeting or an IEP.</p>	
<p>Week 8- 10 Continue with assigned teaching. Begin creating a file of information and examples for reference and for a substitute-teaching folder.</p>	
<p>Other Complete Student Teaching Exhibits.</p>	

Statement of Needed Transition Services

(For students 16 yrs. of age or turning 16 during the course of current IEP) S300.347(b)(2)

Student Name: _____ **IEP Date:** _____

Interagency Responsibilities and Linkages

Area	Strategies/ Activities	Agency/Person Responsible/Payer	By When	Goal Number
Self-Determination				
Instruction (Learning strategies, study skills, etc.)				
Employment (workplace readiness, occupational specific, compensatory skills, etc).				
Community Experience (Leisure/rec., volunteer work, social activities, mobility etc.)				
Related Services				
Daily Living Skills (Health & physical care, money management, personal/social, etc.)				
Post School Training/Adult Living				
Functional Vocational Assessment:				

Student Teaching Agreement Form

Your initials and signature indicate you have carefully read, understand, and agree to follow the rules and policies regarding student teaching through the University of Montana along with your responsibilities in the school community for the instruction, safety, and welfare of students.

Please initial by each item below.

_____ I understand I must have full admission to the Teacher Education Program.

_____ I understand that students are not allowed to arrange their own placements for student teaching.

_____ I understand that students are expected to accept their confirmed school assignment. Those who do not/cannot accept their confirmed placement may need to defer student teaching until the following semester.

_____ I understand and will observe the Professional Educators of Montana Code of Ethics and the Department of Teaching and Learning professional behavior expectations as outlined in the Teacher Education Program Policy Handbook and the Student Teaching Handbook.

_____ I understand the Student Teaching Handbook is my first reference concerning student teaching responsibilities.

_____ I have reviewed the Charlotte Danielson Framework for Teaching and the standards for grading to evaluate my teaching abilities.

_____ I understand that as an undergraduate or post-baccalaureate student I am not to take any other courses while student teaching. I understand that as a graduate student I may take one course with permission from my advisor. If unusual circumstances exist, I will complete a program exception form for review by the Field Experiences committee.

_____ I understand that four seminars are required for the student teaching field experience. I understand that failure to participate in the assigned seminars and/or alternative assignments will impact my final student teaching grade.

_____ I understand that while enrolled in the Teacher Education Program, I am required to immediately disclose any occurrence of the following to the Director of Field Experiences:

- charges or convictions other than a minor traffic violation;
- arrest, indictment or conviction of felony charges.

Failure to notify the Director immediately may result in delay of program completion or removal from the program.

_____ I understand the legal responsibilities under which a teacher must perform and Montana's code regarding certification, suspension, revocation and denial and the appeals process regarding teaching licensure.

Name: _____

UM ID#: _____

Signature: _____

Date: _____

SUGGESTED ACADEMIC INTERVENTIONS

Teacher Candidate _____ Date _____

Reported by _____

Check all strategies attempted:

<p><input type="checkbox"/> Supplemental materials</p> <p><input type="checkbox"/> Individual homework assignments</p> <p><input type="checkbox"/> Extra drill and practice</p> <p><input type="checkbox"/> Direct teaching of a skill concept</p> <p><input type="checkbox"/> Change the format of the instructional materials (fewer problems)</p> <p><input type="checkbox"/> Change instruction materials</p> <p><input type="checkbox"/> Increase replacement classes</p> <p><input type="checkbox"/> Increase resource room time/support</p> <p><input type="checkbox"/> Reduce number of tests to _____</p> <p><input type="checkbox"/> Reduce number of assignments by _____</p> <p><input type="checkbox"/> Open book tests (book, notes, etc.)</p> <p><input type="checkbox"/> Reduce length of regular text</p> <p><input type="checkbox"/> Allow more time for text</p> <p><input type="checkbox"/> Use more objective items (fewer essay responses) on tests/assignments</p> <p><input type="checkbox"/> Give tests orally</p> <p><input type="checkbox"/> Student gives answers on tape, not written</p> <p><input type="checkbox"/> Reduce the reading level of regular (rework, edit)</p> <p><input type="checkbox"/> Require fewer correct responses in order to achieve a specific grade.</p> <p><input type="checkbox"/> Grade on work completed</p> <p><input type="checkbox"/> Use of story maps to outline information</p> <p><input type="checkbox"/> Provide cross-grade tutoring</p> <p><input type="checkbox"/> Make cassette recording of lecture for individual playback.</p> <p><input type="checkbox"/> Use of computer generated Materials</p>	<p><input type="checkbox"/> Underline/outline the major points in the regular assignment</p> <p><input type="checkbox"/> Change instructional methods</p> <p><input type="checkbox"/> Use different format materials to teach the same content (puzzles, games, tapes, etc.)</p> <p><input type="checkbox"/> Use art projects in lieu of written assignments</p> <p><input type="checkbox"/> Use high interest/motivation materials along with drill & practice</p> <p><input type="checkbox"/> Share remedial or reinforcing materials from other teachers</p> <p><input type="checkbox"/> Use adaptive equipment/facilities (jigs, ramps, etc.)</p> <p><input type="checkbox"/> Provide study aids (hints, cue cards, spelling list, guides, calculators)</p> <p><input type="checkbox"/> Reduce reading level of test (paraphrase etc.)</p> <p><input type="checkbox"/> Give take-home test</p> <p><input type="checkbox"/> Tests taken in resource room</p> <p><input type="checkbox"/> Substitute assignment for test</p> <p><input type="checkbox"/> Brief student on key points before starting an assignment</p> <p><input type="checkbox"/> Reversals and transpositions of letters and number not marked wrong, only pointed out for correction</p> <p><input type="checkbox"/> Allow student to print</p> <p><input type="checkbox"/> Allow classroom peer to make copies of notes for student</p> <p><input type="checkbox"/> Student is on modified grading system</p> <p><input type="checkbox"/> Oral presentations, reports, projects, role-playing, etc.</p> <p><input type="checkbox"/> Allow more time for regular assignments.</p> <p><input type="checkbox"/> Collect work completed in class and grade according to amount accomplished</p> <p><input type="checkbox"/> Use of outline presented before class</p> <p><input type="checkbox"/> Use of handout, transparencies, maps charts to emphasize major points in lecture.</p> <p><input type="checkbox"/> Allow teacher assistant/volunteer to take notes for student</p>
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SUGGESTED BEHAVIORAL INTERVENTIONS

Teacher Candidate: _____ Date: _____

Reported by: _____

Check all strategies attempted: Current Progress Report for Special Services

<ul style="list-style-type: none"> <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Model desired behavior <input type="checkbox"/> Positive reinforcement (rewards) <input type="checkbox"/> Consequences <input type="checkbox"/> Class-wide discipline plan <input type="checkbox"/> Parent contact <input type="checkbox"/> Graded only on work completed <input type="checkbox"/> Mark correct and acceptable work, not mistakes <input type="checkbox"/> Repeat instructions/provide more detailed directions <input type="checkbox"/> Student repeats directions <input type="checkbox"/> Individual learning packages with clearly stated objectives <input type="checkbox"/> Student monitoring system-daily <input type="checkbox"/> Student monitoring system-weekly <input type="checkbox"/> Student monitoring system-monthly <input type="checkbox"/> Progress charts, informal individual feedback, interviews etc. <input type="checkbox"/> Give instructions through several channels (visual, verbal etc.) <input type="checkbox"/> Break assignments into series of smaller assignments <input type="checkbox"/> Interest checklists, informal interview to determine students interests <input type="checkbox"/> Student reinforcement/reward system <input type="checkbox"/> Performance/"hands on" activities/physical assignments <input type="checkbox"/> Use of visual materials (charges, filmstrips, maps, slides etc.) <input type="checkbox"/> Use of audio materials (tapes, records etc.) <input type="checkbox"/> Speak more slowly <input type="checkbox"/> Individualized learning center, contracts or learning packages. 	<ul style="list-style-type: none"> <input type="checkbox"/> Laboratory/"hands on" learning discovery <input type="checkbox"/> Programmed learning/self checking materials <input type="checkbox"/> Use of independent study experiences/projects <input type="checkbox"/> List of reinforcing activities <input type="checkbox"/> Pass/fail grading system <input type="checkbox"/> Pass/fail attendance system <input type="checkbox"/> Receive credit if work is commensurate with ability/F if effort is not present <input type="checkbox"/> Changed seating <input type="checkbox"/> Changed instructor <input type="checkbox"/> Computer-assisted instruction <input type="checkbox"/> Counseled with student <input type="checkbox"/> Conferred with parents/guardian <input type="checkbox"/> Implemented home program follow through with reinforcement system <input type="checkbox"/> Referred for counseling <input type="checkbox"/> Receiving counseling <input type="checkbox"/> Use of arts project as means of expressing knowledge (pictures collages, murals, paper mache, comic strips etc.). <input type="checkbox"/> Ability for student to work in area where they are physically comfortable <input type="checkbox"/> Ability to move around room without being disruptive <input type="checkbox"/> Monitoring system that tracks positive attributes of a student <input type="checkbox"/> Monitoring of behavioral interventions, restraints, detentions, suspensions (OSS & ISS) citations <input type="checkbox"/> Record of community problems <input type="checkbox"/> Documentation of effectiveness of behavioral intervention(which have worked, which haven't) <input type="checkbox"/> Documentation of medications taken, frequency, duration, and effectiveness <input type="checkbox"/> List of non-reinforcing activities
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

To: Teacher(s) of (Name of student) _____

From: _____ Date: _____

I have asked the above student to request a current progress report on their work in your class. This is intended to encourage the student to take responsibility for their class work and allow you to talk with them directly about their class work and assignments. This will also provide a way to communicate their progress to others who may need to know. If a current grade is not available, please comment on progress. Is the student completing assignments or not completing assignments?

Thank you for your cooperation.

Class period or Subject	Assignments/Comments	Current Grade	Teacher's Signature

TEACHER CANDIDATE EVALUATION OF COOPERATING TEACHER

Elementary, secondary and special education teachers developed this form. It provides an overview of the cooperating teacher's role. For tabulation efficiency and to prepare an overall program assessment, teacher candidates will complete the evaluation on-line during the final seminar. They will receive an email allowing access and giving instructions. If the web version is not available, the student should complete this form and mail it to the Office of Field Experiences.

Cooperating teachers may use this form to reflect on their role as a supervising teacher. Teacher candidates who worked with more than one cooperating teacher should complete this form for each individual cooperating teacher.

Teacher Candidate: _____ Semester: _____

Cooperating Teacher: _____

Cooperating Teacher's Level: ___ Elementary ___ Secondary ___ Special Education

My Cooperating Teacher:	Always (4)	Usually (3)	Seldom (2)	Never (1)	N/A
1. Acquainted me with routine teaching details (i.e. progress reports, fire drills, safety procedures, etc.)					
2. Helped me to feel welcome in the school.					
3. Discussed the curriculum for the grade or subject to be taught.					
4. Helped me design and organize learning environments:					
a) that accommodate individual learning styles					
b) in which students are active learners.					
5. Guided me in designing learning environments that:					
a) promote self-esteem					
b) encourage respect for the rights, interests, abilities and heritage of others.					
6. Helped me plan a variety of teaching techniques, use of resources and materials.					
7. Discussed purposes and objectives of lessons.					
8. Required and discussed written lessons plans.					
9. Provided time for cooperative planning.					
10. Observed my teaching & provided helpful feedback in a follow-up conference.					
11. Helped identify problems and plan several alternative solutions.					
12. Allowed me to make independent decisions in my teaching.					
13. Related my student teaching experience to conditions I will encounter in the field.					
14. Allowed me sufficient opportunities for complete responsibility and management of the class.					
15. Respected me as a colleague.					

Briefly complete the following sentences:

My cooperating teacher was helpful to me by...

My cooperating teacher could have been more helpful to me by...

TEACHER CANDIDATE/INTERN EVALUATION OF UNIVERSITY SUPERVISOR

This form provides supervisors with important feedback regarding their role. Interns can use this paper form whereas teacher candidates will complete this evaluation online during the final seminar to prepare an overall program assessment. If the web version is not available, the candidate can complete this form and mail it to the Office of Field Experiences. Teacher candidates who worked with more than one university supervisor should complete this form for each individual supervisor.

Teacher Candidate/Intern: _____ Semester: _____

University Supervisor: _____

My university supervisor:	Always (4)	Usually (3)	Seldom (2)	Never (1)
1. Helped me determine goals to improve my effectiveness as a teacher.				
2. Conducted conferences in a professional manner.				
3. Provided me with immediate feedback after an observation, including my progress toward achieving the learning outcomes.				
4. Gave me constructive suggestions including written feedback.				
5. Asked for my reflections and impressions following an observation.				
6. Demonstrated active listening skills when conferring with me.				
7. Was willing to spend extra time with me when I requested help.				
8. Showed genuine interest in my progress and was fair in evaluating my performance.				
9. Helped me evaluate my progress at midterm.				
10. Allowed me time to improve my teaching skills prior to the final observation.				

Briefly complete the following sentences:

My university supervisor was helpful to me by...

My university supervisor could have been more helpful by...

STUDENT TEACHING TIMELINE GUIDE FOR 10-WEEK PLACEMENTS

Special Education Teacher Candidates

UNIVERSITY SUPERVISOR & COOPERATING TEACHER: FORMS TO BE RETURNED

Please return forms to the Office of Field Experiences by mail, scan/email, or fax: 406-243-4908.

umfielddexperiences@umontana.edu

DUE DATE	✓	FORM(S)	WHO
Autumn Semester: Sep. 15 Spring Semester: Feb. 15		Pay forms OR Credit Registration for Continuing Education	UM supervisor and cooperating teacher
Week Five		Midterm portion of Midterm/Final Assessment	Submission: <i>Only</i> required for out of state placements or to report student progress concerns (UM supervisor and/or cooperating teacher)
Week Ten		Content Knowledge Assessment	Cooperating teacher completes/UM supervisor reviews and signs
		Final portion of Midterm/Final Assessment	UM supervisor and cooperating teacher
		Summative Assessment	UM supervisor
		Mileage Report (if applicable)	UM supervisor

OVERVIEW: RESPONSIBILITIES AND SUGGESTED TIMELINES

TEACHER CANDIDATE	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
<p>Apply and evaluate your teaching philosophy while learning all aspects of teaching to benefit individuals with exceptionalities and their families, adhering to the “CEC Code of Ethics for Educators of Persons with Exceptionalities.”</p> <p>Assume all responsibilities to becoming a full-time competent special education teacher.</p>	<p>Provide developmentally sequenced learning experiences to enable the teacher candidate to achieve Proficiency in the four domains outlined in Charlotte Danielson’s Framework for Teaching (see Midterm/Assessment form) and based on the “CEC Code of Ethics for Educators of Persons with Exceptionalities.”</p>	<p>Help direct the growth and development of the teacher candidate to achieve Proficiency in the four domains outlined in Charlotte Danielson’s Framework for Teaching (see Midterm/Assessment form) and based on the “CEC Code of Ethics for Educators of Persons with Exceptionalities.”</p> <p>Help develop a collaborative partnership between the College of Education, school administration, classroom teachers and teacher candidates.</p>
WEEKS 1–2		
<p>► Review <u>Special Education Student Teaching and Internship Handbook and forms in Appendix.</u></p> <p>► Become familiar with teaching schedule and responsibilities.</p> <p>► Observe classes and learn the routine and students names. Review student’s IEP’s/assessments</p> <p>► Begin participation in co-teaching. Collaborate with the cooperating teacher as lesson plans for the upcoming week are prepared.</p> <p>► Continue to work on your Professional Development Portfolio.</p> <p>► Collaborate with cooperating teacher to send an introductory letter to parents or guardians of students.</p>	<p>► Review <u>Special Education Student Teaching and Internship Handbook and forms in Appendix.</u></p> <p>► Orient teacher candidate to all school policies and classroom procedures.</p> <p>► Develop preplans, assessment plans and plan conference times. The time frame may be modified.</p> <p>► Begin participation in co-teaching. Include the teacher candidate in your lesson planning process.</p> <p>► Collaborate with teacher candidate to send an introductory letter to parents or guardians of your students.</p>	<p>► Review <u>Special Education Student Teaching and Internship Handbook and forms in Appendix.</u></p> <p>► Initial Visit: Complete within first week and introduce yourself to the school office personnel. This visit is not a formal observation. Schedule 4 observations for a 10-week assignment.</p> <p>► Confirm that cooperating teacher and teacher candidate reviewed <i>The Special Education Student Teaching and Internship Handbook.</i></p>

WEEKS 3- 4

- ▶ Increase planning/teaching responsibilities.
- ▶ Seek ongoing opportunities to observe and reflect. Ask questions and seek specific feedback.
- ▶ Plan to attend at least one Child Study Team (CST)
- ▶ Begin the process of developing/implementing the first of your 2 IEP's.

- ▶ Continue co-planning. Support the teacher candidate in taking a leadership role in some of the co-planning.
- ▶ Continue co-teaching activities that alternate the leadership role with the teacher candidate.
- ▶ Identify a CST date your student can attend.
- ▶ Review school expectation for developing IEP's with the student. Identify 2 opportunities for the student to develop, implement and evaluate two IEPs.

- ▶ Continue observation and conferences; provide student with written assessments.
- ▶ At observation meetings, review student developed IEP's, assessment examples, and the portfolio.
- ▶ Confer with the cooperating teacher and teacher candidate about the student's growth or follow up with a telephone call or e-mail.

WEEK 5: MIDTERM

- ▶ Complete **Midterm Assessment** as a self-assessment before the midterm conference with your cooperating teacher and university supervisor.
- ▶ Schedule a midterm conference with university supervisor and cooperating teacher.
- ▶ Following the conference, write a midterm reflection. Review your goals for student teaching and include a summary of:
 - (a) Progress towards meeting your student teaching goals. If you accomplished your goals, do you have one or two new goals?
 - (b) Your teaching strengths and challenges, and areas to continue to develop.
- ▶ Continue adding to your Professional Development Portfolio.

- ▶ Complete midterm portion of the **Midterm/Final Assessment** and review it with the teacher candidate and university supervisor. All criteria may not have been observed at this time. Return midterm to Office of Field Experiences if this is an out-of state placement, OR if the candidate is not making satisfactory progress.
- ▶ Continue observing and scheduling conferences with the teacher candidate.
- ▶ **Optional:** Ask teacher candidate to complete *Cooperating Teacher Evaluation* and discuss your assistance as a mentor teacher.

- ▶ Schedule a midterm conference with cooperating teacher and teacher candidate. Complete midterm portion of the **Midterm/Final Assessment** with the cooperating teacher and teacher candidate. If this is an out-of state placement, OR if the candidate is not making satisfactory progress, return the midterm to the Office of Field Experiences. All criteria may not have been observed by midterm. Review the teacher candidate goals for improving teaching.
- ▶ Continue observing and scheduling conferences with the teacher candidate.
- ▶ **Optional:** Ask student to complete the *University Supervisor Evaluation* and discuss what has been helpful and where they may appreciate more help.

WEEKS 6-9

- ▶ Continue adding teaching responsibilities. Take a stronger leadership role in the co-planning and co-teaching activities.
- ▶ Administer an assessment and record data.
- ▶ Continue adding to your Professional Development Portfolio.

- ▶ Continue planning, reviewing lesson plans, CST's, IEP's, informal and formal assessments of students, observing, and scheduling conferences with the teacher candidate.
- ▶ Plan some time for the teacher candidate to be in the classroom alone.

- ▶ Continue observations and conferences; provide student with written assessments.
- ▶ Review progress and goals to discuss feasibility of achieving goals by the end of assignment.

WEEK 10

<ul style="list-style-type: none"> ▶ Complete student teaching responsibilities. ▶ Schedule final conference with cooperating teacher and university supervisor to discuss Final Assessment, letter grades and sign paperwork. ▶ Give cooperating teacher and university supervisor self-addressed, stamped envelopes for their recommendation letters. Disseminate to Career Services/Credential file if appropriate or keep for your records. ▶ Clarify your Professional Development Portfolio due date and submission process with your assigned Special Education Portfolio Instructor if you have not done so. (Please contact your instructor if you have questions about portfolio due dates or expectations – not the Office of Field Experiences). 	<ul style="list-style-type: none"> ▶ Complete Final portion of the Midterm/Final Assessment. ▶ Review and complete Content Knowledge Assessment. ▶ Schedule final conference with university supervisor to discuss Final Assessment and determine final letter grades on Summative Assessment. Meet with teacher candidate and university supervisor to review results of conference and sign paperwork. ▶ Give Final Assessment to university supervisor for submission to Office of Field Experiences. ▶ Complete a recommendation form or letter for teacher candidate. ▶ Mail letter of recommendation <i>to the teacher candidate</i>. This will allow the candidate to disseminate the letter to Career Services if a Credential File is maintained or to file the letter with their own professional documents. 	<ul style="list-style-type: none"> ▶ Complete Final Assessment. ▶ Schedule final conference with cooperating teacher to discuss Final Assessment, review and complete Content Knowledge Assessment and record final letter grades on Summative Assessment. Meet with teacher candidate and cooperating teacher to review results of final conference and sign paperwork. ▶ <u>Submit to the Office of Field Experiences</u> <ul style="list-style-type: none"> <input type="checkbox"/> Your <i>Summative Assessment</i> <input type="checkbox"/> Your <i>Final Assessment</i> <input type="checkbox"/> Cooperating teacher's <i>Final Assessment</i> <input type="checkbox"/> <i>Content Knowledge Assessment</i> <p>Note: These forms must be submitted on time to meet grade posting, graduation, and licensure requirements.</p> <ul style="list-style-type: none"> ▶ Complete a letter of recommendation or form for the teacher candidate. ▶ Mail letter of recommendation to the student. This will allow the student to disseminate the letter to Career Services if a Credential File is maintained or file the letter with their own professional documents.
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- ❖ *Teacher candidates may miss no more than three days of teaching for illness or family emergency, and must leave complete lesson plans for all classes they are teaching for the cooperating teachers to use in the teacher candidate's absence.*
- ❖ ***Notify the Director of Field Experiences immediately if any teacher candidate, in state or out of state, has a majority of ratings of 2 or less and send copies of the midterm assessment. All out-of-state supervisors should return a midterm assessment to the Office of Field Experiences.***

INTERNSHIP TIMELINE GUIDE FOR 10-WEEK PLACEMENTS

Special Education Interns

UNIVERSITY SUPERVISOR & COOPERATING TEACHER: FORMS TO BE RETURNED

Please return forms to the Office of Field Experiences by mail, scan/email, or fax: 406-243-4908.

umfielddexperiences@umontana.edu

DUE DATE	√	FORM(S)	WHO
Autumn Semester: Sep. 15 Spring Semester: Feb. 15		Pay forms OR	UM supervisor and mentor teacher
		Credit Registration for Continuing Education	
		Data Verification Form	
Week Five		Midterm Assessment	Submission: <i>Only</i> required for out of state placements or to report student progress concerns (UM supervisor)
Week Ten		Contact Log	Mentor Teacher
		Final portion of Midterm/Final Assessment	UM supervisor
		Summative Assessment	UM supervisor
		Mileage Report (if applicable)	UM supervisor

OVERVIEW: RESPONSIBILITIES AND SUGGESTED TIMELINES

Intern Responsibilities	Mentor Teacher Responsibilities	University Supervisor Responsibilities
Apply and evaluate your teaching philosophy, while learning all aspects of teaching. Review UM <i>Special Education Student Teaching and Internship Handbook</i> .	Provide positive support and guidance for the intern and create time for periodic discussions for the intern to ask questions, reflect on teaching progress, and assist in building relationships throughout the school community. Allow the intern to share some successes.	Help direct the growth and development of the intern teacher to achieve Proficiency in the four domains outlined in Charlotte Danielson's Framework for Teaching (see Midterm/Assessment form). Help build a collaborative partnership between the College of Education, school administration, classroom teachers and teacher candidates.
WEEKS 1		
<p>► Review <u>Special Education Student Teaching and Internship Handbook</u> and forms in Appendix.</p> <p>► Review evaluation criteria in <i>Special Education Student Teaching and Internship Handbook</i>.</p> <p>► Complete initial visit with your university supervisor. Discuss the benefits you hope to gain from your internship and the goals you have set for yourself for the next 10 weeks.</p> <p>► Contact your Special Education Advisor for information about Professional Development Portfolio requirements.</p> <p>► Begin work on your Professional Development Portfolio.</p>	<p>► Review <u>Special Education Student Teaching and Internship Handbook</u> and forms in Appendix.</p> <p>► Initial visit with intern. Discuss how your strengths can assist with the intern's professional growth and development as a teacher.</p> <p>► Determine times to meet with intern to discuss issues, concerns or other teaching aspects that may help the intern. Offer assistance with required reports, or other paper work for CST or IEP meetings and follow-up progress reports.</p>	<p>► Review <u>Student Teaching and Handbook</u> and forms in Appendix.</p> <p>► Review evaluation criteria in <i>Student Teaching Handbook</i>.</p> <p>► Complete an initial visit with the intern to review responsibilities and introduce yourself to school office personnel. Schedule 4 observations for a 10 week assignment.</p>

WEEKS 2-4		
▶ Work to increase competency in the evaluation criteria areas.	▶ Continue with mentoring of assigned intern, adhering to the 5 principles for effective mentoring (listed at the end of this form) and your district's guidelines for mentoring beginning teachers.	▶ Begin observations and conferences; provide student with written assessments.
WEEKS 5		
▶ Complete Midterm Assessment as a self-assessment before midterm conference with university supervisor. ▶ Following the conference, write a midterm reflection. Review your goals for student teaching and include a summary of: (a) Progress towards meeting your student teaching goals. If you accomplished your goals, do you have one or two new goals? (b) Your teaching strengths and challenges, and areas to continue to develop.	▶ Based on your review of the intern's midterm self-reflection, seek ways you can provide guidance or help arrange additional opportunities to facilitate the individual's growth and development as a teacher.	▶ Schedule a midterm conference with intern. ▶ Complete midterm portion of the Midterm/Final Assessment. Confer with the intern concerning his/her midterm self-reflection and review the intern's goals to improve his/her effectiveness as a teacher. If any concerns, or if an intern has a majority of ratings of 2 or lower, contact the Director of Field Experiences immediately.
WEEK 6-9		
▶ Continue to enhance competencies.	▶ Continue to mentor	▶ Complete remaining observations.
WEEKS 10		
▶ Schedule final conference with university supervisor to discuss Final Assessment , letter grades and sign paperwork. ▶ Submit Professional Development Portfolio to your Special Ed advisor. ▶ Consult with Licensure & Assessment Manager, in Office of Field Experiences, to add endorsement. Order an official transcript to be sent to the Phyllis J. Washington College of Education, Licensure & Assessment Manager, University of Montana.	▶ Continue to mentor ▶ Submit the Contact Log to the Office of Field Experiences.	▶ Schedule final conference with cooperating teacher to discuss Final Assessment , review and complete Content Knowledge Assessment and record final ▶ Submit to the Office of Field Experiences <input type="checkbox"/> Your Summative Assessment <input type="checkbox"/> Your Final Assessment <input type="checkbox"/> Content Knowledge Assessment Note: These forms must be submitted on time to meet grade posting and licensure requirements.

❖ **Notify the Director of Field Experiences immediately if any intern, in state or out of state, has a majority of ratings of 2 or less and send copies of the midterm assessment. All out-of-state supervisors should return a midterm assessment to the Office of Field Experiences.**

FIVE PRINCIPLES FOR EFFECTIVE MENTORING*

- 1. Identify/acknowledge who you are and what you can offer as a mentor to a beginning teacher.**
What goals do you have as a mentor? How can you encourage a beginning teacher?
- 2. Help build relationships with the new teacher and other teachers in the school.**
Assist the intern in identifying /observing different teaching styles and develop their personal teaching strengths.
- 3. Create opportunities for quality conference time.**
Be a good listener and maintain confidentiality.
- 4. Assist the intern in on-going self-reflection.**
Consider different approaches such as a journal for one or two weeks.
- 5. Maintain/help develop a "Professional Community of Learners."**
Encourage the intern to join and become active in a professional organization. Attend conferences, workshops, seminars, etc.

STUDENT TEACHING TIMELINE GUIDE FOR 12-WEEK PLACEMENTS

Elementary Teacher Candidates Seeking Special Education Endorsement

UNIVERSITY SUPERVISOR & COOPERATING TEACHER: FORMS TO BE RETURNED

Please return forms to the Office of Field Experiences by mail, scan/email, or fax: 406-243-4908.

umfielddexperiences@umontana.edu

DUE DATE	√	FORM(S)	WHO
Autumn Semester: Sep. 15 Spring Semester: Feb. 15	✓	Pay forms OR	UM supervisor and cooperating teacher
		Credit Registration for Continuing Education	
Week Six		Midterm portion of Midterm/Final Assessment	Submission: <i>Only</i> required for out of state placements or to report student progress concerns (UM supervisor and/or cooperating teacher)
Week Twelve		Content Knowledge Assessment	Cooperating teacher completes/UM supervisor reviews and signs
		Final portion of Midterm/Final Assessment	UM supervisor and cooperating teacher
		Summative Assessment	UM supervisor
		Mileage Report (if applicable)	UM supervisor

OVERVIEW: RESPONSIBILITIES AND SUGGESTED TIMELINES

TEACHER CANDIDATE	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
Apply, and evaluate your teaching philosophy while learning all aspects of teaching. Gradually assume responsibilities to become a full-time competent professional teacher.	Maintain your role as the classroom leader while teaming with the student to gradually assume more responsibilities in the classroom to achieve Proficiency in the four domains outlined in Charlotte Danielson’s Framework for Teaching (see Midterm/Assessment form).	Help direct the growth and development of the teacher candidate to achieve Proficiency in the four domains outlined in Charlotte Danielson’s Framework for Teaching (see Midterm/Assessment form). Help build a collaborative partnership between the College of Education, school administration, classroom teachers and teacher candidates.
WEEKS 1–2		
<p>▶ Review Student Teaching Handbook and forms in Appendix.</p> <p>▶ Become familiar with teaching schedule and responsibilities.</p> <p>▶ Observe classes and learn the routine and students names.</p> <p>▶ Begin participation in co-teaching. Collaborate with the cooperating teacher as lesson plans for the upcoming week are prepared.</p> <p>▶ Collaborate with cooperating teacher to send an introductory letter to student parents/guardians.</p>	<p>▶ Review Student Teaching Handbook and forms in Appendix.</p> <p>▶ Orient teacher candidate to all school policies and classroom procedures.</p> <p>▶ Develop preplans, assessment plans and plan conference times. The time frame may be modified.</p> <p>▶ Begin participation in co-teaching. Include the teacher candidate in your lesson planning process.</p> <p>▶ Collaborate with teacher candidate to send an introductory letter to parents or guardians of your students if desired.</p>	<p>▶ Review Student Teaching Handbook and forms in Appendix.</p> <p>▶ Initial Visit: Complete within first two weeks and introduce yourself to the school office personnel. This visit does not serve as a formal observation. Schedule five formal observations for the 12-week field experience.</p> <p>▶ Confirm that cooperating teacher and teacher candidates reviewed the handbook.</p>

WEEKS 3- 5

- ▶ Increase planning/teaching responsibilities.
- ▶ Continue co-teaching activities and alternate leadership roles with the cooperating teacher.
- ▶ Seek ongoing opportunities to observe and reflect. Ask questions and seek specific feedback.
- ▶ Continue work with individuals and small groups as assigned.

- ▶ Continue observing and providing feedback for the teacher candidate.
- ▶ Continue co-planning. Support the teacher candidate in taking a leadership role in some of the co-planning.

- ▶ Begin observations and conferences; provide student with written assessments.

WEEK 6

- ▶ Continue adding teaching responsibilities.
- ▶ Complete midterm portion of the **Midterm/Final Assessment** as a self- assessment.
- ▶ Schedule a midterm conference with university supervisor and cooperating teacher.
- ▶ Following the conference, write a midterm reflection. Review your goals for student teaching and include a summary of:
 - (a) Progress towards meeting your student teaching goals. If you accomplished your goals, do you have one or two new goals?
 - (b) Your teaching strengths and challenges, and areas to continue to develop.

- ▶ Continue planning, reviewing lesson plans, observing and scheduling conferences with the teacher candidate.
- ▶ Schedule a midterm conference with university supervisor and teacher candidate.
 - ▶ Complete midterm portion of the **Midterm/Final Assessment** and review it with the teacher candidate and university supervisor. All criteria may not have been observed at this time. Return midterm to Office of Field Experiences if this is an out-of state placement, OR if the candidate is not making satisfactory progress.
 - ▶ **Optional:** Ask teacher candidate to complete *Cooperating Teacher Evaluation* and discuss your assistance as a mentor teacher.

- ▶ Continue observations and conferences; provide student with written assessments. At each observation review lesson plans and assessment examples. Confer with the cooperating teacher and teacher candidate about the candidate’s growth as a teacher, or follow up with a telephone call or e-mail.
- ▶ Schedule a midterm conference with cooperating teacher and teacher candidate.
- ▶ Complete midterm portion of the **Midterm/Final Assessment** with the cooperating teacher and teacher candidate. If this is an out-of state placement, OR if the candidate is not making satisfactory progress, return the midterm to the Office of Field Experiences. All criteria may not have been observed by midterm. Review the teacher candidate goals for improving teaching.
- ▶ **Optional:** Ask teacher candidate to complete the *University Supervisor Evaluation* and discuss what has been helpful and where they may appreciate more help.

WEEKS 7-11

- ▶ Continue adding teaching responsibilities. Take a stronger leadership role in the co-planning and co-teaching activities.

- ▶ Continue mentoring of teacher candidate. Provide ongoing feedback as the teacher candidate takes a stronger role in co-planning and co-teaching.
- ▶ Plan some time for the teacher candidate to be in the classroom alone.
- ▶ Continue providing some opportunities for the candidate to be in the classroom alone and/or to teach some periods independently.

- ▶ Continue observations and conferences; provide student with written assessments.
- ▶ Review progress and goals to discuss feasibility of achieving goals by the end of assignment.

WEEK 12

<ul style="list-style-type: none"> ▶ Complete student teaching responsibilities. ▶ Schedule final conference with cooperating teacher and university supervisor to discuss Final Assessment, letter grades and sign paperwork. ▶ Give cooperating teacher and university supervisor self-addressed, stamped envelopes for their recommendation letters. Disseminate to Career Services/Credential file if appropriate or keep for your records. ▶ Clarify your Applied Research and Reflective Practice due date and submission process with your assigned Instructor if you have not done so. (Please contact your instructor if you have questions about Applied Research and Reflective Practice due dates or expectations – not the Office of Field Experiences). 	<ul style="list-style-type: none"> ▶ Complete Final portion of the Midterm/Final Assessment. ▶ Review and complete Content Knowledge Assessment. ▶ Schedule final conference with university supervisor to discuss Final Assessment and determine final letter grades on Summative Assessment. Meet with teacher candidate and university supervisor to review results of conference and sign paperwork. ▶ Give Final Assessment to university supervisor for submission to Office of Field Experiences. ▶ Complete a recommendation form or letter for teacher candidate. ▶ Mail letter of recommendation <i>to the teacher candidate</i>. This will allow the candidate to disseminate the letter to Career Services if a Credential File is maintained or to file the letter with their own professional documents. 	<ul style="list-style-type: none"> ▶ Complete Final portion of the Midterm/Final Assessment. ▶ Schedule final conference with cooperating teacher to discuss Final Assessment, review and complete Content Knowledge Assessment and record final letter grades on Summative Assessment. Meet with teacher candidate and cooperating teacher to review results of final conference and sign paperwork. ▶ Submit to the Office of Field Experiences <ul style="list-style-type: none"> □ Your <i>Summative Assessment</i> □ Your <i>Final Assessment</i> □ Cooperating teacher's <i>Final Assessment</i> □ <i>Content Knowledge Assessment</i> <p>Note: These forms must be submitted on time to meet grade posting, graduation, and licensure requirements.</p> <ul style="list-style-type: none"> ▶ Complete a letter of recommendation or form for the teacher candidate. ▶ Mail letter of recommendation to the student. This will allow the student to disseminate the letter to Career Services if a Credential File is maintained or file the letter with their own professional documents.
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- ❖ *Teacher candidates may miss no more than three days of teaching for illness or family emergency, and must leave complete lesson plans for all classes they are teaching for the cooperating teachers to use in the teacher candidate's absence.*
- ❖ ***Notify the Director of Field Experiences immediately if any teacher candidate, in state or out of state, has a majority of ratings of 2 or less and send copies of the midterm assessment. All out-of-state supervisors should return a midterm assessment to the Office of Field Experiences.***

The University of Montana Student Teaching Transcript Request

This request is for one *unofficial* transcript to be attached to your student teaching application only. All other unofficial and all official transcript requests must be submitted to the Registrar's Office. Submit this form to Teacher Education Services reception area, second floor of the Phyllis J. Washington Education Center. **One week processing time required. Transcript will be released solely to the student to which it belongs. Student must show a photo ID at time of pick up.**

Name: (Please Print) _____
Last First Middle/Maiden

Previous/other names: _____

Student ID number: _____ Birth date: _____

Phone: _____ Email address: _____

Request signature: _____

Pick up signature: _____

Date of request: _____

Administrative Use Only		
Date printed: _____	Date picked up: _____	ID verified: _____

UNIVERSITY SUPERVISOR OBSERVATION LOG
The University Of Montana

Teacher Candidate/Intern: _____

	Date of visit	Observation Time	Conference Time	Subject Taught
Introductory Visit				
1st Observation				
2nd Observation				
3rd Observation				
Midterm Conference				
4th Observation				
5th Observation				
6th Observation				
Final Conference				
Before the final conference with the cooperating teacher, request that s/he complete their <i>Final Assessment</i> form. You will be responsible for submitting all final evaluations.				
OTHER: Conferences or Visits				

Plan to observe teacher candidates at least four times (for a ten-week placement), six times (for a 16-week placement). Additional observations may be needed if the teacher candidate has problems. If more observations are anticipated, contact the Director of Field Experiences regarding the nature of the problem and plans for a Professional Growth Plan.

University Supervisor Signature: _____