

**UNIVERSITY OF GREAT FALLS
TEACHER EDUCATION HANDBOOK**

**Compiled by
The Teacher Education Committee**

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Definitions

A familiarity with the following terms will help you further understand contents of this handbook.

Department of Education

The Department of Education is the division within The University of Great Falls. Its primary function and responsibility is the preparation of teachers for service in both elementary and secondary schools.

Advisor

Each education student will be assigned an advisor within the education department. Secondary education students typically have two advisors; one in the education department and one in his/her content area. Your advisor will help you plan your course of study, and you should meet with him/her as you register each semester. If you have not been assigned an education advisor, you should contact the admissions office and request one.

Application to the Teacher Education Program

Students must formally apply to the Teacher Education Program. These applications are emailed to the student by the Academic Program Assistant in the education office. It should be noted that students cannot apply for admission to the Teacher Education Program and student teaching simultaneously.

Admission to the Teacher Education Program

Applications to the Teacher Education Program will be reviewed by the teacher education committee. The applicant may be fully admitted, provisionally admitted, or denied admission based on criteria and procedures explained later in this handbook.

Teacher Education Program interview

As part of the application procedure to the Department of Education, each candidate will schedule an interview with the teacher education committee. Interview dates will be announced.

Conference of Record

The “Conference of Record” is a meeting between a student and a faculty member for the purpose of discussing and documenting concerns regarding that student’s knowledge, skills, and/or dispositions required for the teacher education program. This form is used to document that meeting.

Teacher education committee

The teacher education committee consists of professors from within the education department. The Academic Dean or the dean’s designee will serve as an ex-officio member. The primary function of this committee is to review applications to the Teacher Education Program.

Montana Office of Public Instruction (OPI)

The Montana Office of Public Instruction sets standards for all schools of education in Montana. You will apply for your teaching license through the University of Great Falls Licensure Official.

Planning Guides (Planners)

Planners detail the list of courses that you will take in preparation for graduation and teacher licensure. These planners reflect your progress in the university core and all major areas, minor areas, and areas of concentration. Clean, up to date planners must be turned in with your Teacher Education Program application, your student

teaching application, your graduation application, and your application for teacher licensure. It is your responsibility to maintain your planners in a clean, presentable, professional manner.

Application for student teaching

A student teaching placement is obtained by formal application. These applications are available through the education office. Please note that you may not apply for the Teacher Education Program and student teaching simultaneously. The deadline for applying for fall student teaching is January 31, and September 30 is the deadline for those applying for spring student teaching. All student teaching placements are made through the education office. Under no circumstances should the student teacher candidate arrange his/her own student teaching placement.

Student teaching

Student teaching is the capstone experience. It is generally fifteen weeks in length and must be taken in conjunction with the student teaching seminar. The student teaching experience is graded on a pass/fail basis. Some areas of endorsement require an additional student teaching placement. Please consult with your advisor.

Student teaching seminar

The student teaching seminar is a two credit class which is taken in conjunction with your student teaching. Attendance at these seminars is required, and letter grades are given. Distance students may make other provisions since they may not be able to travel to the seminars.

University supervisor

A university supervisor will be assigned to guide you through your student teaching experience. This supervisor will observe your teaching periodically and will conduct both formative and summative evaluations of your performance. (See appendices C and E).

Mentoring teacher

The mentoring teacher is the teacher under whom you will directly work while completing your student teaching. This teacher will guide your development and be responsible for both formative and summative evaluations of your performance.

Licensure official

The certification official is the staff member who processes your application to The Montana Office of Public Instruction for your teacher licensure. You may apply for teacher licensure only after all academic requirements have been met and final grades have been posted.

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Introduction

The education program at The University of Great Falls prepares prospective elementary, secondary, and special education teachers by providing a thorough and balanced education in both pedagogy and content knowledge.

This handbook will serve as your guide as you enter and progress through the University's education program. It is divided into three parts. The first part details requirements you must fulfill to be formally admitted to the education program. Once you have been admitted, certain requirements exist to maintain that status. Those requirements are also detailed in part one.

Part two of this handbook lists the requirements you must meet before you are placed into student teaching. It also details the requirements you must meet during your student teaching experience.

Part three of this handbook details procedures you must follow to obtain your teacher's license.

Part four of this handbook contains general information, policy statements and appendices.

Please read this handbook carefully. You are responsible for meeting all of the requirements and responsibilities listed within.



University of Great Falls
Teacher Education Program
Conceptual Framework

What Does it Mean to Be Human?

A-1 To understand, to apply and to teach the communication skills of listening, speaking, reading, writing, and viewing effectively in formal education and for lifelong learning (10.58.501: f, h, m)

80% of candidates will demonstrate effective writing, speaking and listening skills.

A-2 To identify and apply the concept of individuality of all learners, demonstrate understanding about how one's culture, race and experiences impact attitudes, social interactions, education, and expectations (10.58.501: a, d, e)

Fewer than 10% of candidates receive a score of 1 or 2 on the KSD form on items 14, 22, 26, 27.

Candidates will demonstrate specific teaching methods that exhibit knowledge of diverse cultures and/or learning approaches and promote equitable access for educational opportunities for all.

A-3 To understand and apply concepts of cognitive, physical, and emotional development and social interaction to teaching and learning (10.58. 501: c, g)

90% of candidates know, apply, and interpret major theories of development.

What does it mean to participate in intellectual inquiry?

B-1 To believe and to teach that purposeful instruction within a society is based on established bodies of knowledge, relevant theory, and scholarly research (10.58.501: b, k, m)

80% of candidates will recognize and explain key education concepts with research-based citations.

80% of candidates will demonstrate understanding of the history and development of public education in a democratic society.

All candidates will demonstrate 80% proficiency in appropriate disciplines defined by the educational unit.

B-2 To develop appropriate experiences and content which foster higher level thinking (such as those specified in Bloom's Revised Taxonomy) (10.58.501: c, f, i)

All candidates will plan instruction supported by current effective educational research.

B-3 To understand and apply current theories of cognitive development

With an 80% proficiency, all candidates will demonstrate knowledge of the stages of cognitive development appropriate to their range of teacher preparation.

B-4 To demonstrate the ability to transfer theories and techniques learned in one course to another course and clinical experiences as necessary (10.58.501: m)

All candidates will integrate research-based effective teaching methods, techniques and assessments.

B-5 To demonstrate the evidence that student learning and metacognition has occurred based upon the following research-based seven parts of the teaching-learning cycle fundamental to improving student learning: identifies contextual factors, judges prior learning, plans instruction, teaches, assesses, analyzes, and reflects (10.58.501: j)

All candidates will demonstrate k-12 student learning appropriate to their assigned clinical placement.

What does it mean to make a living as a professional and to be a productive human being?

C-1 To consider individual and cultural differences in creating a classroom environment in which all students are accepted, valued and successful (10.58.501: d, g)

All candidates will demonstrate emerging skill in creating positive classroom environments in clinical coursework.

C-2 To define teaching as a major professional contribution for the support and maintenance of a democratic society
Candidates will define teaching as a major professional contributor to the maintenance and perpetuation of a democratic society.

What does it mean to participate in the spiritual and religious dimensions of life?

D-1 To acknowledge in the worth and dignity of each human being

All candidates will demonstrate the ability to develop and support all students.

D-2 To demonstrate character through acting honestly and maintaining the highest ethical standards in teaching and working with students, colleagues, parents and community members (10.58.501: 1)

All candidates will demonstrate the ability to act honestly and maintain the highest ethical standards.

PART ONE

TEACHER EDUCATION PROGRAM

Admission to the Teacher Education Program is by formal application. Before the application process begins you must have been fingerprinted and have had a background check done by the state of Montana. You should apply after you have taken the following courses, or their transfer equivalents, passing them with a grade of “B” or better. (Please see your advisor)

ENG 117	Writing Essays
COM 101	Fundamentals of Speech Communication
EDU 200	Orientation to Professional Education
EDU 244	Instructional Technology
EDU 261	Introduction to Exceptionalities
EDU 284	Cognitive Psychology as Applied to Learning

In addition to the above, the applicant must have an overall grade point average (GPA) of 2.75 or better. A 3.0 GPA is required in all majors, minors, and areas of concentration; any grade below a “C” in any of these areas is unacceptable.

An interview will be scheduled with the education committee. You must successfully complete this interview. You must obtain four references from Department of Education professors/instructors.

Provisional acceptance to the Teacher Education Program:

- Provisional status may be granted for deficiencies in the basic program requirements.
- A student may be moved to provisional status for deficiencies that occur after full acceptance into the Teacher Education Program.
- A student with Provisional status must remedy deficiencies with two concurrent semesters and request review of status in writing to the Teacher Education Program.
 - Those deficiencies may include unacceptable GPA, background check or disposition infraction. A conference of record will be placed in the student’s file for documentation of such action.
- Any student who does not remedy deficiencies within 2 semesters must reapply to the Teacher Education Program.
- Students on provisional status will not student teach.

Decisions concerning the status of your application will be made by the education committee each year based on knowledge, dispositions, skills, and assessment (see appendix E). In addition to the above criteria, documents in your permanent file will be considered as well as State of Montana Licensing requirements.

Please note that you cannot apply for admission to the Teacher Education Program and admission to the student teaching program simultaneously. Please also note that the deadline for applying for acceptance during the **fall semester is September 30th**; for the **spring semester is January 31st**. Under special circumstances applications will be accepted by June 15th. Contact the administrative assistant in the education office for the application to the Teacher Education Program (see appendix D). The application will be sent to you by email.

Admission to the teacher education program does not guarantee a student teaching placement. During the semester prior to the student teaching, the applicant must submit a formal application for student teaching.

The Department of Education will allow students to retake classes in the education majors with the following guidelines:

- Students may retake a maximum of three courses.
- Students may retake a course only one time to increase his/her grade.
- Every time a student retakes a course, he/she must request that the course be retaken and include the specific objectives he/she intends to achieve.
- A faculty member will reply to the student indicating if his/her objectives are accepted.
- Courses already repeated must be completed with a grade of an A or B.

THE TEACHER EDUCATION COMMITTEE

The teacher education committee consists of professors from within the department of education. The Academic Dean or the dean's designee will serve as an ex-officio member. The primary function of this committee is to review applications to the Teacher Education Program.

Schedule

The committee meets each fall and each spring to evaluate candidates. Applications may be considered during the summer semester under special circumstances.

Reporting

Following the screening process, the applicant will be notified in writing of the decision reached by the committee.

Provisional Status

A student denied admission for failure to meet competence standards may reapply once the requirements are met. A student denied admission for any reason, may reapply once reasons leading to the denial have been corrected. If a student is denied after the second application, the student may appeal the decision by following the grade appeals process as outlined in the University of Great Falls Student Handbook.

PART TWO

STUDENT TEACHING

Student Teaching is the capstone experience that will provide students with opportunities in a classroom setting. After completing all academic requirements, student teachers will observe, plan and, implement lessons and may be responsible for the delivery of the total program in a classroom. Candidates will attend monthly seminars at the university as well. They will know, understand, and apply the knowledge they have acquired during the completion of their educational program to develop the skills and dispositions necessary to be successful teachers in the school setting. Supervision is provided at the school site by both the mentoring teacher and the university supervisor. Professional ethics will be addressed during this experience (see appendix C).

To qualify for student teaching the candidate must:

- Have been admitted to the teacher education program prior to the semester of application for student teaching.
- Have completed all academic requirements outlined in the catalog and approved by an advisor.
- Have maintained a cumulative university grade point average of 2.75 or better.
- Have maintained a grade point average of 3.0 or better in all major and minor areas and/or areas of concentration.
- Have maintained a 3.0 GPA in Education courses with no grade lower than “C.”
- Be recommended by vote of the teacher education committee.
- Requests for the exceptions to the above requirements must be submitted in writing to the teacher education committee.

Candidates must submit an application for student teaching. Applications are available electronically.

Completed applications must be returned by September 30 of Fall Semester for placement in Spring or January 31 of Spring Semester for placement in Fall. A signature on the final page of the application verifies that the student has received an explanation of the procedures and conditions for suspension, revocation, and denial of teacher certification.

The application for student teaching allows a candidate to request grade ranges, subject areas, and districts. UGF cannot guarantee you a placement in any of the school districts, but will distribute your application to the school districts you have listed. The school district’s administration will make the final decision on your placement.

The primary concern of placement must be to provide appropriate experience in line with the candidate’s teacher preparation. **Under no circumstances is the prospective student teacher to seek his/her own placement.** The Department of Education may consider distance placements. The office of education submits requests for placements 2 months before the term to the cooperating school administrator. When teachers and administrators of the school have agreed upon arrangements, the Department of Education notifies the candidate of his/her assignment.

Requirements:**Secondary students**

Students will complete a semester (approximately 15 weeks) of student teaching. Experiences in both major and minor fields may be required.

Elementary students

Students will complete a semester (approximately 15 weeks) of student teaching, including experiences at one or more grade levels within the range of grades that the candidate expects to teach.

K-12 areas

Students will complete a semester (approximately 15 weeks) of student teaching. Experiences at both the elementary and secondary levels may be required.

Specialized endorsement areas

Students will complete a semester ten (10) weeks full-time for special education or eight (8) weeks for reading, including experience at a placement appropriate for the specific endorsement area. All specialized placements will follow regular educational student teaching.

Approval of an application for student teaching is effective only for the semester designated in the approved application. A student who withdraws from a student teaching placement after receiving approval, whether the withdrawal occurs during the placement or prior to its inception, must reapply.

Introduction to the Cooperating School

To become familiar with the cooperating school and the student teaching assignment, the student teacher:

- Will meet the building principal.
- Will become acquainted with the mentoring teacher(s).
- Will attend orientation meetings scheduled for the staff.
- Will ask to be introduced to other classroom teachers, special education teachers, librarians, school counselors, and other school personnel.
- Will read various staff and student handbooks to become familiar with school policies.
- Will learn the daily schedule.
- Will become familiar with classroom materials, textbooks, and manuals.

The student teaching experience is typically divided into three periods or phases. The following outline suggests to the university supervisor and the mentoring teacher a plan for the candidate's progress. It is, however, only a suggestion that may be superseded by the professional judgment of the university supervisor or the mentoring teacher.

Observation period

The student teacher will:

- Become familiar with colleagues and school facility.
- Learn names of pupils and becomes familiar with their unique needs.
- Observe instruction.
- Begin teaching, following lesson plans prepared by mentoring teacher.
- Observe classroom routine, i.e. roll taking, recording grades.
- Instruct entire class with intense supervision.
- Participate in related activities, i.e. faculty meetings, athletic events.
- Tutor individual students and small groups.
- Become familiar with content to be taught later in the semester.
- Begin to develop detailed unit/daily lesson plans.
- Construct teaching activities that motivate learning.
- Keep reflective entries, timecard, and notebook up to date.
- Attend seminars.

Participation period

The student teacher will:

- Identify special class characteristics and relates instruction to individual students.
- Manage all routine tasks and classroom procedures.
- Gradually assume full instructional responsibility for the school day, adding one subject, period or preparation every 1-2 weeks as teaching proficiency increases.
- Develop all lesson plans with guidance from mentoring teacher.
- Continue to develop instructional materials for lessons.
- Participate in faculty meetings, parent/teacher conferences, PTA meetings, district staff development workshops.
- Continue to maintain reflection entries, time card, and notebook.
- Ask mentoring teacher and university supervisor for specific feedback on instructional planning and performance.
- Attend seminars and completes other assignments as required by the university supervisor.
- Become aware of and interviews community organization, cooperating or collaborating with the school.
- Is able to substitute teach for mentoring teacher up to five times the last 12 weeks of student teaching.

Full responsibility/phase-out period

The student teacher will:

- Sustain primary responsibility for lesson planning, preparing materials, delivering instruction, and mentoring student progress.
- Implement an effective discipline plan.
- Communicate with parents (via newsletters, personal notes, phone calls).
- Assume primary responsibility for student assessment and recommends student grades to mentoring teacher.
- Provide instruction which recognizes individual students' needs.
- Continue to maintain reflection entries, time card, and notebook.
- Ask the school principal (or other building administrator, such as grade level or department chair) to observe a lesson and provide feedback.
- Complete university supervisor's evaluation.
- Attend seminars and completes other assignments as required by the university supervisor.

- Document parent and community involvement for students and school goals and activities.

EXPECTATIONS OF STUDENT TEACHERS

Together, the mentoring classroom teacher and the candidate will be in the best position to judge when the candidate is ready to assume teaching responsibilities. This decision will be based on the candidate's interests, initiative, knowledge of subject matter, willingness to accept responsibility, planning ability, and comfort level. Some candidates may begin teaching at one of the four levels of teaching during the first week, while others may require a longer observation period. As with all effective teaching, the decision will be based on individual strengths and needs. The university advises scheduling periods of observation throughout the student teaching experience.

Planning is an important part of teaching. Student teachers must develop skills in writing lesson plans that are meaningful, thorough, and well organized.

Therefore the student teachers will develop lesson plans

- The university lesson plan format is to be used for all lessons that are observed by the university supervisor. A lesson plan format template is provided in the student teacher and the mentoring teacher's booklet. (See appendix H)
- Submit all lesson plans for observed lessons to the university supervisor 48 hours in advance of observed lessons.
- Submit all lesson plans to the mentoring classroom teacher for approval.
- Follow the cooperating school requirements for lesson plans.

Student teachers will

- Submit the weekly reporting form to the university supervisor.
- Evaluate the lessons in collaboration with the mentoring classroom teacher, and/or the university supervisor.
- Write long-range units of study.
- Recognize individual differences and plan to maximize individual student strengths and support individual weakness.
- Evaluate and record student progress.
- Inform student and student's parents of progress and areas of need.
- Re-teach as needed.
- Use a variety of teaching techniques, methods, and materials.

Student teachers are expected to conduct themselves in a courteous and professional manner in all interactions throughout the student teaching experience.

Therefore student teachers will be expected to:

- Follow school staff attendance guidelines. This includes following proper procedure in case of illness or unavoidable absence.
- Observe the school's holiday schedule rather than the university's.
- Dress in an appropriate and professional manner. A good guideline is to dress as your mentoring teacher dresses.

- Attend all faculty meetings, parent-teacher conferences, and other professional meetings regularly attended by teachers.

Weekly reports

Each Friday the student teacher will prepare a report for the university supervisor. Copies of this form will be available at seminar sessions. The report should contain:

- Summary of the week's work and progress.
- General plan of upcoming week.
- Schedule of specific duties and activities in which the student teacher will be involved the following week, including room, time, and date.

The student teacher is to complete this form on Friday each week and obtain his/her mentoring classroom teacher's signature. One copy is to be sent to the university supervisor **by Monday morning**. The student teacher should retain the other copy in a personal file.

Legal status of student teacher

The State of Montana has given legal authority for the student teachers to work in a capacity similar to that of a regular teacher. The student teacher is obligated to follow instructions and to take advice from mentoring classroom teachers, university supervisors, and cooperating school administrators. If questions arise, contact your university supervisor.

Substitute teaching

The University of Great Falls does not recommend that student teachers be used as substitute teachers on a regular basis. In emergency situations or where a small substitute pool is available, student teachers may be used under the following guidelines:

- The student teacher may only substitute in the classroom to which he/she has been assigned.
- The decision to place a student teacher as a substitute will be made after discussion with the school administrator, the mentoring teacher, the university supervisor, and the student teacher.
- The student teacher has the right to accept or decline an offer to substitute teach.
- The student teacher will be considered an employee of the district when substitute teaching and will receive the same compensation as other substitute teachers.
- The student teacher may substitute no more than 5 days during his/her student teaching assignment.
- The student teacher may not be used as a substitute teacher during the first 3 weeks of his/her assignment.

Student teaching seminars

Seminars are held on the University of Great Falls campus at the beginning of and throughout the student teaching experience. Student teachers share their experiences with each other and with their supervisors in these seminars. Some seminars will deal with specific topics of interest or professional relevance. These seminars are scheduled and conducted by the Department of Education and the university supervisors. **Attendance is mandatory and will be graded in accordance with the syllabus accompanying this course.**

Visitations to other classrooms

The mentoring classroom teacher may wish to arrange for the candidate to observe other teachers. Such visitations are beneficial to the student teacher, giving exposure to a variety of teaching styles, methods of discipline, and techniques for motivation.

Professional ethics

Professional educators, prospective and in-service, should adhere to ethical guidelines.

EXPECTATIONS OF MENTORING TEACHERS

Qualifications of mentoring teachers:

Mentoring teachers are selected to facilitate the professional growth of student teachers. A mentoring classroom teacher is an experienced educator who has agreed to accept this added responsibility and is capable of providing the optimum learning experience and guidance for a student teacher. The mentoring classroom teacher must have a minimum of 3 years experience in the classroom.

Roles of the mentoring teacher

The mentoring teacher serves as a mentor to the student teacher, and much of the success of the student teaching experience depends upon that relationship. The classroom teacher demonstrates the challenge, satisfaction, and wonder of teaching, and nurtures the personal and professional growth of the student teacher. The classroom teacher also collaborates with the university supervisor to ensure a successful experience for all.

The mentoring teacher's relationship with the student teacher

The orientation period allows the mentoring teacher and the student teacher to become acquainted and to establish a comfortable working relationship. The candidate may have many questions and some anxiety. This is a time to begin to answer questions and allay fears. During the orientation period it is helpful to:

- Ask the student teacher about personal strengths, interests, and educational background.
- Treat the student teacher as a colleague.
- Introduce the student teacher to other faculty members and school personnel.
- Provide curricula, handbooks, and other information concerning school policies and regulations.
- Be available for support, suggestions, and conferences.
- Report any problems to the university supervisor.

Classroom procedures and techniques

The mentoring teacher serves as a role model and mentor for the student teacher, thus greatly influencing teaching styles, the understanding of the teaching-learning process, and teacher-pupil relationships. To introduce classroom procedures and techniques, the mentoring teacher can:

- Demonstrate model lessons.
- Provide exposure to a variety of presentation methods.
- Demonstrate positive discipline and classroom management techniques.
- Stress the use of a variety of materials as a response to the diversity of student needs and interests.
- Exhibit skill in effective communication with students, parents, and colleagues.
- Give suggestions about methods, materials, discipline, and classroom management.

Guidance of student teacher

Mentoring teachers, like all effective teachers, create an atmosphere that encourages discovery and allows for diversity. The mentoring teacher will guide the student teacher in discovering for him/herself a teaching style that is both personally comfortable and effective in the classroom. Some ways mentoring teachers can provide guidance:

- Collaborate in planning and evaluation.
- Delegate new duties gradually.
- Encourage increasing responsibility.
- Recommend professional books and articles.

- Encourage development and implementation of new ideas.
- Provide continuous constructive feedback concerning preparation, teaching, and student progress.
- Help formulate a philosophy of teaching.
- Help establish goals that match the chosen philosophy.
- Exhibit professional attitudes.

Evaluation of the student teacher

Evaluation is an ongoing process. The main purpose of evaluation is to help the student teacher grow through both verbal and written feedback that will identify strengths and weaknesses and through suggestions for improvement. Mentoring teachers should hold daily conferences with the student teacher to provide feedback and evaluation of performance. **Mentoring teachers are required to complete evaluation forms on the student teacher's performance.** An evaluation form will be completed at mid-term and at the end of the placement. (See Appendix G)

“The Assessment of Content Knowledge Demonstrated During Student Teaching” is an OPI requirement for elementary student teachers. This form is completed at the end of the semester by the mentoring teacher and will be reviewed with the student teacher and university supervisor. (The form is included in the mentoring teacher's packet.)

Means of evaluation

In evaluating student teachers, mentoring teachers can use both formative and summative assessment:

Formative Assessment

- Written notes on lesson plan.
- Informal daily conferences.
- Planned conferences.

Summative Assessment

- Pre-arranged conferences with the university supervisor.
- Student teacher evaluation forms completed at least twice during the student teacher's experience with one copy given to the university supervisor, one to the student teacher, and one to the mentoring teacher (See Appendix G).
- Final grade (pass or fail) is determined by the director of student teaching after consulting with the university supervisor and the mentoring teacher
- Letters of recommendation for placement files.
Students may request letters of recommendation from mentoring teachers and the principal of the cooperating school.

EXPECTATIONS OF UNIVERSITY SUPERVISORS

The university supervisor is a liaison between the University of Great Falls and the schools. A basic responsibility of the university supervisor is to foster a friendly, collaborative relationship between the university and the cooperating schools. This supervisor will communicate clearly the objectives of the student teaching experience to cooperating school personnel.

Additionally, the university supervisor serves as a link between the university and the cooperating school and between the mentoring teacher and the student teacher. The university supervisor will collaborate with the mentoring teacher in guiding the student teacher, will answer questions about the student teacher's experience, and will help resolve any problems that may develop. The university supervisor is a resource person, who shares research and trends, as well as innovative methods, procedures, and materials with both the student teacher and the mentoring teacher.

Although the mentoring teacher carries the majority of the responsibility for guiding the development of student teacher, the university supervisor also plays an important role.

The university supervisor will

- Make classroom visits every other week beginning with the first week of the semester.
- Require the student teacher to submit the university's lesson plan format 48 hours in advance of any observed lessons.
- Schedule a conference to discuss progress after each observation.
- Complete a written evaluation after each visit.
- Offer encouragement.
- Offer ideas and suggestions.
- Provide any assistance requested.
- Inform student teacher of any needed changes.

The university supervisor may recommend the removal of a student teacher who

- Is incapable of handling the classes.
- Is poorly equipped in his/her subject area.
- Is ineffective in dealing with students.
- Is deemed incompetent by the mentoring and the hosting school district.
- Exhibits unprofessional behavior

The university supervisor can use his/her discretion to require lesson plans from student teachers who have placements in specialized endorsement areas, special education and reading.

Evaluate performance of the student teacher

The university supervisor and the mentoring teacher share the responsibility of evaluating the student teacher.

The evaluations will be both formative and summative. The university supervisor will:

- Encourage conferences between the mentoring teacher, the student teacher, and self.
- Confer with the mentoring teacher regarding the student teacher's progress.
- Be available for additional consultation, if needed.
- Review the "Assessment of Content Knowledge Demonstrated During Student Teaching" at the end of the semester.
- Recommend an appropriate final grade to the faculty in the department of education.

The university supervisor will base the final grade upon ratings made by the mentoring teacher and his/her own classroom observation. The "Evaluation for student teaching" form will be used by both parties. The final grade will be "pass" or "fail".

STUDENT TEACHING CODE

Concerning pupils

1. Treat each pupil with respect.
2. Keep pupil information confidential.
3. Maintain the professional demeanor and personal dignity necessary to gain pupil respect.
4. Be courteous to all pupils and their parents.
5. Consider individual abilities and interests of each pupil.
6. Keep pupils and their parents informed of progress and areas of need.
7. Strive to be fair when evaluating pupil's actions.
8. Use only appropriate disciplinary measures.
9. Model tolerance and refrain from imposing your own religious or political views upon pupils.

Concerning the mentoring teacher

1. The mentoring teacher is legally responsible for the class.
2. The mentoring teacher's decisions concerning materials to be covered and the method of presentation must be accepted.
3. The student teacher should not assume authority that the mentoring teacher has not specifically delegated.
4. The mentoring teacher must be supported in matters of school discipline policy.
5. The student teacher must work to establish a spirit of cooperation with the mentoring teacher.

Concerning personal attributes and professional growth

1. Respect those with whom you work. This includes the mentoring teacher, personnel at the cooperating school, the education faculty, university supervisors, administrators, and fellow student teachers.
2. Acquaint yourself with professional organizations. Read professional literature in education and in special fields.
3. Know the legal responsibilities of teachers in your state.

PART THREE

TEACHER LICENSURE FOR THE STATE OF MONTANA

As you near completion of the education program in which you are studying, you will want to begin the process of obtaining a teaching certificate. You can begin this process during your last semester before graduation or your last semester prior to completion of certification program requirements.

To obtain licensure in Montana, you must complete each of the following steps:

- Obtain an application for teacher certification from the University Licensure Official.
- Fill in each area on the application form indicated by the Licensure Official.
- Furnish notarized, official transcripts from all other colleges and universities you have attended.
- Attach a completed planning sheet for each area in which you are to be certified/endorsed.
- Attach to application a check or money order for the specified amount made out to the **SUPERINTENDENT OF PUBLIC INSTRUCTION. NO CASH!**
- Return the completed application with attached planning sheets(s) and payment to the University Licensure Official.
- Complete the fingerprinting process.

The Licensure Official is able to continue processing your application only after all relevant classes and a Bachelor's degree have been posted on your transcript. If you have transfer work from other colleges/universities, which will be utilized in your degree (major or minor), it is your responsibility to be sure the University of Great Falls office of admissions and records has received transcripts of such courses. Failure to do so can considerably delay this application process for you.

When your degree has been posted or the last class(es) of your certification program have been included on your University of Great Falls transcript, the University Licensure Official obtains one official transcript of your university courses, a copy of any transfer work which is applicable, and completes the Institutional Recommendation portion of the certification application. The Licensure Official then sends all relevant information to the Montana Office of Public Instruction, Licensure Services. The Office of Public Instruction proceeds with its own evaluation; teaching certificates and endorsements are issued from that office.

Once the application leaves the University of Great Falls, it can take from two to ten weeks to receive correspondence regarding your certificate from the Office of Public Instruction (OPI), depending upon the time of year and the volume of applications being processed. If you have not received notification of the status of your application within 45 days of submitting it, contact the University Licensure Official.

It is important to follow the steps outlined above to avoid a breakdown in the process of completing the teacher licensure application evaluation.

Those of you wishing to apply for teacher licensure in another state may contact the University Licensure Official for help in obtaining information on where to request an application, state requirements, and fees. If you have questions about the steps you are to complete, the process, or licensure questions in general, contact the University Licensure Official.

GENERAL POLICY STATEMENTS

Equal opportunity and non-discrimination policy

The University of Great Falls assures equal opportunity in admission and education of students, in employment practices, and in provision of services and benefits. The university does not discriminate on the basis of race, color, religion, sex or national origin in the administration of any program or policy.

Drug policy

The use, possession, or distribution of illegal drugs in the buildings or on the grounds of the University of Great Falls or at any university-related event is prohibited. Violators will be subjected to legal action as well as to university judiciary procedures as outlined in the Student Rights and Responsibilities Handbook.

Note: All off-campus teacher education related activities, such as observations, PPIEs, and Education Internships qualify as “university-related events” under this policy.

Use, possession, or distribution of alcohol by, with, or to a person under the age of twenty-one qualifies as use, possession, or distribution of an illegal drug.

CODE OF ETHICS OF THE EDUCATION PROFESSION

(Adopted by the NEA Representative Assembly, July 1975)

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The remedies specified by the NEA and/or its affiliates for the violation of any provision of the Code shall be exclusive, and no such provision shall be enforceable in any form other than ones specifically designated by the NEA or its affiliates.

Principle I – Commitment to the Student

The educator strives to help each student realized his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social cultural background, or sexual orientation unfairly:
 - a) Exclude any student from participation in any program;
 - b) Deny benefits to any student;
 - c) Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II – Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualification.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education or relevant attribute.
4. Shall not knowingly make a false statement concerning the qualification of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

PROFESSIONAL EDUCATORS

(Adopted by the Certification Standards and Practices Advisory Council, October 30, 1997)

PREAMBLE

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities.

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

The Professional Educator in Montana:

Makes the well being of students the foundation of all decisions and actions.

- Protects students when their learning or well being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- Provides educational services with respect for human dignity and the uniqueness of the student.
- Safeguards the student's right to privacy by judiciously protecting information of a confidential nature.

Fulfills professional responsibilities with diligence and integrity.

- Enhances individual competence by increasing knowledge and skills.
- Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- Contributes to the development and articulation of the profession's body of knowledge.
- Promotes professionalism by respecting the privacy and dignity of colleagues.
- Demands that conditions of employment are conducive to high-quality education.

Models the principles of citizenship in a democratic society.

- Respects the individual roles, rights, and responsibilities of the community; including parents, trustees, and colleagues.
- Assumes responsibility for individual actions.
- Protects the civil and human rights of students and colleagues.

Equal opportunity and non-discrimination policy

The University of Great Falls assures equal opportunity in admission and education of students, in employment practices, and in provision of services and benefits. The university does not discriminate on the basis of race, color, religion, sex or national origin in the administration of any program or policy.

Drug policy

The use, possession, or distribution of illegal drugs in the buildings or on the grounds of the University of Great Falls or at any university-related event is prohibited. Violators will be subjected to legal action as well as to university judiciary procedures as outlined in the Student Rights and Responsibilities Handbook.

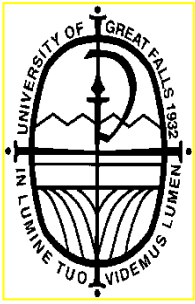
Note: All off-campus teacher education related activities, such as observations, PPIEs, and Education Internships qualify as “university-related events” under this policy.

Use, possession, or distribution of alcohol by, with, or to a person under the age of twenty-one qualifies as use, possession, or distribution of an illegal drug.

Teacher Education Program Application Instructions

Follow the directions. Incomplete applications will be returned. The following items must be included:

1. You must have 4 faculty recommendations. These are confidential. Students should list faculty members who will recommend them, give copies of the Knowledge, Skills and Disposition form to the 4 professors listed. The professors can return them to the Program Assistant in the education office. Faculty from FVCC can return them to the education office at FVCC or mail them directly to the education office at the University of Great Falls, 1301 20th Street South, Great Falls, MT 59405.
2. Unofficial copies of all your college transcripts must be included. The Great Falls office will obtain copies of unofficial UGF transcripts for FVCC students.
3. Include clean, up-to-date curriculum planners. All writing and/or printing on each planner must be legible.
4. A background check including fingerprinting is required .
5. Your educator essays will address the following questions. Write your essays with sufficient depth to articulate your understanding of each question. Your essays should be typed, double spaced, and error free.
 1. Give an example of a time when you have had to work in a group situation.
 2. Discuss the importance of oral, written, and technological skills for teachers.
 3. Discuss education's importance to society as a whole.
 4. Describe a teaching style that you admired.



University of Great Falls
1301 20th Street South
Great Falls, Montana 59405
Teacher Education Program
406-791-5335

Application to the Teacher Education Program

Date , 20

UGF Campus

FVCC

Name

Last

First

Middle

Phone #

E-mail

Permanent Address:

City:

State:

Zip:

Present Address:

City:

State:

Zip:

Check the appropriate box(es)

- Elementary
Concentration(s)
Minor(s)
- Secondary
Major
Minor
- Other

Please list four (4) Department of Education Professors who can recommend you for admittance into the Teacher Education Program. **Please remember to put your name on all four (4) of the evaluation forms.**

- 1.
- 2.
- 3.
- 4.

You will need to have four (4) copies of both pages of the following form

Name: _____
(Last, First, Middle)

Section 20-4110 of the Montana School Laws gives the Board of Public Education the authority to suspend, revoke, or deny certification of any person who (A) has been convicted of a crime more serious than a minor traffic accident; (B) makes any statement of material fact in the application for a certificate which the applicant knows to be false; (C) has been denied, had revoked, suspended or has surrendered teacher or specialist certification in another state; or (D) is guilty of immoral conduct related to the teaching profession. A “yes” answer to one or more of the following questions will not necessarily eliminate you as a candidate for a Montana teacher certificate. The form is designed to serve as an initial screening device to identify candidates from whom further information is needed.

1. Yes No Have you ever been convicted of a misdemeanor other than a traffic violation?
2. Yes No Have you ever been arrested, indicted, or convicted of a felony charge?
3. Yes No Have you ever been convicted of any crime involving the manufacture or delivery of a controlled substance?
4. Yes No Have you ever been denied admission to a teacher education program?
5. Yes No Have you ever been removed for any cause from a teacher education program?
6. Yes No Have you ever had a teaching certificate denied or revoked in any state?

If you responded “yes” to any of the questions above, please attach a brief statement explaining your response.

I attest that the responses I have made to the above questions are true statements, and I understand falsification may be considered sufficient cause for my removal from the teacher education program or ultimate denial of my teaching certificate. I acknowledge that I have read and understand the procedures for admission and retention in the Teacher Education Program at the University of Great Falls. All information I have provided is accurate and I give the School of Education permission to verify that information.

Applicant’s Signature

Date

University of Great Falls
Teacher Education Program
Knowledge, Skills, & Disposition Evaluation

Student _____ Date _____
Course _____ Professor/Instructor _____

Basic skills	Circle a number representing candidate's skill level with 1 as "deficient", 3 is "proficient" in all areas and 5 as advanced.	Not Observed	Notes regarding deficient ratings
1. Models standard oral expression	1 2 3 4 5		
2. Models standard written expression	1 2 3 4 5		
3. Demonstrates effective reading skills and strategies	1 2 3 4 5		
4. Demonstrates reflective cognitive analysis about own personal and profession growth	1 2 3 4 5		
5. Demonstrates effective technology skills for the digital age	1 2 3 4 5		
Professional competencies			
6. Earns and maintains overall GPA 2.75 or higher	1 2 3 4 5		
7. Earns and maintains GPA in all EDU courses 3.0 with no grade lower than a "C"	1 2 3 4 5		
8. Earns and maintains GPA in major, minor or concentration 3.0 with no grade lower than a "C"	1 2 3 4 5		
9. Demonstrates growth toward proficiency in teaching skills	1 2 3 4 5		
10. Demonstrates knowledge of age-appropriateness when dealing with subject matter and lesson planning.	1 2 3 4 5		
11. Demonstrates engaging and effective presentation skills	1 2 3 4 5		
12. Demonstrates knowledge and effective use of assessment	1 2 3 4 5		
13. Demonstrates knowledge about effective teaching theories and effective methods of classroom instruction	1 2 3 4 5		
14. Demonstrates knowledge of the effects of gender, culture, and societal conditions on student learning	1 2 3 4 5		

University of Great Falls
Teacher Education Program
Knowledge, Skills, & Disposition Evaluation

Professional relationships	Circle a number representing candidate's skill level with 1 as "deficient", 3 is "proficient" in all areas and 5 as advanced.	Not Observed	Notes regarding deficient ratings
15. Demonstrates collaborative and cooperative behavior	1 2 3 4 5		
16. Considers needs of others	1 2 3 4 5		
17. Interacts positively with faculty and staff	1 2 3 4 5		
18. Interacts positively with other students	1 2 3 4 5		
19. Interacts positively with other professionals	1 2 3 4 5		
20. Interacts positively and appropriately with children	1 2 3 4 5		
21. Demonstrates positive action, communication and involvement in community	1 2 3 4 5		
Professional responsibilities			
22. Demonstrates tolerance of different races and cultures	1 2 3 4 5		
23. Demonstrates responsible and professional behaviors by turning in all assignments on time and by completing all assignments in an acceptable manner	1 2 3 4 5		
24. Demonstrates responsible and professional behavior by being prompt in attending all classes, field placements, and related activities	1 2 3 4 5		
25. Demonstrates effective planning to meet personal and professional obligations	1 2 3 4 5		
26. Demonstrates care and concern for students and peers	1 2 3 4 5		
27. Models professional ethics and behaviors delineated in professional, state, and institutional standards	1 2 3 4 5		

University of Great Falls
 Teacher Education Program “Conference Record Form”
 This record is confidential to the faculty and staff associated with the Department of Education

Student _____ Date _____
 Course _____ Major _____

The “Conference of Record” is a meeting between a student and a faculty member for the purpose of discussing and documenting concerns regarding that student’s knowledge, skills, and/or dispositions required for the teacher education program. This form is used to document that meeting.

I. Previous communication with student:

Email	Phone	Meeting	Other
Date:	Date:	Date:	Date:

___ Check to verify the candidate has been informed that this “conference of record” will be filed.

II. Areas of concern representing Knowledge, Skills, and Dispositions:

Basic skills	Professional Competencies	Professional Relationships	Professional Responsibilities
Oral expression	Subject knowledge	Student: faculty & staff	Attendance & punctuality
Written Expression	Teaching skills	Student: Student	Meeting obligations
Reading skills	Planning	Student: children	Care and concern for students
Reflective skills	Presentation	Student: other professionals	Ethics
Technology skills	Assessment	Student: community	Equity and diversity
Other	Other	Other	Other

III. Please attach explanation/description/data:

Professor Name: <hr/> (signature) Professor email: Date signed:	Student Name: <hr/> (signature) “I have reviewed this “conference of record form” on the date indicated below and have been given opportunity to discuss and respond to it. My signature does not necessarily mean that I agree with the report” Date signed:
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University of Great Falls Evaluation Form for Student Teaching

This is an evaluation of the student's teaching performance. The cooperating teacher and university supervisor need to complete this form at least twice, reviewing it with the student each time. Please return the completed form to Tom Raunig, UGF Director of Student Teaching.

Student: _____ Date: _____

Cooperating Teacher: _____ Total weeks Completed: _____

Please Circle Student Teaching Area:

Elementary Secondary Special Ed Reading

Mark the appropriate box representing the student's skill level with 1 as "deficient", 3 is "proficient" in all areas and 5 as "advanced."

I. The Overall Experience

	1	2	3	4	5	Not Observed
A. Effectiveness of the field experience program						
B. Cooperation of the University Supervisor						

II. Professional and Personal Performance

The student has.....

	1	2	3	4	5	Not Observed
A. been punctual.						
B. attended regularly.						
C. carried out assigned responsibilities.						
D. dressed appropriately.						
E. modeled standard oral language.						
F. modeled standard written language.						
G. interacted effectively with school staff						
H. welcomed suggestions for professional development.						
I. demonstrated tolerance for all children.						
J. demonstrated warmth, empathy, & humor.						
K. demonstrated a positive attitude.						
L. respected diversity and encouraged the participation of all children.						

M. exhibited flexibility and handled change.						
--	--	--	--	--	--	--

III. Application of Professional Knowledge

The student

	1	2	3	4	5	Not Observed
A. plans carefully, using the guidance of the teacher's long-range plans.						
B. constructs well-made teaching materials.						
C. demonstrates understanding of appropriate practices						
D. plans procedures to match objectives.						
E. gives clear directions.						
F. uses stimulating techniques.						
G. paces lessons appropriately.						
H. actively involves students.						
I. attends to inappropriate behavior consistently and fairly.						
J. demonstrates behavioral expectations clearly.						
K. plans for special needs and/or diversity.						
L. plans and implements appropriate assessments.						

IV. Guidance Techniques

The student.....

	1	2	3	4	5	Not Observed
A. knows the student's name.						
B. uses verbal as well as non-verbal techniques to interact positively with children						
C. models respect, patience, concern, and fairness to all students.						
D. has realistic expectations for student behavior.						
E. encourages the development of respect and responsibility in students.						
F. uses effective positive discipline techniques.						

Student Teacher Feedback:

Considering the professional areas noted above as pertaining to the student teacher, please record your recommendation for progression of the student using one of the following categories:

A. Without Reservation - Comments

B. With Some Reservation in the Areas of (please list):

C. With Serious Reservation in Most of the Areas Noted Above - Comments

Supervising Teacher Signature: _____ Date _____

Student Signature: _____ Date _____

University Supervisor's Signature: _____ Date _____

UNIVERSITY OF GREAT FALLS
TEACHER EDUCATION PROGRAM

Faculty of Education
Lesson Plan Template

Subject / Course:	Teacher Name:
Grade Level:	Date:
Topic:	Time of Class:
	Room # / Location:

1. Instructional Expectations and Opportunities

a) Expectations: (approx. 1-3 learner targets, learner objectives, learner outcomes, state or local curriculum standards)

b) Opportunities: (approx. 2+ other learning opportunities such as other expectations not assessed, other learning that happens as a result of the lesson e.g., organization, group, listening, co-operation, reading, incidental learning, writing skills etc.)

Associate/Advisor Comments:

2. Preassessment and Accommodations/Modifications

a) Students

(consider the students you will be teaching and anything that will affect their learning or your teaching strategies (e.g., include cognitive, social/emotional, physical and diversity needs,+ provide accommodations/modifications – how you will differentiate learning for each student and/or type of need – N.B. use initials of students rather than full names-how will you address Indian Ed. For All)

Preassessment:	Accommodation/Modification:

--	--

b) Learning Environment:

(describe the learning environment such as the set up/location of desks, where audio-visual equipment will be, where the teacher stands, where the students are working etc. – you may wish to include a map/layout of the classroom on a separate sheet and reference it with modifications if lesson changes)

Associate/Advisor Comments:

--

3. Required Resources

(list ALL resources required to conduct this lesson with detailed specifics such as textbook titles, chapters, page numbers, author/publishers, website URLs, resources like paper, pencils, protractors, chalk, rulers, paint, specimens, books, maps, videos, posters, lab materials, handouts – include name of handout and number of copies, etc.)

4. Content and Teaching Strategies of Lesson

a) Overview/Agenda/Review

(consider a quick overview of the lesson and/or list key elements in lesson which may be written on white/blackboard as an agenda for students and you to follow, you may also choose to consider a review of previous day's work)

b) Introduction (motivational start, minds-on, hook, etc.)

(describe how you will motivate students, get their attention, relate the lesson to their lives, such as a minds-on activity, a hook or something that will pull learners into lesson)

c) Subject Content and Teaching Strategies

(include the subject content – what you are teaching; detail the instructional strategies / teaching strategies for teaching the subject content – how you are teaching it; write some guiding questions – actual questions (variety of thinking levels) and suggested and anticipated answers; possibly include time approximations/timelines such as 10:00 – 10:30 a.m. or 25 minutes; and include application activities/components – how the content will be applied such as an activity, problems to solve, worksheets etc.). (include the closure or summation- indicate how you will review concepts taught, wrap up lesson, confirm students know what next tasks are e.g., having class to give you feedback on what was taught, review key application of concepts – this is important in terms of assessing the effectiveness of the lesson)

Associate/Advisor Comments:

5. Assessment and Evaluation

(What assessment and/or evaluation strategies do you need to have to ensure you are accountable for students' learning and addressing the state curriculum expectations? What formative and summative assessment should you include? – e.g., sample questions, activities or attach tests, homework, rubrics, evaluation schemes, answer keys etc. These need to be conducted in order to show Evidence of Professional Growth)

Associate/Advisor Comments:

6. Reflections

a) Effectiveness of Lesson

What was effective / ineffective in your lesson? – include at least 3 lesson elements that were ineffective / effective? Or What went well in your lesson? Or What did not go so well? Or What did the students enjoy? How did your planning or delivery turn out? Did your teaching / learning strategies work effectively or not for subject content and class? Consider the entire lesson and the reaction of students.

How do you know? Provide evidence from student work, student questions asked and informal assessment. Think about examples of how the lesson progressed, engagement of students, flow of delivery, time management.

Next steps? Indicate what steps you are going to take to continue to work on your three elements identified.

What was effective / ineffective in your lesson?	How do you know?	Next steps for improvement?

b) Effectiveness as a Teacher

*What was effective / ineffective about you as a teacher? – include at least 3 teacher elements that you did that were effective or ineffective. Did you ask good questions? Did you motivate students? What did **YOU** do well? This would be a section describing your strengths and areas for improvement – volume, eye contact, body language,*

questioning skills, responding to questions, comfort with material, confidence, delivery, board writing, vocabulary.

How do you know? What evidence do you have that you, as a teacher, were or were not effective? Think about examples of what you said, did, reacted to, felt as examples of your three elements. Evidence of Professional Growth needs to be demonstrated through your providing evidence of student learning.

Next steps? Indicate what steps you are going to take to continue to work on your three elements identified.

What was effective / ineffective about you as a teacher?	How do you know?	Next steps for improvement?

Student Teaching Application Instructions

For consideration, applicants MUST also have been fully accepted to the Teacher Education Program. The deadline dates for student teaching are **September 30** for the following spring semester and **January 31** for the following fall semester. To be considered for a student teaching position, this application must be returned to the Education Office by the deadline date.

1. The application for student teaching was created in Microsoft Word as a “fill in the blank” form. You will need that program to complete the application. Simply tab through the document and fill in the form. To mark the boxes, double click on each box.
2. Submit separate applications for each student teaching position. Only one student placement is permitted per semester. Student teaching in a specialized area, such as Reading or Special Education, must be done after completing student teaching in either the elementary or secondary level.
3. Do not make any changes to the original application form. Save a copy of your completed application.
4. Print the documents for submission to the education department. When you are ready to submit the application, please mail to the Director of Student Teaching, no later than the dates specified in the first paragraph on the application. **Only hard copies of this application will be accepted.**
5. These are the documents that must be submitted along with your student teaching application.
 - A. Resume should include work experience, volunteer experience, and any college experiences where you directed, supervised, or taught children.
 - B. Clean, complete copies of your UGF planners.
 - C. An unofficial copy of all your college transcript(s).
 - D. Philosophy of Education (directions below)
6. Your philosophy will address the following questions. Write your philosophy with sufficient depth to articulate your understanding of each area listed below. This philosophy of education will be sent along with your application to prospective school administrators and mentoring teachers. It should be typed, double spaced and error free. Be sure to address the following:
 1. Describe your teaching style.
 2. What are some of the learning activities you would use in your classroom?
 3. Will you involve students in classroom decision making? If so, how?
 4. How do you balance students’ interests with your objectives?
7. Complete the three options on the last page of the application with the required school district information as this is vital for an appropriate placement. UGF cannot guarantee you a placement in any of the school districts, but will distribute your application to the school districts you have listed. The school district’s administration will make the final decision on your placement.
8. **Incomplete applications will be returned and may hinder your ability to be placed.**



Thomas A. Raunig Ed.D., Director of Student Teaching
 University of Great Falls
 1301 20th Street South
 Great Falls, MT 59405
 (406) 791-5361 Fax: 406-791-5993

APPLICATION FOR STUDENT TEACHING

This application will be sent to the school where you hope to be assigned as a student teacher.

Name			
Street Address			
City	ST	Zip	
Permanent Address (if different)			
City	ST	Zip	
Hm Ph#	Cell Ph#	Wk Ph#	
Email Address			

This Application is for a student teaching during the

Fall Semester 20____ Spring Semester 20____

I am requesting placement in:

Elementary School (K-5) Middle School (6-8)
 High School (9-12) Specialized Area

Subject area for middle school, high school or specialized area request:

The University of Great Falls **requires** that student teachers have liability insurance. We **recommend** that student teachers have SMEA membership with liability insurance. SMEA liability insurance provides \$1 million coverage while supervising students in the event of a tort civil action. Applications may be accessed through the Montana Educational Association website or picked up in the Education Office. The cost of SMEA membership and insurance is minimal.

Name of Provider	Expiration date

Please list the colleges/universities that you have attended:

Name	Address	Years	Degree

Name: _____
 (Last, First, Middle)

Section 20-4110 of the Montana School Laws gives the Board of Public Education the authority to suspend, revoke, or deny certification of any person who (A) has been convicted of a crime more serious than a minor traffic accident; (B) makes any statement of material fact in the application for a certificate which the applicant knows to be false; (C) has been denied, had revoked, suspended or has surrendered teacher or specialist certification in another state; or (D) is guilty of immoral conduct related to the teaching profession. A “yes” answer to one or more of the following questions will not necessarily eliminate you as a candidate for a Montana teacher certificate. The form is designed to serve as an initial screening device to identify candidates from whom further information is needed.

1. Yes No Have you ever been convicted of a misdemeanor other than a traffic violation?
2. Yes No Have you ever been arrested, indicted, or convicted of a felony charge?
3. Yes No Have you ever been convicted of any crime involving the manufacture or delivery of a controlled substance?
4. Yes No Have you ever been denied admission to a teacher education program?
5. Yes No Have you ever been removed for any cause from a teacher education program?
6. Yes No Have you ever had a teaching certificate denied or revoked in any state?

If you responded “yes” to any of the questions above, please attach a brief statement explaining your response.

I attest that the responses I have made to the above questions are true statements, and I understand falsification may be considered sufficient cause for my removal from the teacher education program or ultimate denial of my teaching certificate. I acknowledge that I have read and understand the procedures for admission and retention in the Teacher Education Program at the University of Great Falls. All information I have provided is accurate and I give the School of Education permission to verify that information.

 Applicant’s Signature

 Date

The school administration of the cooperating school will make the final decision on your student teaching placement. However, we would like you to list **three school districts** in which you would like to student teach.

Name & Address of School District	Grade Range (Circle One) K-2 3-6 7-8 9-12
District Phone Number	Subject (Secondary Only)

Name & Address of School District	Grade Range (Circle one) K-2 3-6 7-8 9-12
District Phone Number	Subject (Secondary Only)

Name & Address of School District	Grade Range (Circle one) K-2 3-6 7-8 9-12
District Phone Number	Subject (Secondary Only)

Please state the date you anticipate you will be taking the Praxis test.

Montana Campus Corps is an organization which provides scholarships for student teaching in participating schools. Please, mark the appropriate box indicating whether you would like additional information about Montana Campus Corps. Contact Professor Tom Raunig with any questions about Montana Campus Corps.

Yes No

Check this list before you send your application for student teaching. **Remember, incomplete applications will be returned and may hinder your ability to be placed.**

- You are **fully accepted** into the Teacher Education Program
- A current phone number and email address
- A separate application for each student teaching position (one copy of each is sufficient)
- A resume as instructed
- Complete copies of your UGF planners as instructed
- An unofficial copy of your college transcripts as instructed
- Philosophy of education as instructed
- There are 3 different school districts listed
- SMEA insurance doesn't have to be purchased at the time of the application, **but professional liability insurance must be purchased before you begin student teaching**

**University of Great Falls
School of Education
Employer Assessment**

Please complete this assessment form- it provides general program evaluation and allows us to meet the needs of our students in a more proficient and professional way.

Are you currently working with a University of Great Falls, Department of Education Graduate?

Yes No

In what capacity? _____

How long have you worked with this person?

Current year 2-3 years 5 or more

Rate the employee in terms of the following: (1 being poor and 4 being outstanding)

positive interactions with colleagues	1	2	3	4
competent and compassionate manner with students	1	2	3	4
knowledge of materials	1	2	3	4
knowledge of curriculum & standards expectations	1	2	3	4
knowledge and application of classroom management methods	1	2	3	4
consideration of student, parent and staff, cultural, racial and individual diversity	1	2	3	4
competent spoken communication	1	2	3	4
competent written communication	1	2	3	4
obvious use of professional resources	1	2	3	4
promotes the importance of education in school and community	1	2	3	4

Major strengths as a beginning educator:

Needed skills:

Please return in the self-addressed stamped envelope. Your help in supporting excellence in the University of Great Falls, Department of Education is greatly appreciated.

Additional comments: _____

Appendix K

**University of Great Falls
Program Assessment for
Department of Education Graduates**

The UGF College of Education is attempting to assess and improve the programs that are offered. Please help by filling out the survey as completely as possible and returning it to the University in the enclosed postage paid envelope.

1. Are you working currently as a special education teacher? Yes No
2. If you are, please circle the length of time you have been working in that capacity.
 0-1 year 2-4 years 5-10 years 10 or more years
3. If you are not working in your major or minor area, are you working in a related field? Yes No
4. If you are working in a related field, please list your current occupation. _____
5. How long did it take you to secure a job after graduation?
 0-6 months 6-12 months longer than one year
6. When did you graduate from UGF?
 Within the last year 1-5 years ago 5 or more years ago

Please rate your preparation at the University of Great Falls in the following areas with 1 being very poor and 4 being very well.

assessment	1	2	3	4
knowledge of effective instructional methods and activities	1	2	3	4
knowledge of classroom management	1	2	3	4
learning materials and curriculum exceptions	1	2	3	4
use of professional resources & associations	1	2	3	4
ethical expectations	1	2	3	4
awareness and application of students' racial, cultural, individual and special needs	1	2	3	4

Please comment on the following questions.

1. How do you feel your coursework at the University of Great Falls prepared you for your current job?

2. What one thing did you need to start teaching that you didn't have?

Thank you for your assistance with our program assessment.

Appendix L

**University of Great Falls
Program Assessment for
Department of Education Special Education Graduates**

The UGF College of Education is attempting to assess and improve the programs that are offered. Please help by filling out the survey as completely as possible and returning it to the University in the enclosed postage paid envelope.

1. Are you working currently as a special education teacher? Yes No

2. If you are, please circle the length of time you have been working in that capacity.

0-1 year 2-4 years 5-10 years 10 or more years

3. If you are not working in your major or minor area, are you working in a related field? Yes No

4. If you are working in a related field, please list your current occupation. _____

5. How long did it take you to secure a job after graduation?

0-6 months 6-12 months longer than one year

6. When did you graduate from UGF?

Within the last year 1-5 years ago 5 or more years ago

Please rate your preparation at the University of Great Falls in the following areas with 1 being very poor and 4 being very well.

assessment	1	2	3	4
knowledge of effective instructional methods and activities	1	2	3	4
knowledge of classroom management	1	2	3	4
learning materials and curriculum exceptions	1	2	3	4
use of professional resources & associations	1	2	3	4
ethical expectations	1	2	3	4
awareness and application of students' racial, cultural, individual and special needs	1	2	3	4

Please comment on the following questions.

1. How do you feel your coursework at the University of Great Falls prepared you for your current job?

2. What one thing did you need to start teaching that you didn't have?

Thank you for your assistance with our program assessment.