UNIVERSITY OF PROVIDENCE

TEACHER EDUCATION PROGRAM HANDBOOK

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Introduction

The education program at The University of Providence 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, general information and policy statements. The appendices section at the end of this book contains forms and information that you will be using as you move through the teacher education program at the University of Providence.

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

DEFINITIONS

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

ADMISSION INTO 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

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.

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.

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

EVIDENCE OF PROFESSIONAL GROWTH (EPG)
The Evidence of Professional Growth is introduced to students during their PPIE classes. The requirements are completed during student teaching. The student teachers must demonstrate that they understand the content they are teaching. They must be able to identify contextual factors, judge prior learning, and plan instruction.

LESSON PLAN FORMAT
The UP Lesson Plan Format is introduced to students during their PPIE classes. It is used during student teaching for lessons that are to be evaluated by the university supervisor.

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.

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.

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 Providence 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.

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 APPLICATION

 A student teaching placement is obtained by formal application. These applications are emailed to the student by the administrative assistant in 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 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. There is an on-line seminar offered to distance students.

TEACHER EDUCATION PROGRAM APPLICATION

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

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.

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.

University of Providence
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 and visually representing effectively in formal education and for lifelong learning (10.58.501: f, h, m)

- Candidates will demonstrate effective writing, speaking and listening skills.
    - Candidates receive a designation of proficient on the KSD form on items 1, 2, 5, I, 12, 15 in EDU 200, 244, 260, 261
    - All candidates will pass the TEP interview
    - All candidates will pass the TEP Quick Write with a score of at least 6/9 on both sections
    - All candidates will demonstrate "B" or better grade in COM 101, ENG 117, and EDU 244
    - All candidates will demonstrate a score of "3" or better on the following sections and items in the EFST
        - section II-e, f; section III-b, e; section IV-b

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)

- 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.
    - Candidates receive a proficient designation on the KSD form on items 8, 10, 11, 14, 15, 9 in EDU 462, 472, and 482
    - All candidates will demonstrate "B" or better grade in EDU 261
    - All candidates will demonstrate "C" or better grade in EDU 260
    - All candidates will demonstrate a score of "3" or better on the following sections and items in the EFST
        - section II-l; section III-c, k, l; section IV-c, e

- All candidates will demonstrate a commitment to personal growth and community involvement.
    - All senior candidates receive a proficient designation on the KSD form on items 4, 13, 17
    - All candidates will attend at least 3 Brown Bag events a year as evidenced through the following courses: EDU 260, EDU 261, EDU 200, EDU 244, EDU 430, EDU 462

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)

- All candidates know, apply, and interpret major theories of development.

- Candidates receive a Proficient designation on the KSD form on items 4, 7, 8, 9, 10, in EDU 462, 472, and 482
- All candidates will pass the TEP interview
- All candidates will demonstrate "B" or better grade in EDU 200 and EDU 284
- All candidates will demonstrate a score of "3" or better on the following sections and items in the EFST
  - section II-i, l; section III-b, c, d, e, f, ,g, h, k; section IV-c, d, e, f

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)

- Candidates will recognize and explain key education concepts with research-based citations.
  - All candidates will pass the TEP interview
  - All candidates will demonstrate "B" or better grade in EDU 200
  - Candidates receive a Proficient designation on the KSD form on item 3 in EDU 200, 261, 244
  - All candidates will score a 2 or better in Indicator D on the Elementary or Secondary Assessment of Content Knowledge

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

  - Candidates receive a Proficient designation on the KSD form on items 7 & 10 in EDU 490, 493, 496, and 498.
  - All candidates will maintain a 3.0 in their major and minor
  - Overall Praxis averages will meet or exceed the designated cut scores for each content area tested
  - All candidates will score a 2 or better in all areas on the Elementary or Secondary Assessment of Content Knowledge

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.
  - Candidates receive a Proficient designation on the KSD form on items 7, 8, 9..
  - All candidates will demonstrate "C" or better grade in EDU 430 or appropriate methods classes.
  - EPG
  - All candidates will demonstrate a score of "3" or better on the following sections and items in the EFST
    - section III-a, b, d, f, k, l;

B-3 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.
    - Candidates receive a proficient designation on the KSD form on items 8, 9, 10.
    - EPG

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.
    - Senior candidates receive a proficient designation on the KSD form on items 11, 14, 15.
    - All candidates will demonstrate a score of "3" or better on the following sections and items in the EFST
        - section II-i, j, l; section III-I, j, k, l; section IV-b, c, d, e, f

C-2 To demonstrate the evidence that student learning and metacognition has occurred (10.58.501: j)
- All candidates will demonstrate k-12 student learning appropriate to their assigned clinical placement.
    - Senior candidates receive a proficient designation on the KSD form on items 11, 14, 15.
    - EPG

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

University of Providence
Teacher Education Program
Conceptual Framework

- All candidates will demonstrate the ability to develop and support all students.
    - Senior candidates receive a proficient designation on the KSD form on items 11, 17
    - All candidates will demonstrate a score of "3" or better on the following sections and items in the EFST
        - section II-i, j, l; section III-h, i, k; section IV-a, b, c, d, e, f
    - EPG section II item 6; Section III items 12 and 13

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: l)

- All candidates will demonstrate the ability to act honestly and maintain the highest ethical standards.
    - All candidates receive a proficient designation on the KSD form on items 12, 13. 14. 17

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
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 3.00 or better will be required for students applying to the Teacher Education Program. 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 a review of status in writing to the Teacher Education Committee.
  - 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, Skills and Disposition Evaluation (see appendix C). 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**. 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.

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

DENIED STATUS
A student denied admission for failure to meet competency 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 academic appeals process as outlined in the University of Providence Student Handbook.

UP Teacher Education Attendance Policy Information

Background:

Changes to Federal financial aid regulations in recent years have highlighted the importance of accurate reporting on student attendance and participation in all courses, including distance education courses (online and hybrid/blended courses).

To quote from the Federal Student Aid Handbook:

> *In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student.*
>
> *A school must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.*
>
> *FSA Handbook 2013-2014, Volume 5, 5-60.*

Compliance:

To ensure that our program complies with these requirements, we define attendance in hybrid (lync) courses at a minimum in the following ways:

> 1. Viewing all videos posted and/or attending class, as evidenced by the platform's log or attendance records

and

> 2. Contributing to an online/in class discussion or forum regarding the class session

or

> 3. Completing an assignment related to that video/class for that week

To ensure that our program complies with these requirements, we define attendance in asynchronous courses at a minimum in the following ways, beyond the UP mandated weekly log-in requirements.

> 1. Viewing all weekly assignments, videos, readings, and forums, as evidenced by the platform's log

and

> 2. Contributing to an online discussion as directed,

or

> 3. submitting an assignment or working draft

or

> 4. working through assigned exercises

Such academically related activities are readily tracked and documented through the UP Moodle system.

Documenting that a student has logged into an online class or website is not sufficient, by itself, to demonstrate academic attendance by the student. For example, if a student simply logs into an

online course on September 15 and logs out, without any further activity, the student did not attend the online class on that day.

For your syllabus, please paste this department policy for the TEP Attendance expectations:

All UP education courses are either live, streamed, recorded, or asynchronous. The program expects all students to be in attendance to courses 100% of the time. Because of the availability on Moodle of all education class sessions, absences are not permitted. Should you need to miss a live course, please review the course requirements for making up the class through the recorded session. At a minimum, students are expected to attend all courses or review the recording within 36 hours and complete the companion assignment outlined in the course syllabus.

(add the appropriate attendance specifics from above depending on your class attribute)

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 participate in an online seminar course as well. Candidates will follow the format of the Evidence of Professional Growth (see appendix J) to demonstrate that they know, understand, and can apply the knowledge they have acquired during the completion of their educational program. The EPG will be used evaluate the development of skills and dispositions necessary to be successful classroom teachers. 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 B).

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 3.00 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.
- Take and pass the appropriate Praxis Test.
- FBI Finger Print Background Check

A maximum of one class can be taken during student teaching. This is allowed but not recommended. A written request to take a course during student teaching must be submitted to the teacher education committee along with the Student Teaching Application.

It is strongly recommended that while student teaching the student does not hold a full or part time job. Student teaching is considered a full time job. Documentation has shown that students who work another job along with student teaching are not successful with their student teaching candidacy. A student who does not have any other means of financial support, must self-report their position or they will be removed from the student teaching placement.   A written request must be submitted to the teacher education committee for a waiver.

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. (see appendix G)

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 <u>may consider</u> distance placements. The office of education submits requests for placements 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, 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.
- Complete the seminar course (EDU 489) with a passing grade.

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.
- 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.
- 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.

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 booklets. The university supervisor also has a template. It is to be used for all lessons that the university supervisor observes. (See appendix I)
- 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 COMPLETE REQUIRED ASSESSMENTS
- 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.
- Complete an Evidence of Professional Growth Survey in conjunction with their university supervisor at least 2 times during the semester.

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

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 schedule.
- 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.
- Attend a school board meeting, and reflect on the meeting in the journal that is shared with your university supervisor.

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 Providence 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.
- The student teacher is allowed to substitute teach for mentoring teachers up to 5 times the last 8 weeks of student teaching.

STUDENT TEACHING SEMINARS

Seminars are held online through the University of Providence. Student teachers discuss specific aspects of teaching and learning, complete an electronic portfolio, prepare for employment in the field and become reflective practitioners in this course. **Active Participation 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.

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 H)

"The Assessment of Content Knowledge Demonstrated During Student Teaching" is an OPI requirement for student teachers, both elementary and secondary. 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.
- 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 Providence 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.
- Use the Evidence of Professional Growth evaluation form at least 2 times during the semester.
- 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 and special education.

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.
- Evaluate lessons using the university Lesson Plan Format
- Evaluate the student teacher's growth using the Evidence of Professional Growth form.
- 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

UP Step by Step to Montana State Teacher Licensure

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

- You have already taken and passed the **PRAXIS test**; (Elementary Education Teacher Candidates take the Praxis II Elementary Content Knowledge Test; Secondary Education Teacher Candidates take the PRAXIS Test applicable to your **minor or the Praxis for your major if you do not have a minor**); You have graduated and have an official transcript with your degree posted; Now you are ready to become a licensed teacher.
- You will fill out an **application**: Go to opi.mt.gov/cert   You have two choices: you may apply online choosing the link to access Class 2 Standard Educator License; or you can print a paper application for the Class 2 Standard Educator License. Either choice, you must follow directions carefully and completely. If applying online, you are still required to send the completed and stamped Notary Page (p. 5), the completed University Recommendation Form (p. 6), and your current Fingerprint Background Check information. With your paper application, include a check or money order in the amount of $36.00 made out to Superintendent of Public Instruction. NO cash will be accepted. ($6.00 for initial **filing fee**; $30.00 for five years of license.)   If applying on line, there is a place for credit card information. Application required documents are mailed to:
   Montana Office of Public Instruction
   Attn: Educator Licensure
    PO Box 20250 Helena, MT 59620
You can call (406) 444-3150 with questions.
- You will include **OFFICIAL TRANSCRIPTS** from **all** institutions from which you are using credits toward your degree. For online applicants, e-transcripts may be sent directly to OPI. (cert@mt.gov) Include a clean, complete copy of your **planning guide**. If official transcripts are sent separately, have them sent directly to:
    Educator Licensure Official
    University of Providence
   1301 20th Street South, Sullivan 209A
   Great Falls, MT 59405
- Make an appointment to see: The **UP Educator Licensure Official**. Call (406) 791-5345 (leave a message) or email susan.hall@uprovdience.edu (preferred method of contact). You may also mail your completed application packet to the address above. After reviewing your application, payment and transcripts, if complete, a University Recommendation will be made to OPI that you are ready to be licensed as a teacher in the state of MT. You will be notified when your application is sent to OPI. It may take 2-4 or more weeks for your license to be issued. You'll receive your license in the mail.

IMPORTANT:
- All required documents/information must be received before your application will be processed.
- 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.

GENERAL POLICY STATEMENTS

Equal opportunity and non-discrimination policy
The University of Providence assures equal opportunity in admission and education of students, of 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 Providence 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 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 and will be used to judge their actions.

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 January 27, 2012

University of Providence
Teacher Education Program
Knowledge, Skills, & Disposition Evaluation

Student: Required   **Date**: Required

Course Name: Required   **Evaluator/Mentor Teacher**: Required

BASIC SKILLS	UNSATISFACTORY (1)	DEVELOPING (2)	PROFICIENT (3)	ADVANCED (4)	POINTS EARNED AND COMMENTS REGARDING DEFICIENT RATINGS
1. Models standard oral expression.	Candidate's oral communication contains errors or is unclear or inappropriate.	Candidate's oral communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Candidate orally communicates clearly and accurately.	Candidate's oral communication is clear and expressive, anticipating possible misconceptions.	2 Comments
2. Models standard written expression.	Candidate's written communication contains errors or is unclear or inappropriate.	Candidate's written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	Candidate communicates clearly and accurately in writing.	Candidate's written communication is clear, accurate and expressive.	2 Comments
3. Demonstrates reflective cognitive analysis about own personal and professional growth.	Candidate does not accurately reflect on professional practice or propose ideas on how his or her practice could be improved.	Candidate's reflection on professional practice is generally accurate and the candidate makes global suggestions about how to improve his or her practice.	Candidate's reflection on professional practice is accurate, citing general characteristics of his or her practice, and the candidate provides specific suggestions about how his or her practice may be improved.	Candidate's reflection on professional practice is accurate and perceptive, citing specific examples for improvement. The candidate draws on an extensive repertoire to support suggestions for alternative strategies.	2 Comments
4. Demonstrates effective technology skills for the digital age.	Candidate rarely integrates technology as he/she designs and develops digital age learning experiences and assessments, facilitates and inspires student learning, and does not provide a positive model of digital citizenship.	Candidate sporadically integrates technology as he/she designs and develops digital age learning experiences and assessments, facilitates and inspires student learning, and provides a positive model of digital citizenship.	Candidate effectively and consistently integrates technology as he/she designs and develops digital age learning experiences and assessments, facilitates and inspires student learning, and provides a positive model of digital citizenship.	Candidate uses advanced skills to integrate technology as he/she designs and develops digital age learning experiences and assessments, facilitates and inspires student learning, and provides a positive model of digital citizenship.	2 Comments
PROFESSIONAL	**COMPETENCIES**				

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5. Demonstrates growth toward proficiency in classroom management skills.	Candidate routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Candidate routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Candidate routines and procedures have been established and function effectively for the most part, with little loss of instruction time.	Candidate routines and procedures are seamless in their operation, and students assume considerable responsibility for their functioning.	2 Comments
6. Demonstrates knowledge of age-appropriateness when dealing with subject matter and lesson planning.	Candidate's objectives for learning are at an inappropriate level or are stated only as instructional activities, and the objectives do not permit viable methods of assessment.	Candidate's objectives for learning are of moderate value or suitability for students in the class consisting of a combination of objectives and activities, some of which permit viable methods of assessment.	Candidate's objectives for learning are appropriate for most students in the class; the objectives reflect opportunities for integration and permit viable methods of assessment.	Candidate's objectives for learning expect high-level learning and the objectives cultivate high-learning expectations relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.	2 Comments
7. Demonstrates engaging and effective presentation skills.	Candidate does not engage students in significant learning as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Candidate partially engages students, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Candidate engages students throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson.	Candidate engages students throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	2 Comments
8. Demonstrates knowledge and effective use of assessment.	Candidate plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional objectives, or is inappropriate for many students.	Candidate plan for student assessment is partially aligned with the instructional objectives, without clear criteria, and inappropriate for some students.	Candidate plan for student assessment is aligned with the instructional objectives, uses clear criteria, and is appropriate to the needs of most students.	Candidate plan for student assessment is fully aligned with the instructional objective and uses clear criteria and standards that show evidence of student contribution to his or her development. Assessment methodologies have been adapted for individuals.	2 Comments
9. Demonstrates knowledge about effective teaching theories and effective methods of classroom instruction.	Candidate displays little understanding of the subject, or structure of the discipline, or of content-related pedagogy.	Candidate content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions or alternative thinking.	Candidate demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Candidate's instructional practices reflect current pedagogical knowledge including alternative thinking.	Candidate knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Candidate actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student	2 Comments

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				misunderstanding while allowing for alternative thinking.	
10. Demonstrates knowledge of the effects of gender, culture, and societal conditions on student learning.	Candidate makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests and does not use such information in planning.	Candidate demonstrates partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Candidate demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses the knowledge to plan for diverse groups of students.	Candidate demonstrates thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to plan for individual student learning.	2 Comments
11. Demonstrates collaborative and cooperative behavior.	Candidate may engage in course or fieldwork, distracts others, raises immaterial questions, derails course or tasks, and creates a hostile or ineffective learning environment. Candidate undermines or does not value contributions of others.	Candidate attempts to work with others but may have personal issues that interfere with contributing. Candidate may be considered a helpful group member. Candidate does not contribute either positively or negatively in courses or assignments.	Candidate is helpful to others and considered a leader, may assist others when asked, is focused on fostering a positive learning environment. Candidate contributes to tasks in a positive and professional manner.	Candidate moves the course or experience forward to a new level for the entire class. Candidate is gracious and able to help others understand information more deeply. Candidate is able to focus on his or her assigned task and also see the needs of others, creating a positive environment.	2 Comments
12. Interacts positively with faculty, staff, and colleagues.	Candidate displays dishonesty or disrespect in interactions with colleagues, students, and the public. Candidate rarely participates in team decision making. Candidate does not comply with school and district policies and procedures.	Candidate is honest in interactions with colleagues, students, and the public. Candidate is an inconsistent participant in team decision making. Candidate must be reminded by supervisors about complying with school and district policies and procedures.	Candidate maintains the highest standard of honesty, integrity, respect, and confidentiality in interactions with colleagues, students, and the public. Candidate maintains an open mind in team decision making. Candidate complies fully with school and district policies and procedures.	Candidate maintains the highest standards of honesty, integrity, respect, and confidentiality and takes a leadership role with colleagues. Candidate takes a leadership role in team decision making. Candidate complies fully with school and district policies and procedures.	2 Comments
13. Interacts positively and appropriately with children.	Candidate does not interact positively and appropriately with children. May use language not appropriate for a school setting or for the age of students.	Candidate interacts positively and appropriately with children. Uses language that is appropriate for a school setting and for the age students.	Candidate demonstrates a clear understanding of how to interact positively and appropriately with children and projects a disposition that fosters a positive atmosphere in the classroom. Students are interested in learning and display positive social behaviors in the classroom.	Candidate clearly demonstrates positive and appropriate interactions with children, projecting a disposition that fosters an enriched atmosphere in the classroom. Students are excited about learning and display positive social behaviors in the classroom.	2 Comments
PROFESSIONAL	**RESPONSIBILITIES**	**AND**	**RELATIONSHIPS**		

14. Demonstrates a variety of teaching styles and strategies in every teaching opportunity.	Candidate adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions. Candidate assumes no responsibility for students' failure to understand.	Candidate inconsistently demonstrates flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Candidate seeks ways to ensure successful learning for all students, using a variety of teaching methods, making adjustments as needed to instruction plans and responding to student interests and questions.	Candidate is consistently responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.	2 Comments
15. Demonstrates effective planning to meet personal and professional obligations.	Candidate is unable to determine a plan to complete tasks, is unable to accurately estimate time needed to complete a task, and may wait until deadlines to seek assistance. Candidate does not arrive to events on time, makes excuses for non-completion, and imposes on others.	Candidate may not plan effectively creating an imposition on others, may be late to courses or events, wastes time, and regularly asks for exceptions to rules or procedures. Candidate may have predictable or reoccurring crisis which negatively affect obligations.	Candidate is able to prioritize and complete tasks and assignments within the required time frame and has a general sense of the task and the time it will take to complete it. Candidate has few incidences of avoidable crisis situations and does not impose on others when a crisis arises.	Candidate articulates a clear and realistic scope and sequence of an assigned task, is able to estimate the time a task will take to complete well, and has a sense of all that needs to be done. Candidate completes tasks on time or ahead of time with no incidence of crisis situations. Candidate does not impose on others.	2 Comments
16. Demonstrates professional ethics and behaviors delineated in professional, state, and institutional standards.	Candidate has failed to meet the ethical expectations spelled out in either, the UP Student Handbook, the Professional Educators of Montana Code of Ethics, or the NEA Code of Ethics. Candidate may be found to have plagiarized, cheated on a test, falsified observation or internship hours.	Candidate meets the ethical expectations spelled out in either, the UP Student Handbook, the Professional Educators of Montana Code of Ethics, or the NEA Code of Ethics. Candidate does not explicitly violate codes but does not go above the minimum expectations to model or encourage others to do so.	Candidate meets the ethical expectations spelled out in the UP Student Handbook, the Professional Educators of Montana Code of Ethics, and the NEA Code of Ethics. Candidate goes beyond the expectations to model or encourage others to do so.	Candidate exemplifies the ethical expectations spelled out in the UP Student Handbook, the Professional Educators of Montana Code of Ethics, and the NEA Code of Ethics at all times. Candidate goes above and beyond the expectations to consistently model and encourage others to do so.	2 Comments

NOTE: A score of **unsatisfactory** on any category may result in, but not be limited to, any of the following: Removed from the Teacher Education Program, movement to provisional status, required course repeat, required course remediation.

☐I highly recommend admission to the Teacher Education Program
☐I recommend admission to the Teacher Education Program
☐I recommend admission to the Teacher Education Program with reservations
☐I do not recommend admission to the Teacher Education Program at this time

Additional Comments

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Teacher Education Program Application Instructions

To be considered for the Teacher Education Program, this application must be returned to the Education Office by the deadline date. The deadline dates for applications are September 30 for fall semester and January 31 for spring semester. Follow these directions. Incomplete applications will not be considered for acceptance. Notification will be sent to the applicant by UP email. The following items must be included:

1. You must have 4 education faculty recommendations. Include the recommendations from the professors from EDU 200, EDU 261, and EDU 284 as well as a professor of your choice from 1 other EDU course. These recommendations 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 will return them to Program Assistant, Rachel Wild.

2. Unofficial copies of all your college transcripts must be included.

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. The ACCUPLACER Writing test is being used to measure growth in writing skills for students in the education program. Schedule a time with the Program Assistant, Rachel Wild to take the test.   Please, complete the writing test before the TEP application deadline. Your score will be added to your application and program file.

6. Attached to this application is a list of questions from core education classes. Study and reflect on these questions before your interview. You will be expected to answer any combination of these questions. If there are any of these listed classes that you have not taken yet, you are expected to research and answer the question with some knowledge of the subject area.

7. Include an essay that will address the following questions. Your essay should be written 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 Providence
Teacher Education Program
1301 20th Street South
Great Falls, Montana 59405
406-791-5335

UNIVERSITY OF PROVIDENCE
DEPARTMENT OF EDUCATION

APPLICATION TO THE TEACHER EDUCATION PROGRAM

DATE: _____ **CAMPUS** Choose an item.

STUDENT ID NUMBER:_____

STUDENT NAME: _____
                         Last   **First**

PHONE NUMBER: _____ **UP E-MAIL:** _____

PRESENT MAILING ADDRESS: _____

CHECK THE APPROPRIATE BOX (ES)

☐ **ELEMENTARY**
      CONCENTRATION(S)
      MINORS(S)

☐ **SECONDARY**
      MAJOR
      MINOR

☐ **OTHER**

The following Teacher Education Program professors **must be asked** to submit KSD forms to recommend you for admittance into the Teacher Education Program. **Please remember to put your name on all four (4) of the disposition forms.**

1._____ **EDU 200**
2._____ **EDU 261**
3._____ **EDU 284**
4._____ **Your Choice**

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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 Providence. All information I have provided is accurate and I give the School of Education permission to verify that information.

_____

                          Applicant's Signature

_____

                          Date

These questions are for you to review as stated in number 5 of the directions for this application.   You will be asked any combination of these questions at your Teacher Education Program interview.

EDU 200 Introduction to Education
1. What does constructivism look like in the classroom?
2. Name two professional behaviors expected of teachers and tell why each is important.
3. How is assessment tied to learning objectives? Explain and give specific content examples.
4. Describe two possible factors that can put a student at risk and give three warning signs to look for when identifying an at-risk student.

EDU 244 Instructional Technology
1. Explain one of the following and how it supports integrating technology in teaching and learning: TPACK, NETS*T, or 21st Century Skills.
2. Name two specific technology tools you can use to encourage collaboration in your classroom and tell us an example of a specific project you would use with these collaboration tools.
3. What is a digital trail and how does it affect you and your future students?
4. Explain how you will use technology as an assessment tool in your classroom. Name two specific sites or software in your explanation.

EDU 261 Introduction to Exceptionalities
1. Explain RtI.
2. Describe a general education teacher's responsibility for students with IEP's in the general education classroom.
3. How would you modify a reading assignment for a student with a learning disability in reading?

EDU 284 Cognitive Psychology
1. Explain why a student might or might not remember what was taught. Give two strategies you might use to assist students.
2. Explain the importance of building background information for students.
3. Describe how you will use brain based learning principles and strategies as an educator in your classroom.
4. Explain Transfer and why it is important to the learning process.

Rev. 2017

University of Providence
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. Attach explanation/description/data. A KSD form is a minimum.

IV. Attach a plan or plan deadline date for remediation or recommendation for TEP status.

Professor Name:	Student Name:
_____ (signature)	_____ (signature)
Professor email:	"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:	Date signed:

Hallmarks of a Profession

The hallmarks of any profession include a unique knowledge base and skill set, a unique task to perform, a code of ethics, and a professional dress code.

Expectations for site based student observations or student teacher placements in private or public schools as part of an assessment for a University of Providence student include the following points:

1) Professional attire shall be business dress which should include a jacket, vest or sweater.

2) Dress slacks/pants or Docker style trousers for males and females are acceptable professional attire. Professional attire excludes flip flops, running shoes, and other casual recreation footwear.

3) Blue jeans or denims are never acceptable even though the school site may have a "Casual Friday" policy. The UP student observer or student teacher must still be dressed in business attire.

4) UP dress code is specifically designed to establish a high standard of personal care and it is not variable by school districts or individual buildings.

5) Should the assigned school have a specific designed placard shirt or a collared knit shirt with a school logo, it will be considered appropriate apparel, but skirts and pants should still meet the business dress code.

6) Although a mentor teacher may not be dressed as formally as the UP student. The business professional dress code is still in force for the University of Providence student.

7) Tattoos must be covered and facial piercings must be removed so as not to distract students from learning.

8) Purchase scarves, acquire jewelry, shop at the thrift store and prepare to be a successful professional in the educational community.

9) HPE candidates must wear complimentary running/workout suits in place of professional attire.

Student Teaching Application Instructions

For consideration, applicants MUST also have been fully accepted to the Teacher Education Program. Applications for graduation MUST be submitted to the UP registrar's office before applying to student teach. The deadline dates for Student Teaching applications 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 **(example: one for elementary and one for special education)**. 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 UP planners
   C. An unofficial copy of all your college transcript(s)
   D. Philosophy of Education (directions below)
   E. Statement of Liability Insurance http://mea-mft.org/join_us.aspx (Student MEA-MFT)

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 three options for student teaching placements with the required school district information as this is vital for an appropriate placement. **UP 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. The ACCUPLACER Writing test is being used to measure growth in writing skills for students in the education program. Please see Academic Program Assistant, Rachel Wild, to set up a time to take the Accuplacer. Your score will be to be added to your student teaching application and permanent file.

9. Elementary education students are **required to take and pass** the Praxis II Elementary Content Test BEFORE they are eligible to student teach. Secondary education students **are required to take and pass** the Praxis II Test in their major subject area BEFORE they are eligible to student teach. Contact your advisor for the appropriate test. You can find testing dates and register for the Praxis II Test by going to www.ets.org.

10. **Incomplete applications will be returned and may hinder your ability to be placed.**

Thomas A. Raunig Ed.D., Director of Student Teaching
University of Providence
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#**	
UP 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-2)
☐ Elementary School (3-6)   ☐ Middle School (7-8)
☐ High School (9-12)   ☐ Specialized Area

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

_____

The University of Providence **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 I understand the procedures for admission and retention in the Teacher Education Program at the University of Providence. All information I have provided is accurate and I give the University of Providence Education Department permission to verify that information.

       I acknowledge that I have read and I understand the requirements of Student Teaching in the Teacher Education Handbook and the instructions within the Student Teaching Application. I authorize the University of Providence Education Department to share my full Student Teacher Application with school districts for student teaching placement.

_____   _____

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 took the Praxis II test and your score

Date: _____   Score: _____

I, _____ authorize the University of Providence Education Department to release my academic information including but not limited to grades, classes, and copies of transcripts to all other schools for which you seek placement.

Student
Signature_____Date_____

University of Providence
Teacher Education Program
<u>Statement of Liability Insurance</u>

I, _____, am aware that as a student in the University of Providence Teacher Education Program I am responsible for obtaining liability insurance. In order to meet this requirement, I have applied for/already have (please circle one) insurance through the following organization:

Organization_____

Address_____

City, State, Zip Code_____

Student
Signature_____Date_____

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

☐ You have submitted your complete application for graduation to the UP Registrar's office.

☐ A current phone number and UP email address

☐ A separate application for each student teaching position (one copy of each is sufficient)

☐ A resume as instructed

☐ Complete copies of your UP planners as instructed

☐ An unofficial copy of your college transcripts as instructed

☐ Philosophy of education as instructed

☐ You have listed 3 different school districts

☐ You have completed and passed the Praxis Test

☐ You have completed and passed the ACCUPLACER Writing Test

☐ Submit a completed Statement of Liability Insurance. 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 Providence
Evaluation Form for Student Teaching

This is an evaluation of the student's teaching performance. The mentoring 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, UP Director of Student Teaching.

Student _____ Date _____

Mentoring Teacher _____ Total weeks Completed _____

Please circle the appropriate grade level for elementary. Fill in the grade level and subject area for secondary education. Circle either Special Education or Reading if the candidate is student teaching in one of these specialized areas.

Elementary   **Secondary**
K-2 or 3-6   Grade level_____ Subject Area_____

Special Education   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 deficient	2	3 proficient	4	5 advanced	Not Observed
Please rate the effectiveness of the field experience program.						

II.   Professional and Personal Performance

The student has……

	1 deficient	2	3 proficient	4	5 advanced	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.						

	1 deficient	2	3 proficient	4	5 advanced	Not Observed
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 deficient	2	3 proficient	4	5 advanced	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 deficient	2	3 proficient	4	5 advanced	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 resect and responsibility in students.						
F. uses effective positive discipline techniques.						

<u>Student Teacher Feedback:</u>

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

        Mentoring Teacher Signature: _____ Date_____

        Student Signature: _____Date_____

        University Supervisor's Signature: _____Date_____

UNIVERSITY OF PROVIDENCE
TEACHER EDUCATION PROGRAM

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. Pre-assessment 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)

Pre-assessment:	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 Assignment
Evidences of Professional Growth (EPG)
University of Providence Teacher Education Program
Licensure Standards & Clinical Practice

Student Teacher Candidates will complete this assignment during each placement.

All Candidates
Each placement requires that two, three, or four complete EPG's be completed.
  ✓ Student teacher Performance Evaluations
▪ All candidates are evaluated six to eight times each, by both the mentor teacher and the university supervisor, using the Student Teacher Performance Evaluation forms.
▪ The supervisor's evaluations should coincide with EPG #1 and #2, but the EPG's could come on the later evaluations.
▪ The mentor teacher and the supervisor should co-evaluate one EPG and collaborate during the post-evaluation conference with the student teacher.
  ✓ Evidences of Professional Growth
▪ All candidates complete a minimum of two EPG's per placement.
▪ If the university supervisor determines that both are exemplary (all indicator scores are 3, 4 or 5), additional EPGs do not have to be done for that placement.
▪ If the university supervisor determines that areas of growth remain, the candidate will complete a third EPG…and a 4th, if needed.

Double Majors 2$_{nd}$ Placement
✓ The 2nd placement requires that the above process occur during the placement.
✓ University Supervisors may eliminate Evaluation #1 (formative) if, in their professional judgment, the student teacher does not need it. If Evaluation #1 is eliminated for the 2nd placement, there will be a total of 3 scored Student Teacher Performance Evaluations completed by the supervisor.

The Process
1. Student teacher prepares an EPG, steps 1-3.
2. On the day of the prepared lesson, the student teacher provides the instructor of record a hard copy of steps 1-3, and sets up the Flip Video camera to tape the lesson. (They can be checked out at UP from Dianne Dalke, the program assistant for education.)
3. The University Supervisor tapes the lesson and evaluates the lesson being taught (Step 4) using the Performance Evaluation Forms.
4. After the lesson, the student teacher completes steps 5, 6 and 7. Upon completion this is given to the University Supervisor.
5. The University Supervisor rates the entire EPG, Steps 1-7, using the Evidences of Professional Growth Rubric. The reviewed EPG is returned to the in-service teacher with guidance, suggestions for growth, etc.
a. A minimum of a "3" on each indicator of the rubric is satisfactory. A score of "1" or "2" on any indicator requires that an additional EPG be completed.
b. At the conclusion of the 2$_{nd}$ EPG, the University Supervisor will determine if the in-service teacher needs to complete more EPG's.
6. At the conclusion of the semester, the scored assignment will be available in the UP education office.

Evidence of Professional Growth
Statement of Own Work

Name: _____ ID: _____

Degree Program: ☐Elementary   ☐Secondary   ☐K-12
                 ☐Undergraduate   ☐Graduate   ☐Post-Baccalaureate

Teaching Major: _____ Teaching Minor: _____

Double Major (if applicable): _____

University Supervisor: _____ Advisor: _____

Mentor Teacher: _____

Clinical Practice Placement (School & District): _____

Grade level(s): _____ Content Area(s): _____

I verify that all artifacts and narratives included in my evidence of professional growth were completed by me alone. This statement is signed as evidence of my professionalism and my academic honesty as a pre-service candidate at UP. I understand that submission of materials identical to those of another pre-service candidate or copied from another source without appropriate attribution will constitute academic dishonesty which could result in dismissal from the UP teacher education program and/or failure to be recommended for licensure.

Signature: _____ Date: _____

Student Teaching Assignment
Evidences of Professional Growth (EPG)

Student teaching provides multiple opportunities to demonstrate how classes, clinical practice (field) placements, and other relevant experiences have helped candidates develop the content knowledge, pedagogical skills, and professional dispositions to help all students learn. To be recommended by UP for licensure, candidates must demonstrate evidence that teaching leads to (P-12) student learning. Our expectations for evidence that P-12 student learning has occurred are based on the following seven parts of the teaching-learning cycle identified by research and best practice as fundamental to improving student learning: identifies contextual factors, judges prior learning, plans instruction, teaches, assesses, analyzes, and reflects.

FORMATTING A LESSON PLAN ~ REQUIRED CATEGORIES
Use this lesson plan format for the Evidence of Professional Growth Assignment

STANDARD INFORMATION and TEACHING CONTEXT
Adapt to fit teaching needs. Include such information as grade level, content area, name of classroom teacher, and name of the school. Identify and discuss relevant factors about the teaching-learning context and student individual differences to set learning goals and plan instruction and assessment. Relevant factors might include: community, district and school factors; classroom factors; student characteristics including age, gender, race/ethnicity, special needs, culture, achievement/developmental levels, language, interests, learning modalities, or students' skill levels. Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. **Discuss your perceptions regarding context with your mentor teacher to assure accuracy.**

DESCRIPTIVE TITLE
Provide the title of the lesson or activity.

LESSON DESCRIPTION
Include a short description of what the students will be learning and doing.

OBJECTIVES
May be general and/or specific performance objectives and should be written using active verbs.

CONCEPT(S) AND/OR KEY WORDS AND DEFINITION(S)
This is the main definition of the concept that you wish the students to understand. You must define the concept so that another teacher can pick up the lesson plan and read this component to understand what exactly should be taught.

STUDENTS' BACKGROUND KNOWLEDGE
Is there prior knowledge that students require in order to complete this lesson?
Undertake a systematic assessment to identify and activate prior student learning in the subject area or skills you plan to teach for a particular lesson. Assessment methods may include short answer or essay questions, selected response (i.e., multiple-choice tests, true or false), performance assessment (i.e., reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in PE, delivering a speech, etc.), and personal

communications (i.e., questions posed and answered during instruction, class discussions, interviews, conferences, etc.). Your instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and your learning objectives. **Work with your mentor teacher in choosing the most appropriate means to activate and judge prior learning for your lesson.**

MATERIALS AND TEACHING AIDS
List all materials, teaching aids, instructional technology resources, etc. Include a bibliography in a consistent reference style.

CLASSROOM MANAGEMENT SUGGESTIONS
Include any suggestions for desk arrangement, group sizes, material distribution, and collection, clean up, and time management.

ASSESSMENT
Assessment should be described in detail. Materials used to evaluate individual student performance must be attached.

STANDARDS
Develop appropriate learning objectives and a lesson plan that aligns with your learning objectives, with state/local standards for student learning, and with your mentor teacher's long-range instructional goals that will advance your students' learning. Take into account what you have learned from your assessment of your students' prior knowledge and skills as you plan your instruction. Make sure you look up the standards in teaching, content, and assessment. Those standards that pertain to your lesson are to be listed here. **Confirm that the lesson meets standards required by your mentor teacher.**

LINKS OUTSIDE THIS LESSON
These might include links to other subjects, to home activities, etc.

ACCOMODATION FOR DIVERSITY
Special needs, gender, ethnicity, language, socio-economic status, religion, etc.

TECHNOLOGY INTEGRATION
Describe how instructional technology will be used in the lesson.

INDIAN EDUCATION FOR ALL INTEGRATION
Describe how one or more of the Essential Understandings will be used in the lesson. Refer to http://www.opi.state.mt.us/ in the Indian Ed link if additional information is needed about IEFA.

TEACHING MODEL
This is the largest and most complete area of the lesson plan. It includes all procedures in the lesson not previously addressed. Identify the teaching model's name: e.g. direct teaching, inquiry based teaching, problem based teaching. Each step or stage of the model identified should be included.

ATTACHMENTS
Attach materials used to evaluate student learning (provide one blank copy of each assessment). You may also include examples from the lesson such as sheet music, projects, poems, illustrations, print out of computer work, etc.

Student Teaching Assignment
Evidences of Professional Growth (EPG)

1. **Identify contextual factors**: Embed this into the STANDARD INFORMATION and TEACHING CONTEXT section of the lesson plan format.
▪ Identify and discuss relevant factors about the teaching-learning context and student individual differences to set learning goals and plan instruction and assessment. Relevant factors might include: community, district and school factors; classroom factors; student characteristics including age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning modalities, or students' skill levels. Address how contextual characteristics of the community, classroom, and students have implications for your instructional planning and assessment.
▪ Discuss your perceptions regarding context with your mentor teacher to assure accuracy.

2. **Judge prior learning**: Embed this into the STUDENT'S BACKGROUND KNOWLEDGE section of the lesson plan format.
▪ Undertake a systematic assessment to identify and activate prior student learning in the subject area or skills you plan to teach for a particular lesson. Assessment methods may include short answer or essay questions, selected response (i.e., multiple-choice tests, true or false), performance assessment (i.e., reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in PE, delivering a speech, etc.), and personal communications (i.e., questions posed and answered during instruction, class discussions, interviews, conferences, etc.). Your instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and your learning objectives.
▪ **Collaborate with your mentor teacher in choosing the most appropriate means to activate and judge prior learning for your lesson.**

3. Plan instruction: Develop appropriate learning objectives (the OBJECTIVES section of the lesson plan) and a lesson plan (the TEACHNING MODEL section of the lesson plan) that aligns with your learning objectives, with state/local standards for student learning, and with your mentor teacher's long-range instructional goals that will advance your students' learning. Take into account what you have learned from your assessment of your students' prior knowledge and skills as you plan your instruction.
▪ **Confirm that the lesson meets standards required by your mentor teacher.**

OBSERVATION & EVALUATION BY THE UNIVERSITY SUPERVISOR
It is at this point that the University Supervisor will begin the formal observation and evaluation process. At the scheduled observation and evaluation,
student teachers must provide the supervisor a hard copy of steps 1-3.

4. **Teach the lesson**: Teach your students using the lesson plan that you have adapted based on your assessment of your students' prior knowledge and skills. Your instruction should take into account students' different background knowledge and learning needs and provide students opportunities to demonstrate the use of critical and creative thinking skills. Incorporate formative assessment while you are teaching that will help you gauge your students' learning during the lesson. When necessary, adapt your teaching based on your observations during the lesson.
▪ **Collaborate with your mentor to provide appropriate and realistic accommodations.**

5. **Assess student learning**: Conduct a post-assessment that will help you assess your students' performance in meeting your learning goals. Your assessment should allow you to identify the performance of the whole class as well as subgroups and/or individual students based on contextual characteristics such as gender, performance level, socioeconomic status, language proficiency, or other attributes of diversity.
- **Discuss results of your assessment with your mentor to assure reliability of your results.**

6. **Analyze the results of student learning**: Analyze the results of the concluding assessment(s), documenting the student learning that occurred at individual and group levels and noting students who learned more or less than you expected.
- **Share your analysis and reflection with your mentor and supervisor.**

7. **Reflect on your impact on student learning**: Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth. In your reflective statement on each teaching-learning cycle, identify the learning goal where your students were most successful and where they were least successful. Provide possible reasons for these differences. Use this final reflection to think through each part of the teaching-learning cycle. Be sure you address what changes should be made in each to enhance student achievement. If no changes are necessary, reflect upon reason for success.
- **Share your reflections with your mentor and supervisor.**

<div align="center">

Analysis and Reflection Suggestions.

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The purpose of steps 5-6-7 is to analyze and reflect upon teaching experiences, growth as a professional educator, impact on student learning, classroom management, student motivation, and application of theory into practice. Also refer to steps 1-5 of the teaching-learning cycle; any of those issues or topics could be included as well. Thoughtful reflection of your impact on student learning is an important part of this professional analysis. Analysis and reflections are to be thoughtful, in-depth, and insightful (avoid brief, superficial comments). Descriptions, analyses, interpretive, and evaluative statements need to be supported with examples and other pertinent information. As the experience develops into more responsibilities and teaching duties, your writing should also develop into reflection of specific topics, issues, and learning of yourself and the students.

<div align="center">

Suggested Prompts

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- Was an assessment effective and appropriate in terms of student learning? Why or why not?
- Were there any patterns or clusters of students who did exceptionally well? Moderately well? Poorly? What conclusions can be made about these patterns?
- How well did any sub-groups (special education students, bilingual, etc.) do? Should an assessment have been adapted for anyone else?
- Are diverse learners meeting individual learning goals? Reflect upon your collaboration with specialists (SPED, Title 1 teachers, etc.) and the resulting impact on student learning.
- Did all of the students in the class learn? Why or why not?
- What were the most positive aspects of a lesson?
- What were the most negative or problematic aspects of a lesson?
- What were the students' reactions to a lesson?
- What could you do next time to improve student learning?
- How could you improve the learning of those who did not do as well on your assessment(s)?
- How could the lesson be improved if it were taught again? Develop a plan to improve the lesson plan, instructional strategies, assessment, etc. Specifically identify steps that will improve them.
- What are your conclusions and reflections of your lesson?

Evidences of Professional Growth Rubric
Department of Education
Licensure Standards & Clinical Practice

Candidate		Semester & Year	
Candidate ID#		Grade Level(s)	
Content Area(s)	Final Grade		☐ PASS ☐ WITHDRAW ☐ REVISE
School			
Evaluator: Print name		☐Mentor Teacher ☐University Supervisor ☐Advisor ☐Other_____	

A minimum rating of "3" on all indicators is satisfactory. A rating of 1 or 2 on any indicator requires that an additional Evidence of Professional Growth (EPG) be completed.

1. Clarity and Accuracy of Analysis of Student Learning and Reflection and Self-Evaluation:

a. **INTASC STANDARD 1Content Pedagogy**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher creates learning experiences that make these aspects of subject matter meaningful for students.

b. **INTASC STANDARD 3 Content Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.

c. **INTASC STANDARD 6 Communication & Technology:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

A rating of 1 or 2 on an indicator requires revision	1 **Performance Shows Little or No Skill Development**	2 **Performance Demonstrates Inconsistent or Weak Skills**	3 **Performance Demonstrates Some Skill Development**	4 **Performance Demonstrates Adequate Skills**	5 **Performance Demonstrates Competency**	**Score**
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is organized, but development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons and details	Presentation is clear and accurate and shows some understanding of the implications of the data for instruction	Presentation is clear and accurate and shows understanding of the implications of the data for instruction	Presentation shows insight into assessment-teaching cycle; implications of the data are clearly and accurately explained	
Quality of Professional Writing	Presentation contains several errors in writing mechanics, diction or sentence structure; and/ or presentation is not developed logically	Presentation is organized, but has errors in writing mechanics; diction; or sentence structure; and/or lacks logical development	Presentation is organized, and nearly free of mechanical errors; some evidence of logical sequencing and development of ideas is apparent, although most concepts and transitions are simple and obvious	Presentation is free of mechanical errors; the writing communicates logically and correctly; ideas are supported by pertinent examples from the data; logical transitions between ideas are present	Presentation is free of mechanical errors; most ideas are fully elaborated; there is a clear focus on data interpretation and its implications for effective teaching	

2. Analysis of Student Learning:

a. The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

b. INTASC Standard 8 Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A rating of 1 or 2 on any indicator requires revision	1 Performance Shows Little or No Skill Development	2 Performance Demonstrates Inconsistent or Weak Skills	3 Performance Demonstrates Some Skill Development	4 Performance Demonstrates Adequate Skills	5 Performance Demonstrates Competency	Score
Learning Objectives Identified	Fails to provide a clear learning objective, and/or fails to indicate expectations for mastery	Provides a learning objective but the objective is either not aligned to curriculum standards, not measurable, or does not clearly indicate expectations for mastery	Provides a learning objective and shows connection either to standards/curriculum or to expectations for mastery	Provides a measurable learning objective that is aligned to appropriate standards and/or curriculum scope and sequence; indicates expectations for mastery	Provides a clearly written, measurable learning objective; shows how the learning objective relates both to standards and to curriculum; indicates expectations for mastery and provides a rationale for these expectations	
Assessment System Includes Baseline, Formative and Summative Assessments	Does not show evidence of a comprehensive assessment plan, including baseline, formative, and summative assessments	Has an assessment plan, but in some way the plan is not fully described or developed; aspects of a complete system are missing or not implemented	Has a complete assessment plan and implements some, but not all components of the plan	Develops and utilizes a complete assessment plan, including baseline, formative and summative components	Develops and implements a complete assessment plan designed to assess the level of mastery of the learning objective by the students receiving instruction	
Data Is Collected Systematically	Fails to collect data OR collects data, but does not do so in a meaningful or systematic way	Collects some, but not all types of basic data for analyzing learning	Collects data related to the assessment plan, but data are not collected on all aspects of the plan or some of the data collected is not meaningful	Collects meaningful data, including baseline, formative and assessment data	Collects data in a well organized, systematic manner and uses data to adjust instruction	
Lesson Activities Align with Learning Objectives	Fails to align learning activities to learning objectives	Aligns some, but not all learning activities to the learning objective	Makes partial connections with learning objectives, but fails to provide a comprehensive profile of student learning relative to the whole class, subgroups, OR individual students	Makes connections between learning objectives and learning activities; provides a profile of student learning for the whole class, subgroups, AND individual students	Makes connections between learning objectives and learning activities; provides a comprehensive profile of student learning for the whole class, subgroups, AND individual students	
Interpretation of Data	Fails to analyze or interpret data accurately	Interprets data but has some difficulty drawing reasonable conclusions or determining how to use the data for decision-making	Interprets data in a technically accurate way, but conclusions are missing or not fully supported by data	Interprets data meaningfully and draws appropriate conclusions based on the data	Interprets data meaningfully, draws conclusions based on the data, and uses data to make appropriate instructional decisions	
Evidence of Impact on Student Learning	Fails to show credible evidence of student progress toward mastery of the learning objectives	Analyzes student learning, but includes incomplete evidence of impact on student learning; provides limited evidence of student progress toward mastery of learning objectives	Analyzes student learning and provides some credible evidence of impact on student learning OR provides some evidence of student progress toward mastery of learning objectives	Analyzes student learning by showing evidence of the impact on student learning in terms of individual progress toward mastery of the learning objectives	Analyzes student learning and clearly communicates student learning in terms of individual progress toward mastery of the learning objectives	

3. Reflection and Self-Evaluation:

a. INTASC STANDARD 3 Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.
b. INTASC STANDARD 9 Reflective Practice & Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. University of Providence teacher candidates demonstrate professional dispositions both on and off campus.

A rating of 1 or 2 on any indicator requires revision	1 **Performance Shows Little or No Skill Development**	2 **Performance Demonstrates Inconsistent or Weak Skills**	3 **Performance Demonstrates Some Skill Development**	4 **Performance Demonstrates Adequate Skills**	5 **Performance Demonstrates Competency**	**Score**
Interpretation of Student Learning	Shows little or no evidence of self-reflection when analyzing the impact of instruction on student performance	Provides evidence of self-reflection concerning impact on student learning, but the reflection shows simplistic, superficial reasons or hypotheses to support conclusions drawn	Provides evidence of self-reflection showing some credible conclusions concerning the impact of instruction on student learning; conclusions are at least partially supported by data	Uses evidence to support conclusions drawn concerning the impact of instruction on learning; explores multiple hypotheses for why students did or did not master the learning objective	Paints a comprehensive picture of how instruction affected student learning; analyzes in some depth reasons why students did or did not attain mastery of the learning objective	
Insights on Effective Instruction	Provides no rationale for why some activities were more successful than others in assisting students to master the learning objective	Identifies successful or unsuccessful activities, but does so for simplistic or superficial reasons	Identifies some successful or unsuccessful activities based on the performance of the students; superficially explores some reasons for student progress or lack thereof	Identifies successful and unsuccessful activities based on the performance of the students and provides plausible reasons (based on theory or research) for their progress or lack thereof	Analyzes the value of learning activities and determines, on the basis of impact on student learning, ways to improve learning activities to gain better results in the future	
Insights on Effective Assessment	Fails to evaluate the assessments used	Evaluates assessment techniques, but makes limited or superficial suggestions for improving these techniques	Evaluates assessment techniques and makes suggestions for refinement of techniques for future use	Analyzes the format of assessments and their effectiveness in yielding useful data for guiding instruction and motivating students	Analyzes the impact of assessment results on instruction and student progress; considers ways to involve students in assessment of their own performances	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results	Connects learning goals, instruction, and assessment results, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in drawing some conclusions about student learning and effective instruction	Logically connects learning goals, instruction, and assessment results in order to plan more effective instruction	Logically connects learning goals, instruction, and assessment results in order to plan more effective instruction; uses assessment results to differentiate instruction to meet individual needs	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides some ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	Redesigns learning goals, instruction based on assessment results; provides credible rationales for data-based decisions	Plans future instruction on the basis of student profiles and assessment of student needs as well as reflection on previous experience	

Revised September 2010

University of Providence Department 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 Providence, 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 Providence, Department of Education is greatly appreciated.

Additional comments:

University of Providence
Program Assessment for
Department of Education Graduates

The UP 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 UP?
          Within the last year   1-5 years ago   5 or more years ago

Please rate your preparation at the University of Providence 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 Providence 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.

University of Providence
Program Assessment for
Department of Education Special Education Graduates

The UP 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. _____

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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 Providence 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.