ROCKY MOUNTAIN COLLEGE TEACHER EDUCATION HANDBOOK

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It is the responsibility of each student in the education department
at Rocky Mountain College to read, understand, and abide by
the guidelines and requirements of this handbook.

REVISED October 2011
Part I: General Information

Rocky Mountain College

Education Program
Rocky Mountain College's
Mission Statement

R

ocky Mountain College educates students in the liberal arts and selected professional fields. The liberal arts underlie our commitment to rational inquiry, creative expression, critical thinking, and the practical application of knowledge. We strive to develop reflective, ethically responsible, and productive citizens. We celebrate and strengthen that which unites all of humanity.
Professional Educators of Montana Code of Ethics

Preamble

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities. The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues, and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

The Professional Educator in Montana:

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

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

Fulfills professional responsibilities with diligence and integrity.

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

Models the principles of citizenship in a democratic society.

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

Teacher Education Program Conceptual Framework

Mission
The mission of the Rocky Mountain College teacher preparation program is to prepare competent practitioners who are able to meet the challenges and demands of a global, complex classroom. Embedded in our teacher preparation program is the commitment to ensure that our graduates are able to utilize the resources available to them to collaboratively resolve issues facing teachers today. The evolving nature of knowledge requires the conceptualization of learning as a lifelong process, since knowledge bases and recommended professional practice change over time. Thus, it is not the goal of the Rocky Mountain College teacher preparation program to produce "finished" teachers; rather, its purpose is to empower our preservice teachers to transmit and make understandable the immense knowledge base now in existence, to be lifelong learners, and to inspire and develop these capacities in others. Our program is guided by our Purpose, targeted basis for Knowledge, Skills, and Dispositions, and overall Vision, each of which informs our practices and each of which is woven into every aspect of our candidates' educational experiences.

Purpose
The rigorous classroom content of Rocky Mountain College is tied to INTASC standards, Montana Board of Education standards (PEPPS), and our own program objectives. A variety of teaching and learning strategies will insure that our prospective teachers understand the central concepts, tools of inquiry, and structure of the discipline(s) they intend to teach and will be capable of creating learning experiences that make these aspects of subject matter meaningful for their future students. Our preservice teachers implement theory into practice via their practica and their student teaching experience, further developing their understanding of how students learn and develop and gaining expertise in providing learning opportunities that support students' intellectual, social, and personal development. By graduation, Rocky Mountain College's teacher candidates will be able to demonstrate their understanding of a common core of education-based knowledge which they have gained both through their study in the liberal arts and in their selected area of content specialization. They will evidence integrity in the use of this knowledge in their future teaching practice.

Knowledge, Skills, and Dispositions
The education department faculty believes that the process of training a teacher is based on the notion that teachers should possess certain knowledge, skills, and dispositions:

- performance excellence, which includes the ability to address issues of diversity and individual learner development;
- the ability to use technology appropriately;
- content knowledge;
- a thorough professional knowledge base; and
- the dispositions necessary for successful teaching and learning

Performance Excellence:
Rocky Mountain College teacher candidates demonstrate their readiness to assume responsibility for classroom teaching by using appropriate teaching practices including effective communication, effective classroom management skills, developmentally appropriate instructional practices, curriculum planning and implementation, and assessment. Via a sophomore practicum, a junior field experience, a senior-level 40-hour partnership with a cooperating local classroom teacher for secondary preservice teachers, and a 15-week practice teaching semester, our preservice teachers come to understand the importance of contextual and experiential learning to their own success and the success of their future students, as well as the connection between academic learning and the skills required in the workforce. They also comprehend how students differ in their approaches to learning and are able to create instructional opportunities adapted to a widely diverse population of learners, capitalizing on students' varied exceptionalities in ways that contribute to the development of each student's fullest potential, regardless of background. Rocky Mountain College's preservice teachers will be able to identify student strengths and weaknesses, develop techniques to support a student's initiative and self-responsibility, and create and use a variety of instructional strategies to encourage the development of critical thinking, problem solving, and performance skills.

Technology:
Candidates will demonstrate the ability to use information technology appropriately to support student learning and productivity. Our preservice teachers are encouraged to incorporate communications technologies throughout their education curriculum; they


are expected to possess not only computer literacy but also the ability to use communications technologies in carrying out their roles and responsibilities as future educators. Technology can enhance the ability of the teacher candidate to capitalize on individual and group motivation and behavior in order to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation, as well as to foster skill in effective verbal, nonverbal, and media communication techniques, thus engendering active inquiry, collaboration, and supportive interaction in their classrooms.

Content Knowledge:
Rocky Mountain College's academic disciplines provide students with a focal point around which they can synthesize knowledge they have acquired in our education program to effectively plan their instruction based on a solid knowledge of their particular content area's subject matter, their students, the community they will eventually live in, and their state's curriculum standards. We are committed to assuring that our teacher candidates are knowledgeable in their chosen fields and can impart this knowledge to help all of their students learn. This knowledge is not limited to known and existing information but includes the ability to generate and understand innovations in the field and the possession of the skills and dispositions necessary to remain current in the field. Content knowledge implies a broad general foundation in the arts and sciences, as well as a depth of knowledge appropriate for each level of expertise in a specific field; it is essential for critical thinking and problem solving in a professional role. Furthermore, such knowledge is necessary to make appropriate pedagogical decisions based upon an understanding of diverse groups, of the technological applications necessary to support learning, of the emotional intelligence needed to establish rapport and communicate effectively, and of the qualities and dispositions of a professional educator.

Professional Knowledge Base:
Our teacher candidates will demonstrate the self-reflective attitude necessary to foster increasingly productive relationships with colleagues, families, and agencies in the larger community; an ability to self-reflect and continually evaluate the effects of their choices and actions on students, families, other constituencies, and various professionals in the learning community; and a desire to seek out every available opportunity to grow professionally. Development of these traits ensures that our preservice teachers are able to integrate their understanding of human development and learning, curriculum development, classroom management, and content-appropriate teaching strategies to provide effective instruction and assessment for all learners. Rocky Mountain College teacher candidates will be able to contextualize classroom practice based upon the knowledge of how people learn in a particular content area and how that learning can best be facilitated and evaluated using formal and informal assessment strategies, thereby ensuring the continuous intellectual, social, and physical development of their students. Our teacher candidates will be able to demonstrate professional knowledge by anticipating and recognizing common misconceptions, typical misunderstandings, and developmentally appropriate responses to instruction and assessment in their particular content area. Candidates will also be able to develop content appropriate instruction and assessment in the context of students' backgrounds, experiences, motivations, learning styles, abilities, and interests. Of crucial importance for Montana educators is the education of their American Indian students. To quote from the "Essential Understandings" document from Montana's Office of Public Instruction—

Identity is an issue with which human beings struggle throughout their lifetime. Questions of “Who am I?” and “How do I fit in?” are universal questions of the human condition. Schools have historically been a place for students to explore their identity. However, when the culture of students' homes and communities are not evident in school, finding a way to belong within that system is more difficult and can lead to frustration. Educators need to ensure that each student has an opportunity to feel included in the classroom either through materials or pedagogical practices…

...Amidst all of these issues, educators must remember that Indian students come to school with a variety of backgrounds. They have differences of skin color, dress, and behavior; and there may be deeper and subtler differences of values and of ways of being and learning.

Our Vision
The Rocky Mountain College teacher education program graduates new teachers who are capable of creating classroom environments where all students can learn!
Program Objectives

The professional education program at Rocky Mountain College enables its graduates to

- apply their knowledge of human growth, development, and learning to the individual learning styles of all their future students;

- demonstrate a thorough knowledge of the professional literature and the current trends, issues, research, and research methods across disciplines and in each pertinent content area;

- communicate clearly, accurately, and professionally, both in speech and writing, to their future students, their peers, their colleagues, their students' parents/families, community persons, and other community organizations;

- demonstrate knowledge of the legal and ethical responsibilities of educators, as well as the underlying foundations and history of education in the United States;

- engage their future students in learning activities that promote critical as well as creative thinking;

- describe major educational aspects of the American school, including its purpose, administrative organization, financial aspects, board functions, and general operations;

- reflectively analyze their teaching and learning in order to improve throughout their careers;

- diagnose and remediate reading deficiencies in their future students, and confidently select age- and skill level-appropriate reading materials across the content areas;

- teach listening, speaking, reading, and writing skills appropriate to their future students' ability levels and content areas;

- design and organize learning environments that accommodate individual learning styles and where their future students are active, responsible, and self-directed learners;

- create and implement classroom management strategies to promote a cooperative learning environment, one that promotes their future students' self-esteem and helps them respect the rights, interests, heritage, and abilities of others;

- choose and create appropriate, authentic means of assessing student learning and progress;

- use a variety of technologies and resources to enhance instruction and student performance; and select and design strategies and materials for interdisciplinary teaching and learning experiences as well as for teaching discrete subject areas; and

- educate American Indian students via an exploration of unique cultures, family backgrounds and traditions, and subtle differences in values and of ways of learning, thus ensuring that American Indian students feel included in the classroom.
Rocky Mountain College Teacher Candidates' Dispositions

Standard 1, Subject Matter
   The teacher candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. He or she seeks to keep abreast of new ideas and understandings in the field.
   The teacher candidate appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
   The teacher candidate has enthusiasm for the discipline(s) he or she teaches and sees connections to everyday life.
   The teacher candidate is committed to continuous learning and engages in professional discourse about subject matter.

Standard 2, Student Learning
   The teacher candidate appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
   The teacher candidate uses students' strengths, as well as his or her own strengths, as a basis for growth, and errors as an opportunity for learning.

Standard 3, Diverse Learners
   The teacher candidate believes all students can learn at high levels and persists in the idea of helping all students achieve success.
   The teacher candidate appreciates and values human diversity, shows respect for students' and colleagues' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
   The teacher candidate respects students and colleagues as individuals with differing personal and family backgrounds and various skills, talents, and interests.
   The teacher candidate is sensitive to community and cultural norms.
   The teacher candidate makes students and colleagues feel valued for their potential as people, and helps them value each other.

Standard 4, Instructional Strategies
   The teacher candidate values the development of students', and his or her own, critical thinking, independent problem solving, and performance capabilities.
   The teacher candidate values flexibility and reciprocity as necessary for adapting instruction to his or her future students' responses, ideas, and needs.
   The teacher candidate values the use of educational technology in the teaching and learning process.

Standard 5, Learning Environment
   The teacher candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate.
   The teacher candidate understands how participation supports commitment, and is committed to the expression and use of democratic values.
   The teacher candidate values the role of students, as well as his or her own role, in promoting learning and recognizes the importance of peer relationships in establishing a climate of learning.
   The teacher candidate recognizes the values of intrinsic motivation to life-long growth and learning.
   The teacher candidate is committed to the continuous development of individual students' abilities, as well as his or her own, and considers how different motivational strategies are likely to encourage this development.

Standard 6, Communication
   The teacher candidate recognizes the power of language for fostering self-expression, identity development, and learning.
   The teacher candidate values many ways in which people seek to communicate and encourages many modes of communication.
   The teacher candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication.
   The teacher candidate possesses acceptable writing skills and appears capable of fostering acceptable writing skills in students.
_____ The teacher candidate possesses acceptable reading skills and appears capable of fostering acceptable reading skills in students.
_____ The teacher candidate possesses acceptable speaking skills and appears capable of fostering acceptable speaking skills in students.
_____ The teacher candidate possesses acceptable listening skills and appears capable of fostering acceptable listening skills in students.

**Standard 7, Planning Instruction**
_____ The teacher candidate values both long-term and short-term planning.
_____ The teacher candidate believes that plans must always be open to adjustment and revision.
_____ The teacher candidate values planning as a collegial activity.

**Standard 8, Assessment**
_____ The teacher candidate sees ongoing assessment as essential to instruction and recognizes that many different assessment strategies, accurately used, are necessary for monitoring/promoting learning.
_____ The teacher candidate is committed to using assessment to identify learning strengths and promote intellectual growth.

**Standard 9, Reflection and Professional Development**
_____ The teacher candidate values critical thinking and self-directed learning as habits of mind.
_____ The teacher candidate is committed to reflection, assessment, and learning as an ongoing process.
_____ The teacher candidate is willing to give and receive help.
_____ The teacher candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of his or her future students.
_____ The teacher candidate recognizes his or her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

**Standard 10, Collaboration, Ethics, and Relationships**
_____ The teacher candidate appears capable of appreciating the importance of all aspects of a student's experience.
_____ The teacher candidate is concerned about all aspects of a student's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
_____ The teacher candidate appears capable of respecting the privacy of students and confidentiality of information.
_____ The teacher candidate appears capable of consulting with others regarding the education/well-being of students.
_____ The teacher candidate appears capable of working with other professionals.

**Rocky Mountain College Standard 11: "Withitness"/Intrapersonal Skills**
_____ The teacher candidate stays alert and on-task during class and monitors his or her own pace and rhythm throughout the duration of classroom events.
_____ The teacher candidate anticipates his or her own off-task behavior and prevents it.
_____ The teacher candidate is not an "amiable non-entity"—a student who has learned to hide behind apparent attentive and cooperative behavior to escape engagement or to mask skill or knowledge problems.

**Rocky Mountain College Standard 12: Work Ethic**
_____ The teacher candidate spends an appropriate amount of time outside of school to prepare for class; does not come unprepared; does not make excuses for missing or flawed work; does his or her own original work; and does not miss class unless absolutely necessary.
_____ The teacher candidate acts independently and demonstrates accountability, reliability, and sound judgment.
Dispositions Letter

In the event that any member of the teacher education committee becomes concerned about a teacher candidate's suitability for the teaching profession—or conversely, wishes to indicate the strengths of a particular teacher candidate—the following letter, with various modifications, may be sent to that candidate.

(Course(s) if pertinent, and semester)

Dear ____________________,

Please find under cover a copy of the 12 Teacher Candidates' Dispositions which are also listed in your copy of the education department handbook. Individual items have been marked with either an "S" indicating strength(s) or a "W" indicating weakness(es) in a particular category or categories.

The education faculty wish to inform you... (information pertinent to the individual case will follow. A clear indication of an upcoming course of action on the part of the student and/or the faculty involved will be described.)

We, the faculty of Rocky Mountain College's education department, are dedicated to turning out the best teachers we possibly can. We believe it is important to apprise you periodically about both your areas of strength and your weaker areas. At every stage of your education, faculty members are ready to offer assistance if you need it. Do not hesitate to follow up on this letter by asking clarifying questions or requesting help. All of your professors stand ready to support you in your quest to teach.

Cordially,

____________________________

(Name(s) of the member(s) of the teacher education committee)
Interstate New Teacher Assessment
and Support Consortium (INTASC) Standards

Standard 1, Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2, Student Learning
The teacher understands how students and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3, Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4, Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5, Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6, Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7, Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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.

Standard 9, Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10, Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.
Program Basics for Admittance to Teacher Education Program

The program basics required by the Rocky Mountain College teacher education program include

1. Communication: Communication competencies are demonstrated by using the appropriate grammar (syntax, inflection, and word choice) in oral communication, speaking distinctly and with confidence; and using correct spelling, standard English language mechanics, and meaningful word choice in written expression. Further, communication with students and families is demonstrated by sensitivity to the situation and family circumstances of the students.

2. Intellectual (conceptual, integrative, and quantitative) ability for problem solving and effective teaching: The student must have the cognitive abilities necessary to master relevant content in subjects commonly taught in K-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. Students must be able to develop reasoning and decision-making skills appropriate to the practice of teaching.

3. The professional, behavioral, dispositional, and social aspects of the performance of the teacher: These skills and abilities may be described, in part, as the ability to think critically, to reflect deeply, to both give and receive help, and to continually refine those practices that address the individual needs of future students. See the "Rocky Mountain College Teacher Candidates' Dispositions" portion of this handbook for further information.
Teacher Education Program Application Process

Students majoring in elementary, secondary, or K-12 education at Rocky Mountain College must be admitted to the teacher education program. Before applying, students must complete all portions of the Rocky Mountain College teacher education admission form; this process includes an interview with the teacher education committee and a supervised writing exam (see advisor or pertinent faculty person to set up the interview and writing exam). Once admitted to the program, students must successfully complete the coursework for their major, major/minor, and/or education areas as specified in the catalog dated the year they entered the College. The following standards must also be met and maintained:

- Overall GPA of 2.75
- Grade of C or better in all required education courses
- Demonstrably responsible attitude toward professional growth during all College work in progress. See "Rocky Mountain College Teacher Candidates' Dispositions" in this handbook.

The teacher education committee tracks student progress and may place on probation or suspend students from the program who fail to maintain its standards. Students will be provided with reasons for the probation or suspension, and appeals may be made to the director of the education department and/or the academic vice president.

When should I apply?

Students are ready to apply to the teacher education program when they have completed ENG 119, PSY 205 OR PSY 206, EDC 202, and EDC 291E/S.

Field Experience (291S/E and 391S/E)

1. The appropriate faculty person or advisor initiates the placement process by examining rosters for practicum students and arranging for placement. If a local placement appears to be unavailable, contact will be made with other school districts to seek placement.
2. Complete the Montana self-disclosure and informed consent form in advance of enrolling for either practicum, but do not sign it; it must be signed in a notary's presence. Your practicum professor will supply you with these materials. If a report indicates a criminal record, the report will be taken to the teacher education committee for review. If a recommendation is made to deny the student admission to a field experience, that student will be notified in writing. Appeals may be made to the director of the education department and/or the academic vice president.
3. After placement has been finalized, the appropriate faculty person or advisor will contact the mentoring teacher confirming each placement in advance of the student's start date.
4. After contact has been made, the appropriate faculty person or advisor will ask each practicum student to contact his or her mentoring teacher in order to set up a meeting with the mentoring teacher.
5. Practicum students will be observed at the discretion of the appropriate faculty person or advisor.

Admission to the Teacher Education Program

1. Fill out the teacher education admission form and return it to the appropriate faculty person or advisor.
2. If the next step has not already been done, then complete the self-disclosure and informed consent document, but do not sign it; it must be signed in a notary's presence. Your major advisor will supply you with these materials; they can also be found in this handbook. If a report indicates a criminal record, the report will be taken to the teacher education committee for review. If a recommendation is made to deny the student admission to the teacher education program, that student will be notified in writing. Appeals may be made to the director of the education department or the academic vice president.
ROCKY MOUNTAIN COLLEGE
Teacher Education Admission Form

Name____________________________________________________________________________
Address__________________________________________________________________________
Telephone/email___________________________________________________________________

Self-disclosure and informed consent form completed/notarized/on file?  Yes ____  No ____

Score on Writing Exam: 1  2  3  4  5

Interview:  Pass ____  Fail ____

PREREQUISITE COURSES FOR ENTRY INTO THE TEACHER EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Notes</th>
<th>Semester Completed</th>
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<td>First Year Writing</td>
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<td>EDC 202</td>
<td>Foundations of Education</td>
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<tr>
<td>PSY 205 [or] PSY 206</td>
<td>Human Development I [or] Human Development II (circle one or both)</td>
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<tr>
<td>EDC 291E or S</td>
<td>Sophomore Field Practicum</td>
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An overall minimum GPA of 2.75 is required for entry into the teacher education program

Overall/Cumulative GPA ________

RETURN THIS PAGE TO
THE APPROPRIATE FACULTY PERSON OR ADVISOR
Self Disclosure and Informed Consent Form
(Montana background check)

Student Name ____________________________________  Date of Birth ________________
Social Security Number ____________________________

Section 20-4-110 of the Montana School Laws in pertinent part provides the Board of Public Education the authority to suspend or revoke the teacher certification of any person for the following reasons: making any statement of material fact in applying for a certificate that the applicant knows to be false; conviction of, entry of a guilty verdict, a plea of guilty, or a plea of no contest to a criminal offense involving moral turpitude in this state or any other state or country; immoral conduct related to the teaching profession; or denial, revocation, suspension or surrender of a certificate in another state for any reason constituting grounds for similar action in this state.

A "yes" answer on one or more of the following questions will not necessarily eliminate you as a candidate for a Montana teacher certificate or from Rocky Mountain College's teacher education program. This form is designed to serve as an initial screening device to identify candidates from whom further information is needed. YOUR SIGNATURE MUST BE NOTARIZED.

Whether as an adult or juvenile, have you ever been convicted of; pleaded guilty to (whether or not resulting in a conviction); pleaded nolo contendere or no contest to; admitted; had any judgment or order rendered against you (whether by default or otherwise); entered into any settlement of an action or claim of; had a license, certificate, or employment (including as a volunteer or intern) denied, suspended, revoked, terminated, surrendered, or adversely affected because of; or resigned under threat of termination of employment regarding:

___ Yes ___ No 1. Any criminal offense involving moral turpitude or any felony.
___ Yes ___ No 2. Immoral conduct related to the teaching profession.
___ Yes ___ No 3. Drug- or alcohol-related offenses.
___ Yes ___ No 4. Abuse of a minor or child, whether physical or sexual.
___ Yes ___ No 5. Incest.
___ Yes ___ No 6. Kidnapping, false imprisonment or abduction.
___ Yes ___ No 7. Sexual harassment.
___ Yes ___ No 8. Sexual exploitation of a minor.
___ Yes ___ No 9. Sexual conduct with a minor.
___ Yes ___ No 10. Harassing/molesting a child.
___ Yes ___ No 11. Obscenity or indecent exposure.
___ Yes ___ No 12. Lewd or lascivious behavior.
___ Yes ___ No 13. Possession, distribution, or public display of obscene literature or pornographic or offensive materials.
___ Yes ___ No 14. Assault, battery, or other offense involving a minor.
___ Yes ___ No 15. Endangerment of or unlawful transactions with a child.
___ Yes ___ No 16. Any criminal offense involving a minor or to which a minor was a witness.
___ Yes ___ No 17. Unfitness as a parent or custodian.
___ Yes ___ No 18. Removing a child from a state or concealing a child in violation of a law or court order.
___ Yes ___ No 19. Restrictions or limitations on contact or visitation with a child or a minor.
_____ Yes _____ No 20. Similar or related conduct, matters, or offenses involving a child.
_____ Yes _____ No 21. Have you ever been arrested, indicted, or convicted of a felony charge?
_____ Yes _____ No 22. Have you ever been withdrawn from or been denied admission to a teacher education program?
_____ Yes _____ No 23. Have you ever been suspended or removed from a teacher education program?
_____ Yes _____ No 24. Have you ever had a teaching certificate denied, suspended, surrendered, or revoked in any state or country?

If you responded "yes" to any of the questions above, attach a brief statement explaining your response or indicating the type of offense, date of occurrence and any special circumstances.

Oath:

Under penalty of perjury, I swear, affirm or attest that the responses I have provided to the above questions and the contents of any statement I have attached hereto or provide later are true and complete. I understand that falsification or omission may be considered sufficient cause for my removal from the teacher education program at Rocky Mountain College or ultimate denial of my application for a teaching license. I understand that a "Yes" response will not necessarily eliminate me from the Rocky Mountain College teacher education program, but may result in a mandatory interview with the teacher education committee. I acknowledge that I have received and read a copy of the procedures for admission to the teacher education program at Rocky Mountain College. I understand the requirements and agree to comply with all such requirements and procedures. All of the information I have provided is accurate and without any omission. I hereby give Rocky Mountain College my consent to verify the information through a background check (both state and federal). I also hereby give my consent for the education department at Rocky Mountain College to disclose the results of the background check(s) to other educational institutions (such as public or private schools) and appropriate state or federal departments or agencies, as necessary to the administration of the Rocky Mountain College teacher education program and at the sole discretion of Rocky Mountain College.

Applicant's Signature ______________________________
Date ______________________________

State of ______________________
County of ______________________

Subscribed and sworn to before me this ____________ day of ____________, 20 __
at ________________________________________.

(SEAL)

Notary's Signature

My commission expires: ________________
The Supervised Writing Exam

This hour-long supervised writing exam is one of several criteria required for admission to the teacher education program at Rocky Mountain College. If you score below a 3, you may be provided an opportunity for remediation and another chance to take the exam. Major evaluation criteria follow the prompts you see below.

DIRECTIONS:

- You are allowed access to a word processor, this sheet of guidelines, and the rubric, but nothing else.
- You will be timed, and when your hour is up, you must stop writing.
- A good plan might be to read the following prompts, pick the ONE you wish to write on, make an outline, write a draft, and if there is time remaining, rewrite for neatness or error correction. You will not be graded down for spelling errors.
- Double-space your exam; consider two full pages as a general length guideline.
- You may ask for clarification of the prompts below before you begin to write, but no feedback will be provided as you are writing.
- When you are finished, speak with the faculty person supervising your exam for directions about how and where to save your exam (e.g., to the desktop, to a flashdrive, etc).
- Take a look at the evaluation criteria before you begin to write, and refer back to those criteria as you need to in order to stay on track.

WRITING PROMPTS (pick one only):

1. Describe a significant educational experience you have had as a student at any point from kindergarten to the current time.

2. Explain why you want to teach at the grade level you have chosen; avoid conventional answers.

3. Think of the last person who influenced you in an educational sense. Explain why you were influenced so strongly.

EVALUATION:

5 = Exceptionally competent
4 = Competent
3 = Adequate

(Score below 3 makes candidate ineligible for acceptance into teacher education program)
2 = Not Acceptable; remediation recommended
1 = Not Acceptable; remediation recommended
Rubric for Evaluating Your Supervised Writing Exam

Your writing exam will be read and scored by two or more different scorers. If the scorers disagree by one point, another reader will be brought in to resolve the difference. Your essay will have your name covered to ensure fairness during these readings. The exam is scored using the rubric below.

<table>
<thead>
<tr>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>TRAITS</td>
<td>Exceptionally Competent, Clear, Creative; &quot;Model&quot; Work</td>
<td>Competent, Clear, Creative</td>
<td>Adequately Complete and Clear; Inconsistent</td>
</tr>
<tr>
<td>THINKING, IDEAS and CONTENT</td>
<td>Includes all required elements of content. States a clear thesis and a supports it with strong points. Develops support thoughtfully and thoroughly, with a depth of thought beyond the superficial and obvious, and with relevant details. All content is focused, on-task, and generates interest. Thesis is explicit or clearly identifiable.</td>
<td>Includes all required elements of content. States and supports a definite thesis with main ideas that support it well. Support is relevant, and details are well chosen. Demonstrates capable understanding and credible development of ideas to some depth. The writing is mostly focused and generates interest. Thesis is clearly identifiable.</td>
<td>May lack required elements of content. Implies a purpose/potential but does not develop and supports it only generally. Demonstrates an adequate, though not deep or thorough, development of ideas. Relies on summary, provides minimal support, repeats ideas. Reader easily understands main ideas, but it does not hold the reader's interest. Thesis is assumed.</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>Develops an effective and compelling introduction, conclusion, and body paragraphs with all necessary parts. Uses transitions to introduce and connect paragraphs/ideas that are supported with explanation, elaboration and examples.</td>
<td>Utilizes the three-part structure well, and all parts are organized clearly, coherently, and for engagement by the reader. Ideas are stated and supported reasonably thoroughly, clearly, and in paragraph form, but transitions are used inconsistently.</td>
<td>Includes introduction, body, and conclusion but may not have developed all parts well or sequenced ideas effectively. Reliance is on 5-paragraph format. Paragraphs are apparent but only modestly developed.</td>
</tr>
<tr>
<td>VOICE</td>
<td>Exudes a definite sense of the writer's commitment. Voice is committed, sincere, and authentic; lively and enthusiastic, and personal or formal as appropriate to audience and purpose. Conscious of audience and purpose.</td>
<td>Exudes only glimpses of the writer, but projects a writer's voice which is committed and sincere. The point of view may shift with the writer's uncertainty of closeness to the audience and purpose of the essay.</td>
<td>Exudes little or no personal voice or sense of writer commitment. &quot;Voice is lacking, distant, or contrived/forced. Little sense of &quot;person&quot; at all; the writer seems disengaged from his or her own ideas.</td>
</tr>
<tr>
<td>WORD CHOICE</td>
<td>Uses vocabulary that is expressive and at a college level. Chooses natural, not convoluted, language that demonstrates a rich, professional, and mature vocabulary appropriate to purpose. Words are chosen precisely. The essay is free of slang and colloquialisms.</td>
<td>Uses words that convey the message but that represent a more functional rather than expressive approach to vocabulary. May rely on repeating wording from other sources. Words convey the message but may be lacer. The essay is free of slang and colloquialisms.</td>
<td>Uses language that is monotonous or flat. There may be reliance on ordinary or repeated words and not enough professional vocabulary demonstrated correctly. Slang, colloquialisms, or convoluted wording detracts from the effect of the essay.</td>
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<tr>
<td>SENTENCE CLARITY and FLUENCY</td>
<td>Writes in clear, direct sentences in a variety of lengths and patterns. Ideas flow smoothly and logically between and within paragraphs allowing for fluent, easy, smooth reading. Avoids sentence errors such as fragments and run-ons. Sentences are well-crafted and add to expressive reading.</td>
<td>Writes in clear and direct sentences with some variety of style. Lengths and patterns may occasionally be repetitive or indicate heavy reliance on simple sentence structure. Aoids sentence errors such as fragments or run-ons. Sentences are carefully crafted and make the reading enjoyable.</td>
<td>Sentences are mechanical rather than fluid, or flawed with comma splices or fragments frequently enough to cause confusion or disjointed flow. Reading may be choppy/rambling. Awkward wording interrupts flow and enjoyment. Sentence patterns may be monotonous.</td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td>All conventions of standard written English have been observed and controlled. Only insignificant errors in spelling, capitalization, punctuation, grammar, usage are evidenced. Format/citation is appropriate to the assignment both in content and style. Presentation is flawless.</td>
<td>Uses conventions of standard written English. Occasional or minor errors may cause pause, but do not detract from message or purpose. Format/citations is appropriate to the assignment. Presentation is flawless.</td>
<td>Demonstrates limited control of standard conventions and may have neglected proofreading. Errors are frequent or severe enough to cause confusion, distrust, or negative reflection on the writer's purpose. Presentation may be flawed.</td>
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Candidate for Admission Interview

CANDIDATE'S NAME ___________________________ DATE ______

This interview with the members of the teacher education committee is one requirement for admission to the teacher education program. The evaluation criteria below are provided to help you understand this interview process.

PROFESSIONAL APPEARANCE

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<thead>
<tr>
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<td>Grooming/Attire</td>
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<td>Posture/Mannerisms</td>
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☐ Overall, this candidate demonstrated the ability to convey an acceptable professional image.
☐ Overall, this candidate did not demonstrate the ability to convey a professional image.

COMMENTS

DELIVERY OF RESPONSES

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<thead>
<tr>
<th></th>
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<tr>
<td>Grammar/Syntax</td>
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<td>Eye Contact</td>
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</table>

☐ Overall, this candidate delivered his or her responses in an acceptable manner.
☐ Overall, this candidate delivered his or her responses in an unacceptable manner.

COMMENTS

CONTENT OF RESPONSES

<table>
<thead>
<tr>
<th></th>
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<td>Facts Accurate</td>
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<td>Substance Thoughtful</td>
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<td>Prejudice Avoided</td>
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<tr>
<td>Answers to the Point</td>
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</tbody>
</table>

☐ Overall, the candidate's responses conveyed an acceptable professional message appropriate for his or her educational level.
☐ Overall, the candidate's responses did not convey an acceptable professional message appropriate for his or her educational level.

COMMENTS

This assessment was completed by ___________________________
Student Teaching

Rocky Mountain College
Education Program
STUDENT TEACHING INFORMATION

1. After students have completed all of the teacher education program requirements and all other requirements for graduation, they may apply for a student teaching placement by completing the requirements on the application for student teaching form. Return the application form, the teaching philosophy statement, and a current transcript to the appropriate faculty person or advisor.

2. The registrar's office will conduct a graduation check prior to placement for student teaching. However, students should make an appointment with their major advisor well in advance of filling out the application for student teaching to do an informal, non-binding graduation check. It is not uncommon for students to apply to student teach only to discover that they’re missing coursework. It is not possible to student teach before all coursework is completed, excepting EDC 490S/E and the accompanying seminar (EDC 452/453/454). Exceptions are rare, so be proactive. Make sure ALL coursework is completed.

3. Fill out and mail in the materials in the "federal background check materials" envelope, which can be picked up from the appropriate faculty person or advisor. If a student's federal background check indicates a criminal record, the report will be taken to the teacher education committee for review. If a recommendation is made to deny the student an opportunity to student teach, that student will be notified in writing. Appeals may be presented to the academic vice president.

4. The application form, the teaching philosophy statement, and the student's transcript will be retained by the appropriate faculty person or advisor. At this point, the placement process will be initiated. If a local placement appears to be unavailable, contact will be made with other school districts to seek placement.

5. After placement has been finalized, the appropriate faculty person or advisor will make a copy of the student's application, philosophy statement, and transcript and will send those documents, along with a letter of confirmation, to the mentoring teacher. After this letter has been sent, the appropriate faculty person or advisor will ask each student teacher to contact his or her mentoring teacher in order to set up a three-way, in-person meeting with the mentoring teacher, the appropriate faculty person or advisor, and the student. This meeting will take place in the late spring for fall semester student teachers and over winter break for spring semester student teachers.

6. All pertinent materials are retained by the education department and become part of its database.

7. Student teachers will be regularly observed and formally evaluated by the appropriate faculty person or advisor.

8. If a student wishes to student teach while participating in a college-sanctioned extra-curricular activity, prior approval of the teacher education committee is required. That approval will only be given in extraordinary circumstances. Petition to student teach while participating in a college-sanctioned activity must be made at least one full semester in advance of the anticipated student teaching semester.

DEADLINE FOR FALL STUDENT TEACHING IS MID-OCTOBER;
DEADLINE FOR SPRING STUDENT TEACHING IS MID-MARCH;
CHECK WITH YOUR ADVISOR & LOOK FOR ANNOUNCEMENTS IN TYLER HALL
Application for Student Teaching

Name ___________________________________________  
_________ ________________________________

Permanent Address:_________________________________  
_________ ________________________________

Local Address:  _________  ____________________________________________

Telephone number:___________  
Email address _________________________  
Overall/Cumulative GPA _____

SECONDARY: Education Courses Completed/Grade received:

____ EDC 310  Classroom Management
____ EDC 330  Introduction to Teaching Exceptional Learners
____ EDC 336  Educational Technology
____ EDC 353  Teaching Reading and Writing in the Content Areas
____ EDC 365  Native American Education
____ EDC 370  Issues Concerning Student Health and Safety
____ EDC 391S  Practicum (Junior Field Experience)
____ EDC 402  Contemporary Issues in Curriculum
____ EDC 427 Standards, Instruction, and Student Assessment
____ CONTENT AREA 420/422 "Senior Methods Course"

K-12: Education Courses Completed/Currently in the Process of Completion/Grade received:

____ EDC 310  Classroom Management
____ EDC 330  Introduction to Teaching Exceptional Learners
____ EDC 336  Educational Technology
____ EDC 353  Teaching Reading and Writing in the Content Areas
____ EDC 365  Native American Education
____ EDC 370  Issues Concerning Student Health and Safety
____ EDC 391E or S Practicum (Jr. Field Exp.—K-12 majors must take one elem. and one sec. practicum)
____ EDC 402  Contemporary Issues in Curriculum
____ EDC 427 Standards, Instruction, and Student Assessment
____ CONTENT AREA 420/422 "Senior Methods Course"  
(Note: Music ed. majors exempt)

ELEMENTARY: Education Courses Completed/Grade received:

____ EDC 310  Classroom Management
____ EDC 330  Introduction to Teaching Exceptional Learners
____ EDC 336  Educational Technology
____ EDC 341 Methods and Materials: Teaching Health in Elementary School
____ EDC 342 Methods and Materials: Teaching Physical Education in Elementary School
____ EDC 343 Methods and Materials: Teaching Art Grades K-8
____ EDC 344 Methods and Materials: Teaching General Music in the Elementary Schools
____ EDC 349 Methods and Materials: Teaching Mathematics in the Elementary School
____ EDC 350 Methods and Materials: Teaching Reading and Language Arts in the Elementary School
____ EDC 355 Methods and Materials: Teaching Social Studies in the Elementary School
____ EDC 356 Methods and Materials: Teaching Science in the Elementary School
____ EDC 360 Children's Literature
____ EDC 365 Native American Education
____ EDC 370 Issues Concerning Student Health and Safety
____ EDC 391E Practicum
____ EDC 402 Contemporary Issues in Curriculum
____ EDC 427 Standards, Instruction, and Student Assessment

A STATEMENT OF TEACHING PHILOSOPHY AND AN UNOFFICIAL COPY OF THE TRANSCRIPT MUST BE INCLUDED WITH THIS APPLICATION FORM.

Return all materials to your advisor or the appropriate faculty person.
Out-of-Area Student Teaching Placement

Out-of-area student teaching placements (defined loosely as "that distance which a Rocky supervisor can reasonably drive in order to visit/observe a student teacher a satisfactory number of times over the course of a semester") are considered only in unique circumstances. Financial need alone is not sufficient to request an out-of-area placement. Since you chose Rocky Mountain College for your education program, it has always been expected that you would complete your program here. Therefore, before you request an out-of-area placement, you must address several concerns:

NOTE: Under no circumstances are you allowed to make your own arrangements for student teaching

1. You must have a cumulative GPA of 3.0 or better at the time of your initial request for an out-of-area placement.

2. You are encouraged to begin the out-of-area student teaching application process up to one year previous to your desired student teaching semester.

3. To initiate the process, you must arrange for a written, oral, or e-mailed recommendation from an appropriate faculty member or advisor to the teacher education committee attesting to your ability to take on the added responsibilities of student teaching out of the area.

4. After the teacher education committee receives this recommendation, you must then state in writing to the committee your reasons for wishing to teach out of the area. The quality and content of your written request will factor significantly into the committee's decision.

5. If your written request and the recommendation from the appropriate faculty person or advisor are acceptable, you may be asked in for an interview with the teacher education committee to further make your case.

6. The appropriate Rocky Mountain College faculty person or advisor will then contact the school and request a placement, specifying content area(s) and preferred grade level(s). Your request will be considered and a suitable placement in that school discussed. Do not make these contacts yourself.

7. In the event that your placement is tentatively accepted, it will then be your responsibility to find a local supervisor in the area where you will be student teaching who will act in the capacity of your Rocky Mountain College supervisor and who meets with the approval of your Rocky supervisor. This individual may be a professor at a local college or university, for example, who has performed such supervisory duties previously. Your placement will not be finalized until such supervision has been satisfactorily arranged.

8. You may be required to pay a fee to this out-of-area supervisor (normally $200) plus a negotiable fee to cover possible videotaping and/or travel costs. If these fees are not paid, you will not receive a grade for student teaching and will thus not be a candidate for licensure.

9. If your out-of-area placement is confirmed, you must fulfill your student teaching obligation during the semester the placement has been made or forfeit your student teaching until the subsequent semester. In other words, if you contract to student teach fall semester, but your circumstances change such that you cannot student teach fall semester, you will not be placed locally for that fall semester and must wait until the following spring semester to do your student teaching.

10. You may not teach in a school where your children attend, from which you have graduated, or where a relative attends or works; nor may you take courses beyond the required 12 credits during your student teaching semester. Requests for exceptions must be brought to the teacher education committee.

IF ANY OF THESE STEPS ARE NOT FOLLOWED OR ARE OMITTED, YOUR APPLICATION PROCESS WILL IMMEDIATELY CEASE.
Role of the Mentoring Teacher

Mentoring teachers provide a vital link in Rocky Mountain College's teacher preparation program. Their role is to serve as a mentor to the student teacher by using their expertise and experience to guide the student teacher in the development of pedagogically sound and realistically appropriate knowledge, skills, and attitudes. Mentoring teachers are nurturing yet direct, provide feedback, and encourage the individual reflection and development of their beginning teachers. Serving as a mentoring teacher requires a considerable amount of time and effort. This work is greatly appreciated by Rocky Mountain College and its student teachers. To avoid any potential serious problems with the student teacher, it is essential that the mentoring teacher notify the Rocky Mountain College supervisor at first evidence of unacceptable behavior.

Honorarium: Full-day elementary, K-12, and secondary assignments (15 weeks), $250

Prepare for the arrival of the student teacher

— Review the handbook.
— Prepare students for the arrival of the student teacher.
— Provide a work area for the student teacher.

Help the student teacher become familiar with the school and school policies

— Review the information about the school in general: type of population it serves, philosophy, unique characteristics, facilities, services, etc.
— Review the school policies and procedures relating to discipline, attendance, homework, make-up work, accidents, and emergencies.
— Tour the school facilities.
— Introduce the student teacher to administrators, guidance personnel, and faculty.
— Review the procedures for obtaining supplies and materials and getting materials reproduced, audio-visual and computer resources, and services available.
— Provide the student teacher with a schedule of relevant professional activities and meetings and strongly encourage them to attend.
— Provide the student teacher with a seating chart or roll sheet for the classes the student teacher will be working with.
— Provide the student teacher with copies of teachers' editions of class textbooks or other materials being used in the class.
— Discuss with the student teacher the dangers of inappropriate conduct and appearance, stressing the need to be friendly, but still maintain a professional relationship with students.
— Always accept the student teacher as a co-worker of equal status and model professional appearance and behavior.

Observation

Student teachers should be phased in and begin the first week with observations; then they should start teaching lessons/classes through a gradual introduction of workloads. A one-week period of observation/orientation is suggested to provide time for the student teacher to become acquainted with the school and the classes and to develop a comprehensive unit plan for the first area of teaching responsibility. The student teacher should eventually experience a full teaching load that includes all the responsibilities of the teacher, e.g., preparing and teaching lessons, grading, performing school-time duties (study halls, hall
duty, recess), and attending faculty meetings, if appropriate. The last week of student teaching may include a transition time for the mentoring teacher to resume teaching activities. Most student teachers are eager to begin some teaching duties immediately, so plan activities which will help the student teacher get ready for the teaching experience. Have the student teacher take attendance, make or revise a seating chart, grade and record daily work, assume responsibility for the physical condition of the room, work with students individually or in small groups, and/or help prepare materials. Allow the student teacher to gradually begin teaching by arranging for him or her to explain assignments, teach part of a lesson, and/or team teach. Remember that student teachers should NOT begin teaching lessons during the first week and should focus more on class observation.

Planning
The student teacher should be required to do extensive lesson planning. The suggested detailed lesson plan format in this handbook is especially important because it encourages the thorough thinking needed by a beginning teacher. Lesson plans written early in the semester should be comprehensive but may be adjusted as circumstances dictate. Student teachers should be required to provide their mentoring teachers with lesson plans 24 hours before actually teaching any lesson; this will allow time to review the lesson plan and discuss necessary modifications with the student teacher. The lesson plan format included in this handbook may be adjusted in any appropriate way.

Allow the student teacher access to lesson plans and teaching aids, especially at the beginning. Stress the need for detailed lesson plans (including cognitive, affective, and psychomotor objectives, in addition to assessment) for beginning teachers. Allow the student teacher an increasing amount of freedom in planning as he or she progresses. Also, remind the student teacher of the need for a variety of teaching methods in lessons.

Teaching
Allow the student teacher to gradually assume as much of the teaching responsibility as he or she can handle without adversely affecting the educational process of the students. Remember that a realistic teaching experience encompassing all the dimensions of the teaching role is essential. Provide feedback to the student teacher as to the effectiveness of his or her teaching performance, and encourage self-evaluation and self-reflection. Remain with the student teacher in the beginning; gradually increase his or her time alone. When discussing errors and problems, be sure to remain encouraging and not erode the student teacher's sometimes shaky self-confidence. Be prepared to suggest and demonstrate alternative teaching techniques. Encourage the student teacher to investigate a number of common teaching approaches, and assist him or her in developing effective classroom management techniques.

Suggested Timeline for Elementary, Secondary, and K-12 Student Teachers (fifteen weeks)

- Weeks 1 and part of 2 - student teacher observes only
- Weeks 2-3 through 4 - student teacher phases into teaching classes
- Weeks 5, 6, 7, 8, 9, 10, 11, 12 - student teacher teaches full time
- Mid-term evaluation should be completed during week 7 or 8.
- Weeks 13-15+- student teacher phases classes back to mentoring teacher
- Final evaluation should be completed by the end of week 15
Role of the Student Teacher

Orientation
Get together with your mentoring teacher before you begin student teaching so you can begin to prepare. Become acquainted with school personnel, including the principal, guidance counselor(s), deans, and faculty. Familiarize yourself with the scope of your mentoring teacher's responsibilities. Familiarize yourself with your mentoring teacher's classroom routines and note his or her procedures for taking attendance, distributing supplies, collecting papers, sharpening pencils, food/drink in the room, leaving the room, going to the library and dismissing the class. Visit the library-media center and learn procedures for resource material check-out, using the library for classes, audio-visual material/equipment available for use, and hours the library-media center is available. Meet with your mentoring teacher regarding curriculum, areas to be covered, what you will be responsible for, and materials needed. Remember: be sensitive to the values and expectations of the community and school in which you work.

Further considerations for a successful relationship between you and your mentoring teacher:

— The mentoring teacher is legally responsible for the class and for the students.
— Deal with your mentoring teacher in a flexible and courteous manner.
— Visit with your mentoring teacher before trying a new method or approach with the students.
— Give a copy of your lesson plan(s) to your mentoring teacher in advance of teaching lessons.
— Accept constructive criticism in a spirit of growth.
— Keep all information about students confidential.
— Maintain a professional relationship with students. You are in a position of authority and are not a peer to the students. Do not try to become popular with students in order to maintain discipline. Under NO circumstances are you to have anything other than a professional, warm, and friendly teacher/student relationship with your students.
— Be well-groomed and dress professionally.
— As a teacher, remember that you are a representative of a pluralistic society, so be sensitive to issues around religious and/or political views other than your own, socioeconomic status, gender, sexual preference, and age.
— Avoid physical contact with students. Use your eyes, your smile, and your body language to create a warm, accepting relationship, but do not touch students if you can help it.
— Model appropriate use of the English language, both written and spoken.
— Become familiar with the "Professional Educators of Montana Code of Ethics."

Observation
You will observe for one to two weeks before beginning to teach. Become acquainted with the classroom, the school, the students, and your fellow faculty and observe other classrooms in your field, if appropriate. Whenever you collect information on such observations, take time to analyze and evaluate those data.

Planning
1. Carefully plan each lesson. There is a lesson plan template in this handbook; you may use it as is or adjust it in any appropriate way.
2. Tie in lesson plans to the goals of the school curriculum.
3. Present materials logically and completely.
4. Ensure continuity with the preceding and following lessons.
5. Identify necessary instructional materials.
6. Incorporate a variety of teaching methods.
7. Construct clear and concise assignments.
8. Include objectives and assessment.
9. Be attentive to your anticipatory set and your closure devices in each lesson.
Teaching
At this point, you are expected to have mastered—within reason—the subjects you will teach and should be able to use a variety of teaching methods. You are also expected to provide a learning atmosphere and employ effective classroom management techniques. Be sure you constantly consult with your mentoring teacher.

- Model your expectations for behavior.
- Provide quality instruction so students are successful and challenged at their learning level.
- Keep student attention by allowing them to participate; after 10 minutes, lecture loses students.
- Be consistent in the enforcement of standards of behavior. Keep your expectations to the level of the students you are teaching.
- Never make threats or use sarcasm. Don't belittle students.
- Remember that any discipline measure you use should conform to the policies of the school and the instructions of your mentoring teacher.
- Do not use physical means of discipline; it is inappropriate and illegal (Montana Code 20-4-302).
- Encourage a positive classroom climate and provide a good learning atmosphere.
- Since students will view your language as correct, use standard English in speaking and writing.
- Model enthusiasm for each area of the curriculum that you teach.
- Be sympathetic and supportive toward all students.
- Recognize each student as an individual and consider individual abilities, interests, and capacities for learning.
- Be aware of your teaching style and your students' learning styles.

Evaluation
Communicating with students is essential, and it is important to let them know how they are progressing. In addition, communicating with parents and families is a crucial aspect of evaluating students.

Self-Evaluation
As an effective teacher, you should continually reflect upon your performance, assessing your teaching plans and your teaching behaviors. After each lesson, you should assess yourself with notes written on your lesson plan. Meet with your mentoring teacher as often as you can to discuss your performance.

Additional Information
Be sure to notify your Rocky Mountain College supervisor as soon as any concern with your assignment arises. During student teaching, you need to meet the same expectations as the other teachers in your school. These expectations include following the school's calendar and adhering to the attendance policy, the call-in procedures, and any confidentiality guidelines in place. If you are ill, call your mentoring teacher and your Rocky supervisor. Always have emergency lesson plans made out for the teacher taking your place.

Substituting
Student teachers may substitute only in their own classrooms for a maximum of five (5) school days.
Role of the College Supervisor

Rocky Mountain College supervisors serve as liaisons between the school system, the student teacher, and Rocky Mountain College. In general, they will—

— provide information for mentoring teachers and student teachers regarding the program, the expectations of those involved, the responsibilities of student teachers, and the evaluative criteria and procedures. Rocky supervisors will review the student teaching handbook with both the mentoring teacher and the student teacher.
— provide assistance (as requested) to mentoring teachers in determining desirable approaches and procedures for working with particular student teachers.
— provide mentoring teachers with the necessary forms for midterm and final evaluation and collect the completed forms when due. Rocky supervisors will confer with the mentoring teacher before assigning a final grade.
— serve as a contact for mentoring teachers in the event problems involving student teachers develop during the semester.
— be available to assist student teachers with problems as needed (professors in each major department are also willing to help student teachers with content related problems).
— observe the student teacher at work and provide an evaluation of each observation, pointing out strengths and weaknesses of the lesson. They will suggest ways to build on strengths and improve weaknesses.
— confer regularly with the student teacher to discuss plans, observations, progress, and problems.
— confer regularly with the mentoring teacher to discuss the progress and problems of the student teacher and, if problems arise, determine what can be done to best help the student teacher.
— serve as a communication link between the student teacher and mentoring teacher as needed.
— make certain the middle grade school experience for secondary student teachers is completed.
— be prepared to write a letter of reference for the student teacher.

Writing a Letter of Recommendation

Please mail your confidential letter of recommendation for your student teacher to

Education Department
Attn: Teacher Education Committee
Rocky Mountain College
1511 Poly Drive, Billings, MT  59102

Use school or personal letterhead if possible. Describe the setting—the grade level(s), the subject, the name of the school, the length of the student teaching assignment, and/or the makeup of your student population. Identify yourself as a classroom teacher with X years of experience. Use your experience as a teacher to provide a basis for verifying what you say in the letter. Speak concretely to the personal and professional qualities of your student teacher. You might address attitude, oral communication skills, written communication skills, ability to reflect, productivity/creativity, motivation, appearance, maturity, professionalism, ethical behavior, tactfulness, resourcefulness, poise, self-confidence, self-control, enthusiasm, dependability, and/or expertise with lesson plans. Discuss the experiences your student teacher had: small group, large group, centers, projects, etc. Discuss your student teacher's planning skills, organization, and/or ability to relate to the diverse needs of the students. Address your student teacher's classroom management skills. Address the working relationships your student teacher had with students, parents and families, you, other staff members, principal. Refer to and describe concretely an outstanding achievement the student teacher had during the semester.
**Student Teaching Agreement**

1. Report to the assignment daily and *on time*, as if you were a teacher under contract, with no absences other than those due to illness. Requests for release for personal reasons must be presented to your mentoring teacher and to your Rocky supervisors in advance of the absence. If you are absent for more than 3 days during your student teaching semester, those days *must* be made up.

2. Arrange your schedule to allow for attendance at faculty meetings and participation in other out-of-class activities. Always check in advance that your attendance at faculty meetings and your participation in any outside school activities is permitted.

3. Follow all rules, regulations, and procedures established by the school for regular teachers.

4. Report illness to the mentoring teacher according to your school's policy, and to your Rocky supervisors.

5. Register for no more than 12 hours of student teaching and seminar coursework from Rocky Mountain College while student teaching. Correspondence courses, work at other colleges, or substitute teaching are prohibited.

6. Submit lesson plans to your mentoring teacher in advance of teaching that lesson if requested.

7. Meet regularly for conferences with your mentoring teacher at a time you both agree upon.

8. Demonstrate impeccable professionalism *both in and away from* the school setting. See the "Professional Educators of Montana Code of Ethics" on page 4.

9. Maintain confidentiality at all times. Never speak about students, your mentoring teacher, your Rocky Mountain College supervisors, or the events in your classroom to anyone not pertinent to your work as a student teacher.

10. Traveling with students on out-of-district/state/country trips for school-related reasons is performed by personal choice. Such travel is never a requirement of a Rocky Mountain College student teacher and is not part of his/her duties.

11. Due to the requirements involved in successful student teaching, Rocky Mountain College *strongly recommends* that you do not work while student teaching. Please initial here _________ that you have read and understand this recommendation.

I understand and agree to the above responsibilities and/or restrictions:

Student Teacher ____________________________ Date ____________

Home phone ___________ Cell phone ___________ E-mail address ________________________

Regular mail address ____________________________________________________________

Rocky Mountain College Supervisor ____________________________ Date ____________
Evaluation of Student Teachers  
– CRITERIA –

Grades are based on performance during the student teaching semester, not an individual’s potential. The mentoring teacher and the Rocky Mountain College supervisor work together to reach consensus about evaluation and grading of the student teacher. Rocky Mountain College's student teacher supervisor reserves the right to assign final grades.

Standards for Assigning Grades:

Grade of A: Demonstrates exceptional originality, initiative, and the ability to plan and execute classroom work with minimum direction and superior abilities in most of the valuation categories. Learns rapidly from experience and constructive criticism. Has outstanding interpersonal skills. Evidence of willingness to go beyond the minimum requirements.

Grade of B: Demonstrates proficient teaching skill, some originality and initiative. Learns from experience and constructive criticism fairly rapidly. Has good interpersonal skills. Demonstration of outstanding abilities in many of the valuation categories, but evidence of deficiencies in some of the components of effective teaching.

Grade of C: Demonstrates minimally acceptable teaching skill. Learns only very slowly from experience and constructive criticism, and sometimes not at all. Limited but developing interpersonal skills. Lacks originality and initiative and relies on mentoring teacher for lessons and resources. Demonstration of above average abilities in many of the valuation categories, but evidence of deficiencies in many other components of effective teaching. Evidence of need for continued direction and supervision during the first teaching year.

Grade of D: Demonstrates ineffective skills in both professional duties and teaching. Does not appear to learn from experience and constructive criticism. Poor interpersonal skills. Completion of minimum requirements at a below average level. Demonstration of average abilities in many of the valuation categories, but evidence of deficiencies in many other components of effective teaching. Lack of evidence upon which to base positive recommendations to prospective employers.

Grade of F: Demonstrates insufficient knowledge, insight, disposition, and skills to teach. Normally has been removed from student teaching.

Rocky Mountain College will not recommend a student for licensure with a grade lower than “C” in student teaching.
Leave of Absence Request

Requests for a planned absence must be made at least three days in advance. Submit this form to your mentoring teacher and college supervisor. Please remember that you are required to make up any absence beyond three days.

Name: ___________________________ Dates of Absence: ___________________________

Reason for absence:

Student Teacher Signature ___________________________ Date ______

Approved: ____ Not approved: ____ Mentor Teacher Signature ________________ Date ______

Approved: ____ Not approved: ____ College Supervisor Signature ________________ Date ______
Lesson Plan

COURSE NAME/SUBJECT _________________________  DAY OF THE WEEK ___________

INSTRUCTIONAL ACTIVITY/PROCEDURE FOR THIS DAY: 1-2 sentences starting with "Students will..."

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

ANTICIPATORY SET:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

COGNITIVE DOMAIN OBJECTIVE:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

AFFECTIVE DOMAIN OBJECTIVE:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

PSYCHOMOTOR DOMAIN OBJECTIVE:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

LEARNING OPPORTUNITIES, stated specifically, using "first," "second," etc.
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Questions that Reflective Teachers Ask Themselves

1. Did my students learn anything? How do I know whether they did or not? If they didn't learn anything, why didn't they? And if they did learn something, why did they?

2. Did anything significant occur on this day? What was it? Why did it occur? What is its significance?

3. Was the strategy I used the most effective one? What other strategies might have been equally or more effective?

4. How well did I relate the lesson to the students' knowledge, experiences, and interests? How might I have done this better?

5. How flexible was I in modifying my lesson according to the students' responses?

6. How well did I manage classroom behavior? What other behavioral techniques could I have used? What technique worked best and what didn't work? Why?

7. What connections were there between teaching strategies and students' learning? What does this tell me about what I need to do in the future?

8. How did I motivate my students? What are some other ways I might have motivated them?

9. Did I consider my storehouse of learning/educational theory from my coursework at Rocky when I prepared this lesson? If so, what theories worked? If not, what theories should I have considered?

10. Did I give my students opportunities to direct their own learning? If so, how did I do that? If I didn't, how could I have encouraged my students to direct at least some portion of their own learning?

11. As a result of this lesson, what have I learned about teaching? How might I change to become a better teacher?

12. What did I do today that I was proud of, that worked well, that felt good, that helped students, that made me want to keep being a teacher? If nothing splendid happened today, is that okay? If it isn't, why isn't it?
INTASC Evaluation Form

Student Teacher ___________ Date _______ School ___________ Mentoring Teacher ___________

INTASC Standard #1:
The teacher understands the central concepts, tools of inquiry/structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Indicator A: Knowledge of content
___ 3 – Demonstrates advanced knowledge of content
___ 2 – Demonstrates proficient content knowledge
___ 1 – Uses basic content knowledge
___ 0 – Uses inaccurate content knowledge

Indicator B: Content alignment with identified objectives and standards
___ 3 – Uses objectives and standards to make lessons meaningful to students
___ 2 – Effectively uses objectives and standards to develop the lesson
___ 1 – Attempts to use objectives and standards to develop the lesson
___ 0 – Is unable to use objectives and standards to develop a lesson

Indicator C: Accurate and current sources of information
___ 3 – Uses additional resources beyond manual texts and curriculum guides
___ 2 – Effectively uses manual, texts, and curriculum guides
___ 1 – Demonstrates minimal use of instructional resources
___ 0 – Is ineffective in using available instructional resources

Indicator D: Content research to support lesson development
___ 3 – Demonstrates in-depth research of topic content
___ 2 – Demonstrates acceptable research of topic content
___ 1 – Demonstrates minimal research of topic content
___ 0 – Demonstrates little or no research of topic content

Total Pts Earned = ______

Knowledge of Learners and Learning Process (INTASC #2)
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Indicator A: Knowledge of determining student needs
___ 3 – Provides frequent attention to students' needs
___ 2 – Demonstrates basic attention to students' needs
___ 1 – Demonstrates minimal ability to determine students' needs
___ 0 – Demonstrates no interest/ability to determine student needs

Indicator B: Knowledge of determining learning style
___ 3 – Attends to varied learning styles
___ 2 – Demonstrates basic attention to varied learning styles
___ 1 – Provides minimal provision for varied learning styles
___ 0 – Provides no provision for varied learning styles

Indicator C: Knowledge of learning theory
___ 3 – Effectively applies learning theories
___ 2 – Demonstrates basic understanding of learning theories
___ 1 – Minimally applies learning theories
___ 0 – Appears unable to apply learning theories

Indicator D: Knowledge of multiple levels of thinking and conceptualization
___ 3 – Effectively provides for multiple levels of thinking and conceptualization
___ 2 – Demonstrates basic provision for multiple levels of thinking and conceptualization
___ 1 – Provides minimal provision for multiple levels of thinking and conceptualization
___ 0 – Appears unable to provide for multiple levels of thinking and conceptualization

Total Pts Earned = ______
Knowledge of Learners and Learning Process (INTASC #3)
The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Indicator A: Knowledge in determining respect for all students
___ 3 – Demonstrates respect for students and community practices; promotes culturally responsive teaching/learning
___ 2 – Demonstrates generally acceptable respect for students and community practices
___ 1 – Demonstrates selective respect for students and community practices
___ 0 – Does not demonstrate respect for students and community practices

Indicator B: Knowledge of cultural/gender issues
___ 3 – Effectively infuses knowledge/skills related to cultural/gender issues into class
___ 2 – Implements basic knowledge and skills related to cultural and gender issues
___ 1 – Minimally attempts to improve knowledge and skills related to cultural and gender issues
___ 0 – Lacks sufficient knowledge, skill, or commitment related to cultural and gender issues

Indicator C: Knowledge of diverse learners
___ 3 – Celebrates learners' diversity
___ 2 – Accepts learners' diversity
___ 1 – Tolerates learners' diversity
___ 0 – Denies or consistently misinterprets learners' diversity

Indicator D: Knowledge of cross-cultural experiences
___ 3 – Effectively seeks out cross-curricular experiences; and/or listens, responds, and sometimes initiates communication, re: different perspectives
___ 2 – Accepts invitations to cross-cultural experiences; and/or listens to and identifies different perspectives
___ 1 – Avoids different cultures; and/or only attempts to listen to other perspectives
___ 0 – Does not seek out cultural experiences or listens to other perspectives

Total Pts Earned =

Knowledge of Learners and Learning Process (INTASC #4)
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Indicator A: Knowledge of content delivery
___ 3 – Effectively delivers content in a manner that facilitates active learning
___ 2 – Attempts to make content relevant to students
___ 1 – Minimal attempts are made to present content clearly
___ 0 – Is unable to present content in an effective manner

Indicator B: Knowledge of evaluating achievement based on objectives
___ 3 – Effectively evaluates achievement based on course goals/objectives
___ 2 – Uses some objectives when setting goals
___ 1 – Uses a minimal number of pre-established objectives when setting goals
___ 0 – Goals and objectives are unclear or inappropriate

Indicator C: Knowledge of transition statements
___ 3 – Effectively uses transition statements that are fluent/relevant/natural
___ 2 – Attempts to use transition statements relevant to learning which move the lesson fluently
___ 1 – Has difficulty using transition statements which are consistent
___ 0 – Does not use transition strategies that are consistent and effective

Indicator D: Knowledge of creating a classroom conducive for learning
___ 3 – Effectively constructs and manages an environment which provides for participation/response
___ 2 – Attempts to elicit participation and response from students
___ 1 – Shows some effort to encourage student participation
___ 0 – Does not plan for or effectively use student participation

Indicator E: Knowledge in pacing instruction
___ 3 – Paces instruction effectively
___ 2 – Sometimes paces instruction effectively
___ 1 – Makes minimal attempts to pace instruction effectively
___ 0 – Demonstrates ineffective pacing
Indicator F: Knowledge in responding to students
   ___ 3 – Is prompt in responding to students and anticipates questions/needs
   ___ 2 – Attempts to respond promptly/appropriately to students
   ___ 1 – Minimally prompts students
   ___ 0 – Seldom responds promptly and/or appropriately

Indicator G: Knowledge in questioning techniques
   ___ 3 – Demonstrates varied and advanced questioning techniques
   ___ 2 – Demonstrates basic questioning techniques; attempts to vary questioning techniques
   ___ 1 – Minimal demonstration of questioning techniques
   ___ 0 – Does not demonstrate basic questioning techniques

Indicator H: Knowledge in developing a teaching style
   ___ 3 – Demonstrates a well-developed teaching style, adjusting to students' needs as appropriate
   ___ 2 – Attempts to adjust teaching style to students' needs
   ___ 1 – Minimal development of a personal teaching style
   ___ 0 – Rarely adapts style, or has no evident style, or relies on one style

Total Pts Earned = 

Knowledge of Learners and Learning Process (INTASC #5A)
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Indicator A: Knowledge of classroom management
   ___ 3 – Demonstrates effective classroom management; creates stimulating learning environment
   ___ 2 – Sometimes demonstrates effective classroom management; creates acceptable learning environment
   ___ 1 – Minimally demonstrates effective management strategies or creates stimulating environment
   ___ 0 – Is unable to demonstrate classroom management; cannot create stimulating learning environment

Indicator B: Knowledge of management techniques
   ___ 3 – Recognizes problems/effectively applies management techniques
   ___ 2 – Implements management techniques which sometimes produce desired results
   ___ 1 – Minimally recognizes when appropriate disciplinary techniques are needed
   ___ 0 – Is unsuccessful in resolving management problems

Indicator C: Knowledge of monitoring student behavior
   ___ 3 – Is consistent/clear in establishing/monitoring expectations/student accountability
   ___ 2 – Sets standards and attempts to hold students accountable
   ___ 1 – Recognizes the need for expectations and holds students accountable, but only with assistance from mentoring teacher
   ___ 0 – Does not establish expectations/hold student accountable

Indicator D: Knowledge of fairness and equity
   ___ 3 – Effectively models fairness/equity in the classroom
   ___ 2 – Is reasonably successful in taking an unbiased approach to classroom interactions
   ___ 1 – Recognizes the need for, and attempts to be, unbiased
   ___ 0 – Shows bias or uses statements that result in unfair treatment of student

Indicator E: Knowledge of creating a positive classroom climate
   ___ 3 – Maintains and facilitates a positive classroom climate
   ___ 2 – Maintains a positive classroom climate with few instances of bias or negativism
   ___ 1 – Minimally implements elements of a positive classroom climate
   ___ 0 – Is not able to implement a positive classroom climate

Total Pts Earned = 

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**Knowledge of Learners and Learning Process (INTASC #5B)**

*The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.*

**Indicator A: Knowledge of student engagement**
- **3** – Effectively involves students and creates stimulating environment
- **2** – Involves students primarily via questions
- **1** – Minimal attempt to involve students via questioning
- **0** – Does not involve students or create a stimulating environment

**Indicator B: Knowledge of motivational activities**
- **3** – Efficiently integrates varied motivational learning activities
- **2** – Sometimes integrates motivational activities from standard curriculum materials
- **1** – Minimally attempts to integrate motivational activities using standard curriculum materials
- **0** – Does not integrate motivational learning activities

**Indicator C: Knowledge of student self-concept**
- **3** – Effectively recognizes importance of student self-concept and makes appropriate procedural changes
- **2** – Recognizes the importance of self-concept and makes an effort to change procedures if necessary
- **1** – Minimal recognition of the importance of self-concept
- **0** – Does not recognize the importance of self-concept

**Indicator D: Knowledge of motivation**
- **3** – Is proactive regarding motivation by using the teachable moment
- **2** – Is a positive influence on motivation; does not yet recognize a teachable moment
- **1** – Demonstrates a neutral approach to motivation
- **0** – Underestimates the importance of motivation

**Indicator E: Knowledge of maintaining student interest**
- **3** – Maintains student interest with almost no management problems
- **2** – Maintains interest with a few management problems
- **1** – Attempts to maintain interest to decrease management problems
- **0** – Does not maintain student interest, resulting in management problems

**Total Pts Earned =**

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**Knowledge of Learners and Learning Process (INTASC #6)**

*The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

**Indicator A: Knowledge of voice projection**
- **3** – Effectively varies vocal cues/rate/volume/enunciation
- **2** – Is pleasant and has adequate voice projection
- **1** – Is working to develop oral communication
- **0** – Uses weak, monotonic, unexpressive voice

**Indicator B: Knowledge of written and oral communication**
- **3** – Demonstrates accuracy in spelling, grammar, usage, and mechanics
- **2** – Attempts to proof work carefully to avoid most spelling, grammar, usage, and mechanical errors
- **1** – Is minimally working toward improving organization/spelling/grammar errors/other usage errors
- **0** – Has problems with organization, spelling, grammar, usage, and mechanics

**Indicator C: Knowledge of nonverbal communication**
- **3** – Effectively uses nonverbal communication to elicit natural reciprocal communication
- **2** – Demonstrates nonverbal communication skills
- **1** – Minimal attempts are made to positively communicate nonverbally
- **0** – Demonstrates negative/distracting nonverbal communication

**Indicator D: Knowledge of the English language**
- **3** – Demonstrates mastery of standard English
- **2** – Demonstrates competency in the English language
- **1** – Minimally demonstrates competency in the English language
- **0** – Does not demonstrate competency in the use of the English language
Indicator E: Knowledge of communication with students
___ 3 – Communicates effectively with students
___ 2 – Usually communicates effectively with students
___ 1 – Minimally communicates with students
___ 0 – Fails to communicate with students

Indicator F: Knowledge of modeling appropriate language
___ 3 – Effectively models and teaches appropriate use of subject matter language
___ 2 – Encourages appropriate usage of subject matter language
___ 1 – Minimally uses the language of the subject matter correctly
___ 0 – Uses subject matter incorrectly

Total Pts Earned = ____

Knowledge of Learners and Learning Process (INTASC #7)
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Indicator A: Knowledge of planning skills
___ 3 – Demonstrates well-developed short/long term planning skills
___ 2 – Demonstrates acceptable short/long term planning skills
___ 1 – Demonstrates minimal short/long term planning skills
___ 0 – Demonstrates no short/long term planning skills

Indicator B: Knowledge of purpose/organization/flexibility
___ 3 – Includes clear purpose/organization/flexibility when planning
___ 2 – Includes generally clear purpose/organization/details when planning
___ 1 – Includes vague purpose/organization/sometimes superfluous detail in planning
___ 0 – Uses no purpose/organization/detail in planning

Indicator C: Knowledge of meeting deadlines
___ 3 – Meets or exceeds planning deadlines
___ 2 – Usually meets planning deadlines
___ 1 – Attempts to meet planning deadlines but is inconsistent
___ 0 – Does not meet planning deadlines

Indicator D: Knowledge of acquiring support in planning
___ 3 – Plans independently/shares plans with mentoring teacher for feedback
___ 2 – Plans many lessons independently
___ 1 – Needs frequent input from mentoring teacher to plan
___ 0 – Relies on mentoring teacher to plan

Total Pts Earned = ____

Knowledge of Learners and Learning Process (INTASC #8)
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Indicator A: Knowledge of testing practices
___ 3 – Independently develops tests that allow for re-teaching and individual remediation
___ 2 – Attempts to go beyond pre-existing tests
___ 1 – Depends on pre-existing tests
___ 0 – Is unable to create or utilize tests effectively

Indicator B: Knowledge of formative assessment
___ 3 – Assesses formative understanding accurately and provides individual assistance prior to testing
___ 2 – Assesses formative understanding generally accurately and sometimes provides individual assistance prior to testing
___ 1 – Attempts, with occasional success, to assess formative understanding prior to testing
___ 0 – Demonstrates little or no effort to assess formative understanding; tests students regardless of understanding
Indicator C: Knowledge of monitoring and adjusting teaching
___ 3 – Monitors pupil progress and effectively plans re-teaching
___ 2 – Attempts to monitor student progress and plan re-teaching
___ 1 – Minimally attempts to monitor student progress and re-teach
___ 0 – Does not monitor student progress or re-teach

Indicator D: Knowledge of communicating student progress
___ 3 – Is clear and consistent in communicating progress to students/families
___ 2 – Is usually clear and consistent in communicating progress to students/families
___ 1 – Minimally attempts to be clear and consistent in communicating progress to students/families
___ 0 – Is unclear, ineffective or inconsistent in communicating progress to students/families

Indicator E: Knowledge of record keeping
___ 3 – Consistently maintains records
___ 2 – Attempts to maintain adequate records
___ 1 – Minimally attempts to maintain adequate records
___ 0 – Does not maintain adequate records

Total Pts Earned = 

Knowledge of reflection and professional development (INTASC #9)
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Indicator A: Awareness of being continually reflective
___ 3 – Demonstrates independent thinking and problem-solving skills
___ 2 – Demonstrates some independent thinking and problem-solving skills; makes decisions via discussions with mentoring teacher
___ 1 – Attempts to develop independent thinking and problem-solving skills; relies on mentoring teacher for decisions
___ 0 – Demonstrates little independent thinking/problem-solving skill; relies on mentoring teacher.

Indicator B: Awareness of effects of choices on students/parents/other professionals in the learning community
___ 3 – Consistently seeks out and welcomes others' viewpoints before making a decision
___ 2 – Sometimes seeks out others' viewpoints before making a decision
___ 1 – Inconsistently seeks out others' viewpoints before making a decision
___ 0 – Has little or no skill in hearing others' viewpoints before making a decision

Indicator C: Awareness of the concept of professional growth
___ 3 – Understands what it means to grow professionally and welcomes that task
___ 2 – Is gaining a mature appreciation for what it means to grow professionally
___ 1 – With assistance, takes steps to grow professionally
___ 0 – Has little or no concept of the issue of professional growth

Total Pts Earned = 

Knowledge of collaboration/ethics/relationships (INTASC #10)
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Indicator A: Knowledge of student/family collaboration to support student learning
___ 3 – Welcomes and initiates collaboration with parents/guardians, families, school colleagues, and the community
___ 2 – Is gaining a mature knowledge of the value of collaboration with parents/guardians, families, school colleagues, and the community
___ 1 – When prompted, attempts collaboration with parents/guardians, families, school colleagues, and the community
___ 0 – Does not appear to understand the value of collaboration with parents/guardians, families, school colleagues, and the community
**Indicator B: Knowledge of the importance of ethical behavior to support student learning**

- 3 – Is highly and dependably ethical in all situations
- 2 – Is working toward a complete ethical teaching life
- 1 – Understands but does not consistently apply ethical standards
- 0 – Is unethical in enough situations to cause concern

**Indicator C: Knowledge of the value of teacher/student/colleague/community relationships**

- 3 – Consistently nurtures already established teacher/student/colleague/community relationships
- 2 – Consistently works toward increasing teacher/student/colleague/community relationships
- 1 – Sporadically works toward increasing teacher/student/colleague/community relationships
- 0 – Is unable or unwilling to work toward increasing teacher/student/colleague/community relationships

**Total Pts Earned =**

### Signatures

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<thead>
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<th>Candidate’s Name</th>
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<tr>
<th>Cooperating Teacher’s Name</th>
<th>Cooperating Teacher Signature</th>
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<tr>
<th>College Supervisor’s Name</th>
<th>Cooperating Teacher Signature</th>
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Part III: Licensure

Rocky Mountain College
Education Program
License Application

The Montana license application can be found on the Office of Public Instruction's website: [http://www opi.state.mt.us/](http://www opi.state.mt.us/) The completed application, appropriate fee, and related documents should be sent to the registrar's office for processing. Rocky Mountain College's licensing officer is Dr. Barbara Vail; questions regarding licensure should be asked of Dr. Vail (657-1052) or of the student's advisor.

Elementary Education Content Course Work GPA

As a result of Montana’s No Child Left Behind requirements for elementary education classroom teacher licensure, Rocky Mountain College students must submit this form to acquire a general education coursework GPA. This form must be completed and submitted to the appropriate advisor before the completion of student teaching. Students must select a minimum of 30 course credits from the following categories: math, writing, natural sciences, PEH, fine arts, and humanities/social sciences. Students may not select pass/fail courses, as they cannot be calculated in as part of the GPA. These courses are listed on the general education advising form. Only two courses may be selected from any one category.

Students need to complete the following information:

*Student Name: __________________________ (Local) Address: __________________________*

*Phone:___________  **Student teaching will be completed**  Semester_______ Year________*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Category (Listed above)</th>
<th>Number of Credits</th>
<th>Final grade received for the course</th>
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<tbody>
<tr>
<td>Example: ENG 119</td>
<td>Writing</td>
<td>3</td>
<td>A</td>
</tr>
</tbody>
</table>

*Student Signature:___________________________  Advisor Signature:_______________________

*Date of Signature:____________________________  Date of Signature:________________________

Following the submittal of this form to the appropriate advisor, the form will sent to the Rocky Mountain College registrar's office to calculate the 30 credit GPA.

*To be completed by the registrar:*

*30 Credit GPA:_________________________

*Signature:_________________________

*Date:_________________________
Elementary Education Content Knowledge Form

Content Knowledge Rubric for Licensure

Name ___________________________________

Complete the scoring rubric for the three content knowledge indicators. Attach the required documentation. To qualify for Montana licensure your total score must be 8 or higher. A score of 1 in any area requires further individualized review.

Praxis II score ______
Points ______
Complete the Praxis II test and attach a copy of your score

Content Course Work GPA ______
Points ______
Attach Elementary Education Content Course Work GPA worksheet

GPA Points Earned
3.00 – 4.00: 4
2.50 – 2.99: 3
2.00 – 2.49: 1
Below 2.00: 0

INTASC 1 – Content Knowledge ______
Points ______
Attach INTASC evaluation completed by your mentoring teacher

Score Points Earned
3 – Advanced
2 – Proficient
1 – Basic
0 – Unacceptable

______ Total Score

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