"Promoting Diversity and Excellence in Education"

Salish Kootenai College Secondary Education

Student Teaching Handbook

3rd Edition
Summer 2013

A Reference Guide for

Student Teachers
Cooperating/Mentor Teachers
College Supervisors and Teacher Education Program Faculty

SECONDARY TEACHER EDUCATION PROGRAM
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Student Teaching Final Paperwork Checklist

Copies of the forms listed below that pertain to your role in working with the student teacher are provided in this handbook.

Paper Work	Cooperating Mentor Teacher (CMT)	College Supervisor (CS)	Student Teacher (ST)
Student Tchg. Evaluation First in narrative form Midpoint and final evaluation use ST Evaluation form	Initial – Week 2 Midpoint- Week 5 Final – Week 10	Initial – Week 2 Midpoint- Week 5 Final – Week 10	Weekly conference with CMT with self reflection
Disposition (TPT) Form	Initial – Week 2 Final – Week 10		
Evaluation of College Supervisor			Post student teaching
SKC Teacher Education Program Exit Survey			Post student teaching
Evaluation of Cooperating Teacher's Ability to Mentor a Student Teacher			Post student teaching

NOTE to College Supervisors:
Collect all of the above information and check for completion, especially the ST evaluations. The student teacher must be proficient or scored a "3" on all standard elements, with documented examples or continue student teaching until this level is achieved.

Please collect ALL of the paperwork listed above and submit to the SKC Field Experience Coordinator.

Payments for Cooperating Mentor Teachers and College Supervisors will be authorized as soon as all completed paperwork is received, for local placements.

THANK YOU so much for supporting Salish Kootenai College Student Teachers!

STUDENT TEACHING CONTACT INFORMATION

Salish Kootenai College Teacher Education Program

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Other SKC Personnel Relevant to Teacher Education

Student Support Services, Career Services Tracie McDonald	(406) 275-4823 tracie_mcdonald@skc.edu
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SKC Registrar's Office Cleo Kenmille, Registrar	(406) 275-4864 cleo_kenmille@skc.edu

Useful Websites

Student Teaching Page on SKC Website *(on-line information about student teaching)*	Under construction
Montana Education Employment Directory *(job information)*	http://jobsforteachers.mt.gov/Index.html
Montana Office of Public Instruction *(for licensure information, etc.)*	http://www.opi.mt.gov

INTRODUCTION

Overview of Student Teaching
Student teaching is a carefully mentored teaching experience in an accredited secondary school setting. The typical student teaching experience lasts an entire quarter (45 school days min.) of fulltime status (8 hour day and 5 day school week). Student teachers seeking secondary licensure in Montana are required to complete a full time student teaching experience from a state-approved teacher preparation program. Participating host schools must be state-accredited institutions.

As a student teacher is ready, teaching responsibilities are gradually increased. Although student teaching is somewhat individualized for each candidate, it is expected that SKC students will plan, teach, and assess student learning during much of the clinical time frame. Regular feedback is provided to the student teacher by the cooperating/mentor teacher and college supervisor.

Performance in student teaching is formally evaluated by the cooperating/mentor teacher at the start, middle, and end of a student teaching placement and similarly evaluated by the college supervisor. To successfully complete the student teaching experience, a student teacher must complete all student teaching assignments and all requirements in a satisfactory manner. Student teaching in the Secondary Education Program at SKC is assessed with a traditional letter grade. (Refer to the EDUC 491 syllabus.)

A Philosophy for Student Teaching
The faculty of the Teacher Education Program is committed to creating a community of teachers who are competent in their subject matter, pedagogical content knowledge and teaching skills. By developing a Teacher Education Program professional knowledge base, and researching and reflecting on the connection between theory and experience, students realize that pedagogical decisions educators make hold implications that extend well beyond traditional educational goals of individual achievement. It is necessary for pre-service teachers to understand and accept the responsibility for creating a community that recognizes and appreciates diversity and cultural understanding, as well as a community where individual members possess the content knowledge, skills, and dispositions needed to think critically, involve families, communicate effectively, and engage in responsible decision making.

Goals of Student Teaching
The goal of the student teaching experience is to prepare teachers who are competent in their subject matter, pedagogical knowledge and teaching skill. Through a planned, carefully supervised and mentored student teaching experience, a student teacher can grow professionally as they seek certification and licensure with the state of Montana. The experience aims to foster the student teacher's growth and development as a beginning teacher. Hence, collaboration and collegiality between the cooperating/mentor teacher, college supervisor and student teacher are critical to a successful student teaching experience. Although the schedule for increasing teaching responsibilities during student teaching is individualized for each student teacher, it is expected that a student teacher plan, teach, and assess student learning during a substantial portion of the student teaching experience.

Individual Roles in Student Teaching

"ST"   Student Teacher - This is the teacher education candidate (SKC student) seeking state licensure in secondary education.

"CMT" Cooperating Mentor -Teacher - This is the licensed classroom teacher who is hosting and guiding the ST during the clinical experience. He/she is recognized as a master teacher, and meets qualifications for supervising and mentoring teaching candidates (see below).

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"CS" College Supervisor - This is the education professional who acts as a liaison between the ST, CMT, school, and SKC Education Department. They are responsible for mentoring and evaluating student teachers' performance and assist with the completion of TEP program requirements.

School Administrator – This is typically the building principal, whose responsibility it is to oversee and coordinate all educational activities and settings in the school. They also have the job of supervising classroom teachers, implementing policies, and dealing with student and family issues. Administrators are important players in the student teaching experience.

Field Experience Coordinator – This is the individual at SKC charged with scheduling, coordinating, and implementing upper level field experiences in teacher education, including methods course practicums, student teaching placements, and other clinical field experiences.

THE COOPERATING / MENTOR TEACHER (CMT)

Criteria for Selection/Qualifications

Teachers who mentor student teachers are expected to be identified as master teachers by their supervisors, with considerable teaching skills and aptitude for the professional development of others. The general selection criteria include that the teacher should:

- be in possession of, at minimum, a Bachelor's degree in Education;
- be licensed in the content area in which he/she teaches;
- have taught at least three years in the district, preferably in the grade level of placement;
- be a strong role model for students and colleagues;
- have completed the relevant forms used by SKC to provide information about the teacher's qualifications and background;
- be willing to foster the student teacher's professional growth in becoming a beginning teacher;
- agree to supervise, mentor, and evaluate the student teacher in standards-based schooling and the teacher education standards for teachers in Montana; and,
- agree to mentor the student teacher with respect to the development of their professional portfolio

Roles and Responsibilities of the Cooperating/Mentor Teacher

The school plays a crucial role in the preparation of our future teachers. School personnel, such as a cooperating/mentor teacher, play vital roles in guiding and nurturing a student teacher's professional preparation. In school settings a student teacher observes diverse teaching philosophies in action; interacts with educators; and, comes into contact with learners diverse in their backgrounds (cultural, ethnic, socio-economic and emotional), abilities and talents, and motivations. Through the experiences in these settings a student teacher refines his/her own philosophy and constructs a professional identity.

An effective cooperating/mentor teacher is a special person who guides, nurtures and mentors a student teacher rather than sets the student teacher loose to "sink or swim." Maturity, patience, open-mindedness, dedication, communication, confidence, and orientation as a lifelong learner are necessary qualities. A cooperating/mentor teacher [CMT] for a SKC student teacher [ST] takes on many roles and responsibilities. They include:

1. using effective teaching strategies;
2. modeling what it means to be a reflective teacher;
3. having a solid and thorough command of the curriculum being taught and assisting the ST to broaden and deepen his/her content knowledge;
4. developing a positive, collegial, collaborative, co-worker relationship with the ST that is based on knowing the background of the ST;
5. fostering an atmosphere of acceptance in the classroom and in the school that welcomes the ST;
6. providing the ST with diverse opportunities and information to enrich his/her understanding of learners and learning;
7. informing the ST of educational resources, supplies and equipment available in the classroom, school, and district;
8. sharing responsibilities for daily routines, planning and teaching in the CMT's classroom;
9. sharing responsibilities for extra duties;
10. designing a schedule with the ST for discussing and gradually assuming full teaching/assessment responsibilities during the student teaching experience;
11. modeling an understanding and acceptance that teachers can be effective using a variety of styles;
12. guiding the ST in planning, teaching and assessing student learning (checking and revising plans and assessments that the ST has prepared);

13. providing appropriate feedback to the ST through sensitive, open and honest communication about his/her growth, strengths, and areas for improvement;
14. assessing the ST's performance in the classroom and submitting all evaluations to the College Supervisor (CS)/SKC Teacher Education Department; and,
15. developing a collegial and collaborative partnership with the College Supervisor that is focused on fostering the ST's professional growth.

Suggestions for the Cooperating/Mentor Teacher
The student teacher (ST) may want to begin teaching right away. Alternatively the ST may be nervous and apprehensive. Regardless, it is wise that the ST take time to observe and make sense of the culture of the classroom and school before undertaking teaching/assessment responsibilities. It is wise to gradually introduce the ST to the intricate web of responsibilities of being a teacher – providing experiences working with individuals and small groups before working with the whole class. An approach that blends observation, interaction, and reflection affords the ST with important background knowledge and experience to smoothly transition into the roles of the full-time classroom teacher. Specific suggestions follow.

1. Prepare your classroom for the arrival of the ST (a desk/work area for the ST, a plan for introducing the ST to school personnel and your students).
2. Use the information provided in the ST's application cover sheet, resume, statement of teaching philosophy, and what you have learned during the interview with the ST during the placement process to prepare your students for the arrival of the ST, a "fellow teacher who will be teaching in our school for the next few months."
3. Warmly welcome the ST into your world.
4. Set a foundation for a positive working relationship by discussing with the ST early in the student teaching experience both your backgrounds, philosophies, communication styles, hopes, and expectations.
5. Include the ST in daily and long range planning.
6. Provide opportunities for the ST to visit, observe and confer with other teaching and support staff at the school.
7. Orient the ST to policies and procedures (district, school, and classroom), the school facilities, school schedules, curriculum materials, health and safety precautions and equipment, and the local community (if needed).
8. Establish open and honest lines of communication with the ST and the College Supervisor.
9. Model, demonstrate and collaboratively reflect with the ST.
10. Gradually allow the ST to assume the responsibilities of a classroom teacher.
11. Provide formal and informal feedback.
12. Assist the ST to reflect on his/her teaching and to analyze her/his strengths and areas for improvement.
13. Promote the ST's awareness of the roles and benefits of professional organizations and professional development opportunities for teachers.
14. Encourage the ST to attend and participate in school-based activities (e.g., staff meetings, school committee meetings, student events, parent-teacher organization events, building and district-level professional development).

Substitute Teaching
The ST is allowed to substitute teach (with district compensation) under certain conditions, but only for the teachers he/she is formally placed with. The ST must have completed at least half of the ST experience, and the substitute status cannot extend beyond a cumulative 5 school days.

Student Teaching Schedule
The Student Teaching Handbook provides some general guidelines for the sequence of the student teaching experience. However, depending on background, experiences, talents, and needs, each ST's

experience will be different. In-depth descriptions of all assignments to be completed during student teaching can be found in the Student Teacher section of this document.

Conducting Formal Observations and Providing Feedback
Meaningful, systematic observation and feedback is a key ingredient to a student teacher's growth and understanding of the world of schooling and learning. Honest, open, and considerate communication between individuals is a foundation for providing meaningful feedback. Frequent, positive feedback assists the student teacher in strengthening confidence and competence in teaching/learning. The feedback may originate in the use of informal or formal observation techniques. Following are suggestions for using observation and feedback in the classroom.

- Modeling reflective teaching – self-critique of one's teaching – helps to create an emotionally safe space for the ST to publicly reflect on his/her teaching.
- There is no one correct way to observe and evaluate student teachers; situation or needs determine the focus of an observation and nature of feedback provided.
- Feedback can be nonverbal (for example, smiling, nodding, frowning) and verbal (for example, oral suggestions during the act of or after teaching, verbalizing thought processes, written notes, journal entries, debrief after a formal observation).
- The aim of feedback is to guide the ST to reflect on his/her teaching and to analyze her/his strengths and areas for improvement so they construct an understanding of **why** "they did well" and **why** "things went wrong or didn't work."
- Formal observation and evaluation can consist of a three part process after which the observation notes are given to the ST (and the CS if appropriate):
  (1) A *pre-observation conference* in which the ST and CMT decide on a focus for the observation. The CMT selects an appropriate format for noting what happens during the upcoming observation.
  (2) During the *observation* the CMT notices and makes notes with respect to the intended focus. Note what happened. Note successes, dilemmas, strengths and areas for improvement.
  (3) After the observation the CMT and ST collaboratively <u>debrief</u> on what happened in relation to the focus of the observation. Asking questions of the ST helps the ST to engage in purposeful reflection. The ST should be encouraged to communicate about **why** events and interactions took place, not just on what happened. The ST should be encouraged to ponder **what ifs** to understand that there is not just one approach that can be successful. Strengths and areas for improvement should be noted, with reasons as to why something is a strength or area for improvement. Goals for the future should be set to foster further growth.

Explanation of Forms Completed by Cooperating/Mentor Teacher
The CMT is best informed of the student teacher's performance on a regular basis. Hence, CMTs who supervise/mentor student teachers from SKC assume significant responsibility for the evaluation of the student teacher's performance in the classroom and school setting. Table 1 indicates which forms are to be used and when. The actual forms follow this subsection.

Student Teaching Evaluation
The CMT records the ST's progress <u>three</u> times during the student teaching experience. It is important to go over and review all of these assessments with the ST so that they can learn from the feedback provided.

The College Supervisor (CS) will complete three evaluations at similar times; it is acceptable, but not necessary, that the CMT and CS do evaluations based on the same observation times/lessons. The ST is also encouraged to complete this form as a self-assessment two times; once at the beginning of the experience, and again near the end.

1. The first evaluation should be completed approximately 2 weeks into the ST experience. This first evaluation occurs relatively early in the ST experience; as such, it would be rather difficult to

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assess the ST's competence using the full ST evaluation form. To this end, the CMT is asked to provide a short, 1-page informal **narrative evaluation** that comments on the ST's interactions with students, willingness to participate in the classroom, punctuality, professionalism, and overall initial performance. There is no "form" for this first write-up… it is most often included in standard letter format. A sample of what this initial evaluation might look like is provided in the appendix of this handbook.

2. For the second evaluation, the CMT uses the **Student Teaching Evaluation Form** (a sample of which is also included in this handbook). This should be completed at the mid-point in the experience (approximately the fifth week).

3. The last (final) evaluation of the ST is to be completed in week 9 or 10, near the end of student teaching. The form used for this final evaluation is the same as for #2 above.

The CMT should sign and date all ST evaluations, photocopy 2 copies, and give one photocopy of each to the CS. The CS will be responsible for forwarding copies of CMT, CS, and ST forms to the BSSE Director for processing and filing.

Transition to Professional Teaching (TPT) Assessment Rubric
The *TPT Assessment Rubric* is a formalized tool developed by the SKC Education Department to assess candidates' growth in professional dispositions. Professional teacher behaviors are evaluated in the context of four areas: Culture, Communication, Citizenship, and Critical Thinking – SKC's "4Cs" - which serve as cornerstones for the College's curricular and philosophical orientation. The CMT completes this assessment twice, once at the beginning of the ST experience, and again in the final weeks as a summative assessment. The goal for the ST is to demonstrate growth in the areas articulated in the TPT Rubric.

Cooperating Mentor Teacher Stipend and Documentation
All qualified classroom teachers who host / mentor a student teacher are compensated with a stipend. This stipend is processed by the SKC Business Office upon completion of all CMT duties, and upon receipt of all required evaluations and other documentation. CMTs who are first-time contractors with SKC must fill out paperwork including a contract, tax forms, and various other personnel forms. Those who have been compensated by SKC previously will just have to complete a Contract for Services and Student Teaching Invoice. These materials are typically provided to the CMT at the start of the ST experience and submitted with all other final paperwork at the end of the ST period. CMTs should contact the director of secondary education at SKC for more information on this process.

Additional Documentation Completed by the Student Teacher

Program Exit Survey - FYI
The *SKC Education Program Survey* is used to assist in the evaluation of the Teacher Education Program at Salish Kootenai College. This form is completed by the ST and should be mailed to the Regina Sievert, BSSE program director, upon completion.

Evaluation of College Supervisor - FYI
The *Evaluation of College Supervisor* form, completed by the ST, provides feedback about the CS's partnerships with the CMT and co-mentoring of the ST. This form is completed at the end of a student teacher's placement and should be mailed to Regina Sievert, BSSE program director of Secondary Field Experience at SKC.

Evaluation of CMT's Ability to Mentor a Student Teacher - FYI

This form is completed by the ST at the end of student teaching and is intended to give the SKC Secondary Education program feedback with regard to the nature of the ST-CMT working relationship, and to the CMT's abilities and their capacity for mentoring STs in a positive and effective manner.

Action Research Project
Candidates in SKC's Teacher Education Program are required to take a capstone class simultaneously with Student Teaching. The class is called Reflective Practice and Research in Education, EDUC 495. As a requirement in this course, the ST must identify two research questions relevant to their ST placement, and conduct research using student data, scholarly journal articles, and feedback from teaching professionals as they attempt to address their research questions. The ST may ask the CMT for advice and assistance with this project. The ST will present their Action Research Project near the end of the ST experience to an audience of their peers, instructors, and possibly others.

TEP III Portfolio and Interview
One of the final assignments required of the candidate is the completion of the TEP III Portfolio and interview. This final stage of the TEP process incorporates products such as lesson plans and units used in student teaching, as well as reflections on specific aspects of their instruction. Please refer to the TEP III Rubric and other sections of this handbook form more information. Assistance in completing TEP III normally occurs during EDUC 495. It is recommended that candidates visit early on in the student teaching experiences with the BSSE Director of Field Experiences to discuss the specifics of the TEP III portfolio and to schedule a time for the interview.

SKC Teacher Education Program (TEP) Descriptions of Performance Levels

Level	Application of PEPP Standards	Additional Clarification
1- Basic	The teacher candidate is introduced to the standard/standard element and demonstrates a basic level of knowledge and understanding. The teacher candidate has not yet had the opportunity to apply the standard/standard element in a college classroom or field setting.	Basic knowledge is primarily theoretical and does not yet involve turning the knowledge outward with implementation with students.
2- Developing	The teacher candidate demonstrates an increasing knowledge and understanding of the standard/standard element. The teacher candidate is able to begin demonstrating, with assistance, the standard/standard element in a field setting or college classroom, and to evaluate, with assistance, the success of the teaching performance.	Preservice teachers may present explicit evidence of having taught or worked directly with students, but are being coached during planning, teaching, and/or reflection after teaching or professional interactions in other school settings.
3-Proficient **TARGET during Student Teaching** 	The teacher candidate demonstrates substantial knowledge and understanding of the standard/standard element. The teacher candidate demonstrates the ability to apply the standard/standard element in a field setting, and to assess student learning and evaluate teaching performance. This is the level expected of well-prepared first year teachers.	Proficiency means that a preservice teacher has clearly demonstrated independent knowledge in a theory/practice relationship. The preservice teacher easily "thinks on his/her feet" and can make rapid adjustments as appropriate. At this performance level, knowledge must be demonstrated in performance across multiple grouping structures in the grades 5-12 school setting.
4- Advanced	The teacher candidate demonstrates comprehensive knowledge and understanding of the standard/standard element; can consistently apply the standard/standard element in a field setting; can skillfully integrate it into an overall lesson; and critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction.	"Advanced," in contrast with "Proficiency," involves a preservice teacher's demonstration of knowledge and performance at a level that would be demonstrated by a *highly competent experienced teacher* and leads to improvement in balancing theory with practice. At this performance level, knowledge must involve demonstration of depth and experience in the 5-12 setting.

Table 1. <u>General Guidelines for Mentoring a Student Teaching Experience</u>

When	What	Form and Completion/Submission Timeline
Quarter before Student Teaching experience	1. CS contacts district officials to discuss ST requests 2. CS contacts CMT to discuss ST and to fill out forms	These forms were completed by the CMT last quarter during the student teaching confirmation process ▪ ***General Criteria for Selecting Cooperating/Mentor Teachers*** ▪ ***Cooperating/Mentor Teacher's Self-Assessment of Performance-based Standards for Montana Teachers*** ▪ ***Confirmation of Student Teaching Placement***
Before ST arrives	1. CS, CMT and ST meet in three-way conference for First Visit (orientation and planning an individualized progression of responsibilities for the ST). 2. CMT, ST and CS study materials for student teaching (handbook, forms). 3. CMT, ST and CS negotiate schedule for ST's assumption of responsibilities and assignments to be completed during student teaching. All agree on responsibilities and authority each will have. 4. ST is informed to have student teaching as a priority to be able to devote maximum energies to the student teaching experience. 5. CMT prepares school, classroom, and students for arrival of ST.	▪ ***First Visit and Student Information form***
During first few days	1. CMT orients ST to district, school, and classroom, and introduces ST to staff. 2. ST establishes positive working relationships with CMT and educators at school. 3. ST observes and reflects on school culture and policies/procedures, and classroom culture and policies/procedures.	This form is completed throughout the student teaching experience. ST must earn a rating of at least "3" on each standard to successfully complete the student teaching placement. For each standard, date of verification and examples must be included. ▪ ***ST Evaluation Form:*** *Student Teacher's Demonstration of Performance-based Standards for Montana Teachers* **NOTE: Used for STs seeking only elementary, secondary or K-12 licensure.** ▪ ***ST Evaluation Form:*** *Student Teacher's Demonstration of Performance-based and Special Education Standards or Linguistically Diverse Education Standards* **NOTE: Used for STs seeking dual licensure with elementary, secondary or K-12 licensure.**

	What	**Form and Completion/Submission Timeline**
Weeks 1-2	1. ST observes a variety of educational settings (CMT, other classrooms). 2. CMT and ST collaboratively reflect on what is happening in the classroom and student learning. 3. ST assists CMT with routine duties and extra duties such as study hall, hall supervision, lunch room supervision. 4. ST attends faculty meetings and other professional meetings in the school or district. 5. ST attends school functions such as plays, concerts, athletic events, PTO meetings, parent conferences (if permissible). 6. ST and CMT review Action Research project objectives, refine research questions and procedures.	▪ CMT reviews *Student Teacher Evaluation Form* standards and indicators; prepares for first formal observation. ▪ CMT completes initial ST TPT (Dispositions). ▪ Student begins weekly formal conference with CMT and self reflection using template
Week 2 onward	1. ST collaborates with CMT in daily and long-range planning, and teaching of the plans. 2. CMT informally and formally observes ST, and provides informal and formal feedback. ST collaboratively reflects with CMT on teaching performance (strengths and weaknesses) and student learning. 3. ST gradually takes over routine duties and extra duties. 4. ST continues to attend faculty meetings, other professional meetings in the school or district, and school functions.	▪ Initial visit by CS and completion of **Student Teacher Evaluation Form** by CS – (first of three). Discussion with ST, CS and CMT to discuss status. Completion of *Classroom Observation and Conference* form, with copy given to student. ▪ Completion of narrative evaluation of ST by CMT ▪ CMT completes first TPT (Dispositions) Form.

When	What	Form and Completion/Submission Timeline
Starting week 3 or 4	1. ST continues with routine duties and extra duties. 2. ST works with small groups and individual students in a variety of educational situations. 3. ST gradually takes over whole class lead teaching role. 4. CMT continues to observe ST and provide feedback. ST continues to collaboratively conference with CMT on teaching performance (strengths and weaknesses) and student learning. 5. ST continues to complete weekly reflection and submit it electronically to BSSE Field Director. 6. ST collaborates with others - special education teachers, linguistically diverse teachers, administrators, counselors, parents, community agencies, etc. 7. ST continues to attend professional meetings in the school or district and attends school functions. **8.** With the CMT's assistance the ST begins collaborative lesson and unit planning. 9. ST updates TEP Portfolio with student teaching artifacts. 10. ST continues gathering data for Action Research Project	▪ ***Weekly Student Teaching Reflection Template***

When	What	Form and Completion/Submission Timeline
Week 5 **Weeks 6-9**	1. ST assumes the majority, and eventually complete full teacher responsibilities. 2. CMT continues to observe and provide feedback. ST continues to collaboratively reflect with CMT on teaching performance (strengths and weaknesses) and student learning. 3. ST continues to attend faculty meetings, other professional meetings in the school or district, and school functions. ST continues to collaborate with special education teachers, administrators, counselors, nurses, parents, community agencies etc. 4. With the CMT's and CS's mentoring and feedback, the ST should teach and evaluate original lessons/units as appropriate 5. ST continues work on updating Portfolio and gathering data for Action Research Project.	▪ Midpoint completion and submission of *Student Teacher Evaluation Form* by CMT and CS (second of three for CS) - CS makes midterm visit, which involves observation and 3-way conference with CMT and ST and completion of Classroom Observation Conference form. During the conference they discuss the ST Evaluation Form and the TPT Dispositions Form for Student Teachers. Forms are submitted to BSSE Field Director. Copy of conference form is given to ST. ▪ The ST informs CS of the status of the Action Research Project so the CS can offer guidance/assistance.

When	What	Form and Completion/Submission Timeline
Weeks 9-10	1. CMT gradually takes lead role back, reversing roles with the ST. 2. ST and CMT continue to collaboratively reflect on what is happening in the classroom and student learning. 3. ST continues to attend faculty meetings, other professional meetings in the school or district, and school functions. ST continues to collaborate with special education teachers, administrators, counselors, nurses, parents, community agencies etc. 4. ST observes other classrooms in the school or schools in the district, and discusses observations with the CMT and CS. 5. ST collaborates with CMT to facilitate closure with grades 5-12 students.	▪ Final (third of three) completion of *ST Evaluation Form and Classroom Observation Conference form* by CMT, ST, and CS. ▪ Final (second of two) completion of Disposition (TPT) Form by CMT. ▪ ST completes SKC Teacher Education Program Exit Survey ▪ ST completes CS and CMT Evaluations ▪ CS collects and organizes all documentation, prepares for final submission to SKC Education Dept.

Below is an example of the first narrative evaluation that a classroom supervising teacher might provide for a student teacher.

April 13, 2013
<u>Initial Observation</u>

Candidate: ███████
Teacher: ███████
School: Polson High School, Polson, MT
Grade Level: 10-11

I was able to observe ████████ start teaching with the students and facilitate three different activities: leading a science lab group, a science vocabulary memory game, and a science journal exercise. ████████ was starting her second week with the class and was starting to take on more responsibilities. In our conference afterwards both she and her cooperating mentor teacher expressed a positive and productive relationship, and it was obvious they enjoyed working together and interacting with these students.

████████ has a smooth and relaxed rapport with the kids, and their respect for her was readily apparent. The lesson on native plants provided opportunities to emphasize new vocabulary which she did well. I especially liked the way ████████ fielded questions, not answering directly, but encouraging the students to think further with her own questions. All of the students were involved in the activity, reading aloud and sharing questions. She did an excellent job of keeping them on task and the lesson moving, not letting minor disruptions derail the class.

One could not tell from this observation that ████████ had only been with these students for a few weeks. Both their relationship with her and her skill managing the class suggested she'd been there all year. There was great use of positive feedback throughout the three activities, which helped to settle them in transition, and of communicating her expectations in a respectful, encouraging way.

████████ has already internalized the confidence and calm classroom discipline of a seasoned teacher. The benefit of the added time she has already spent before this practicum working with students as an aide and as a substitute teacher was obvious in her ease with the teaching act. I look forward seeing her continue to blossom into a full-time teacher as she takes on more responsibilities in the classroom.

Respectfully submitted,

████████ ████████

[Classroom mentor teacher title]
[School Name]

_____   _____
Observer signature   Date

_____   _____
Candidate signature   Date

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INTASC Standards
Revised edition 2013

The SKC Teacher Education programs are based on the InTasc Standards. Teacher candidates are expected to attain each standard by the time they graduate with an SKC Education degree. Below are the new standards, revised in 2013. All evaluation forms will be updated for use with students entering the BSSE in 2013 and beyond, to reflect the new InTasc Standards.

Learning Outcomes
Upon completion of the BSSE, the graduate will possess the following knowledge, skills and dispositions appropriate for secondary science teachers, which are based on the INTASC standards for teacher preparation.

Standard #1 - Learner Development
The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 - Learning Differences
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 - Learning Environments
The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4 - Content Knowledge
The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 - Application of Content
The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6 - Assessment
The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7 - Planning for Instruction
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8 - Instructional Strategies
The teacher candidate understands and uses a variety of instructional strategies to encourage learners to

develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9 - Professional Learning and Ethical Practice
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10 - Leadership and Collaboration
The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Salish Kootenai College

Student Teaching Evaluation Form

Form completed by Cooperating Mentor Teacher (CMT) and College Supervisor (CS)
May also be used for self-evaluation

Explanation of levels of proficiency in the INTASC standards and indicators

- **1 = Unacceptable** – The student teacher exhibits some knowledge, skills or dispositions that are inappropriate or ineffective for K-12 student learning. Remediation is necessary if the student teacher is to remain in student teaching. In order to successfully complete the student teaching experience, the final evaluation must contain <u>no</u> "unacceptable" ratings.

- **2 = Developing** – The student teacher is developing the knowledge, skills or dispositions for effective K-12 student learning, but has not yet attained a level of proficiency appropriate for a first-year teacher. How well the student teacher follows through on recommendations for improvement will be evaluated at a later date. In order to successfully complete the student teaching experience, the overall INTASC principle must be rated proficient, and no more than 1 of the indicators under each principle can be rated "developing."

- **3 = Proficient** – The student teacher exhibits knowledge, skills or dispositions that are proven to be appropriate and effective for K-12 student learning. The level of proficiency is that expected of a first-year teacher. Each INTASC principle is assessed overall, and several indicators under each principle are assessed separately. Student teachers must attain proficiency in each of the ten INTASC principles overall. To successfully pass student teaching, no more than <u>one</u> of the indicators listed below an INTASC principle can be at the "developing" level, and no indicators can be at the "unacceptable" level.

- **4 = Exemplary** – The student teacher exhibits knowledge, skills or dispositions that are proven to be appropriate and effective for K-12 student learning, and has demonstrated that effectiveness at a level of proficiency beyond what is expected of a first-year teacher. It is NOT expected that many student teachers would be rated exemplary in more than a few categories, if any.

Note: Each INTASC principle is assessed overall as an average of indicator scores; indicators listed under each principle are assessed separately.

__NOTE:__ The Student Teaching Evaluation Form shown below is based on the __old InTasc Standards__. It is currently under revision to incorporate the new standards on which the SKC Teacher Education programs are based. The new form will be available in Autumn 2013, and will be used with any new students beginning the program at that time.

Student Teacher: _____

School/City: _____

☐ Coop. Mentor Teacher
☐ College Supervisor
☐ Candidate Self-evaluation

Observer Name: _____

☐ Initial
☐ Midpoint
☐ Final

Salish Kootenai College
Student Teaching Evaluation Form
Based on the national INTASC standards

1= Unacceptable 2= Developing   3=Proficient   4=Exemplary

(Bold items refer to the overall INTASC principle. Other items are specific indicators that support the principle. The overall principle is rated as an average of the indicator scores.)

INTASC Principle 1 – Content Knowledge	1	2	3	4
Principle 1: The candidate 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. (K, S, D) *(If there are areas of content weakness, please address these specifically in the comments section.)*				
1a. The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.(K)				
1b. The candidate can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. (S)				
1c. The candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner. (D)				

INTASC Principle 2 - Development	1	2	3	4
Principle 2: The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (K, S, D)				
2a. The candidate understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote students learning. (K)				
2b. The candidate understands that students' physical, social, emotional, moral and cognitive development may be individually variable. They know how this may influence learning and how to address these factors when making instructional decisions. (K)				
2c. The candidate assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.(S)				
2d. The candidate brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. (D)				

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SKC Secondary TEP Student Teaching Handbook 020313

INTASC Principle 3 – Respect for Diversity	1	2	3	4
Principle 3: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (K, S, D)				
3a. The candidate knows about areas of exceptionality in learning-including giftedness, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. (K)				
3b. The candidate understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, economic conditions, and community values. (K)				
3c. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction. (K)				
3d. The candidate brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. (S)				
3e. The candidate identifies and designs instruction using multiple strategies appropriate to the student's stage of development, learning styles, multi-intelligence, strengths, and particular learning differences and needs. (S)				
3f. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others. (D)				
3g. The candidate promotes tolerance and diversity as positive attributes and applies these in learning experiences. (D)				

INTASC Principle 4 - Instructional Strategies	1	2	3	4
Principle 4: The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (K, S)				
4a. The candidate understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated. (K)				
4b. The candidate knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources. (K)				
4c. The candidate creates opportunities to develop critical thinking skills by requiring students to use ideas, theories, and problem solving techniques and apply them to new situations. (S)				
4d. The candidate constantly monitors and adjusts strategies in response to learner feedback. (S)				

INTASC Principle 5 – Learning Environment	1	2	3	4
Principle 5: The candidate 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. (K, S, D)				
5a The candidate understands the principles of effective classroom management. (K)				
5b. The candidate can use knowledge about human motivation and behavior to develop strategies for organizing and supporting individual and group work. (S)				
5c. The candidate analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. (S)				
5d. The candidate shows that s/he values the role of students in promoting each other's				

learning and recognizes the importance of peer relationships in establishing a climate of learning. (D)				

1= Unacceptable 2= Developing   3=Proficient   4=Exemplary

INTASC Principle 6 - Communication	1	2	3	4
Principle 6: The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (K, S, D)				
6a. The candidate understands communication theory language development, and the roles that differences in language, culture, and gender have in learning. (K)				
6b. The candidate demonstrates proficiency in utilizing diverse verbal and non-verbal communication methods and techniques, including various writing skills, audio-visual aids, and technology tools. (S)				
6c. The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (S)				
6d. The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers. (D)				
6e. The candidate demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience. (D)				
6f. The candidate demonstrates knowledge and use of appropriate spoken and written language conventions in teaching and learning settings. (D)				
6g. The candidate demonstrates knowledge and use of conflict resolution techniques, and is able to work through differences in a respectful and proactive manner. (D)				

INTASC Principle 7 – Instructional Planning	1	2	3	4
Principle 7: The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (K, S)				
7a. The candidate knows when and how to adjust plans based on student responses and other contingencies. (K)				
7b. The candidate is able to select and create learning experiences that demonstrate understanding of the learning stages of students and incorporate educational learning theory. (S)				
7c. The candidate designs and implements lessons that align with curriculum goals and demonstrate knowledge of subject matter while providing opportunities for students to explore relevant cultural aspects of the community. (S)				

INTASC Principle 8 – Assessment	1	2	3	4
Principle 8: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (K, S)				
8a. The candidate understands the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. (K)				
8b. The candidate selects, designs, and uses assessment strategies and tools that are appropriate for specific learner outcomes and other diagnostic purposes. (S)				

8c. The candidate appropriately uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances, and to modify teaching and learning strategies. (S)				

1= Unacceptable 2= Developing   3=Proficient   4=Exemplary

INTASC Principle 9 – Reflection and Professionalism	1	2	3	4
Principle 9: The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (K, S, D)				
9a. The candidate demonstrates a working knowledge and application of multiple areas of educational research, and can design and implement instruction with connections to pedagogical theory and practice. (K)				
9b. The candidate uses classroom observation, information about students, families, and the community, as well as research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. (S)				
9c. The candidate demonstrates leadership through reflective practice, as well as through involvement in continued personal and professional development. (D)				
9d. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues. (D)				

INTASC Principle 10 – School, Families and Community	1	2	3	4
Principle 10: The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (K, S, D)				
10a. The candidate understands laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). (K)				
10b. The candidate understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning. (K)				
10c. The candidate demonstrates leadership in establishing positive and cooperative relations with families, community members, and colleagues to support and promote the well-being of students.				
10d. The candidate exhibits willingness to learn and interact with cultures and perspectives other than their own. (D)				

COMMENTS (required on both mid-term and final evaluation). *Please address specific strengths and weaknesses. Use attached sheets as needed.*

Observer's signature _____   Date_____

Student teacher's signature_____ Date_____

SKC Secondary Student Teaching Observation Conference Form

Candidate: _____ Observation/Evaluation date: _____

College Supervisor : _____ Classroom Mentor Teacher: _____

☐ Coop. Mentor Teacher
☐ College Supervisor
☐ Candidate Self-evaluation

☐ Initial Observation
☐ Mid-point
☐ Final

Item #	Observer and Student Teacher comments

Sample Letter to Parents

(Date)

Dear Parents,

I would like to introduce myself. My name is _____ and I will spend nine weeks with your child in the capacity of a student teacher as the final round of student teaching for my Bachelor of Science in Secondary Education at Salish Kootenai College. During my first week at _____ school, which I spent observing and assisting in the routines of _____ class, your children welcomed me warmly, and I look forward to getting to know them better in the coming weeks. I also look forward to working under the close supervision of _____. He/She will be present for the teaching that I do in his/her class, and has been aiding me with numerous other teaching activities, including planning.

My prior teaching experience includes a month long practicum in a grade seven classroom, preparing pre-service teachers for the new Information and Communications Technology curriculum at the University of Montana, and leading curricular-based programs for school groups at The People's Center and the Nine Pipes Museum. In the coming weeks, I hope to teach many subjects, with a focus on life sciences including biology, one of my favorite teaching areas. I will also engage in long-range planning, for which I am currently preparing a basketball unit, and I will be involved in several other school events and activities throughout the next few months.

Please feel free to contact me if you have questions, concerns, or interest in participating in the activities in which I am involved. Contact me by phone at _____, or e-mail at _____.
I look forward to meeting you.

Sincerely,

I am collecting pictures of myself teaching for use in my portfolio, which will be used to chronicle my professional development as a teacher. My portfolio will be viewed by potential employers and will be available on-line. May I use pictures of your child in my portfolio? If so, please sign and return the permission slip below. Thank you.

I give _____ permission to take pictures of my child during school activities for the sole purpose of documenting teaching and learning activities as required by the SKC Education Department's portfolio system.

_____
Parent/Guardian Signature

_____
Date

SKC Teacher Education Program

Transition to Professional Teaching Assessment Rubric

Completed by: ☐ Candidate (Self-Evaluation)

☐ Faculty:_____

Candidate Name: _____

Date   _____

Circle one:

Salish Kootenai College defines culture as the awareness of one's own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pen d'Oreille and Kootenai People.

1. Culture, Tolerance, and Diversity

	Unacceptable	Developing	Proficient	Exemplary	
a. Candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.	1	2	3	4	
b. Candidate exhibits willingness to learn and interact with cultures and perspectives other than their own.	1	2	3	4	
c. Candidate promotes tolerance and diversity as positive attributes and applies these in learning experiences.	1	2	3	4	

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

2. Communication Skills

	Unacceptable	Developing	Proficient	Exemplary	
a. Candidate demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience.	1	2	3	4	
b. Candidate demonstrates knowledge and use of appropriate spoken and written language conventions in teaching and learning settings.	1	2	3	4	
c. Candidate uses a variety of communication and media tools to effectively interact with peers, teachers, students, and others.	1	2	3	4	
d. Candidate demonstrates knowledge and use of conflict resolution techniques, and is able to work through differences in a respectful and proactive manner.	1	2	3	4	

Circle one:

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

3. Citizenship and Community Interactions	Unacceptable	Developing	Proficient	Exemplary Exemplary

Comments:

	Unacceptable	Developing	Proficient	Exemplary
a. Candidate demonstrates courtesy and professionalism during interactions with peers, faculty, students, K-12 teachers, and families.	1	2	3	4
b. Candidate demonstrates involvement in various events, organizations, and/or initiatives that involve service to the community, especially young people.	1	2	3	4
c. Candidate contributes to and participates in the SKC learning community beyond the minimal requirements of courses.	1	2	3	4
d. Candidate exhibits knowledge and application of connections between course content and the larger community.	1	2	3	4

Salish Kootenai College defines critical thinking as a structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

4. Critical Thinking, Reflection, and Self Development	Unacceptable	Developing	Proficient	Exemplary

Comments:

	Unacceptable	Developing	Proficient	Exemplary
a. Candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner.	1	2	3	4
b. Candidate demonstrates growth in creative problem solving and application of critical thinking skills in coursework and field experiences.	1	2	3	4
c. Candidate consistently meets educational obligations within designated time constraints.	1	2	3	4
d. Candidate maintains a professional appearance in teaching and learning settings.	1	2	3	4
e. Candidate maintains a consistent positive attitude in educational settings.	1	2	3	4

TOTAL SCORES   TOTAL

THE COLLEGE SUPERVISOR

Roles and Responsibilities
The College Supervisor [CS] is the front-line representative of the SKC Teacher Education Program. This individual must have considerable experience in secondary school settings, as well as substantive experience in supervisory roles with regard to education. Typically this individual is a faculty member of an academic department in a college or university, or a long-time school administrator. The CS should have public school teaching experience, content expertise in particular aspects of the secondary curriculum, supervisory skills and experience, a willingness to supervise and mentor student teachers, and a willingness to work in partnership with cooperating/mentor teachers.

The CS is responsible for coordinating the student teaching experience. The CS and the cooperating/mentor teacher work in partnership to foster the student teacher's growth as a beginning teacher. The CS's responsibilities include:

- developing a collegial and collaborative partnership with the CMT and a mentor relationship with the ST;
- ensuring that the CMT understands the responsibilities assigned to them and can complete the needed documentation of the student teacher's progress and competence;
- making at least three visits to the student teacher's assigned classroom for observation, evaluation, and monitoring of the student teacher's experience;
- review and filing of the CMT's documentation of the ST's progress and competence (the documentation is included in The Cooperating/Mentor Teacher Section);
- collaborating with the CMT to implement the schedule for the ST's assumption of teaching/assessment responsibilities;
- collaborating with the CMT to guide the ST to a richer understanding of learners, learning, curriculum and schooling;
- helping the CMT and ST resolve any conflicts or problems affecting the student teaching experience;
- at each visit except the first one, reviewing the plans the ST has prepared to teach and conducting a formal observation (using *the ST Evaluation* form and *Classroom Observation Conference* Form);
- providing appropriate feedback to the ST about his/her growth, strengths, and areas for improvement (orally and providing the ST with a photocopy of each evaluation form.
- providing or directing the ST to additional resources for curriculum planning, dealing with classroom situations, and finding solutions to dilemmas that emerge in the classroom;
- monitoring the ST's completion of student teaching assignments, including the Action Research Project and Teaching Unit
- assessing the ST's performance in the classroom;
- returning all documentation (completed) to the SKC Director of Field Experience
- if requested by the student teacher, submitting a letter of recommendation for the ST's file; and,
- working with the Director of Field Experiences to monitor the student teacher's participation in all aspects of the student teaching experience.

College Supervisor's Guidelines for Visits of Student Teachers

The following guidelines are relevant to supervision of STs seeking secondary licensure.

Before First Visit with ST and CMT
(1) Study ST's application paperwork. It should contain an application cover sheet, resume, autobiographical essay, and academic data sheet.
(2) Become familiar with the content of this **SKC Student Teaching Handbook.**
(3) Schedule the first visit at a time when the ST and CMT can meet in a three-way conference to discuss the agenda on the *First Visit Report Form* and the **Student Teaching Handbook.**

First Visit with ST and CMT
(1) Check in at the host school office to find out about visitation procedures. Try to introduce yourself to the principal.
(2) Use the ***First Visit Report Form***; it has a list of what must be discussed at the first visit. Emphasize the following bullet items.
▪ How the CMT uses the ***ST Evaluation Form*** to evaluate the ST's progress at the midterm and final evaluation, photocopies the forms, and gives them to the CS at the midterm and final visit. The *ST Evaluation* Form will also be formally discussed at the midterm and final visits.
▪ How valuable it is to thoroughly think through the student teaching requirements and responsibilities during the planning process.
(3) Examine the ***ST application materials*** completed by the ST and discuss ideas and schedule for subsequent visits.

First ST Observation Visit
(1) Observe ST and hold a conference post observation conference with CMT and ST using the Classroom Observation Conference form.
(2) File conference notes in ST teacher's SKC ST file and give ST a copy of the form.
(3) Set pre-observation conference, observation and post-observation conference times for midterm observation.

Midterm Visit
(1) Use the ***Student Teaching Evaluation Form*** to conduct and document the formal observation and debrief conference. If applicable, discuss any issues, problems or needs that have arisen with the CMT and ST.
(2) Check with the CMT and ST about how the ST is progressively "taking over" teaching responsibilities. If applicable, discuss any issues, problems or needs that have arisen with the CMT and ST.
(3) Discuss with the ST and the CMT what they have decided as a plan for the **Action Research Project**.
(4) Set pre-observation conference, observation and post-observation conference times for final visit.
** Submit a photocopy of the ST Evaluation Form with the CMT's signature and date on the Midterm line to the Director of Field Experiences,**

Visit #3   Final

(1) Complete, check and discuss the **ST Evaluation Form** with the CMT and ST.
        NOTE 1: Again make sure that a performance rating is indicated for each standard element. By this time each standard element should be rated at "3" or higher, be dated and have examples.
        NOTE 2: If a ST is not yet at "3" level, then the termination date of the student teaching experience will need to be delayed until the ST demonstrates a "3, Proficiency" level for each standard element.
(2) Offer reminders to ST about completing and returning the **Evaluation of the College Supervisor Form,** the **SKC Program Survey** and the **Evaluation of Cooperating/Mentor Teacher Form**.
(3) If appropriate, review the Montana state licensure application process with the ST.
(4) If relevant, check in with the ST about how the job search process is progressing. Remind the ST to keep the Teacher Education Program Office informed about the result of the search process.
(5) Offer expressions of appreciation and farewell to the CMT.

End of Student Teaching
** Notify the Teacher Education Program Office, Field Experience Director of the completion of all student teaching requirements. Once the ST has completed **all** requirements for student teaching and **all** information and documentation is gathered, it must be sent to the Field Experience Director, SKC Teacher Education Program Office. All documentation must be received by the Field Experience Director in order to assign the final student teaching grade and to process payment for CMT/CS services. Ensure that forms are complete and legible. ** An Incomplete must be assigned if documentation is not complete and collected or the ST has not yet completed **all** requirements of student teaching, except the Stage 3 TEP Portfolio and the Action Research Project. These are to be completed in EDUC 495 following student teaching. Notify the Field Experience Director of the due date for any unfinished requirements. ****** THANK YOU! ******

Student Teaching First Visit Report and Student Information Sheet

Student Teacher : _____   Classroom Mentor Teacher: _____

College Supervisor: _____   Date: _____

School/Classroom: _____

The college supervisor, student teacher and cooperating teacher must attend this visit. Ideally, this visit should take place well before the student teaching experience begins.

Copies of this form should be given to the student teacher [ST] and the cooperating/mentor teacher [CMT]. A third copy should be placed in the teacher candidate's ST file at SKC.

Agenda	Comments/Notes (continue on reverse side)
Start Date and End Date for the ST Experience • 10 week requirement • If the ST is absent for more than 16 hours (typically 2 school days), the termination date must be adjusted to make up the missed hours**.**	
Schedule for ST's gradual assumption of teaching responsibilities. • Five week solo teaching period recommended • Four classes per day recommended • Two preps per day recommended	
Review of Student Teaching Handbook – Student Teacher section has detailed description of assignments. • Reviewed the Student Teacher's Application materials and discussed schedule for 3 subsequent visits to allow time to conference with the student teacher and CMT ▪ CMT completes three evaluations of ST, one narrative and two using the "ST Evaluation Form"; includes specific examples observed for each standard, date and level. ▪ Teacher candidate MUST attain at least a 3 level on all standards at the end of student teaching to pass student teaching. ▪ College Supervisor visit schedule – Minimum 3 visits using ST Evaluation Form and conferencing. Only the first visit does not require observation of teacher candidate teaching.	
Expectations for written curriculum plans (format, which lessons, etc.) • For school/CMT • For TEP Portfolio	
Schedule of opportunities for ST to observe in other classrooms & schools	
Review of all ST Forms	

Student Teacher signature _____   Date _____

Classroom Mentor signature _____   Date _____

College Supervisor signature _____   Date _____

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Information Sheet for Student Teaching

TEACHER EDUCATION PROGRAM
SALISH KOOTENAI COLLEGE

PABLO, MONTANA   59855

Student Teacher: _____

Cooperating/Mentor Teacher: _____

College Supervisor: _____

Semester/Year of Student Teaching Experience: _____

Start Date: _____   **Projected End Date:** _____

This form provides contact information and schedule for the student teacher's week. It should be completed by the student teacher PRIOR to the First Visit with the College Supervisor. It should be given to the College Supervisor at the first visit.

School District Name:	
School Name:	
School Address, City State, Zipcode:	
School Phone Number:	
School Principal:	
CMT Work Phone Number:	
CMT Home Phone Number:	
CMT e-mail:	

**CMT = Cooperating/Mentor Teacher

Your Address, City, State, Zipcode:	
Your Home Phone Number:	
Your E-mail:	

❑ *Do you have a schedule for the school day?*

What time in the morning are teachers (and you) expected to report to school each morning?   _____

Until what time in the afternoon are teachers (and you) expected to remain?   _____

On what days will classes not be held due to school holidays or professional days/inservice?   _____

General Subject Area	Time	Room	CMT Name

❑ **Have you registered for the correct student teaching course, EDUC 491? (YES or NO)**	
❑ **Have you registered for the capstone course, EDUC 495? (YES or NO)**	
❑ **Is your Background Check process current, on file, and cleared? (YES or NO)**	
❑ **Is your First Aid / CPR certification current? (YES or NO)**	

THE SKC SECONDARY STUDENT TEACHER

General Policies

Absence
A student teacher [ST] is permitted **16 hours sick leave that does not need to be made up**. Subsequently, the ST **must make up any additional hours** absent. This means that the termination date of student teaching must be adjusted to make up additional time absent. The ST is responsible for notifying the cooperating/mentor teacher [CMT], college supervisor [CS] and, if necessary, the building principal, if he/she will be absent. In advance for all absences, the ST must make every effort to leave plans for teaching or other necessary arrangements so the CMT can "substitute."

Vacation
The ST must follow the **public school** schedule for the entire student teaching experience.

Substitute Teaching
The ST is allowed to substitute teach (with district compensation) under certain conditions, but only for the teachers he/she is formally placed with. The ST must have completed at least ½ of the ST experience, and the substitute status cannot extend beyond a cumulative 5 school days.

Job Interviewing
The ST is expected to schedule job interviews outside of the school duty day. Practice in interviewing may be provided during the capstone course, EDUC 495: Reflective Practice and Research in Education. This takes place as a part of finalizing candidates' final portfolio.

Aims and Outcomes
Student teaching is the most critical experience at SKC of preparing to be a teacher. After successful completion of the student teaching experience, a teacher education student at SKC will have had many and diverse opportunities to (1) demonstrate what it means to be a caring, reflective, knowledgeable and qualified teacher, (2) develop a professional identity and demonstrate aspects of professionalism, and (3) promote teaching as a worthy profession.

After student teaching, and upon graduation, the student teacher [ST] should also be eligible to apply for initial licensure in the state of Montana. It is **not** automatic upon successful completion of student teaching. To become licensed in Secondary Teaching, Montana requires that an individual have completed an approved teacher preparation program with a GPA of 2.75 or higher.

Job Placement Assistance
"Montana Jobs for Teachers" is a free service of Montana's Office of Public Instruction. It is updated daily as position information is received. All job listings must comply with the Equal Opportunity/Affirmative Action guidelines. The website for this job resource is: http://jobsforteachers.mt.gov/Index.html

The Career Services department at SKC can assist a ST in general job search skills. Services of particular interest include resume writing, interviewing techniques, and job search strategies. Career Services also posts information about job openings in the Student Services Center in the SKC Bookstore building. For information and assistance contact Tracie McDonald at (406) 275-4823 (phone) or tracie_mcdonald@skc.edu (e-mail).

Suggestions for the Student Teacher

The ST should have as a priority being able to devote maximum energies to the student teaching experience. Regardless whether the ST wants to begin teaching right away or, as a response to nervousness and apprehension, wants to wait before teaching, it is wise to first observe and make sense of the culture of the classroom and school. An approach that blends observation, interaction, and reflection affords the ST with important background knowledge and experience to smoothly transition into the roles of the full-time classroom teacher.

Being a full-time teacher may be a new experience and it can stress one's well being. The learning curve during student teaching is steep and fast: It is demanding of one's time, emotional energy, and physical stamina. A gradual introduction to the intricate web of responsibilities of being a teacher - having experiences working with individuals and small groups before working with the whole class – allows a ST to develop stress management techniques so as to maintain a positive well being, a professional orientation, an enjoyment of the student teaching experience.

You are now a professional, and professionals:

1. Constantly and consistently demonstrate aspects of professionalism including professional dispositions, collaboration, researching unfamiliar areas of content and pedagogy, transformation of knowledge, reflection, modeling best practices, and building a community of learners.
2. Show **initiative** by anticipating needs for assistance and offering it. Show self-confidence, not dependency.
3. Show **dedication** and **commitment** to all responsibilities of being a student teacher. Apply what you have learned in your pre-student teaching course work – test theories in the classroom and draw inferences informed by evidence not mere opinion.
4. Are **well groomed** and **properly attired** in a way that meets the expectations at the school and for teachers in your content area.
5. Are **creative** and **thoughtful** in the selection and use of educational resources, curriculum content, assessment tools, and teaching strategies.
6. Are aware and **respectful** of students, school staff and administration. **Maintain confidentiality** about student information unless the nature of the information requires you to report it to proper authorities. Avoid gossip, derogatory and prejudicial comments and actions. Model an understanding and acceptance that teachers can be effective using a variety of styles.
7. Show **integrity** through maintaining high standards of performance. Abide by the prescribed time schedule for school staff and follow through on commitments made in a timely and punctual manner.
8. Are **open-minded** and **considerate** in **communication**. Keep the CMT and CS, as well as the SKC Director of Field Experience informed of questions, dilemmas, problems, issues or concerns. Seek guidance in determining alternative solutions. Keep the CMT and CS informed of schedule changes that may affect the CMT's observations and the CS's visits.
9. Act in **legally and ethically responsible** ways by abiding by district and school rules and procedures with respect to health/safety and liability matters, fire drills, tornado warnings, lock downs, accident reports, and emergencies.
10. Are **prepared** by having a solid and thorough command of the curriculum being taught and the content knowledge necessary to guide all students to richer understanding.
11. Are an **effective problem-poser and problem-solver** by anticipating and planning for alternatives.

Formal Student Teaching Assignments

The ST must complete each of the following assignments to successfully complete student teaching. Successful completion of student teaching results in an "A" or "B" grade on the academic transcript. Otherwise, a "C" or lower course grade (not passing) is earned and candidates will have to repeat student teaching.

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1. **Student Teaching Handbook**
   Become knowledgeable of the **Student Teaching Handbook**. Online copies are available for reference on the Student Teaching page on the SKC Secondary Education Program web site at http://www.skc.edu/?page_id=2172

2. **Lesson/Unit Plans**
   Document at least one unit of study that has been designed and taught in the classroom placement. If the ST teaches multiple class periods of the unit, he/she only selects one class period as the basis for the piece. The Unit Plan will be used as an important part of student teaching evidence in the Stage 3 TEP Portfolio.

3. **Classroom Observation/Conference Reports**
   The CMT should provide the ST with regular feedback about her/his performance, using a format that is has been agreed upon by the CMT and ST. Further, the ST and CMT should conduct at least one formal conference about the ST experience each week, which will be use as a forum for identifying areas of focus for the ST for the following week.
   During each visit the CS will use the *ST Evaluation Form* to record observations about the student teacher's performance. The *Observation/Conference Report Form* will be used to synopsize the CS's evaluation of the ST and to provide feedback to the ST. A photocopy of this form should be made and left with the ST at each visit. During each visit the CS should engage in two-way or three-way conferences. These conferences aim to foster the ST's professional growth and to provide continuity and consistency in communication.

4. **Weekly ST Reflection**
   The ST and CMT will engage in formal weekly conferences to discuss the ST's progress and performance. The ST will then reflect on these discussions and fill out the **ST Weekly Reflection Template** and submit it to the BSSE Field Director on a weekly basis.

5. **Professional Dispositions (TPT) Form for Student Teachers**
   The CMT and CS should complete, sign and date the *Professional Dispositions Form for Student Teachers* **in the initial and final stages** of the student teacher's placement. The ST can request a photocopy of the form from the CMT. The ST will be informed of the results during the CS's midterm visit. During this visit the CS, CMT, and ST will discuss a plan for any areas needing improvement. The CS will take the form. If needed, the CMT and ST will work together to support the student teacher's progress plan.

6. **ST Evaluation of Clinical Performance**
   The CMT and CS should complete, sign and date, and photocopy the appropriate *ST Evaluation Form* at three stages of the student teacher's placement. The ST will be informed of the results of this assessment during the CS's visits. During these visits the CS, CMT, and ST should discuss a plan for further progress and improvement to achieve "3, Proficient" performance level for each standard element by completion of the student teaching placement. The CS will place a photocopy of the evaluation in the ST's file at SKC. The CMT and ST will work together to support the student teacher's progress plan.

7. **ST Evaluation of Student Teaching Performance – Final**
    The CMT should complete, sign and date the final *ST Evaluation Form*. This should be done by the time of **the College Supervisor's final visit**. During the CS's final visit the ST will be informed of the results of this evaluation. **NOTE: In order to successfully complete the placement the ST must be, at minimum, at "3, Proficient" performance level for each standard element.**

8. **SKC TEP Exit Survey**
    The ST should complete the *SKC Program Exit Survey*. This should be completed by the college supervisor's final visit. This survey will be collected by the CS at the final visit and will be used to assist in the evaluation of the Teacher Education Program at SKC.

9. **TEP Portfolio and Action Research Project**
    During student teaching, candidates will be gathering artifacts from their work with students, as well as data to support and address the questions articulated in their preliminary Action Research planning work. Candidates will be reviewing the progress in both of these efforts throughout ST; however, the bulk of the work oriented around the completion of these two program requirements will be addressed in ED 495, the education capstone course that follows student teaching.

Table 2. Road Map / Timeline for Student Teacher Responsibilities

When	What	Formal Student Teaching Assignment and Timeline
Before first day	1. Have as a priority being able to devote maximum energies to the student teaching experience. 2. Be situated in your housing before student teaching begins. 3. Become familiar with materials used during student teaching (handbook and forms). 4. Test transportation routes to school and parking at the school. Know where to park. 5. Meet with principal or administrator to find out about expectations and procedures.	▪ Acquire, read, and be familiar with the ***Student Teaching Handbook*** ▪ Complete the ***Information Sheet for Student Teaching*** and give a copy to the CS and CMT at First Visit. ▪ Complete First Visit form with CMT and CS at First Visit to clarify student teaching schedule, expectations, etc.

During first few days	1. Begin to establish clear communication and a positive working relationship with the CMT. Find out the CMT's expectations. Advise him/her of the kind of critique wanted and expected, and listen without making excuses when constructive feedback is provided. Together establish a schedule for conferences in which planning and feedback take place.
	2. If working with more than one CMT at a school, arrange and confer with all CMTs at one meeting to plan the ST's total load and to establish clear and open communication channels between all individuals involved.
	3. Work with CMT to be introduced to school staff and become oriented to district, school and classroom.
	4. Learn students' names.
	5. Observe the CMT and how he/she deals with situations in the classroom (e.g., student motivation, provisions for individual learner differences, responses to assessment tools and practices, effects of teaching strategies, effects of discipline strategies, aim of teacher-student interaction).
	6. Observe and draw inferences about school and CMT classroom cultures. Cultural clues are communicated through:
	  o Physical arrangement of the school overall and furniture in classrooms
	  o Use of space by people	

	o Language (verbal and nonverbal) – what and how o Interactions and social groupings (between students, student-school staff, between school staff, administrator-school staff-students, CMT and school staff) o Communication styles o Attire (student and school staff) o Explicit and unwritten expectations and rules o Use of time and schedules o Styles of teaching and choices of assessment tools o Discipline/management strategies and code o Routines (weekly, daily, and within a class period)	
Weeks 1-2	1. **Observe** a variety of educational settings (CMT, other classrooms, and, if possible, other schools). 2. Reflect with CMT on what is happening in the classroom and student learning. 3. **Assist** with routine duties such as announcements, distributing and collecting papers, checking attendance, administering tests and quizzes, preparing materials and equipment for lessons, operating equipment, drills/warm-ups. 4. Assist with extra duties such as study hall, hall supervision, lunchroom supervision. 5. Attend faculty meetings and other professional meetings in the school or district. 6. Attend school functions such as plays, concerts, athletic events, PTO meetings, parent conferences if permissible	▪ Complete formal conference with CMT and complete first weekly reflection. Submit reflection to CS.

When	What	Formal Student Teaching Assignment and Timeline
Week 2 onward	▪ Implement schedule for ST's assumption of responsibilities as agreed upon with CMT and CS. Gradually take over "lead role" in routine duties and extra duties. ▪ Collaborate with CMT in daily and long-range planning, and teaching of the plans. ▪ Monitor that the CMT informally and formally observes your teaching. Actively listen to informal and formal feedback offered, and with the CMT reflect on teaching performance (strengths and weaknesses) and effects of teaching/assessment strategies on student learning. ▪ Continue to attend faculty meetings, other professional meetings in the school or district, and school functions.	▪ Collaborate with CMT in daily and long-range planning, and teaching of the plans. NOTE: Planning should take into account what needs to be addressed in the Unit of Study assignment and for all standard elements in the electronic licensure work sample. ▪ Continuation of formal weekly conference with CMT and **weekly written reflection** ▪ Work on student teaching assignments, including the **Action Research Project**.

When	What	Formal Student Teaching Assignment and Timeline
Starting week 3 or 4	▪ Continue to be responsible for routine duties and extra duties. ▪ Work with individual students and small groups in a variety of educational situations. ▪ <u>Gradually</u> take over increasing teaching role for whole class. ▪ Continue to solicit and listen to feedback, based on direct observation, from the CMT. Continue to reflect on teaching performance, and influences of teaching/assessment strategies and student characteristics on student learning. ▪ Collaborate with others such as special education teachers, administrators, counselors, nurses, parents, community agencies, etc. ▪ Continue to attend faculty meetings, other professional meetings in the school or district, and school functions.	▪ Work with CMT to design the Unit of Study ▪ Continuation of formal weekly conference with CMT and **weekly written reflection** ▪ Continue to design and collect data for your Action Research Project.
Week 4	Continue to attend faculty meetings, other professional meetings in the school or district, and school functions.	▪ Continuation of formal weekly conference with CMT and **weekly written reflection** ▪ Continue to design and collect data for your Action Research Project.
Be prepared to be in a teaching role and to debrief about the lesson when the CS makes the second (midterm) visit.		

When	What	Formal Student Teaching Assignment and Timeline
Week 5 Midterm	- Assume the majority of teacher responsibilities. - Continue to solicit and listen to feedback, based on direct observation, from the CMT. Continue to reflect on teaching performance, and influences of teaching/assessment strategies and student characteristics on student learning. - Continue to collaborate with special education teachers, administrators, counselors, nurses, parents, community agencies, etc. - Continue to attend faculty meetings, other professional meetings in the school or district, and school functions.	- Under the CMT's and CS's mentorship, teach and write up the **Unit of Study** assignment. - Meet with CMT and CS for your Midterm evaluation. - Continuation of formal weekly conference with CMT and **weekly written reflection** - Continue to collect data for your Action Research Project.
Week 6 and onward	- Be prepared to be in a teaching role and to debrief about the lesson when the CS makes his/her third visit. If this is the midterm visit, be ready to listen and contribute to a discussion about your progress with respect to the ST Evaluation Form and the Professional Dispositions (TPT) Rubric. - Be ready to inform the CS of the status of the Unit of Study and to ask questions if in need of guidance.	- Continuation of formal weekly conference with CMT and **weekly written reflection** - Continue to collect data for your Action Research Project.

When	What	Formal Student Teaching Assignment and Timeline
Weeks 9-10	- Reverse roles with the CMT (CMT reassumes lead role in the classroom). - Continue to reflect on what is happening in the classroom and why, teaching performance, and influences on student learning. - Continue to collaborate with special education teachers, administrators, counselors, nurses, parents, community agencies, etc. - Continue to attend faculty meetings, other professional meetings in the school or district, and school functions. - Observe other classrooms in the school or schools in the district, and discuss observations with the CMT and CS. - Make arrangements to thank and say goodbye to school administrators, school staff, CMT and students.	- Complete the **SKC TEP Exit Survey** and mail to the Director of Field experience at SKC. - Continuation of formal weekly conference with CMT and **weekly written reflection** - Continue the completion of the Action Research Project.
Final week of Student Teaching	- Be ready for the CS's final visit. - Be ready to listen and contribute to a discussion with the CS regarding: (1) the final evaluation with respect to the ST Evaluation Form, (2) the Final Evaluation of the Professional Dispositions (TPT) Assessment. - Complete evaluation forms for CMT and CS.	Forms completed at the end of a student teacher's placement should be mailed to the Director of Student Teaching at SKC: **Evaluation of College Supervisor** **Evaluation of Cooperating Mentor Teacher** **Program Evaluation Survey**

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SKC Teacher Education Program Exit Survey

We are interested in your opinions so that we may improve our program. Please record all responses for each question by carefully darkening the box completely.

Student Teacher Name: _____   **Date:** _____

1. Please reflect on which aspects of the SKC TEP were most beneficial to you <u>prior</u> to student teaching.

2. Please comment on which aspects of the SKC TEP were <u>least helpful</u> to your evolution as a teaching professional.

3. During your student teaching experience, which events, activities, or other aspects did you find to be most helpful in preparing you for professional teaching?

4. What are some specific obstacles that you faced in your TEP experience, and how did you deal with them?

Please continue on the back of this form if needed…

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SKC Teacher Education Program

Student Teacher's Evaluation of the College Supervisor

Name of College Supervisor _____

Year/Quarter _____   Student Teacher _____

In order for the SKC Teacher Education Program to promote and maintain a high quality of mentoring during the student teaching experience, we would appreciate it if you would complete this evaluation form regarding the work of the College Supervisor. Please complete this form at the end of your student teacher placement and send it to:

> **Regina Sievert - BSSE Director**
> **The Indigenous Math and Science Institute**
> **Salish Kootenai College**
> **P.O. Box 70**
> **Pablo, MT 59855**

A.   Use the following scale to rate the College Supervisor in each of the areas listed below:

A. Excellent   B. Very Good   C. Good   D. Fair   E. Unsatisfactory   F. Not Applicable

The College Supervisor:

_____1. Provided me with information regarding all aspects of the evaluation of my performance throughout the student teaching experience.

_____2. Clarified any confusions I verbalized regarding documentation of my performance.

_____3. Helped me to develop a positive working relationship with the cooperating mentor teacher (CMT).

_____4. When I asked, provided me with assistance and support in dealing with the CMT.

_____5. Completed at least the minimum number of visits
       NOTE: The College Supervisor of a secondary level student teacher should make three visits, of which two include observation of teaching.

_____6. Interacted with myself and the CMT in a respectful and encouraging manner.

_____7. Responded to my questions and dilemmas about such matters as management techniques, classroom supervision, methods of presenting subject matter, assessment techniques, teaching strategies appropriate for the diverse needs of learners, and student teaching assignments.

B. *Answer the following questions completely and candidly.*

8. In what additional ways (not indicated above) did the College Supervisor assist you or the CMT?

_____

_____

_____

_____

9. What assistance did you request of the College Supervisor that was not provided?

_____

_____

_____

_____

10. In order to improve the teacher education program at Salish Kootenai College, please identify any area in which you feel you were inadequately prepared.

_____

_____

_____

_____

Note: This form is intended for program review purposes only and will not affect your grade.

Thank you for your completing and returning this evaluation.

EVALUATION OF COOPERATING TEACHER'S ABILITY TO MENTOR A STUDENT TEACHER

(TO BE COMPLETED BY STUDENT TEACHER)

Cooperating Teacher (s) _____ Date _____

Circle the numeral which indicates the degree to which your cooperating teacher was helpful as s/he exhibited each of the following behaviors. Please comment on both high-rated items and low-rated items. Mark "NA" if an item is not applicable.

		GREATEST HELP				LEAST HELP
1.	Listing specific expectations at the beginning of student teaching.	NA	5	4	3	2	1
2.	Holding conferences.	NA	5	4	3	2	1
3.	Giving honest but balanced feedback.	NA	5	4	3	2	1
4.	Showing an obvious desire to work with student teachers.	NA	5	4	3	2	1
5.	Helping me to develop confidence based on my strengths.	NA	5	4	3	2	1
6.	Helping me to see relationships between theory and practice.	NA	5	4	3	2	1
7.	Offering specific suggestions to develop my teaching techniques.	NA	5	4	3	2	1
8.	Establishing a comfortable working relationship.	NA	5	4	3	2	1
9.	Making suggestions but not dictating.	NA	5	4	3	2	1
10.	Observing in a way that is not unsettling.	NA	5	4	3	2	1
11.	Trying to be aware of and alleviate my frustrations.	NA	5	4	3	2	1
12.	Showing interest in me as a person.	NA	5	4	3	2	1
13.	Showing consideration of my feelings.	NA	5	4	3	2	1
14.	Exhibiting confidence in me.	NA	5	4	3	2	1
15.	Being generous in giving help and time above and beyond the ordinary.	NA	5	4	3	2	1
16.	Giving specific suggestions for classroom management.	NA	5	4	3	2	1
17.	Helping me to develop realistic expectations for children.	NA	5	4	3	2	1
18.	Helping me to provide for the needs of individuals						

Indicate your rating of the item by circling on the continuum line the point which represents your evaluation.

		Adequate				Inadequate
19.	Amount of time spent in classroom observation.	5	4	3	2	1
20.	Professional relationship with college consultant/school officials.	5	4	3	2	1
21.	Other (specify) _____	5	4	3	2	1

Please make additional comments on how the role of the cooperating teacher might be changed to improve the student teaching experience. (Use the back of this sheet if more room is required.)

_____

_____

_____

_____

_____

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Signatures

_____ _____ _____
Candidate's Signature *(I have been made aware of this assessment)* Candidate's Name Date

_____ _____ _____
Cooperating Teacher Signature *(I have completed this assessment)* CT Name Date

_____ _____ _____
College Supervisor's Signature *(I have reviewed this assessment)* CS Name Date

College Supervisor's Comments:

Note on the Montana Assessment of Content Knowledge (MACK)

Beginning in Spring 2013, the state of Montana began requiring the MACK for secondary teacher licensure. Previously, it had been required for elementary licensure only. The MACK is a form filled out by the student teacher's Classroom Mentoring Teacher and the SKC Education Department. It is a tool used to assess the candidate's proficiency in their content knowledge in the disciplines for which they will apply for licensure. It includes weighted points that added together generate a total MACK score. Scoring categories include course grades, the student's Praxis II content knowledge test score, and the CMT's assessment of the ST's content knowledge. To qualify for licensure, the ST must attain a minimum of seven out of ten possible points on the MACK. As of Spring Quarter, 2013, the state of Montana Office of Public Instruction had not yet determined the Praxis content test that will be required for Broadfield Science licensure. Until that decision is made, the use of the MACK has not yet begun for BSSE graduates wishing to be licensed in as Broadfield science teachers in Montana.