**Salish Kootenai College**



**TEACHER CANDIDATE HANDBOOK**

**Elementary Education**

**Spring 2013**

Salish Kootenai College Education Department Student Handbook

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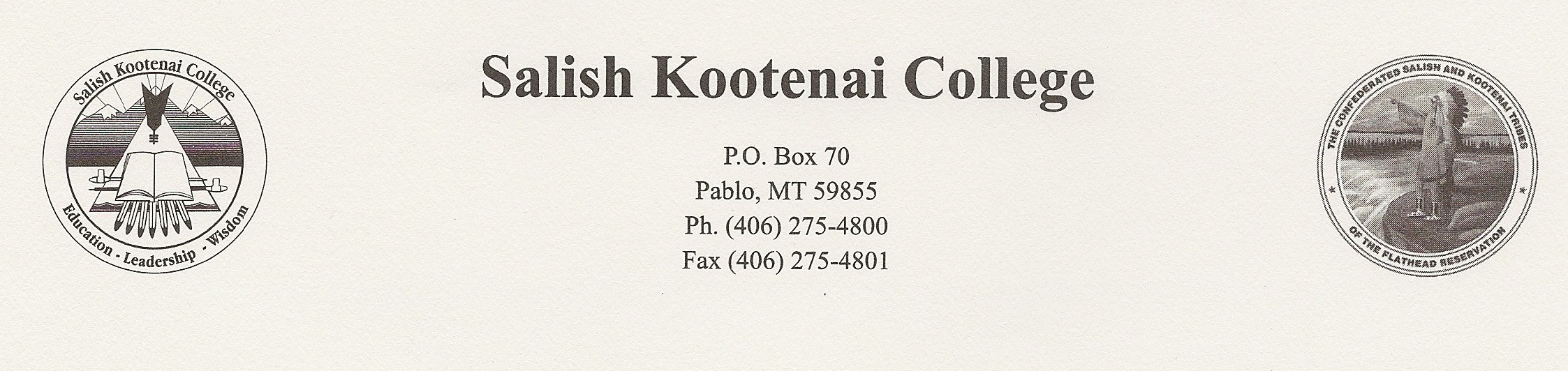
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**WELCOME!**

Dear Education Student,

The Education Department faculty wants to extend a big welcome to you. We appreciate your interest in our education programs and look forward to working with you on your journey to becoming a professional educator. Teaching is an awesome career choice and the education programs at SKC were carefully designed to assist you in becoming the best educator possible!

Whether your major is in Early Childhood, Elementary Education or Secondary Science Education this handbook was designed to assist you. Please read through the material carefully and utilize the resources and information provided. Also, if you have any questions or concerns, please contact your education advisor or any education faculty.

Thanks again, and best wishes. You have chosen a noble career and we look forward to working with you.

Sincerely,

The Education Department Faculty and Staff

Cindy O’Dell – Department Chair/Instructor

Linda Bone – Instructor and Student Mentor

Amy Burland – Instructor

Cynthia Davey – Instructor

Merle Farrier – Graduate Student Project Coordinator

Kathie Maiers – Administrative Assistant/Grant Manager

Mary Rudolph - Instructor

Doug Ruhman – Instructor

Regina Seivert – BSSE Director

# The Salish Kootenai College Teacher Education Program (TEP)

To fulfill its mission and vision, Salish Kootenai College has endeavored to create meaningful and substantive programs to improve the lives of Native people locally and throughout the United States.

Salish Kootenai College is constantly seeking new ways to advance higher education while serving the changing needs of the Flathead Reservation and other Montana reservation communities. Teacher education is an area of continuing interest for the College and for reservation communities.

In response to the interest and need for qualified Native American teachers for youth from birth through high school, SKC has developed three accredited programs in education – early childhood, elementary and broadfield science secondary education. All teacher education programs at SKC are accredited through the Northwest Commission on Colleges and Universities and the Montana Board of Public Education.

***Promoting Diversity and Excellence in Teaching***

#### Vision Statement

The Education Department envisions a culturally responsive teacher education program and curriculum supporting candidates’ development through fostering learning communities that build on past experiences along with life dreams. A culturally responsive education will support the personal as well as professional development and success of SKC candidates, affording them greater life options.

Furthermore, the Education Department envisions SKC teacher candidates will be culturally competent and skilled educators empowered to transform curriculum and instruction to address the developmental, linguistic and ethnic diversity of every child they teach; SKC teacher candidates as future professional educators, advocates and leaders will empower the students they teach, expanding their life options through nurturing culturally responsive learning communities.

#### Mission Statement

The professional education programs at Salish Kootenai College seek to support teacher candidates in making connections between their personal development and their professional growth, in meaningful integration of cultural learning and in collaborative efforts toward the larger good for local and global communities. The critical areas of professional preparation that distinguish Salish Kootenai teacher education graduates include:

* Knowledge of Native American student context and best educational practices leading to developmentally and culturally appropriate pedagogy.
* Identification with Native American culture and community values imbedded in content and pedagogy.
* Commitment to meeting the needs of developmentally, ethnically and linguistically diverse learners.
* Commitment to reflective practices leading to personal and professional development.
* Development of collaborative relationships with mentoring teachers and peers organized into learning communities that promote application of knowledge, skills and dispositions in real settings.
* Strong evidence of effective communication, critical thinking, cultural understanding and citizenship.

#### Program Purposes

The professional education programs function to meet three overarching purposes. These include:

* Endowing education degrees that are culturally responsive to the teacher candidates within the community served by SKC.
* Preparing candidates to be culturally competent and skilled educators.
* Preparing candidates to provide culturally responsive curriculum to Native American children as well as other diverse learners.

SKC is located in a pristine rural setting in the Mission Mountains. The faculty utilizes this unique environment to provide an education representative of social constructivist learning which includes the themes of: experiential learning, leadership, reflective practice, teaching through inquiry, and accountability to student learning. The faculty believes that learning is best facilitated for all students through active engagement and social interactions among and between candidates, faculty, students, and field teachers. To meet the needs of all learners, faculty in the Education Department are committed to the following:

* Experiential learning
* Diverse teaching styles and methods
* Research-based practice and instruction
* Multiple perspectives of learning
* Multiple measures of assessing learning
* Mentoring between and among students and faculty
* Carefully monitored field experiences and student teaching in multiple school settings
* Integrated content and pedagogy
* Use of technology as an instructional tool
* Development of a community of learners on campus and in field sites
* Serving the profession and the community
* Providing quality instruction informed by current research and reform

#### Central Principles and Beliefs of the Teacher Education Program

Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Salish, Pend d’Oreille and Kootenai people.

* Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.
* Learning communities foster the construction of knowledge.
* Reflective practice leads to professional development.
* The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
* Effective communication, critical thinking, cultural understanding and citizenship are essential to effective teaching.

# 

# Conceptual Framework for the TEP

***Statement of Philosophy and Professional Commitments***

The Teacher Education Program at Salish Kootenai College is built upon central principles and beliefs that together form a framework reflective of SKC’s individual context, community and culture. The framework informs the teacher education curricula, evaluation and assessment, as well as faculty and administrative decisions. The education faculty members agreed upon these central principles and are committed to decision-making based upon these beliefs.

The SKC faculty worked closely with the Education Department Advisory Board consisting of: SKC teacher candidates plus administrators, community members, public school administrators along with teachers, community Head Start representatives, and members of the Salish, Pend d’Oreille and Kootenai Tribal Culture Committees to identify the principles that are the foundation of the Education Department’s conceptual framework. Education faculty members are committed to representing the culture, ways of knowing and best practices held by the community served by SKC as well as the professional education community. Furthermore, the Education Department is committed to seeking continuous input from the Tribal community and the professional education community regarding best practices. Thus the framework will be assessed regularly based on this input and revised as needed.

Philosophically, the education faculty members believe all learning occurs within an individual’s social, cultural and life contexts. Therefore, culturally responsive instruction, instruction that links students’ home and community culture to school culture, is at the heart of the Education Department’s mission. The faculty recognizes and addresses the history of forced cultural assimilation through formal education that oppressed many Native people through a commitment to provide equal educational opportunities for SKC teacher candidates empowering these candidates to provide equal educational opportunities for their future students. Hence, the faculty members promote socially just and democratic learning communities through culturally responsive instruction; the faculty believes that such learning communities will lead education to its promise of opportunity and equity for all.

***Commitment to the 4-Cs of Salish Kootenai College***

The SKC Board of Directors recognizes the importance of supporting the development of communication skills, critical thinking, cultural understanding and citizenship in all SKC students as a foundation for personal and professional development. The Education Department embraces this guiding principle and is committed to nurturing these skills and dispositions in teacher candidates.

Salish Kootenai College defines communication, critical thinking, cultural understanding and citizenship as follows:

*Communication:* Exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful connections.

*Critical Thinking:* 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.

*Cultural Understanding:* 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, Pend d’Oreille and Kootenai people.

*Citizenship*: 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.

SKC faculty members are committed to nurturing strong communication skills, cultural understanding, critical thinking and citizenship in teacher candidates. The teacher education programs recognize these skills and dispositions as the four cornerstones to professional development. As such, SKC teacher educators are proficient in and model these skills and dispositions. As well, the opportunities to develop the four cornerstones are well integrated into the teacher education curriculum.

Teacher candidates are required to complete the *Transition to Professional Teaching Summer Seminar* as a requirement of entry into the Professional Education Program in Elementary Education. The emphasis of the summer institute is to further develop communication, cultural understanding, critical thinking and citizenship in teacher candidates. Candidates build on strategies that will enable them to successfully interact with peers, professional educators and community members.

Last, the faculty members employ social constructivist and constructivist teaching strategies that build on the four cornerstones of professional development. For example, class activities routinely consist of collaborative learning activities typical of social constructivist teaching practices that require learners to develop interpersonal skills and to link individual learning to the group learning process (Dewey, 1938/1997; Vygotsky, 1978). Other social constructivist instructional strategies used by the education faculty include: making instruction personally or socially meaningful to students, negotiating meanings with students through exploratory talk (Ormrod, J. E., 2006), class discussion, small-group collaboration, and valuing meaningful activity over correct answers (Wood et al, 1995).

**Candidate Knowledge, Skills and Dispositions Central Communication, Critical Thinking, Cultural Understanding and Citizenship**

* The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others (disposition).
* The candidate promotes tolerance and diversity as positive attributes and applies these in learning experiences (disposition).
* 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 (skill).
* The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (skill).
* The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers (disposition).
* The candidate demonstrates an understanding of effective verbal and nonverbal communication by choosing language delivery techniques appropriate to the audience (disposition).
* The candidate demonstrates knowledge and use of appropriate spoken and written language conventions in teaching and learning settings (disposition).
* The candidate demonstrates knowledge and use of conflict resolution techniques, and is able to work through differences in a respectful and proactive manner (disposition).
* The candidate exhibits willingness to learn and interact with cultures and perspectives other than their own (disposition).

# Academic Advising

Education students progress through the SKC program with a high level of interaction with their instructors, academic advisor, and the Education Department mentor. Each student is assigned an academic advisor when he or she registers for the first time as an education major. Each of the Education Department instructors serve as academic advisors for the education students; therefore, the academic advisor is the first contact person for most prospective education students and the continuous contact person throughout the program. Students meet with their advisor during pre-registration each quarter to choose the courses necessary to complete the program requirements. The Academic advisor assists students in tracking his/her progress through grades, course completion, and one-on-one student conferences. This information is recorded on the Education Advising Form and file. Appointments to meet with an advisor are made with the Ed. Dept. Administrative Assistant. The academic advisor assists students in tracking his/her progress through grades, course completion, and one-on-one student conferences.  This information is recorded on the Education Advising Form and file. **Students cannot register for courses without prior contact with an advisor.**

Advisors and instructors also refer students who are at risk of failing courses to the SKC Retention Officer. A full time retention coordinator works with faculty and counselors to monitor and track the academic progress and course attendance of every student. When data indicates a problem, faculty, administrators, and counselors work together to find solutions. Solutions may include tutoring, counseling, childcare, food bank referral, emergency loans, or adjustments in studies, housing, or transportation. The SKC Counseling Department provides student support and community resources for specific or personal needs.



# SKC Education Department

**Department Expectations for Professional Dispositions**

The Department has established a set of expectations and policies with regard to attendance, coursework, and professional dispositions that are outlined in this document. The guidelines that follow apply to all education majors, regardless of which teacher education program they are enrolled in. Please take the time necessary to read and thoroughly understand these policies, as they are an important facet of your growth as a successful student and teacher candidate.

**“Teaching children is a sacred trust.  Students in education programs should demonstrate their awareness, understanding, and appreciation of that through their behavior and actions.  This would include respectful communication with peers, instructors and other professionals; professional communication both verbally in class and in all assignments; submitting the standard of coursework that honors their own intelligence and capabilities as well as that which the sacred trust of teaching requires and deserves.”**

*~ Julie Cajune, Salish educator and author*

1. **Attendance**

**1a.** All students are expected to arrive on time for class, attend for the duration of class, and leave only when dismissed at the end of scheduled class time or as allowed by the instructor. Instructors may provide students occasional breaks during longer class sessions as a courtesy, however students need to remain in attendance during each class period. Students consistently arriving late or leaving class at inappropriate times will be referred for remediation (see below). Students should be advised that problems related to attendance issues may affect course grades. It is fully the responsibility of the student to acquire materials and information missed during unavoidable absences.  These can be acquired from other students, or from the instructor when appropriate.

**1b.** Students experiencing problems with attendance are responsible for communicating with their instructor(s) prior to a late or missed class, or immediately following if prior notification is not possible. This notification does not excuse the absence, but is a professional courtesy to the instructor.

1. **Coursework**

**2a.** Course assignments need to be turned in to the instructor on the day they are due, without exception. Besides being a professional expectation, this is also important in terms of fairness to other students who do complete assignments on time. If a late submission of an assignment is necessary (and acceptable to the instructor), students will likely receive a reduction in points at the discretion of the instructor. Once again, it is the student’s responsibility to acquire course materials and assignments in the event of missed classes. Absence is NOT an excuse for late coursework.

**2b.** All submitted work must be representative of college-level ability, particularly given the fact that candidates are preparing for careers in professional teaching. Written assignments should be edited for appropriate grammar, spelling, and usage. SKC provides several resources- including a writing lab- that can offer assistance to students in improving their writing. Professional educators stand as role models for the correct use of language, and teacher candidates must make this a priority in their overall development as teaching professionals.

1. **Courtesy and Respect with Peers, Instructors and Presenters**

**3a.** As in all educational settings public and private, it is expected that students behave in a respectful and courteous manner when attending class and when interacting with peers, instructors, and guest presenters. This can be demonstrated by attentiveness during presentations, by keeping cell phones and other devices turned off, and by refraining from engaging in “side conversations” with others during presentations, activities, and lectures. Instructors in the Education Department often include ample opportunities for class discussion and group interaction, but students should remain focused and respectful at all other times; this is a matter of professional courtesy and is part of one’s evolution as a teacher.

**3b.** During interactions where students have concerns regarding course policies, procedures, grades, or other issues, they must request an appropriate time outside of class (preferably during office hours) to discuss the issue with the instructor as a first step. Both instructor and student are expected to interact in a professional and courteous manner at all times. If a problem is still unresolved, the matter may then be brought to the attention of the Department Chair for discussion. Further details regarding conflict resolutions between instructors and students are outlined in the SKC Student Handbook.

**3c.** The relationships developed between peers within learning cohorts in Teacher Education Programs are an integral part of professional development in teaching. The manner in which candidates interact with each other as classmates will provide important insights and practice for the professional relationships new teachers will have to manage once employed in schools. With this in mind, it is imperative that peer candidates show respect and tolerance for each other’s differences in perspectives. Substantial difficulties or conflicts that may arise between students must always be dealt with outside of class time, so as not to disrupt the learning process for other students. Individuals need to agree upon a time and space for a mutually respectful discussion to address the issue(s) in a way that does not interfere with the class. This should involve the students themselves, but at times it may be appropriate to invite the instructor’s participation, depending on the circumstances.

1. **Personal Behaviors**

**4a.** SKC teacher candidates must exhibitdispositions and behaviors befitting a professional educator. Any actions that indicate the candidate may be unfit to work with children or perform in school settings will not be tolerated. Among these behaviors are the following:

* Substance abuse of any kind
* Inappropriate disclosure or breach of confidential information
* Inappropriate physical contact or communication with a student, peer, instructor, or school personnel
* Criminal activity

**4b.** The SKC Education Department Chair/Dean will reserve the right to make a final

determination regarding the severity of inappropriate behaviors. Serious breaches of these guidelines may result in the candidate’s removal from the Teacher Education Program. (See “Processes for Faculty Review of Student Behavior, Student Appeals, and Grievances)

1. **Remediation**

In the event that a student/candidate has experienced a problem complying with the above guidelines and policies, she / he may be referred for remediation. The student would then be put on a **Professional Disposition Remediation Plan** (PDRP). The PDRP is an intervention / action plan designed to assist the student in growing professionally and acquiring the skills necessary to be a successful teaching candidate.

The process for addressing student disposition issues will work as follows:

1. If there is an infraction according to the expectations outlined above, the student will be given an initial **verbal warning**. Students in online courses will receive a written “first warning” that will not be formally filed.
2. Following the verbal warning, if the problem has not been addressed to the satisfaction of the instructor, the student will receive a formal **written warning**, a copy of which will be retained in the student’s department file.
3. In the event that the issue is still unresolved following the written notification, the procedures outlined in the “Processes for Faculty Review of Student Behavior, Student Appeals, and Grievances” will be implemented.

*I have read, understand, and agree to comply with the SKC Education Department Professional Dispositions document.*

Candidate signature date

Rev. 5/5/2011

SKC Education Department

# Background Checks

Students pursuing a degree in Early Childhood, Elementary or Secondary Education at Salish Kootenai College are required to submit to state, federal and CPS background checks during their program of study. Candidates are required to submit a background check as soon as possible after enrolling in an education program, and maintain an updated background check every two years. Background checks are required by many school districts and early childhood programs before candidates may have contact with students, and before the Montana Office of Public Instruction will issue licensure. Backgrounds checks are requested under the statutory authority NCPA/VCA and will be reviewed using the following policy.

### Policy for the use of background check reports:

***Who***

All education students prior to participating in any field experience, practicum, community services or student teaching must have a **background check current within two years** on file in the Education Department.

***Procedures***

After receipt of the background check, it is reviewed and approved by the following guidelines:

* If the student has no record for the state, federal and CPS check, Education Department Chair approves the candidate for placement.
* All offenses require a review with the Education Department Chair. Some offenses may require approval from the school or program where the student is applying for placement.
* After the field experience or student teaching has started, any candidate may be removed from their assignment if knowledge of an offense occurs during the quarter in which they are enrolled. As a minimum, candidates are required to report offenses to the Education Department Chair.

*Considerations of all offenses will include severity, frequency, and how recently the offense occurred.*

***Appeals***

Candidates may appeal their background check to the agency or authority from where the background check was received.

***Effect on Elementary Licensure***

Acceptance or refusal to place students in the field due to a criminal record does not imply any knowledge of the candidate’s ability to obtain a teaching license from the Montana Office of Public Instruction (OPI) or other employment possibilities.

***Effect on Child Care Licensing Requirements***

Section 37.95.109 of the Montana Licensing Requirements for Child Day Care Centers states “Each caregiver, volunteer, support staff person or a person over the age of 18 residing in the home shall have a state criminal, child protective services/adult protective services and if applicable a tribal criminal and child protective services background check conducted. The state will not grant approval or licensure nor allow a license or registration approval if any director, caregiver, volunteer or support staff has been convicted by a court of competent jurisdiction of a felony or misdemeanor involving child abuse or neglect, spousal abuse, a crime against a child or children (including child pornography) or a crime involving violence, including rape, sexual assault or homicide, but not including other physical assault or battery. The state shall not grant approval nor allow a license or registration approval if any director, caregiver, volunteer or support staff person or a person over the age of 18 residing in the home has within the last 5 years been convicted by a court of competent jurisdiction of a felony or misdemeanor involving physical assault, battery or felony drug related offense.”

**Background Check Process:**

1. **If you have a fingerprinted background check**, including state and federal, that is less than two years old AND the agency that requested the check will share the results with SKC, have a copy of the results sent to:

* Education Department
* Salish Kootenai College
* P.O. Box 70
* Pablo, MT 59855.

Montana school districts and the Office of Public Instruction have procedures for sharing background checks. If you are requesting your background check from a school district or other party, and they need a copy of these procedures, please contact the Education Department at Salish Kootenai College, and the procedures can be provided.

You must read the SKC Education Background Check Policy, sign the Consent/Release Forms and waiver, have them notarized and return them to the Education Department’s   
Administrative Assistant.

1. **If you do not have a current background check:**
2. Obtain a background check packet from the Education Department.
3. Read the Background Check Policy
4. Sign and notarize the Consent and Release Forms and waiver.
5. Have your fingerprints taken. Local sites where this can be done:

* Tribal Law and Order, Division Street, Pablo, MT
* Lake County Sheriff’s Office at 106 4th Avenue East Polson, MT
* 5. Return the following items to the SKC Education Department:
* The completed fingerprint card
* The Consent and Release Forms with notarization and waiver

**C. Storage and use of background checks:**

Background check records are kept in the Education Department Office in a closed envelope in the student’s file separate from the rest of a candidate’s educational records. These checks are shared only according to the conditions of the Consent/Release Form, by written request of the candidate, or in accordance with an appropriate legal request. The candidate acknowledges and gives approval for SKC to share the results of the background check with any school district or early childhood program where the candidate may be placed as part of their program of study. The background checks are also shared with the Montana Office of Public Instruction as a part of the process for licensure.

1. **Other behavioral expectations:**

Candidates are subject to all provisions of the SKC Education Student Handbook during their program of study. They are expected to exhibit behavior appropriate to someone pursuing a career as a professional educator. Program and college personnel are available to help any candidate who feels they have a problem requiring assistance. Appropriate college personnel may suggest counseling or other assistance as necessary. Problems affecting the candidate’s ability to perform the functions of a professional educator may delay or stop the candidate’s progression through the education program. **It is the students’ responsibility to immediately report any offenses that occur between background checks to the Education Department Chair.**

# Processes for Faculty Review of Student Behavior, Student Appeals, and Grievances

Candidates who have been admitted into teacher education programs must continue to meet all criteria that were required for admission throughout their course of study.  Failure to maintain the standards of academic performance (including a 2.5 GPA) and/or failure to demonstrate skills, behavior, and dispositions specified by the teacher education program, including those outlined in the **Education Department Expectations for Professional Dispositions** may result in probationary status or dismissal from the program. Probationary status may include suspension of enrollment in teacher education courses.

**Status Recommendations/Decisions**

Individual faculty members who question the competency and/or behavior of a candidate related to any of the criteria for admission and retention or other relevant professional performance standards, as set forth by the Education Department including the Education Department Expectations for Professional Dispositions, must contact the Education Department Chair in writing within 5 school days of the incident or reason for concern. If the Department Chair considers the concerns to be warranted, he/she will request a faculty review of the candidate's overall performance.  The candidate will be informed of the review, and have the opportunity to meet with program faculty. This meeting must occur within 7 school days after receiving notification of the review.  After a review of the information, the Department Chair may make a decision to recommend one of three courses of action:

* The candidate will be allowed to continue in the program based on the decision that the candidate's performance is satisfactory or above.
* The candidate, due to poor or unsatisfactory performance, behavior, and/or disposition, will be (1) assigned **probationary status**, (2) provided an appropriate written plan of action for remediating and/or correcting the identified deficiencies, and (3) given a timeline for satisfactorily completing the plan.
* The candidate, due to failure to meet requirements of a prior plan of action for improvement or due to a serious act of unprofessional behavior or moral turpitude, will be **dismissed** from the teacher education program.

No later than three schooldays after a decision has been made, the candidate will be informed of the recommendation and of his/her options.

**Probation Status and Appeals**

When a candidate is placed on probation, the advisor and/or the department chair, with program faculty input, will develop a **plan of action** (Professional Disposition Remediation Plan) that identifies (1) the areas of concern; (2) a remediation or corrective plan; (3) expectations for satisfactory performance; (4) a monitoring process, and (5) a timeline for each action and product.  The candidate will be informed of the possible impact of the probationary status on the candidate's scheduling of student teaching, program completion, and related events.  The probationary plan of action will be written and a copy provided to the candidate and to the Academic Vice President within two weeks (or ten school days) of the probationary decision.

At the end of the probationary period that is specified in the action plan, the program faculty may recommend that the candidate's status be changed to **satisfactorily completed**, **extended probationary** (with an updated plan), or **dismissed**. When a candidate is recommended for dismissal from teacher education, the Education Department Chair will notify the Academic Vice President and the candidate of the decision in writing within three school days.

**Dismissal Status and Appeals**

**The chair and faculty of the Education Department strive at all times to apply appropriate criteria evenly, fairly, and in keeping with the best interest of the teacher candidate, the Teacher Education Program, and the College.**

**In the event that a candidate believes the Teacher Education Program has made an improper decision, he/she should first appeal directly to the Academic Vice President in writing within 5 school days. If the Vice President for Academic Affairs accepts the appeal, he/she may solicit advice about the matter from the Education Department Chair. A committee will be created by the Academic Vice President consisting of faculty and administrators, and a hearing will be held to hear both sides of the case. The decision by the Vice President for Academic Affairs and this committee will be regarded as final.**

**Student Grievances**

Salish Kootenai College is committed to building mutual respect among all constituents of the college community. This commitment includes students, faculty, staff, and administration alike. In all concerns about fair treatment, we seek to work together to understand and address those concerns without having to resort to formal grievance procedures. **We recommend first talking with the individuals involved and working towards a mutually agreed upon solution**.

When that is not possible, we are at all levels committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the process. The SKC Student Handbook contains the most recent procedures and policies regarding formal grievance procedures. A file of all formal student grievances will be kept in the Education Office by the Administrative Assistant. For those students enrolled in the teacher education programs at SKC, the following guidance is provided:

The grievance must: (a) be in writing; (b) be submitted within 10 schools days to the Education Department Chair; (c) state how the decision or action is unfair and harmful to the grievant and list the SKC policies or state or federal laws that have been violated, if known; (e) name the respondent parties, the person(s) against whom the grievance is filed; (f) state how the respondents are responsible for the action or decision; and (g) state the requested remedy. If the grievance is not resolved to the candidate’s satisfaction, the candidate may file a written grievance to the Academic Vice President. Procedures for this grievance follow the protocol for student appeals as described above.

If a student believes that he or she has been discriminated or retaliated against based upon race, ethnicity, religion, sex, age, national origin, or disability, she/he should notify the SKC Office for Equal Opportunity. The Office for Equal Opportunity may discuss the issue with all parties and attempt to facilitate an informal resolution. The Office for Equal Opportunity shall make efforts to resolve the issue as soon as practical and shall maintain a record of all communications and documents. This record shall be kept confidential to the extent required and allowed by law.

# Elementary Education

The Salish Kootenai College Education Department has a network of expertise to guide the program. Besides communicating extensively with this network candidate collaboration will be emphasized to ensure open communication and support. This support system is made up of each candidate’s academic advisor along with the Director of Field Experience. The Student Handbook will be accessible both online and in hardcopy as another resource guide. At this time and in the future, candidates use the SKC Education Department Resource Room- available to them during work hours- for collaboration. Candidates currently work together on various assignments such as helping each other locate resources along with a multitude of other cooperative activities. Such resources reinforce professional learning and dispositions.

The same is true of the field experiences and student teaching which are characterized by collaboration, accountability, and an environment and practices associated with professional learning. As was noted above, candidates are required early in their degree program to engage in the first Field Experience and requirements continue throughout the program. Such experiences involve a wide array of opportunities besides K-8 regular classrooms. As well, candidates are encouraged to experience diverse settings such as Nkwusm (Salish immersion primary school), Two Eagle River School (an alternative Bureau of Indian Affairs grades 7-12 school), school board meetings, faculty events, trainings, preschools, high schools, special education settings, and other educational environments.

Before entering the Student Teaching experience, teaching packets include an application to student teach, background check verification, and a student teaching handbook. The handbook is to contain all forms and assessment rubrics relevant to student teaching, as well as sample family letters and general information on student teaching protocols. Typically, candidates will have completed their application process for student teaching by Jan. 1st or the closest workday to that date. Student teaching will typically begin in late March during spring quarter, and last until late May, just prior to the end of the K-12 school year (total of 45 days, min. 8 hrs each day). During the Student Teaching experience, candidates are required to conduct an Action Research project to include with their exit portfolio. Candidates will participate in the capstone course, EDUC 495, to build their final Portfolio and complete and present their Action Research project to demonstrate competence in the professional roles for which they are preparing.

## **Outcomes for Effective Teachers**

Teacher preparation programs for Elementary Education majors must have a broad foundation in the sciences, humanities (including the arts) and social sciences. The aim is to prepare teachers to be able to optimally expand children’s ability to grow and develop in all areas (ACEI, 2004).

Expected Teacher Candidate performance and program outcomes reflect the guiding principles and beliefs of the Elementary Education Teacher Education Program as well as best practices as defined by Interstate New Teacher Assessment and Support Consortium (InTASC) Core Standards and the Montana Professional Educator Preparation Program Standards (PEPPS). Upon graduation from SKC, the beginning teacher will demonstrate evidence toward completion of the following outcomes related to teaching knowledge, skills, and dispositions. Knowledge is

“knowing the content,” “skills” represents the ability to perform using knowledge, and “dispositions” refer to the human qualities inherent to ethical and reflective teaching. SKC candidates demonstrate professional entry-level competencies in the dispositions, skills and knowledge content areas indicated below:

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## **InTASC Standards**

**Outcome 1: Learner Development**

*The teacher 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.*

**Outcome 2: Learning Differences**

*The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Outcome 3: Learning Environments***The teacher 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.*

**Outcome 4: Content Knowledge**

*The teacher 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.*

**Outcome 5: Application of Content**

*The teacher 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.*

**Outcome 6: Assessment**

*The teacher 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.*

**Outcome 7: Planning for Instruction**

*The teacher 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.*

**Outcome 8: Instructional Strategies**

*The teacher 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.*

**Outcome 9: Professional Learning and Ethical Practice**

*The teacher 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.*

**Outcome 10: Leadership and Collaboration**

The teacher 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.

## **PEPPS**

***10.58.304 Candidate Knowledge, Skills and Dispositions***

* Candidatespreparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all studentslearn. Assessments indicate that candidates meet professional, state, and institutional standards.
* Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
* Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.
* Teacher candidates have a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.
* Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.
* Candidates are familiar with professional dispositions delineated in professional, state, and institutional standards. They model these dispositions in their work with students, families, and communities.
* Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experiences.
* Teacher candidates have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.
* Teacher candidates demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.

## **Teacher Education Admission and Retention**

The education of a teacher is multi-faceted. It requires assimilation of subject knowledge, appropriate character and dispositions, and teaching knowledge and skills (pedagogy) concurrent with the development of appropriate professional, behavioral, and social attributes (skills and dispositions) for successful teaching. This document clarifies the ways in which students of Salish Kootenai College are admitted to and progress through the Teacher Education Program.

## **Criteria for TEP Selection and Retention**

1. **Admission to the Teacher Education Program**--Any student who wishes to enter the Teacher Education Program (Stage I) must complete an "Application for the Teacher Education Program." These forms are available in the Education Department in the Mathias Building, Suite 8. The forms must be signed by the advisor(s), and turned in to the Education Department. When the candidate meets the minimum requirements for admission to TEP (satisfactory GPA, and satisfactory completion of specific courses), she/he will then present the Stage I portfolio to the faculty of the education program for review. Students should apply to the Teacher Education Program during the third quarter of their sophomore year. Any student who transfers from another institution after completing the sophomore year should immediately apply to the Teacher Education Program. Applicants will be notified of acceptance by the Education Department. Candidates will not be admitted to their upper division professional education courses until they have been admitted to the TEP.
2. **Progress through the Professional Education Courses and Field Experiences--** After admission to the TEP, candidates begin Stage II of their program. During Stage II, they complete the courses for their major and most of their professional education courses. In addition, they participate in a variety of field experiences in K-12 schools. Field experiences differ from student teaching in that the field experiences are directly tied to course content and instruction *prior* to student teaching. During field experiences in school settings, candidates have the opportunity to put teaching theory into practice. The field experiences provide candidates with the chance to practice instruction and assessment in a variety of contexts and to test their knowledge of both content and pedagogy. ***Current criminal background checks are required for all field experiences***.
3. **Application and Approval for Student Teaching**-- Certain requirements must be met by all students desiring to student teach: (1) maintenance of the same standards required for admission into the program including satisfactory clearance on a federal and state criminal background check, (2) successful completion of all required courses, and 3) successfully passing Stage II interview and portfolio review.

Student teaching will occupy the majority of one full quarter and should be planned for accordingly by the teacher education candidate. ***Candidates are NOT permitted to arrange their own student teaching placements****.*

Student teaching is limited to seniors. Applications must be submitted to the Director of Field Experiences no later than February 1st. If special services or accommodations (for a disability) are needed or required while student teaching, arrangements will be made with the Director of Field Experiences and the cooperating school.

## **Teacher Education Program (TEP) Degree Requirements**

SKC’s TEP program holds high expectations for candidates as evidenced by the following program requirements. The teacher education program implements an innovative curriculum to better support social constructivist views about the nature of teaching and learning. Education faculty, with input and advice from the Education Department Advisory Board, field teachers, and administrators, carefully chose the program requirements.

**Requirements:**

*Students must submit to a federal background check for the Elementary Education programs.*

***Associate Degree***: Students must receive a “C” or better in all required courses while maintaining an overall grade point average of 2.5 to graduate.

***Bachelor Degree***: Students must earn a “C” or higher in all required education methods courses (years 3 and 4) while maintaining a 3.0 GPA in those courses.

### Associate of Science Degree

*Fall (First Year)*

ENGL 101 English Composition I 3

NASD 101 - History of Indians in the U.S. 3

HUM-Intro (HMNT 101, PHIL 100 or ENGL 210) 3

HPED 125 - First Aid and CPR 1

NASD/NASL/FAH Elective (List A) 3

EDUC 193 Writing Essentials for Education 2

**Total Credits: 15**

*Winter (First Year)*

\*ENGL 202 English Composition II 3

\*\*MUSC 101 Music Fundamentals 3

SS-INTRO (List C) 5

POLS 100 - American Government 5

**Total Credits: 16**

*Spring (First Year)*

EDUC 202 - Elements of Expression 3

ARTD 111 - Fundamentals of Art and Design ***or*** 3

ARTD 140 – Studio Arts

GEOG 100 - Introduction to Geography 5

\*\*EDUC 115 - Computers in Education 3

SPCH 100 - Basic Communication 3

**Total Credits: 17**

*Fall (Second Year)*

MATH 100 - College Algebra 5

History Elective 3

SCID 210 - Science for Educators I: Life Sci. 4

EDUC 240 - Human Growth & Development 4

**Total Credits: 16**

*Winter (Second Year)*

\*MATH 115 - Math for Elementary Teachers I 5

\*SCID 211 - Science for Educators II: Earth & Sky 4

EDUC 235 - Introduction to Indian Education 3

EDUC 175 - Community Service-Learning in Ed 2

\*ECED 209 - Meeting the Needs of Families 3

**Total Credits: 17**

*Spring (Second Year)*

\*MATH 116 Math for Elementary Teachers II 5

\*SCID 212 Science for Ed III: Our Phys. World 4

EDUC 207 – Health, Safety & Drug Awareness 3

EDUC 178 - Exploratory Field Experience 1

\*EDUC 203 Foundations of Education 5

**Total Credits: 18**

Associate Degree Total: 99 credits

\* Prerequisite

\*\*Challengeable course based on competency exam

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### Bachelor of Science

*Fall (Third Year)*

\*EDUC 250 - Educational Psychology 3

\*EDUC 300 - Language, Literacy & Texts 4

\*EDUC 276 - Teach and Assess Except Lnrs 5

\*EDUC 277 - Teach and Assess Excpt Lnr Lab 1

\*EDUC 305 - Technology in the Elem. Classroom 4

**Total Credits: 17**

*Winter (Third Year)*

\*EDUC 307 - Curriculum, Planning and Assessmt 4

\*EDUC 309 - Guiding Social Dev’t and Class Mgt. 4

\*EDUC 330 - Teach Social Studies in the Elem Cls 4

\*EDUC 331 - Teach Social Studies Practicum 1

Upper Division Social Science Elective (List J) 3

**Total Credits: 16**

*Spring (Third Year)*

\*EDUC 311 - Cultures, Diversity and Ed. Ethics 3

\*EDUC 312 - Diversity in Education Practicum 1

\*EDUC 320 – Research Writing in Education 3

\*EDUC 340 - Intro to Lit Assess and Instruction 4

\*EDUC 341 - Intro to Lit Practicum 1

NASD Language Elective 3

**Total Credits: 15**

*Fall (Fourth Year)*

\*EDUC 350 - PE Methods and Health Enhance 4

\*EDUC 351 PE/Health Practicum 1

\*EDUC 360 - Teaching the Arts in the Elem. Class 3

\*EDUC 361 - Teaching the Arts Practicum 1

\*EDUC 365 - Teaching Music in the Elem. Class. 3

HPED 125 - First Aid/CPR 1

Open Elective 3

**Total Credits: 16**

*Winter (Fourth Year)*

\*EDUC 370 - Teaching Math in the Elem. Class 4

\*EDUC 371 - Teaching Math Practicum 1

\*EDUC 344 - Teaching Read and Lang. Arts 4

\*EDUC 345 - Teaching Read and Lang Practicum 1

\*EDUC - Teaching Science in the Elem. Class 4

\*EDUC 391 - Teaching Science Practicum 1

**Total Credits: 15**

*Spring (Fourth Year)*

\*EDUC 490 - Student Teaching 12

\*EDUC 495 - Reflect Practice and Research in Ed. 2

**Total Credits: 14**

***SKC Bachelor of Science Degree 99 + 93 (Associate Degree) = 192 credits***

\* Prerequisite

\*\*Challengeable course based on competency exam

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# Elementary Education Portfolio Assessment System

Three Stages of the Teacher Education Program (TEP)

SKC considers teacher preparation an interactive learning process involving field experiences, close interactions with the Education faculty and field teachers, and the development of a professional teaching portfolio beginning in EDUC 203 and culminating after student teaching.

There are **three stages** of the SKC Teacher Education Program. Stage I begins with enrollment as an education major and is completed upon successful admission into the Teacher Education Program during the sophomore year. Stage II includes the upper division professional education coursework and field experiences. Phase III includes student teaching and the capstone course, EDUC 495. The requirements for each stage are summarized below.

### The TEP Portfolio: An Assessment of Candidate Progress

An educational portfolio is a collection of artifacts, evidence, and reflections documenting the candidate’s accomplishments in the teaching field. It indicates development of skills and knowledge while showcasing distinguished work.

The educational portfolio is designed to provide evidence of the pedagogical skills and knowledge base of the accomplished pre-service teacher as well as his or her verbal and written communication skills critical to teaching and learning. Integral to the SKC conceptual framework, the TEP portfolio process allows the candidate to organize and demonstrate knowledge, skills, and dispositions associated with teaching through leadership within a social constructivist framework. Following completion of the program and student teaching, the candidate may wish to reorganize the portfolio to showcase his or her strengths and accomplishments in preparation for interviewing for teaching positions.

The TEP Portfolio is designed to document the candidate’s learning development beginning with a successful TEP interview and culminating with a final presentation of the portfolio after student teaching. The Elementary Program portfolio addresses InTASC principles of teaching and learning that correlate to Montana Teacher Preparation Standards, also known as the Professional Educators Preparation Program Standards (PEPPS). The portfolio provides the candidate with the opportunity to assess his or her own learning throughout the preparation for teaching.

The value of an educational portfolio is multidimensional:

***Value to the Candidate***

* Serves as a tool for continuous self-evaluation
* Serves as a way to ensure that the InTASC Principles are met
* Serves as a tool for defining areas of strength and weakness
* Serves as a vehicle for continuous reflection leading to improved instructional performance
* Serves as a valuable artifact during job interviews

***Values to the Evaluator (University Professors, Classroom and University Supervisors)***

* Offers an authentic, performance-based framework to judge the work of the candidate
* Shows areas of strength and weakness
* Provides opportunities to guide the student toward improved teaching

***Value to the Teacher Education Program***

* Provides critical feedback on the success of candidates
* Provides opportunities to assess the on-going strengths and challenges of the TEP and to provide remediation as needed
* Serves as a final evaluation of the University’s efforts toward meeting InTASC Principles
* Serves as an assessment of the candidate’s awareness and understanding of the InTASC Principles.

Elementary Education Portfolio Artifacts

Evidence of accomplishment is linked to the artifacts that the candidate selects to highlight his or her development and performance in the Teacher Education Program. The portfolio is a continuous, performance-based process. It is the assessment tool for evaluating candidates’ strengths and weaknesses throughout the program based on InTASC Principles.

Near the end of **Stage I** of the TEP, when the student applying for TEP candidacy has completed the general and portfolio requirements, the candidate presents the portfolio during an interview with a 2-member faculty team. The program faculty and Department Chair sign off on the portfolio, indicating whether or not the candidate is ready to be admitted to the TEP.

Near the end of **Stage II**, candidate progress will be assessed by an education faculty advisor, who then presents the candidate’s portfolio to the program faculty for review. The candidate’s progress will have been benchmarked throughout Stage II in designated professional education courses. Stage II includes a variety of field experiences. As in Stage I, the program faculty and the Department Chair sign off on the portfolio, indicating whether or not the candidate is ready to be admitted to student teaching.

**Stage III** is the final phase and is closely linked to student teaching and the capstone course, EDUC 495. At the end of Stage III, the candidate will present his or her portfolio for review and final evaluation during EDUC 495. As stated, the TEP portfolio may be used to build a professional career portfolio and will provide useful documentation for job interviews.

### Tips for Developing and Organizing the TEP Portfolio

1. Start your portfolio early. SAVE ALL OF YOUR WORK – BOTH IN EDUCATION COURSES AND YOUR GENERAL EDUCATION COURSES! You will need to submit documentation of your coursework in math, science, creative arts, communication

and social science. Read the requirements associated with each stage of the TEP. You will learn how to gather evidence for your portfolio in EDUC 203.

1. Be thorough. The more “acceptable” marks you receive in the early Stages, the better start you have for teaching and preparing a portfolio for job interviews. Review the criteria for the portfolio carefully and thoughtfully respond to each item. Write your goals carefully and with an emphasis on all you have yet to learn. You and the TEP interview committee will write additional goals after your interview to help you address areas of development in the quarters to come.
2. Starting with Stage I, develop a Table of Contents organized by InTASC Principles/NAEYC Principles and put artifacts/evidence and assignments into each section periodically.
3. Carefully read the InTASC Principles. **Remember**, during Stages I and II, evidence that you are meeting the principles is a work in progress. Stage III is your final opportunity to demonstrate your ability to be a teacher.
4. Beginning in TEP Stage II, you will write a Reflective Written Analysis (RWA) of each InTASC Principle. When you have ample examples of evidence you wish to use, write the RWA following the format. **The RWA acts as the introduction to each of the sections of your portfolio. Your portfolio is organized by InTASC Principles 1-10.**
5. As you progress through the program, assemble samples of your work, articles you have read, resources you are exploring and, when they fit, let them serve as evidence of your development—matching them to the InTASC Principles you are working toward accomplishing beginning with Stage I. Continue this process through Stages II and III.
6. Prepare for your presentations/interviews. Meet with your academic advisor for support and suggestions prior to an interview.
7. Reconstruct your Table of Contents for each Stage. Follow the guidelines for the required contents with special attention to field experiences that involve the assessment of students. You will have opportunities to teach mini-lessons and small group lessons during field experiences.
8. Use conventional grammar, punctuation, and spelling. Teachers are models for children and your work must reflect excellence in communication. Be sure to get help with proofreading, and consider reading your work aloud to check for clarity.

### Tips for a Successful TEP Interview

1. Be well prepared. Neatness and organization make a good first impression. Make sure your portfolio is neat in presentation and easy to navigate.

2. Work with your faculty advisor the semesters before the TEP interview. Ask him or her to review your portfolio ahead of time and give you feedback. Ask questions!

3. Dress and act professionally.

4. Prepare for presenting your portfolio as you would for preparing a speech. Practice.

5. Be positive and confident in your work thus far and do not be hesitate to demonstrate your performance in the areas of criteria. Sometimes you think you have nothing to show, when in reality, you have many subtle or relevant experiences that you might not otherwise think of. Talk about the areas with those who know you. This might help you brainstorm information that you could include in your portfolio and highlight during the conversation phase of the interview.

6. Talk to other candidates who were successful in the interview process.

### TEP Portfolio- Additional Information

TEP portfolios are the property of the SKC Education Department. The Department may choose to make a copy of it for accreditation records. The portfolio will be returned to the candidate only after the Department has had adequate time to evaluate it.

**Your writing skills will be assessed within the portfolio, as well as your teaching knowledge, skills, and dispositions, so carefully review everything you place in the portfolio.**

In addition to providing evidence of successful completion of program requirements at the end of Student-Teaching, the Stage III portfolio, which includes self-reflections, action research, and lesson plans you develop during student teaching, among other items, prepares Elementary Education candidates for pursuing National Board Certification under the National Board for Professional Teaching Standards after you have taught for a few years. We encourage you to take a look at the NBPTS web-site at [http://InTASC.nbpts.org/](http://www.nbpts.org/) so you can become familiar with the standards, core propositions, portfolio and assessment requirements used in National Board Certification.

## **Stage I: Admission to TEP**

All Education Majors must apply for and be accepted into SKC’s Teacher Education Program (TEP) as a part of their academic preparation and prior to taking courses for which TEP entry is a prerequisite. SKC considers teacher preparation an interactive, social learning process involving field experiences, close interactions with the Education faculty, and the development of an educational teaching portfolio beginning in EDUC 203 and culminating after student teaching.

Candidates apply for admission to the TEP near the middle or end of their sophomore year at SKC. Transfer students must meet with a faculty advisor upon admission to SKC to discuss their application or entrance into the TEP. Additional admission requirements for transfer students are

based upon previous academic work and timing of the application.

**Grade and GPA requirements**

Candidates must maintain good grades throughout their program. The following GPA requirements apply to all three stages of the Teacher Education Program:

* Candidates must maintain an overall 2.50 Grade Point Average (GPA)
* For all required courses, students must have at least a 2.50 GPA; with no grade lower than C
* For Professional Education courses, students must maintain a GPA of at least 3.0; with no

grade lower than C

**Stage I: General Requirements**

* A completed application with appropriate signatures.
* Candidates meet Grade and GPA requirements (listed above)
* Completed the core requirements for general education
* Completed 60 hours of supervised field experience (EDUC 240, 175, 178)
* Passing scores on the Stage 1 TEP Portfolio and Interview
* Completion of the Praxis II Content Knowledge Assessment
* Completion of the Transition to Professional Teaching Seminar
* Current CPR/First Aid certifications
* Completed and passed the background check procedures

**Please note that you will not be able to register for any 300- or 400-level professional education courses until you have been admitted to the Teacher Education Program.**

The TEP Stage I portfolio is assessed based on the following ratings:

**1= Unacceptable, 2= Developing, 3=Proficient.**

**The candidate must have no unacceptable ratings and must earn an average of 2.5 on the portfolio** to pass and progress into the next **Program Stage**. The Stage I TEP portfolio is organized by six of the ten InTASC Principles (Principles 1, 2, 3, 6, 9, and 10… Principles 4, 5, 7, and 8 in Stage 2-3)

**Transition to Professional Teaching Seminar**

This seminar is a requirement to entering the Teacher Education Program (TEP) as candidates move from Associates level to Bachelors level courses and learning experiences. It is offered each year in late summer, just prior to the beginning of the third (junior) year of coursework that marks the beginning of the TEP process.

The SKC Education Department has established the Transition to Professional Teaching Seminar with the goal of providing candidates with the strategies and tools they need to successfully interact with peers, professional educators, and community members. One of the most important attributes of good teaching and quality teacher preparation is the development of positive, professional dispositions. Educators and candidates must understand the subtleties of professional demeanor, effective conflict resolution, respectful practice, and professional presentation.

The TPT Seminar introduces four areas, or standards of professional disposition, which are built on SKC’s “4 Cs”:

1. **Culture, Tolerance, and Diversity**
2. **Communication skills**
3. **Citizenship and Community Interactions**
4. **Critical Thinking, Reflection, and Self Development**

**\*See Appendix 11 for details regarding the Transition to Professional Teaching Seminar**

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## **Stage II: Methods courses, Field Experiences and other coursework**

Upon successful completion of both the General Requirements and Portfolio Requirements for

**Stage I**, candidates are eligible to begin **Stage II** of the TEP. During **Stage II**, the candidate will enroll in upper division professional education courses, including methods courses and field experiences as s/he learns to plan for and assess instruction. Application to Student Teaching is initiated near the end of **Stage II**. The requirements for **Stage II** follow.

## **Professional Portfolio Requirements**

During **Stage II**, on-going work on the teaching portfolio will occur in various professional education courses. **While completing the coursework for Stage II**, the candidate will provide evidence of progress toward meeting the ten InTASC Principles and present evidence and summaries of progress to faculty. The candidate will establish how s/he is demonstrating achievement and growth in both content and pedagogy during a **Stage II TEP interview,** which will take place during the fall or spring prior to student teaching. The candidate must show satisfactory progress in each of the areas (2.5 score or higher) or a **Plan of Remediation** must be written by the faculty advisor and/or the interviewer to be executed by the candidate in a timely fashion.

The TEP Stage II portfolio is assessed based on the following ratings:

**1= Unacceptable, 2= Developing, 3=Proficient.**

**The candidate may have no unacceptable ratings and must earn an average of 2.5 on the portfolio,** to pass and progress into student teaching.

**Admission to Student Teaching is contingent on the following:**

* A successful Stage II interview, with one SKC faculty member (either the candidate’s advisor or, at the advisor’s discretion, another faculty member), during which the candidate will present his or her portfolio.
* A successful review of the candidate’s qualifications and coursework by the faculty of the candidate’s program.
* Approval by the Education Department Chair
* Completion of the Praxis II Content Knowledge Assessment

## **Stage III: Student Teaching & TEP Portfolio Requirements**

***Prior to Student Teaching:***

* A student teaching application packet with signature of student’s academic advisor
* Student teaching placement request
* 3.00 GPA (minimum) in the Professional Education Core courses, with no grade below a C
* Complete all required program courses except Student Teaching and Capstone courses (EDUC 490, 495)
* 2.5 GPA in all General Education courses with no grade lower than a ‘C’
* Passing a current state and federal background check or **updated background check if the candidate’s most recent check is older than 2 years**
* Completion of the appropriate Praxis II exams. See the Director of Field Experiences for dates and requirements.
* Certificate of First Aid & CPR

### *At the end of Student Teaching:*

* Successful completion of student teaching
* Successful evaluations by Cooperating Mentor Teacher and College Supervisor
* Successful completion of EDUC 495 (capstone course)
* Successful review of TEP Stage III portfolio which must demonstrate **tenets related to the** **TEP’s conceptual framework** which will include:
* Evidence of adequate growth and development in the 10 InTASC Principles for effective, reflective, and accomplished teachers with potential and established leadership skills
* Evidence of adequate understanding of the candidate’s major and minor areas (if applicable) as well as of the education core (professional) courses
* Evidence showing the candidate’s growth and development as a reflective practitioner
* Evidence of the candidate’s ability to conduct inquiry-based, experiential teaching, and
* Evidence of the candidate’s accountability to student learning.
* Apply for MT State licensure with SKC Education Department recommendation based on compilation of PRAXIS II composite score, Student teaching evaluation of content knowledge, and GPA in content area (MACK).

## **Field Experiences and Clinical Practice**

Salish Kootenai College Education Department collaborates with the seven school districts across the Flathead Reservation, in addition to one BIA alternative school, the Lake County Superintendent, and the Confederated Salish & Kootenai Tribal Education Department in designing the overall elementary education curriculum including field experience and student teaching requirements in the program. The school district personnel, including administrators and supervising teachers, assist in the implementation and evaluation of these requirements with the goal of candidates developing and demonstrating the knowledge, skills, and dispositions necessary to help all students learn. In addition, the Department also collaborates with the Confederated Salish & Kootenai Tribes Headstart Program along with private early childhood programs throughout the reservation.

### Integral Program Components:

The SKC teacher candidates begin Field Experience in the spring of their first or second year in the program. This takes place early so that the teacher candidates experience various school environments at the very beginning of the program and they are more able to make a solid commitment to the profession at the start of their studies. Candidates are required to participate in more Field Experiences each year of the program. In fact, the minimum number of hours that candidates complete throughout the program includes 154 hours of Field Experience and 360 hours of Student Teaching. These experiences provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of settings. Student teaching is the culminating experience for SKC elementary education teacher candidates. The sequence of the courses that require Field Experience and Student Teaching is such that the candidates develop the competence necessary to enter the profession and manage their own K-8 classrooms as reflective critical thinkers and doers by way of continuing their journey as a life-long learner accessible to the success of all candidates in their future classrooms.

The following table summarizes the courses with Field Experience and Student Teaching requirements. Below the table are details for the requirements of each course listed.

## **Elementary Education Field Experience Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FE Course** | **Hrs**  **Req’d** | **Description / Activities Required** | **How documented/**  **Assessed** | **Outcome Ref.** | **School contact hours** |
| EDUC 178 | 20 | Observe, Reflect | EDUC178 Obsrv. Forms | 1, 2, 3, 6, 9, 10 | Pre-TEP:  60 |
| EDUC 240 | 10 | Observe, Reflect | EDUC240  Observ. Forms | 2, 3, 9 |
| EDUC 175 | 30 | Develop / Implement Community / School Svc. Project | Project Summary and Presentation | 6, 9, 10 |
| EDUC 305 | 4 | Observe, Analyze, Reflect | EDUC305 Tech Observ. Form | 4, 6, 9 | TEP:  94 |
| EDUC 312 | 10 | Observe, Analyze, Reflect, Teach | EDUC 312 Divers.  Obsrv. Form | 2, 3, 4, 6, 9 |
| EDUC 277  EDUC 331  EDUC 341  EDUC 351  EDUC 361  EDUC 371  EDUC 345  EDUC 391 | 10  10  10  10  10  10  10  10 | Observe, Assist, Teach lesson(s) | FE Methods Evaluation Form | All |
| EDUC 490 | 360  (45 days) | Observe, Assist, Teach Lessons, units, independent teaching, reflection, analysis, research proj. | Portfolio artifacts (mult.)  Teacher evals (2)  Coll. Supervisor evals (3) | All | Student Teaching:  360 |

Total school contact hours: 514

**EDUC Courses requiring Field Experiences**

EDUC 178: Exploratory Field Experience (20 hours)

The candidates’ first field experience is required in the EDUC 178 which is completed in tandem with EDUC 203 so that analysis of observed settings are made with peers and the campus instructor. The two courses are designed to be taught in conjunction with each other by a single instructor to integrate the observation and reflection which are critical to candidate’s

development in practices and philosophies. Candidates are encouraged to focus on K-8 regular classrooms for the majority of these 20 hours, but are also encouraged to include diverse settings such as Nkwusm (Salish immersion primary school), Two Eagle River School (an alternative Bureau of Indian Affairs grades 7-12 school), school board meetings, faculty events, trainings, preschools, high schools, special education settings, as well as other educational environments.

EDUC 240: Human Growth and Development (10 hours)

The 10 hours of observation required in EDUC 240 are focused specifically on child development and on how educators implement developmentally appropriate learning plans. Students are encouraged to observe developmental characteristics of children from infancy to adolescence.

EDUC 175: Community Service Learning in Education (30 hours)

Candidates design and implement a community service project related to education. The 30 required hours are focused on community settings which serve the educational needs of children. Such settings include after-school programs, humane society, daycare centers, K-8 classrooms, and early childhood agencies. Sustainability is emphasized when students choose projects and the services which students have provided range from cultural enhancements (involving teachers on-site) and Native language development to tutoring, coordinating program activities and tutoring.

EDUC 305: Technology in the Elementary Classroom (4 hours)

This course requires (2) two-hour observations of technology applications in K-12 (preferably K-8) contexts. Each observation must be in a different setting; for example, in one 2nd grade and one 8th grade. Written reflective essays are required and the instructor provides forms documenting the observations.

Methods Courses: (10 hours each x 9 courses = 90 hours)

EDUC 277: Teaching & Assessing the Exceptional Learner Practicum

EDUC 312: Diversity Practicum

EDUC 331: Teaching Social Studies in the Elementary Classroom Practicum

EDUC 341: Intro. To Literacy Assessment & Instruction Practicum

EDUC 351: PE Methods & Health Enhancement Practicum

EDUC 361: Teaching the Arts in the Elementary Classroom Practicum

EDUC 371: Teaching Math in the Elementary Classroom Practicum

EDUC 345: Teaching Reading/Lang. Arts in the Elementary Classroom Practicum

EDUC 391: Teaching Science in the Elementary Classroom Practicum

These methods course practica each have a requirement of 10 hours field experience in classroom settings. The planning, organization, and placements associated with these 10 hours are the responsibility of the accompanying methods course instructor, in concert with the Field Experience Coordinator (FEC). Methods course field experiences may be completed in multiple classrooms or all in the same classroom, depending on course needs and classroom availability. Candidates are evaluated using a common methods course Field Experience evaluation rubric. The supervisory teacher conducts an evaluation for each Field Experience. Completed evaluation copies are given to the candidates for personal records and portfolios while the original is submitted to the FEC to be placed in students’ permanent files for data collection.

EDUC 490: Elementary Student Teaching (45 days x 8 hrs = 360 hours)

Since SKC is on the quarter system, students do their student teaching in a 10-week block. Days and hours are calculated beginning at 8:00 am and ending at 4:00 pm which is 8 hours. 45 days x 8 hours is 360 hours.

# 

# Student Teaching

Student teaching is characterized by collaboration, accountability, and an environment and practices associated with professional learning. As was noted above, candidates are required early in their degree program to engage in their first Field Experience, and requirements for observation and practice teaching continue throughout the program. Such experiences involve a wide array of opportunities besides K-8 regular classrooms; candidates are encouraged to experience diverse settings such as Nkwusm (Salish Language Immersion Institute), Two Eagle River School (an alternative Bureau of Indian Affairs school, grades 7-12), school board meetings, faculty events, trainings, preschools, high schools, special education settings, and other educational environments.

Before entering the Student Teaching experience, candidates receive a student teaching packet, which includes an application to student teach, background check verification, personal information forms, and a student teaching handbook. The handbook is to contain all forms and assessment rubrics relevant to student teaching, as well as general information on clinical protocols and a recommended sequence of activities. Typically, candidates will have completed their application process for student teaching by Jan. 1st or the closest workday to that date. Student teaching will typically begin in late March during spring quarter, and last until late May, just prior to the end of the K-12 school year (total of 45 days, min. 8 hrs each day). During the Student Teaching experience, candidates are required to conduct an Action Research project to include with their exit (Stage 3) portfolio.

### *Overview of the Student Teaching (ST) Experience*

Student teaching is a 360-hour carefully mentored teaching experience in an accredited K-8 school setting. The typical student teaching experience lasts an entire quarter (ten weeks) of fulltime status (8 hour day and 5 day school week). Student teachers seeking elementary (K-8) licensure in Montana are required to complete a full time student teaching experience from a state-approved teacher preparation program. SKC’s Elementary Ed. Program is one of nine such programs in the state.

In most cases, candidates begin the first days of the ST experience observing and getting acquainted with students. As a student teacher is ready, teaching responsibilities are gradually increased. Although ST is individualized for each student teacher, it is expected that a student teacher plan, teach, and assess student learning during much of the student teaching 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 requirements in a satisfactory manner. Student teaching in the Elementary Education Program at SKC is assessed with a traditional letter grade.

### 

### *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 knowledge and teaching skills. By developing a Teacher Education Program professional knowledge base, and researching and reflecting on the connection between theory and experience, candidates 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.

Salish Kootenai College's Teacher Education Program (TEP) is a collaborative effort between SKC and appropriate educational settings. The TEP student teaching experience is the final, and one of the key phases, of the Teacher Education Program. This experience offers extensive opportunities for pre-professionals to refine and apply skills and broaden their knowledge base under the guidance of practicing K-8 educators.

Student teaching opportunities are available in a wide variety of settings, depending on a candidate’s teaching fields and qualifications. Settings include:

* Public K-8 settings, including small, rural schools
* Private schools if properly accredited
* Alternative settings, as they meet program and accreditation requirements

### *Student Teaching Requirements*

* Candidates, their family, or friends **SHOULD NOT** approach school personnel about student teaching placements. Doing so may jeopardize your student teaching placement. ST placements are coordinated by the Director of Field Experience.
* Student Teaching should be the last requirement before degree completion.
* All catalog and program requirements **MUST** be met **prior** to student teaching.
* All candidates will meet with the Director before placement will be attempted. At this meeting the student teaching application and all accompanying paperwork will be reviewed. The specific placement being sought will be discussed for appropriateness and probable availability.
* Acceptance for placement is made by the school district on the basis of information they have on the day they complete the acceptance form. Situational changes may occur between that date and the date the candidate begins student teaching. An acceptance form is NOT binding. Changes in personnel, candidate status, or a change in administration are just some of the reasons a placement could be changed or denied on short notice. If this occurs, the Director of Field Experiences will work with the candidate to secure the next best placement available.
* Acceptance for placement is made by the school district; however, situational changes may occur due to changes in personnel, candidate status, or a change in administration. Such circumstances may bring changes in placement. If this occurs, the Director of Field Experience will work with the candidate to secure the next best placement available.
* Denial of Student Teaching placement requests may be appealed to the Education Department.

### *Placement Restrictions*

Unless written approval is received from the Director of Field Experiences for an exception, the following placement restrictions apply to all candidates:

- Candidates may not request placement at a school or district where a relative is an administrator.

- Candidates should not request placement in buildings where parents, or other close relatives are employed, or where their children attend, and under no circumstances may a relative serve as a candidate's supervising teacher.

- Salish Kootenai College DOES NOT guarantee placement requests. We work with the educational settings to secure the best placements possible. As you are selecting possible requests, please keep in mind that you may have to travel farther than planned, or even move to another location to complete your assignment in the quarter you wish to student teach.

### *Application Procedures*

Application Requirements-Please see the Student Teaching Checklist for complete application procedures.

* Application/Placement form
* 1-2 page autobiography (3 copies)
* Updated Resume (3 copies)
* Academic Data Sheet (3 copies)
* Interview / pre-ST meeting with the DFE
* Completed background check on file
* Current First Aid/CPR certification
* Attendance at all pre-student teaching meetings
* Praxis II Exam results on file

***Please note: Assignments are made ONLY by the Director of Field Experiences. DO NOT attempt to make your own arrangements!***

# Montana K-8 Licensure

Licensure is the process of obtaining a teaching certificate. **Licensure is not automatic with college graduation, and candidates must initiate the process with forms available from the Education Department.** Any new regulations established or interpretations made during the effective dates of SKC’s catalog will be made known to candidates in the program.

Licensure requirements vary among states but SKC graduates usually find they are initially qualified to teach in states other than Montana. To obtain licensure in another state, contact the specific state for appropriate procedures.

SKC’s Bachelor of Science Degree in Elementary Education qualifies one for licensure valid for teaching Kindergarten through 8th grade in Montana. The College sends recommendations for licensure to the Office of Public Instruction once all requirements have been met by the candidate.

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## ***SKC and the Montana Assessment for Content Knowledge (MACK)***

Elementary teacher candidates in Montana must satisfy the content knowledge requirement of the Highly Qualified Teacher provisions of the No Child Left Behind Act with a minimum Content Knowledge Score (CKS) of 8 out of a possible 13 points in order to be recommended for licensure by a Montana teacher preparation accredited institution. Candidates scoring less than 8 or who score zero on any of the three areas will not be recommended for licensure. Candidates scoring a “one” in any of the three areas will be individually reviewed and may or may not be recommended for licensure.

The Montana Assessment for Content Knowledge (MACK) is used to calculate the score and show that the candidate has met the State and National Content Standards required in the field. The MACK includes 3 sections: Content Course Work GPA, Student Teaching Assessment Points, and PRAXIS II.

1. The Content Course Work GPA lists the specific courses of which grades are averaged to calculate the points scored for the content GPA.
2. The Student Teaching Assessment Points are based on the student teaching assessment done by the Cooperating Mentor.
3. PRAXIS II Elementary Content Knowledge score is based on the candidate’s performance on the standardized PRAXIS II exam which is usually completed before student teaching.

The following page contains the Montana Assessment for Content Knowledge (MACK) score sheet used by the Education Department to compile the scores in each section and determine whether or not a candidate will be recommended for licensure.

Salish Kootenai College’s Elementary Education Program

# Content Knowledge Assessment for OPI Licensure

Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I.D. #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Content Course Work GPA:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Course Description | Grade | Points |
| ENGL 101 | English Composition I |  |  |
| ENGL 202 | English Composition II |  |  |
| GEOG 100 | Introduction to Geography |  |  |
| SPCH 100 | Basic Communication |  |  |
| PSYC 110  SCLG 110 | Introduction to Psychology  **OR**  Introduction to Sociology |  |  |
| HIST XXX | History Elective |  |  |
| SCID 210 | Science for Educators 1: Life Sc. & Ecology |  |  |
| MATH 115 | Math for Elementary Teachers 1 |  |  |
| SCID 211 | Science for Educators 2: Earth and Sky |  |  |
| ARTD 111 | Fundamentals of Art and Design |  |  |
| MUSC 101 | Music Fundamentals |  |  |
| MATH 116 | Math for Elementary Teachers II |  |  |
| SCID 212 | Science for Educators 3:Our Physical World |  |  |

|  |  |
| --- | --- |
| GPA | Points |
| 3.00 – 4.00 | 4 |
| 3.00 – 3.49 | 3 |
| 2.65 – 2.99 | 2 |
| 2.00 – 2.64 | 1\* |
| below 2.00 | 0 |

Total content GPA Points

**Student Teaching Assessment Points**

|  |  |
| --- | --- |
| *Descriptor* | *Points* |
| Knowledge is Advanced | 3 |
| Knowledge is Proficient | 2 |
| Knowledge is Basic | 1\* |
| Knowledge is Unacceptable | 0 |

Total STA Points

### Total STA Points

PRAXIS II Elementary Content Knowledge

Total PRAXIS II points

|  |  |
| --- | --- |
| *Elementary Education*  *#0014 or #5014* | |
| *Score Range* | Points |
| 181-200 | 4 |
| 154-180 | 3 |
| 139-153 | 2 |
| 123-138 | 1\* |
| <123 | 0 |

**Total Content Knowledge Score**

Recommended for Licensure

Pending Individual

##### Review

YES NO

# Elementary Education (El.Ed.) Appendices

## ***El.Ed. Appendix 1 – Faculty and Staff Directory***

Salish Kootenai College Elementary Education Program

|  |  |
| --- | --- |
| Cindy O'Dell, Education Department Chair/ Instructor | (406) 275-4752  cindy\_odell@skc.edu |
| Linda Bone, Instructor and Student Mentor | (406) 275-4770  linda\_bone@skc.edu |
| Echo Brown, Teaching Support Specialist | (406) 275-4764  echo\_brown@skc.edu |
| Amy Burland, Instructor | (406) 275-4761  amy\_burland@skc.edu |
| Cynthia Davey, Instructor | (406) 275-4772  cynthia\_davey@skc.edu |
| Merle Farrier, Graduate Student Project Coordinator | (406) 275-4762  merle\_farrier@skc.edu |
| Kathie Maiers, Administrative Assistant/Grant Manager | (406) 275-4750  kathie\_maiers@skc.edu |
| Mary Rudolph, Instructor | (406) 275-4771  mary\_rudolph@skc.edu |
| Doug Ruhman, Instructor, Field Experience Director | (406) 275-4763  doug\_ruhman@skc.edu |

Other SKC Personnel Important to Teacher Education

|  |  |
| --- | --- |
| Tracie McDonald, Student Services | (406) 275-4823  [tracie\_mcdonald@skc.edu](mailto:tracie_mcdonald@skc.edu) |
| Ellie Bundy McLeod, Director Career Center | (406) 275-4825  ellie\_mcleod@skc.edu |
| Academic Vice President  Alice Oechsli (Interim) | (406) 275-4972  alice\_oechsli@skc.edu |
| SKC Registrar's Office  Cleo Kenmille, Registrar | (406)275-4864  cleo\_kenmille@skc.edu |
| SKC Financial Aid  Jackie Swain, FA Director | (406)275-4859  jackie\_swain@skc.edu |
| Regina Seivert, BSSE Director | (406) 275-4995  regina\_sievert@skc.edu |

## ***El.Ed. Appendix 2 - The InTASC Model Principles for Teacher Licensing***

As part of the many initiatives that have been undertaken to strengthen the teaching profession, a National Board for Professional Teaching Standards (NBPTS) was established in 1987 to develop standards for the advanced certification of accomplished teachers, much as professional certifying agencies do in assessing physicians, architects, accountants, and others. The National Board has since developed standards and assessments that evaluate accomplished teaching. These standards articulate in performance-based terms what highly accomplished teachers know and are able to do to provide high quality education for their students. This focus on performance has the great advantage of illuminating what expert teachers do and how they use knowledge to support student learning, thus clarifying the nature of highly accomplished practice and the purposes of teacher learning and development. A major question has been how these standards can be translated into standards for licensing beginning teachers, so that they have a broader effect on the profession and on the teaching of all children.

The Interstate New Teacher Assessment and Support Consortium (InTASC) has articulated performance-based standards for initial licensing of teachers that are built upon and compatible with those of the National Board. They articulate what entering teachers should know, be like, and be able to do in order to practice responsibly, and to begin the journey toward deepening expertise that will enable highly accomplished practice as the teacher’s career evolves. The introduction to these model standards states:

The NBPTS and InTASC are united in their view that the complex art of teaching requires performance-based standards and assessment strategies that are capable of capturing teachers’ reasoned judgments and that evaluate what they can actually do in authentic teaching situations (InTASC, 1992, p. 1).

Also incorporated in the model standards was the work in a number of states, including California, Minnesota, New York, and Texas, and the efforts of teacher educators, including the Holmes Group of education deans and Alverno College’s performance-based approach to teacher education.

Members of InTASC decided that the proper benchmark for determining teacher licensing standards (principles) should be based on considerations of what **students** need in order to learn effectively, rather than on what the current system of preparation provides. Thus, the principles represent the kinds of understandings and abilities teachers should have in order to teach diverse students responsibly from their first day of employment as a licensed teacher. The resulting standards are expressed in the form of ten principles articulating the common core of teaching knowledge. You will be required and continually assessed for your performance throughout the SKC Teacher Education Program on these standards.

**The InTASC Principles**

**Principle #1:** The teacher 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.

**Principle #2:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Principle #3:** The teacher 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

**Principle #4:** The teacher 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.

**Principle #5:** The teacher 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.

**Principle #6:** The teacher 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.

**Principle #7:** The teacher 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.

**Principle #8:** The teacher 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.

**Principle #9:** The teacher 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.

**Principle #10:** The teacher 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.

Each principle is further discussed in terms of the knowledge, dispositions, and performances it implies. These provide the basis for evaluating evidence about a candidates’ achievement of the standard, thus providing guidance for both preparation and assessment.

## 

## ***El. Ed. Appendix 3 - Tips for a Successful Field Experience***

* Learn the roles of school personnel, classroom routines, and learn school procedures
* When appropriate, assist in recess, hall supervision, bus duty, fire drill, and other procedures
* Always be busy working with students or your field teacher
* Be on time and professional--you will be required to sign in and out of the school
* Become familiar with the school media center, technology resources, curriculum guides, and instructional materials
* Ask your cooperating field teacher how s/he assesses student learning
* Ask your cooperating field teacher the role of the Montana OPI standards in teaching and learning
* Learn the students’ names as soon as possible
* Communicate regularly with your cooperating field teacher but be sensitive to his/her time needs as well
* ALWAYS ask your cooperating field teacher to approve the lessons you will teach
* Organize your visits or your field day so you are prepared and productive
* Be flexible--everyday in the life of a teacher is a surprise
* Ask questions and rely on those answers to guide your success--take your field teacher’s advice seriously and use it judiciously
* If possible, visit another classroom briefly to see another instructional style
* When possible, get to know the principal and explore his/her role as an instructional leader
* Maintain contact with your University mentor professor at least at the beginning and middle of your field experience

## ***El. Ed. Appendix 4 - Lesson Plan Format Example***

**Title:** (Tell the name of the lesson)

**Subject/Topic(s):** (List the subject area of focus… i.e. Mathematics, Language Arts, etc. Also, indicate the specific subtopic covered in the lesson… i.e. “addition of fractions”)

**Rationale:** (Why is it important to teach this material? How will it help the student later in life?)

**Standards:** (Include references to the appropriate standards (State and National) & specific benchmarks. In most cases, candidates refer to the Montana Content Standards for the subject areas addressed in the lesson.)

**Grade & Learner Profile:** (Define the audience for the lesson plan; i.e., 3rd grade, number of students, number of IEP students, number of males/females, etc.)

**Differentiation:** (Explain…How will you adapt the lesson for exceptional learners, or for learners at different developmental levels, multiple grade levels, or with diverse learning styles and multiple intelligences? Choose a specific example and explain what you will do to accommodate that individual or group of individuals. For example, what will you do to accommodate a lesson for a blind student, or for a gifted and talented student, or for someone with dyslexia?)

**Objectives:** (What do you want students to know (concepts) and be able to do (skills)? Your objectives should relate directly to the standards/benchmarks you chose. In most cases, objectives should be written as “Students will be able to…”. Be sure to connect your objectives directly to your assessment strategies.)

**Materials Needed:** (List resources, including references, web-pages, materials needed for your lesson)

**Preparation:** (A description of any work that the teacher will need to do to be ready for teaching… this might include logistical step, such as scheduling the computer lab or guest speaker, or it might include building/refreshing background knowledge prior to instruction.

**Instructional sequence:** (Explain the step-by-step instructional activities that will be completed… this is the largest and most detailed part of the lesson plan. Start with an “Attention Getter” and then relate the next series of activities, step by step.)

**Assessment:** (How will you assess student understanding? What assignments will the students complete that will demonstrate that EVERY student has met EVERY learning objective? How will you assess those assignments? Include your assessment rubrics, quiz, or other forms of assessment. Assessment should be directly ties to your Objectives.)

**Reflection:** (If you taught the lesson, how did it go? For those who struggled with the concept taught, how will you remediate? If you have not taught this lesson yet, indicate this)

El. Ed. Appendix 5 - Elementary Lesson Plan Scoring Rubric

**Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Needs Improvement**  **(1)** | **Developing**  **(2)** | **Proficient**  **(3)** | **Exemplary**  **(4)** |  |
| **Topic Focus** | Topic is not evident, or is inappropriate for grade / developmental level of students. Substantial revision required. | Topic of lesson is somewhat unclear or is inconsistent throughout the lesson sequence. Topic of lesson may not be clearly appropriate for grade level. | Focus of lesson is clear, but may not be evident throughout lesson sequence. Lesson topic is appropriate to grade/age level. | Topic is appropriate and especially well-articulated. Focus of lesson is well-placed for age/developmental level. |  |
| **Instructional Goals and Objectives** | Objectives are not evident, or are poorly expressed. Objectives are not tied to other aspects of the lesson plan. | Objectives are evident, but may not be measurable. Objectives are adequate, but may not be clearly expressed. Objectives may require revision. | Objectives are clearly stated and connected to other aspects of the lesson.. They are well expressed and measurable. | Objectives are unusually comprehensive, clear, and relevant to the lesson. They demonstrate rigorous yet appropriate behavioral and academic expectations. |  |
| **Instructional Sequence** | Instructional strategies are not evident, or are unclear and disorganized. Instructional methods may be inappropriate. | Some instructional strategies are appropriate for learning outcomes. Instructional sequence is inconsistent and may require revision. | Most instructional strategies are appropriate for learning outcomes. Learning experiences are well-paced, appropriate, and well articulated. | Learning sequence and choice of instructional methods are excellent in scope and sequence. Teaching methods reflect a keen awareness of students’ learning needs. |  |
| **Assessment** | Assessment strategies or tools are not evident or are inappropriate for learning outcomes. | Assessment methods are evident, but may not be tied clearly to learning objectives. Assessment methods may be weak and may require revision. | Lesson assessment is clearly stated and has been connected in meaningful ways to learning objectives. | Assessment strategies are comprehensive, well articulated, and directly tied to objectives. Quantity and quality of assessment strategies are exemplary. |  |
| **Organization and Presentation** | Lesson plan is disorganized or poorly presented. No logical sequence of learning activities is evident. One or more required elements missing. | Lesson design contains all required elements, but may need revising for aspects of organization or presentation. | Lesson is appropriately organized and well expressed. All elements evident and in proper sequence. LP is easy to understand and follow. | Lesson plan is unusually well organized, includes supplementary materials, and is rich in detail with all required elements. |  |
| **Writing Conventions** | Many (more than 5) spelling, grammatical, or organizational writing errors evident. Substantial revision necessary. | Some (1 - 5) spelling, grammatical, or other writing errors are evident, but otherwise writing is adequate and clear. | No errors evident in writing. Written conventions are followed, and writing is appropriate for an upper level college course. | No errors in writing conventions evident. Writing reflects exemplary and appropriate use of vocabulary. Writing is unusually professional in form and substance. |  |

## 

## ***El.Ed. Appendix 6 - Unit Plan Format Example (3 or more days)***

**Focus of Unit:** (Subject of the unit. If the unit is to be interdisciplinary, incorporate at least two different subject areas (examples: math & science; literacy & social studies; art & science).

**Grade & Learner Profile:** (Define the audience for the unit; i.e., 3rd grade, number of students, number of IEP students, number of males/females, etc.)

**Standards & Benchmarks:**  (Include appropriate standards (State and National) & specific benchmarks that apply to the entire unit. In most cases candidates will refer to the Montana Content Standards from OPI)

**Resources**: List resources and materials needed for teaching the Unit.

**Rationale & Background**: 1) Why is it important to teach this material? How will it help the student later in life? (2) List some of the facts, knowledge, or skills you must know to be able to teach the lesson. The purpose of this section is to demonstrate that you know the concepts you are going to teach. (3) Include some resources (such as web pages or books) available for other teachers who may wish to teach this lesson. (4) What knowledge or skills must your students know before they are ready for these lessons.

**Instructional Objectives:** (What do you want students to know (concepts) and be able to do (skills)? Your objectives should relate directly to the standards/benchmarks you chose. In most cases, objectives should be written as “Students will be able to…”. Be sure to connect your objectives directly to your assessment strategies. These objectives apply for the entire unit)

**Differentiation**: (How will you adapt the lessons for exceptional learners, or for learners at different developmental levels, multiple grade levels, or with diverse learning styles and multiple intelligences? Choose specific examples and explain what you will do to accommodate that individual or individuals. For example, what will you do to accommodate a lesson for a blind student, or for a gifted and talented student, or for someone with dyslexia?)

**Instructional Sequence**: (Provide the plan of instruction for each day of the unit. In at least one day of the unit, include a brief list of questions that you would use to engage students in thinking at higher levels of Bloom's taxonomy.)

**Day 1:**

**Day 2:**

**Day 3:**

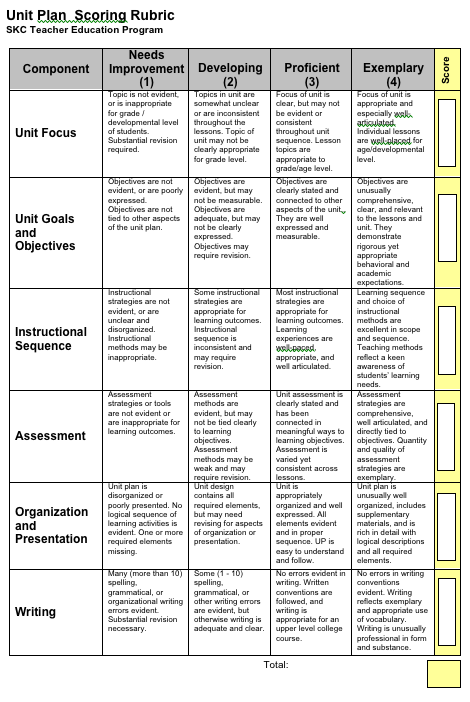
**Day 4:**

**Day 5:**

**Assessment**: (How will you assess student understanding? What assignments will the students complete that will demonstrate that EVERY student has met EVERY learning

objective? How will you assess those assignments? Include your assessment rubrics, quiz, or other forms of assessment. Make sure assessment strategies are directly tied to instructional objectives.)

**Reflection**: (If you taught at least part of the unit, reflect on the following. What are your concerns about the unit? What do you think is the strongest part of the unit? What will you do to improve the unit the next time you teach it? How will you remediate students who struggled with the lessons?)



## 

## ***El.Ed.Appendix*** ***7 – Reflective Written Analysis (RWA) of Portfolio Artifact Description and Sample***

**Education Candidate (Elementary and Early Childhood) Portfolios**

(1) You must create a RWA discussing **each** InTASC Principle (for Elementary Majors) or NAEYC Principle (for Early Childhood Majors) in your Portfolio.

(2) Create a 1-2 page essay containing the following:

(a) explain in your own words what the principle means, and how the principle is important in good teaching

(b) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach;

(c) reinforce your belief in the principle and make reference to the artifacts/evidence in that section of the portfolio in your conclusion.

(3) **Proof-read** your work to ensure that it is consistently written in first person with well developed, thoughtful sentences that use appropriate writing conventions (standard grammar, punctuation, and spelling).

What follows is a sample RWA for Principle # 1:

Iwana B. Teacher

TEP Portfolio

Reflective Written Analysis 1

***InTASC Principle #1:***

**Making content meaningful**

*The teacher 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 subject matter meaningful for students.*

Principle 1 focuses on the relationship that teachers have with the content they teach, and beyond their personal command of the content, how they will communicate with students about it. I feel that knowledge of subject matter is a critical element of effective teaching. Just as a public speaker must intimately know the content of their speech prior to giving a presentation to a group, the classroom teacher must be solidly grounded in the content they are teaching in order to develop the most meaningful learning experiences for students.

This can be especially challenging for the elementary teacher, who must be a generalist- a "jack of all trades". Since so many subjects are taught, teachers at this level need to have an extensive knowledge of so many areas. Teachers need to continue to learn long after securing their positions. I feel teachers should remain diligent in pursuing new perspectives in content areas, and must be willing to adapt to a changing world.

In my case, I have chosen my updated college transcripts and my graded informative speech from SPCH 100 to represent my growth and potential in achieving academic success in my preparation for teaching. I feel these artifacts show my progress and skill development in a positive light. My transcripts show a gradual improvement in my grades from 2004 to the present, and my cumulative GPA of 3.4 reflects this positive growth. My speech on Chief Charlo was a real hallmark for me. Besides being a good example of my writing skills improvement, it documents a task (giving a speech) that was very challenging for me personally, and one which I feel was ultimately very successful.

I know I will grow in significant ways as I explore content areas more deeply in my upcoming methods classes. I look forward to this, as I know it will make me a better teacher.

## 

TEP I

## ***El.Ed. Appendix 8 - Evaluation form - TEP Stage I Portfolio***

**Salish Kootenai College**

Teacher Education Program Stage I Portfolio

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Faculty Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Evaluation of Candidate for TEP Stage I***

**Interviewer**: Begin the interview by asking the candidate to discuss his/her strengths in relationship to the InTASC Principles. Score each item of the portfolio in the Documentation Box. Include reviewer comments whenever possible.

The candidate’s portfolio is assessed based on the following ratings:

**1= Unacceptable, 2= Developing, 3= Proficient. IC = Incomplete**

Phase I does not include an “Exemplary” rating, as this is an entry-level interview. The TEP portfolio is organized by the SKC Elementary Education program outcomes which correspond to the InTASC Principles and the PEPP Standards.

There are 10 principles in all, with only six (6) assessed during TEP Stage I.

**Reminder for program faculty review**: To be accepted into the Teacher Education Program, the candidate must first meet the General Requirements (refer to the TEP Student Handbook and the correct catalog for the candidate’s program). The portfolio must have no unacceptable ratings, at least a 2 in each rating, and an overall average score of at least 2.5.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Introduction** | | | | |
| **Level of Performance:** | **1 Unacceptable** | **IC** | **2 Developing** | **3 Proficient** |
| **Documentation:** |  |  |  |  |
| **Resume**  **Score:\_\_\_\_\_** | Difficult to follow; numerous errors in spelling or writing mechanics. |  | Lists work experiences, but lacks information about volunteer work or experiences with  K-12 students. May have a few errors in spelling or writing mechanics. | Professional and easy to follow. Lists academic background, work & volunteer experiences, K-12 school experiences, & personal interests. Shows a clear commitment to becoming a professional educator. No errors in spelling or writing mechanics. |
| **Introductory Materials:**  Background check verification  Introductory Statement  Table of Contents  Reference Letters (2)  **Score:\_\_\_\_\_** | Introduction lacks one or more components |  | Introductory materials are all present, but may have a few errors. | Introductory materials are all present and are well organized and written. |
| **Verbal communication and presentation skills**  **(TEP Interview)**  **Score:\_\_\_\_\_** | Speech during the interview may be inaudible or poorly articulated. Language may contain numerous grammar or syntax errors. Vocabulary may be vague or words are used inappropriately, or incorrectly. |  | Speech is generally clear and correct. Vocabulary is correct although limited. Presentation flows smoothly. | Speech is clear and standard usage is evident. Vocabulary is appropriate to the situation. Presentation is professional and the speaker is confident. Information provided is clear and concise. |

***Reviewer Comments:***

TEP I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 1:**  **Learner Development** | **The teacher 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.** | | | |
| **Level of Performance:** | **1 Unacceptable** | **IC** | **2 Developing** | **3 Proficient** |
| **Documentation:** |  |  |  |  |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 1.  (Include the InTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio)  **(EDUC 203)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | . | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **1(c)** The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.  *Guiding Principle: B & D*  **(ECED 109)** |  |  |  |  |
| **1(e)** The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.  *Guiding Principle: D*  **(EDUC 240)** |  |  |  |  |
| **1(g)** The teacher identifies the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.  *Guiding Principle: A & E*  **(EDUC 235)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Parent Meeting Activity and Summary Packet  *Indicator 1(c)* | ECED 109 |  |  |  |
| Observation – Assignment # 9  *Indicator 1(e)* | EDUC 240 |  |  |  |
| Collaborative Final Project  *Indicator 1(g)* | EDUC 235 |  |  |  |

***Reviewer comments***

TEP I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 2:**  **Learning Differences** | **The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.** | | | |
| **Level of Performance:** | **1 Unacceptable** | **IC** | **2 Developing** | **3 Proficient** |
| **Documentation:** |  |  |  |  |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 2.  **(EDUC 203)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | . | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **2(j)** The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.  *Guiding Principle: D & E*  **(EDUC 203)** |  |  |  |  |
| **2(k)** The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.  *Guiding Principle: A*  **(EDUC 235)** |  |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Four (4) Examples of Experience with Diversity  *Indicator 2(j)* | EDUC 203 |  |  |  |
| Indian Education for All (IEFA) Resource Summary  *Indicator 2(k)* | EDUC 235 |  |  |  |

***Reviewer comments:***

TEP I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 4:**  **Content Knowledge** | **The teacher 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.** | | | |
| **Level of Performance:** | **1 Unacceptable** | **IC** | **2 Developing** | **3 Proficient** |
| **Documentation:** |  |  |  |  |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 4  **(EDUC 203)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. |  | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **Transcript**  **Score:\_\_\_\_\_** | GPA below 2.5 in general education courses or required general education courses with a grade lower than C. GPA below 3.0 for required ECED and EDUC courses. |  | N/A | GPA in required general education courses 2.5 or above; no required general education course grades below C.  Required ECED and EDUC courses: No grade lower than C with a minimum average of 3.0. |
| **4(j)** The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.  *Guiding Principle: E*  **(EDUC 203)** |  |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Content Knowledge Samples: Mathematics, Social Sciences, Creative Arts, Science, Communication  *Indicator 4(j)* | EDUC 203 |  |  |  |

***Reviewer comments:***

TEP I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 9:**  **Professional Learning and Ethical Practice** | **The candidate teacher 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.** | | | |
| **Level of Performance:** | **1 Unacceptable** | **IC** | **2 Developing** | **3 Proficient** |
| **Documentation:** |  |  |  |  |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 9.  **(EDUC 203)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. |  | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **9(j)** The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).  *Guiding Principle: C*  **(EDUC 203)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Panel Reflection  *Indicator 9(j)* | EDUC 203 |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

***Reviewer comments:***

TEP I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 10:**  **Leadership and Collaboration** | **The teacher 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.** | | | |
| **Level of Performance:** | **1 Unacceptable** | **IC** | **2 Developing** | **3 Proficient** |
| **Documentation:** |  |  |  |  |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 10.  **(EDUC 203)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. |  | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **10(n)** The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.  *Guiding Principle: B*  **(EDUC 175)** |  |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Community Service Project Photo Essay  *Indicator 10(n)* | EDUC 175 |  |  |  |

***Reviewer comments:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scoring Grid | **Unacceptable** | **Developing** | **Proficient** |  |
| **Add up the # of circled items for each rating** |  |  |  |  |
| **Multiply** | X 1 | X 2 | X 3 | **Total points** |
| **Total points for each rating** |  |  |  |  |

TEP I

**Average score** (Total points ÷ 17) = \_\_\_\_\_\_\_\_\_

**Recommendations and further goals**: (required field: to be revisited later)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Interviewer Date Candidate Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Interviewer Date

**Reminder for program faculty review**: To be accepted into the Teacher Education Program, the candidate must first meet the General Requirements (refer to the TEP Student Handbook and the correct catalog for the candidate’s program). The portfolio must have **no** unacceptable ratings, score at least a 2 in each rating, and have an overall average score of at least 2.5.

**Program Faculty Decision**: **Pass Incomplete Reject application** (Circle one)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair Date

**Remediation:** If the candidate’s application is rejected, please make specific recommendations and provide a time frame for meeting those recommendations **on a separate, attached sheet**.

## 

## 

## ***El.Ed. Appendix 9- Evaluation form –Teacher Education Program (TEP) Stage II Portfolio***

TEP II

**Salish Kootenai College**

Teacher Education Program Stage II Portfolio

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Interviewer/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Evaluation of Candidate for TEP Stage II***

**Interviewer**: Begin the interview by asking the candidate to discuss his/her strengths in relationship to the InTASC Principles. Score each item of the portfolio in the Documentation Box. Include reviewer comments whenever possible.

The TEP portfolio is organized by the ten national teaching standards, the InTASC Principles. The portfolio is assessed based on the following ratings**:**

**1= Unacceptable, 2= Developing, and 3= Proficient**.

**Reminder for program faculty review:** To be accepted into Student Teaching, the candidate must have **no** unacceptable ratings, at least a 2 in each rating, and an overall average score of at least 2.5. (The candidate must also meet other requirements for TEP Stage II - refer to the TEP Student Handbook and the correct catalog for the candidate’s program.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Introduction: Items must be current and updated since Stage 1** | | | | |
| **Level of Performance:** | **1 Unacceptable** | **IC** | **2 Developing** | **3 Proficient** |
| **Documentation:** |  |  |  |  |
| **Updated Resume**  **Score:\_\_\_\_\_** | Difficult to follow; numerous errors in spelling or writing mechanics. |  | Lists work experiences, but lacks information about volunteer work or experiences with  K-12 students. May have a few errors in spelling or writing mechanics. | Professional and easy to follow. Lists academic background, work & volunteer experiences, K-12 school experiences, & personal interests. Shows a clear commitment to becoming a professional educator. No errors in spelling or writing mechanics. |
| **Introductory Materials:**  Background check verification  Introductory Statement  Table of Contents  Reference Letters (2; one Ed. faculty and one K12 professional)  **Score:\_\_\_\_\_** | Introduction lacks one or more components |  | Introductory materials are all present, but may have a few errors. | Introductory materials are all present and are well organized and written. |
| **Verbal communication and presentation skills**  **(TEP Interview)**  **Score:\_\_\_\_\_** | Speech during the interview may be inaudible or poorly articulated. Language may contain numerous grammar or syntax errors. Vocabulary may be vague or words are used inappropriately, or incorrectly. |  | Speech is generally clear and correct. Vocabulary is correct although limited. Presentation flows smoothly. | Speech is clear and standard usage is evident. Vocabulary is appropriate to the situation. Presentation is professional and the speaker is confident. Information provided is clear and concise. |

***Reviewer comments:***

TEP II

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 1:**  **Learner Development** | **The teacher 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.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation:** |  |  |  |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 1.  (Include the InTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio).  \*Updated unless proficient in Stage 1.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **1(d)** The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.  *Guiding Principle: D*  **(EDUC 250)** |  |  |  |
| **1(i)** The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.  *Guiding Principle: A & D*  **(EDUC 300)** |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Philosophy Paper  *Indicator 1(d)* | EDUC 250 |  |  |  |
| Pen Pal Check List and Summary  *Indicator 1(i)* | EDUC 300 |  |  |  |

***Reviewer comments:***

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 2:**  **Learning Differences** | **The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation** | | | |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 2.  \*Updated unless proficient in Stage 1.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **2(b)** The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.  *Guiding Principle: D*  **(EDUC 312)** |  |  |  |
| **2(InTASC)** The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.  *Guiding Principle: D*  **(EDUC 276)** |  |  |  |

TEP II

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Differentiated Lesson Plan  *Indicator 2(InTASC)* | EDUC 276 |  |  |  |
| Reflection Paper on experiences with students with special abilities.  *Indicator 2(b)* | EDUC 312 |  |  |  |

***Reviewer comments:***

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 3:**  **Learning Environments** | **The teacher 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.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation:** | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 3.  **(EDUC 309)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **3(c)** The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.  *Guiding Principle: B & D*  **(EDUC 370)** |  |  |  |
| **3(j)** The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.  *Guiding Principle: B*  **(EDUC 309)** |  |  |  |
| **3(m)** The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.  *Guiding Principle: E*  **(EDUC 305)** |  |  |  |
| **3(n)** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.  *Guiding Principle: B*  **(EDUC 309)** |  |  |  |
| **3(p)** The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.  *Guiding Principle: B*  **(EDUC 309)** |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

TEP II

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Integrated Unit Plan  *Indicator 3(m)* | EDUC 305 |  |  |  |
| Cooperative Learning Lesson Plan  *Indicator 3(j)* | EDUC 309 |  |  |  |
| Classroom Management Plan  *Indicator 3(n), 3(p)* | EDUC 309 |  |  |  |
| Problem Solving Lesson Plan  *Indicator 3(c)* | EDUC 370 |  |  |  |

***Reviewer comments:***

TEP II

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 4:**  **Content Knowledge** | **The teacher 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.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation:** | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 4.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **4(i)** The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.  *Guiding Principle: A*  **(EDUC 345)** |  |  |  |
| **4(m)** The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.  *Guiding Principle: A*  **(EDUC 311)** |  |  |  |
| **4(n)** The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.  *Guiding Principle: E*  **(EDUC 307)** |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Lesson Plan including content standards  *Indicator 4(n)* | EDUC 307 |  |  |  |
| Research Paper and Unit Plan of Montana Indian Tribe  *Indicator 4(m)* | EDUC 311 |  |  |  |
| Reflective Essay and Checklist from school visit  *Indicator 4(i)* | EDUC 345 |  |  |  |

***Reviewer comments:***

TEP II

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 5:**  **Application of Content** | **The teacher 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.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation:** | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 5.  **(EDUC 307)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **5(a)** The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills.  *Guiding Principle: A, B, C, D, E*  **(EDUC 370/390)** |  |  |  |
| **5(d)** The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovations and problem solving in local and global contexts.  *Guiding Principle: A, B, C, D, E*  **(EDUC 370/ 390)** |  |  |  |
| **5(InTASC)** The teacher develops and implements supports for learner literacy development across content areas.  *Guiding Principle: A, B, C, D, E*  **(EDUC 370/390)** |  |  |  |
| **5(j)** The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.  *Guiding Principle: A, B, C, D, E*  **(EDUC 370/390)** |  |  |  |
| **5(m)** The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.  *Guiding Principle: A, B, C, D, E*  **(EDUC 370/390)** |  |  |  |
| **5(o)** The teacher understands creative thinking processes and how to engage learners in producing original work.  *Guiding Principle: A, B, C, D, E*  **(EDUC 361/370/390)** |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Integrated Math/Science Unit Plan  *Indicator(s) 5(a), 5(d), 5(InTASC), 5(j), 5(m), 5(o)* | EDUC 370/390 |  |  |  |
| Creative Arts Lesson Plan and Observation  *Indicator(s) 5(o)* | EDUC 361 |  |  |  |

***Reviewer comments:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 6:**  **Assessment** | **The teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | |
| **Documentation:** | | | | |
| **Reflective Written Analysis** (RWA)  of your strengths related to InTASC  Principle 6.  **(EDUC 307)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **6(g)** The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.  *Guiding Principle: C & E*  **(EDUC 340)** |  |  | |  |
| **6(j)** The teacher understands the difference between formative and summative applications of assessment and knows how and when to use each.  *Guiding Principle: C & E*  **(EDUC 307/340)** |  |  | |  |
| **6(r)** The teacher takes responsibility for aligning instruction and assessment with learning goals.  *Guiding Principle: D*  **(EDUC 340)** |  |  | |  |

TEP II

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Assessment folder  *Indicator 6(j)* | EDUC 307 |  |  |  |
| RMA Instructional Plan and Summary  *Indicator(s) 6(g), 6(j), 6(r)* | EDUC 340 |  |  |  |

***Reviewer Comments:***

TEP II

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 7:**  **Planning for Instruction** | **The teacher 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.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation:** | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 7.  **(EDUC 307)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **7(a)** The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.  *Guiding Principle: E*  **(EDUC 307)** |  |  |  |
| **7(b)** The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.  *Guiding Principle: A*  **(EDUC 276)** |  |  |  |
| **7(g)** The teacher understands content and content standards and how these are organized in the curriculum.  *Guiding Principle: E*  **(EDUC 330)** |  |  |  |
| **7(k)** The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.  *Guiding Principle: E*  **(EDUC 307)** |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Differentiated Lesson Plan  *Indicator 7(b)* | EDUC 276 |  |  |  |
| Lesson Plan  *Indicator 7(a), 7(k)* | EDUC 307 |  |  |  |
| Social Studies year-long timeline  *Indicator 7(g)* | EDUC 330 |  |  |  |

***Reviewer Comments***

TEP II

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 8:**  **Instructional Strategies** | **The teacher 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.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation:** | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 8.  **(EDUC 307)**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **8(m)** The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.  *Guiding Principle: E*  **(EDUC 300)** |  |  |  |
| **8(o)** The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.  *Guiding Principle: E*  **(EDUC 305)** |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Read aloud lesson using children’s literature  *Indicator 8(m)* | EDUC 300 |  |  |  |
| Technology Project  *Indicator 8(o)* | EDUC 305 |  |  |  |

***Reviewer Comments:***

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 9:**  **Professional Learning and Ethical Practice** | **The candidate teacher 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.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation:** | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 9.  \*Updated unless proficient in Stage 1.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **9(e)** The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.  *Guiding Principle: A & C*  **(EDUC 311)** |  |  |  |
| **9(g)** The teacher understands and knows how to use a variety of self-assessments and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.  *Guiding Principle: C*  **(EDUC 277)** |  |  |  |

TEP II

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Self Assessment  *Indicator 9(e)* | EDUC 311 |  |  |  |
| Self Assessment and Analysis  *Indicator 9(g)* | EDUC 277 |  |  |  |

***Reviewer Comments:***

TEP II

|  |  |  |  |
| --- | --- | --- | --- |
| **InTASC Principle 10:**  **Leadership and Collaboration** | **The teacher 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.** | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** |
| **Documentation:** | | | |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 10.  \*Updated unless proficient in Stage 1.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. |
| **10(d)** The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.  *Guiding Principle: B & E*  **(EDUC 340/370)** |  |  |  |
| **10(g)** The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.  *Guiding Principle: B*  **(EDUC 305)** |  |  |  |

**Interviewer: The following artifacts must be included in the portfolio with a previously scored rubric indicating a score of at least 2. Check complete or incomplete accordingly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Webliography  *Indicator 10(g)* | EDUC 305 |  |  |  |
| Written Letter to Parents  *Indicator 10(d)* | EDUC 340/370 |  |  |  |

***Reviewer Comments:***

TEP II

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scoring Grid | **Unacceptable** | **Developing** | **Proficient** |  |
| **Add up the # of circled items for each rating** |  |  |  |  |
| **Multiply** | X 1 | X 2 | X 3 | **Total points** |
| **Total points for each rating** |  |  |  |  |

**Average score:** (Total Points ÷ 37) = \_\_\_\_\_\_\_\_\_

**Recommendations and further goals**: (required field: to be revisited in ED 499)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Interviewer Date Candidate Date

**Reminder for program faculty review:** To be accepted into Student Teaching, the candidate must have **no** unacceptable ratings, at least a 2 in each rating, and an overall average score of at least 2.5. (The candidate must also meet other requirements for TEP Stage II - refer to the TEP Student Handbook and the correct catalog for the candidate’s program.)

**Program Faculty Decision**: **Pass Incomplete Reject application** (Circle one)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair Date

**Remediation:** If the candidate’s application is rejected, please make specific recommendations and provide a timeframe for meeting those recommendations **on a separate, attached sheet**. The Director of Field Experiences should be notified as soon as possible if there are deficiencies that would keep the candidate from student teaching.

## 

## ***El.Ed. Appendix 10-Evaluation form–Teacher Education Program (TEP) Stage III Portfolio***

TEP III

**Salish Kootenai College**

TEP Stage III Portfolio

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Reviewer/s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Evaluation of Student Teacher for TEP Stage III***

**Reviewer**: Circle the appropriate rubric item for each artifact.

The portfolio artifacts and evidence are assessed based on the following ratings:

**1=Unacceptable, 2=Developing, 3=Proficient, and 4=Exemplary.**

To pass the portfolio,the candidate must have **no** unacceptable ratings, at least a 2 in each rating, and an overall average score of 2.5. (See other requirements for TEP Stage III in the TEP Student Handbook.) The TEP portfolio is organized by the ten national InTASC Principles.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Introduction** |  |  |  |  |
| **Level of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** |  |  |  |  |
| **Resume** updated from Stage 2 to reflect experiences from student teaching.  **Score:\_\_\_\_\_** | Difficult to follow; numerous errors in spelling or writing mechanics. | Lists work experiences, but lacks information about volunteer work or experiences with K-12 students. May have a few errors in spelling or writing mechanics. | Professional and easy to follow. Lists academic background, work & volunteer experiences,  K-12 school experiences, & personal interests. Shows a clear commitment to becoming a professional educator. No errors in spelling or writing mechanics. | Professional and easy to follow. Academic background, work & volunteer experiences,  K-12 school experiences, & personal interests provide ample evidence of commitment to becoming a teacher who is an educational leader. No errors in spelling or writing mechanics. |
| **Introductory Materials** **updated from Stage 2:**  ~Background check verification  ~Student Teaching Evaluation  ~2 Reference Letters: 1 from student teaching CMT and 1 from another teaching professional.  **Score:\_\_\_\_\_** |  |  |  |  |
| **Verbal communication and presentation skills**  **(TEP Interview II)**  **Revaluated unless proficient in Stage II**  **Score:\_\_\_\_\_** | Speech during the interview may be inaudible or poorly articulated. Language may contain numerous grammar or syntax errors. Vocabulary may be vague or words are used inappropriately, or incorrectly. | Speech is generally clear and correct. Vocabulary is correct although limited. Presentation flows smoothly. | Speech is clear and standard usage is evident. Vocabulary is appropriate to the situation. Presentation is professional and the speaker is confident. Information provided is clear and concise. |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 1:**  **Content knowledge** | **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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 1.  (Include the InTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio)  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **1(b)** The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.  *Guiding Principle: C*  **(EDUC 495)** |  |  |  |  |
| **1(d)** The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.  *Guiding Principle: D*  **(EDUC 495)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Philosophy Paper- revised from student teaching to include indicators 1(b) and 1(d).  *Indicator 1(b) & 1 (d)* | EDUC 495 |  |  |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 2:**  **Learning Differences** | **The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 2.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **2(b)** The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.  *Guiding Principle: D*  **(EDUC 495)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Reflection and example of individualization in instruction  *Indicator 2(b)* | EDUC 495 |  |  |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 3:**  **Learning Environments** | **The teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation: (InTASC 3)** | | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 3**.**  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **3(g)** The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.  *Guiding Principle: E*  **(EDUC 495)** |  |  | . |  |
| **3(k)** The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.  *Guiding Principle: E*  **(EDUC 495)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| An artifact representing integration of technology into instruction  *Indicator 3(g), 3(*k) | EDUC 495 |  |  |  |
| Updated Classroom Management Plan  *Indicator 3(g), 3(*k) | EDUC 495 |  |  |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 4:**  **Content Knowledge** | **The teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 4.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **4(a)** The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.  *Guiding Principle: E & C*  **(EDUC 490)** |  |  |  |  |
| **4(b)** The teacher engages students in learning experiences in the disciplines(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.  *Guiding Principle: E & C*  **(EDUC 490)** |  |  |  |  |
| **4(r)** The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.  *Guiding Principle: A*  **(EDUC 490)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| MACK- Assessment of content knowledge demonstrated during student teaching.  *Indicator 4(a), 4(*b), 4(r) | EDUC 490 |  |  |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 5:**  **Application of Content** | **The teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 5.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| A self-selected artifact representing critical thinking, creativity and collaborative problem solving. | EDUC 495 |  |  |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 6:**  **Assessment** | **The teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 6.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **6(k)** The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.  *Guiding Principle: D*  **(EDUC 495)** |  |  | . |  |
| **6(t)** The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.  *Guiding Principle: D*  **(EDUC 495)** | . |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Assessment Portfolio updated to include student teaching samples.  *Indicator 6(k),6(t)* | EDUC 495 |  |  |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 7:**  **Planning for Instruction** | **The teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 7.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **7(d)** The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.  *Guiding Principle: A*  **(EDUC 495)** |  |  |  |  |
| **7(l)** The teacher knows when and how to adjust plans based on assessment information and learner responses.  *Guiding Principle: A*  **(EDUC 495)** |  |  |  |  |
| **7(q)** The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.  *Guiding Principle: A*  **(EDUC 495)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| A self-selected artifact representing instruction based upon student assessments.  *Indicator 7(d), 7(l), 7(q)* | EDUC 495 |  |  |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 8:**  **Instructional Strategies** | **The teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 8.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **8(a)** The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.  *Guiding Principle: A*  **(EDUC 495)** |  |  | . |  |
| **8(g)** The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.  *Guiding Principle: A*  **(EDUC 495)** |  |  |  |  |
| **8(InTASC)** The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.  *Guiding Principle: A*  **(EDUC 495)** |  |  |  |  |
| **8(k)** The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.  *Guiding Principle: A*  **(EDUC 495)** |  |  |  |  |
| **8(p)** The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.  *Guiding Principle: A*  **(EDUC 495)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Action Research Teaching Implications (ARTI)  *Indicator 8(a), 8(g), 8(InTASC), 8(k), 8(p)* | EDUC 495 |  |  |  |

***Reviewer Comments:***

TEP III

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **InTASC Principle 9:**  **Professional Learning and Ethical Practice** | **The candidate teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis** (RWA) of your strengths related to InTASC Principle 9, with particular emphasis on indicator 9(l).  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **9(c)** Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.  *Guiding Principle: C*  **(EDUC 495)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Action Research Project  *Indicator 9(c)* | EDUC 495 |  |  |  |

***Reviewer Comments:***

TEP III

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| --- | --- | --- | --- | --- |
| **InTASC Principle 10:**  **Leadership and Collaboration** | **The teacher 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.** | | | |
| **Levels of Performance:** | **1 Unacceptable** | **2 Developing** | **3 Proficient** | **4 Exemplary** |
| **Documentation:** | | | | |
| **Reflective Written Analysis (RWA)** of your strengths related to InTASC Principle 10.  **Score:\_\_\_\_\_** | One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding. | Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle. | Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle. | Organization unified, logical; transitions effective; language use fluent & accurate; clear expression of ideas. Understanding of the importance of the Principle goes beyond that expected of a first year teacher.  Describes artifacts and/or life experiences that demonstrate an advanced capacity to implement the Principle. |
| **10(InTASC)** The teacher uses and generates meaningful research on education issues and policies.  *Guiding Principle: C*  **(EDUC 495)** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Artifact** | **Course Assessed in** | **Previous Rubric Score** | **Complete** | **IC** |
| Action Research  *Indicator 10(InTASC)* | EDUC 495 |  |  |  |

***Reviewer’s comments:***

TEP III

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scoring Grid | **Unacceptable** | **Developing** | **Proficient** | **Exemplary** |  |
| **Add up the # of circled items for each rating** |  |  |  |  |  |
| **Multiply** | X 1 | X 2 | X 3 | X 4 | **Total points** |
| **Total points for each rating** |  |  |  |  |  |

**Average score:** (Total Points ÷ 24) =\_\_\_\_\_\_\_\_\_

To pass the portfolio,the candidate must have **no** unacceptable ratings, at least a 2 in each rating, with an overall average score of at least 3.0. (See other requirements for TEP Phase III in the TEP Student Handbook.)

**Evaluation of Portfolio:**

**Pass Incomplete Fail** (Circle one)

**Final Evaluation of Student teaching:**

**Pass Incomplete Fail** (Circle one)

**Recommendations or Remediation, and further professional development goals:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Reviewer Date Candidate Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Reviewer Date Department Chair Date

## ***El.Ed. Appendix 11-Transition to Professional Teaching Summer Seminar***

Salish Kootenai College

**Education Department**



**Elementary Teacher Education Program**

**Transition to Professional Teaching Summer Seminar**

**Overview**

One of the most important attributes of good teaching and quality teacher preparation is the development of positive, professional dispositions. Educators and candidates must understand the subtleties of professional demeanor, effective conflict resolution, respectful practice, and professional presentation. To this end, the SKC Education Department has established the Transition to Professional Teaching Seminar with the goal of providing candidates with the strategies and tools they need to successfully interact with peers, professional educators, and community members. This seminar is a requirement to entering the Teacher Education Program (TEP) as candidates move from Associates level to Bachelors level courses and learning experiences. It is offered each August, just prior to the beginning of the third (junior) year of coursework that marks the beginning of the TEP process.

The TPT Seminar introduces four areas or cornerstones of professional development which are built on SKC’s “4 Cs”:

1. **Culture, Tolerance, and Diversity**
2. **Communication skills**
3. **Citizenship and Community Interactions**
4. **Critical Thinking, Reflection, and Self Development**

Each of these cornerstones of professional development is clarified through several indicators, as detailed in the Assessment Rubric (attached). Near the conclusion of the TPT Seminar, a baseline evaluation of these standards will be completed for each candidate, and subsequent revisions will be completed and the candidate’s progress in each area documented in the TEP Portfolio.

Topics covered in the TPT Seminar will include the following:

* Effective conflict resolution techniques
* Methods for ensuring positive interactions with peers and faculty
* Strategies for positive family and school/community connections
* Professional paradigms for oral and written language
* Strategies for TEP success; time mgt, study skills, TEP logistics
* Tips for maintaining positive demeanor/attitude
* Encouragement and empowerment for teaching in K-8 environments



The TPT Seminar will be facilitated by SKC Education Department faculty, with several guest speakers including school administrators, K-12 teachers, past program graduates, and cultural resource consultants. It is important to candidates’ success in the TEP program, as well as their overall development as professional educators that affective- as well as cognitive- growth is explicitly explored and documented. Addressing this aspect of professional development early in the program sequence will help to ensure that candidates develop holistically in their pursuit of careers in education.

## ***El.Ed. Appendix 12 -SKC Transition to Professional Teaching Assessment Rubric***

**SKC Teacher Education Program**

**Transition to Professional Teaching Assessment Rubric**

Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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.*

Candidate (Self-Evaluation)

Faculty:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by:

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Unacceptable  **1. Culture, Tolerance, and Diversity** | 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Unacceptable  2. Communication Skills | 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 |  |

*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.*

|  |  |  |  |
| --- | --- | --- | --- |
| Unacceptable  Circle one:  **3. Citizenship and Community Interactions** | 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.*

***Comments:***

***Comments:***

|  |  |  |  |
| --- | --- | --- | --- |
| Unacceptable  **4. Critical Thinking, Reflection, and Self Development** | 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 Composite

## 

## ***El.Ed. Appendix 13 - Methods Course Field Experience Guidelines***

**SKC – Teacher Education Program**

**Methods Course Field Experience Guidelines**

**Candidate’s copy**

Course title:

Course instructor:

Overall course dates: Practicum dates:

Candidate name(s):

Cooperating Teacher: School:

Students will need to complete 10 hours of school contact time. The schedule for these hours may be determined by the candidate in collaboration with the cooperating teacher and/or the building principal. Use the following worksheet if necessary:

|  |  |  |
| --- | --- | --- |
| **Date(s)** | **Times** | **hours** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | **total** |  |

***Specific activities required of candidate as determined by the instructor:***

What is expected of the cooperating teacher:

## 

## ***El.Ed. Appendix 14 - Observation Form - Methods courses & related Field Experiences***

***Salish Kootenai College***

***Methods courses/Field Experiences Observation Form***

***Form completed by***

***Mentor Teacher(s), Course instructor***

***May also be used for self or peer evaluations***

**Explanation of Levels of Proficiency**

* **1 =** **Unacceptable** – The candidate exhibits some knowledge, skills and/or dispositions that are inappropriate or ineffective for K-12 student learning. Remediation is necessary if the candidate is to remain in the teacher education program.
* **2 =** **Developing** – The candidate is developing the knowledge, skills and/or dispositions for effective K-12 student learning.
* **3 = Proficient** - The candidate exhibits knowledge, skills, and/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.

**Note: This form, when completed by college instructor or mentor teacher, becomes part of candidate’s permanent record and may be shared with school personnel when candidate applies for student teaching.**

***Salish Kootenai College***

🞏 College Instructor

🞏 Mentor Teacher

🞏 Peer Observer

🞏 Self Evaluation

***Methods/Field Experience Observation Form***

Date: \_\_\_\_\_\_\_\_\_\_\_\_ Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School/City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of Observation: \_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1 = Unacceptable 2 = Developing 3= Proficient** | **1** | **2** | **3** | **Comments (please include in each category that you observe)** |
| Demonstrates knowledge of major concepts, processes of inquiry, and/or ways of knowing that are central to the discipline(s) (K, 1) ***(If there are areas of content weakness, please comment on these specifically.)*** |  |  |  |  |
| Models effective verbal, nonverbal and/or media communication techniques (K, S, 6) |  |  |  |  |
| Develops a variety of clear, accurate presentations and representations of concepts, using appropriate technology and/or alternative explanations to assist students' understanding (S, 4) |  |  |  |  |
| Uses multiple instructional strategies appropriately (S,3,4) |  |  |  |  |
| Plans effectively, linking instruction to appropriate objectives (S,7) |  |  |  |  |
| Selects effective teaching resources and curricular materials (S,1) |  |  |  |  |
| Plans instruction that creates an effective bridge between curriculum goals and students' experiences (S,2,3,7) |  |  |  |  |
| Supports learner expression in speaking, writing, and other media (S,6) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1 = Unacceptable 2 = Developing 3 = Proficient** | **1** | **2** | **3** | **Comments (please include in each category that you observe)** |
| Successfully motivates students to learn through individual and cooperative learning activities (S,5) |  |  |  |  |
| Organizes and manages time, space, and activities, to provide productive and equitable engagement of students (S,5) |  |  |  |  |
| Demonstrates respect for students as individuals with differing personal, family, cultural backgrounds, or worldviews, and/or having various talents and interests (D,3) |  |  |  |  |
| Demonstrates concern for all aspects of a student’s well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties (D,10) |  |  |  |  |
| Demonstrates enthusiasm for teaching (D,1) |  |  |  |  |
| Is a thoughtful and responsive listener, committed to reflection, assessment, and critical thinking as an ongoing process (D, 6,9) |  |  |  |  |
| Demonstrates appropriate professional practices (D, 9) |  |  |  |  |
| Attendance (Professionalism, D,9) (**Do not use this category for one-time observations**)  Circle one choice below:  **1=Missed or late to class 5 or more times**  **2=Missed or late 3-4 days**  **3= Missed or late 1-2 days**  **4=Missed no classes, late no more than once** | | | | |

**Numbers & letters (e.g., K,1) refer to InTASC principles; K= Knowledge; S= Skills; D=Dispositions**

**Note: This form, when completed by university instructor or mentor teacher, becomes part of candidate’s permanent record and may be shared with school personnel when candidate applies for student teaching.**

Observer signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form modified 1/24/07**

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## ***El.Ed. Appendix 15 - Professional Organizations and Useful Education Websites***

Student Teaching Page on SKC Website http://InTASC.skc.edu/education/st.html

Educational Testing Service (ETS) [http://InTASC.ets.org/](http://www.ets.org/)

Montana Office of Public Instruction (OPI) [http://InTASC.opi.state.mt.us/](http://www.opi.state.mt.us/)

Montana Content & Performance Standards: [http://InTASC.opi.state.mt.us/standards](http://www.opi.state.mt.us/standards)

Professional Educators Preparation Program Standards (PEPPS): [InTASC.opi.state.mt.us.pdf/PEPPS](http://www.opi.state.mt.us.pdf/PEPPS)

Montana Education Employment Directory: <http://jobsforteachers.mt.gov/Index.html>

***National professional organizations*** (most have established standards for teachers)

National Association for the Education of Young Children [http://InTASC.naeyc.org/](http://www.naeyc.org/)

The Association for Childhood Education International (ACEI): [http://InTASC.acei.org/](http://www.acei.org/)

National Council for the Accreditation of Teacher Education (NCATE): [http://InTASC.ncate.org/](http://www.ncate.org/)

International Reading Association: [http://InTASC.reading.org/](http://www.reading.org/)

National Association for Music Education: [http://InTASC.menc.org](http://www.menc.org/)  
National Council of Teachers of English: [http://InTASC.ncte.org/](http://www.ncte.org/)

National Council of Teachers of Mathematics (NCTM): [InTASC.nctm.org](http://www.nctm.org) [standards.nctm.org/](http://standards.nctm.org/)

National Council for the Social Studies (NCSS): [http://InTASC.ncss.org/](http://www.ncss.org/)

National Standards for US History 5-12: [http://InTASC.sscnet.ucla.edu/nchs/standards](http://www.sscnet.ucla.edu/nchs/standards)

National Science Teachers Association: [http://InTASC.nsta.org/](http://www.nsta.org/)

National Science Education Standards <http://newton.nap.edu/html/nses/>

National Art Education Association: [http://InTASC.naea-reston.org/publications-list.html](http://www.naea-reston.org/publications-list.html)

National Association of the Education of Young Children: [http://InTASC.naeyc.org/](http://www.naeyc.org/)

***Montana Teachers Associations***

Montana Association of Teachers of English Language Arts (MATELA): [http://InTASC.opi.state.mt.us/matela](http://www.opi.state.mt.us/matela)

Montana Council of Teachers of Mathematics [http://InTASC.montanamath.org/index.html](http://www.montanamath.org/index.html)

Montana Environmental Education Association [http://InTASC.montanaeea.org/](http://www.montanaeea.org/)

Montana Indian Education Association [http://InTASC.mtiea.org/](http://www.mtiea.org/)

Montana Science Teachers Association [http://InTASC.opi.state.mt.us/msta/](http://www.opi.state.mt.us/msta/)

Montana State Reading Council (MSRC): [http://InTASC.montanareads.org/](http://www.montanareads.org/)

***Other web-sites of interest***

Wong, Harry. *The First Days of School*. (A primer for new teachers) [http://InTASC.harrywong.com/](http://www.harrywong.com/)

Beginning Teachers’ Toolbox: [http://InTASC.inspiringteachers.com/](http://www.inspiringteachers.com/)

New Teachers: <http://k-6educators.about.com/>

Unit Plans: [*http://www97.intel.com/en/ProjectDesign/UnitPlanIndex/GradeIndex/#top*](http://www97.intel.com/en/ProjectDesign/UnitPlanIndex/GradeIndex/#top)