SALISH KOOTENAI COLLEGE

DIVISION OF EDUCATION

Student Teaching Handbook

14th Edition
2025 – 2026

A Reference Guide for:

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

ELEMENTARY / SECONDARY / P - 3 TEACHER EDUCATION PROGRAMS (TEP)

Salish Kootenai College
P.O. Box 70
Pablo, Montana 59855
Phone: (406) 275-4750
Fax: (406) 275-4808

This Handbook is not a legally binding contract between students and Salish Kootenai College. The Handbook is a source of information on the services, activities, and policies of the Division of Education. Every effort has been made to provide current and accurate information in this publication; however, SKC administration and the Division of Education reserves the right to alter, amend, or abolish its policies, procedures, and guidelines at any time.

TABLE OF CONTENTS

Student Teaching Paperwork Checklist	3
Contact Information for Student Teaching	4
Overview of Student Teaching	5
Cooperating/Mentor Teacher (CMT) Section	**6**
Criteria for the CMT, Roles and Responsibilities	6
Suggestions for the CMT, Providing Feedback	7
Explanation of Forms Completed by the CMT	9
Description of TEP Performance Levels	11
Guidelines for Mentoring a Student Teacher (When, What, Form and Completion/Submission Timeline)	12
Cooperating/ Mentor Teacher Forms:	
▪ ST Evaluation Forms for Elementary Candidates	17
▪ TPT (Dispositions) Form for Student Teachers	31
School Administrators/Substitute Teaching	**34**
State of Montana Executive Orders 2-2020 and 3-2020	35
College Supervisor (CS) Section	**37**
Guidelines/Timeline for Visits of Elementary Student Teachers	38
Student Teacher (ST) Section	**41**
General Policies, Interviewing, Aims and Outcomes	41
Job Placement Assistance	42
Suggestions for the ST	42
Description of Formal Student Teaching Assignments, Forms and Responsibilities	43
Road Map for Student Teacher Responsibilities (When, What, Formal Student Teaching Assignment and Timeline)	44
Student Teacher (ST) Forms:	
▪ Information Sheet Form	51
▪ SKC Teacher Education Program Exit Survey	52
▪ Evaluation of the College Supervisor	53
▪ Evaluation of Cooperating Teacher	55
▪ Montana Assessment of Content Knowledge	56
▪ Content Knowledge Assessment for OPI Licensure	57

SKC does not discriminate on the basis of race, ethnicity, national origin, sexual identification, gender, age, or disability, except as allowed by the Indian preference provision of the Civil Rights Act of 1964, as amended. Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities.

The SKC Director of Human Resources is responsible for coordinating the College's compliance with federal and state discrimination and sexual harassment laws, including Title II, Title VI, Title IX, and Section 504. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Director, Human Resources
58138 US Highway 93, Pablo, MT 59855
(406) 275-4977

Student Teaching Final Paperwork Checklist

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

Required Documentation	Cooperating Mentor Teacher (CMT)	College Supervisor (CS)	Student Teacher (ST)
Student Tchg. Evaluation – First is in narrative form; for midpoint and final evals, use formal ST Eval form	**(3)** initial (week 2) midpoint (week 5) final (week 10)	**(3)** initial (week 2) midpoint (week 5) final (week 10)	**(1)** (OPTIONAL self-assessment)
Disposition (TPT) Form	**(2)** initial (week 2) final (week 10)		**(1)** final (week 10)
Evaluation of College Supervisor			**(1)** (week 10, turn into Ed. Div)
SKC Teacher Education Program Exit Survey			**(1)** (week 10, turn into Ed. Div)
Evaluation of Cooperating Teacher's Ability to Mentor a Student Teacher			**(1)** (week 10, turn into Ed. Div)
MT Assessment of Content Knowledge (MACK)	**(1)** (week 9-10) (completed by CMT and CS)		

NOTE to College Supervisors:
Collect all of the above information and check for completion, especially the ST evaluations. The student teacher must be proficient or scored a "2" or higher on all standard elements, with documented examples or continue student teaching until this level is achieved.

Please collect ALL of the paperwork listed above and submit to the DOE ST Supervisor

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

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

STUDENT TEACHING CONTACT INFORMATION

Salish Kootenai College Teacher Education Program / Division of Education

Douglas Ruhman, Dean, Division of Education / Elementary Chair	(406) 275-4763 douglas_ruhman@skc.edu
Ellen Rose Bigcrane, DoE Administrative Assistant	(406) 275-4750 ellenrose_bigcrane@skc.edu
Eric Hogenson, Faculty/ Student Teaching Supervisor, Secondary STEM Dept. Chair	(406) 275-4762 eric_hogenson@skc.edu
Dr. Amy Burland, DoE Faculty, EC Partnership Director	(406) 275-4761 amy_burland@skc.edu
Dr. Tammy Elser, Elementary Faculty	(406) 275-4877 tammy_elser@skc.edu
Randi Shrider, Early Childhood and ECE:P3 Co-Dept. Chair	(406) 275-4941 randi_shrider@skc.edu
Leigh Ann Courville, Early Childhood and ECE:P3 Co-Dept. Chair	(406) 275-4770 leighann_courville@skc.edu

Other SKC Personnel Relevant to Teacher Education

SKC Vice President for Academic Affairs Amie Tryon	(406) 275-4935 amie_tryon@skc.edu
SKC Vice President for Enrollment Mgt. & Student Affairs Dr. Antony Berthelote	(406) 275-4080 antony_berthelote@skc.edu
SKC Registrar's Office Cleo Kenmille, Registrar	(406)275-4864 cleo_kenmille@skc.edu

Useful Websites

Montana Education Employment Directory *(job information)*	http://jobsforteachers.mt.gov/Index.html
Montana Office of Public Instruction *(for licensure information, etc.)*	http://www.opi.mt.gov/

INTRODUCTION

Overview of Student Teaching

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

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

Performance in student teaching is formally evaluated by the cooperating/mentor teacher at the start, middle, and end of a student teaching placement and similarly evaluated by the college supervisor. To successfully complete the student teaching experience, a student teacher must complete all student teaching assignments and all requirements in a satisfactory manner. Student teaching in the Elementary Education Program at SKC is assessed with a traditional letter grade. (Refer to the EDUC 490 syllabus.)

A Philosophy for Student Teaching

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

Goals of Student Teaching

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

Individual Roles in Student Teaching

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

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

"CS"– College Supervisor - This is the education professional who acts as a liaison between the ST, CMT, school, and the SKC Education Division. They are responsible for mentoring and evaluating student teachers' performance and assist with the completion of TEP program requirements. This role may be filled by the ST Supervisor or others with experience overseeing advanced clinical field experience.

School Administrator – This is typically the building principal, whose responsibility it is to oversee and coordinate all educational activities and settings in the school. They also have the job of supervising classroom teachers, implementing policies, and dealing with student and family issues. Administrators are important players in the student teaching experience. They help select master teachers to serve as host/mentors, and they may assist in candidate evaluations and guidance.

Student Teaching Supervisor – This is the individual at SKC (often the CS) charged with scheduling, coordinating, evaluating, and implementing upper level field experiences in teacher education, including methods course practicums, student teaching placements, and other clinical field experiences.

THE COOPERATING / MENTOR TEACHER (CMT)

Criteria for Selection/Qualifications

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

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

Roles and Responsibilities of the Cooperating/Mentor Teacher

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

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

1. using effective teaching strategies;
2. modeling what it means to be a reflective teacher;
3. having a solid and thorough command of the curriculum being taught and assisting the ST to broaden and deepen his/her content knowledge;

4. developing a positive, collegial, collaborative, co-worker relationship with the ST that is based on knowing the background of the ST;
5. fostering an atmosphere of acceptance in the classroom and in the school that welcomes the ST;
6. providing the ST with diverse opportunities and information to enrich his/her understanding of learners and learning;
7. informing the ST of educational resources, supplies and equipment available in the classroom, school, and district;
8. sharing responsibilities for daily routines, planning and teaching in the CMT's classroom;
9. sharing responsibilities for extra duties;
10. designing a schedule with the ST for discussing and gradually assuming full teaching/assessment responsibilities during the student teaching experience;
11. modeling an understanding and acceptance that teachers can be effective using a variety of styles;
12. guiding the ST in planning, teaching and assessing student learning (checking and revising plans and assessments that the ST has prepared);
13. providing appropriate feedback to the ST through sensitive, open and honest communication about his/her growth, strengths, and areas for improvement;
14. assessing the ST's performance in the classroom and submitting all evaluations to the College Supervisor (CS)/SKC Teacher Education Department; and,
15. developing a collegial and collaborative partnership with the College Supervisor that is focused on fostering the ST's professional growth.

Suggestions for the Cooperating/Mentor Teacher

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

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

12. Assist the ST to reflect on his/her teaching and to analyze her/his strengths and areas for improvement.
13. Promote the ST's awareness of the roles and benefits of professional organizations and professional development opportunities for teachers.
14. Encourage the ST to attend and participate in school-based activities (e.g., staff meetings, school committee meetings, student events, parent-teacher organization events, building and district-level professional development).

Required Time / Absence: As students in a quarter-based college program, student teachers must complete **45** days of student teaching in order to be licensed by the state of Montana. A "day" of student teaching is determined by the contracted hours of the Cooperating Mentor Teacher. In other words, the start and finish time for each day must be aligned with the district's requirements of the host teacher's master contract (this may be different from district to district, as each is negotiated independently). This guideline is intended to be a minimum expectation; most student teachers will invest time above and beyond contracted hours, according to the host teacher's work needs.

In cases where the ST must be absent during their placement (due to illness or family emergency), the ST **must make up any additional days** they have missed. This means that the end date of student teaching must be adjusted to make up additional time absent.

The ST is responsible for notifying the cooperating/mentor teacher [CMT], college supervisor [CS] and, if necessary, the building principal, if she/he will be absent. In the event of absences, the ST must make every effort to leave plans in advance for teaching or make other necessary arrangements so the CMT can cover the class during the absence.

Student Teaching Schedule: The Student Teaching Handbook provides some general guidelines for the sequence of the student teaching experience. However, depending on background, experiences, talents, and needs, each ST's experience will be different. Refer to the timeline below for a more detailed plan for the ST sequence. CMTs are reminded that SKC is a quarter (not semester) based institution, and as such must adhere to a 10-week instructional cycle in all its programs.

As student teaching is a culminating, immersive, and demanding final aspect of teacher preparation, STs are strongly encouraged <u>not</u> to engage in outside employment during their placement. Working outside of ST in excess of 20 hours can compromise the ST's ability to receive mentorship from the CMT, and may impact planning and preparation for teaching during a demanding time. Limited exceptions may be made upon consultation and approval from the Dean of the Education Division.

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

Conducting Formal Observations and Providing Feedback

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

- Modeling reflective teaching – self-critique of one's teaching – helps to create an emotionally safe space for the ST to publicly reflect on his/her teaching.
- There is no one correct way to observe and evaluate student teachers; situation or needs determine the focus of an observation and nature of feedback provided.
- Feedback can be nonverbal (for example, smiling, nodding, frowning) and verbal (for example, oral suggestions during the act of or after teaching, verbalizing thought processes, written notes, journal entries, debrief after a formal observation).

- The aim of feedback is to guide the ST to reflect on his/her teaching and to analyze her/his strengths and areas for improvement so they construct an understanding of **why** "they did well" and **why** "things went wrong or didn't work."
- Formal observation and evaluation can consist of a three-part process after which the observation notes are given to the ST (and the CS if appropriate):
  (1) A *pre-observation conference* in which the ST and CMT decide on a focus for the observation. The CMT selects an appropriate format for noting what happens during the upcoming observation.
  (2) During the *observation,* the CMT notices and makes notes with respect to the intended focus. Note what happened. Note successes, dilemmas, strengths and areas for improvement.
  (3) After the observation, the CMT and ST collaboratively *debrief* on what happened in relation to the focus of the observation. Asking questions of the ST helps the ST to engage in purposeful reflection. The ST should be encouraged to communicate about **why** events and interactions took place, not just on what happened. The ST should be encouraged to ponder **what ifs** to understand that there is not just one approach that can be successful. Strengths and areas for improvement should be noted, with reasons as to why something is a strength or area for improvement. Goals for the future should be set to foster further growth.

Explanation of Forms Completed by Cooperating/Mentor Teacher

The CMT is best informed of the student teacher's performance on a regular basis. Hence, CMTs who supervise/mentor student teachers from SKC assume significant responsibility for the evaluation of the student teacher's performance in the classroom and school setting. Table 2 indicates which forms are to be used and when. The actual forms follow this subsection.

Student Teaching Evaluation

The CMT records the ST's progress three times during the student teaching experience.

1.The first evaluation should be completed approximately 2 weeks into the ST experience. This first evaluation occurs relatively early in the ST experience; as such, it would be rather difficult to assess the ST's competence using the full ST evaluation form. To this end, the CMT is asked to provide a short, 1-page informal **narrative evaluation** that comments on the ST's interactions with students, willingness to participate in the classroom, punctuality, professionalism, and overall initial performance. There is no "form" for this first write-up… it is most often included in standard letter format. A sample of what this initial evaluation might look like is provided in this handbook.

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

3. The last (final) evaluation of the ST is to be completed in week 9 or 10, near the end of student teaching. The form used for this final evaluation is the same as for #2 above. It is important to go over and review all of these assessments with the ST so that they can learn from the feedback provided.

The College Supervisor (CS) will complete three evaluations at similar times; it is acceptable, but not necessary, that the CMT and CS do evaluations based on the same observation times/lessons. The ST is also encouraged to complete this form as a self-assessment two times; once at the beginning of the experience, and again near the end. Evaluations may be conducted virtually if requested by the school due to COVID-19 precautions.

The CMT should sign and date the all ST evaluations, photocopy 2 copies, and give one photocopy of each to the CS. The CS will be responsible for forwarding copies of CMT, CS, and ST forms to the SKC Education Dept. for processing and filing (these can be shared electronically as well).

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

Montana Assessment of Content Knowledge
The *MACK* is the state's instrument to document evidence of the candidate's level of content knowledge. This assessment is completed once at the end of student teaching, and is to be completed by BOTH the CMT and the CS. The form is included in the student teaching handbook, and once completed must be submitted to the Student Teaching Supervisor at the SKC Education Division. A copy is to be provided to the ST for their records.

Cooperating Mentor Teacher Stipend, OPI Renewal Hours, and Documentation
All qualified classroom teachers hosting a student teacher are compensated with a stipend of $250. This stipend is processed by the SKC Business Office upon completion of all CMT duties, and upon receipt of all required evaluations and other documentation. CMTs who are first-time contractors with SKC must fill out paperwork including a contract, tax forms, and various other personnel forms. Those who have been compensated by SKC previously will just have to complete a Contract for Services and Student Teaching Invoice. These materials are typically provided to the CMT at the start of the ST experience and submitted with all other final paperwork at the end of the ST period. CMTs should contact SKC's ST Supervisor for more information on this process. CMTs also receive documentation of 30 hrs. professional development toward their licensure renewal with Montana's OPI. Contact the ST Supervisor for more information on this.

Additional Documentation Completed by the Student Teacher

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

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

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

Action Research Project
Candidates in SKC's Teacher Education Program typically take a capstone class simultaneously with Student Teaching. The class is called Reflective Practice and Research in Education, EDUC 495. In some cases, this course may have been completed prior to ST (the student teacher will be able to clarify this). As a requirement in this course, the ST must identify one or two research questions relevant to their ST placement, and conduct research using student data, scholarly

journal articles, and feedback from teaching professionals as they attempt to address their research questions. The ST may ask the CMT for advice and assistance with this project, but it is the ST's responsibility. The ST will present their Action Research project near the end of the ST experience to an audience of their peers, instructors, and possibly others.

Lesson and Unit Plan(s)
Candidates will be required to document and teach a minimum of two lesson plans and one unit plan conducted during the college supervisor's observations. The lesson plans should be written in a way that demonstrates the candidates progress in collaborative planning with the CMT. The lesson plans taught during student teaching may be important artifacts of candidates' final TEP Portfolio.

SKC Teacher Education Program Descriptions of Performance Levels

Level	Application of PEPP Standards	Additional Clarification
1, Basic	The teacher candidate is introduced to the standard/standard element and demonstrates a basic level of knowledge and understanding. The teacher candidate has not yet had the opportunity to apply the standard/standard element in a college classroom or field setting.	Basic knowledge is primarily theoretical and does not yet involve turning the knowledge outward with implementation with students.
2, Developing	The teacher candidate demonstrates an increasing knowledge and understanding of the standard/standard element. The teacher candidate is able to begin demonstrating, with assistance, the standard/standard element in a field setting or college classroom, and to evaluate, with assistance, the success of the teaching performance.	Preservice teachers may present explicit evidence of having taught or worked directly with students, but are being coached during planning, teaching, and/or reflection after teaching or professional interactions in other school settings.
3, Proficient **(TARGET during Student Teaching)**	The teacher candidate demonstrates substantial knowledge and understanding of the standard/standard element. The teacher candidate demonstrates the ability to apply the standard/standard element in a field setting, and to assess student learning and evaluate teaching performance. This is the level expected of well-prepared first year teachers.	Proficiency means that a preservice teacher has clearly demonstrated independent knowledge in a theory/practice relationship. The preservice teacher easily "thinks on his/her feet" and can make rapid adjustments as appropriate. At this performance level, knowledge must be demonstrated in performance across multiple grouping structures in the K-8 school setting.
4, Advanced	The teacher candidate demonstrates comprehensive knowledge and understanding of the standard/standard element; can consistently apply the standard/standard element in a field setting; can skillfully integrate it into an overall lesson; and critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction.	"Advanced," in contrast with "Proficiency," involves a preservice teacher's demonstration of knowledge and performance at a level that would be demonstrated by a *highly competent experienced teacher* and leads to improvement in balancing theory with practice. At this performance level, knowledge must involve demonstration of depth and experience in the K-8 setting.

Table 1. General Guidelines for Mentoring a Student Teaching Experience

When	What	Form and Completion/Submission Timeline
Before ST arrives	1. ST is informed to have student teaching as a priority to be able to devote maximum energies to the student teaching experience. 2. CMT prepares school, classroom, and students for arrival of ST. 3. CMT, ST and College Supervisor [CS] study materials for student teaching (handbook, forms).	These forms are provided for the CMT prior to the beginning of the ST experience. ▪ ***Complete and return the W-9 Federal form*** ▪ ***Review the ST Handbook*** ▪ ***Review the SKC DOE ST Evaluation form***
During first few days	1. CMT orients ST to district, school, and classroom, and introduces ST to staff. 2. ST establishes positive working relationships with CMT and educators at school. 3. ST observes and reflects on school culture and policies/procedures, and classroom culture and policies/procedures.	This form is completed on the ST throughout the student teaching experience. ST must earn a rating of at least "3" on each standard element to successfully complete the student teaching placement. For each element date of verification and examples must be included. ▪ ***ST Evaluation Form:*** *Student Teacher's Demonstration of Performance-based Standards for Montana Teachers* **NOTE: Used for STs seeking only elementary, secondary or K-12 licensure.** ▪ ***ST Evaluation Form:*** *Student Teacher's Demonstration of Performance-based and Special Education Standards or Linguistically Diverse Education Standards* **NOTE: Used for STs seeking dual licensure with elementary, secondary or K-12 licensure.**
CS contacts CMT and ST to arrange the first visit – a three-way conference.		
Weeks 1-2	1. ST observes a variety of educational settings (CMT, other classrooms). 2. CMT and ST collaboratively reflect on what is happening in the classroom and student learning. 3. ST assists CMT with routine duties and extra duties such as study hall, hall supervision, lunch room supervision. 4. ST attends faculty meetings and other professional meetings in the school or district. 5. ST attends school functions such as plays, concerts, athletic events, PTO meetings, parent conferences (if permissible). 6. ST and CMT review Action Research project objectives, refine research questions and procedures.	CMT reviews Student teacher Evaluation Form elements and standards; prepares for first formal observation. CMT completes initial ST TPT (Dispositions) Form.

When		What
CS, CMT and ST meet in three-way conference for FIRST VISIT (orientation and planning an individualized progression of responsibilities for the ST).		
Week 2 onward	1. CMT, ST and CS implement schedule for ST's assumption of responsibilities and assignments to be completed during student teaching. All agree on responsibilities and authority each will have. 2. ST collaborates with CMT in daily and long-range planning, and teaching of the plans. 3. CMT informally and formally observes ST, and provides informal and formal feedback. ST collaboratively reflects with CMT on teaching performance (strengths and weaknesses) and student learning. 4. ST gradually takes over routine duties and extra duties. 5. ST continues to attend faculty meetings, other professional meetings in the school or district, and school functions.	Initial completion (first of three evaluations): ***Initial Student Teacher Evaluation Letter*** by CMT and CS. CS completes first TPT (Dispositions) Form.

When	What	Form and Completion/Submission Timeline
Starting week 3 or 4	1. ST continues with routine duties and extra duties. 2. ST works with small groups and individual students in a variety of educational situations. 3. ST gradually takes over lead teaching role for whole class. 4. CMT continues to observe ST and provide feedback. ST continues to collaboratively reflect with CMT on teaching performance (strengths and weaknesses) and student learning. 5. ST collaborates with others - special education teachers, linguistically diverse teachers, administrators, counselors, nurses, parents, community agencies, etc. 6. ST continues to attend faculty meetings, other professional meetings in the school or district, and school functions. **7.** With the CMT's assistance the ST should begin collaborative lesson and unit planning. 8. ST will work to update TEP Portfolio with artifacts from student teaching 9. ST continues to gather data for Action Research project	

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

When	What	Form and Completion/Submission Timeline
Weeks 9-10	▪ CMT gradually takes lead role back, reversing roles with the ST. ▪ ST and CMT continue to collaboratively reflect on what is happening in the classroom and student learning. ▪ ST continues to attend faculty meetings, other professional meetings in the school or district, and school functions. ST continues to collaborate with special education teachers, administrators, counselors, nurses, parents, community agencies etc. ▪ ST observes other classrooms in the school or schools in the district, and discusses observations with the CMT and CS. ▪ ST collaborates with CMT to facilitate closure with K-8 students	▪ Final (third of three) completion of ***ST Evaluation Form*** by CMT and CS. ▪ Final (second of two) completion of Disposition (TPT) Form by CMT and CS. ▪ ST completes SKC Teacher Education Program Exit Survey ▪ ST completes CS and CMT Evaluations ▪ CS collects and organizes all documentation, prepares for final submission to SKC Education Division.

Sept. 7, 2025

Sample

Initial Observation

Candidate: [redacted]
Teacher: [redacted]
School: Linderman Elementary, Polson, MT
Grade Level: 3

I was able to observe [redacted] start teaching with the students and facilitate three different activities: leading a Reading group, a follow-up memory game, and a Spelling pre-test. [redacted] was starting her 2nd week with the class and was starting to take on more responsibilities. In our conference afterwards both she and her cooperating mentor teacher expressed a positive and productive relationship, and it was obvious they enjoyed working together and interacting with these students.

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

One could not tell from this observation that [redacted] had only been with these kids for a few weeks. Both their relationship with her and her skill managing the class suggested she'd been there all year. There was great use of positive feedback throughout the three activities, which helped to settle them in transition, and of communicating her expectations in a respectful, encouraging way, e.g., "I'll know you are ready when I see you...."

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

Respectfully submitted,

[redacted]
College Supervisor
Salish Kootenai College

_____ _____
Observer signature Date

_____ _____
Candidate signature Date

SALISH KOOTENAI COLLEGE
GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.

Student Teaching Evaluation Form **Mid-Point ☐ Final ☐**

Student Teacher**:** Cooperating Mentor Teacher/CS: Date:

For each indicator on the evaluation form, please mark the category that best describes your teacher candidate's performance, "0, 1, 2, or 3." (Exemplary ratings for student teachers are generally understood to be infrequent and indicative of advanced capabilities; observers are encouraged to assign rating scores with reflection and discretion.)

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

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

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

3 = Exemplary – The student teacher exhibits knowledge, skills or dispositions that are proven to be appropriate and effective for K-12 student learning, and has demonstrated that effectiveness at a level of proficiency beyond what is expected of a first-year teacher.

Note: Each InTASC principle is assessed overall as an average of indicator scores; indicators are assessed separately.

This is a fillable Word form. If your operating system does not allow checking boxes, please use highlighting.

InTASC Principle 1: Learner Development

Danielson Framework Correlation:

Domain 1: Planning and Preparation
1b. Demonstrating Knowledge of Students
1c. Setting Instructional Outcomes
1e. Designing coherent instruction

Domain 3: Instruction
3c. Engaging students in learning

InTASC Indicator	0	1	2	3
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. (P)	☐	☐	☐	☐
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. (K)	☐	☐	☐	☐
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. (K)	☐	☐	☐	☐
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. (K)	☐	☐	☐	☐
1(h,i) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. (D)	☐	☐	☐	☐

InTASC Principle 1 Overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 2: Learning Differences

Danielson Framework Correlation:

Domain 1: Planning and Preparation

1b. Demonstrating Knowledge of Students

InTASC Indicator	0	1	2	3
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (P)	☐	☐	☐	☐
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (P)	☐	☐	☐	☐
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. (P)	☐	☐	☐	☐
2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. (K)	☐	☐	☐	☐
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. (K)	☐	☐	☐	☐
2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (D)	☐	☐	☐	☐
2(n) The teacher makes learners feel valued and helps them learn to value each other. (D)	☐	☐	☐	☐

InTASC Principle 2 overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 3: Learning Environment

Danielson Framework Correlation:

Domain 2: The Classroom Environment
2a. Creating an environment of respect and rapport

Domain 3: Instruction
3c. Engaging students in learning

InTASC Indicator	0	1	2	3
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (P)	☐	☐	☐	☐
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (P)	☐	☐	☐	☐
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. (P)	☐	☐	☐	☐
3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. (K)	☐	☐	☐	☐
3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. (K)	☐	☐	☐	☐
3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (D)	☐	☐	☐	☐
3(q,r) The teacher seeks to foster respectful communication among all members of the learning community. The teacher is a thoughtful and responsive listener and observer. (D)	☐	☐	☐	☐

InTASC Principle 3 overall	0	1	2	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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 4: Content Knowledge

Danielson Framework Correlation:

Domain 1: Planning and Preparation
1a. Demonstrating Knowledge of Content and Pedagogy
1e. Designing coherent instruction

Domain 3: Instruction
3c. Engaging students in learning

InTASC Indicator	0	1	2	3
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. (P)	☐	☐	☐	☐
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. (P)	☐	☐	☐	☐
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. (P)	☐	☐	☐	☐
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. (K)	☐	☐	☐	☐
4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. (K)	☐	☐	☐	☐
4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. (D)	☐	☐	☐	☐

InTASC Principle 4 overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 5: Application of Content

Danielson Framework Correlation:

Domain 3: Instruction

3a. Communicating with Students
3c. Engaging students in learning
3f. Demonstrating Flexibility and Responsiveness

InTASC Indicator	0	1	2	3
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). (P)	☐	☐	☐	☐
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. (P)	☐	☐	☐	☐
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. (K)	☐	☐	☐	☐
5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. (K)	☐	☐	☐	☐
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (D)	☐	☐	☐	☐

InTASC Principle 5 overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 6: Assessment

Danielson Framework Correlation:

Domain 1: Planning and Preparation
1f. Designing student assessments

Domain 3: Instruction
3d. Using assessment in instruction

InTASC Indicator	0	1	2	3
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. (P)	☐	☐	☐	☐
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. (P)	☐	☐	☐	☐
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. (P)	☐	☐	☐	☐
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. (K)	☐	☐	☐	☐
6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. (D)	☐	☐	☐	☐
6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. (D)	☐	☐	☐	☐

InTASC Principle 6 overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 7: Planning for Instruction

Danielson Framework Correlation:

Domain 1: Planning and Preparation

1b. Demonstrating Knowledge of Students
1e. Designing coherent instruction

InTASC Indicator	0	1	2	3
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. (P)	☐	☐	☐	☐
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. (P)	☐	☐	☐	☐
7(g) The teacher understands content and content standards and how these are organized in the curriculum. (K)	☐	☐	☐	☐
7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses. (K)	☐	☐	☐	☐
7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. (D)	☐	☐	☐	☐
7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. (D)	☐	☐	☐	☐

InTASC Principle 7 overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 8: Instructional Strategies

Danielson Framework Correlation:

Domain 3: Instruction

3b. Using Questioning and Discussion Techniques
3c. Engaging students in learning

InTASC Indicator	0	1	2	3
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. (P)	☐	☐	☐	☐
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. (P)	☐	☐	☐	☐
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. (P)	☐	☐	☐	☐
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. (K)	☐	☐	☐	☐
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. (K)	☐	☐	☐	☐
8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. (D)	☐	☐	☐	☐

InTASC Principle 8 overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 9: Professional Learning and Ethical Practice

Danielson Framework Correlation:

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching
4e. Growing and Developing Professionally
4f. Showing Professionalism

InTASC Indicator	0	1	2	3
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (P)	☐	☐	☐	☐
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. (P)	☐	☐	☐	☐
9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. (K)	☐	☐	☐	☐
9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. (D)	☐	☐	☐	☐
9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. (D)	☐	☐	☐	☐

InTASC Principle 9 overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

InTASC Principle 10: Leadership and Collaboration

Danielson Framework Correlation:

Domain 4: Professional Responsibilities

4c. Communicating with Families
4d. Participating in a Professional Community
4f. Showing Professionalism

InTASC Indicator	0	1	2	3
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (P)	☐	☐	☐	☐
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. (P)	☐	☐	☐	☐
10(h) The teacher uses and generates meaningful research on education issues and policies. (P)	☐	☐	☐	☐
10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. (K)	☐	☐	☐	☐
10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. (D)	☐	☐	☐	☐
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. (D)	☐	☐	☐	☐

InTASC Principle 10 overall	0	1	2	3
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. ***This is the overall score for the principle based on the average score of the above listed indicators.***	☐	☐	☐	☐

Evidence:

Student Teacher signature _____ **date**_____

Evaluator signature _____ **date**_____

Sample Letter to Parents

(Date)

Dear Parents,

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

My prior teaching experience includes a month long practicum in a grade five classroom, preparing pre-service teachers for the new Information and Communications Technology curriculum at the University of Montana, and leading curricular-based programs for school groups at The John Janzen Nature Centre and Valley Zoo. In the coming weeks, I hope to teach many subjects, with a focus on language arts, one of my favorite teaching areas. I will also engage in long-range planning, for which I am currently preparing a basketball unit, and I will be involved in several other school events and activities throughout the next few months.

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

Sincerely,

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

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

_____
Parent/Guardian Signature

_____
Date

SALISH KOOTENAI COLLEGE
GROUNDED IN TRADITION. CHARGING INTO THE FUTURE.

Transition to Professional Teaching (TPT) Form

Initial ☐ Final ☐

Student Teacher**:** Cooperating Mentor Teacher/CS: Date:

For each indicator on the evaluation form, please mark the category that best describes your teacher candidate's performance, "0, 1, 2, or 3." (Exemplary ratings for student teachers are generally understood to be infrequent and indicative of advanced capabilities; observers are encouraged to assign rating scores with reflection and discretion.)

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

This is a fillable Word form. If your operating system does not allow checking boxes, please use highlighting.

Cultural Understandings

Cultural understandings at SKC emphasize sustaining and perpetuating the living cultural traditions of the Séliš, QĺIispé, and Ksanka peoples. This includes the tangible forms [places & artifacts] and intangible forms [language and ceremony]. Understanding these traditions helps students recognize the importance and necessity of cultural traditions to all people and their roles in intercultural relations.

Indicator	0	1	2	3
Candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.	☐	☐	☐	☐
Candidate exhibits willingness to learn and interact with cultures and perspectives other than their own.	☐	☐	☐	☐
Candidate promotes tolerance and diversity as positive attributes and applies these in learning experiences.	☐	☐	☐	☐

Evidence:

Communication Skills

Communication is clear, respectful sharing of information guided by critical thinking and mindful consideration. Skilled communicators connect with people through spoken and written words that effectively convey content knowledge and individual values.

Indicator	0	1	2	3
Candidate demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience.	☐	☐	☐	☐
Candidate demonstrates knowledge and use of appropriate spoken and written language conventions in teaching and learning settings.	☐	☐	☐	☐
Candidate uses a variety of communication and media tools to effectively interact with peers, teachers, students, and others.	☐	☐	☐	☐
Candidate demonstrates knowledge and use of conflict resolution techniques, and is able to work through differences in a respectful and proactive manner.	☐	☐	☐	☐

Evidence:

Citizenship and Community Interactions

Citizenship includes informed and committed participation in the life of one's community at the local, national, and global levels. Citizens recognize and address community issues, apply ethical and legal knowledge and reasoning, and respect the rights of others.

Indicator	0	1	2	3
Candidate demonstrates courtesy and professionalism during interactions with peers, faculty, students, K-12 teachers, and families.	☐	☐	☐	☐
Candidate demonstrates involvement in various events, organizations, and/or initiatives that involve service to the community, especially young people.	☐	☐	☐	☐
Candidate contributes to and participates in the learning community beyond the minimal requirements of the student teaching experience.	☐	☐	☐	☐
Candidate exhibits knowledge and application of connections between the school and the larger community.	☐	☐	☐	☐

Evidence:

Critical Thinking, Reflection, and Self-Development

Critical Thinking is a self-directed process for refining thought. Critical thinkers validate and reflect on their thinking, consider the validity of information sources, context, and multiple perspectives, and apply both logic and traditional understandings to make decisions.

Indicator	0	1	2	3
Candidate exhibits concern for, and involvement with their own professional growth and improvement as an educator and lifelong learner.	☐	☐	☐	☐
Candidate demonstrates growth in creative problem solving and application of critical thinking skills in coursework and field experiences.	☐	☐	☐	☐
Candidate consistently meets educational obligations within designated time constraints.	☐	☐	☐	☐
Candidate maintains a professional appearance in teaching and learning settings.	☐	☐	☐	☐
Candidate maintains a consistent positive attitude in educational settings.	☐	☐	☐	☐

Evidence:

Suggestions to School Administrators

Prior to placement of a student teacher in the building, assist or coordinate in the selection of a qualified cooperating/mentor teacher. An effective cooperating/mentor teacher is a competent and experienced teacher (min. of 3 years in their position, with exemplary district evaluations) willing to share his/her students and classroom, responsibilities, and professional expertise with a student teacher. He/she is also enthusiastic and dedicated to the teaching profession, and is willing to mentor the student teacher to develop a professional identity and philosophy of teaching. **Not every effective teacher of children is a good mentor for adults. Keep this in mind, and strive to select professionals who you feel are master teachers and have high potential for mentoring a novice teacher.** It is also important the selected CMTs be aware of the need to allow student teachers some degree of autonomy in the class during the later stages of the student teaching period; K-12 students will need to see these candidates as a real teacher, and ST candidates need to have some time to run the classroom on their own, without the CMT in the classroom. Teachers who may not be comfortable with delegating responsibility to a student teacher may not be the best fit to mentor a candidate.

Taking time for introductions and a tour of the school facilities helps the student teacher feel part of the school and aids in the transition to being a school professional. It is often helpful to introduce the ST to other personnel at staff meetings. Providing the student teacher with an orientation to district and school policies and procedures and the expectations of school personnel assists the student teacher in understanding what is needed to be professional - to act in a legal, ethical and responsible manner, in accordance with district policies.

Student teaching may be the first longer-term opportunity for many candidates to be introduced to the nature of professional development for teachers. Inviting the student teacher to participate in in-service or other professional development provides opportunities for the candidate to think about issues of theory and practice, and apply their college learning to real-life circumstances.

Formal observations enable the student teacher to gain feedback and to become familiar with systems of professional evaluation. If possible, conduct at least one formal observation and conference. Keep in mind that candidates already have 6 other formal observations.

Simulated job interviews provide the student teacher with opportunities to experience the job search process and refine their interviewing skills. If asked and if possible, conduct a simulated job interview. After the interview, discuss the rationale for questions posed and suggest interviewing strategies for the student teacher to consider.

Substitute Teaching:

The ST is allowed to substitute teach (with district compensation) under certain conditions, but only for the teachers he/she is formally placed with. The ST must have completed at least ½ of the ST experience (the first 5 weeks), and the substitute status cannot extend beyond a cumulative 5 school days. Student teachers wishing to substitute teach must be approved according to existing policies and procedures, including School Board review (if applicable).

THE COLLEGE SUPERVISOR

Roles and Responsibilities

The College Supervisor [CS] is the front-line representative of the SKC Teacher Education Program and the SKC Division of Education. This individual must have considerable experience in K-8 school settings, as well as creditable experience in supervisory roles with regard to education. Typically this individual is a faculty member of an academic department in a college or university, or a long-time school administrator. The CS should have public school teaching experience, content expertise in particular aspects of the K-8 curriculum, supervisory skills and experience, a willingness to supervise and mentor student teachers, and a willingness to work in partnership with cooperating/mentor teachers.

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

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

College Supervisor's Guidelines for Visits of Student Teachers

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

Before Visit #1

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

Visit #1

(1) Check in at the host school office to find out about visitation procedures. Try to introduce yourself to the principal.
(2) There are several details that must be discussed at the first visit. Emphasize the following bullet items.
   - The timeline of the student teaching period, clearly establishing start and end dates.
   - How the CMT should use the required evaluation system and forms to assess the ST's progress on a regular basis.
   - The flow of autonomy for the ST candidate, including a rough timeline of how the ST will slowly assume more teaching responsibility over time.
   - Ways the CMT can support and best mentor the ST, including providing a desk or workplace in the classroom, introducing the ST to other staff, and meeting regularly to discuss the achievements and challenges faced during the ST experience.
(3) After observing and meeting with the ST, complete the initial ***ST Evaluation Letter.***
(4) Complete the initial TPT (Dispositions) Assessment Rubric.

Before Each Subsequent Visit

Set pre-observation conference, observation time and post-observation conference.

(1) Use the appropriate evaluation tool (initial eval. letter or ST Eval. Forms) to conduct and document the formal observation and debrief conference. If applicable, discuss any issues, problems or needs that have arisen with the CMT and ST.
(2) Ask the CMT about progress on the ***ST Evaluation forms***.
(3) Check with the CMT and ST about how the ST is progressively "taking over" teaching responsibilities. If applicable, discuss any issues, problems or needs that have arisen with the CMT and ST.
(4) Discuss with the ST and the CMT what the candidate has decided to focus on for their **Action Research Project** and for their ST Unit Plan.

Before the Midterm Visit

Inform the ST and the CMT that you will review and take a photocopy of the ***ST Evaluation Form*** at the midterm visit to gain an overall picture of the ST's progress.

Visit #2 - Midterm

(1) Complete, check and discuss the ***ST Evaluation Form*** with the CMT and ST.
NOTE: Make sure that a performance rating is indicated for each standard element. For standard elements that are rated at "3" or higher, make sure that there are comments at the end of the evaluation. For standard elements rating less than 3, discuss a plan to support the student teacher to reach this level of performance.
(2) If applicable, discuss any issues, problems or needs that have arisen with the CMT and ST.
(3) By now the ST should be close to or have started 'full time' teaching. Focus conversations with CMT and ST around the transition of classroom direction from CMT to ST.
(4) Discuss the ST's **Action Research Project**.

** **Submit a photocopy of the *ST Evaluation Form* with the CMT's signature and date on the Midterm line to the TEP Coordinator, SKC Teacher Education Program Office. ****

Before Visit #3

(1) Inform the ST and CMT that visit #3/final will involve collection of all ***ST Evaluation Forms*** and the ***SKC Program Survey***, and be sure the final observation is scheduled at a time when you can debrief with both the CMT and ST, and review final documentation. For the final visit, STs need to demonstrate independent teaching, and you should observe them teaching a stage of implementation of their unit plan.

Visit #3 Final

(1) Complete, check and discuss the ***ST Evaluation Form*** with the CMT and ST.
NOTE 1: Again make sure that a performance rating is indicated for each standard element. By this time each standard element should be rated at "3" or higher, be dated and have examples.
NOTE 2: If a ST is not yet at "3" level, then the termination date of the student teaching experience will need to be delayed until the ST demonstrates a "3, Proficiency" level for each standard element.
(2) Complete the final (2nd of 2) **TPT (Dispositions) Assessment** of the ST.
(3) Collect the completed ***SKC Program Survey*** from the ST. Make sure the ST has signed and dated it.
(4) Offer the reminders about completing and returning evaluation forms –
- (To the CMT and ST) the ***Evaluation of the College Supervisor Form****,* and
- (To the ST) the ***Evaluation of Cooperating/Mentor Teacher Form***.

(5) With the CMT, complete the ***MT Assessment of Content Knowledge*** (MACK) form, and make photocopies for all involved. Return the original MACK to SKC's TEP Coordinator.
(6) If relevant, check in with the ST about how the job search process is progressing. Remind the ST to keep the Teacher Education Program Office informed about the result of the search process.
(7) Appreciations and farewells.

End of Student Teaching

** Notify the Teacher Education Program Office, Field Experience Director of the completion of all student teaching requirements. Once the ST has completed **all** requirements for student teaching and **all** information and documentation is gathered, it must be sent to the TEP Coordinator, at the SKC Division of Education Office. All documentation must be received by the TEP Coordinator in order to assign the final student teaching grade and to process payment for CMT/CS services. Ensure that forms are complete and legible.

** An Incomplete must be assigned if documentation is not complete and collected or the ST has not yet completed **all** requirements of student teaching, except the Stage 3 TEP Portfolio and the Action Research project. These are to be completed in EDUC 495. Notify the TEP Coordinator of the due date for any unfinished requirements.

General Policies

Required Time / Absence: SKC is on the "quarter system". As such, Student teachers must complete a minimum of **45** days (360 hours) of student teaching in order to be licensed by the state of Montana. A "day" of student teaching is determined by the contracted hours of the Cooperating Mentor Teacher. In other words, the start and finish time for each day must be aligned with the district's requirements of the host teacher's master contract (this may be different from district to district, as each is negotiated independently). This guideline is intended to be a minimum expectation; most student teachers will invest time above and beyond contracted hours, according to the host teacher's work needs.

In cases where the ST must be absent during their placement (due to illness or family emergency), the ST **must make up any additional days** they have missed. This means that the end date of student teaching must be adjusted to make up additional time absent.

The ST is responsible for notifying the cooperating/mentor teacher [CMT], college supervisor [CS] and, if necessary, the building principal, if she/he will be absent. In the event of absences, the ST must make every effort to leave plans in advance for teaching or make other necessary arrangements so the CMT can cover the class during the absence.

Student Teaching Schedule: The Student Teaching Handbook provides some general guidelines for the sequence of the student teaching experience. However, depending on background, experiences, talents, and needs, each ST's experience will be different. Refer to the timeline below for a more detailed plan for the ST sequence. CMTs are reminded that SKC is a quarter (not semester) based institution, and as such must adhere to a 10-week instructional cycle in all its programs.

As student teaching is a culminating, immersive, and demanding final aspect of teacher preparation, STs are strongly encouraged <u>not</u> to engage in outside employment during their placement. Working outside of ST in excess of 20 hours can compromise the ST's ability to receive mentorship from the CMT, and may impact planning and preparation for teaching during a demanding time. Limited exceptions may be made upon consultation and approval from the Dean of the Education Division.

Eligibility: Candidates must have completed and passed ALL other coursework required for the Bachelor's degree in their education program prior to enrolling in EDUC 490 and EDUC 495.

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

Substitute Teaching: The ST is allowed to substitute teach (with district compensation) under certain conditions, but only for the teachers he/she is formally placed with. The ST must have completed at least ½ of the ST experience (the first 5 weeks), and the substitute status cannot extend beyond a cumulative 5 school days. Student teachers wishing to substitute teach must be approved according to existing policies and procedures, including School Board review (if applicable).

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

Aims and Outcomes

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

After student teaching, and upon graduation, the student teacher [ST] should also be eligible to apply for initial licensure in the state of Montana. This is **not** automatic upon successful completion of student teaching. To become licensed in Elementary (K-8) Teaching, Montana requires that an individual have:

- completed the Praxis II Content Knowledge test (this should be taken PRIOR to ST) **or** have a GPA of 3.00 or higher **or** complete and pass the Student Teaching Portfolio.
- complete all coursework required by an approved teacher preparation program with a GPA of 3.00 or higher, and,
- completed the Montana Assessment of Content Knowledge (MACK)

Furthermore, the state calculates the results in all three of these measures as part of a "rigorous test" for licensure. The purpose of this calculation is to establish a measure of competency for licensure based on multiple indicators, instead of only one single factor. The cumulative score is calculated according to the following formula:

PRAXIS II

ELEMENTARY EDUCATION #5018	
Score Range	***Points***
163-200	3
147-162	2
130-146	1*
<130	0

MACK (assessed during ST)

Advanced rating	3
Proficient rating	2
Basic rating	1
Unacceptable rating	0

All three measures, including the Praxis II score, the total content course GPA, and the MACK score, are added to calculate the "Content Knowledge Score", or CKS. The possible range is 0 to 10. Candidates scoring below a 7 or who score a zero on any single measure will not be recommended for licensure. Please refer to page 55 of this handbook for the CKS document.

Job Placement Assistance

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

The Career Services department at SKC can assist a ST in general job search skills. Services of particular interest include resume writing, interviewing techniques, and job search strategies. SKC Career Services also posts information about job openings in the Student Services Center in the Bookstore Building. For information and assistance contact (406)275-4721 or antawnna_berthelote@skc.edu.

Suggestions for the Student Teacher

The ST should have as a priority being able to devote maximum energies to the student teaching experience. Regardless whether the ST wants to begin teaching right away or, as a response to nervousness and apprehension, wants to wait before teaching, it is wise to first observe and make sense of the culture of the classroom and school. An approach that blends observation, interaction, and

reflection affords the ST with important background knowledge and experience to smoothly transition into the roles of the full-time classroom teacher.

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

As a Student Teacher, you are now a professional, and professionals:

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

- **Formal Student Teaching Assignments**

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

.

- **Student Teaching Handbook**

Become knowledgeable regarding the **Student Teaching Handbook**. Each ST must acquire a copy of the handbook from the SKC Division of Education. Online copies may be available for reference on the Education Division website (http://education.skc.edu/elem-ed-program-documents/).

- **Lesson Plans**

Document at least two lessons and one unit that have been designed and taught in the classroom placement, or created in a methods course and taught during the placement. The lesson plans may be used as an important part of student teaching evidence in the Stage 3 TEP Portfolio.

- **Classroom Observations / Evaluations**

The CMT should provide the ST with regular feedback about her/his performance, using a format that is has been agreed upon by the CMT and ST. The CS will conduct 3 visits to the school.

During each visit the CS will use evaluation documents to provide to the ST with feedback about her/his performance. A photocopy of these evaluations should be made and left with the ST at each visit. During each visit the CS should engage in two-way and/or three-way conferences. These conferences aim to foster the ST's professional growth and to provide continuity and consistency in communication.

- **Professional Dispositions (TPT) Form for Student Teachers**

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

- **Evaluation of Clinical Performance**

The CMT and CS should complete, sign and date, and photocopy the appropriate assessment measures three times during the ST experience. Initial evaluations are completed in the first 2 weeks (see sample initial evaluation in this handbook). The *ST Evaluation Form* is used at the midpoint and final stages of the student teacher's placement. The ST will be informed of the results of this assessment during the CS's visits. During these visits the CS, CMT, and ST should discuss a plan for further progress and improvement to achieve "3, Proficient" performance level for each standard element by completion of the student teaching placement. The CS will take the photocopy of the evaluation. The CMT and ST will work together to support the student teacher's progress.

- **ST Evaluation of Student Teaching Performance – Final**

The CMT should complete, sign and date the appropriate *ST Evaluation Form* **by the College Supervisor's final visit**. During the CS's final visit the ST will be informed of the results of this evaluation. **NOTE: In order to successfully complete the placement the ST must be, at minimum, at "2, Proficient" performance level for each standard element.**

- **SKC TEP Exit Survey**

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

- **TEP Portfolio and Action Research Project**

During student teaching candidates will be gathering artifacts from their work with students, as well as data to support and address the questions articulated in their preliminary Action Research planning work. Candidates will be reviewing the progress in both of these efforts throughout ST;

however, the bulk of the work oriented around the completion of these two program requirements will be addressed in EDUC 495, the education capstone course that occurs during the student teaching quarter.

Table 3. Road Map / Timeline for Student Teacher Responsibilities

When	What	Formal Student Teaching Assignment and Timeline
Before first day	1. Have as a priority being able to devote maximum energies to the student teaching experience. 2. Be situated in your housing before student teaching begins. 3. Become familiar with materials used during student teaching (handbook and forms). 4. Test transportation routes to school and parking at the school. Know where to park. 5. Meet with principal or administrator to find out about expectations and procedures.	▪ Acquire, read, and be familiar with the ***Student Teaching Handbook***
During first few days	1. Begin to establish clear communication and a positive working relationship with the CMT. Find out the CMT's expectations. Advise him/her of the kind of critique wanted and expected, and listen without making excuses when constructive feedback is provided. Together establish a schedule for conferences in which planning and feedback take place. 2. If working with more than one CMT at a school, arrange and confer with all CMTs at one meeting to plan the ST's total load and to establish clear and open communication channels between all individuals involved. 3. Work with CMT to be introduced to school staff and become oriented to district, school and classroom. 4. Learn students' names. 5. Observe the CMT and how he/she deals with situations in the classroom (e.g., student motivation, provisions for individual learner differences, responses to assessment tools and practices, effects of teaching strategies, effects of discipline strategies, aim of teacher-student interaction). 6. Observe and draw inferences about school and CMT classroom cultures. Cultural clues are communicated through: o Physical arrangement of the school overall and furniture in classrooms	

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

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

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

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

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

Information Sheet for Student Teaching

TEACHER EDUCATION PROGRAM / DoE
SALISH KOOTENAI COLLEGE
PABLO, MONTANA 59855

College Supervisor: _____
Cooperating/Mentor Teacher: _____
Your Full Name (Student Teacher): _____

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

Year: _____ **Projected Start Day:** _____ **Projected End Day:** _____
Semester/Qtr: _____

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

***CMT = Cooperating/Mentor Teacher*

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

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

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

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

General Subject Area	Time	Room	CMT Name

❑ **Have you registered for the correct student teaching course, EDUC 490? (YES or NO)**	
❑ **Have you registered for the capstone course, EDUC 495? (YES or NO)**	
❑ **Is your Background Check process current, on file, and cleared? (YES or NO)**	
❑ **Is your First Aid / CPR certification current? (YES or NO)**	

SKC Teacher Education Program Exit Survey

We are interested in your opinions so that we may improve our program. Please record all responses for each question in the space provided. You may have to write small! Attach a separate sheet if more space is needed.

Student Teacher Name: _____ **date:** _____

1. Please reflect on which aspects of the SKC TEP were most beneficial to you prior to student teaching…

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

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

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

Please continue on the back of this form if needed…

SKC Teacher Education Program

Student Teacher's Evaluation of the College Supervisor

Name of College Supervisor _____

Year/Quarter _____ Student Teacher _____

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

SKC Education Dept. TEP Coordinator
Salish Kootenai College
P.O.Box 70
Pablo, MT 59855

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

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

The College Supervisor:

____1. Provided me with information regarding all aspects of the evaluation of my performance throughout the student teaching experience

____2. Clarified any confusions I verbalized regarding documentation of my performance

____3. Helped me to develop a positive working relationship with the cooperating mentor teacher (CMT).

____4. When I asked, provided me with assistance and support in dealing with the CMT.

____5. Completed at least the minimum number of visits
NOTE: The College Supervisor of an elementary level student teacher should make three visits, of which two include observation of teaching.

____6. Interacted with myself and the CMT in a respectful and encouraging manner.

____7. Responded to my questions and dilemmas about such matters as management techniques, classroom supervision, methods of presenting subject matter, assessment techniques, teaching strategies appropriate for the diverse needs of learners, and student teaching assignments.

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

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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

Thank you for completing and returning this evaluation to the SKC Education Division.

EVALUATION OF COOPERATING TEACHERS ABILITY TO MENTOR A STUDENT TEACHER

(TO BE COMPLETED BY STUDENT TEACHER)

Cooperating Teacher (s) _____ Date _____

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

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

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

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

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

Elementary Education
Assessment of Content Knowledge
Demonstrated During Student Teaching

This evaluation is based on InTASC Standard #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.*

The Cooperating Teacher(s) completes this *Content Validation Assessment* on their Student Teacher Candidate. The College/University Supervisor must review this assessment of a beginning teacher, make any pertinent comments at the bottom, and sign. Please evaluate the candidate based on the Montana State Board of Education's **definition of content** as found in Administrative Rules of Montana Chapter 58 Professional Educator Preparation Program Standards *10.58.508 Elementary* as applicable to subjects being taught: Language Arts, Mathematics, Science, and Social Studies. Using the rubrics for each *Indicator,* record a score for each subject in the box provided.

3 = Advanced 2 = Proficient 1 = Basic 0 = Insufficient

Mark the box with *N/A* if the Candidate did not work in the subject area at any time during the Student Teaching Experience

Indicator A: Knowledge of content.

3 Demonstrates advanced knowledge of content.
2 Demonstrates proficient content knowledge.
1 Uses basic content knowledge.
0 Uses inaccurate, insufficient content knowledge.

☐ Language Arts
☐ Mathematics
☐ Science
☐ Social Studies

Indicator B: Content alignment with identified objectives and standards.

3 Uses objectives and standards to make lessons meaningful to students.
2 Effectively use objectives and standards to develop the lesson.
1 Attempts to use objectives and standards to develop the lesson.
0 Is unable to use objectives and standards to develop a lesson.

☐ Language Arts
☐ Mathematics
☐ Science
☐ Social Studies

Indicator C: Accurate and current sources of information.

3 Uses additional resources beyond manual texts and curriculum guides.
2 Effectively use manuals, texts, and curriculum guides.
1 Demonstrates minimal use of instructional resources.
0 Is ineffective in using available instructional resources.

☐ Language Arts
☐ Mathematics
☐ Science
☐ Social Studies

Indicator D: Content research to support lesson development.

3 Demonstrates in depth research of topic content.
2 Demonstrates acceptable research of topic content.
1 Demonstrates minimal research of topic content.
0 Demonstrates little or no research of topic content.

☐ Language Arts
☐ Mathematics
☐ Science
☐ Social Studies

Signatures

Candidate Signature *(I have been made aware of this assessment)*	Print Name	Date
Cooperating Teacher Signature *(I have completed this assessed)*	Print Name	Date
University/ College Supervisor Signature *(I have reviewed this assessment)*	Print Name	Date

University/College Supervisor's Comments:

Salish Kootenai College Elementary Teacher Education Program
Montana Assessment of Content Knowledge (MACK) for OPI Licensure

(revised 08/2023:DSR)

Student:_____ I.D. #_____ Date:_____

1. 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		
	Social Science General Ed. List		
	History Elective		
SCID 233	Integr. Persp. in Science for Educ. 1		
SCID 253	Integr. Persp. in Science for Educ. 2		
SCID 273	Integr. Persp. in Science for Educ. 3		
MATH 132	Math for K-8 Teachers 1		
MATH 133	Math for K-8 Teachers 2		
MATH 134	Math for K-8 Teachers 3		
ARTD 111	Fundamentals of Art and Design		
MUSC 101	Music Fundamentals		

Total content GPA
(ex. 3.45)

Cummulative GPA
(ex. 3.45)

2. Student Teaching CK Assessment Points

Descriptor	*Points*
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

Total STCKA Points
(ex. 2.65)

3. PRAXIS Subject Assessment

ELEMENTARY EDUCATION #5018	
Score Range	*Points*
163-200	3
147-162	2
130-146	1*
<130	0

Praxis Score: _____

Total PRAXIS points

Total Content Knowledge Score (CKS)

A total CK score of 7 or higher is required for licensing.

Recommended for Licensure *DoE initials* YES ____ NO ____

Pending Individual Review ____

*For candidates who achieve a minimum passing composite score of 7, but receive a score of 1 on rubric components 2 or 3 above, a further individualized review of the candidate's content knowledge and teaching skills will be conducted by SKC to ensure that the candidate merits recommendation for licensure.