

# Special Education Interns Student Teaching Handbook

A resource for Teacher Candidates  
Phyllis J. Washington College of Education  
Office of Clinical Experiences



Dear Special Education Endorsement Interns,

Congratulations on taking this important step in your professional growth as you work toward earning a Special Education endorsement. This internship represents a significant phase in your journey – one that will deepen your understanding of inclusive practices and strengthen your ability to meet the diverse needs of all learners.

Unlike traditional student teaching, your internship takes place within your own classroom. You bring valuable experience as a licensed teacher, and now you are expanding your skills to support students with exceptionalities in more intentional and individualized ways.

Throughout this semester, you'll integrate new instructional strategies, apply coursework to real-world contexts, and reflect on your evolving role as a special educator. We encourage you to lean into collaboration – with your university supervisor, mentor teacher, and students – as you explore the responsibilities and rewards of special education teaching.

We are proud to support you in this next chapter of your career and confident that your dedication will make a lasting impact on your students and school community.

Sincerely,

The Office of Clinical Experiences  
Phyllis J. Washington College of Education  
University of Montana

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## Part 1: Overview

### Special Education Internship Experience

By the time you enter the special education supervised teaching semester, you will have completed a carefully designed sequence of coursework and field-based experiences intended to prepare you for the responsibilities of special education teaching.

Throughout the semester, you will be expected to demonstrate competence in planning instruction, managing a classroom, engaging students, assessing learning, and reflecting on your practice. These responsibilities are grounded in the **Danielson Framework for Teaching**, which also guides the formal evaluations completed by your University Supervisor.

The experience is structured to support the following outcomes that lead to licensure:

- Plan and prepare effective instruction that reflects content knowledge, instructional goals, and responsiveness to learners.
- Establish and maintain a classroom environment that promotes engagement, mutual respect, and a sense of community.
- Deliver instruction that meets the diverse needs of students and fosters meaningful learning.
- Exhibit professionalism through ethical practice, collaboration, and commitment to growth.

These outcomes are informed by the **InTASC Model Core Teaching** Standards (Interstate Teacher Assessment and Support Consortium), which describe what effective teaching looks like across the continuum of a teacher's career. The standards emphasize a learner-centered approach, instructional rigor, culturally responsive practices, and the use of data to inform teaching.

You are expected to:

- Design instruction that supports all areas of student development.
- Embrace learner differences and create inclusive classrooms.
- Build respectful, engaging, and collaborative learning environments.
- Demonstrate strong, accurate content knowledge.
- Connect learning to real-world and interdisciplinary contexts.
- Use assessment to inform and adjust instruction.
- Plan purposeful, rigorous, and student-centered lessons.
- Use diverse strategies to promote active, meaningful learning.
- Reflect on your teaching and seek ongoing improvement.
- Collaborate with others to support students and grow professionally.

This semester is your opportunity to grow into the professional role of a special education teacher. We hope you approach it with curiosity, confidence, and commitment. We are excited to support you throughout this journey.

## Part 2: Roles and Responsibilities of the Team Members

### Director of Clinical Experiences

The Director of Clinical Experiences is the liaison between the Teacher Education Program and school districts, overseeing all clinical field experiences. Primary responsibilities regarding student teaching include:

1. Screening teacher candidate applicants for coursework, clinical experience completion, and professional expectations.
2. Surveying school systems for qualified classroom teachers to serve as mentors and working with building administrators to match qualified teachers with interns seeking special education endorsements.
3. Implementing departmental and school policies for clinical experience requirements.
4. Clarifying duties and responsibilities of university supervisors, school administrators, mentor teachers, and interns.
5. Resolving issues among interns, mentor teachers, school administrators, or university supervisors.
6. Developing in-service training for mentor teachers, principals, and university supervisors.
7. Maintaining contact with cooperating schools to ensure coordination.
8. Supervising payments to mentor teachers and contracted university supervisors.
9. Hiring, training, and assigning university supervisors in consultation with relevant department chairs.
10. Verifying and recording final student teaching grades.

### Licensure Specialist

The Licensure Specialist is primarily responsible for teacher, principal, and superintendent licensure, ensuring that candidates are on track to receive the University of Montana's recommendation for a license. The Licensure Specialist supports the student teaching experience primarily by:

1. Coordinating with OPI to ensure candidates pursuing endorsement internships have the correct approvals in place.
2. Monitoring Praxis exam completion and notifying candidates of any outstanding testing requirements.
3. Guiding candidates pursuing alternative Class 5 licensure through the appropriate paperwork and timelines.
4. Reviewing student teaching applications and final grades to confirm licensure readiness.
5. Maintaining records that track each candidate's progress toward licensure from admission to completion.

### Mentor Teacher

Because the OPI Special Education project (and other special education endorsement pathways) allows successful applicants to fill special education teaching positions while working toward their endorsement, as well as completing their student teaching on-the-job, ongoing mentoring is a must. The mentor supports the intern by:

1. Responsible for the day-to-day technical assistance for the intern.
2. Consult regularly with the intern
3. Assists the intern in developing teaching competency
4. Maintains a Mentoring Log (date, time, topics discussed) to submit to the UM Office of Clinical Experiences at the end of the experience.

### Criteria for a mentor teacher

To serve as a mentor teacher for a Special Education endorsement intern, individuals must:

- Be employed in a special education position and/or have a background in special education
- Hold a current teaching certificate
- Work within the same district or cooperative as the intern
- Have at least three years (preferably five) of successful teaching experience.
- Receive approval from their school administrators and the Director of Clinical Experiences.
- Understand the Teacher Education Program goals.

### Qualities of an Effective Mentor Teacher

Beyond meeting the basic criteria, effective mentor teachers demonstrate strong instructional and interpersonal skills, serve

as positive role models, and create a supportive learning environment for their intern. High-quality mentors typically exhibit many of the following characteristics:

### **Instructional Competence**

- Demonstrates effective classroom management strategies.
- Uses research-based instructional practices.
- Shows evidence of a positive impact on student learning.
- Engages in thoughtful instructional planning aligned to student needs.
- Possesses strong content and pedagogical knowledge.

### **Mentoring Disposition**

- Welcomes collaboration and maintains open communication.
- Models professionalism and ethical behavior.
- Reflects on practice and implements feedback.
- Demonstrates a commitment to ongoing learning and professional growth.
- Has experience with or shows potential for mentoring or coaching others.

### **University Supervisor**

The university supervisor liaises between the Phyllis J. Washington College of Education, the Office of Clinical Experiences, and participating schools. Major responsibilities include:

1. Meeting with the teacher candidate and cooperating teacher at the start to review guidelines.
2. Introducing themselves to the building administrator and office assistants and establishing a positive rapport with school personnel.
3. Assisting the candidate in developing teaching competency and serving as a resource when assistance is needed.
4. Scheduling regular observations throughout the semester to provide systematic feedback on the candidate's progress.
5. Conferencing regularly with the cooperating teacher, including midterm and final assessments.
6. Collaborating with the classroom teacher(s) to complete the required evaluations and submit them to the Office of Clinical Experiences.

### **Criteria for a university supervisor**

- Three years of teaching experience and an advanced degree, or at least five years of teaching experience.
- Training or experience in supervision.
- Familiarity with the Teacher Education Program goals and policies.
- Skills and expertise to mentor a teacher candidate.

### **Special Education Intern**

This is the capstone experience for special education interns in the Phyllis J. Washington College of Education, and the success of the experience depends largely on the candidate. Expectations of interns include:

1. Maintain professional conduct in demeanor, attire, and interactions with students, colleagues, and families.
2. Abide by all school, district, and state regulations, as well as professional ethical standards.
3. Attend to all responsibilities punctually and reliably, including IEP meetings, documentation, and instructional duties.
4. Plan and deliver individualized, standards-based instruction, incorporating accommodations, modifications, and evidence-based practices.
5. Communicate regularly with the university supervisor and mentor teacher, seeking and incorporating feedback with a growth mindset.
6. Build and maintain supportive relationships with students while upholding clear expectations and equitable classroom management.
7. Use positive behavior supports and avoid punitive discipline methods, promoting an inclusive and respectful learning environment.
8. Collaborate with families and multidisciplinary teams to support student success.

9. Engage in self-reflection and professional learning to continuously refine special education practices.

### **School Administrators**

As the instructional leader, the school administrator fosters a conducive environment for interns' professional development.

Responsibilities include:

1. Working with the Director of Clinical Experiences to select qualified mentor teachers.
2. Administrators may observe and provide feedback to interns and assist mentor teachers in guiding interns' growth.

## **Part 3: The Special Education Internship Experience**

### **General Information**

Students seeking Special Education endorsement through an internship (licensed teachers completing supervised teaching in their own special education classrooms) must meet the following requirements:

- Possess a current Class 1 or Class 2 Montana Teaching License.
- Enrollment in a UM-OPI/BPE endorsement internship or the Montana Special Education Endorsement Project.
- A commitment to complete the special education endorsement in three years per Montana licensure rule.
- Work with a district mentor.

### **Prerequisites for Approval to Intern**

Requirements prior to confirmation of an internship:

- Students must be fully admitted to the Special Education Program and have an approved program plan on file in the Department of Teaching and Learning.
- All special education coursework must be completed, including any incomplete grades, prior to the supervised teaching semester. A minimum grade of B- is required for all special education coursework.
- Complete a minimum of nine credits in Special Education from the University of Montana.
- A complete Special Education Intern Application submitted to the Office of Clinical Experiences.

### **Internship Durations**

Teacher candidates pursuing endorsements in special education will complete a 10-week supervised teaching assignment. An internship timeline guide for 10-week placements can be found in the appendix.

### **Conferences and Observations**

During an initial conference with the intern and mentor teacher, the university supervisor will clarify expectations for the semester, program requirements, standards, and schedule observations. They will discuss observation procedures and assessment methods and establish communication protocols.

Guidelines for the first meeting:

- The supervisor will meet with the intern and review guidelines
- Discuss schedule or timeline for evaluations and conferences
- Explore ways to assist the mentor teacher and intern in meeting program goals.

The university supervisor will plan to observe interns four to six times during the semester. Additional observations may be required for those who need additional support. The university supervisor will maintain all records of observations and conferences. Supervisors will utilize the observation log of their choice for these observations (see appendix).

### **Midterm and Final Conferences**

Formal assessments occur at midterm and the end of the internship assignment during scheduled conferences. The university supervisor will complete progress reports, providing feedback and guidance to the intern. The Midterm Assessment of Student Teaching (see appendix) and the Midterm Assessment of Content Knowledge Demonstrated during the internship will be completed by the university supervisor and discussed with the intern at the midpoint of their placement.

Interns will not receive formal grades at the midterm. Instead, they will value the opportunity to assess their strengths and areas of concern to address during the second half of their internship.

The final conference will take place during the last week of the internship and will serve as an opportunity for final assessments to be discussed and for paperwork to be signed. The university supervisor will discuss with the intern their scoring on the Final Assessment of Student Teaching, the Summative Assessment, and the Final Assessment of Content Knowledge. The university supervisor is responsible for collecting the signatures of all parties and submitting the final paperwork to the Director of Clinical Experiences.

## **Part 4: Internship Policies**

### **Intern Schedule and Absences**

Interns who are serving as the teacher of record in their own classroom are expected to follow their school or district policies regarding work hours, leave, and absences.

If an intern is absent for more than three days during the 10-week internship – whether planned or due to illness or emergency – they must notify their university supervisor and arrange to make up the missed time at the end of the internship period.

Consistent attendance and full engagement in the classroom are critical to meeting the expectations of the internship and demonstrating readiness for licensure.

### **Professional Growth Plan**

The university supervisor or building administrator will identify any performance issues that may warrant a Professional Growth Plan (PGP), such as ineffective instructional methods or tardiness in lesson preparation (see appendix). They will cooperate with the Director of Clinical Experiences to develop and implement PGPs as needed.

### **District Employment and Collaboration**

Special education interns are hired by their district, and university faculty and staff work in partnership with schools to support the intern's professional growth. If a concern arises regarding an intern's performance or professionalism, the building administrator or university supervisor will notify the Director of Clinical Experiences.

### **Removal from Internship or Program**

Because interns are employees of the school district they are completing their supervised teaching in, the building administrator reserves the right to remove an intern from their supervised teaching assignment at any time. If an intern's teaching assignment is terminated due to misconduct, a breach of professional expectations, or any violation of district policy, the intern will also be removed from UM's special education internship program.

The university may also choose to remove an intern from the special education internship program due to inadequate performance or a violation of professional standards. This may include, but is not limited to, failure to meet instructional expectations, conduct inconsistent with ethical or professional standards, or violation of district or university policy.



An intern who has been removed from the special education internship program may appeal the decision within 10 business days of the receipt of written notification of his or her removal. The steps of the appeal process are:

1. The intern meets with his/her faculty mentor, academic advisor, or the Director of Clinical Experiences to discuss justification for reinstatement.
2. The faculty mentor, or Director of Clinical Experiences makes a recommendation to the chair of the Teaching and Learning Policy Committee.
3. The committee members meet with the intern and make a recommendation to the department chair.
4. After review by the department chair, a letter of acceptance or denial of the appeal is mailed to the candidate.

Interns who are removed from their internship are not guaranteed another opportunity to complete the internship. A second attempt may be permitted following a review and recommendation by the Teacher Education Program Policy Committee. If a second placement is approved, the candidate will be expected to complete a remedial plan aligned with the Professional Growth Plan.

## Part 5: Evaluation and Grading

Grades are based on performance rather than potential during the internship semester. Assessment is linked to Charlotte Danielson's Framework for Teaching, covering four domains identified in the Midterm and Final Assessments (see handbook appendix). Formal assessments occur at midterm and final conferences. At the end of the clinical experience, the university supervisor will evaluate and grade the intern. The Director of Clinical Experiences reserves the right to assign final grades.

The intern enrolls in 6 credits of EDSP 495. Four letter grades are recorded on the Summative Assessment, apportioned as follows:

Letter Grades	Components
Section 1: Planning and Preparation <i>Intern: 1 credit</i>	1a. Demonstrates knowledge of content and pedagogy. 1b. Demonstrates knowledge of students. 1c. Sets instructional outcomes. 1d. Demonstrates knowledge of resources. 1e. Designs coherent instruction. 1f. Assesses student learning.
Section 2: Classroom Environment <i>Intern: 2 credits</i>	2a. Creates an environment of respect and rapport. 2b. Establishes a culture for learning. 2c. Manages classroom procedures. 2d. Manages student behavior. 2e. Organizes physical space.
Section 3: Instruction <i>Intern: 2 credits</i>	3a. Communicates with students. 3b. Uses questioning and discussion techniques. 3c. Engages students in learning. 3d. Uses assessments in instruction. 3e. Demonstrates flexibility and responsiveness.
Section 4: Professional Responsibilities <i>Intern: 1 credit</i>	4a. Reflects on teaching. 4b. Maintains accurate records. 4c. Communicates with families. 4d. Participates in a professional community. 4e. Grows and develops professionally. 4f. Displays professionalism
Standards for Grades	
For each component, the teacher candidate will earn a score of 1 (unsatisfactory), 2 (basic), 3 (proficient), or 4 (distinguished). The University Supervisor computes the average score, and the following key is used to assign a final letter grade for each domain:	
3.0 or above	A
2.8-2.9	A-
2.6-2.7	B+
2.4-2.5	B
2.3	B-
2.1-2.2	C+
2.0	C
1.8-1.9	C-
Below 1.8	F
The University of Montana will only recommend a student for licensure with a grade of a C- in student teaching.	

### Grade Appeal Process

The University of Montana requires a minimum "B-" grades in special education internships for licensure recommendation. If dissatisfied with their grade, interns should:

- Schedule an appointment with the Director of Clinical Experiences within 15 days of the end of the semester.

- Submit an appeal letter to the Director a week before the meeting, addressing misunderstood or misapplied evaluation criteria.

During the meeting, interns should reference:

- Internship evaluation criteria.
- Supporting documents (e.g., university supervisor's observation forms, building administrator's observation notes (if applicable) and university supervisor's midterm and final assessment forms).

The Director will notify the intern of the appeal decision within 5 business days of the meeting. If unresolved, interns can appeal in writing to the Teaching and Learning Policy Committee Chair within 10 days of the initial meeting.

## Part 6: Licensure

UM special education interns must meet the minimum content knowledge requirements described below to be recommended for licensure/endorsement. This multiple-measure assessment for licensure began in 2006 due to dialogue and consensus between the Montana Office of Public Instruction (OPI) and Montana educator preparation programs.

Interns must earn at least 7 points on the Montana Assessment for Content Knowledge before recommendation for licensure/endorsement by an accredited Montana EPP. The possible range for the Content Knowledge Score (CKS) is 0-10. Interns earning fewer than 7 CKS points or who score zero on any of the three rubric components shall not be recommended for licensure/endorsement. For interns who score 1\* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the intern's content knowledge and teaching skills, based on established policy, to ensure that the intern merits recommendation for licensure/endorsement.

### 1. Assessment of Content Knowledge Coursework GPA

(GPA for content coursework required in the academic subject)

The range for awarding points is 0-4 and will be calculated as follows:

<i>GPA</i>	<i>Points</i>
3.50-4.00	4
3.00-3.49	3
2.65-2.99	2
2.00-2.64	1*
below 2.00	0

### 2. Assessment of Content Knowledge Demonstrated During Internship/Clinical Practice (The assessment is completed by a university supervisor) The range for awarding points is 0-3 and will be calculated as follows:

<i>Descriptor</i>	<i>Points</i>
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

**Note:** The assessment is completed by a college or university supervisor, or faculty member.

### 3. Assessment of Content Knowledge on appropriate Praxis test

The range for awarding points is 0-3 and will be calculated as follows:

<i>Score Range</i>	<i>Points</i>
Meets/Exceeds MT score	3
At least 90% of MT score	2
At least 80% of MT score	1*
Below 80% of MT score	0

## Licensure Upon Completion of Program

Upon completing the Special Education Internship Program, interns will work with OPI and the Office of Clinical Experiences and Licensure to complete the process for adding the endorsement to their current license.

## APPENDIX

# **Professional Educators of Montana Code of Ethics Model**

## **Principles**

To serve the needs of all students, it is essential that professional educators strive to maintain the highest ethical standards. It is their responsibility to create learning environments to help all students reach their full potential while honoring the trust and confidence placed in them by students, families, colleagues, and the community.

The Professional Educators of Montana Code of Ethics serves as a set of aspirational principles intended to guide educator conduct and protect the rights of all students. These model principles are intended to be used by school districts, educator preparation programs, and other educational entities as they seek to adhere to the highest ethical standards in their service to students and families, the profession, and the community.

*Principle I. Commitment to Students and Families. The ethical educator:*

- A. Makes the well-being of students the foundation of all decisions and actions.
- B. Promotes a spirit of inquiry, creativity, and high expectations.
- C. Assures just and equitable treatment of every student.
- D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
- F. Respects the roles, responsibilities, and rights of students, parents, and guardians.
- G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.
- H. Demonstrates an understanding of educational inclusion, respects human diversity, and provides opportunities and resources for all students to reach their full potential.

*Principle II. Commitment to the Profession. The ethical educator:*

- A. Fulfills professional obligations with diligence and integrity.
- B. Demonstrates continued professional growth, collaboration, and accountability.
- C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
- D. Contributes to the development of the profession's body of knowledge.
- E. Manages information, including student data and assessments, with integrity.
- F. Teaches without distortion, bias, or prejudice.
- G. Represents professional qualifications accurately.

*Principle III. Commitment to the Community. The ethical educator:*

- A. Models the principles of citizenship in a democratic society.
- B. Protects the civil and human rights of students and colleagues.
- C. Assumes responsibility for personal actions.
- D. Demonstrates good stewardship of public resources.
- E. Exemplifies a positive, active role in school-community relations.
- F. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
- G. Uses social media and digital communications responsibly and professionally.

*Adopted by the Certification Standards and Practices Advisory Council October 2022 Accepted by  
the Board of Public Education November 2022*

## Assessment of Content Knowledge Demonstrated During Student Teaching

### SECONDARY and K-12 CONTENT AREAS

Candidate name: \_\_\_\_\_ Content area: \_\_\_\_\_

This evaluation is based on INTASC Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.* 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 10.58.501d.

The cooperating teacher(s) completes this content validation assessment for their student teacher candidate. Per university practice, the university/field supervisor may review this assessment of a beginning teacher, make any pertinent comments at the bottom, and sign. Any unobserved or insufficient content areas should be documented in "comments." Record a score in the box provided using the rubrics for each Indicator.

#### Essential Knowledge Indicators

#### **4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) being taught.**

- |                    |   |
|--------------------|---|
| 3 (Advanced)       | The teacher demonstrates a comprehensive understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing, effectively integrating and applying this knowledge in their teaching.  |
| 2 (Satisfactory)   | The teacher demonstrates developing understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing as well as how to explain and utilize them in their teaching, occasionally needing additional resources for clarity.          |
| 1 (Unsatisfactory) | The teacher demonstrates limited understanding of the discipline's major concepts, assumptions, debates, processes of inquiry, and ways of knowing, often providing over-simplified or incorrect explanations. Teacher does not actively seek out additional resources for clarity. |

Midterm Score	3	2	1	Not yet observed	Final Score	3	2	1
Comments:					Comments:			

#### **4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.**

- |              |  |
|--------------|--|
| 3 (Advanced) | The teacher demonstrates an in-depth understanding of common misconceptions in the discipline and guides learners to accurate conceptual understanding through targeted, effective instructional strategies. |
|--------------|--|

- 2 (Satisfactory) The teacher understands common misconceptions in the discipline and provides general guidance to learners for achieving conceptual understanding using appropriate instructional methods, occasionally requiring additional resources for support.
- 1 (Unsatisfactory) The teacher has a limited understanding of common misconceptions in the discipline, which can perpetuate learner misconceptions. Teacher does not actively seek out additional resources for clarity.

Midterm Score	3 2 1 Not yet observed	Final Score	3 2 1
Comments:		Comments:	

#### 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

- 3 (Advanced) The teacher has a skillful command of the academic language of the discipline and effectively uses strategies to make this language accessible to learners, facilitating clear understanding and use.
- 2 (Satisfactory) The teacher has a basic understanding of the academic language of the discipline and provides general strategies to make this language accessible to learners, sometimes needing additional resources to ensure comprehension.
- 1 (Unsatisfactory) The teacher has limited understanding of the academic language of the discipline and fails to make this language accessible to learners. Teacher does not actively seek out additional resources for clarity.

Midterm Score	3 2 1 Not yet observed	Final Score	3 2 1
Comments:		Comments:	

#### 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) being.

- 3 (Advanced) The teacher demonstrates an accomplished understanding of student content standards and learning progressions, effectively aligning instruction and using evidence-based assessment to ensure all students achieve these standards.



2 (Satisfactory) The teacher has a basic understanding of student content standards and learning progressions, aligning instruction and assessment to help students meet these standards, sometimes needing additional resources to ensure alignment.

1 (Unsatisfactory) The teacher has limited understanding of student content standards and learning progressions, failing to align instruction or use evidence-based assessment to support student achievement of these standards. Teacher does not actively seek out additional resources for alignment.

<b>Midterm Score</b>	3   2   1   Not yet observed	<b>Final Score</b>	3   2   1
Comments:		Comments:	

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Candidate Signature

Print Name

Date

*I have been made aware of this assessment*

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University Supervisor Signature

Print Name

Date

*I have reviewed this assessment*

University Supervisor Comments:

## Midterm and Final Assessment of Special Education Internship

Intern	UM ID#	Semester
School/District	Subject(s)/Grade Level(s)	
		<input type="checkbox"/> University Supervisor

Domain 1: Planning and Preparation				
NA	Unsatisfactory	Basic	Proficient	<i>Distinguished *</i>
	1	2	3	4
Not Applicable or Not Observed	Teacher candidate's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher candidate's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher candidate's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher candidate's plans are designed to engage students in significant learning. All aspects of the teacher's plans—instructional outcomes, activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students.  <b><i>*Please use the rating of "distinguished" judiciously, as it is beyond the performance expected of a successful first year teacher.</i></b>

Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.

Components:	MIDTERM					FINAL			
	N/A	1	2	3	4	1	2	3	4
1a. Demonstrates knowledge of content and pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Demonstrates knowledge of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Sets instructional outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Demonstrates knowledge of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Designs coherent instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Assesses student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Midterm Comments:

[Click here to enter text.](#)

Final Comments:

[Click here to enter text.](#)

Domain 2: The Classroom Environment											
NA	Unsatisfactory	Basic	Proficient			Distinguished *					
	1	2	3			4					
Not Applicable or Not Observed	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.			<i>Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.</i> <b><i>*Please use the rating of "distinguished" judiciously, as it is beyond the performance expected of a successful first year teacher.</i></b>					
Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.											
Components:		MIDTERM					FINAL				
		N/A	1	2	3	4		1	2	3	4
2a. Creates an environment of respect and rapport.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Establishes a culture for learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Manages classroom procedures.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Manages student behavior.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Organizes physical space.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Midterm Comments:</b> <a href="#">Click here to enter text.</a>											
<b>Final Comments:</b> <a href="#">Click here to enter text.</a>											

Domain 3: Instruction											
NA	Unsatisfactory	Basic		Proficient		Distinguished *					
	1	2		3		4					
Not Applicable or Not Observed	Instruction is characterized by poor communication, low-level questions, little student engagement or participation, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher candidate displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students' interests and their success in learning.		All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher candidate and students make productive use of assessment. The candidate demonstrates flexibility in contributing to the success of the lesson and of each student.		<i>All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher candidate persists in the search for approaches to meet the needs of every student.</i> <b><i>*Please use the rating of "distinguished" judiciously, as it is beyond the performance expected of a successful first year teacher.</i></b>					
Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.											
Components:		MIDTERM				FINAL					
		N/A	1	2	3	4		1	2	3	4
3a. Communicates with students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Uses questioning and discussion techniques.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Engages students in learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Uses assessments in instruction.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Demonstrates flexibility and responsiveness.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Midterm Comments:</b> <a href="#">Click here to enter text.</a>											
<b>Final Comments:</b> <a href="#">Click here to enter text.</a>											

Domain 4: Professional Responsibilities											
NA	Unsatisfactory	Basic		Proficient		Distinguished *					
	1	2		3		4					
Not Applicable or Not Observed	The teacher candidate demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher candidate demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district		The teacher candidate demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.		<i>The teacher candidate's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record-keeping and family communication.</i> <b><i>*Please use the rating of "distinguished" judiciously, as it is <u>beyond the performance expected of a successful first year teacher.</u></i></b>					
Directions: Please place a check in the column that indicates your assessment of the candidate's performance level.											
Components:		MIDTERM				FINAL					
		N/A	1	2	3	4		1	2	3	4
4a. Reflects on teaching.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Maintains accurate records.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Communicates with families.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Participates in a professional community.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e. Grows and develops professionally.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Displays professionalism.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Midterm Comments:</b> <a href="#">Click here to enter text.</a>											
<b>Final Comments:</b> <a href="#">Click here to enter text.</a>											

Please sign below to indicate that you have read and understand the assessment. This does not indicate agreement with the University Supervisor's evaluation. Interns may add their comments in the box below the signatures, if desired.

	<b>Date:</b> Midterm	<b>Date:</b> Final
<b>Intern Signature</b>		
<b>University Supervisor Signature</b>		

Intern's Comments:

## Summative Assessment of Special Education Internship

Intern	UM ID#	Semester
School/District	Subject(s)/Grade Level(s)	
	University Supervisor	

Prior to the final conference, the university supervisor will complete their Final Assessment for the intern. When they meet, they will discuss their individual ratings to determine the summative rating for each component, and record the numeric rating in the appropriate column. Once these have been determined, the university supervisor will determine the overall grade earned for each of the 4 domains, using the Grading Key as a guide.

The university supervisor will gather and submit the following to the Office of Clinical Experiences:

- 1) University supervisor's completed **Midterm and Final Assessment of Student Teaching**
- 2) This signed **Summative Assessment of Special Education Internship**
- 3) **Assessment of Content Knowledge** form.

Grading Key			
To compute grade: For each domain, add the total number of points, and divide by number of components. Refer to key below to assign letter grade.			
3.0 or above	A	2.1-2.2	C+
2.8-2.9	A-	2.0	C
2.6-2.7	B+	1.8-1.9	C-
2.4-2.5	B	Below 1.8	F
2.3	B-		
The University of Montana will not recommend a student for licensure with a grade lower than B- in internships.			

1) Planning and Preparation Components:	Circle performance level observed for each component:				Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient	Distinguished		
1a. Demonstrates knowledge of content and pedagogy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1b. Demonstrates knowledge of students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1c. Sets instructional outcomes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1d. Demonstrates knowledge of resources.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1e. Designs coherent instruction.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
1f. Assesses student learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		

2) Classroom Environment Components:	Circle performance level observed for each component:				Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient	Distinguished		
2a. Creates an environment of respect and rapport.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
2b. Establishes a culture for learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
2c. Manages classroom procedures.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
2d. Manages student behavior.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
2e. Organizes physical space.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		

3) Instruction Components:	Circle performance level observed for each component:				Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient	Distinguished		
3a. Communicates with students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
3b. Uses questioning and discussion techniques.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
3c. Engages students in learning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
3d. Uses assessments in instruction.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
3e. Demonstrates flexibility and responsiveness.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		

4) Professional Responsibilities Components:	Circle performance level observed for each component:				Final Numerical Score:	Final Letter Grade:
	Unsatisfactory	Basic	Proficient	Distinguished		
4a. Reflects on teaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4b. Maintains accurate records.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4c. Communicates with families.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4d. Participates in a professional community.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4e. Grows and develops professionally.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
4f. Displays professionalism.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		

Areas of Strength:

Recommended Areas of Growth:

University Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
Special Education Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

*The intern's signature indicates that s/he saw and received this Summative Assessment and discussed it with the University Supervisor. Grades are based on performance during the semester, not potential, and are connected to the 4 Domains of Teaching Responsibility outlined in Charlotte Danielson's Framework for Teaching. The Director of Clinical Experiences reserves the right to assign final grades.*

*If an intern is dissatisfied with the assigned internship grades, h/she should schedule an appointment with the Director of Clinical Experiences within 30 days of the assignment of grades. The purpose for the meeting will be to discuss the grades in relation to the identified criteria for assessing internships performance and the grade standards. If the issue cannot be satisfactorily resolved, the intern may address a written appeal to the Chair of the Clinical Experience Policy Committee. This appeal must be filed within 20 days of the initial appointment with the Director of Clinical Experiences.*



## Internship Timeline Guide for 10-Week Placements

### Special Education Interns

Due Date	✓	Form(s)	Who
Autumn Semester: Sep. 15 Spring Semester: Feb. 15		Credit Registration Form (if selected graduate credits for remuneration)	UM Supervisor and Mentor Teacher
Week Five		Midterm portion of <i>Midterm/Final Assessment</i>	UM Supervisor only submits midterm forms to the OCE to report intern concerns
		<i>Midterm Assessment of Content Knowledge Demonstrated During Student Teaching</i>	
Week Ten		Final portion of <i>Midterm/Final Assessment</i>	UM Supervisor completes and submits
		Summative Assessment	
		<i>Final Assessment of Content Knowledge Demonstrated During Student Teaching</i>	UM Supervisor completes, signs and submits
		Mileage log (if applicable)	UM Supervisor

### Overview: Responsibilities and suggested timelines

Intern	Mentor Teacher	University Supervisor
Apply and evaluate your teaching philosophy while learning all aspects of teaching. Review UM Special Education Internship Handbook.	Provide positive support and guidance for the intern and create a timeline for periodic discussions for the intern to ask questions, reflect on teaching progress, and assist in building relationships throughout the school community. Allow the intern to share some successes.	Help direct the growth and development of the intern teacher to achieve performance-based outcomes. Help build a collaborative partnership between the PJW College of Education, school administration, and interns.
<b>Weeks 1</b>		

<ul style="list-style-type: none"> <li>- Review Special Education Internship Handbook and forms in Appendix.</li> <li>- Review evaluation criteria in Handbook.</li> <li>- Complete initial visit with your university supervisor. Discuss the benefits you hope to gain from your internship and the goals you have set for yourself in the next 10 weeks.</li> <li>- Contact your special education advisor for information about Professional Development Portfolio requirements.</li> <li>- Begin work on your Professional Development Portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>- Review Special Education Internship Handbook and forms in Appendix.</li> <li>- Initial visit with intern. Discuss how your strengths can assist with the intern's professional growth and development as a teacher.</li> <li>- Determine times to meet with intern to discuss issues, concerns, or other teaching aspects that may be helpful to the intern. Offer assistance with required reports, or other paperwork for IEP meetings and follow-up progress reports.</li> </ul>	<ul style="list-style-type: none"> <li>- Review Special Education Internship Handbook and forms in Appendix.</li> <li>- Review evaluation criteria in Handbook.</li> <li>- Complete an initial visit with the intern to review responsibilities and introduce yourself to school office personnel. Schedule 4 observations for a 10-week assignment.</li> </ul>
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Weeks 2-4		
<ul style="list-style-type: none"> <li>- Work to increase competency in the evaluation criteria areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with mentoring of assigned intern, adhering to the 5 principals of effective mentoring (listed at the end of this form) and your district's guidelines for mentoring beginning teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin observations and conferences; provide intern with written assessments.</li> </ul>
Weeks 5		
<ul style="list-style-type: none"> <li>- Complete the Midterm Assessment as a self-assessment before the midterm conference with the university supervisor.</li> <li>- Following the conference, write a midterm reflection. Review your goals for internship and include a summary of: (a) Progress toward meeting your goals. If you accomplished your goals, do you have one or two new goals? (b) Your teaching strengths and challenges, and areas to continue to develop.</li> </ul>	<ul style="list-style-type: none"> <li>- Based on your review of the intern's midterm self-reflection, seek ways you can provide guidance or help arrange additional opportunities to facilitate the individual's growth and development as a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Schedule a midterm conference with intern.</li> <li>- Complete Midterm Assessment form. Confer with the intern concerning his/her midterm self-reflection and review the intern's goals to improve his/her effectiveness as a teacher. If any concerns, or if an intern has a majority of ratings of 2 or lower, contact the Director of Field Experiences immediately.</li> </ul>
Week 6-9		
<ul style="list-style-type: none"> <li>- Continue to enhance competencies.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to mentor.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete remaining observations.</li> </ul>

<b>Weeks 10</b>		
<ul style="list-style-type: none"> <li>- Schedule final conference with university supervisor to discuss Final Assessment, letter grades and sign paperwork.</li> <li>- Submit Professional Development Portfolio to your Special Ed. Advisor.</li> <li>- Consult with Licensure Specialist, in Office of Clinical Experiences, to add endorsement.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to mentor</li> </ul>	<ul style="list-style-type: none"> <li>- Schedule final conference with intern to discuss Final Assessment, letter grades, and sign paperwork.</li> <li>- Submit to the Office of Clinical Experiences             <ul style="list-style-type: none"> <li>▪ Your Summative Assessment</li> <li>▪ Your Final Assessment of Internship</li> <li>▪ K-12 Content Knowledge Assessment</li> </ul> </li> </ul>

## **PROFESSIONAL BEHAVIOR PROTOCOL**

### **University Supervisors**

The behavior and performance of professional educators impacts students, families, colleagues, and communities. It is important for both teacher candidates, advanced candidates, and interns to understand that their actions, attitudes, knowledge, and skills can greatly affect P-12 student outcomes as well as influencing mentor teachers and other members of the school community.

As a mentor/supervisor for University of Montana teacher candidates, you are a valued *faculty member* of our professional education unit. In this role, you are encouraged to use the following procedures to address concerns regarding a teacher candidate's or advanced candidate's professional behavior during clinical experiences.

- 1) Notify the candidate regarding the behavioral concern in a verifiable manner. (e.g., discussion of a written observation record, meeting with the candidate and University Supervisor, conversation followed by an email summarizing the concern).
- 2) If behaviors are not corrected after the initial notification, or the issue is considered a serious infraction, the professional education unit faculty member may generate a Professional Behavioral Form (see attached).
- 3) The Professional Behavior Form is signed by the author and submitted by email or in writing to the Director of Clinical Experiences. The Director will then consult with you, the candidate, and the candidate's advisor or other relevant faculty to determine next steps.

#### **PROCEDURES FOR ADDRESSING PROFESSIONAL BEHAVIOR FORM:**

In consultation with the professional education unit faculty member submitting the Professional Behavior Form, the Director of Clinical Experiences and the candidate's advisor may do one or more of the following regarding the behavioral infraction. The severity of the infraction may determine the entry point in the procedure.

- 1) The Director meets with the candidate to review and sign the Professional Behavior Form. The initial notification is considered sufficient because the candidate demonstrates responsibility for making suggested changes.
- 2) Professional education unit faculty may deem that additional support is necessary to help revise attitudes, behaviors, knowledge, and/or skills. After the submittal of a Professional Behavior Form, the Director of Clinical Experiences will work with other team members to develop a Professional Growth Plan.
- 3) If the candidate has accrued multiple alerts, and/or if the professional education unit faculty considers the behavioral infraction(s) serious, the candidate may be removed from the teacher education program. If the candidate desires to do so, they may then follow the appeal process.

## PROFESSIONAL BEHAVIOR FORM

Teacher education candidates, advanced students, and interns at the University of Montana will exemplify the following professional behaviors, both in classes and during clinical experiences:

### A. VALUES LEARNING

1. Attendance
  - Meets all attendance requirements and is on time.
2. Class participation
  - Demonstrates active engagement; participates in and facilitates discussions and activities.
  - Responds voluntarily to questions and uses higher-level questioning.
3. Class preparation and performance
  - Meets assigned expectations consistently and demonstrates a solid work ethic.
  - Holds high expectations for self and others.
  - Incorporates feedback.
4. Communication
  - Speaks with civility and courtesy that is appropriate to the audience.
  - Responds to feedback in an appropriate manner.
  - Demonstrates active listening and seeks clarity.

### B. VALUES PERSONAL INTEGRITY

1. Emotional stability
  - Displays emotional maturity, compassion, and empathy.
2. Ethical behavior
  - Is honest and trustworthy and respects confidentiality.
  - Is dedicated to the welfare of others.
  - Accepts responsibility for personal behaviors and actions.

### C. VALUES DIVERSITY

1. Respect for others
  - Works willingly within a diverse learning community.
  - Demonstrates fairness and the belief that all students can learn.

### D. VALUES COLLABORATION

1. Reciprocity
  - Is receptive to the ideas of others.
  - Works with others to improve the educational experience.

### A. VALUES PROFESSIONALISM

1. Professional ethics
  - Consistently follows school rules, policies, and dress codes.
  - Presents oneself in a professional manner appropriate to the time, place, and type of teaching/learning activities.
  - Adheres to the Professional Educators of Montana Code of Ethics.
2. Professional development and involvement
  - Participates actively in professional development, conferences, and workshops.
  - Utilizes information gained from these events, resources, and publications to inform teaching and professional practice.

Please complete this form if you have observed and addressed concerns regarding a candidate's failure to meet any of the above professional behaviors and the performance has not significantly improved. **Fax** it to the Director of Clinical Experiences at **(406) 243-4908** or **email the Director:** [megan.bilant@mso.umt.edu](mailto:megan.bilant@mso.umt.edu)

**Comments:** Provide a description of the specific behavior exhibited by the candidate in each area of concern.

I, \_\_\_\_\_ (candidate name), received this Professional Behavior Form and discussed it with the education unit faculty in the teacher education program at the University of Montana.

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

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Professional Education Unit Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Clinical Experiences: \_\_\_\_\_ Date: \_\_\_\_\_

