



Teacher Education Program Handbook

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The UM Educator Preparation Programs (EPP) are fully accredited by the Montana Board of Public Education and the Council for the Accreditation of Educator Preparation (CAEP) through December 31, 2027. Our next accreditation review and site visit will occur in Spring 2027. UM's education programs have been nationally accredited continuously since 1954.

CAEP [Standards](#)

Montana Board of Public Education, Title 10 Education, [Chapter 58](#) Professional Educator Preparation Program Standards

Teacher Education Program Handbook University of Montana-Missoula

Introduction

The purpose of this handbook is to assist candidates in meeting university and state requirements as they pursue elementary, early childhood, and secondary teacher licensure at the University of Montana. To be eligible for Montana teacher licensure, candidates must successfully complete all degree and teacher licensure requirements listed in the university catalog under which they plan to graduate, as well as all additional state requirements for teacher licensure.

The Phyllis J. Washington College of Education at the University of Montana is accredited by the Council for the Accreditation of Educator Preparation (CAEP), the Northwest Commission on Colleges and Universities, and the Montana Board of Public Education. Upon successful completion of the Teacher Education Program, CAEP accreditation is noted on a candidate's official transcript. This indicates completion of a program meeting national standards in teacher education and enhances the ability of the University of Montana graduate to meet teacher licensure standards in other states.

Mission Statement

The University of Montana is a comprehensive university with a rich liberal arts tradition. Its students, both undergraduate and graduate, benefit from a wide range of rigorous programs of study. Such an environment is fertile ground for recruiting and preparing high quality education professionals. It is within this tradition and academic environment that the College of Education has defined its mission:

The Phyllis J. Washington College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

The College shapes professional individuals that become the teachers and do-ers of our society. Our individual departments play key roles in a comprehensive system for producing and disseminating knowledge that directly benefits people and our communities.

The faculty in the teacher education community at the University of Montana is charged with preparing education professionals who are skilled in fostering the cognitive, social, and ethical development of children and youth in Montana and throughout the nation. This includes particular attention to assuring that education professionals understand, and are able to accurately integrate into their work, the history, cultural heritage, and contemporary status of American Indians and tribes in Montana. The College of Education acknowledges that we are on the traditional territory of the Salish and Pend d'Oreille peoples. We make this acknowledgment to promote greater consciousness of Native sovereignty and cultural rights.

Professional Behavior Expectations

Appropriate professional behaviors are demonstrated by responsible conduct and mature judgment. Teacher education candidates are required to participate thoughtfully in classes and clinical experiences, to prioritize responsibilities to meet deadlines, and to accept and apply constructive feedback.

Candidates are welcomed as contributing members of a learning community and are expected to assume a tactful, supportive role in all academic endeavors that reflects a sincere respect for others. The effective use of the facets of language and the ability to meet the physical and emotional demands of the teaching profession are essential.

The behavior of professional educators impacts students, families, colleagues, and communities. While preparing to become a teacher, it is important to realize that our own actions and attitudes can greatly affect those whom we serve.

Teacher education students at the University of Montana will exemplify the following professional behaviors, both in classes and during field work:

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.

E. 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.

For additional information regarding professional behavior expectations, see “Licensure and Professional Behaviors” on page 23-24 and the “Professional Educators of Montana Code of Ethics” on page 25.

Program Goals and Candidate Outcomes

Through planning and preparation, their established classroom environment, instruction and professional responsibilities, candidates who complete the teacher licensure program at the University of Montana will be prepared to:

1. Design coherent instruction and assessment that demonstrate knowledge of instructional outcomes, as well as a deep understanding of students, content and pedagogy.
2. Establish a classroom environment which fosters positive, respectful relationships and interactions, cooperative endeavors, high expectations, and a love of learning.
3. Deliver authentic instruction that is responsive to students’ needs, incorporating critical thinking, student engagement, and meaningful assessment.
4. Carry out responsibilities inherent in the teaching profession, such as communicating with families, participating in a professional community, maintaining accurate records, and engaging in activities and self-reflection that lead to professional growth and development.

Checklist for Completing Elementary or Early Childhood Education Degree and Licensure or Secondary/K-12 Teacher Licensure

- ☐ Apply for admission to the University of Montana, Admissions, (406) 243-6266, or Graduate School, (406) 243-2572.
- ☐ Earn a minimum GPA of 2.75 with a C- or better in all major course requirements and teacher licensure requirements.
- ☐ Apply by September 15 or February 15 for admission to the Teacher Education Program and the Teaching and Learning Graduate Program. All applications are available online.
- ☐ After admission, consult with advisor(s) and design a program plan. Complete all required program coursework accordingly. Maintain a minimum undergraduate GPA of 2.75 or graduate-level GPA of 3.0 each semester.
- ☐ Two semesters prior to student teaching, attend the Student Teaching Informational Seminar. Dates and times of meetings are posted on the Office of Experiences website. Contact the Office of Clinical Experiences at UMFieldExperiences@umontana.edu for more information.
- ☐ Complete the student teaching application and graduation application by the appropriate deadline. See page 19 for more information.
- ☐ Complete a full semester student teaching assignment and attend all required student teaching seminars.
- ☐ Complete Montana Teacher Licensure Application (instructions provided during student teaching) and provide required documents to the Licensure Manager in Teacher Education Services.

Admission to the Teacher Education Program University of Montana - Missoula

All students seeking licensure to teach must apply for admission to the Teacher Education Program. **Incomplete applications will not be considered for admission.** Application deadlines are September 15 and February 15. If this date falls on a weekend or holiday, all application materials need to be submitted the first business day after the deadline.

Current students will be notified via their official UM email address concerning admission decisions. **Transfer students** currently not attending UM will be notified via the email provided on their application.

Students are eligible for consideration for admission if they have:

- been admitted to the University of Montana;
- completed a minimum of 30 semester credits (not including developmental or technical courses);
- achieved a minimum cumulative GPA (including all transfer credits) of 2.75;
- achieved or making progress toward a 2.75 GPA in the Major Core Courses;
- completed an English college writing course (WRIT 101), with a grade of C- or better;
- evidence of competent writing ability as provided in an application writing sample;
- appropriate experience working with children or youth;
- supportive recommendations from two faculty members familiar with the applicant's college-level academic work;
- a completed national fingerprint-based background check. (Background check packets are available at Teacher Education Services on the second floor of the Phyllis J. Washington Education Center.)

Degree-holding students should enroll with the Admissions Office as "post-baccalaureate" unless pursuing a graduate degree. Degree-holding students are invited to submit transcripts for review to determine how previous coursework applies. They may earn a second baccalaureate degree, a certificate, or combine teacher licensure with a master's degree (M.Ed.).

In the presence of extraordinary reasons, an undergraduate student whose cumulative GPA is below 2.75 may petition the Admissions Committee to use the GPA for the last 30 credits rather than the cumulative GPA in determining admission. (The last 30 credits must be 2.75 or higher.) In a written statement accompanying the application packet, the applicant must explain why the last 30 credits are a better reflection of his or her potential for teaching. Once admitted, all candidates must maintain a minimum GPA of 2.75 each semester to continue in the licensure program. If a candidate admitted under a petition maintains the 2.75 minimum semester GPA, he or she will be eligible for application to student teach without having achieved a cumulative GPA of 2.75 or higher.

Candidates seeking a K-12 endorsement in library, literacy, or special education must have full admission to the Teacher Education Program or be a licensed teacher before applying to these specialized programs. Please contact Teacher Education Services for more information about each of these programs.

Candidates who successfully complete one of the elementary programs (elementary or early childhood education) through either the undergraduate or graduate option will be recommended for K-8 or P-3 licensure in Montana in compliance with Montana Board of Public Education rules. Secondary candidates in either the undergraduate or graduate programs will be recommended for 5-12 or K-12 licensure. Candidates should be aware that licensure requirements vary by state. Likewise, school district hiring requirements may vary. Please contact the Licensure Office if you have questions about out-of-state licensure.

The Admission Committees will notify applicants of their decisions via the email listed on the application prior to the next registration period, usually within one month of the application deadline. The Admission Committees may grant a candidate provisional admission status and one semester in which to rectify deficiencies. Students who are denied admission may reapply at the next admission date.

Alternative Admission Policy

The Teacher Education Program is committed to providing opportunities for teacher preparation for members of groups that historically have been disadvantaged and subjected to discrimination. The admission criteria for members of racial and ethnic minorities and students with disabilities are the same as for other candidates; however, exceptions may be made to those admission requirements. Candidates who do not meet one or more of the criteria for admission are encouraged to describe in their application any special circumstances and/or their special talents that may compensate for unmet criteria. The physical, social, economic, and cultural circumstances that have influenced the candidate's ability to achieve minimum eligibility for admission will be considered. A special effort will be made to determine the candidate's abilities and potential to overcome disadvantages or discrimination and become a successful beginning teacher. Upon entry to the program, the candidate will be assigned a faculty mentor to assist with professional development goals.

Inactive Students

Students previously enrolled at the University of Montana who have interrupted their enrollment for 24 months or more must apply for readmission to the institution. Additionally, candidates who interrupt their studies for more than two years are placed on inactive status and must also reapply for admission to the Teacher Education Program.

Academic Admission Appeals (For appeals related to background check results, see pages 8-9)

Candidates may appeal a decision by the Admission Committee by the following steps:

1. Within 10 business days of a candidate's notification of the Committee's decision, the candidate may write an appeal letter to the Chair of the Admission Committee requesting an application review. The appeal is limited to information the candidate believes was misunderstood or misapplied by the Committee in arriving at their original decision.
2. If the Admission Committee denies the appeal, within 5 business days the candidate may write an appeal letter to the Department Chair of Teaching and Learning. The candidate should include information from the previous appeal. The appeal is limited to information the candidate believes was misunderstood or misapplied by the Admission Committee. The candidate may request a meeting with the Department Chair.
3. If the Department Chair of Teaching and Learning denies the appeal, the candidate may write an appeal letter within 5 business days to the Dean of the Phyllis J. Washington College of Education. The candidate should include information from the previous appeals. The appeal is limited to information the candidate believes was misunderstood or misapplied by the Admission Committee. The candidate may request a meeting with the Dean. The Dean of the PJW College of Education makes the final decision regarding an admission appeal.

Removal from the Program and Appeals

Candidates are removed from the Teacher Education Program if they complete two consecutive semesters with a GPA below 2.75 or fail to make satisfactory progress in their clinical experiences. A candidate may also be removed if he or she fails to exhibit the responsibility and integrity expected of candidates in the professional program, as described in the Teacher Education Program Application and Handbook, Student Teaching Handbook, and the Code of Ethics for Professional Educators of Montana, or demonstrates any behaviors delineated as grounds for dismissal in the Montana School Laws, MCA Section 20-4-110.

A candidate who has been removed from the 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 candidate meets with his/her faculty mentor, academic advisor, or the Director of Clinical Experiences to discuss justification for reinstatement.
2. The mentor, advisor, or Director of Clinical Experiences makes a recommendation to the chair of the appropriate admissions committee.
3. The committee chair and one committee member meet with the candidate and subsequently 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.

For both student teaching placement and recommendation for graduation, candidates must present grades of C- or better in all course work required for licensure, and a cumulative GPA of 2.75 (unless admitted under a petition), with a 2.75 GPA in the area(s) of study. None of these courses may be taken as credit/no credit except where that is the only grade option available.

Background Check Admission and Clinical Experience Procedures

The Phyllis J. Washington College of Education (PJWCoE) recognizes every prospective candidate brings unique life experiences to the profession. It is our mission to recognize this in the context of learning and resiliency; thus, we work with each candidate on a case-by-case basis to understand and address matters to the satisfaction of our profession, school partners, and the many students whose academic lives will be impacted over the careers of our graduates. The Teaching and Learning Department also has a responsibility to the profession to ensure that candidates entering clinical experiences while enrolled in the program are personally, professionally, and legally able to carry out a full range of responsibilities, often with vulnerable P-12 student populations. Therefore, any criminal history records detailing events occurring prior to, or during, enrollment in the program will be carefully reviewed.

CHRI Admission Procedure:

The Elementary, Secondary, and Graduate Admissions Committees meet to identify candidates for admission to the Teacher Education Program. Once the Committees have identified those applicants to recommend for admission, the Committee Chairs submit those rosters to the Director of Clinical Experiences. The Director reviews recommended applicants' Criminal History Record Information (CHRI) results, checking for receipt AND for results. For applicants with no CHRI received, the Director informs the Committee Chair that the results have not been received. The Chair or designee will contact the applicant to inform him/her of the missing documentation.

Once the CHRI is received, the process moves to one of the next three steps:

For applicants whose CHRI contains "no results:"

- The Director will notify the Committee Chairs that the admission process can proceed.
- The Committee notifies those applicants of admission status via an official letter.

For applicants whose CHRI includes minor infraction(s) (e.g. "Minor in Possession"):

- The Director will contact the applicant to set up a meeting in which the circumstances of the infraction will be discussed, as well as the implications for field placement.
- The Director will notify the Committee Chairs that the admissions process can proceed.
- The Committee notifies those applicants of admission status via an official letter.

For applicants whose CHRI includes infraction(s) that might designate the applicant as "unfit to work with children due to immoral conduct" OR the results raise concerns regarding frequency, severity, and/or recency:

- The Director will meet with the candidate to let him/her know that their CHRI includes infraction(s) which require FEC review to determine the candidate's admissibility to the program. The Director will let the candidate know that he/she will be invited to a meeting with the Field Experiences Committee to discuss the CHRI results, and obtain days/times of availability from the candidate.
- The Director will call a meeting of the College's Field Experiences Committee (FEC). The FEC is comprised of faculty and staff, all of whom have received training with Department of Justice protocol.
- The Director will notify the applicant in writing via email or phone that the meeting has been scheduled, and he/she will be invited to attend to discuss the background check, answer questions and provide any mitigating evidence. The candidate must indicate whether or not he/she will attend the meeting within 48 hours of receiving this notification. If the candidate does not wish to attend in person, he/she will be given the option of attending via video-or teleconference, or providing a written statement that will be read to the FEC. • During the meeting, the FEC will review the record and consider explanations provided by the student (if applicable) and will refer to the College's Admissions Considerations Related to CHRI (based on Montana Code) to guide acceptance decisions.

Committee members will render a decision on the candidate's admissibility within 3 days of the meeting.

- If approved, the Director notifies the Admissions Committee Chairs, and the Chair notifies the applicant of admission status via an official acceptance letter.
- If not approved, the FEC notifies the applicant of admission status via an official non-acceptance letter within 7 days of the meeting.
- In the case an applicant is not approved for admission, the candidate has the right to appeal to the Dean or Associate Dean of the PJWCoE. Applicants must submit a written appeal letter within 10 business days of the denial decision. The applicant will then be contacted to schedule a meeting with the Dean or Associate Dean.

Admissions Considerations Related to CHRI:

A teacher candidate shall not exhibit "immoral conduct" (10.57.601A – Office of Public Instruction) related to the teaching profession, which includes, but is not limited to activities such as:

- Sexual contact or sexual intercourse with a person the candidate knows or reasonably should know is a student at a public or private elementary or secondary school;
- Sexual assault, sexual intercourse without consent, indecent exposure, deviant sexual conduct, incest, offenses involving prostitution, endangering the welfare of children, unlawful transactions with children, sexual abuse of children, obscenity, ritual abuse of minor;
- Stalking, surreptitious visual observation or recordation;
- Criminal possession of dangerous drugs or drug paraphernalia, delivery of drug paraphernalia to a minor;
- Possession of a destructive device, possession or allowing possession of weapon in school building, use of threat to coerce gang membership, supplying of firearms to criminal street gang, endangering welfare of children;
- Violent crimes;
- Repeated convictions for violations of any one or more of the criminal laws of this state, if the repeated convictions, taken together, demonstrate that the teacher candidate is unwilling to conform his/her conduct to the requirements of law (frequency/recency/severity).

School District Procedures Related to CHRI:

School districts partnering with PJWCoE to provide clinical experiences for teacher candidates:

- May accept candidates into field placements with the understanding that those individuals have gone through a review per the Teacher Education Program's CHRI Admission Procedures; or
- May request CHRI results for candidates for whom the Office of Clinical Experiences (OCE) is seeking placements; permission to disseminate results for educational purposes is granted by all candidates at TEP admission through the signed Criminal Background Check Authorization Form. School requests must be received via written correspondence.

PJWCoE also has the ability to unilaterally determine that a candidate's background check renders the candidate ineligible for a clinical experience. Additionally, PJWCoE may determine that it is necessary to disclose to a school district that a candidate's background check yielded infractions which require the school district's review and determination that the candidate is eligible for the clinical experience prior to PJWCoE placement of the candidate with that school district.

Prior to any disclosure, OCE will determine that the recipient meets Department of Justice regulations to accept confidential material, disseminate to the authorized entity, and enter that transaction into the OCE's Dissemination Log. OCE does not disseminate to out-of-state or private schools.

Program Requirements and Advising: Elementary and Early Childhood Education

Students who declare an interest in elementary education are designated as elementary (K-8) or early childhood (P-3) education majors. Education students should complete coursework that satisfies the elementary or early childhood education major, the general education requirements, and other courses required for licensure. Education students are advised by professional advisors within Teacher Education Services. The advisors can be reached at edadvising@mso.umt.edu or 406.243.6170.

After formal admission to the Teacher Education Program, candidates begin completing the professional studies requirements. They continue to work with the Education Advisors for scheduling purposes and are also assigned a faculty member (mentor) within the Department of Teaching and Learning to mentor them in areas of academic and professional interests.

An option available to elementary licensure candidates already holding a baccalaureate degree is completion of a Master of Education (M.Ed.) along with teacher licensure. M.Ed. program requirements include a minimum of 37 graduate credits in addition to any coursework necessary to complete content area requirements. Students who choose this option apply to the Graduate School and the Department of Teaching and Learning's Graduate Committee. Program requirements and admission procedures are set out on the Department's graduate program website.

Graduate students should contact the advisors in Teacher Education Services for a transcript evaluation.

For additional information, contact Teacher Education Services:

Teacher Education Services
PJW Education Center
University of Montana
32 Campus Drive
Missoula MT 59812-6346
Email: edadvising@mso.umt.edu
Voice: 406.243.6170

Elementary Education: **K-8** Major Course Requirements

Course	General Education/Content/Specialty Courses	GER	Pre-Req.	Credits	Term	Grade
WRIT 101	College Writing I	College Writing	WRIT 095 or placement	3		
LIT 110L LIT 120L NASX 235X	Intro to Lit (Select one course from this box.) Poetry Oral and Written Traditions of Native Americans	Intermediate Writing Course and L	WRIT 101 or placement	3 or 4		
EDU 331	Literature and Literacy for Children		WRIT 101 or equivalent	3		
M 132	Numbers & Ops for K-8 Teachers		M 095 or placement	3		
M 133	Geometry & Measurement for K-8 Teachers	Symbolic System	M 132	3		
M 234	Higher Math for K-8 Teachers	Symbolic System	M 132	3		
GPHY 121S GPHY 141S	Introduction to Human Geography OR World Regional Geography	S		3		
HSTA 101H HSTA 102H	American History OR any approved "H"	H		4		
HSTA 255	Montana History (Fall only)			3		
PSCI 210S	Introduction to American Government	S & Y		3		
NASX 105H	Native American Studies	X		3		
GEO 224N	General Science: Physical and Earth (Fall only)	N	M 132 or equivalent	5		
BIOB 226N	General Science: Chemical and Life Science (Spring only)	N	M 132 or equivalent	5		
HEE 302	Methods of Instructional Strategies in Elem. Physical Ed.			3		
ARTZ 302A	Elementary School Art	A	Sophomore	2		
THTR 239A	Creative Drama and Dance K-8	A		2		
MUSE 397	Methods: K-8 Music			2		
Minimum of 5 elective credits to meet 120 total credits required						

Current First Aid Card w/ CPR (Must complete at least one semester prior to student teaching.)

Admission to the Teacher Education Program is required to enroll in the courses listed below.

LEVEL 1 Learning and Instruction*						
EDU 395	Clinical Experience: Level 1			1		
EDU 222	Educational Psychology and Child Development			3		
EDU 338	Academic Interventions			3		
EDU 397	Methods: PK-4: Early Numeracy			3		
EDU 397	Methods: PK-3: Early Literacy			3		
EDU 360	Promoting Well-Being in P-12 Classroom			2		
LEVEL 2 Critical Thinking and Problem Solving*						
EDU 395	Clinical Experience: Level 2			1		
EDU 346	Exceptionalities			3		
EDU 370	Integrating Technology into Education			3		
EDU 339	Methods: PK-8 Language Arts			3		
ENST 472	General Science: Conservation Education			3		
EDU 407E	Ethics and Policy Issues			3		
LEVEL 3 Pedagogy and Content Knowledge*						
EDU 451	Clinical Experience: Level 3			1		
EDU 340	Classroom Management			3		
EDU 497	Methods: Teaching and Assessing 5-8 Mathematics			3		
EDU 497	Methods: Teaching and Assessing K-8 Social Studies			3		
EDU 497	Methods: Teaching and Assessing K-8 Science			3		
EDU 497	Methods: Teaching and Assessing 4-8 Reading			3		
LEVEL 4 Student Teaching*						
EDU 495	Student Teaching K-8			14		
EDU 494	Applied Research and Reflective Practice			1		

* Courses for each level are co-requisites; they must be taken concurrently. This blocked format allows for integration of curriculum, modeling of cooperative learning and collaborative teaching, and corresponding developmental clinical experiences.

All courses in one level must be successfully completed prior to moving into the next level.

All content courses must be completed prior to enrollment in Level 3.

Early Childhood Education: P-3 Major Course Requirements

Course	General Education/Content/Specialty Courses	GER	Pre-Req.	Credits	Term	Grade
WRIT 101	College Writing I	College Writing	WRIT 095 or placement	3		
LIT 110L LIT 120L NASX 235X	Intro to Lit Poetry Oral and Written Traditions of Native Americans (Select one course from this box.)	Intermediate Writing Course and L	WRIT 101 or placement	3 or 4		
EDU 331	Literature and Literacy for Children		WRIT 101 or equivalent	3		
M 132	Numbers & Operations for K-8 Teachers		M 095 or placement	3		
M 133	Geometry & Measurement for K-8 Teachers	Symbolic System	M 132	3		
ANTY 122S	Race and Minorities (Fall only)	S & Y		3		
GPHY 121S GPHY 141S	Introduction to Human Geography or World Regional Geography	S		3		
HSTA 255	Montana History (Fall only)			3		
NASX 105H	Native American Studies	H & X		3		
GEO 224N	General Science: Physical and Earth Science (Fall only)	N	M 132 or equivalent	5		
BIOB 226N	General Science: Chemical and Life Science (Spring only)	N	M 132 or equivalent	5		
ENST 472	General Science: Conservation Education		Sophomore	3		
HEE 302	Methods of Instructional Strategies in Elem. Physical Ed.			3		
ARTZ 302A	Elementary School Art	A	Sophomore	2		
THTR 239A	Creative Drama and Dance K-8	A		2		
MUSE 397	Methods: K-8 Music			2		
Minimum of 10 elective credits to meet 120 total credits required						

Current Adult and Child CPR and First Aid Card (Must complete at least one semester prior to student teaching.)

Admission to the Teacher Education Program is required to enroll in the courses listed below.

LEVEL 1 Learning and Instruction*						
EDU 395	Clinical Experience: Level 1		1			
EDU 222	Educational Psychology and Child Development		3			
EDU 338	Academic Interventions		3			
EDU 397	Methods: PK-4: Early Numeracy		3			
EDU 397	Methods: PK-3: Early Literacy		3			
EDU 360	Promoting Well-Being in P-12 Classroom		2			
LEVEL 2 Pedagogy and Content Knowledge* - SPRING ONLY						
EDEC 395	Clinical Experience: Level 2		1			
EDU 370	Integrating Technology into Education		3			
EDU 346	Exceptionalities		3			
EDU 339	Methods: PK-8 Language Arts		3			
EDEC 408	Early Childhood Principles and Practices		3			
EDEC 434	Social Emotional Development and Child Guidance		3			
LEVEL 3 Pedagogy and Content Knowledge* - AUTUMN ONLY						
EDEC 495	Practicum: Integrated Curriculum		3			
EDEC 420	Implementing Standards and Assessment in Play-Based Environments		3			
EDEC 410	Families, Communities, Culture		3			
EDEC 453	Early Childhood STEM		3			
EDU 407E	Ethics and Policy Issues		3			
LEVEL 4 Student Teaching*						
EDU 495	Student Teaching K-3		14			
EDU 494	Applied Research and Reflective Practice		1			

* Courses for each level are co-requisites; they must be taken concurrently. This blocked format allows for integration of curriculum, modeling of cooperative learning and collaborative teaching, and corresponding developmental clinical experiences.

All courses in one level must be successfully completed prior to moving into the next level.

All content courses must be completed prior to enrollment in Level 3.

Program Requirements and Advising: Secondary and K-12 Licensure

Students preparing to teach at the secondary level must select a teaching major in a specific content area. Secondary licensure candidates, therefore, complete the degree requirements set for a major/minor in specific fields as well as the requirements of the State of Montana to teach that discipline in a secondary classroom. Note that some teaching majors also require a teaching minor. See page 15-16 for more information.

When selecting a teaching major or minor, students should keep in mind the value of earning licensure in multiple fields, even if the first area qualifies as an extended major. Students who combine fields significantly increase their future employment options. Advisors in the various fields can answer additional questions concerning teacher supply and demand, as can the Office of Experiential Learning and Career Success.

The requirements for each teaching major and minor are listed in the University catalog and on the Department of Teaching and Learning website. Transfer students, post-baccalaureate students, and graduate students should consult the advisors in Teacher Education Services for a transcript evaluation.

Secondary licensure candidates are co-advised; they have an advisor within their academic major and an advisor within the Department of Teaching and Learning.

Option available to secondary licensure candidates already holding a baccalaureate degree is completion of a certificate in teaching secondary/K-12 or a Master of Education (M.Ed.) along with teacher licensure. M.Ed. program requirements include a minimum of 37 graduate credits in addition to any coursework necessary to complete content area requirements. Students who choose this option apply to the Graduate School and Department of Teaching and Learning's Graduate Committee. Program requirements and admission procedures are set out on the Department's graduate program website.

For additional information, contact Teacher Education Services:

Teacher Education Services
PJW Education Center
University of Montana
32 Campus Drive
Missoula MT 59812-6346
Email: edadvising@mso.umt.edu
Voice: 406.243.4841

Teacher Education Program Secondary and K-12 Professional Licensure Requirements

Name: _____ Student ID: _____

Current Course Number	Course Title	CR	Completed
<i>This course must be completed with a C- or better before applying to the Teacher Education Program:</i>			
WRIT 101	College Writing I	3	
<i>Additional licensure requirements:</i>			
Native American Studies course		3	
Current First Aid and CPR Cards *Must complete at least one semester prior to student teaching. 5-12 majors need adult CPR. K-12 majors need child <u>and</u> adult CPR.			
Admission to the Teacher Education Program is required to enroll in the courses listed below.			
EDU 360	Promoting Well-being K-12 Classrooms	2	
EDU 202	Early Field Experience (pre-requisite for EDU 395 and 407E)	1	
EDU 221	Educational Psychology and Measurements	3	
EDU 370	Integrating Technology into Education *Math and Music majors meet through departmental requirements	3	
EDU 345	Exceptionality and Classroom Management	3	
EDU 395	Field Experience (co-requisite with Methods Courses)	1	
Major/minor teaching methods courses		3-9	
EDU 481	Content Area Literacy *English and Music majors meet through departmental requirements	3	
EDU 407E	Ethics and Policy Issues	3	
<i>These courses must be taken together:</i>			
EDU 495 EDU 494	Student Teaching: Secondary Professional Portfolio	14 1	

Teacher Education Program
Secondary and K-12 Teaching Majors and Minors
(Grade levels are 5-12 unless noted otherwise.)

Extended Teaching Majors

These content areas do not require an additional teaching major or minor.

Art (K-12)*
Biology
Broadfield Social Studies*
Chemistry
English
French (K-12)
General Science Broadfield – Biology-based* (Biology, Chemistry, Physics, and Earth Science)
General Science Broadfield – Physics-based* (Physics, Biology, Chemistry, and Earth Science)
German (K-12)
Health and Physical Education (K-12)*
Mathematics
Music (K-12)*
Spanish (K-12)

Teaching Majors

These content areas require an additional teaching major or minor.

Earth Science*
Economics
Geography
Government (Political Science)
History
Latin (K-12)
Physics
Psychology
Russian
Sociology
Theatre

Teaching Minors or Endorsements

These content areas require a teaching major.

Early Childhood Education (P-3) Note: May only be added to elementary education.
English as a Second Language (K-12)
Library Media (K-12)
Reading (K-12)
Special Education (P-12)

*UM offers only a teaching major in these content areas.

Licensure Endorsements

Early Childhood P-3, Library K-12, Literacy/Reading K-12, and Special Education P-12

The Phyllis J. Washington College of Education offers four additional endorsement programs for those seeking to add Montana endorsements in early childhood education, library, literacy/reading, or special education. Adding one of these endorsements to initial licensure may enhance employment opportunities. Candidates must have full admission into the Teacher Education Program before applying for admission to these endorsement programs. Licensed teachers may apply for admission to an endorsement program by following the specific admission processes found online. Once a candidate has completed all requirements for an endorsement, he or she should speak with the Licensure Manager in Teacher Education Services regarding the licensure process.

Early Childhood Education (P-3) *Note: This minor is only available to those in the elementary program or currently licensed elementary teachers.*

	<u>Credits</u>
EDU 222 Educational Psychology and Child Development	3
EDU 397 Methods: PK-4 Early Numeracy	3
EDU 397 Methods: PK-3 Early Literacy	3
EDEC 408 Early Childhood Principles and Practices	3
EDEC 410 Family, Community, Cultures	3
EDEC 420 Implementing Standards and Assessment in Play-Based Environments	3
EDEC 434 Social Emotional Development and Child Guidance	3
EDEC 495 Early Childhood Fieldwork/Practicum	3
Total Credits: 24	

Library (Teacher Librarian) K-12

LIBM 461 Information Literacy	3
LIBM 462 Youth Lit for Librarians	3
LIBM 464 Reference Resources	3
LIBM 466 Libraries and Technology	3
LIBM 467 Collection Development and Cataloging	4
LIBM 468 Administration and Assessment of Library Programs	3
LIBM 495 Library Practicum	2
Total Credits: 21	

Literacy/Reading K-12

EDU 331 Lit and Literacy for Children	3
EDU 432 Lit and Literacy for Young Adults	3
EDU 339 Methods: PK-8 Language Arts	3
EDU 397 Methods: PK-3 Early Literacy	3
EDU 497 Methods: Reading 4-8	3
EDU 481 Content Area Literacy	3
EDU 438 Literacy Assessment, Diagnosis and Instruction	3
EDU 456 or EDU 557 Literacy Practicum	6
Total Credits: 27	

Special Education P-12

EDU 438 Literacy Assessment, Diagnosis and Instruction	3
EDSP 403 Intro to Early Childhood Special Education	3
EDSP 405 Assessment of Students with Exceptionalities	3
EDSP 426 Intro to Transition and Community Supports	3
EDSP 454 Advanced Academic Interventions	3
EDSP 456 Intro to Methods Low Incidence Disabilities	3
EDSP 461 Positive Behavior Supports	3
EDSP 462 Special Education Law, Policy and Practice	3
EDSP 495 Student Teaching: Special Education	6-10
Total Credits: 30-34	

Clinical Experiences

Introduction

All clinical experience placements are assigned by the Office of Clinical Experiences.

All teacher candidates complete a minimum of two clinical experiences prior to student teaching:

Elementary	Secondary/K-12
EDU 395—Level 1	EDU 202
EDU 395—Level 2	EDU 395*
EDU 451—Level 3	
Student Teaching	

*Clinical experience fulfilled in conjunction with content area methods courses.

The purposes of the clinical experiences are to provide an opportunity for candidates to participate with and learn from professionals in the field; to interact with and observe a diverse array of students, levels, and programs; to identify and develop skills necessary for teaching; and to determine personal commitment to the teaching profession. The clinical experiences help faculty evaluate the candidate's potential as a teacher.

Student Teaching

The student teaching clinical experience provides teacher candidates opportunities to practice the skills of a beginning teacher and demonstrate their competencies. Candidates complete a full-time student teaching assignment in a structured, supervised setting for one semester. At least one year prior to their desired student teaching semester, candidates are expected attend the Student Teaching Informational Seminar.

Student teaching applications are available on the Clinical Experiences webpage. The Office of Clinical Experiences uses this application to locate a student teaching assignment for the applicant. Students may not seek their own placements. Requests by partnering schools and teachers are honored (upon administrative approval), but teacher candidates are not allowed to ask a teacher or administrator if they can be placed in their school/classroom. If a student is found to be seeking his/her own placement, they will be issued a Professional Behavior Form, and may be placed in a different school.

Candidates are expected to follow requirements in the Student Teaching Handbook.

Undergraduate candidates earn 15 credits (including Applied Research and Reflective Practice) during one full semester's student teaching assignment. They follow the schedule in the school district to which they are assigned rather than the University's schedule, and they enroll in no other courses. Student teaching is not offered in the summer. Transfer candidates must be fully admitted to the Teacher Education Program and must complete a minimum of 12 credits in the Department of Teaching and Learning prior to student teaching. The University of Montana offers candidates the opportunity to complete additional clinical experiences in other countries. More information is available in the Student Teaching Handbook and from the Office of Clinical Experiences.

Graduate candidates earn nine credits (including Applied Research and Reflective Practice) during one full semester's student teaching assignment, and they may enroll in one 3-credit course simultaneously with student teaching, provided it does not conflict with the schedule in the school to which the candidate is assigned for student teaching and is approved by his or her advisor.

A candidate has a maximum of two attempts to complete a student teaching assignment successfully. The University of Montana and the public and private schools in which teacher candidates are placed have written agreements outlining the conditions necessary for student teaching. Both the building principal and the Director of Clinical Experiences have the authority to remove a teacher candidate if it is in the best interest of the teacher candidate, the cooperating teacher, or the students in the school. The Clinical Experiences Committee oversees the process of removing a candidate and determining the next course of

action.

Student Teaching Application Deadlines

Intended Semester for Student Teaching	Application Due Date*
Autumn Semester	February 10
Spring Semester	September 10

*If the 10th falls on a weekend or UM holiday, applications are due the next UM business day.

Student Teaching Pre-Requisites (Elementary, Early Childhood, and Secondary)

The following guide is offered as help when reviewing student teaching applications. Please see the Office of Clinical Experiences Student Teaching website for more detailed application information.

- ___ Full admission into the Teacher Education Program
- ___ Cumulative and major/minor GPA of 2.75 or higher
- ___ Grade C- or above in WRIT 101 or equivalent course
- ___ Grade of C- or above in all required courses. Grades must be reflected on the student's transcript(s).
- ___ Completion of all required prerequisite and EDU courses prior to student teaching with the exception of EDU 407E.
- ___ Completion of First Aid and CPR training prior to student teaching.
- ___ For secondary and K-12 candidates, all methods courses, two-thirds of content course work, and approval by departments in the major/minor content area.

Applied Research and Reflective Practice Requirement

All candidates admitted to the Teacher Education Program will create, implement, and submit an action research project as a requirement for satisfactory completion of the program and recommendation for licensure. The candidate's mentor in the Department of Teaching and Learning will assist in the design of the project and evaluate it at the conclusion of the student teaching assignment. When registering for student teaching, the candidate will enroll in his/her mentor's section of EDU 494 or EDU 594 Applied Research and Reflective Practice for 1 credit. The mentor will assign a grade of Credit or No Credit. A grade of CR is necessary for the candidate to be recommended for licensure.

The Applied Research and Reflective Practice project will allow candidates to demonstrate knowledge of a teaching strategy and the ability to determine if that teaching strategy is effective by conducting applied research and engaging in professional reflection.

The project provides candidates the opportunity to:

- ☐ Identify a problem involving student achievement in their placement;
- ☐ Research an evidence-based strategy to target the identified problem with the purpose of increasing learning outcomes;
- ☐ Determine the effectiveness utilizing a pre-post research and assessment design;
- ☐ Reflect on the assessments, the strategy, and the results to determine the utility of the strategy and modifications that could be employed to make the strategy more effective in the future.

Required Elements of the Applied Research and Reflective Practice Project

- ☐ Mid-term Reflection
- ☐ Problem Identification
- ☐ Review of the Literature on Evidence-Based Strategies Addressing the Identified Problem
- ☐ Description of the Assessments Used
- ☐ Description of Results
- ☐ Reflective Critique

Teacher Licensure and Praxis Requirements

UM teacher candidates must meet the minimum content knowledge requirements described below to be recommended for licensure/endorsement in Montana or any other state. This multiple-measure assessment for licensure began in 2006 as a result of dialogue and consensus between the Montana Office of Public Instruction (OPI) and Montana educator preparation programs.

Montana Assessment for Content Knowledge Verification

Teacher candidates must earn at least 7 points on the Montana Assessment for Content Knowledge prior to recommendation for licensure/endorsement. The possible range for the Content Knowledge Score (CKS) is 0-10. Teacher candidates 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 candidates who receive a score of 1* on rubric components 1, 2, or 3, the program will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. **Assessment of Content Knowledge Coursework GPA**

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

GPA	Points
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 Student Teaching/ Clinical Practice**

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

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

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

3. **Assessment of Content Knowledge on appropriate Praxis Subject Assessment test**

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

Score Range	Points
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

Once a candidate is eligible for licensure, the Licensure Manager for the Phyllis J. Washington College of Education is responsible for assisting individuals in obtaining the license. Directions for applying for licensure are given at the final seminar after student teaching or individually by contacting the Licensure Manager in Teacher Education Services 406.243.2121.

Licensure in Other States

Each state sets its own licensure standards. Many states license candidates based on program approval, the process used in Montana. This means individuals wishing to become licensed must present evidence of having completed an accredited teacher education program to a state's teacher licensure agency, and demonstrate knowledge of content. In most cases, out-of-state licensure will require the Licensure Manager to provide and verify information on the application. Candidates should keep course syllabi for all teacher education-related courses for documentation when applying for licensure in other states.

Montana has an Interstate Certification Contract (ICC) agreement with most states. This agreement allows an individual prepared in a member state to hold "an entry level" licensure in any state that belongs to the ICC. The "entry level" license may be temporary or provisional. The holder of a provisional license is advised when the license is issued of any additional requirements that must be completed to convert the license to a standard license.

The ICC covers institutional academic preparation only. It does not include other state licensing requirements such as testing, background checks, or fingerprinting. Candidates who are interested in teaching in other states should contact the individual teacher licensing agencies of those states to find out about specific requirements different from Montana's.

Licensure and Professional Behaviors

Montana Code Annotated

MCA Section 20-4-110: Letter of reprimand, suspension, revocation, and denial of certificate.

1. The board of public education may issue a letter of reprimand or may suspend or revoke the teacher, administrator, or specialist certificate of any person for the following reasons:
 - a) making any statement of material fact in applying for a certificate that the applicant knows to be false;
 - b) any reason that would have required or authorized the denial of the teacher, administrator, or specialist certificate to the person if it had been known at the time the certificate was issued;
 - c) incompetency;
 - d) gross neglect of duty;
 - e) conviction of, entry of a guilty verdict, a plea of guilty, or a plea of no contest to a criminal offense involving moral turpitude in this state or any other state or country;
 - f) immoral conduct related to the teaching profession;
 - g) substantial and material nonperformance of the employment contract between the teacher, administrator, or specialist and the trustees of a school or school district without good cause or the written consent of the trustees;
 - h) denial, revocation, suspension, or surrender of a teacher, administrator, or specialist certificate in another state for any reason constituting grounds for similar action in this state.
2. The board may initiate proceedings under this section if a request for the suspension or revocation of the teacher, administrator, or specialist certificate of any person is made to it by:
 - a) the trustees of a district as to a teacher, administrator, or specialist employed by that school or school district within the 12 months immediately preceding receipt of the request by the board of public education;
 - b) the superintendent of public instruction.
3. If the employment relationship between a school district and a teacher, administrator, or specialist is terminated or not renewed or if a teacher, administrator, or specialist resigns to prevent termination or nonrenewal because the trustees have reason to believe that the teacher, administrator, or specialist engaged in conduct described in subsection (1)(e) or (1)(f), the trustees shall make a written report to the superintendent of public instruction describing the circumstances of the termination, nonrenewal, or resignation.
 - a) The superintendent shall review the report and any supporting evidence included in the report and may conduct further investigation. If the superintendent is satisfied that sufficient grounds exist, the superintendent may request action by the board of public education under subsection (1). The request must be brought within 1 year after discovery of the events that gave rise to the report.
 - b) The trustees and the superintendent shall ensure the confidentiality of the report.
 - c) The trustees and the superintendent and their agents and employees are immune from suit for actions taken in good faith under this section with respect to the report.
4. The board shall give a 30-day written notification to any person when the board intends to consider a letter of reprimand or the suspension or revocation of a certificate. Service of the notice must be accomplished by sending the notification by registered mail to the last address that the person has provided to the school district or the superintendent of public instruction.
5. The board shall conduct an investigation of the reasons for the suspension or revocation charge and then, if the investigation warrants further action, conduct a hearing in the manner provided by board policies. At the hearing, the board shall afford the person an opportunity for defense against the charge.
6. After a hearing, the board may place a written reprimand in the person's certification file or may suspend or revoke the person's teacher, administrator, or specialist certificate, except that in the case of a first violation under subsection (1)(g), the maximum penalty is a 2-year suspension of the person's certificate. The board may, upon a request by a school district, inform the school district that a person's certification file includes a letter of reprimand, but the board may not

provide a copy of the letter without first determining that the public's right to know outweighs the person's right to privacy.

7. Whenever the superintendent of public instruction denies the issuance or the renewal of a teacher, administrator, or specialist certificate, the applicant may appeal the denial to the board of public education. The board shall hear the appeal in the same manner provided in this section for suspension or revocation and in accordance with the policies of the board. The decision of the board is final.

History: En. 75-6010 by Sec. 80, Ch. 5, L. 1971; R.C.M. 1947, 75-6010; amd. Sec. 1, Ch. 240, L. 1979; amd. Sec. 12, Ch. 511, L. 1979; amd. Sec. 1, Ch. 227, L. 1987; amd. Sec. 1, Ch. 382, L. 1993; amd. Sec. 1, Ch.486,1995.

If any of the above applies to the candidate, the candidate may be denied a Montana teaching license based on the results of an investigation by the Office of Public Instruction at the time the candidate applies for initial or any subsequent teaching licensure. All states require national fingerprint-based background checks prior to the issuance of an initial teaching license or employment as a teacher.

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.

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