University of Montana

ScholarWorks at University of Montana

Fall 9-1-2021

EDU 202.01: Early Field Experience

Erin O'Reilly
University of Montana, Missoula, erin.oreilly@umontana.edu

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Let us know how access to this document benefits you.

EDU 202:
Early Field Experience
Fall Semester 2021

Instructor Information
   Instructor: Erin O'Reilly, M.Ed.   **Office:** 222
   Meeting Days: Wednesdays   **Meeting Time:** 8:00 – 8:50am
   Building: PJW College of Education   **Room:** 313

   Email: erin.oreilly@mso.umt.edu   **Cell Phone:** (406) 370-9661
   About me: https://about.me/mserinoreilly

   Office Information:
We have all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, activities, discussion prompts, or assignments, encounter issues or concerns or need to meet with me for any other reason - please set up an appointment with me. I am always willing to arrange a mutually convenient time and place to meet. This might include a scheduled call, video conferencing, or meeting in person. Feel free to email, call or text me.

_____

Land Acknowledgement
   The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

The University of Montana Mission Statement
   The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

The University of Montana Commitment to Our Values
   We are committed to action and living the values of equality, diversity, and inclusion. Building our community of inclusion, diversity, equality, with compassion, empathy, and respect. We will work to build awareness and appreciation for our diversity. We will ensure access to resources on the campus for those who feel uncertain or need assistance. We will reassert UM's long-valued inclusiveness, strengthen our commitment to civil discourse, and continue our ongoing efforts to create a safe campus. We will seize opportunities to come together as ONE University of Montana and, in doing so, set a powerful example in our state and for our nation.

The University of Montana Commitment to Diversity, Equity, and Inclusion
   The University of Montana values leadership, engagement, diversity, and sustainability, because our institution is committed to respect, welcome, encourage, and celebrate the differences among us.

   As members of the University of Montana community, we aspire to:
- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.

College of Education Mission Statement
The School 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. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Course Purpose
The EDU 202 field experience is designed to connect theory classes to practice. Your time in the classroom will be augmented by seminars. The seminar serves as a location to raise questions, share information, and debrief experiences in the field. Seminar topics address many aspects of the field experience with primary foci on the developmental level of students, diversity, learning/teaching strategies, motivation, classroom management, and assessment of learning. It is also during seminar participation that you will begin developing your professional development portfolio. These are integral aspects of the Education Program.

The Professional Education Unit of the University of Montana has adopted a conceptual framework that places central value on learning as a collaborative endeavor characterized by a focus on: Integration of Ideas, Cooperative Endeavors, and Respect for Diversity and Individual Worth. This conceptual framework reinforces our commitment to content, pedagogy and diversity.

Course Objectives
This EDU 202 seminar and your experiences in classroom settings are intended to facilitate your understanding of the following:
1. developmental levels of classroom students,
2. teachers' instructional theories and practices,
3. integration of technology into instruction,
4. assessment methods of student learning,
5. effective classroom management with prevention and intervention strategies to facilitate productive, well-managed classrooms, and
6. gain a better understating of a learning communities' diversity.

To facilitate your understanding the Field Experience strives to:
1. introduce a variety of learning environments and teaching styles;
2. allow candidates to observe and reflect on the various aspects of the school culture in the development of classroom learning activities;
3. allow candidates to overserve experienced teachers and reflect on the impact of well-planned appropriate lessons and techniques of classroom management;
4. allow candidates to observe and reflect on the impact of stimulating school and classroom environments to accommodate individual learners' needs;
5. allow candidates to apply the theory of the college curriculum in a school setting;
6. allow candidates to observe curricular articulation and implementation;
7. provide practice in administrative duties routine instruction relative to the classroom teacher;
8. allow candidates to direct, monitor, and reflect on individual and small group learning; and
9. provide opportunities for lesson preparation and presentation and evaluate the effectiveness of the instructional presentation.

At the conclusion of the course, UM teacher candidates should have gained the following:
1. completed a successful 30-hour field experience as documented by the cooperating teacher's evaluation
2. developed your observation and analysis skills
3. gained a better understanding of students' developmental skill levels and diversity
4. acquired an awareness of some research-based instructional practices, including the use of technology
5. acquired an awareness of some research-based classroom management strategies

6. started to understand effective ways of assessing(formal/informal) learning
7. clarified your aptitude and interest to become a teacher
8. started your professional development portfolio and/or blog which will be completed during student teaching semester

We want our candidates to function and flourish in a wide variety of learning environments with all learners, and therefore provide the best educational experience for 21st century learners.

Instructional Methods

This course will provide a number of teaching and learning formats to promote individual personal and professional growth, and to advance group interactions with all participants. Formats will include online synchronous and asynchronous large class and small group discussions, reflective and synthesis writing, practical application, individual/group work, and independent reading. Zoom and collaborative technology will be used in the class.

Conduct in Seminar Meetings

Because the seminar sessions rely heavily on the observations, reflections, and evaluations of the participants, strict rules of personal respect and confidentiality will be expected. As future education professionals, it is expected that you will conduct yourself with the highest professionalism in the seminar. It is equally important to be responsible, respectful, cooperative, and motivated in working with your field cooperating teachers and supervisors who are striving to assist you in your journey to become skilled, effective, and confident educators.

Elements of Our Learning Environment that we will promote and foster during our time together:
- Equitable Learning
- Inclusion
- High Expectations
- Supportive Learning
- Active Learning
- Frequent Progress Monitoring and Meaningful Feedback
- Well-Managed Learning
- Digital Learning

To develop the elements of our learning environment we will follow our **Collaborative Norms.**
- Equity of Voice
- Appropriate Noise Level
- Active Listening
- Active Learning
- Respect for all Perspectives, Opinions, and Ideas
- Follow all Classroom Expectations and Guidelines
- Be Timely

The primary goal of this learning environment is to promote **Candidate Dispositions** in our professional field which include:
- Professional Collaboration
- Reflective Practitioner
- Ethical Professional
- Student Centered
- Professional Leader
- Professional Competence

Course Requirements
- 3-5 hours per week in your classroom for a minimum of 30 contact hours of classroom observation

- students must earn a satisfactory evaluation from the assigned classroom cooperating teacher ***more than 1 "Unsatisfactory" performance score may jeopardize a student's ability to receive credit and may be required to complete additional field experience**
- Attendance and participation in scheduled seminar meetings (synchronous or asynchronous)
- Completion of seminar assignments on Moodle
- Completion of all required final paperwork turned into seminar professor by assigned date, including:
  - Final Progress Report of Introductory Field Experience: signed by cooperating teacher and UM teacher candidate
  - Time/Field Experience Log: with total hours and signed/initialed by cooperating teacher
  - Self-Evaluation/Reflection Paper: more information provided in Teacher Candidate Packet

Course Suggestions
- Block out at least 3 hours at a time to work with your cooperating teachers in the physical and/or virtual spaces
- If possible, include opportunities for the observation of 2-3 other teachers at your assigned school
- Get involved in additional opportunities to work with students
- Be present in your classroom and school (physical and virtual spaces)
- Take any opportunities you are given to co-teach, develop lessons, instruct students, attend meetings, etc.

Course Required Assignments
1. **Seminar Attendance and Participation (4 points each seminar)**: Seminar is an opportunity for you to discuss topics with your peers, reflect upon your experiences, critically think through scenarios, and start to develop a sense of community within your professional field. Be present and actively engaged. Each student is required to participate in a meaningful, thoughtful, and reflective manner. Steady contributions over the semester are expected of all students. We must all assume a high level of maturity and professionalism. Our seminars are designed to make learning more convenient, and accessible for all students. One value we must share is respect for individuals - their experience and their ideas or social positions. We also share a genuine desire to learn from one another. Because of our limited time in seminar and our purpose and objectives for this course you will be expected to participate by interacting verbally and developing discussions beyond the level of readings and/or presentations.

   Your attendance and participation grade will be evaluated based on your faithful, timely attendance as well as your completion of readings prior to seminar and contributions to class activities and discussions. Barring emergencies or extreme circumstances, all assignments will be due on the date for which they are listed on our schedule. If you need an extension on an assignment, please request an extension by telling or emailing Professor O'Reilly as soon as possible.

   Ideally, you will be able to attend seminar in person. ***However, if you are unable to attend our scheduled time for seminars, please contact me about completing this course in an asynchronous way***. There will also be instructions posted in our course shell for students who are unable to attend class at our scheduled time and will need to complete each class at an alternative time.

   More than one absence or failure to complete tasks assigned (for students who need to complete seminars in an asynchronous manner) will jeopardize your credit for this course.

2. **Readings**: Required readings and additional resources will be posted in Moodle. These resources aim to introduce you to new concepts, support your understanding of new and familiar concepts, support your field experiences, and spark conversation, inquiry, reflection, and development of you as an educator. These resources will support your learning and growth in a multitude of different ways, including but not limited to being central to the topics of the seminars and your experiences in the field, foundational to the profession of education, current topics and research that are being discussed by professionals, and best practices

strategies utilized in the field. It is your responsibility to access these resources on Moodle and come to seminar prepared to utilize the information in our discussions. You will also use these readings to complete our class assignments**.**

3. **Assignments:** These assignments are intended to provide you opportunities to reflect upon your observations and experiences in the classroom and critically think about your own methods, strategies, and decision-making processes. I will provide you with guidelines, expectations, and a rubric for each assignment.
    *   SMART Goal Assignment **(7 points):** Setting goals is a foundational piece to our work as educators and life-long learners. You will establish at least one professional SMART goal for you Early Field Experience. You will develop your goal using the SMART goals format, develop an action plan for your goal, and at the end of the semester evaluate your progress. You will use this evaluation to retain, revise, or add new goals for your EDU 395 Field Experience. This is one criterion in the Self Evaluation/Final Reflection of the Final Field Experience paperwork. Guidelines in the Teacher Candidate Packet
    *   Assignment #1 **(10 points):** Classroom Observation Guide: Mapping the Classroom
        o   Assignment connected with the Danielson Model: Domain 2 – reflections about the teacher candidate's observation of the elements and indicators in Domain 2: Classroom Environment.
    *   Assignment #2 **(10 points):** Classroom Observation Guide: Basic Teaching Strategies
        o   Assignment connected with the Danielson Model: Domain 3 – reflections about the teacher candidate's observation of the elements and indicators in Domain 3: Instruction.
    *   Assignment #3 **(10 points):** Classroom Observation Guide: Student Behaviors
        o   Assignment connected with the Danielson Model: Domain 2 - reflections about the teacher candidate's observation of the elements and indicators in Domain 2: Classroom Environment.
    *   Assignment #4 **(10 points):** Classroom Observation Guide: Basic Classroom Management
        o   Assignment connected with the Danielson Model: Domain 2 – reflections about the teacher candidate's observation of the elements and indicators in Domain 2: Classroom Environment.
    *   Lesson Plan **(30 points):** A lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. This exercise will require you to think deeply and reflectively about lesson planning. We will explore essential considerations for designing a lesson plan. This includes parts to a lesson and the pre (planning and preparation) and post (reflection) consideration that help guide the design of your instructional decisions. You will be able to use your observations and experiences in the field and work with your cooperating teacher during this reflective process. You will be able to choose one of two options:
    *   Develop a lesson plan using the expectations of the original assignment.
    *   Answer reflections questions for a lesson plan that you observed or was able to participant in.
    Field Experience Paperwork:
    *   **Final Progress Report (5 points)**: signed by cooperating teacher and UM teacher candidate
    *   **Time/Field Experience Log (5 points):** with total hours and signed/initialed by cooperating teacher
    *   **Final Self- Reflection (15 points):** more information provided in Teacher Candidate Packet

Grading and Assignments

Participation	10%
Professional Goal	10%
Assignment #1	10%
Assignment #2	10%
Assignment #3	10%

Assignment #4	10%
Lesson Plan	15%
Field Experience Paperwork (required)	15%
Final Self-Reflection	10%

Evaluation

EDU 202 is a Credit/No Credit course and the grade will be determined by meeting the above-listed course requirements and field experience requirements. Throughout this field experience you will be encouraged to be actively engaged in observation, participation, and ongoing reflection about your learning.

Attendance

Attendance is expected at all seminar sessions. If you need to complete this course in an asynchronous way, you will need to contact me. You will be responsible to complete the tasks assigned in the course shell prior to the next seminar.

Some of the seminar sessions will focus on training provided by the field experience site teachers and supervisors. Other seminar sessions will provide you with opportunities to share with your EDU 202 colleagues your reflections and emerging understandings about instruction and facilitation of the academic/social development of the grade level children with whom you will be working. All seminars will provide learning opportunities that will be important to your successful participation in the application of theory, pedagogy, and methods in different learning environment. I do understand that there are unforeseen and extenuating circumstances that happen but **more than one absence and failure to complete the asynchronous option for that seminar will jeopardize your credit for this course.**

Cultural Leave Policy

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

COVID Guidance:

Since we will be meeting in person, it will be essential that we all follow the guidance outlined in the COVID Operations Plan for 2021. Please be advised that the guidance provided may change or appear to be contradictory from week to week; we'll always base the information we provide on the most current guidance from the Missoula City-County Health Department (MCCHD) and CDC. In addition to these updates and changes I will share in class, please visit the UM Coronavirus website for updated information. For the official guidance on instruction, please visit the Deliver Quality Instruction portion of the COVID Operations Plan for 2021.

Guidance that you will need to be aware of before the first day of class include:
- Mask use is required within the classroom or laboratory.
- If you forget your mask, I will have disposable masks on hand.
- If a student(s) is not wearing a mask, I will ask you to put one on.
- If a student(s) is unwilling to wear a mask, I will ask you to leave the classroom.
- If a student(s) is unwilling to leave the classroom, I have the discretion to cancel the class for that day.
- I will consult the chair and/or dean to address the situation with the student.

- The chair/dean should report any incidents of students who are not willing to wear a mask to the Provost's Office officeoftheprovost@umontana.edu and to the Community Standards Office pamela.altmaier@mso.umt.edu. These cases may take a few weeks to be processed.

- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. Please contact me immediately to begin implementing our plan.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts. We will work on these together, as a class.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.
- Mask use is required in vehicles when traveling to field sites as part of class/fieldwork.
- Please note this class may be recorded. I will notify the class if I intend to record our session together. We will discuss this in greater detail during our first class together.

Standards of Conduct

All students are expected to demonstrate professional, academic honesty. Standards of academic conduct are set forth in the University's Student Code of Conduct.   All students ought to be familiar with the Student Conduct Code.

By registering, you have acknowledged your awareness of the Student Code of Conduct, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Student Code of Conduct will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please contact me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Plagiarism will not be tolerated. Using another's ideas and/or words as your own constitutes plagiarism. It is therefore critical that you cite all sources you discuss and consult. As a rule of thumb, all sources (texts, photographs, music, internet materials, interviews, lectures, etc.) that are directly quoted, paraphrased, or consulted need to have a proper citation. If I suspect plagiarism, I will investigate, and if warranted, will follow up per the procedure outlined in the Student Code of Conduct. Ted Frick's page at Indiana University should help you understand what constitutes plagiarism, and the Online Writing Lab (OWL) at Purdue University shows you how to cite sources properly in several different formats. Please use MLA or Chicago 16th citation formats. Should you have any questions about how or when to cite, please ask me. Citation software can be useful in documenting and formatting sources. Zotero, for example, is a free, web-based citation software system that is easy to learn and use.

Respect Policy

This course is designed to incorporate discussion, the sharing of ideas, opinions, and experiences, and to educate you on the skills necessary to succeed in college. It is expected that all students will maintain a high level of respect for others, including students and guest speakers. The use of cell phones, computers and iPods in this class is unacceptable; we ask that you turn off all of your electronics when you walk into the classroom. The use of any electronics will result in a deduction of daily participation points.

Accommodating Disabilities

I wish to fully include each student in this course. If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services, arrange to meet with me during my office hours to discuss reasonable modifications

that may be necessary. For more information, visit the [Disability Services website](http://www.umt.edu/disability) at http://www.umt.edu/disability.

Food and Housing Resources

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campuses resources:

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email **umpantry@mso.umt.edu**, visit the **UM Food Pantry website** or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a **list of resources** (https://medium.com/griz-renter-blog) for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can **check their eligibility** (www.umt.edu/triosss/apply.php) for TRiO services online. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

Student Services

Additional student services can be found on the University of Montana's [Student Affairs](#) page.

UMConnect Student Email

All University of Montana students are provided with an official university email account, referred to as UMConnect. This is the University's primary method of communication with students, thus, it will be extremely important to check this account frequently. Students are welcomed and encouraged to forward this e-mail account to their personal e-mail account.

Need IT Help:

If you encounter problems regarding this Moodle Course please contact UMOnline at https://www.umt.edu/umonline/.

For questions and general computer assistance contact IT Central Help Desk at: (406) 243-4357 or **itcentral@umontana.edu**
Moodle technical support: (406) 243-4999

Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

RUN
- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE
- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT
- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.

*This syllabus is subject to change with the needs of our class, students, learning.

Course Schedule:
*This schedule is subject to change with the needs of our class, students, learning.
**Always check Moodle for resources, activities & discussion & check your umconnect email regularly

	Date	Seminar Topics	Due Today	In Class Today…
1	**September 1**	Introduction to The Course & Field Experience		• Present information and expectations for the Field Experience. • Navigating the course shell.
2	**September 8**	Introduction to the Course & Setting Goals	Readings: • Course Syllabus &	• The course, syllabus & schedule • Setting SMART Goals

		for Success	Schedule • Teacher Candidate packet • Resources in '[Seminar 2 Resource](#)' folder	• Prioritizing
3	**September 15**	Professional Behaviors Seminar	Readings: • [Teacher Education Program Professional Behaviors](#)	• Professional Behaviors seminar presented by Dani Smith from the Office of Field Experience
4	**September 22**	Orienting Yourself to your School, Classroom, and Students	Readings: • Resources in '[Seminar 4 Resources](#)' folder	• Orienting yourself to the community • Identity
5	**September 29**	Strategies for the Classroom	Readings: • Resources in '[Seminar 5 Resources](#)' folder • Expectations for [Assignments #1-4](#)	• Danielson Model • Participant observation • Purpose of Assignments #1-4
6	**October 6**	Culturally Responsive Teaching	Readings: • Resources in '[Seminar 6 Resources](#)' folder	• Culture • Bias • Historically & culturally responsive teaching • Identifying resources
7	**October 13**	Lesson Planning	Readings: • Resources in '[Seminar 7 Resources](#)' folder	• Preparing to Teach a Lesson • National Content Standards • Indian Education for All • Common Core • Technology Standards (ISTE)
	October 20	**No Seminar Meeting**		
	October 27	**No Seminar Meeting**		
	November 3	**No Seminar Meeting**		
	November 10	**No Seminar Meeting**	Assignment: • Upload one professional SMART goal to the [SMART Goal Assignment](#) in the 'Assignment Submission' folder	
	November 17	**No Seminar Meeting**		
	November 24	**No Seminar Meeting**	Assignments: • [Assignment #1](#) • [Assignment #2](#)	

8	**December 1**	Classroom Management in physical and virtual spaces	Readings: • Resources in '[Seminar 8 Resources](#)' folder Assignments: • [Assignment #3](#) • [Assignment #4](#)	• Everyday Classroom Strategies • Multi-Tiered Systems of Support
9	**December 8**	The Power of Observation and Reflection	Readings: • Resources in '[Seminar 9 Resources](#)' folder Assignments: • [Lesson Plan](#) **Due by December 10 at 11:00pm**: Final Early Field Experience Paperwork: • [Final Progress Report](#) • [Time Log](#) • [Final Self-Reflection](#)	• Licensure information • Final thoughts
	December 13-17	**Finals Week** **Good Luck with Finals &** **Have a wonderful winter break!**		

Danielson Framework & InTASC Standards

The Danielson Framework has been widely adopted by school districts and schools of education across the country to encourage reflection on teaching practice. The four domains are supported by the student learning outcomes found in the COE-InTASC Standards below. A full description of the domains can be found in Danielson, C. (2011), *Enhancing professional practice: A framework for teaching*. Our course rubric is adapted from the four domains outlined below.

Domain 1: Planning and Preparation		Domain 2: Classroom Environment		
InTASC Standard 1: Learner Development	InTASC Standard 2: Learning Differences	InTASC Standard 3: Learning Environments		
InTASC Standard 4: Content Knowledge	InTASC Standard 7: Planning for Instruction			
Domain 4: Professional Responsibility		**Domain 3: Instruction**		
InTASC Standard 9: Professional Learning & Ethical Practice	InTASC Standard 10: Leadership & Collaboration	InTASC Standard 5: Application of Content	InTASC Standard 6: Assessment	InTASC Standard 8: Instructional Strategies

*I*nTASC Standards: Professional and Pedagogical Development

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

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

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

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.

Standard #5: Application of Content

>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

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

Appendix B

Montana Professional Educator Preparation Standards (PEPPS):

ARM 10.58.501: Teaching Standards:

(1) All programs require that successful candidates:
   a. demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;
   b. use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
   c. work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;
   d. demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
   e. demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
   f. use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;
   g. plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;
   h. use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
   i. engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
   j. interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
   k. engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
   l. demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.