

Teacher Education Program Handbook

University of Montana-Missoula



Table of Contents

Accreditation	2
Introduction and Mission Statement	3
Themes of a Learning Community	4-5
Professional Behavior Expectations	5-6
Program Goals and Candidate Outcomes	6
Elementary and Secondary/K-12 Licensure Checklist Summary	7
Admission to the Teacher Education Program	8-9
Admission Appeals Policy (Academic)	9
Program Removal Policy and Appeals Policy	9-10
Background Check Admission and Clinical Experience Procedures	10-11
Elementary (K-8) and Early Childhood (P-3) Education Advising	12
Elementary Education (K-8) Course Requirements	13
Early Childhood Education (P-3) Course Requirements	14
Secondary and K-12 Program Summary and Advising Information	15
Secondary and K-12 Course Requirements	16
Secondary and K-12 Teaching Majors and Minors	17
Secondary and K-12 Advising Contacts (TL and Academic Departments)	18-19
Licensure Endorsements: Early Childhood, Library, Reading, Special Education	20
Field Experiences and Student Teaching Overview	21-22
Student Teaching Requirements Summary	23
Applied Research and Reflective Practice Requirements	24
Teacher Licensure Overview	25
Montana Highly Qualified Teacher and Praxis Requirements Overview	25
Licensure in Other States	26
Licensure and Professional Behaviors	27-28
Professional Educators of Montana Code of Ethics	29

The Phyllis J. Washington College of Education and Human Sciences at the University of Montana is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP) through the year 2020. This accreditation covers the institution's initial teacher preparation and advanced educator preparation programs.

CAEP's Vision, Mission, and Goals

Vision

Excellence in educator preparation.

Mission

CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Strategic Goals

1. To raise the bar in educator preparation

CAEP will have clear, high standards that rely on evidence-based measures of performance and continuous improvement to make accurate judgments about educator preparation provider (EPP) quality.

2. To promote continuous improvement

CAEP will support educator preparation providers (EPPs) in using the accreditation process to demonstrate quality and facilitate continuous improvement.

3. To advance research and innovation

CAEP will develop and implement an agenda for research and innovation to foster continuous improvement in educator preparation.

4. To increase accreditation's value

CAEP will broaden awareness of quality educator preparation providers (EPPs) and the value of accreditation based on peer review of relevant, actionable measures of quality so that more providers will participate and more states and districts will rely on accreditation for program approval, licensing, and hiring.

5. To be a model accrediting body

CAEP will model excellence and offer multiple pathways to accreditation.

6. To be a model learning organization

CAEP will model the self-study and continuous improvement practices it advocates for providers.

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Introduction

The purpose of this handbook is to assist candidates in meeting university and state requirements as they pursue elementary 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 and Human Sciences 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 and Human Sciences has defined its mission:

The Phyllis J. Washington College of Education and Human Sciences 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.

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.

Academic content knowledge cannot be the sole measure of success in today's schools. Teachers whose careers will span the next thirty or forty years will live and work in an era characterized by rapid and unprecedented economic, political, and technological change. Shifts in national and world demographics already dictate awareness of diverse cultures and global interdependence. If we think it is important that our young people become active and responsible participants in the world of the 21st century, we must prepare teachers accordingly. Toward these ends, the faculty has chosen to prepare future teachers within the framework of a learning community, with the intent that graduates of the program will be disposed and equipped to create communities of learners in their own future educational settings.

Themes of a Learning Community

It is part of the human condition that we strive simultaneously to be self-sufficient individuals and effective members of larger social communities. Although we value personal autonomy, we are ultimately social creatures who need each other not only for companionship but also to bring meaning to our lives. It is through our connections with others—our shared decision-making, our common purpose, and our support for each other's growth—that we satisfy our needs as humans.

A growing body of research supports the view that learning occurs best in communities. A learning community is a special kind of community that is created in the classroom or in an educational institution as a whole, and comes into being when everyone involved in the learning process shares a commitment to learning. Because the concept of learning community has been used in many different contexts, it must have a specific meaning before it can be a unifying theme. Our learning community is characterized by the following elements:

- Integration of Ideas
Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.
- Cooperative Endeavors
In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is personally meaningful. In the process, members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.
- Respect for Diversity and Individual Worth
A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

When people gather to transmit knowledge and share ideas in an institution such as a university, a synergy is created that can result in learning of the highest order. Teachers and learners assume many roles, often shared, often overlapping, always interdependent. They respect each other in those roles. The community of learners is aware of each other's background, and values how it contributes to the whole. Ideas, too, are valued for their diversity. People delight in opportunities to gain knowledge cooperatively, regardless of age, academic status, cultural heritage, or interest. They discover together the connections among separate subject areas and among people, ultimately coming to understand the importance of lifelong learning in a global society.

In the University of Montana learning community, candidates preparing to be elementary, middle and secondary school teachers will experience:

- systematic and positive cooperation and collaboration among faculty of the Phyllis J. Washington College of Education and Human Sciences, the College of Arts and Sciences, the College of Visual and Performing Arts, the School of Business Administration, and the K-12 schools of Montana;
- a learning community that appreciates diversity among faculty, students, and mentors;
- a foundation of liberal arts education that includes:
 - development of communication and mathematical competencies,
 - integrated knowledge of expressive arts, literature and humanities, history and culture, social sciences, ethics, and natural sciences

- exposure to and appreciation of diverse cultural orientations;
- a coherent sequence of content course work in their field(s) of study;
- sequenced field experiences that provide opportunities for pre-service teachers to practice with role models and mentors; and
- a program of professional pedagogical studies that provides for acquisition and practice of the knowledge, skills, and behaviors appropriate to beginning teachers.

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 field 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 27-28 and the “Professional Educators of Montana Code of Ethics” on page 29.

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 Education Degree and Licensure or Secondary/K-12 Teacher Licensure

- Apply for admission to the University of Montana, Office of Admissions & New Student Services, Lommasson Center, (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 undergraduate Teacher Education Program, or October 1 or March 1 to the Graduate School and the Teaching and Learning Graduate Program. The Teacher Education Program admission application is available online at <http://www.coehs.umt.edu/departments/currinst/forms.php>.
- 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 Field Experiences website: <http://www.coehs.umt.edu/departments/currinst/Clinical%20Experiences/default.php> Contact the Office of Field Experiences at UMFieldExperiences@umontana.edu for more information.
- Complete the student teaching application and graduation application by the appropriate deadline based on your major and/or student teaching location. See page 22 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. Admission is limited to approximately 125 elementary and 125 secondary candidates per year.

Incomplete applications will not be considered for admission. Undergraduate deadlines for applications are September 15 and February 15. Graduate application deadlines are October 1 and March 1. If this date falls on a weekend or holiday, all application materials need to be submitted to the Teacher Education Services reception desk 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 composition 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 course work applies. They may earn a second baccalaureate degree or they may 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 media or literacy 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. For candidates seeking the K-12 Special Education endorsement in addition to the elementary or secondary education program, supplemental admission materials are required with the application.

Candidates who successfully complete one of the elementary program 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 and "highly qualified teacher" requirements vary by state. Likewise, school district hiring requirements may vary. Please contact the Licensure Office for the most recent rules regarding Montana's definition for "highly qualified teacher" designations 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 Secondary Admission Committee may grant a candidate provisional admission status and one semester in which to rectify some deficiency. 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-Missoula who have interrupted their enrollment for 24 months or more must submit an application for readmission to the institution. Applications for readmission to UM may be obtained from the Registrar's Office, the registration counter at Griz Central, or Enrollment Services-Admissions. 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 10-11)

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 and Human Sciences. 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 and Human Sciences 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 field experiences. A candidate may also be removed if he or she fails to exhibit the responsibility and integrity expected of pre-service teachers in the professional program, as described in the Teacher Education Program Application and Handbook, Student Teaching Handbook, and in 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 Field Experiences to discuss justification for reinstatement.
2. The mentor, advisor, or Director of Field 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 and Human Sciences (PJWCoEHS) 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 Field 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 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 that there is an issue with the CHRI and that an FEC meeting has been scheduled. The Director will ascertain at that time if the applicant would like to meet with members of the FEC to discuss the background check.

- 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.
- 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.
- 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 PJWCoEHS. 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 PJWCoEHS 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 Field Experiences (OFE) 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.

OFE 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 OFE's Dissemination Log. OFE does not disseminate to out-of-state or private schools.

Program Requirements and Advising: Elementary 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 course work 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 in the Phyllis J. Washington College of Education and Human Sciences. Kara Cutler can be reached at kara.cutler@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 course work 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 in the Department's graduate program website.

<http://www.coehs.umt.edu/departments/currinst/masterofed/default.php>

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

For additional information, contact Teacher Education Services or the Graduate Program Coordinator:

Kara Cutler
Teacher Education Services
University of Montana
32 Campus Drive
Missoula MT 59812-6346
Email: kara.cutler@mso.umt.edu
Voice: (406) 243-6170

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32 Campus Drive
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ELEMENTARY EDUCATION: K-8 MAJOR COURSE REQUIREMENTS

Course	General Education/Content/Specialty Courses	GER	Prereq	CR	Term	Grade
WRIT 101	College Writing I		WRIT 095 or placement	3		
LIT 110L LSH 151L LSH 152L	Intro to Lit Humanities Bible, Greeks, and Romans (Select one course from this box.) Humanities Medieval to Modern	Lower Div. Writing Course and L	WRIT 101 or placement	3 or 4		
M 132	Numbers & Ops for K-8 Teachers		M 095 or placement	3		
M 133	Geom & Meas 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 105	Native American Studies	X		3		
PHSX 225N	General Science: Physical and Chemical (Fall only)	N	M 132 or equivalent	5		
BIOB 226N	General Science: Earth and Life Science (Spring only)	N	M 095 or equivalent	5		
HEE 233	Health Issues of Children and Adolescents			3		
HEE 302	Methods of Instructional Strategies in Elem. Physical Ed.			3		
ARTZ 302A	Elementary School Art	A	Sophomore	2		
THTR 239A	Creative Drama/Dance K-8	A		2		
MUSE 397	Methods: K-8 Music			2		
EDU 331	Literature and Literacy for Children		WRIT 101 or equivalent	3		

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		
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	Reflective Practice and Applied Research			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	Prereq	CR	Term	Grade
WRIT 101	College Writing I		WRIT 095 or placement	3		
LIT 110L LIT 120L LSH 151L LSH 152L NASX 235X	Intro to Lit (Select one course from this box.) Poetry Humanities Bible, Greeks, and Romans Humanities Medieval to Modern Oral and Written Traditions of Native Americans	Lower Div. Writing Course and L	WRIT 101 or placement	3 or 4		
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	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 105	Native American Studies	H & X		3		
PHSX 225N	General Science: Physical and Chemical (fall only)	N	M 132 or equivalent	5		
BIOB 226N	General Science: Earth and Life Science (Spring only)	N	M 095 or equivalent	5		
ENST 472	General Science: Conservation Education		Sophomore	3		
HEE 233	Health Issues of Children and Adolescents			3		
HEE 302	Methods of Instructional Strategies in Elem. Physical Ed.			3		
ARTZ 302A	Elementary School Art	A	Sophomore	2		
THTR 239A	Creative Drama/Dance K-8	A		2		
MUSE 397	Methods: K-8 Music			2		
EDU 331	Literature and Literacy for Children		WRIT 101 or equivalent	3		

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		
EDEC 408	Early Childhood Principles and Practices			3		
LEVEL 2 Pedagogy and Content Knowledge*						
EDU 451	Clinical Experience: Level 2			1		
EDEC 453	Early Childhood STEM			3		
EDEC 430	Social/Emotional Development			3		
EDU 370	Integrating Technology into Education			3		
EDU 346	Exceptionalities			3		
EDEC 454	PK-3 Language Arts and Reading Methods (writing course)			3		
LEVEL 3 Pedagogy and Content Knowledge*						
EDEC 495	Practicum: Integrated Curriculum			3		
EDEC 410	Family, Community, Culture			3		
EDEC 420	Meeting Standards through Play-Based Environments			3		
EDEC 405	Assessment in Early Childhood			3		
EDEC 230	Positive Child Guidance and Management			3		
EDU 407E	Ethics and Policy Issues			3		
LEVEL 4 Student Teaching*						
EDU 495	Student Teaching K-3			14		
EDU 494	Reflective Practice and Applied Research			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 2.

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 17-19 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 Career Services Office.

The state requirements for each teaching major and minor are listed the University catalog and on the Department of Teaching and Learning website. Transfer students, post-baccalaureate students, and graduate students should consult the Licensure Manager 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.

An option available to secondary 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 course work 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 in the Department's graduate program website:

<http://www.coehs.umt.edu/departments/currinst/masterofed/default.php>

For additional information, contact Teacher Education Services or the Graduate Program Coordinator:

Katie O'Connor
Teacher Education Services
University of Montana
32 Campus Drive
Missoula MT 59812-6346
Email: Katelyn.o'connor@mso.umt.edu
Voice: (406) 243-4841

Dr. Fletcher Brown
Department of Teaching and Learning
University of Montana
32 Campus Drive
Missoula MT 59812-6346
Email: fletcher.brown@umontana.edu

Teacher Education Program Secondary and K-12 Professional Licensure Requirements

Name: _____ Student ID: _____

Current Course Number	Course Title	CR	Completed
<i>These courses 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>			
HEE 233	Health Issues of Children and Adolescents	3	
Native American Studies course		3	
Current First Aid Card w/ CPR *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.			
<i>These courses are recommended to be taken together (Block I):</i>			
EDU 202	Early Field Experience	1	
EDU 221	Educational Psychology and Measurements	3	
EDU 370	Integrating Technology into Education *Math, Business, and Music majors meet through departmental requirements	3	
EDU 345	Exceptionality and Classroom Management	3	
<i>These courses are recommended to be taken together (Block II):</i>			
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	Student Teaching: Secondary	14	
EDU 494	Professional Portfolio	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* (Licensed to teach Government & History and one additional social science: Economics, Geography, Psychology or Sociology)

Business Education (Program is currently on administrative hold and is not accepting new applicants.)

Chemistry

English

French (K-12)

General Science Broadfield (Biology, Chemistry, Physics, and Earth Science)

German (K-12)

Health and Human Performance (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: This minor may only be added to the elementary education major.

English as a Second Language (K-12)

Library Media (K-12)

Reading (K-12)

Special Education (K-12)

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

Secondary and K-12 Teaching Majors, Endorsements, and Advising Contacts

Majors & Endorsements	Advisor	Office	Phone	Extended Major	Maj	Min	Needs Major or Second Field
Art K-12	Combe, J	FA 102	4208	X			
Art K-12	Murphy, K (TL)	PJWCoEHS 226	2121	X			
Biology	Bright, K	HS 107	4105	X		X	
Biology	Blank, L (TL)	PJWCoEHS 307	5304	X		X	
Business Education (admin hold)	Bus Adv Office	GBB 308	5971	X		X	
Business Education (admin hold)	Lawrence, A (TL)	PJWCoEHS 303	5054	X		X	
Chemistry	Palmer, C	Chem 203A	4079	X		X	
Chemistry	Blank, L (TL)	PJWCoEHS 307	5304	X		X	
Earth Science (Geosciences)	Staub, J	Clapp 311	2341		X		X
Earth Science (Geosciences)	Blank, L (TL)	PJWCoEHS 307	5304		X		X
Economics	Bookwalter, J	LA 404	2925		X	X	X
Economics	Lawrence, A (TL)	PJWCoEHS 303	5054		X	X	X
English	Chin, B	LA 112	2463	X		X	
English	Mangold, M	LA 133C	6976	X		X	
English	Gallo, Jessica (TL)	PJWCoEHS 309	5064	X		X	
English as a Second Language	Thibeau, T	Corbin 136	2156			X	Needs Major
English as a Second Language	Murphy, K (TL)	PJWCoEHS 226	2121			X	Needs Major
French K-12	Boisseron, B	LA 440	4004	X		X	
French K-12	Murphy, K (TL)	PJWCoEHS 226	2121	X		X	
General Science Broadfield – Biology-based	Bright, K	HS 107	4105	X			
General Science Broadfield – Physics-based	Reiser, M	CHCB 120	2074	X			
General Science Broadfield	Blank, L (TL)	PJWCoEHS 307	5304	X			
Geography	Von Reichert, C	SS 213	4784		X	X	X
Geography	Lawrence, A (TL)	PJWCoEHS 303	5054		X	X	X
German K-12	Ametsbichler, L	LA 313	2401	X		X	
German K-12	Murphy, K (TL)	PJWCoEHS 226	2121	X		X	
Government	Adams, K	LA 350	5202		X	X	X
Government	Lawrence, A (TL)	PJWCoEHS 303	5054		X	X	X
Health & Human Performance	Miller, A	McGill 206	5238	X		X	
History	King, J	LA 145	6082		X	X	X
History	Lawrence, A (TL)	PJWCoEHS 303	5054		X	X	X

Secondary Teaching Majors, Endorsements, and Advising Contacts (continued)

Majors & Endorsements	Advisor	Office	Phone	Extended Major	Maj	Min	Needs Major or Second Field
Latin K-12	Semanoff, M	LA 425	2401		X	X	X
Latin K-12	Murphy, K	PJWCoEHS 226	2121		X	X	X
Library-K-12	Smathers, T (T&L)	PJWCoEHS				X	Needs major
Literacy K-12	Brayko, K (TL)	PJWCoEHS 308	4915			X	Needs major
Literacy K-12	Gallo, Jessica (TL)	PJWCoEHS 309	5064			X	Needs major
Mathematics	Roscoe, M	MATH 205	6689	X		X	
Mathematics	Erickson, D (TL)	PJWCoEHS 104	5318	X		X	
Music K-12	Gray, L	MUS 204B	2865	X			
Music K-12	Murphy, K (TL)	PJWCoEHS 226	2121	X			
Physics	Reiser, M	CHCB 120	2074		X	X	X
Physics	Blank, L (TL)	PJWCoEHS 307	5304		X	X	X
Psychology	Fiore, C	Skaggs 143	4521		X	X	X
Psychology	Lawrence, A (TL)	PJWCoEHS 303	5054		X	X	X
Social Studies Broadfield	Lawrence, A (TL)	PJWCoEHS 303	5054	X			
Russian K-12	Renner-Fahey, O	LA 313	2401		X	X	X
Russian K-12	Murphy, K (TL)	PJWCoEHS 226	2121		X	X	X
Sociology	Hollist, D	SS 333	5281		X	X	X
Sociology	Lawrence, A (TL)	PJWCoEHS 303	5054		X	X	X
Spanish K-12	Raquena, P	LA 319	2401	X		X	
Spanish K-12	Murphy, K (TL)	PJWCoEHS 226	2121	X		X	
Special Educ K-12	Alwell, M (TL)	PJWCoEHS 306	5512			X	Needs major
Special Educ K-12	Atkins, T (TL)	PJWCoEHS 230	4978			X	Needs major
Special Educ K-12	Garfinkle, A (TL)	PJWCoEHS 108	5262			X	Needs major
Theatre	Campana, J	McGill 216	5846		X	X	X
Theatre	Murphy, K (TL)	PJWCoEHS 226	2121		X		X

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 and Human Sciences offers three additional endorsement programs for those seeking to add Montana endorsements in 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 the library media and reading endorsement programs. Candidates seeking initial licensure and a special education endorsement must complete supplemental materials for admission. Licensed teachers may apply for admission to an endorsement program without applying for admission to the Teacher Education Program. 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.

Each endorsement program has a separate admission procedure. Please visit the Teacher Education Services or the [Teaching and Learning website](#).

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

	Credits
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 Meeting Standards Through Play-Based Environments	3
EDEC 430 Social & Emotional Development in Young Children	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 4K-8	3
EDU 481 Content Area Literacy	3
EDU 438 Literacy Assessment, Diagnosis and Instruction	3
EDU 441 Leadership and Advocacy in Reading and Writing	3
EDU 456 or C&I 557 Literacy Practicum	6
Total Credits: 30	

Special Education P-12

EDU 438 Literacy Assessment, Diagnosis and Instruction	3
EDSP 401 Intro Early Intervention or EDSP 403 Curr/Methods Early Spec Educ	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	

Field Experiences

Introduction

All pre-service teachers complete a minimum of two field 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	

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

The purposes of the field 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 field experiences help faculty evaluate the candidate's potential as a teacher.

All field experience placements are assigned by the Office of Field Experiences. Because elementary education majors are licensed to teach in grades K-8, they are required to complete a field experience in at least two of the following three grade levels in an elementary school: P/K-3, 4-6, or middle school. Secondary licensure majors are licensed for grades 5-12, so they must have a field experience in both the middle and high school levels.

Different teaching majors require different experiences, as indicated below:

Area of Licensure	Field Placement Requirements
Elementary	PK-3 and 4-6 or 6-8
Secondary	5-8 and 9-12
K-12 Music	General music and choral, band, <u>or</u> string
Other K-12 fields	PK-5 and 6-8 or 9-12 (latter preferred)
Elementary major with a K-12 endorsement	Minimum of one additional experience in endorsement in 6-8 or 9-12
Secondary major with a K-12 endorsement	Minimum of one additional experience in endorsement K-3 or 4-6

Student Teaching

The student teaching field 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 Field Experiences webpage at <http://www.coehs.umt.edu/departments/currinst/Clinical%20Experiences/stuteaching/appmaterials.php>.

The Office of Field Experiences uses this application to locate a student teaching assignment for the applicant. STUDENTS MAY NOT SEEK THEIR OWN PLACEMENTS—requests for teacher candidates 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 set out in the Student Teacher 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 practicum field experiences in other countries. More information is available in the Student Teaching Handbook and from the Office of Field 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.

The Department of Health and Human Performance, the School of Art, and the School of Music have special student teaching requirements. Majors in those areas should work closely with their advisors to meet those requirements. Note that these majors qualify for K-12 licensure and as such require a K-12 student teaching assignment. The Director of Field Experiences and the subject-area advisor determine the length of time candidates teach at the various levels.

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 Field 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 Field Experiences Committee oversees the process of removing a candidate and determining the next course of action.

Student Teaching Application Deadlines

When	Requested Location	Application Due
Autumn Semester	Out-of-state or International	November 20
Autumn Semester	Missoula area or other locations in Montana	February 20
Spring Semester	Out-of-state or International	April 20
Spring Semester	Missoula area or other locations in Montana	September 20

*If the 20th falls on a weekend or UM holiday, applications are due the next UM business day.

Student Teaching Pre-Requisites (Elementary and Secondary)

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

<http://www.coehs.umt.edu/departments/currinst/Clinical%20Experiences/stuteaching/appmaterials.php>

- ___ 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 for an elementary or secondary major prior to student teaching with the exception of EDU 407E.
- ___ Completion of First Aid and CPR training prior to student teaching. Elementary and K-12 candidates must take both adult and child CPR. Secondary candidates may elect to take only adult CPR.

Elementary

- ___ Completed a minimum of three of the following courses: ARTZ 302A, THTR 239A, HEE 302, MUSE 397.

Secondary

- ___ All methods courses, two-thirds of content course work, and approval by departments in the major/minor content area.

Student Teaching Application

- ___ Review cover letter and resume for format, professional presentation or style, spelling, grammatical errors, etc. Revisions are encouraged, if needed.
- ___ Make sure the application is professionally prepared and correctly assembled. One copy includes proof of First Aid/CPR training, MEA-MFT membership, and the Student Agreement form.
- ___ Signed application indicates the advisor believes this candidate will be ready to student teach. Candidates will also schedule an appointment with the Director of Field Experiences when they deliver their applications to the Office of Field Experiences.

Applied Research and Reflective Practice Requirement

All candidates admitted to the Teacher Education Program will create, implement, and submit a professional development portfolio, including an action research project as a requirement for satisfactory completion of the program and recommendation for licensure. The candidate's advisor or 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 advisor's or mentor's section of EDU 494 Applied Research and Reflective Practice (if an undergraduate student) or C&I 594 Professional Portfolio (if a graduate student) for 1 credit. The advisor or 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 Professional Development Portfolio

- Résumé documenting Diversity.
- 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

The Montana Board of Public Education adopts policies for the issuance of Montana teaching licenses. The Superintendent of Public Instruction, upon recommendation from an accredited Teacher Education Program, issues licenses to qualified applicants. The University of Montana Phyllis J. Washington College of Education and Human Sciences programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and Council for the Accreditation of Educator Preparation (CAEP), the Northwest Commission on Colleges and Universities, and the Montana Board of Public Education. Candidates who complete the Teacher Education Program at UM-Missoula and state-specific testing requirements are eligible to receive a Montana Class 2 Standard Teaching License.

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 by an accredited Montana EPP. 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, each Montana EPP 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 and Human Sciences 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 finger printing. 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 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 issuance of an initial teaching license or employment as a teacher.

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

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.

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 data, with honesty.
- 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. Understands and respects diversity.
- C. Protects the civil and human rights of students and colleagues.
- D. Assumes responsibility for personal actions.
- E. Demonstrates good stewardship of public resources.
- F. Exemplifies a positive, active role in school-community relations.
- G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council July 13, 2016