| Evaluation of Portfolio Components(Autobiography, Philosophy, Resume, Short/Long Term Goals)***Required for Each Portfolio Submission*** | ***First Submission ED 102, Foundations of Education*** | ***Second Submission Admission to Teacher Education*** | ***Third Submission Admission to Student Teaching*** | ***Fourth Submission Completion of Student Teaching*** |
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| Autobiography and educational philosophy papers are included and free of typographical and grammatical errors. | Minimum Rating 1 required | Minimum Rating 1 required | Minimum Rating 2 required | Minimum Rating 3 required |
| Resume documents professional experiences that demonstrate educational growth and direction for the future. | Minimum Rating 1 required | Minimum Rating 1 required | Minimum Rating 2 required | Minimum Rating 3 required |
| Short/Long term goals demonstrate progress from previous submissions and adequate reflection on future growth. | Minimum Rating 1 required | Minimum Rating 1 required | Minimum Rating 2 required | Minimum Rating 3 required |

| Standard and Teacher Performances to be achieved | ***First Submission ED 102, Foundations of Education*** | ***Second Submission Admission to Teacher Education*** | ***Third Submission Admission to Student Teaching*** | ***Fourth Submission Completion of Student Teaching*** |
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| 1. ***American Indian Essential Understandings***

The preparing teacher demonstrates understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana. Performances: The preparing teacher… |  |  |  |  |
| 1. articulates the seven Essential Understandings Regarding Montana Indians.
 |  |  | ED 229 |  |
| 1. integrates an essential understanding regarding Montana Indians in the design of a lesson for student learning.
 |  |  | ED 312/ED 318 |  |
| 1. researches and synthesizes the contemporary status of American Indians and tribes in Montana.
 | ED 102 | ED 102 |  |  |

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| 1. ***Knowledge of Subject Area.***

The preparing teacher demonstrates understanding of the central concepts, tools of inquiry, and structure of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.Performances: The preparing teacher… |  | One other performance at Level 1, but not Performance 6. |  |  |
| 1. engages students in interpreting ideas from a variety of perspectives.
 |  |  |  |  |
| 1. effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.
 |  |  |  |  |
| 1. demonstrates an understanding of the central concepts of his or her discipline.
 |  |  |  |  |
| 1. can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
 |  |  | ED 325/ED 318 |  |
| 1. engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
 |  |  |  |  |
| 1. can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
 |  | CS 103 | ED 312/ED 318 |  |

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| 1. ***Knowledge of Human Development and Learning***

The preparing teacher demonstrates an understanding of how students learn and develop and provides learning opportunities that support intellectual, social, and personal development.Performances: The preparing teacher… |  |  |  |  |
| 1. assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, moral, and physical) and that leads to the next level of development.
 |  | ED/PSY 229 |  |  |
| 1. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
 |  |  | ED 412 |  |
| 1. accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
 |  |  | Not Completed in Connection with a Course |  |
| Adapting Instruction for Individual NeedsThe preparing teacher demonstrates knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.Performances: The preparing teacher… |  |  |  |  |
| 1. Identifies, designs, and uses instruction appropriate to students’ stages of development, learning styles, strengths, and needs that are sensitive to multiple experiences of learners.
 |  |  |  |  |
| 1. makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
 |  |  | Not Completed in Connection with a Course |  |
| 1. can identify when and how to access appropriate services or resources to meet exceptional learning needs.
 |  |  | SPED 300 |  |
| 1. seeks to understand students’ families, cultures and communities, and uses this information as a basis for connecting instruction to students’ experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to student experiences and cultures).
 |  |  |  |  |
| 1. brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.
 |  |  |  |  |
| 1. *Biases and Teaching Style Effects on Teaching*

The preparing teacher demonstrates an understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching.Performances: The preparing teacher…. |  |  |  |  |
| 1. reflects upon personal, cultural, and socioeconomic biases and teaching style differences that affect his/her teaching.
 |  |  | ED 245 |  |
| 1. ***Multiple Instructional Strategies***

The preparing teacher utilizes a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.Performances: The preparing teacher…. |  |  |  |  |
| 1. carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (developmental stages, prior knowledge, learning styles, and interests).
 |  |  |  |  |
| 1. uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving and performance capabilities and that help students assume responsibility for identifying and using learning resources.
 |  |  |  |  |
| 1. constantly monitors and adjusts roles (instructor, facilitator, coach, audience) and strategies in relation to the content and purpose of instruction and learner feedback.
 |  |  |  |  |
| 1. develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking.
 |  |  |  |  |
| 1. ***Classroom Motivation and Management Skills***

The preparing teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.Performances: The preparing teacher…. |  |  |  |  |
| 1. encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
 |  |  | ED 305 |  |
| 1. engages students by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
 |  |  |  |  |
| 1. organizes, allocates, and manages the resources of time, space, activities, and attention in a way that is conducive to learning.
 |  |  | ED 305 |  |
| 1. analyzes the classroom environment and interactions andmakes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
 |  |  | ED 305 |  |
| 1. organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
 |  |  |  |  |

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| 1. ***Communication Skills***

The preparing teacher demonstrates knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom.Performances: The preparing teacher… |  |  |  |  |
| 1. models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic clues, being sensitive to nonverbal cues given and received).
 |  |  | ED 325/ED 318 |  |
| 1. supports and expands learner expression in speaking, writing, and other media.
 |  |  | ED 325/ED 318 |  |
| 1. knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking through processes, promoting risk-taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
 |  |  |  |  |
| 1. communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of responsiveness to different modes of communication and participation).
 |  | Not Completed in Connection with a Course |  |  |
| 1. knows how to use a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities.
 |  |  | CS 103 |  |
| 1. ***Instructional Planning Skills***

The preparing teacher plans instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies.Performances: The preparing teacher… |  |  | One other performance at Level 2, but not Performance 1. |  |
| 1. plans lessons and activities relevant to learners, addresses variations in learning styles and performance modes that operates at multiple developmental levels to meet the needs of diverse learners.
 |  |  | HPE 314/ED 318 |  |
| 1. develops plans that are appropriate for curriculum goals and are based upon principles of effective instruction (e.g., that activate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
 |  |  |  |  |
| 1. creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
 |  |  |  |  |
| 1. adjusts plans to respond to unanticipated sources of input and/or student needs**.**
 |  |  |  |  |
| 1. ***Assessment of Student Learning***

The teacher demonstrates assessment strategies, tools and practices to plan and evaluate effective instruction.Performances: The preparing teacher… |  |  |  |  |
| 1. appropriately uses standardized test results and a variety of informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, and peer assessments) to enhance his or her knowledge of learners, evaluate students’ progress and performances and modify teaching and learning strategies.
 |  |  | ED 324/ED 318 |  |
| 1. solicits and uses information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
 |  |  |  |  |
| 1. uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
 |  |  |  |  |
| 1. evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work and modifying plans and instructional approaches accordingly.
 |  |  | ED 412 |  |
| 1. maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.
 |  |  |  |  |
| 1. ***Professional Commitment and Responsibility***

The preparing teacher demonstrates continued growth in knowledge related to a particular subject area and the teaching of it.Performances: The preparing teacher… |  |  |  |  |
| 1. uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
 |  |  | Not Completed in Connection with a Course |  |
| 1. seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
 |  |  | Not Completed in Connection with a Course |  |
| 1. draws on professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.
 | ED 102 | ED 102 |  |  |
| 1. ***Partnerships***

The preparing teacher demonstrates knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being.Performances: The preparing teacher… |  |  |  |  |
| 1. participates in collegial activities designed to make the entire school a productive learning environment.
 |  | Not Completed in Connection with a Course |  |  |
| 1. makes links with the learners’ other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
 |  |  |  |  |
| 1. can identify and use community resources to foster student learning.
 |  |  | SPED 300 |  |
| 1. establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
 |  |  |  |  |
| 1. talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems or acts as an advocate for students.
 |  |  | Not Completed in Connection with a Course |  |
| 1. ***Connections Between Academics and Work***

The preparing teacher demonstrates the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.Performances: The preparing teacher… |  |  |  |  |
| 1. as an individual and member of an instructional team, selects and creates learning experiences that combine the academic elements of the curriculum with the reality of existing and emerging workforce expectations.
 |  |  | HPE 314 **or** |  |
| 1. uses knowledge of the workplace and career opportunities in the field of specialization to create opportunities for children and youth to gain an understanding of options to explore as they move through their school experiences.
 |  |  | ED 318 |  |