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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.

CAEP
1140 19th St NW, Suite 400
Washington, DC 20036
(202) 223-0077
[Caepnet.org](http://Caepnet.org)
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
o 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 and the “Professional Educators of Montana Code of Ethics” on page 28.

Candidate Performance Outcomes

As active participants in this learning community, candidates are expected to assume roles as both learners and teachers in the program’s course work and clinical experiences. Through initiative, classroom performance, and professional behaviors, candidates who complete the Teacher Education Program at the University of Montana will be able to:

1. Demonstrate knowledge of the disciplines and subject matter related to curriculum.
2. Design interdisciplinary and discrete subject area instruction to achieve curriculum goals.
3. Use appropriate technologies and resources to enhance instruction and student performance.
4. Select and design appropriate and authentic means of assessing student learning and progress.
5. Implement instructional and behavioral management strategies to promote a safe and positive learning environment.
6. Engage students in learning activities that help promote critical and creative thinking.
7. Design and organize learning environments to accommodate all learners.
8. Communicate clearly, accurately and professionally with students and their families, colleagues, and community members.
9. Reflect on professional responsibilities and demonstrate commitment to fairness and the ability of all to learn.
Checklist for Completing Elementary Education Degree and Licensure or Secondary 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 Curriculum and Instruction 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/student-services/Clinical%20Experiences/events.php. Contact the Office of Field Experiences at (406) 243-2031 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 22-23 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. Due to field experience placement constraints, there is a limit of 12 students admitted per each content area each semester. **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 or the Early Childhood Education (P-3) minor in addition to the elementary or secondary education program, supplemental admission materials are required with the application.

Candidates who successfully complete the elementary program through either the undergraduate or graduate option will be recommended for K-8 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.

revised 8.31.15
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 or advisor 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 Curriculum and Instruction. 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 Curriculum and Instruction 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 admissions 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 C&I 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, deviate 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 pre-education majors. Pre-education students should complete course work that satisfies the elementary education major, the general education requirements, and other courses required for licensure in elementary education. Pre-education students are advised by professional advisors within Teacher Education Services in the Phyllis J. Washington College of Education and Human Sciences. Jayna Lutz can be reached at (406) 243-6170 or jayna.lutz@umontana.edu.

After admission to the Teacher Education Program, candidates are considered Elementary Education majors and 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 Curriculum & Instruction 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 Curriculum & Instruction’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:

Katie O’Connor  Dr. Fletcher Brown  
Teacher Education Services  Department of Curriculum and Instruction  
University of Montana  University of Montana  
32 Campus Drive  32 Campus Drive  
Missoula MT 59812-6346  Missoula MT 59812-6346  
Email: Katelyn.o’connor@mso.umt.edu  Email: fletcher.brown@umontana.edu  
Voice: (406) 243-4841
### ELEMENTARY EDUCATION MAJOR COURSE REQUIREMENTS

Highlighted text refers to Elementary Content Core-GPA used for Admission and Licensure

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education/Content/Specialty Courses</th>
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<td>WRIT 101</td>
<td>College Writing I</td>
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<td>LIT 110L</td>
<td>Intro to Lit</td>
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<td>Lower Div. Writing Course and L</td>
<td>WRIT 101 or placement</td>
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<td>LSH 151L</td>
<td>Humanities Bible, Greeks, and Romans</td>
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<tr>
<td>LSH 152L</td>
<td>Humanities Medieval to Modern</td>
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<td><strong>M 132</strong></td>
<td>Numbers and Operations for K-8 Teachers</td>
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<td>M 095 or placement</td>
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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 222** Educational Psychology and Child Development: 3
- **EDU 338** Academic Interventions: 3
- **EDU 395** Clinical Experience: Level 1: 1
- **EDU 397** Methods: Teaching and Assessing PK-4 Early Numeracy: 3
- **EDU 397** Methods: Teaching and Assessing PK-3 Early Reading: 3

#### LEVEL 2 Critical Thinking and Problem Solving*

- **EDU 346** Exceptionalities: 3
- **EDU 370** Integrating Technology into Education: 3
- **EDU 395** Clinical Experience: Level 2: 1
- **EDU 339** Methods: Teaching and Assessing PK-8 Language Arts: 3
- **EDU 407E** Ethics and Policy Issues: 3
- **ENST 472** General Science: Conservation Education: 3

#### LEVEL 3 Pedagogy and Content Knowledge*

- **EDU 340** Classroom Management: 3
- **EDU 451** Clinical Experience: Level 3: 1
- **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 field experiences.

Elementary Education Majors should consider additional licensure areas to increase employment opportunities. More information regarding endorsements in early childhood education, special education, reading and library media can be found on page 19.

(revised 8.31.15)
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 16-18 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 Curriculum & Instruction 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 Curriculum and Instruction.

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 Curriculum & Instruction’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 Curriculum and Instruction
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: ______________________

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### Additional licensure requirements:
- 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 and adult CPR.

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

#### These courses are recommended to be taken together (Block 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

#### These courses are recommended to be taken together (Block II):
- 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

### These courses must be taken together:
- EDU 495  Student Teaching: Secondary
- EDU 494  Professional Portfolio  14  1

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revised 8.31.15
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
- 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.
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<th>Majors &amp; Endorsements</th>
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<td>Needs major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Educ K-12</td>
<td>Atkins, T (C&amp;I)</td>
<td>PJWCoEHS 230</td>
<td>4978</td>
<td>X</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Special Educ K-12</td>
<td>Garfinkle, A (C&amp;I)</td>
<td>PJWCoEHS 108</td>
<td>5262</td>
<td>X</td>
<td>Needs major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Campana, J</td>
<td>McGill 216</td>
<td>5846</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Murphy, K (C&amp;I)</td>
<td>PJWCoEHS 226</td>
<td>2121</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Licensure Endorsements
Library Media 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 media, 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 C&I Endorsements page online.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 222 Educational Psychology and Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 397 Methods: PK-4 Early Numeracy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 397 Methods: PK-3 Early Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 408 Early Childhood Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 410 Family, Community, Cultures</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 420 Meeting Standards Through Play-Based Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 430 Social &amp; Emotional Development in Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 495 Early Childhood Fieldwork/Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 24**

**Library Media K-12**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 331 Lit and Literacy for Children</td>
<td>3</td>
</tr>
<tr>
<td>EDU 432 Lit and Literacy for Young Adults (or EDU 334 Child &amp; YA Lit for 4 credits)</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 461 Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 463 Collection Development</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 464 Reference Resources</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 465 Library Media Technical Processes</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 466 Libraries and Technology</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 468 Administration and Assessment of Library Media</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 495 Library Media Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 25-27**

**Literacy/Reading K-12**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 331 Lit and Literacy for Children</td>
<td>3</td>
</tr>
<tr>
<td>EDU 432 Lit and Literacy for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>EDU 339 Methods: PK-8 Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 497 Methods: Reading PK-8</td>
<td>3</td>
</tr>
<tr>
<td>EDU 481 Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 438 Literacy Assessment, Diagnosis and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 441 Leadership and Advocacy in Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDU 456 or C&amp;I 557 Literacy Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits: 27**

**Special Education K-12**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 438 Literacy Assessment, Diagnosis and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 401 Intro Early Intervention or EDSP 403 Curr/Methods Early Spec Educ</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 405 Assessment of Students with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 426 Intro to Transition and Community Supports</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 454 Advanced Academic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 456 Intro to Methods Low Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 461 Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 462 Special Education Law, Policy and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 495 Student Teaching: Special Education</td>
<td>6-10</td>
</tr>
</tbody>
</table>

**Total Credits: 30-34**

revised 8.31.15
Professional Development Portfolio Requirement

All candidates admitted to the Teacher Education Program will organize, maintain, and present a Professional Development Portfolio of selected activities and reflections as a requirement for satisfactory completion of the program and recommendation for licensure. The candidate’s advisor or mentor in the Department of Curriculum & Instruction will assist in the design of the portfolio and evaluate it at the conclusion of the student teaching assignment. The candidate’s university supervisor will also review the portfolio, specifically the elements required at the conclusion of student teaching. When registering for student teaching, the candidate will enroll in his/her advisor’s or mentor’s section of EDU 494 Professional Portfolio (if an undergraduate student) or C&I 594 Seminar (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.

A portfolio is a collection of artifacts that documents growth and/or competence in the field of teaching. It relies on the owner’s reflection on completed work as its major organizing principle. The portfolio demonstrates the program’s themes of commitment to diversity, cooperative endeavors, and the integration of ideas.

The Professional Development Portfolio requirement provides candidates the opportunity to:

- design educational and professional goals and reflect on and review these goals regularly with advisors;
- document and reflect on experiences with diverse populations among P-12 students, their families, and the community;
- emphasize and document professional growth activity outside the realm of the college classroom;
- draw connections among educational achievements and challenges in and out of the classroom;
- demonstrate competencies as they pursue volunteer activity, field-based study, and student teaching;
- develop habits of reflection about professional performance and growth; and
- use elements of the portfolio in interview situations and graduate school applications.

Required Elements of the Professional Development Portfolio

Elements required prior to student teaching and verified by the advisor. Keep copies of these items as you progress thought the program.

- Résumé.
- Evidence of having completed two volunteer experiences in candidate’s choice of a community-based agency or activity, one of which involves populations representing diversity for this candidate.

Candidates document the nature and duration of the activity, diversity encountered, insights gained, and generalizations about future professional value of their experiences. Evidence may include photographs, correspondence, video, and journals, in addition to reflective essays. Volunteer experiences may include a focused activity spanning a few hours, such as serving a meal at the Poverello Center, or may be a long-term commitment such as mentoring a client at Opportunity Resources or being a Big Brother/Big Sister, coach of a team, or a religious school teacher. Other possibilities include serving on Department committees (Student Evaluation Committee, Faculty Evaluation Committee) or University committees (Academic Standards Curriculum Review Committee (ASCRC)); service-learning class assignments; tutoring or youth-related organizational activities; and volunteer activities carried out in summer or during semester break.

- Best piece of academic work from candidate’s major with accompanying reflective essay on the connections and contributions of this work to future teaching.

Elements required at the conclusion of student teaching and evaluated by the university supervisor and advisor.

- Reaction paper concerning at least one professional conference, in-service workshop, or meeting (PTA, school board, tribal council, or city council meeting).
- Goals for student teaching.
- Representative examples of P-12 student work, accompanied by goals of instruction and assessment against those goals.
- Video Tape Critiques I and II (see Appendix of University of Montana Student Teaching Handbook for critique forms).
Midterm Assessment/Reflection of Student Teaching Progress.
Final reflective essay stating candidate’s view of teaching and learning, including personal and moral dispositions.

Some Definitions of Portfolio Requirements

A reaction paper includes an overview of the event or activity experienced; a statement of one’s opinions, viewpoints, or insights about the experience; and concluding generalizations about the value or likely impact of the experience on one’s professional growth or future professional activity. As these are personal statements, writing in the first person is appropriate.

A reflective essay uses information from experience to inform future actions. The evaluator measures the outcome(s) against intended goals or expected levels of excellence and then reflects on reasons for differences, factors involved, strategies that worked well, and ideas for other approaches. This critical analysis results in either confirmation or modifications of strategies for similar situations, thereby learning from experience to assure better outcomes in the future. For professional educators, the habit of reflection insures clear goals, thoughtful analysis, and improvements in practice over a professional lifetime.

Diversity is defined as differences among groups of people and individuals based on race/ethnicity, socioeconomic status, exceptionality and/or gender.
Field Experiences

Introduction

All pre-service teachers complete a minimum of two field experiences prior to student teaching. The initial experience is EDU 202 Early Field Experience for secondary and K-12 candidates and EDU 395 Clinical Experience: Level 1 for elementary candidates. The next experience is fulfilled in conjunction with content area methods courses: EDU 395 Field Experience for secondary candidates and EDU 395 Clinical Experience: Level 2 and EDU 451 Clinical Experience: Level 3 for elementary candidates.

The purposes of the field experiences are to provide an opportunity for candidates to interact with professionals in the field; to participate in and observe a diversity 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:

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

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 to attend the Student Teaching Informational Seminar.

Student teaching applications are available on the Field Experiences webpage at [http://www.coehs.umt.edu/student-services/Clinical%20Experiences/stuteaching/appmaterials.php](http://www.coehs.umt.edu/student-services/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.

Candidates are expected to follow requirements set out in the Student Teacher Handbook, available in the UC Bookstore.

Undergraduate candidates earn 15 credits (including Professional Portfolio) 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 Curriculum and Instruction 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 Professional Portfolio) 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**

<table>
<thead>
<tr>
<th>When</th>
<th>Requested Location</th>
<th>Application Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Semester</td>
<td>Out-of-state or International</td>
<td>November 20</td>
</tr>
<tr>
<td>Autumn Semester</td>
<td>Missoula area or other locations in Montana</td>
<td>February 20</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Out-of-state or International</td>
<td>April 20</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Missoula area or other locations in Montana</td>
<td>September 20</td>
</tr>
</tbody>
</table>

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

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/student-services/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 Adult 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.
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 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:

<table>
<thead>
<tr>
<th>GPA</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.50 – 4.00</td>
<td>4</td>
</tr>
<tr>
<td>3.00 – 3.49</td>
<td>3</td>
</tr>
<tr>
<td>2.65 – 2.99</td>
<td>2</td>
</tr>
<tr>
<td>2.00 – 2.64</td>
<td>1*</td>
</tr>
<tr>
<td>Below 2.00</td>
<td>0</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge is Advanced</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge is Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge is Basic</td>
<td>1*</td>
</tr>
<tr>
<td>Knowledge is Insufficient</td>
<td>0</td>
</tr>
</tbody>
</table>

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

3. **Assessment of Content Knowledge on appropriate Praxis II test**
   The range for awarding points is 0-3 and will be calculated as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets/Exceeds MT score</td>
<td>3</td>
</tr>
<tr>
<td>At least 90 % of MT score</td>
<td>2</td>
</tr>
<tr>
<td>At least 80 % of MT score</td>
<td>1*</td>
</tr>
<tr>
<td>Below 80 % of MT score</td>
<td>0</td>
</tr>
</tbody>
</table>

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) 243-2032.
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. Evidence of a completed program is an official college or university transcript; evidence of elementary content knowledge is a test score. 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

Please note: Section 20-4-110, section 1, of the Montana School Laws, as follows, gives the Board of Public Education the authority to issue a letter of reprimand, suspend, revoke, or deny teaching licensure:

**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; or
(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; or
(b) the superintendent of public instruction.

(3) (a) 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.

(b) 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.

(c) The trustees and the superintendent shall ensure the confidentiality of the report.

(d) 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, L. 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 and will be used to judge their actions.

**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 January 27, 2012*