MONTANA
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BILLINGS

Access & Excellence

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InTASC STANDARDS (CCSSO)

The Learner and Learning

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

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

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

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PROFESSIONAL EDUCATOR PREPARATION

10.58.501 PROGRAM STANDARDS

Subchapter 5 Teaching Areas: Specific Standards

10.58.501 TEACHING STANDARDS

(1) All programs require that successful candidates:

(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;

(b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

(c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;

(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

(e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;

(f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;

(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;

(h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;

(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

(j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;

(k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and (l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15.)

Professional Teaching Standards

Domain 1 - Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content related pedagogy

1b: Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f: Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2 – Classroom Environment

2a: Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interactions with other students

2b: Establishing a Culture for Learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 4 – Professional Responsibilities

4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d: Participating in a Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skills
- Receptivity to feedback from colleagues
- Service to the profession

4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Domain 3 - Instruction

3a: Communicating with Students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

3c: Engaging Students in Learning
- Activities and assignments
- Instructional materials and resources
- Grouping of students
- Structure and pacing

3d: Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Source: Danielson, C. (2007) Enhancing Professional Practice: A Framework for Teaching. ASCD.

Fall 2016-Fall 2017	
City	Number of Students Placed There
Ashland, MT	1
Baker, MT	2
Belgrade, MT	2
Big Sandy, MT	1
Big Timber, MT	1
Billings, MT	98
Bozeman, MT	3
Centennial, CO	1
Colstrip, MT	1
Columbia Falls, MT	2
Columbus, MT	1
Cowley, WY	1
Culbertson, MT	1
Gildford, MT	1
Gillette, WY	1
Glasgow, MT	1
Great Falls, MT	5
Greybull, WY	1
Hardin, MT	1
Havre, MT	2
Hays, MT	1
Helena, MT	1
Jordan, MT	1
Kinsey, MT	1
Laurel, MT	7
Lavina, MT	1
Lawton, OK	1
Lewistown, MT	4
Lockwood, MT	13
Manhattan, MT	1
Mesa, AZ	1
Miles City, MT	2
Missoula, MT	2
Okinawa, Japan	1
Polson, MT	3
Powell, WY	1
Ray, ND	1
Red Lodge, MT	2
Riverton, WY	2
Scobey, MT	1
Shepherd, MT	1
Sidney, MT	1
Stevensville, MT	1
Troy, MT	1
Westby, MT	1
Whitefish, MT	1
Worden, MT	1
Worland, WY	1
Grand Total	182

Montana State University Billings Student Teaching Placements for Fall 2016-Fall 2017
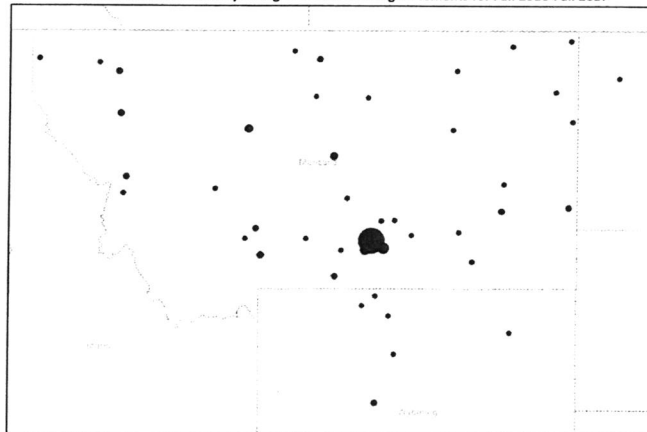
Zoomed out for more of the United States
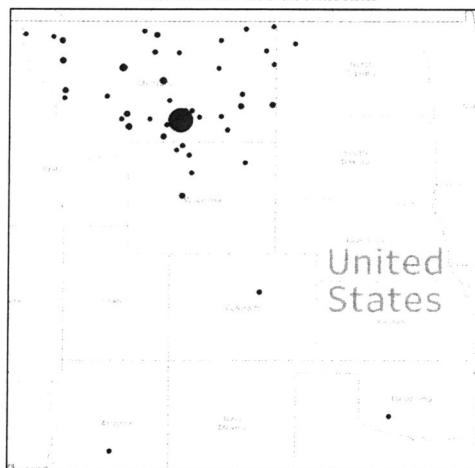
*This map only excludes one student who Student Taught in Okinawa, Japan.

MSU BILLINGS

Fall 2017 Census Enrollment by Licensure/Endorsement Area					
Content Area	1st Major	2nd Major	1st Minor	2nd Minor	Content Area Total*
Art K-12	18	1	6		25
Biology 5-12	8				8
Broadfield Science 5-12	10				10
Broadfield Social Studies 5-12		1			1
Early Childhood P-3			11		11
Elementary Education K-8	226	71			297
English 5-12	34		1		35
Geography 5-12			2		2
Health & Human Performance K-12	37	1	3		41
History 5-12	50	1	4		55
Mathematics 5-12	21		3		24
Music K-12	17	1			18
Physics 5-12	1		1		2
Political Science 5-12		1	23		24
Psychology 5-12			2		2
Reading K-12	20		5	1	26
School Counseling	44				44
Sociology 5-12			2		2
Spanish K-12	2	1	4		7
Special Education P-12	98	4			102
Special Ed. Supervisor	1				1
Total	587	82	67	1	737

*In the content area totals, each candidate is counted in all of the contents they are seeking licensure. If a candidate is a double major or has minors, they will be counted in all areas.

**The unduplicated enrollment for students seeking licensure/endorsements is 590 (the 587 above under 1st Major plus three 2nd Major candidates without education first majors).