Student Teaching Handbook
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The Student Teaching Handbook of the MSU Teacher Education Unit (TEU) provides comprehensive information on policies and expectations for the student teaching field experience.

The Teacher Education Unit is an interdisciplinary body comprised of faculty in unit programs, administrators, and candidates from the College of Education and Health Sciences, the College of Business, the College of Arts and Sciences, and stakeholders from the surrounding community.

The Teacher Education Unit develops and monitors requirements and policies for Teacher Education programs across the university. Minot State University’s Teacher Education programs emphasize the role of the teacher as a reflective decision-maker through a conceptual model that stresses action, reflection, and knowledge (ARK).

![MSU Teacher Education ARK](image)

The ARK Conceptual Model should serve as a constant reminder for those prepared in MSU Teacher Education programs that teaching is more than presentation of information; that it requires effective dispositions toward content matter, students, and community, as well as purposeful action and reflection for continuous improvement.
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Teacher Education Mission Statement

Teacher Education at Minot State University, in its graduate and undergraduate programs, prepares teachers who will be reflective decision-makers. Decision-making builds from a knowledge base. From that base, teachers are able to draw conclusions, make inferences, internalize concepts, and act. Our mission is to provide opportunities for candidates to acquire the knowledge, skills, attitudes, and behaviors that will allow them to deliver optimum learning experiences for diverse pupils in changing classroom environments. During pre-service programs BSE majors will be referred to as Teacher Education “candidates.”

Teacher Education Philosophy

The education of teachers is a life-long pursuit encompassing pre-service, graduate study, and professional development. The primary responsibilities of teachers are to: 1) prepare candidates to participate in our democratic society; 2) nurture candidates’ curiosity about the world; 3) provide access to knowledge; 4) foster skills and attitudes necessary for the application of knowledge; 5) build effective teacher/candidate relationships; and 6) demonstrate responsible professional behavior.

Therefore, we believe:

- Responsibility for the initial preparation and continuing development of teachers must be shared by the University faculty, educational practitioners, and the state through its certification standards;
- Teacher Education faculty must model ethical professional practice;
- Teacher Education faculty must be involved in both scholarly activities and the field of practice, to continually clarify and expand the professional knowledge base;
- The Teacher Education faculty must systematically evaluate programs and graduates to assure their continued high quality;
- Teacher Education programs must reflect American diversity and prepare professionals to teach in a pluralistic and multicultural society within a global community;
- The education of teachers must consist of a rigorous course of study that includes a broad liberal education, academic subject matter preparation, general and content specific preparation in teaching methodology, and knowledge of developmental characteristics of children and youth;
- The Teacher Education program and subsequent graduate study must include a wide variety of school-based experiences that serve as opportunities for candidates to apply pedagogical knowledge and reflect on its application;
- The graduate Teacher Education program must enhance in its candidates the attributes of master teachers, those who possess the knowledge, skills, and attitudes of dedicated and competent professionals.
**Goals**

In order to actualize these beliefs, Teacher Education Faculty formulated the following program outcomes utilizing the progressions of the Interstate Teacher Assessment and Support Consortium (InTASC) as our goals for the student teaching experience:

I. **The teacher candidate demonstrates respect:**
   **Final Level Clinical Outcomes:**
   I a. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences (InTASC progression 1&2A)
   I b. The teacher uses understanding of learners’ commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards (InTASC progression 1&2B)

II. **The teacher candidate demonstrates communication and collaboration:**
   **Final Level Clinical Outcomes:**
   II a. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility (InTASC progression 3A)
   II b. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs (InTASC progression 7C)
   II c. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth (InTASC progression 10A)

III. **The teacher candidate demonstrates a commitment to complexity of content:**
    **Final Level Clinical Outcomes:**
    III a. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches (InTASC progression 4A)
    III b. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC progression 4B)
    III c. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues (InTASC progression 5A)
    III d. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues (InTASC progression 5B)
    III e. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in
reaching rigorous curriculum goals based on content standards and
cross-disciplinary skills (InTASC progression 7A)

III f. The teacher encourages learners to develop deep
understanding of content areas, makes connections across
content, and applies content knowledge in meaningful ways
(InTASC progression 8B)

IV. The teacher candidate demonstrates a commitment to student
learning:

   Final Level Clinical Outcomes:
   IV a. The teacher manages the learning environment to engage
       learners actively (InTASC progression 3B)
   IV b. The teacher uses, designs, or adapts multiple methods of
       assessment to document, monitor, and support learner progress
       appropriate for learning goals and objectives (InTASC progression
       6A)
   IV c. The teacher uses assessment to engage learners in their own
       growth (InTASC progression 6B)
   IV d. The teacher implements assessments in an ethical manner and
       minimizes bias to enable learners to display the full extent of their
       learning (InTASC progression 6C)
   IV e. The teacher plans instruction based on information from
       formative and summative assessments as well as other sources and
       systematically adjusts plans to meet each student’s learning needs
       (InTASC progression 7B)

V. The teacher candidate demonstrates reflection:

   Final Level Clinical Outcomes:
   V a. The teacher understands and uses a variety of instructional
       strategies and makes learning accessible to all learners (InTASC
       progression 8A)
   V b. The teacher engages in continuous professional learning to
       more effectively meet the needs of each learner (InTASC
       progression 9A)
   V c. The teacher uses evidence to continually evaluate the effects
       of his/her decisions on others and adapts professional practices to
       better meet learners’ needs (InTASC progression 9B)

VI. The teacher candidate demonstrates responsibility:

   Final Level Clinical Outcomes:
   VI a. The teacher practices the profession in an ethical manner
       (InTASC progression 9C)
   VI b. The teacher seeks appropriate leadership roles and
       opportunities to take responsibility for student learning and to
       advance the profession (InTASC progression 10B)
Organizing Theme and Conceptual Model

*Teacher as reflective decision-maker* is the organizing theme which best integrates the program’s mission, philosophy, belief statements, and goals.

To implement this theme, a conceptual model has been developed which both names and guides the programs -- “ARK”: *Action, Reflection, and Knowledge*. The ARK conceptual model is an appropriate guide for both faculty and candidates in the Teacher Education programs at Minot State University.

**Action**
Teachers are decision makers who can and do model best pedagogical practice. They value, encourage, and monitor the sustained active involvement of every student in carefully planned, meaningful learning experiences. They collaborate willingly with colleagues and other professionals on educational issues, plan and implement best practice, and offer and receive support in continuing to develop as an expert teacher.

**Reflection**
 Teachers are decision makers who evaluate relevant choices for teaching, decide and act on the preferred choices, and continually reevaluate their choices in light of their effectiveness as evidenced by student response and achievement and by current literature and research findings.

**Knowledge**
Teachers are decision makers who have acquired a strong knowledge base in both content and pedagogy and who understand the importance of continually striving for currency in both areas. This knowledge base provides information for reflection and action in teaching situations as well as the skills and attitudes necessary to ensure continued growth.

As the culminating activity of professional preparation in teacher education at Minot State University, the student teaching experience should provide a clear demonstration of the candidate’s ability to thoroughly integrate and synthesize the components of Action, Reflection, and Knowledge in his or her teaching.

Teacher Advisement & Field Placement Office

Office Duties and Contact Information

The Teacher Advisement and Field Placement Office (TAFP office) serves all candidates enrolled in Teacher Education programs across campus. This office is responsible for regularly scheduled group advisement meetings held throughout each academic year (Online Admissions Seminar, Student Teaching Orientation, Fingerprinting Seminar, and Final Student Teaching Seminar). In these meetings, candidates are specifically coached regarding admittance, retention, and exit policies, as well as various application
procedures and deadlines associated with MSU’s Teacher Education program and certification. Office members are available for candidates on an individual basis to answer questions related to their progress through the Teacher Education program. In addition to advisement, the office is responsible for coordination of all Teacher Education field-based experiences in partnership with the schools, including practicum arrangements and student teaching placements.

It is also the responsibility of the TAFP office to monitor and track clinical and field experiences in Teacher Education, in order to assure MSU candidates practical experiences within a wide variety of instructional settings and communities, grade levels, teaching models, and student populations, with high-quality clinical Educators.

Dr. Lisa Borden-King, Director
Teacher Advisement & Field Placement Office
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Our website address –
http://www.minotstateu.edu/teu/student_teaching.shtml

Policies and Procedures

Placements

In preparing new teachers, MSU is responsible for locating and arranging student teaching placements that will offer candidates a broad range of experiences in a variety of settings. Whenever possible, student teachers will be placed in unfamiliar and diverse school settings, with different grade levels, and with previously unknown cooperating teachers and administrators. This will assist in continued professional development by exposing candidates to a variety of educational situations and circumstances to which they must learn to adapt. Student teachers will not be assigned to schools where their children attend or where they have relatives or close acquaintances. The total time spent student teaching in a specific placement varies from 6-16 weeks but no student teacher is placed for less than 12 weeks.

Candidates are neither responsible for nor authorized to make agreements or arrangements with administrators, teachers, and/or other
school personnel pertaining to placement for student teaching experience(s). These arrangements are the responsibility of the TAFP office.

During the orientation meeting early in the semester preceding student teaching, candidates will schedule individual sessions with the Director of TAFP. In these sessions each candidate and the director will discuss the candidate’s professional needs, possible locations for his or her placement, and any questions or concerns the candidate may have about student teaching. While personal problems and/or logistical constrictions will be taken into consideration to the extent possible (e.g., transportation, leases or other living arrangements, child care, jobs, etc.), they will not dictate nor guarantee placement within any particular locale, setting, or time frame. All student teaching placements are made with the candidate’s professional needs and best interests in mind.

If a student requests placement farther than 127 miles from the Minot campus, he or she must submit two brief reference forms from faculty or clinical educators and have written approval from: 1) the candidate’s major advisor and 2) the Director of TAFP. The Director of the Office of Teacher Advisement and Field Placement will make final approval for distance placements in consultation with faculty in the candidate’s major(s).

Candidates approved for placement outside of the MSU supervision range will also be charged a supervision fee in addition to tuition. This fee will be used to pay or offset the costs of hiring a designated person to act as the “university supervisor” during the candidate’s placement. The amount of the fee varies with specific locations; however, in no case will it be less than $250 and it may be as much as $3000.00. Qualified persons are identified, selected, and contracted by the TAFP office to handle the candidate’s supervision in distance placements. This fee will be added directly to the student’s account and will be due at the time when registration fees are due. Candidates receiving Financial Aid should contact a representative in that office for more information about making provisions to cover the fee.

Parochial School Student Teacher Policy

The following are rules for student teacher placement in parochial schools:

1. In order to host a student teacher the parochial school must be accredited by either the State of North Dakota or the North Central Association of Schools and Colleges or hold the equivalent status in Canada.

2. The Principal of the parochial school and the University will jointly determine the cooperating teacher based on secular rather than religious criteria.
3. Candidates will be placed in a parochial school for their student teaching experience only upon a request by the candidate. Candidates will be placed in a parochial school setting provided the placement is determined based on secular criteria.

4. All services provided to the parochial school by a student teacher must be secular in nature. A student teacher placed in a parochial school setting may not engage in or promote religious indoctrination, practice, or instruction while in the parochial school setting as part of their student teaching experience.

5. Supervision and evaluation of student teachers in a parochial school setting must be based on the same secular criteria as those student teachers placed in non-religious schools.

**Student Teaching Load**

Students are required to teach, as soon as it is appropriate, the cooperating teacher’s entire teaching load (or the equivalent, if placed with more than one cooperating teacher), with the exception of assignments for which the cooperating teacher may be receiving additional compensation. Ideally the student teacher should be covering a significant portion of the cooperating teacher’s actual teaching load prior to mid-term, with full load responsibility occurring for a significant portion of the placement.

**Concurrent Departmental Requirements**

Individual departments may have special requirements for self-assessment or coursework activities during student teaching. These requirements may include such things as registering for a capstone course, maintaining a reflective journal, or making special additions to the candidate’s portfolio. Criteria for evaluation of journals, coursework, portfolio additions, etc. are also a departmental responsibility. Candidates should check with their advisor about departmental expectations and requirements for their major(s) while student teaching.

**Absences from Student Teaching**

A good, general rule of thumb summarizing the student teaching absence policy is this: *When the cooperating teacher(s) is expected to be at school, the student teacher is expected to be there, too. This includes in-service days, parent/teacher conferences, various kinds of duties (bus, lunch, hall, playground), etc.*

With advance permission from the TAFP Office, the student is permitted 2 days of absence from student teaching for conference attendance, workshop participation, in-service training, job fairs, personal illness or emergency, the
illness of a child, a death in the immediate family, personal business, jury duty, or weather. *All other days missed (for any reason) must be made up at the end of the placement.*

All absences during student teaching should be reported to the school office where the student teacher is placed, cooperating teacher(s), and the TAFP office (leaving voice mail is acceptable when calling prior to business hours), *before the start of class that day.* The university supervisor only needs to be notified if an observation is scheduled for the day. This procedure should be followed for all absences. In the case of absences that are foreseeable (such as conference attendance) arrangements should be made in advance.

Following an absence beyond that provided in the above policy, the student teacher should discuss arrangements with the cooperating teacher(s) for making up any extra days missed. *Those arrangements should then be reported as soon as possible* by the student teacher directly to the TAFP office and the university supervisor (voice mail is acceptable). Records of these absences and make-up dates are kept in student folders in the TAFP office for tracking and reference purposes.

While student teaching, if additional days of leave are required for personal reasons other than illness (for example: the illness of a child, a death in the immediate family, or other emergencies), the *TAFP Director must be consulted in advance of the absences to the extent possible.* University supervisors should refer all student requests for permission to be absent directly to the Director of TAFP.

**School Holidays**

Student teachers *follow their school calendars* (not MSU's) while in their student teaching placements. Therefore, it is permissible for them to take off any *holidays that the entire school is observing.* When start and end dates are calculated by the TAFP office, these non school days are taken into consideration.

*Reminder:* Unexcused and/or unreported student absences may result in immediate withdrawal from and/or unsuccessful completion of student teaching.

**Substitute Teaching by the Student Teacher**

“In the event of an emergency, the student teacher may *once during the student teaching semester* be placed as a substitute teacher in the student teacher’s regularly assigned classroom for a period *not to exceed two consecutive days.*” (Rules of Certification of the Education Standards and Practices Board, North Dakota, July 1, 1995). This policy covers non-paid substituting within the placement classroom. Please note that pulling the
cooperating teacher to substitute teach in a different classroom leaves the student teacher without available supervision and is a liability issue as well. This practice is not allowed under TAFP policies.

If a student teacher holds a valid North Dakota substitute teaching license, he/she may substitute at other times but must request approval from the TAFP office director (Dr. Borden-King) and demonstrate the substitute teaching is needed and will not negatively impact the student teaching experience.

After student teaching has been completed, the candidate may become a substitute teacher for pay, but must have completed all applications and requirements for North Dakota substitute teaching licensure. Under no circumstances will the candidate be allowed to work in North Dakota schools until he/she is officially certified by the state with the appropriate license. All additional state rules and regulations regarding this issue will apply.

**Final Student Teaching Paperwork Materials**

At the time of the final evaluation, the cooperating teacher(s) and student teacher should make sure that all forms have been completed and submitted. Failure to complete all required material in a timely fashion may cause the student to receive an “Unsatisfactory” grade for student teaching, which, in turn, can delay graduation and licensure processes.

**Final Grades**

Grades for student teaching are either Satisfactory or Unsatisfactory (i.e., pass or fail). The cooperating teacher(s) and the university supervisor each recommend final grades for student teaching and the Director of TAFP, who is the official “Instructor of Record” for student teaching, will mark the grades as recommended. If there should be disagreement between the cooperating teacher(s) and the university supervisor as to the final grade, the Director of TAFP will consult with the cooperating teacher(s) and the university supervisor and then make a determination regarding the grade.

**Policy and Procedures for Unsatisfactory Performance**

The Teacher Education Advisory Council (TEAC), which is responsible for the governance of teacher education programs, including student teaching, can remove a student teacher from a particular student teaching assignment or choose to extend that placement. In situations of concern, the interests of the student teacher, the cooperating teacher, and the University will be accommodated by:

- Involving the candidate in the decision process
- Keeping extensive written documentation
• Showing evidence of proceeding in a timely manner

_Extension of Student Teaching_

It may be necessary, for various reasons, to extend the student teaching experience beyond the required time. The student teaching experience will be extended an appropriate period of time if any of the following occur:

1. The cooperating teacher and university supervisor have concerns about specific challenges the student teacher exhibits and an extension is needed to determine if the student teacher can strengthen these areas of concern.

2. The student teacher, for various reasons, needs to be absent from his/her assignment.

3. The student teacher requests an extension to which all parties agree.

_Unsatisfactory Recommendation_

The director of TAFP will support an unsatisfactory grade provided that:

1. The student teacher has been given a fair opportunity to remediate the prescribed challenges.

2. Evaluation forms show written evidence of challenges and concerns.

3. There is evidence the student teacher has received sufficient supervision from the cooperating teacher and university supervisor to justify the recommendation.

4. The Director of TAFP has been informed and consulted about the situation.

_Removal from Assignment_

Removal of a student teacher from his/her assignment should be done only for compelling reasons. However, provisions for this must be available because there are circumstances that warrant such a removal. The Director of TAFP will consider removing a student teacher from his/her assignment when any of the following occur:

1. The appropriate school authority, for clear reasons, requests that the student teacher be removed.

2. The cooperating teacher and university supervisor believe circumstances will prevent either the development or maintenance of a satisfactory
learning environment. Removal from the classroom will be recommended no later than midpoint.

3. Unethical behavior by either the cooperating teacher or the student teacher, i.e.: inappropriate language, dress, or action, has been exhibited.

4. Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies are evident.

Any person directly involved with the student teaching arrangement can initiate an initial discussion regarding withdrawal. It is important that the university supervisor and the Director of TAFP be involved in the initial and on-going discussions. The Director will set up a committee that may include the relevant Program Area Coordinator, Department Chair, advisor, supervisor, and cooperating teacher (Dean, when warranted).

Should a student teacher’s performance be deemed unsatisfactory, and removal from the placement is required, the following procedures shall apply:

• The Director of TAFP will contact the student teacher in person and explain orally and in writing the decision regarding removal from student teaching. *(Prior to this notice for removal, the student teacher has received several informal observations and discussions with written feedback from the cooperating teacher and university supervisor that document the problems/concerns over the time period.)*

• Copies of all cooperating teacher and university supervisor observation reports with written narrative should be filed in the online assessment system (Tk20) during the same week that they are discussed with the student teacher.

• To substantiate any spoken request for withdrawal, written documentation must be provided and signed by the person requesting a student teacher’s withdrawal.

*Student Right to Appeal*

The student teacher has the right to appeal to the Teacher Education Administrative Council (TEAC) and/or the Dean of the College of Education and Health Sciences any decision regarding unsatisfactory performance within seven days of receipt of the written decision. Such an appeal should be filed in writing and include any data the student believes pertinent to the case. The Committee’s decision on appeal will be made by majority vote. The Dean of the College of Education and Health Sciences serves as final authority on unconcluded situations.
**Posting of Degrees**

Typically, degrees are posted within 3-4 weeks after grades are due in the records office each semester. Candidates who wish to substitute teach following the conclusion of their placement should apply for the substitute-teaching license early on during their student teaching semester. If the student teacher has been offered a teaching position, the student teacher should request an early posting of their grades, degree, and licensure application. This request should be made to the Director of TAFP no later than three weeks prior to the end of the semester. Any requests for early posting of a degree must be submitted two weeks prior to the first day of final exams and two weeks prior to their ending of placement which is published for each semester in the undergraduate catalog.

**NDATE Outstanding Student in Teacher Education Award**

During each academic year, the North Dakota Association of Teacher Educators (NDATE) sponsors an award of interest to all candidates in the Teacher Education program. This award is open to candidates who have senior status in any teaching major, *whether they have completed their student teaching in Minot or at another site*. One elementary, one secondary, and one K-12 student will be selected for the award each year based on the following criteria:

1. Potential as a successful teacher and interest in a teaching career;
2. Outstanding personal qualities and character, with evidence of leadership and undergraduate awards or honors;
3. Exceptional accomplishments while in college, as shown by documented activities in educational, campus, and community organizations;
4. High academic ranking for which a candidate should provide his/her GPA’s in general studies, the major discipline, and professional education coursework.

The candidate will nominate him or herself by taking responsibility for collecting and submitting all necessary paperwork and materials. The cooperating teacher may encourage an outstanding student teacher to apply and help him or her by providing a letter of support as part of the application, but it is the student teacher’s responsibility to complete and submit the application packet.

Application materials are available in the TAFP office (Swain 218) and can be emailed upon request. The winners of the award will be announced at the annual spring banquet, usually held in March or April in Minot. The winning students will also be invited to the state NDATE conference where they will be recognized along with
winners from the other state universities. Although the award is made during the spring semester each year, students who graduate at the end of the previous fall semester are also eligible.

**Mentored Clinical Practicum**

Candidates who have entered the profession of teaching through interim or emergency licensure under section 67.1-01-04-01, secondary endorsement under section 67.1-02-03-03, or trade, industry, technical, and health occupations interim licensure under section 67.1-02-04-06 and are seeking to complete the requirements for regular licensure under section 67.1-02-02-02 may meet the student teaching requirement through a supervised clinical practice option meeting the following conditions:

1. The candidate requesting the clinical practice option must hold a valid regular elementary license, a valid interim or emergency license or a valid trade, industry, technical, and health occupations interim license and be employed under contract by an approved school during the clinical practice. The clinical practice option is not intended to be used by candidates who are not under contract and would not need release time from those contracts to complete a regular student teaching experience.

2. The clinical practice option must be approved by the Education Standards and Practices Board before it begins as part of the candidate's program of study toward regular licensure and must be conducted under the supervision of a state-approved college of teacher education. Criteria and evaluations for successful completion of the clinical experience must parallel and meet or exceed those the college of teacher education applies to student teaching experiences and the clinical practice must be at the appropriate grade levels for the licensure sought.

3. The program of study must be completed by the chair of Teacher Education and Human Performance and the program advisor from the content area and then sent to ESPB for approval.

4. The school employing the candidate and the candidate must submit letters to the Education Standards and Practices Board requesting the clinical practice option and verifying their support of the agreement.

5. Application must be made to the Minot State Teacher Advisement and Field Placement Office for a Mentored Clinical Practicum with concurrent registration of ED 497 Mentored Clinical Practicum. The application must include a copy of the individual's interim license. Once the application is accepted, the student teaching handbook becomes effective for the Mentored Clinical Practicum. Contact the TAFP office if you have any questions about the Mentored Clinical Practicum process.
6. All individuals engaged in mentored clinical practice must be admitted to teacher education within the first year.

7. The clinical practice option must require a minimum of ten weeks of close supervision, which includes an equitable combination of daily meetings with or observations of the candidate at the beginning of the experience, by an onsite teacher meeting the qualifications for cooperating teachers under section 67.1-02-01-02 and by the school building principal or other supervisor responsible for evaluations of teacher under North Dakota Century Code sections 15.1-15-01 and 15.1-15-04 and must include onsite visits by college supervisors which meet or exceed the requirements for student teacher supervision under section 67.1-02-01-03.

8. The clinical practice option includes mentoring of the applicant for at least one school year by the onsite cooperating teacher and may also include mentoring by an offsite content area specialist. The mentoring occurs outside of the candidate’s regular teaching assignment time and meets or exceeds the contact that would occur in a ten-week, full-time student teaching experience.

9. Upon completion of the clinical practice option, documentation of evaluations and transcripts verifying successful completion of the clinical practice will be provided through the College of Teacher Education to the Education Standards and Practices Board.

10. Candidates holding valid interim or emergency licensure under section 67.1-02-04-01 or trade, industry, technical, and health occupations interim licensure under section 67.1-02-04-06 who have successfully completed all the other requirements for regular two-year initial licensure under section 67.1-02-02-02, except for ten weeks of supervised student teaching, may use the successful clinical practice meeting the conditions of this section to fulfill the student teaching requirement.
Candidate Information

Application for Student Teaching

Who May Apply and When

Prospective student teachers must make application for student teaching at the beginning of the semester prior to their expected student teaching semester. Application materials and instructions are available from the TAFP office (Swain 218). Candidates should check current semester schedule booklets, the Red & Green, the TAFP website at www.minotstateu.edu/teu/paperwork.shtml, and the campus bulletin boards for relevant published deadlines and announcements regarding student teaching. Only completed applications, submitted by the published deadline, will be processed and considered for approval for student teaching.

If a candidate is on probation from Teacher Education at the time of application for student teaching, an application may be submitted; however, approval of such applications will be considered strictly on an individual basis. A candidate on probation from Teacher Education will not be permitted to student teach until the deficiency has first been corrected. Applications for student teaching may be resubmitted the following semester, subject to the same provisions as above.

All coursework in the candidate’s professional sequence and any other designated departmental requirements must be completed prior to the semester of student teaching. If any coursework will NOT be completed, an appeal must be filed with the Teacher Education Advisory Council for permission to student teach prior to the completion of the coursework.

Student Teaching Application Form

Candidates should complete all information on the application form and then obtain signatures from their 1) major advisor(s), 2) division or departmental chair(s), and 3) teaching minor chair (if applicable). The Director of TAFP will sign after reviewing the submitted application. The space on the lower portion is for office use only. Candidates are asked to figure their own Grade Point Averages (GPA’s) before scheduling an appointment with their advisors for signature. An instruction sheet is available from the TAFP office to assist candidates in figuring their GPA’s.

Autobiography

As part of the application for student teaching, the candidate must submit an autobiography. An example of an autobiography and a format instruction sheet are available at www.minotstateu.edu/teu/paperwork.shtml or from the TAFP
office for candidates to reference. The autobiography will become part of an
individual candidate folder of materials sent out to prospective schools for
review. Therefore, it is very important that the candidate present him/herself
and his or her qualifications as professionally as possible.

Departmental Requirements for Student Teaching Application Form

Individual departments may have unique requirements for materials to be
submitted with student teaching applications; the candidate should check with
his or her major advisor. Elementary Education majors will be required to submit
a handwriting sample along with their other application materials. Instruction
sheets and guidelines are available from the TAFP office or at
www.minotstateu.edu/teu/paperwork.shtml.

Required Seminars

Candidates are required to attend three student teaching seminars on the MSU campus,
prior to the semester of student teaching. The first seminar is a general orientation to
student teaching and the second seminar focuses on the fingerprinting process. Failure
to attend will result in delay of the placement process. The final seminar is conducted
by the TAFP Office, ESPB (our licensing agency), and the Mid-Dakota Educational
Cooperative (MDEC) and is focused on the licensing process, ethics, professionalism,
first year teacher resources, and job searching. Attendance will be taken at each
seminar and recorded in your student teaching folder. Dates and times of seminars are
posted on the TAFP website, http://www.minotstateu.edu/teu/st_schedule.shtml, the
TAFP office, campus bulletin boards, and available by phone from the TAFP office (858-
3838). In addition to the three required seminars listed above, there is one additional
seminar available to candidates. This fourth seminar, available only online,
(http://www.minotstateu.edu/teu/student_teaching.shtml) focuses on the step-by-
step process for licensure.

Registering for Student Teaching

When registering, candidates should note that there are several different
course numbers for student teaching. The course number that fits the level or
area of the candidate’s future certification (i.e., Kindergarten-ED 491, Elementary-ED
492, Secondary-ED 493, K-12-ED 494, Special Areas-ED 495) should be selected. If
the candidate is a double major, or will be completing two student teaching experiences
during the semester, he/she will need to register for the correct number of hours in
each of the two areas.

The number of weeks spent in student teaching is not identical to the number of
credits you will register for when you student teach. Appropriate credits and weeks for
the various types of placements are dependent on major area(s) and concentrations
and are listed below. Specific credit amounts are dependent on the catalog the teacher
candidate is graduating under. Please ask the TAFP office if you have questions.
Business (ED 493) .........................10 - 12 credits, 16 weeks
Music (ED 494) .............................14 - 16 credits, 16 weeks
Physical Education (ED 494) ..........14 - 16 credits, 16 weeks
Art (ED 494) .................................14 - 16 credits, 16 weeks
Science (ED 493) ...........................10 - 12 credits, 12 weeks
Social Science (ED 493) ...............10 - 12 credits, 12 weeks
Mathematics (ED 493) .....................10 - 12 credits, 12 weeks
Foreign Language (ED 493) ..........10 - 12 credits, 12 weeks
English (ED 493) ............................10 - 12 credits, 12 weeks
Elementary (ED 492) .....................10 - 12 credits, 10-12 weeks
Special Education (ED 495) .........10 - 12 credits, 12 weeks
Kindergarten (ED 491) ................. 6 - 8 credits, 6 weeks (only taken in conjunction with ED 492 or ED 495)
Early Childhood Education** ........14-16 credits, 16 weeks
(**credits split between ED 491 & ED 492)

Please remember that those students under the Fall 2015 or later catalog must register for ED 482, 483, 484 Student Teaching Seminar along with student teaching.

Questions about registering for student teaching should be directed to the TAFP office at 858-3838. Questions regarding the number of weeks for your placement should also be directed to the TAFP Office but in no circumstance will your placement(s) total less than 12 weeks.

Candidate Responsibilities

Candidates are expected to:
- make professional responsibilities their top priority
- take initiative and show enthusiasm for student teaching
- be punctual throughout the school day
- be present for the entire school day
- relate well to school personnel and parents
- learn students’ names
- investigate the instructional resources of the school
- know school policies, routines, and disciplinary procedures
- plan lessons thoroughly
- write clear objectives for lessons
- tie new material to previous learning
- motivate students for learning
- use a variety of instructional strategies
- select lesson content judiciously
- use a variety of appropriate materials, resources, and technologies
- budget their time well
- monitor and evaluate progress of diverse learners
- handle non-instructional activities willingly and effectively
- accept constructive criticism and make adjustments to their teaching
- reflect on their teaching and the outcomes it produces
• stay current in self-assessment activities (e.g., reflective journal or other departmental requirements)
• conduct themselves in an ethical manner
• cope with the stress of teaching responsibilities
• learn from classroom observations
• manage the classroom effectively and fairly
• supervise study effectively
• maintain positive rapport and classroom environment
• adjust their instruction to meet individual student needs
• demonstrate awareness and sensitivity to issues of diversity
• assist with extracurricular activities as appropriate
• attend as many parent-teacher conferences as possible
• use good communication skills
• maintain a professional appearance (as demonstrated by appropriate dress, neatness, cleanliness)
• demonstrate their potential for continued professional growth
• seek continued professional growth

While student teaching, candidates are expected to slowly increase their teaching responsibilities. As soon as is appropriate, the candidate should be responsible for the cooperating teacher’s **entire load** (or the equivalent of a full load, if the placement is with more than one cooperating teacher), except for any assignment for which the cooperating teacher has a separate contract and receives additional compensation (e.g., coaching, etc.). Ideally, the student teacher should be covering a significant portion of the cooperating teacher’s actual teaching load **prior to mid-term**, with full load responsibility occurring for a significant portion of the placement. Student teachers will also be given a preparation period during the school day (this typically coincides with the cooperating teacher’s planning time).

Student teachers should be sure that they have met the **minimum requirements for hours spent in “Actual Teaching”** by the conclusion of the student teaching experience(s). It is to the candidate’s advantage to obtain as many hours of “Actual Teaching” as possible during each placement. Minimum requirements for hours spent in actual teaching apply to each individual placement. **Minimum requirements** are:

- 6 week placement: 56 hours
- 8 week placement: 75 hours
- 10 week placement: 94 hours
- 12 week placement: 113 hours
- 16 week placement: 150 hours

**In addition** to the minimum requirements for total clock hours, student teachers must complete a **minimum number of instructional days of full time continuous student teaching during their placements**. The number of weeks of the placement is determined by the department of the major and rules established by the Education Standards and Practices Board.

**In order to successfully complete student teaching, students must satisfy both the minimum requirements for hours of “Actual Teaching” time AND the number of**
weeks/days of full-time, continuous student teaching specified by the TAFP Office in the initial placement.

Candidate’s Instructions for Student Teaching Paperwork

As the culminating activity of professional preparation in teacher education at Minot State University, the student teaching experience should provide a clear demonstration of the candidate’s ability to thoroughly integrate and synthesize the components of Action, Reflection, and Knowledge in his or her teaching. Performance indicators on reporting forms are linked directly to InTASC Standards of performance and provide the student teacher with important feedback regarding the degree of progress he or she is making toward achieving program standards and becoming a successful “reflective decision-maker.”

Instructions for filling out the various forms and paperwork associated with student teaching are given in the following section. If more information or clarification is needed, contact the TAFP office for assistance.

TK20 Assessment System

All forms and paperwork are now submitted directly to our online assessment system (TK20). The university purchased this system and individual teacher candidates also purchase access to individual accounts. To log in to TK20 you should go to the following address (you can NOT successfully “google” the address!)
https://minotstateu.tk20.com. Once there you will use your Campus Connect username and password to login. Your student teaching materials will be under “Field Experience” on the left. You will have a binder for each placement and one binder for your Evidence of Student Learning assignment (you are only required to complete ONE Evidence of Student Learning Assignment during student teaching). If you do NOT have a binder for each placement and one Evidence of Student Learning binder, please let the TAFP Office know as soon as possible. Directions for each piece of paperwork are included on the main tab for the artifact or form within the student teaching binder but are also provided below. If you or your cooperating teacher experience any difficulty logging in to TK20 or filling out the required paperwork, please let the TAFP Office know as soon as possible so that we can troubleshoot the problems you are having.

Hours Log

This form should be used to keep a weekly record of the amounts of time the teacher candidate spends in various activities connected with his/her placement. The candidate should make sure that the cooperating teacher reviews the form at the end of each week. The following are definitions for categories that appear on the form:

Observation and Participation includes time the student teacher spends observing classroom activities and assisting the cooperating teacher as an aide.
Actual Teaching refers to time during which the student teacher *is in charge of the classroom and has full responsibility for instruction*, whether the cooperating teacher is present in the room or not.

Preparation for Actual Teaching includes time the student teacher spends each week *outside of class* preparing for lessons that he/she will teach; this includes grading papers from lessons he/she has taught.

Activities Related to Teaching includes time the student teacher spends in *school-related activities* such as PTA meetings, sports attendance or school coaching, faculty meetings, bulletin boards, purchasing supplies, IEPs, parent/teacher conferences, etc.

Student teachers should be sure that they have met the *minimum requirements for hours spent in “Actual Teaching”* by the conclusion of the student teaching experience. It is to the candidate’s advantage to obtain as many hours of “Actual Teaching” as possible during the placement.

**Minimum requirements are:**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>56 hours</td>
</tr>
<tr>
<td>8</td>
<td>75 hours</td>
</tr>
<tr>
<td>10</td>
<td>94 hours</td>
</tr>
<tr>
<td>12</td>
<td>113 hours</td>
</tr>
<tr>
<td>16</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

*In addition* to the minimum requirements for total clock hours, student teachers must complete a *minimum number of weeks of full time continuous student teaching during placement*. The number of weeks of the placement is determined by the department of the major and rules established by the Education Standards and Practices Board.

**What:** Hours Log

**Who:** Candidate should complete the hours log based on a paper record accessible to both the student teacher and the cooperating teacher

**When:** Entered into TK20 on a weekly basis

**Student Teaching Schedule**

**During the first week** of the placement, the teacher candidate and cooperating teacher should discuss the classroom teacher’s schedule and then the teacher candidate should *upload* a copy of the classroom/teacher’s schedule form to the proper tab in TK20. If the teacher candidate will be working with more than one cooperating teacher in one placement, those
schedules need to be included as well, along with a description of how the student teacher’s time will be divided. The university supervisor will be able to view the schedule in TK20 and he/she may use it to plan observation visits to the classroom. If the candidate’s teaching schedule should change significantly during the placement, a revised schedule form should be uploaded to TK20, showing the changes.

<table>
<thead>
<tr>
<th>What: Student Teaching Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: Candidate should discuss the schedule with the cooperating teacher and then upload a copy to TK20</td>
</tr>
<tr>
<td>When: First week of placement</td>
</tr>
</tbody>
</table>

**Agreement of Student Teaching Duties and Responsibilities**

This is a form that all three parties (teacher candidate, cooperating teacher, and university supervisor) must discuss during the university supervisor’s first visit to the classroom. The form is an agreement among the three, acknowledging that they have read the handbook and accordingly have agreed to work together during the placement. The form must be signed individually in TK20 (by each person) and any special considerations or expectations should be entered on the form at that time.

<table>
<thead>
<tr>
<th>What: Agreement of Student Teaching Duties and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: Teacher Candidate, Cooperating Teacher, and University Supervisor</td>
</tr>
<tr>
<td>When: First visit from the University Supervisor and then signed off in TK20 by all 3 parties</td>
</tr>
</tbody>
</table>

**Candidate Self-Assessment: Program Outcomes: Mid-Term**

At “mid-term” of each placement, the candidate will complete a mid-term report related to key program outcomes. The purpose of the mid-term report is to provide the teacher candidate with an opportunity to reflect on his/her overall performance at mid-point in the experience.

Ideally, a significant portion of the cooperating teacher’s actual teaching load should be covered by the student teacher prior to mid-term, with full load responsibility occurring for a significant portion of the placement. This level of responsibility will help to ensure a valid assessment at mid-term.

Mid-Term Reports include:
a. The *Teacher Candidate Assessment: Program Outcome: Mid-Term* reflects candidate performance on the Interstate New Teacher Assessment and Support Consortium key performance progressions.

Both the cooperating teacher and the university supervisor should complete these forms as well. Everyone’s results should be discussed, compared, and shared with each other.

<table>
<thead>
<tr>
<th>What: Candidate Self-Assessment: Program Outcomes: Mid-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: Candidate evaluates self and signs off on form</td>
</tr>
<tr>
<td>When: Submitted to TK20 by mid-term of your placement</td>
</tr>
</tbody>
</table>

**Candidate Self-Assessment: Program Outcomes: Final**

At the conclusion of each placement, the candidate will complete final report forms, related to key teacher dispositions and InTASC performance standards. The purpose of these final reports is to provide program assessment information to the Teacher Education Unit, to give the teacher candidate an opportunity to reflect on his/her overall performance at the end of the experience, and to promote reflection on the part of the teacher candidate regarding goals for the first year of in-service teaching.

Final Reports include:


b. Final reflection and goal setting.

<table>
<thead>
<tr>
<th>What: Candidate Self-Assessment (Program Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: Teacher Candidate completes one form and the narrative self assessment and goal setting</td>
</tr>
<tr>
<td>When: All forms should be completed in TK20 during the final week of placement</td>
</tr>
</tbody>
</table>
Evidence of Student Learning

Purpose: To assess your individual progress as a teacher candidate and the teacher education programs here at Minot State University, each teacher candidate is required to provide evidence that he or she has made a positive impact on student learning. In order to complete this teacher work sample, you will need to turn in the following:

* A description of the diversity in your classroom, with particular attention to those students who would benefit from differentiation or accommodation
* A unit plan (including unit objectives and unit assessments)
* One lesson plan from that unit
* Your pre- and post-assessment instrument tool and description (whether that is a test or a performance task with a rubric) matched to that unit
* The results of your pre- and post-assessment for the whole class (make sure to include the RANGE of scores as well as the overall average)
* A minimum of three samples of student work with in depth analysis of error patterns
* A reflection on the results of your pre-and post-assessment. This reflection should include:
  * an analysis of error patterns or level of performance (what are students “not getting” AND why might that be?)
  (remember to look at potential areas for improvement in your teaching, the developmental appropriateness of your lesson plan, the responsiveness of your lesson plan and teaching to individual differences, and student misconceptions)
  * an action plan for next steps for those students who did not demonstrate an appropriate level of achievement

The evidence of student learning should be converted to a single .pdf file and then uploaded to the Evidence of Student Learning binder in TK20. Remember to also submit your self-assessment of your work at the same time.

<table>
<thead>
<tr>
<th>What: Evidence of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: Teacher candidate should plan to do the pre-test and the post-test during one of their units of instruction and then write up results before the end of student teaching</td>
</tr>
<tr>
<td>When: At the end of student teaching submit/upload the file with your assignment to TK20</td>
</tr>
</tbody>
</table>
Feedback form for University Supervisor

The teacher candidate will also complete a feedback form for the University Supervisor. This feedback helps the university supervisor to improve their supervision skills and helps the TAFP Office to improve our program and the mentoring of teacher candidates in their final internship placement.

<table>
<thead>
<tr>
<th>What: Feedback for University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: Teacher candidate fills out this form</td>
</tr>
<tr>
<td>When: Submitted in TK20 at the end of the placement or after the last visit from the university supervisor</td>
</tr>
</tbody>
</table>

Feedback form for Cooperating Teacher

The teacher candidate will also complete a feedback form in relation to the Cooperating Teacher. This form helps us to improve our program and the mentoring of teacher candidates in their final internship placement.

<table>
<thead>
<tr>
<th>What: Feedback for Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: Teacher candidate fills out this form</td>
</tr>
<tr>
<td>When: Submitted in TK20 at the end of the placement</td>
</tr>
</tbody>
</table>

Exit Requirements from Teacher Education

A. Successful completion of all coursework outlined by the Teacher Education Governance Unit and the major department.
B. Make formal application for graduation.
C. Candidates are required to take the Praxis II and/or PLT and must attempt them at least once before graduation requirements are met. If one or both tests are passed after your last semester of attendance, it is your responsibility to see your advisor to redo your graduation application with your corrected graduation semester and present your passing scores to the Dean of Education (Memorial Hall Room 220) and the Records Office.
D. Successful completion of student teaching includes the following required documentation from each placement:
   a. Directed Teaching Log
   b. Student Teaching Schedule
   c. Teacher Candidate Self-Assessment: InTASC Standards/Dispositions: Mid-Term
d. Teacher Candidate Self-Assessment: InTASC Standards and Dispositions: Final

e. Final Reflection and Goal Setting

f. Feedback form for University Supervisor

g. Feedback form for Cooperating Teacher

h. Evidence of Student Learning assignment

**Graduation**

The candidate must file an application for graduation. Applications are available from departmental secretaries and online. After filling out the application, the candidate should take it to his/her major advisor for signatures. The advisor will send it on to the Records office for processing. The deadline for submission of graduation applications occurs early and is published in the university catalog and on the university calendars.

**Teacher Licensure**

Licensure applications are completed online at [www.nd.gov/espb/licensure/](http://www.nd.gov/espb/licensure/). The appropriate fee will also need to be paid online in order for your request to be completed. The Record of Education form will automatically be submitted to the Records Office here on campus and once your degree is posted they will submit it to ESPB. If assistance is needed in filling out the application, candidates should contact the TAFP Office at 858-3838. Transcripts can be ordered online or a form can be printed off and mailed directly to the Records Office. Make sure to request that the transcript be held for your degree to be posted if you order prior to completion or the posting of your degree.

Fingerprinting and background checks are required before entrance into a North Dakota school for student teaching and are a licensure requirement in North Dakota. Candidates will be given all the necessary instructions for completing this requirement at the required student teaching seminar meeting, the semester prior to student teaching. Canadian students who do not intend to student teach or teach in the U.S. will be allowed to use the provincial Criminal Records check and Vulnerable Persons Sector checks in lieu of those required by ESPB.

Canadian students must complete all of the same requirements and paperwork for North Dakota licensure, if they plan to teach in the U.S. Most provinces also require the completion of the same requirements or actual ND licensure. Specific information regarding certification or licensure in the home province may be obtained from the College of Education and Health Sciences (Memorial Hall, Room # 220A, Phone 858-3150). It is best to obtain such information as early as possible in the degree program, since requirements in the United States and Canada often differ widely and change frequently.

**Professional Liability Insurance**
All student teachers are required to carry professional liability insurance. SNDU as well as many other professional organizations in education offer this insurance along with membership. Advisors in the major programs on campus or the TAFP Office can provide more information about how to secure this kind of insurance. Evidence of insurance will need to be provided to the TAFP Office prior to the beginning of the student teaching placement. Canadian students will need to pay particular attention to this requirement as not all organizations cover their members in Canada. NDU/NEA and the student organization SNDU do provide coverage in Canada and are the safest bet for Canadian students.

*Student North Dakota United (SNDU)*

SNDU is a pre-professional association for candidates entering the teaching profession and is directly linked to both state and national associations.

**Why you should be a member?**

All education candidates, especially student teachers, are encouraged to join SNDU for the following reasons:

*Opportunities to network with other pre-professionals
*Opportunities to grow professionally through workshops and publications
*Opportunities for leadership at the local, state, and national levels
*Opportunities to foster relationships with the public schools and the community
*Opportunities to advance the profession of teaching

Dues are approximately $50.00 per year (August-August) and are reimbursed once you begin teaching. Information and applications are available in the Teacher Education Office, Swain 218. For further information contact Daniel Conn at 858-3267 or daniel.conn@minotstateu.edu.
Cooperating Teacher Information

The Cooperating Teacher’s Responsibilities

Cooperating teachers are assigned teacher candidates using a collaborative process between the local school or district and the TAFP Office. The cooperating teacher is responsible for mentoring the teacher candidate, providing feedback and guidance, and monitoring the progress of the teacher candidate using more formal evaluation methods.

Contracts will be signed between the Director of TAFP and each cooperating teacher and a district representative outlining the responsibilities and expectations for supervision of the student teacher.

The teacher candidate’s application materials will be provided to the cooperating teacher upon request. The packet of materials may contain confidential information regarding the student teacher and should be kept secure and confidential.

As the culminating activity of professional preparation in teacher education at Minot State University, the student teaching experience should provide a clear demonstration of the candidate’s ability to thoroughly integrate and synthesize the components of Action, Reflection, and Knowledge in his or her teaching. Performance indicators on reporting forms are linked directly to InTASC Standards of performance and provide the student teacher with important feedback regarding the degree of progress he or she is making toward achieving program standards and becoming a successful “reflective decision maker.”

The cooperating teacher is responsible for providing the teacher candidate with important feedback about professional performance during the student teaching experience. He/she will complete a series of evaluation reports throughout the semester and will regularly conference with the student teacher regarding the outcomes.

The cooperating teacher and the university supervisor will consult regarding the recommendation of a grade for the student teaching experience. The Director of TAFP is responsible as the “Instructor of Record” for all registered student teachers, and as such, will mark grades based on the recommendations of the cooperating teacher and university supervisor. In the event there is disagreement between the two parties, the Director of TAFP will mediate and make the final decision as to the candidate’s grade.

It is the responsibility of the cooperating teacher to submit all required materials to TK20 within three days of the conclusion of each student teaching placement. Reminder: All materials in the candidate’s Tk20 account and any other information regarding his/her evaluation, progress, background, academic history, etc. are strictly confidential under the Family Educational Rights and Privacy Act (FERPA) of 1974.
Cooperating teachers are expected to:

- review university policies and procedures related to mentoring an MSU teacher candidate
- maintain strict confidentiality of the teacher candidate’s background and professional progress
- prepare students for the arrival of the teacher candidate
- welcome the teacher candidate by introducing him or her to colleagues, administrators, other school personnel, and parents, as appropriate.
- provide the teacher candidate with a personal workspace in the classroom (e.g., desk, chair, etc.)
- provide the teacher candidate with a thorough overview of school policies, procedures, and routines
- assess the incoming teacher candidate’s professional strengths and weaknesses
- create an individualized plan for the professional development of the incoming teacher candidate
- provide the teacher candidate with guidance and assistance in assuming classroom responsibilities
- shift full responsibility for the classroom to the teacher candidate in appropriate increments as his or her professional development warrants
- monitor the number of hours of “actual teaching” done by the teacher candidate so as to meet or exceed established requirements
- model appropriate teaching techniques and professional behaviors for the teacher candidate
- provide opportunities for the teacher candidate to observe other teaching styles (i.e., visits to other teachers’ classrooms)
- regularly review the teacher candidate’s lesson plans and give feedback
- give continuous verbal and written feedback to the teacher candidate in the form of constructive criticism (including appropriate use of: praise for jobs well done, support and encouragement, goal-setting and moderate challenge to achieve higher levels of professional performance)
- regularly conference with the teacher candidate regarding current performance levels and expectations for further professional development
- permit and encourage the teacher candidate to develop his/her own personal teaching style
- encourage the teacher candidate to experiment with a variety of strategies and to assess and reflect on the outcomes obtained
- conference with the assigned university supervisor and teacher candidate as needed, most particularly regarding official evaluation reports
- notify the university supervisor and/or the Director of TAFP as soon as possible of any problems that may require closer attention and/or supervision by university personnel
- prepare students for the departure of the teacher candidate
- submit all official evaluation reports to TK20 and recommend a final grade for the teacher candidate
Cooperating Teacher Instructions for Forms

Instructions for filling out the various forms and paperwork associated with student teaching are given in the following section. If more information or clarification is needed, contact the TAFP office for assistance.

TK20 Assessment System

All forms and paperwork are now submitted directly to our online assessment system (TK20). The university purchased this system to facilitate the gathering of program assessment information. As a cooperating teacher, you will receive an email from TK20 with a link that will take you directly into the system without a need to log in. If you do not receive the email, check your spam/junk folders and if you still do not have it, notify the TAFP office and we will resend it. You can also choose to log in to TK20 by going to the following address (you can NOT successfully “google” the address!) https://minotstateu.tk20.com. Once there you will use your email as your username and password to log in. Once you do this for the first time, the system will request that you change your password. Placement materials will be under “Field Experience” on the left. Directions for each piece of paperwork are included on the main tab for the artifact or form within the binder but are also provided below. If you experience any difficulty logging in to TK20 or filling out the required paperwork, please let the TAFP Office know as soon as possible so that we can troubleshoot the problems you are having.

Hours Log

This form should be used to keep a weekly record of the amounts of time the teacher candidate spends in various activities connected with his/her placement. The candidate should make sure that the cooperating teacher reviews the form at the end of each week. The information should be recorded weekly in TK20 by the candidate but can be entered all at once at the end of the placement. At the end of the placement, the cooperating teacher will need to complete an hours verification form in TK20. This verification simply states that the teacher candidate has met the minimum number of hours of “actual teaching” and days/weeks for the placement. The following are definitions for categories that appear on the form:

Observation and Participation includes time the student teacher spends observing classroom activities and assisting the cooperating teacher as an aide.

Actual Teaching refers to time during which the student teacher is in charge of the classroom and has full responsibility for instruction, whether the cooperating teacher is present in the room or not.
Preparation for Actual Teaching includes time the student teacher spends each week *outside of class* preparing for lessons that he/she will teach; this includes grading papers from lessons he/she has taught.

Activities Related to Teaching includes time the student teacher spends in *school-related activities* such as PTA meetings, sports attendance or school coaching, faculty meetings, bulletin boards, purchasing supplies, IEPs, parent/teacher conferences, etc.

Teacher candidates should be sure that they have met the *minimum requirements for hours spent in “Actual Teaching”* by the conclusion of the student teaching experience. It is to the candidate’s advantage to obtain as many hours of “Actual Teaching” as possible during the placement.

**Minimum requirements** are:

- 6 weeks - 56 hours
- 8 weeks - 75 hours
- 10 weeks - 94 hours
- 12 weeks - 113 hours
- 16 weeks - 150 hours

*In addition* to the minimum requirements for total clock hours, teacher candidates must complete a *minimum number of weeks of full time continuous student teaching during placement*. The number of weeks of the placement is determined by the department of the major and rules established by the Education Standards and Practices Board but will never be less than 12 full weeks.

**What:** Directed Teaching Log Hours Verification

**Who:** Cooperating teacher signs off to verify the completion of required hours and days/weeks for the placement in Tk20

**When:** Verification is submitted at the end of the placement

**Student Teaching Schedule**

*During the first week* of the placement, the teacher candidate and cooperating teacher should discuss the classroom/teacher’s schedule and then the teacher candidate should upload a copy of the classroom/teacher’s schedule form to the proper tab in TK20. If the teacher candidate will be working with more than one cooperating teacher in one placement, those schedules need to be included as well, along with a description of how the student teacher’s time will be divided. The university supervisor will be able to view the schedule in TK20 and he/she may use it to plan observation visits to the classroom. If the candidate’s teaching schedule should change significantly
during the placement, a revised schedule form should be uploaded by the candidate to TK20, showing the changes.

**What:** Student Teaching Schedule  
**Who:** Candidate should discuss the schedule with the cooperating teacher and then upload a copy to TK20  
**When:** First week of placement

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**Agreement of Student Teaching Duties and Responsibilities**

This is a form that all three parties (teacher candidate, cooperating teacher, and university supervisor) *must discuss during the university supervisor's first visit to the classroom.* The form is an agreement among the three, acknowledging that they have read the handbook and accordingly have agreed to work together during the placement. The form must be signed individually in TK20 (by each person) and any special considerations or expectations should be entered on the form at that time.

**What:** Agreement of Student Teaching Duties and Responsibilities  
**Who:** Teacher Candidate, Cooperating Teacher, and University Supervisor  
**When:** First visit from the University Supervisor and then signed off in TK20 by all 3 parties

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**Early Progress Report**

The purpose of this form is to offer the teacher candidate formative feedback at the beginning of the placement. Expectations at this point are fairly general and focused on “orientation” activities. *Only the cooperating teacher should complete this form during the first week of the placement.* Outcomes should be immediately shared with the teacher candidate. The university supervisor should review the early progress report in TK20 prior to the first observation visit to the classroom. The teacher candidate should access Tk20, read the assessment, and then discuss it with the cooperating teacher.

**What:** Early Progress Report  
**Who:** Cooperating Teacher  
**When:** End of the first or second week of the placement  
**Where:** Complete in TK20
**Teacher Candidate Assessment: Program Outcomes: Mid-Term**

At “mid-term” of the placement the cooperating teacher will complete a mid-term report form, related to key teacher dispositions and to InTASC performance standards. The purpose of the mid-term report is to provide a formative assessment of overall performance at mid-point in the experience.

Ideally, a significant portion of the cooperating teacher’s actual teaching load should be covered by the student teacher prior to mid-term, with full load responsibility occurring for a significant portion of the placement. This level of responsibility will help to ensure a valid assessment at mid-term.

Both the teacher candidate and the university supervisor should complete these forms as well. Everyone’s results should be discussed, compared, and shared with each other.

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What: Teacher Candidate Assessment: Program Outcomes: Mid-Term

Who: Cooperating teacher

When: Submitted to TK20 by mid-term of the placement

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If any of the dispositions on the **Teacher Candidate Assessment: Program Outcomes: Mid-Term** receives a score of one, the Teacher Advisement & Field Placement Office should be promptly notified.

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**Teacher Candidate Assessment: Program Outcomes: Final**

The purpose of the final forms is to provide a summative evaluation at the end of the placement.

Final student teaching reports include:

a. **Teacher Candidate Assessment: Program Outcomes: Final**, which reflects the candidate’s performance on MSU Program Outcomes and the Interstate Teacher Assessment and Support consortium key principles.

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What: Final Teacher Candidate Assessment
Who: Cooperating Teacher
When: During the final week of placement
b. Teacher Candidate Assessment: Narrative Final: This assessment asks the cooperating teacher to respond to

| What: Teacher Candidate Assessment Narrative Final  |
| Who: Cooperating Teacher                          |
| When: Due within 3 days if the end of the placement |

The cooperating teacher recommends a grade for the student teacher on the Teacher Candidate Assessment: Program Outcomes: Final. Final grades for student teaching are “S” (satisfactory) and “U” (unsatisfactory). The cooperating teacher may also choose to suggest an “Extended Placement”, which offers a weak student who has been making steady progress throughout his/her placement an opportunity to demonstrate competency prior to the conclusion of the semester. Completion of an “extended placement” does not guarantee a final grade of “S” for student teaching. The Director of TAFP will determine the length and location of all extended placements in consultation with the university supervisor. Students who receive a “U” as their final grade do have the option of filing a grade appeal, as outlined in the Minot State University catalog. Results of all evaluations should be discussed with the teacher candidate.

**Required Reports for Cooperating Teachers**

All placements need the following reports completed as listed within TK20:

- **Hours Verification Form** (end of placement)
- **Student Teaching Schedule** (discuss with teacher candidate, submitted by teacher candidate)
- **Student Teaching Agreement form** (discussed by all parties at the initial meeting, signed off in TK20 individually)
- **Early Progress Report** – Week 1 or 2
- **Teacher Candidate Assessment: Program Outcomes: Midterm** – Midterm of the placement
- **Teacher Candidate Assessment: Program Outcomes: Final** – during the last week of placement, submitted to Tk20
- **Teacher Candidate Assessment: Narrative Final** – submitted to Tk20
University Supervisor Information

The University Supervisor’s Responsibilities

A university supervisor will be assigned to each teacher candidate in the field. The supervisor is responsible for monitoring the progress of the teacher candidate and collaborating with the cooperating teacher as to the teacher candidate’s particular developmental needs. The university supervisor should be readily available to the teacher candidate and the cooperating teacher for consultation during the placement.

When MSU supervision is not logistically feasible, a qualified, appropriate agent will be located and contracted by the Director of TAFP to conduct supervision of the student teaching experience, in accordance with all policies and procedures outlined in the MSU Field Experience Handbook.

Supervisory visits may be either pre-arranged or unannounced, at the sole discretion of the university supervisor. A minimum of three (3) supervisory observations per placement will be made and documented by university supervisors.

The university supervisor is expected to:

- act as liaison between the university and the school
- discuss the Agreement of Student Teaching Duties and Responsibilities form with all members involved in the placement early in the placement
- refer ALL teacher candidate requests for permission to be absent directly to the TAFP office
- discuss expectations and questions with both the cooperating teacher and teacher candidate early in the placement
- offer support to both the teacher candidate and the cooperating teacher throughout the placement
- observe the teacher candidate on at least three occasions and provide him or her with specific feedback and constructive criticism regarding progress
- conference with the teacher candidate following observations
- conference with the cooperating teacher as needed or requested
- mediate difficulties between the cooperating teacher and the teacher candidate, if the need should arise
- complete and submit official evaluation reports in a timely fashion
- submit a final evaluation (with a grade recommendation) in TK20

University Supervisor Instructions for Forms

Instructions for filling out the various forms and paperwork associated with student teaching are given in the following section. If more information or clarification is needed, contact the TAFP office for assistance.
TK20 Assessment System

All forms and paperwork are now submitted directly to our online assessment system (TK20). The university purchased this system to facilitate the gathering of program assessment information. As a university supervisor, you will log in to TK20 by going to the following address (you can NOT successfully “google” the address!) https://minotstateu.tk20.com. Once there you will use your email as your username and password to log in. Once you do this for the first time, the system will request that you change your password. If you are also a faculty member at Minot State University, your login will use your Campus Connect username and password. Placement materials will be under the “Field Experience” on the left. Directions for each piece of paperwork are included on the main tab for the artifact or form within the binder but are also provided below. If you experience any difficulty logging in to TK20 or filling out the required paperwork, please let the TAFP Office know as soon as possible so that we can troubleshoot the problems you are having.

University Supervisor Contract

University Supervisor should fill out and return the contract paperwork as soon as it is received. The contract paperwork contains information necessary to process payment of the honorarium. Payments will be sent out following the completion of all materials in TK20.

Agreement of Student Teaching Duties and Responsibilities

This is a form that all three parties (teacher candidate, cooperating teacher, and university supervisor) must discuss during the university supervisor’s first visit to the classroom. The form is an agreement among the three, acknowledging that they have read the handbook and accordingly have agreed to work together during the placement. The form must be signed individually in TK20 (by each person) and any special considerations or expectations should be entered on the form at that time.

<table>
<thead>
<tr>
<th>What: Agreement of Student Teaching Duties and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: Teacher Candidate, Cooperating Teacher, and University Supervisor</td>
</tr>
<tr>
<td>When: First visit from the University Supervisor and then signed off in TK20 by all 3 parties</td>
</tr>
</tbody>
</table>

Teacher Candidate Assessment: Program Outcomes: Periodic

The purpose of this form is to provide the teacher candidate with ongoing formative feedback or constructive criticism. All results should be discussed with the student teacher.
Teacher Candidate Assessment: Program Outcomes: Mid-Term
At “mid-term” of the placement the university supervisor will complete a mid-term report form, related to key teacher dispositions and to InTASC performance standards. The purpose of the mid-term report is to provide formative assessment information and to give the teacher candidate an opportunity to reflect on his/her overall performance at mid-point in the experience.

Ideally, a significant portion of the cooperating teacher’s actual teaching load should be covered by the student teacher prior to mid-term, with full load responsibility occurring for a significant portion of the placement. This level of responsibility will help to ensure a valid assessment at mid-term.

Mid-Term Reports include:

• The Teacher Candidate Assessment: Program Outcomes: Mid-Term reflects candidate performance on the Interstate Teacher Assessment and Support Consortium key performance progressions and MSU program outcomes.

Both the teacher candidate and the cooperating teacher should complete these forms as well. Everyone’s results should be discussed, compared, and shared with each other.

Teacher Candidate Assessment: Program Outcomes: Final
The purpose of the final assessments is to provide a summative evaluation at the end of the placement.

Final student teaching reports include:
• **Teacher Candidate Assessment: Program Outcomes: Final**, which reflects the candidate’s performance on the Interstate Teacher Assessment and Support consortium key principles and MSU program outcomes.

• **Teacher Candidate Assessment: Narrative Report. In this assessment you are asked to respond to the teacher candidate’s self-assessment and goal setting at the conclusion of the student teaching experience.**

All university supervisors should complete both forms toward the end of the placement. The university supervisor recommends a grade for the student teacher on the Teacher Candidate Assessment: Program Outcomes: Final. Final grades for student teaching are “S” (satisfactory) and “U” (unsatisfactory). The university supervisor may also choose to suggest an “Extended Placement”, which offers a weak student who has been making steady progress throughout his/her placement an opportunity to demonstrate competency prior to the conclusion of the semester. Completion of an “extended placement” does not guarantee a final grade of “S” for student teaching. The Director of TAFP will determine the length and location of all extended placements in consultation with the university supervisor. Students who receive a “U” as their final grade do have the option of filing a grade appeal, as outlined in the Minot State University catalog. Results of all evaluations should be discussed with the teacher candidate and his/her signature obtained on the form(s).

<table>
<thead>
<tr>
<th>What: Final Student Teaching Reports (InTASC Standards, MSU Program Outcomes, and Narrative Report)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who: University Supervisor fills out these forms in TK20</td>
</tr>
<tr>
<td>When: These forms are due within three days of the end of the placement</td>
</tr>
</tbody>
</table>

**Required Reports for University Supervisor**

All university supervisors will conduct a minimum of three observations per placement. In most placements, the initial visit will be for the purpose of establishing face-to-face contact with the cooperating teacher and the student teacher, completing the Agreement of Student Teaching Duties and Responsibilities form, and conducting an initial observation using the Periodic Reporting Form. The second visit is for the purpose of mid-term evaluation using the Mid-term Student Teaching Report for InTASC Standards and MSU Program Outcomes. The final visit is a summative assessment, made using the Final Student Teaching Report for InTASC Standards and MSU Program Outcomes. In addition, university supervisors are asked to complete a narrative response to the teacher candidate’s final reflection and goal setting. In some instances,
time constraints or schedules may make it necessary to complete the Agreement of Student Teaching Duties and Responsibilities form at a distance. If other reports are impacted by schedule or time constraints, the university supervisor may choose to complete a periodic evaluation between mid-term and final reports. **Additional visits should be made as warranted or requested.**

- **Agreement of Student Teaching Duties and Responsibilities**

- **Teacher Candidate Assessment: Program Outcomes: Periodic** – Initial visit, and then as needed.

- **Teacher Candidate Assessment: Program Outcomes: Mid-Term** – Mid-term of the placement

- **Teacher Candidate Assessment: Program Outcomes: Final** – within three days of the end of the placement

- **Teacher Candidate Assessment: Final narrative report** – **at the end of the placement**

**Addendum: TK20 Tips**

Here are some helpful TK20 tips we have learned since our implementation of the system:

1. Do NOT press the submit button until the end of the placement. Until the end, all documents are simply saved as a draft (or sometimes you will press an “add” button). If you do press the submit button it may be possible for you to “recall” the binder but usually it is easier to contact the TAFP Office and we can unlock it and return it to you.

2. Once you have entered a document it will indicate a save date/time. This does NOT mean you have completed all items in the document. Prior to submitting you should review all documents for completeness.

3. This system is driven by email addresses for cooperating teachers and most university supervisors. Changing your email in your profile appears to NOT change it in the important places – so, if your email address changes, please notify the TAFP Office to ensure you have uninterrupted access to TK20.
Bibliography


