# Minot State
## UNIVERSITY

**Office of Teacher Advisement & FieldPlacement**

**StudentTeachingHandbook**

*Revised July 2025*

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The Student Teaching Handbook of the MSU Teacher Licensure Programs (TLP) provides comprehensive information on policies and expectations for the student teaching field experience.

Teacher Licensure Programs is an interdisciplinary body comprised of faculty in unit programs, administrators, and candidates from the School of Arts, Humanities, and Social Sciences; the School of Business, Math, and Technology; the School of Education and Behavioral Sciences; and the School of Health and Science and stakeholders from the surrounding community. Teacher Licensure Programs develops and monitors requirements and policies for programs across the university.

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# MSU Teacher Licensure Program

## *Teacher Licensure Programs Mission Statement*

Teacher Licensure Programs at Minot State University, in its graduate and undergraduate programs, prepare 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 BSEd majors will be referred to as candidates.

## *Teacher Licensure Programs 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 Licensure Programs faculty must model ethical professional practice;
- Teacher Licensure Programs faculty must be involved in both scholarly activities and the field of practice, to continually clarify and expand the professional knowledge base;
- The Teacher Licensure Programs faculty must systematically evaluate programs and graduates to assure their continued high quality;
- Teacher Licensure 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;
- Teacher Licensure Programs 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 Licensure Program must enhance in its candidates the attributes of master teachers, those who possess the knowledge, skills, and attitudes of dedicated and competent professionals.

Teacher Licensure Programs 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 a 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 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*.

### *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 licensure programs 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 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 licensure programs across campus. This office is responsible for regularly scheduled group advising meetings and newsletters throughout each academic year. Through this communication candidates learn policies and procedures regarding admittance, retention, and exit policies, as well as various application procedures and deadlines associated with MSU's Teacher Licensure Programs and certification. Office members are available for candidates on an individual basis to answer questions related to their progress through the program. In addition to advisement, the office is responsible for coordination of all Teacher Licensure Programs 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 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.

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*Policies and Procedures*

*Placements*

In preparing new teachers, the Teacher Advisement and Field Placement Director is responsible for locating and arranging student teaching placements that will offer candidates a broad range of experiences in a variety of settings. Teacher candidates will be placed in new and diverse school settings, with different grade levels, and with qualified cooperating teachers and administrators. This will assist in continued professional development by exposing candidates to a variety of educational situations and circumstances. The TAFP office will avoid placing teacher candidates in schools they attended 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 teacher candidate 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.

Candidates who request a new placement after placements have been made may be required to reimburse Minot State the stipend of the cooperating teacher and/or university supervisor.

During the orientation meeting early in the semester preceding student teaching, candidates will schedule individual sessions with the Education Program Coordinator of TAFP. In these sessions each candidate and the coordinator 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 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.

Candidates who request placement farther than 127 miles from the Minot campus should ask their major advisor to email a letter of support to the Program Coordinator. Distance placements can be subject to the requirements of a memorandum of understanding between the school district or school division, the NDUS legal team. 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).

Qualified people are identified, selected, and contracted by the TAFP office to mentor and supervise in distance placements. Candidates approved for placement outside of the MSU supervision range may also be charged an additional supervision fee which will be used to pay or offset the costs of hiring a local cooperating teacher and a university supervisor. The amount of the fee varies with specific locations and in no case will the fees be more than $3,000. This fee will be added directly to the student's account and will be due when tuition payments are due. Candidates receiving financial aid should contact a representative in the Financial Aid Office for more information about making provisions to cover the fee.

*Parochial School Teacher Candidate Policy*

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

1. In order to host a teacher candidate, 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 teacher candidate must be secular in nature. A teacher candidate 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 teacher candidates in a parochial school

setting must be based on the same secular criteria as those teacher candidates placed in non-religious schools.

## *Student Teaching Load*

Candidates 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 teacher candidate 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 teacher candidate is expected to be there, too***. This includes professional development partial or full days, parent/teacher conferences, open houses, and various supervisory duties (bus, lunch, hall, playground), etc.

Candidates are permitted up to 2 days per placement of absence from student teaching. Examples might include 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, taking a Praxis test, or car trouble.

All absences during student teaching should be reported by email to the cooperating teacher(s) and the Program Coordinator *before the start of class that day*. Cancellation for weather and situations such as a water main breakage or electrical outage should be reported to the Program Coordinator. The university supervisor only needs to be notified if an observation is scheduled for the day. In the case of absences that are foreseeable (such as conference attendance), arrangements should be made in advance. Records of these absences and make-up dates are kept in the TAFP office for tracking and reference purposes.

If additional days of leave during student teaching are required for personal reasons, the TAFP Director must be consulted in advance of the absences to the extent possible. The Program Coordinator will determine if placements need to be extended.  Cooperating teachers and university supervisors should refer all student requests for permission to be absent directly to the Education Program Coordinator.

## *School Holidays*

Teacher candidates follow their P-12 school calendars while in their student teaching placements. When start and end dates are calculated by the TAFP office, these non-instructional days are taken into consideration.

*Substitute Teaching by the Teacher candidate*

**Without a sub license**: "In the event of an emergency, the teacher candidate may *once during the student teaching semester* be placed as a substitute teacher in the teacher candidate'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 and the TAFP Office must be notified as soon as possible. Please note that pulling the cooperating teacher to substitute teach in a different classroom leaves the teacher candidate without available supervision and is a liability issue as well. This practice is not allowed under TAFP policies.

**With a sub license:** If a teacher candidate holds a valid substitute teaching license, the candidate may substitute at other times but must request approval from the TAFP office. A student teacher may substitute teach one day or two consecutive days without pay but it is preferable to be paid. Because these situations often come up unexpectedly, TAFP recommends that candidates register with the district office and complete necessary paperwork as soon as possible in the placement.

*Final Student Teaching Paperwork Materials*

At the time of the final evaluation, the cooperating teacher(s) and teacher candidate 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, licensure, and hiring processes.

*Final Grades*

Grades for student teaching are either Satisfactory or Unsatisfactory. The cooperating teacher(s) and the university supervisor each recommend final grades for student teaching and the TAFP Director, 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 TAFP Director consult with the cooperating teacher(s) and the university supervisor and then determine the grade.

*Policy and Procedures for Unsatisfactory Performance*

The Teacher Education Advisory Council (TEAC), which is responsible for the governance of Teacher Licensure Programs, including student teaching, can remove a teacher candidate from a particular student teaching assignment or choose to extend that placement. In situations of concern, the interests of the teacher candidate, 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 to extend the student teaching experience beyond the required time. Reasons might include:

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

2. The teacher candidate is absent from the assignment and an extension is need to reach the minimum number of days or hours.

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

*Unsatisfactory Recommendation*

The TAFP Director will support an unsatisfactory grade provided that:

1. The teacher candidate 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 teacher candidate has received sufficient guidance from the cooperating teacher and university supervisor to justify the recommendation.

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

*Removal from Assignment*

Removal of teacher candidates from their student teaching assignments should be done only for compelling reasons. The TAFP Director will consider removing a teacher candidate from the student teaching assignment when any of the following occur:

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

2. The cooperating teacher and university supervisor believe circumstances will prevent either the development or maintenance of a satisfactory learning environment.

3. Unethical behavior by either the cooperating teacher or the teacher candidate occurs.

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 a discussion regarding withdrawal. The Director will set up a committee that may include the relevant Program Area Coordinator, Department Chair, advisor, supervisor, and cooperating teacher.

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

- The TAFP Director will contact the teacher candidate and explain orally and in writing the decision regarding removal from student teaching. Prior to this notice for removal, the teacher candidate should have 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.

- Reports of all cooperating teacher and university supervisor observations should be filed in the online assessment system (SLL) during the same week that they are discussed with the teacher candidate.

- To substantiate any spoken request for withdrawal, written documentation must be provided and signed by the person requesting a teacher candidate's withdrawal.

*Student Right to Appeal*
The teacher candidate has the right to appeal to the Teacher Administrative Council (TEAC) and/or the Teacher Licensure Program Head 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 teacher candidate believes pertinent to the case. The Committee's decision on appeal will be made by majority vote. The Teacher Licensure Program Head serves as final authority on unconcluded situations.

*Posting of Degrees*
Typically, degrees are posted within 3-4 weeks after grades are due in the Registrar's Office each semester.

*Early Posting of Degrees*
Early posting is only available to 12-week student teachers who are transitioning directly to a position as teacher of record once student teaching is done and need a 40-day provisional license to teach until the end of the semester. Early posting is also available to student teachers in states or provinces in which a degree is required for subbing.

This is **NOT** necessary/available for:
Student teachers working as paras or SPED technicians.
Student teachers on the pre-service teacher authorization bill.
Student teachers on the SPED teacher authorization bill.
Student teachers who are teaching for 16 weeks.
Student teachers who are taking a collaborative class through another NDUS university.

**Things that can/should be done in advance of the last day:**
1) At least a month in advance of your last day of student teaching, email Kathy and your advisor to ask for an early posting.
2) Ask your principal or superintendent to email Kathy stating the reason that a 40-day provisional license would be beneficial to you (typically higher pay or you are starting a new position as the teacher of record).
3) Email professors of your other classes to let them know about your plans.
4) Take your Praxis test(s) so that the scores are posted before your last date of teaching (likely 6 weeks in advance).
5) Email the PDF with all of your Praxis scores to ESPB at espbinfo@nd.gov.
6) Apply for a permanent license to ESPB agency (https://www.nd.gov/espb/)
7) Call ESPB to talk with them about a 40-day provisional license so you can teach until your degree is conferred and your permanent license is processed. (https://www.nd.gov/espb/). You will need current official transcripts.
   8) Ask MSU to send your transcripts to ESPB by email. Make sure you tell them to hold UNTIL THE DEGREE IS POSTED. Follow the process here: https://www.minotstateu.edu/records/transcripts.shtml
9) Get your work done for all of your classes (i.e. Student Teaching Seminar) and once everything is done, ask your professor(s) to use the electronic form on Campus Connection to do a grade change and post your grade early.
10) Submit your ESL and let the reader know that it needs to be done early.
11) Complete the final activities in SLL (Dispositions, Final Narrative/Goals, Final Evaluation, both Feedback forms) and verify that your CT and US have also completed all the items.

**Things that you can do on the last day of your student teaching:**
1) Submit your final student teaching hours log. You cannot ethically submit your student teaching hours until you have completed the last day and included the days/hours correctly.
2) Verify that someone has scored your ESL, that you CT and US have submitted your activities, and that all of your assignments for all of your other classes have been submitted and grades have been posted.
3) Email Kathy when you think everything is complete. If you need additional licensure paperwork completed (i.e. paperwork for other state/provisional licensing agencies), email Teresa Witteman at [Teresa.witteman@minotstateu.edu](mailto:Teresa.witteman@minotstateu.edu). Most additional paperwork requires us to verify that everything is done so this can't be completed until your degree has been posted. Degrees can only be conferred three times per year: mid-May, early-August, and mid-December. The Registrar's Office will mail out the diploma once the degree is conferred.

*Late Posting*

When a placement extends after the date that faculty are required to post grades, the candidate should complete a course completion agreement on Campus Connection. This will allow the Registrar's Office to post an I (incomplete) until the work is completed. The candidate should inform the Field Placement Director when the required days have been met and the activities have been submitted so the Director can change the grade.

*NDACTE Outstanding Teacher Licensure Programs Student Award*

Each academic year the North Dakota Association of College of Teacher Educators (NDACTE) sponsors an award to all candidates in the Teacher Licensure Programs. This award is open to candidates who have completed student teaching during the academic year**.** One elementary, one early childhood, 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 cumulative and major GPAs.

Information will be sent about the process to fall and spring graduates in early January and the deadline is mid-February.  Candidates will be notified by the end of February.  The candidate will collect and submit all necessary paperwork and materials. Winning candidates will be invited to the state NDACTE conference in April of odd years where they will be recognized along with winners from the other state universities.

*Mentored Clinical Practicum*

Mentored Clinical Practicum is the program through which teachers who already have a bachelor's degree can obtain licensure in their teaching field while teaching in a full-time paid position.

The following are steps to initiating the program. Some of the process may occur at the same time or not quite in this order.

1.   Read about North Dakota's alternative access license (https://www.nd.gov/espb/licensure/license-information/types-licenses) and then call Mari Riehl or Amy Bigelow at ESPB (ND licensing agency) with any questions about the process.
2.   The school that wants to hire the teacher should inform ESPB about the hire.
3.   The (future/current) teacher sends information (such as transcripts) to ESPB to ensure that the qualifications for licensure are met. The teacher will need to complete a background check through ESPB at that time. Our office has the paperwork or the teacher may obtain them through ESPB.
4.   The teacher should complete the top part of the Plan of Study form and return it to Deb Ringham Deborah.ringham@minotstateu.edu.
5.   The teacher should apply (or apply for re-admission) to Minot State and have official transcripts sent. Please apply as a transfer student at the undergraduate level and declare the degree that you will ultimately get as licensure (art education, music education, business education, etc.) even if you are not planning to earn a degree.
6.   Once the transcripts have posted at MSU, Deb will send the form to appropriate people to make the list of courses needed for licensure:
     a.   teacher licensure programs and
     b.   the appropriate department
7.   We will sign it, save it in our electronic storage, send it to ESPB, and copy the teacher.
8.   The advisor in the department will help the teacher plan courses and make decisions about whether to pursue a degree (more portable to other states but likely more classes) or licensure only. We highly recommend that you take 6 credits of ED 497 in your first two semesters. This will ensure that a university supervisor can observe you and give you feedback three times each semester. Depending on the location of the school, this may be a combination of in person and videoconferencing.
9.   Once the teacher receives the alternative access license from ESPB, the teacher will post it in Student Learning and Licensure.

## Candidate Information

*Application for Student Teaching: Who May Apply and When*

Prospective teacher candidates apply for student teaching at the beginning of the semester prior to their expected student teaching semester. Student Teaching Applications are in SLL and due Friday of the first week of class in the semester before student teaching.  All candidates should be registered for ED 407 in the semester before student teaching. Information is available on our website, https://www.minotstateu.edu/teu/current_students.shtml.

Candidates on probation from Teacher Licensure Programs at the time of application for student teaching should submit an application but may not start student teaching until the concern has been addressed. Candidates who do not address the concern may apply again.

Candidates who have not been admitted to teacher licensure programs should submit an application. No placements will be made until the candidate has been admitted. Candidates who do not achieve admission may apply again.

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 be completed in the same semester as student teaching or following student teaching, an appeal must be filed with the Teacher Education Advisory Council for permission to student teach.

*Student Teaching Application*

There are three parts to the student teaching application: the application form, the advisor signature page, and the introduction letter.  The advisor signature page and the introduction letter should be uploaded to SLL.  The application form is a link and is accessible through the website or through the application in SLL.

*Required Seminars*

Candidates attend orientation sessions to prepare for the semester of student teaching. The first seminar is a general orientation to student teaching and the second seminar focuses on the fingerprinting process. Dates and times of seminars are sent in the Preparing for Student Teaching newsletter.

During the student teaching seminar ESPB (our licensing agency) presents a session on the licensing process, ethics, and professionalism.

*Fingerprinting and Background Checks*

Fingerprinting and background checks are required before entrance into a North Dakota school for student teaching and are a licensure requirement in North Dakota. Fingerprints from ESPB are valid for 18 months. Candidates must post their background check or substitute license in SLL before beginning their student teaching placement. Canadian candidates who are not student teaching 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.  Fingerprints must be posted in SLL by April 30 for fall student teaching and November 30 for spring student teaching.

*Professional Liability Insurance*

All teacher candidates are required to carry professional liability insurance. SNDU and NDSHAPE, as well as many other professional organizations in education, offer this insurance along with membership. Evidence of insurance will need to be posted in SLL prior to the beginning of the student teaching placement. Canadian candidates 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 candidates. Liability insurance must be posted in SLL by April 30 for fall student teaching and November 30 for spring student teaching.

*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.

All education candidates, especially teacher candidates, 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. Fall membership is usually available starting in early April.  Information and applications are available on the Student Teaching website:
https://www.minotstateu.edu/teu/current_students.shtml

*Registering for Student Teaching*

Candidates should note select 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) for registration.

The number of weeks spent in student teaching is not identical to the number of credits for student teaching. Appropriate credits and weeks for the various types of placements are dependent on major area(s) and concentrations and are listed below.

| Field | Credits for Registration | Weeks in Placement(s) | Student Teaching Seminar |
|-------|--------------------------|------------------------|--------------------------|
| Art | 14 cr ED 494 | 2 variable placements, 16 total weeks | ED 483 or ED 484 |
| Business | 14 cr ED 493 | 16 weeks | ED 483 or ED 484 |
| Early Childhood | 7 cr ED 491, 7 cr ED 492 | 8 weeks K + 8 weeks ECE | ED 482 |
| Elementary | 10 cr ED 492 | 12 weeks | ED 482 |
| ELED + ECE | 7 cr ED 491, 7 cr ED 492 | 8 weeks K + 8 weeks ELED | ED 482 |
| ELED + Kindergarten | 5 cr ED 491, 9 cr ED 492 | 6 weeks K + 10 weeks ELED | ED 482 |
| English | 10 cr ED 493 | 12 weeks | ED 483 or ED 484 |
| History/Social Science | 10 cr ED 493 | 12 weeks | ED 483 or ED 484 |
| Mathematics | 10 cr ED 493 | 12 weeks | ED 483 or ED 484 |
| Music | 14 cr ED 494 | 8 EL weeks + 8 weeks SEC | ED 483 or ED 484 |
| Physical Education | 14 cr ED 494 | 8 EL weeks + 8 weeks SEC | ED 483 or ED 484 |
| PE + ELED (spring semester) | 5 cr ED 492 + 11 cr ED 494 | 6 ELED + 6 EL PE + 6 MS/HS PE weeks | ED 482, ED 483, or ED 484 |
| PE + ELED (fall semester) | 7 cr 492 + 7 cr ED 494 | 8 ELED + 8 PE weeks | ED 482, ED 483, or ED 484 |
| Science | 10 cr ED 493 | 12 weeks | ED 483 or ED 484 |
| Special Education | 10 cr ED 495 | 12 weeks | ED 483 or ED 484 |
| SPED + ELED | 7 cr ED 495 + 7 cr ED 492 | 8 weeks ELED + 8 weeks SPED | ED 482, ED 483, or ED 484 |

Candidates with other double majors and candidates with two teachable fields should consult TAFP. Candidates planning to be licensed in states or provinces that require 16 weeks or credits should register for 16 credits. In no circumstance will the 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
- 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 teacher candidate 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 and at least two weeks. Teacher candidates will also be given a preparation period during the school day.

*Candidate's Instructions for Student Teaching Forms*

As the culminating activity of professional preparation in teacher licensure programs 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 teacher candidate with important feedback regarding the degree of progress he or she is making toward achieving program standards and becoming a successful reflective decision-maker.

SLL Assessment System
All forms and paperwork are now submitted directly to our online assessment system, SLL. The university purchased this system and teacher candidates also are assessed fees. To login to SLL, candidates should go to the following address https://sll.watermarkinsights.com/ . If you, your cooperating teacher, or your university supervisor experience any difficulty logging in to SLL 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.

Goals and Introduction Letter
The teacher candidate should upload the Mid-Level Transition Point Goals and their Introduction Letter from their student teaching application before the start of the placement semester.

---

What: Goals and Introduction Letter

Who: Candidate should complete the Goals and Introduction Letter and upload prior to student teaching

When: Enter into SLL prior to student teaching

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*Hours Log*

Candidates should enter the hours for **actual teaching** into SLL at the end of every week and the cooperating teacher will approve them.

Observation and Participation includes time the teacher candidate spends observing classroom activities and assisting the cooperating teacher.

Actual Teaching refers to time during which the teacher candidate is in charge of the classroom and has full responsibility for instruction, whether the cooperating teacher is present in the room or not and whether the instruction is with the whole class, a small group, or one student.

Preparation for Actual Teaching includes time the teacher candidate spends each week preparing for lessons to be taught and evaluating student work. This includes time during school and outside of school.

Activities Related to Teaching includes time the teacher candidate spends in school-related activities. Required school activities might include faculty meetings, IEP meetings, parent/teacher conferences, assemblies, and professional development, completing forms, or organizing the classroom. Optional school activities might include fun nights, athletic events, or PTA meetings.

*Minimum Hours and Days*
Teacher candidates should be sure that they have met the minimum requirements for hours spent in Actual Teaching by the conclusion of each of the student teaching experience(s). We hope everyone can teach more than the minimum. Minimum requirements are**:**

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

In addition to the minimum requirements for total clock hours, teacher candidates 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 the Education Standards and Practices Board.

Instructional days are days that instruction occurs and do not include holidays or professional development days.

| | |
|---|---|
| 6 -week placement: 26 days | 12-week placement: 56 days |
| 8 -week placement: 36 days | 16-week placement: 76 |
| 10-week placement: 46 | |

In order to successfully complete student teaching, candidates must satisfy both the minimum requirements for hours of actual teaching AND the number of weeks/days of full-time, continuous student teaching.

---

What: Hours Log

Who: Candidate should enter complete the hours log based on the hours of actual teaching

When: Entered into SLL on a weekly basis

---

*Student Teaching Mid-Term Evaluation Form*
At mid-term of each placement, the candidate will complete a mid-term report related to key program outcomes and InTASC Standards. The purpose of the mid-term report is to provide the teacher candidate with an opportunity to reflect on the 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 teacher candidate ***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 *Clinical VIII: Student Teaching Mid-Term Evaluation Form* reflects
      candidate performance on the InTASC 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.

> What: Clinical VIII: Student Teaching Mid-Term Evaluation Form
>
> Who: Candidate evaluates self in SLL
>
> When: Submitted to SLL by mid-term of your placement

*Student Teaching Final Evaluation Form*

At the conclusion of each placement, the candidate will complete final report forms, related to
both MSU program outcomes/dispositions and to InTASC performance standards. The purpose
of these final reports is to provide program assessment information to the Teacher Licensure
Programs, to give the teacher candidate an opportunity to reflect on the 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:
The Final Student Teaching Evaluation

   a. Reflects candidate performance on the InTASC key performance
      progressions and MSU program outcomes/dispositions.

> What: Final Student Teaching Evaluation
>
> Who: Candidate evaluates self
>
> When: All forms should be completed in SLL during the final week of placement

*Teacher Candidate Narrative Final Assessment and Goal Setting*

The teacher candidate will complete a reflection on strengths and challenges during student teaching and
then set goals for the first year of teaching. These reflections and goals are then reviewed by both the
cooperating teacher and the university supervisor.

> What: Narrative Final Assessment and Goal Setting
>
> Who: Candidate completes reflection questions and goals
>
> When: All forms should be completed in SLL during the final week of placement

*Evidence of Student Learning*

**Purpose:** To assess your individual progress as a teacher candidate and the teacher licensure programs here at Minot State University, you will provide evidence that you have made a positive impact on student learning. The ability to impact student learning and to adjust instruction through reflection is a significant portion of being an effective teacher.

**Format:** Please put all parts together in one PDF. If the PDF is too large, search the internet for ways to reduce the size of a PDF based on the software you are using.

**Number of ESLs:** Student teachers in multiple placements only need ONE evidence of student learning for student teaching.

**Due Dates:** Fall ESLs must be posted by November 15 and spring ESLs must be posted by April 15 in order to allow time for feedback. Please email the professor who is reading your ESL when it is ready to read.

**Intervention Process:** If you earn a rating of 1 in any area on the ESL rubric you will be given feedback and will be asked to revise that particular section of the assignment. If your revision does not earn a rating of 2 or above, then you will need to meet with the reader of the ESL and an additional TLP faculty member to continue the process of revision and improvement. Student teachers who do not earn a 1 or who do not submit an Evidence of Student Learning will not earn an S in student teaching.

| Item – Use this as a heading for the sections | Directions | Rubric Items with INTASC reference |
|---|---|---|
| Research on Needs of k-12 students | Investigate the developmental levels of your students (or individual student for SPED majors). Read any IEPs or 504 plans. Learn about the diversities that might affect their learning including families, SES, religion, parent support, culture, gender identity, as well as learning strengths and challenges. Discuss your process in the section Reflection on the Content and the Plan. | Responsiveness to Individual Differences (2a) |
| Unit Plan | Describe in a sentence or two the activities for the days, list the unit objectives, and include the assessment. Include any modifications or differentiation that you did. Either the lesson plan or the unit plan must show meaningful engagement of p-12 students with technology. | Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a) |
| Lesson Plan | Select one lesson from the unit and provide a detailed lesson plan. | Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a) |
| Pre and post assessment | Include copies of the assessments. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students. | Quality of Assessment (6a), Ethical and Bias-Free Assessment Tool (6c) |
| The rubric, answer key, or scoring guide | | Ethical and Bias-Free Assessment Tool (6c), Quality of Assessment (6a) |

| Levels of performance | For each unit objective, present levels of performance (pre and post) for the whole class. Use individual student information with no last names. SPED majors should present the levels for their individual student. This is usually a chart, table, or graph and should be clearly labeled to help the reader understand your data. | Accurate Representation of Assessment Results (6c) |
|---|---|---|
| Error Patterns | For the whole class (or individual student for SPED majors) clearly indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you would address those error patterns if you could continue teaching them. Recommend future instruction to assist students who did not demonstrate an appropriate level of achievement and who need more challenges. | Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction (9b), Positive Impact on Candidates (8g) |
| Three samples | Provide three samples of student work (1 for SPED) that are representative of the common kinds of error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Remove last names from the student work and use only first names in your written document. | Error Patterns (6a) |
| Reflection on content and plan | Include the following:<br>-How you researched and learned about the diversity of learners<br>-What strategies your lesson/unit used to address the learning levels and diversity you learned from the pre-assessment<br>-How your unit engaged students effectively<br>-Area of the lesson/unit plan that went well<br>-Area of the lesson/unit plan that you would do differently if you could do again<br>-Strategies for you to improve your challenges | Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction 9b), Effective content strategies (4a), Positive Impact on Candidates (8g) |
| Reflection on interactions | Include the following:<br>-How you responded to the diversity of the classroom during your teaching<br>-How you adjusted your teaching to reflect things during the lesson<br>-Area of the classroom interactions that went well<br>-Area of the classroom interactions that you would do differently<br>-Strategies for you to improve your challenges | Responsiveness to Individual Differences (2a), Reflection on Instruction 9b) |
| Reflection on P-12 use of technology | Write a paragraph reflecting on what went well and how you might improve how your students use technology in the future. | Use of Technology with P-12 students (8a) |

Rubric for Evaluating ESL

| | Underdeveloped | Emerging | Proficient | Distinguished |
|---|---|---|---|---|
| Responsiveness to individual differences (INTASC 1/2a) | Plan is insensitive to individual differences in relation to both content and approach. | Plan is insensitive to individual differences in relation to either content or approach. | Plan is sensitive to individual differences, in relation to both content and approach. | Plan is adapted to individual differences, in relation to both content and approach. |
| Instructional approaches (INTASC 8a) | Instruction used is not varied, is not well-matched to content, and does not align with objectives. | Instruction used matches content and is aligned with objectives but is not varied. | Instruction used is varied, well-matched to content and aligned with objectives. | Instruction is varied, well-matched to content, aligned with objectives and instructional strategies are adjusted during instruction to contribute to student learning. |
| Quality of assessment (INTASC 6a) | Summative assessment is not individual, does not align with objectives, and does not align with learning activities. | Summative assessment is individual but either does not align with objectives or does not align with learning activities. | Summative assessment is individual and aligns with objectives and learning activities. | Summative assessment is individual, aligns with objectives and learning activities, and promotes student self-evaluation. |
| Levels of Performance (INTASC 6a) | Levels of performance are not identified for all students present for instruction. | Levels of performance are identified for all students present for instruction. Either not all lesson objectives are included in interpretation or interpretation of results are inaccurate or misleading. | Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment are presented and discussed. | Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment for individual students are presented and discussed. |
| Error Patterns (INTASC 6a) | No error patterns are identified for all students present for instruction | Error patterns are identified as categories for all students in the sample but are inaccurate or misleading. | Error patterns are accurately identified as categories for all students present for instruction. | Error patterns are accurately identified and the teacher candidate outlines appropriate action steps to address those errors. |
| Ethical and Bias Free Assessment Tool (INTASC 6c)(PO IV.c) | Assessment tool is poorly designed and inappropriate for some learners. | Assessment tool is poorly designed or inappropriate for some learners. | Assessment is well-designed and appropriate for all learners in relation to content, | Assessment is well designed and appropriate for all learners and content, process, or product is |

| | | | process, and product. | differentiated for learners. |
|---|---|---|---|---|
| Accurate Representation of Assessment results (INTASC 6c)(PO IV.c) | Assessment results are not presented. | Assessment results are reported in a way that could lead to misinterpretation. | Assessment results are accurately presented. | Assessment results are accurately presented and connections are made to data beyond the assessment for one or more of the students. |
| Reflection on Instruction (INTASC 9b) | Reflection indicated either strengths or areas for growth. | Reflection indicated both strengths and areas for growth. | Reflection clearly indicated how this instruction demonstrated strengths, areas for growth, and strategies for improvement. | Reflection clearly indicated how instruction demonstrated strengths, areas for growth, and strategies for improvement that involve professional development. |
| Effective Content Strategies (INTASC 4a) | Plan and reflection use inappropriate instructional strategies for the content | Plan or reflection use inappropriate instructional strategies for the content | Plan and reflection use appropriate instructional strategies for the content | Plan and reflection include use appropriate instructional strategies and use recent developments in content-related pedagogy |
| Use of technology with P-12 students INTASC 8a) | P-12 student engagement with technology is not included in the ESL plan or reflection. | Plan and reflection indicate little meaningful engagement of P-12 students in the use of technology. | Plan and reflection clearly show engagement of P-12 students in the use of technology. | Plan and reflection clearly show meaningful engagement of P-12 students in the use of technology that is discipline appropriate. |
| Positive Impact on Diverse Learners (INTASC 6g) | Candidate did not identify diversity in advance or did not use or identify any strategies for diverse learners or did not reflect on impact. | Attempted to identify diversity but all areas of diversity were not included. Teaching of unit included strategies that were partially successful or not appropriate. Candidate's reflection minimally addressed the impact of strategy. | Appropriately identified diversity of classroom in advance of instruction. Teaching of unit reflected strategies for diverse learners. Candidate reflected on some of the positive impact but key elements were not addressed. | Includes extra research to thoroughly identify diversity in advance of instruction. Teaching of unit reflected multiple strategies for diverse learners. Candidate reflected on diversity of learners and performance of all learners and levels of performance and addressed any impact. |

| What: Evidence of Student Learning |
|---|
| 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 by the due date |
| When: Fall ESLs are due on November 15 and Spring ESLs are due on April 15. Candidates should email their reader when the ESL is ready to read. |

*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.

| What: Feedback for University Supervisor |
|---|
| Who: Teacher candidate fills out this form |
| When: Submitted in SLL at the end of the placement or after the last visit from the university supervisor |

*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.

| What: Feedback for Cooperating Teacher |
|---|
| Who: Teacher candidate fills out this form |
| When: Submitted in SLL at the end of the placement |

*Exit Requirements from Teacher Licensure Programs*

Candidate should:
A. Successfully complete of all coursework outlined by the Teacher Licensure Programs and the major department.
B. Apply for graduation.
C. Take the Praxis II and/or PLT.   Score must be posted in order for graduation requirements to be met. Tests must be passed in order to obtain a teaching license.
D. Successfully complete student teaching including the following required documentation from each placement.
   a. Goals and Introduction Letter
   b. Hours Log

c. Self-Assessment: Mid-Term Evaluation, Final Evaluation, and Narrative Final
d. Feedback form for University Supervisor
e. Feedback form for Cooperating Teacher
f. Dispositions self-assessment
g. Teacher self-efficacy self-assessment
h. Evidence of Student Learning assignment (1 regardless of number of placements)

*Graduation*

The candidate must file an application for graduation the semester prior to student teaching. Applications are available as E-forms in Campus Connection.

*Teacher Licensure*

Licensure applications are completed online at www.nd.gov/espb/licensure/.  MSU Registrar's Office will submit the Record of Education form to ESPB. MSU transcripts are ordered here: https://www.minotstateu.edu/records/transcripts.shtml.  Make sure to indicate the transcripts should be sent when the degree is posted.

Canadian candidates 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 Teacher Licensure Programs Head (Swain 207). 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

| Item in SLL | Student Teacher | Cooperating (Mentor) Teacher | University Supervisor | When | Our planned date to do this |
|---|---|---|---|---|---|
| **ST Goals and Introduction letter** | Upload goals and introduction letter 1 | Review and submit | Review and submit | First week | |
| **ST Early Progress Mentor Teacher** | Review after CT submits | Complete rubric and click submit 1 | Click submit | End of first week | |
| **Hours Logs** | Complete Hours log by week and by category 1 | Review and approve | Nothing | Every Friday during placement | |
| **ST Periodic Reporting US** | Review after CT and US submit | Click submit | Complete rubric and submit 1 | At first visit of US | |
| **ST Midterm Evaluation** | Complete self-evaluation and submit before others can do it 1 | Review ST self-evaluation, complete rubric (see View Rubric Details) and submit | Review ST self-evaluation, complete rubric (see View Rubric Details) and submit | Mid-point of placement and/or second visit of US | |
| **ST Final Narrative** | Write Final Narrative Self-Evaluation 1 | Respond and submit | Respond and submit | Last week of placement | |
| **ST Feedback for Mentor (Cooperating) Teacher** | Complete evaluation of CT 1 | Review and submit | Add comments on CT and submit | Last week of placement | |

| ST Feedback for University Supervisor | Complete evaluation of US 1 | Add comments on US and submit | Review and submit | Last week of placement | |
|---|---|---|---|---|---|
| ST Teacher Efficacy Scale | Complete Teacher Efficacy Scale 1 | Nothing | Nothing | Last week of placement | |
| ST Dispositions Rubric | Complete Teaching Dispositions Rubric 1 | Complete rubric and submit | Review and submit | Last week of placement | |
| ST Final Evaluation | Complete self-evaluation and submit before others can do it 1 | Review ST self-evaluation, complete rubric (see View Rubric Details) and submit | Review ST self-evaluation, complete rubric (see View Rubric Details) and submit | Last week of placement or third visit of US | |

## Cooperating Teacher Information

*The Cooperating Teacher's Responsibilities*

Cooperating teachers are assigned teacher candidates using a collaborative process between the 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 TAFP Director and each cooperating teacher and a district representative outlining the responsibilities and expectations for supervision of the teacher candidate. Cooperating teacher may choose to receive payment or 2 credits of continuing education credits, called Growth for Both.  The teacher candidate's application materials can be provided to the cooperating teacher as requested, and the introduction letter is available in SLL. The packet of materials may contain confidential information regarding the teacher candidate and should be kept secure and confidential.

As the culminating activity of professional preparation in teacher licensure programs 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 teacher candidate 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 through completion of evaluation reports throughout the semester and regular conferencing with the teacher candidate.

The cooperating teacher and the university supervisor will consult regarding the recommendation of a grade for the student teaching experience. The TAFP Director is responsible as the Instructor of Record for all registered teacher candidates, 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 TAFP Director 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 SLL within three

days of the conclusion of each student teaching placement.

All materials in the candidate's SLL account and any other information regarding the 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,
- professional progress, and other information such as disabilities, medical conditions, and gender/sexual orientation
- prepare students for the arrival of the teacher candidate
- welcome the teacher candidate by introducing the candidate 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 a 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 TAFP Director 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 SLL 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.

SLL Assessment System

All forms and paperwork are submitted directly to our online assessment system SLL. Cooperating teachers can log in to SLL by going to the following address https://sll.watermarkinsights.com/. Begin the process by clicking Forget Password and then enter the email address you have provided the TAFP office. If you experience any difficulty logging in to SLL 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 Verification*

Candidates should enter the hours for **actual teaching** into SLL at the end of every week and the cooperating teacher will approve them.

Observation and Participation includes time the teacher candidate spends observing classroom activities and assisting the cooperating teacher.

Actual Teaching refers to time during which the teacher candidate is in charge of the classroom and has full responsibility for instruction, whether the cooperating teacher is present in the room or not and whether the instruction is with the whole class, a small group, or one student.

Preparation for Actual Teaching includes time the teacher candidate spends each week preparing for lessons to be taught and evaluating student work. This includes time during school and outside of school.

Activities Related to Teaching includes time the teacher candidate spends in school-related activities. Required school activities might include faculty meetings, IEP meetings, parent/teacher conferences, assemblies, and professional development, completing forms, or organizing the classroom. Optional school activities might include fun nights, athletic events, or PTA meetings.

*Minimum Hours and Days*

Teacher candidates should be sure that they have met the minimum requirements for hours spent in Actual Teaching by the conclusion of each of the student teaching experience(s). We hope everyone can teach more than the minimum.  Minimum requirements are**:**

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

In addition to the minimum requirements for total clock hours, teacher candidates 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 the Education Standards and Practices Board.

Instructional days are days that instruction occurs and do not include holidays or professional development days.

6 -week placement: 26 days     12-week placement: 56 days
8 -week placement: 36 days     16-week placement: 76 days
10-week placement: 46 days

In order to successfully complete student teaching, candidates must satisfy both the minimum requirements for hours of actual teaching AND the number of weeks/days of full-time, continuous student teaching.

---

What: Hours Verification

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

When: Verification is submitted at the end of each week

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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 SLL prior to the first observation visit to the classroom. The teacher candidate should access SLL, read the assessment, and then discuss it with the cooperating teacher.

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What: Early Progress Report

Who: Cooperating Teacher completes and submits

When: End of the first or second week of the placement
Where: Complete in SLL

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*Student Teaching Mid-Term Evaluation Form*

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 teacher candidate ***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.

> What: Clinical VIII: Student Teaching Mid-Term Evaluation Form
>
> Who: Cooperating teacher completes and clicks submit
>
> When: Submitted to SLL by mid-term of the placement

If any of the dispositions on the *Clinical VIII: Student Teaching Mid-Term Evaluation Form* receives a score of one, the Teacher Advisement & Field Placement Office should be promptly notified.

### *Student Teaching Final Evaluation*

At the end of the placement the cooperating teacher will complete a final report form related to key teacher dispositions and to InTASC performance standards. The purpose of the final report is to provide an assessment of overall performance at the end of the experience.

Final student teaching reports include:

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

> What: Teacher Candidate Final Assessment
>
> Who: Cooperating Teacher completes
>
> When: During the final week of placement

### Teacher Candidate Narrative Final Assessment and Goal Setting

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

Final student teaching reports include:

   b. *Teacher Candidate Narrative Final Assessment*, which reflects the candidate's performance on MSU Program Outcomes and the Interstate Teacher Assessment and Support consortium key principles.

> What: Final Teacher Narrative Final Assessment
>
> Who: Cooperating Teacher reviews and comments on appropriateness of goals and reflection
>
> When: During the final week of placement

The cooperating teacher recommends a grade for the teacher candidate on the Final Report and the Narrative Final Report. 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 candidate who has been making steady progress throughout the 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 TAFP Director will determine the length and location of all extended placements in consultation with the university supervisor. Candidates who receive a U as their final grade do have the option of filing a grade appeal, as outlined in this handbook. Results of all evaluations should be discussed with the teacher candidate.

## *Required Reports for Cooperating Teachers*

All placements need the following activities submitted within SLL:

- Hours Verification Form (weekly)
- Early Progress Report – Week 1 or 2
- Clinical VIII: Student Teaching Mid-Term Evaluation – Mid-term of the placement
- Teacher Candidate Final Assessment – during the last week of placement, submitted to SLL
- Final Teacher Candidate Narrative Final Assessment – last week of placement

## 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 TAFP Director to conduct supervision of the student teaching experience, in accordance with all policies and procedures outlined in the MSU Field Experience Handbook.

It is the responsibility of the university supervisor to submit all required materials to SLL within three days of the conclusion of each student teaching placement. All materials in the candidate's SLL account and any other information regarding the evaluation, progress, background, academic history, etc. are strictly **confidential** under the Family Educational Rights and Privacy Act (FERPA) of 1974.

Supervisory visits are pre-arranged.  Unannounced visits are used in cases of concern and are coordinated with the Teacher Advisement and Field Placement Director.   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
- maintain strict confidentiality of the teacher candidate's background,
- professional progress, and other information such as disabilities, medical conditions, and gender/sexual orientation
- 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 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 SLL

### *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.

### SLL Assessment System

All forms and paperwork are submitted directly to our online assessment system SLL. Cooperating teachers can log in to SLL by going to the following address https://sll.watermarkinsights.com/. Begin the process by clicking Forget Password and then enter the email address you have provided the TAFP office. If you experience any difficulty logging in to SLL 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*

The 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 the semester.

### *Periodic Reporting Form*

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 teacher candidate.

> What: Periodic Reporting Form
>
> Who: University Supervisor fills this form out in SLL
>
> When: This form can be used for the initial observation early in the placement

### *Clinical VIII: Student Teaching Mid-Term Evaluation Form*

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 the 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 teacher candidate **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:

- Clinical VIII: Student Teaching Mid-Term Evaluation Form 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.

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What: Clinical VIII: Student Teaching Mid-Term Evaluation Form

Who: University Supervisor

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

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If any of the criteria on the *Student Teaching Mid-Term Evaluations Form* receives a score of one, the Teacher Advisement & Field Placement Office and should be promptly notified.

*Clinical VIII: Student Teaching Final Evaluation Form*

At the end of the placement the university supervisor will complete a final report form related to key teacher dispositions and to InTASC performance standards. The purpose of the final report is to provide an assessment of overall performance at the end of the experience.

Final student teaching reports include:

- *Clinical VIII: Student Teaching Final Evaluation Form* which reflects the candidate's performance on the Interstate Teacher Assessment and Support consortium key principles and MSU program outcomes.

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What: Final Student Teaching Report
Who: University Supervisor
When: During the final week of placement

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*Teacher Candidate Narrative Final Assessment*

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

Final student teaching reports include:

- *Teacher Candidate Narrative Final Assessment*, which reflects the candidate's performance on MSU Program Outcomes and the Interstate Teacher Assessment and Support consortium key principles.

> What: Final Teacher Narrative Final Assessment
> Who: University Supervisor
> When: During the final week of placement

All university supervisors should complete both forms toward the end of the placement. The university supervisor recommends a grade for the teacher candidate on the *Teacher Candidate Narrative Final Assessment* - 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 the 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 TAFP Director will determine the length and location of all extended placements in consultation with the university supervisor. Candidates 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 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 teacher candidate, 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 Student Teaching Mid-Term Evaluation Form. The final visit is a summative assessment, made using the Teacher Candidate Narrative Final Assessment. 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 may be made as warranted or requested.**

Required University Supervisors Reports are as follows:

- ☐ Periodic Reporting Form
- ☐ Clinical VIII: Student Teaching Mid Term Evaluation Form
- ☐ Clinical VIII: Student Teaching Final Evaluation Form
- ☐ Teacher Candidate Narrative Final Assessment