



Teacher Licensure Programs

Action • Reflection • Knowledge

Office of Teacher Advisement & Field Placement

Student Teaching Handbook

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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

Minot State University Student Teaching Handbook

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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.

Goals

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:

- 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)
- 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:

- a) The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility (InTASC progression 3A)
- b) The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs (InTASC progression 7C)
- 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:

- 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)

- c) The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues (InTASC progression 5A)
- d) The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues (InTASC progression 5B)
- 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)
- 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:

- a) The teacher manages the learning environment to engage learners actively (InTASC progression 3B)
- 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)
- c) The teacher uses assessment to engage learners in their own growth (InTASC progression 6B)
- 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)
- 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:

- a) The teacher understands and uses a variety of instructional

strategies and makes learning accessible to all learners
(InTASC progression 8A)

- b) The teacher engages in continuous professional learning to more effectively meet the needs of each learner (InTASC progression 9A)
- 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:

- a) The teacher practices the profession in an ethical manner (InTASC progression 9C)
- 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 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 practicum and 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 (MOU) between the school district or school division and MSU with the approval of 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.

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.

Placement Dates

The teacher candidate is expected to be at the school whenever the cooperating teacher is expected to be at school. The program coordinator will obtain the calendar for each school district from the school website and count the exact number of days. Following ESPB rules, the days of student teaching do NOT include holidays or professional development days even though candidates are required to be at the placement any time the CT is required to be there (entire contracted school day, professional development days, and parent teacher conferences). For example, a 12-week placement is typically 60 instructional days (12 weeks x 5 days a week) and an 8-week placement is 40 days (8 x 5). Many weeks are not five-day weeks. Student teachers always start on the first day of the week and end on the last day of the week and we build in two absences per placement. Under NO circumstances should the student teacher just count 6, 8, 10, 12, or 16 weeks in the calendar and assume that is the completion date. If someone thinks the Program Coordinator has made an error, please locate a district calendar and write the number of days for each placement (1, 2, 3, etc. until you get to your required days) on the calendar and send it to her. Only instructional days may be counted.

Absences during Student Teaching Placement

Candidates who are away from the school for any length of time and any reason, should contact the cooperating teacher and email Deb (Deborah.ringham@minotstateu.edu) in advance of the absence or at the latest the morning of the absence. This applies to everyone in student teaching, even if those in

the PTP program or using the Pre-Service Teacher Authorization. University supervisors only need to be notified if an observation is scheduled. Reasons could include:

- a medical appointment for the student teacher or a family member
- illness of student teacher or a family member
- a problem that prevents the student teacher from getting to school (i.e. dead car battery or flat tire)
- a weather or building-related cancellation or early release of the school day (i.e. frozen water pipes, snow day)
- a game or tournament for MSU athletics or for a team the student teacher is coaching
- a family event such as a wedding or funeral
- a professional conference that the department or school encourages the student teacher to attend
- taking a Praxis test

In addition, please also notify Deb if the cooperating teacher is gone and either the student teacher or someone else is substituting for the teacher.

Virtual days count as instructional days and student teachers do not need to inform us of those. Each placement has two absences built into the calendar. We might need to adjust the dates of the placement if the student teacher is gone more than two days and we might not, but we can only determine that when we look at the calendar.

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*. 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 should 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), teacher candidate, and university supervisors 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 enter the grades. If there should be disagreement between the cooperating teacher(s) and the university supervisor as to the final grade, the TAFP Director consults with the cooperating teacher(s) and the university supervisor and then determines 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 needed 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, university 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. 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.

Early Posting of Degrees

Early posting is 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 Authorization Bill
- Student teachers who are teaching for 16 weeks.
- Student teachers who are taking a collaborative class through another NDUS university.

Please refer to **Appendix A: Early Posting of Degrees** for detailed instructions.

Late Posting

When a placement extends after the date that faculty are required to post grades, the candidate should complete a Course Completion Agreement in 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 a 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.

Please refer to **Appendix B for Steps for Initiating a Mentored Clinical Practicum.**

Pre-Service Teaching Authorization

The Pre-Service Teaching Authorization allows student teachers in North Dakota to serve as the teacher of record during their student teaching placement. All course work for the degree (excluding minors or concentrations) must be completed before the student teacher begins student teaching.

Please refer to **Appendix C for Steps for Initiating a Pre-Service Teaching Authorization.**

SPED Authorization

The SPED Authorization allows special education teacher candidates to become the teacher of record following their student teaching. All course work for the major must be completed before the student teacher can serve as the teacher of record.

Please refer to **Appendix D for Steps for Initiating a SPED Authorization.**

Candidate Information

Student Teaching Application

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.

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.

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.

Graduation

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

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. Canadian candidates who are not student teaching in the U.S. may use the provincial Criminal Records check and Vulnerable Persons Sector checks in lieu of those required by ESPB. Evidence of the background check or a substitute license 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 ND Shape offer this insurance along with membership or candidates may purchase a policy through their insurance provider. 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 recommended for Canadian candidates. Evidence of 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 gain experience 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 student teachers are reimbursed once they 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

TEAC Approval of Student Teacher Candidates

At the last meeting of the semester TEAC will approve student teachers for the following semester. Candidates who have not met all the requirements will be conditionally approved.

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, Teacher Education Advisory Council will review the candidate's situation and decide whether to grant permission.

Registering for Student Teaching

Candidates should 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:

Teaching Field	Credits for Registration	Weeks in Placement(s)
Art	14 cr ED 494	2 variable placements, 16 total weeks
Business	14 cr ED 493	16 weeks
Early Childhood	7 cr ED 491 + 7 cr ED 492	8 weeks K + 8 weeks ECE
Elementary	10 cr ED 492	12 weeks
ELED + ECE	7 cr ED 491 + 7 cr ED 492	8 weeks K + 8 weeks ELED
ELED + Kindergarten	5 cr ED 491 + 9 cr ED 492	6 weeks K + 10 weeks ELED
English	10 cr ED 493	12 weeks
History/Social Science	10 cr ED 493	12 weeks

Mathematics	10 cr ED 493	12 weeks
Music	14 cr ED 494	8 EL weeks + 8 weeks SEC
Physical Education	14 cr ED 494	8 EL weeks + 8 weeks SEC
PE + ELED (spring semester)	5 cr ED 492 + 11 cr ED 494	6 ELED + 6 EL PE + 6 MS/HS PE weeks
PE + ELED (fall semester)	7 cr 492 + 7 cr ED 494	8 ELED + 8 PE weeks
Science	10 cr ED 493	12 weeks
Special Education	10 cr ED 495	12 weeks
SPED + ELED	7 cr ED 495 + 7 cr ED 492	8 weeks ELED + 8 weeks SPED

All student teachers will register for ED 482, Student Teaching Seminar (2 credits) in conjunction with student teaching. 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

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 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 made toward achieving program standards and becoming a successful reflective decision-maker.

SLL Assessment System

All forms and paperwork are 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 the student teacher, cooperating teacher, or 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 any problems.

Goals and Introduction Letter

The teacher candidate should upload the Mid-Level Transition Point Goals (from ED 407 In Progress in SLL) and their Introduction Letter (from Application for Student Teaching in Gateway in SLL) 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

Hours Log

Candidates should only enter the hours for **actual teaching** into SLL at the end of every week and the cooperating teacher will approve them. The following are descriptions of categories:

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.

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. Candidates should be fully responsible to plan and teach at least two full weeks without the presence of the cooperating teacher.

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 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 Midterm Evaluation Form

At mid-term of each placement, the candidate will complete a self-evaluation (Student Teaching Midterm Evaluation) related to key program outcomes and InTASC Standards. The purpose of the midterm 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 midterm, with full load responsibility occurring for a significant portion of the placement. This level of responsibility will help to ensure a valid assessment at midterm.

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. The 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 the placement

Student Teaching Final Evaluation

At the conclusion of each placement, the candidate will complete final evaluation, related to both MSU program outcomes/dispositions and to InTASC performance standards. The purpose of this final evaluation 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 Student Teaching Evaluation 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

Please consult **Appendix E: Chart of Required Items** in SLL for a full listing of the items and due dates.

Evidence of Student Learning

Directions for the Evidence of Student Learning are located in **Appendix F**.

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

Candidates should:

1. Successfully complete of all coursework outlined by the Teacher Licensure Programs and the major department.
2. Complete all five modules of Trauma Sensitive Schools training to meet ESPB's requirement of mental health training.
3. Take the Praxis II and PLT as required by ESPB licensing requirements. Score must be posted in order for graduation requirements to be met. Tests must be passed in order to obtain a North Dakota teaching license.
4. Successfully complete student teaching including the requirements from each student teaching placement.

Teacher Licensure

Licensure applications are completed online at www.nd.gov/espblicensure/. 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. 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.

Candidates who need paperwork for other state or provisional licensing agencies should locate and fill out the appropriate form(s) and email the form(s) to Teresa Wittman at Teresa.wittman@minotstateu.edu. Most additional paperwork requires us to verify that everything is done so this will be completed when the degree has been posted.

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 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.

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.

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.

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 or scores of 1 or 1.5 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 in a timely fashion

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 provided to the TAFP office. Please contact TAFP Office if anyone has difficulty with the system.

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.

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. Candidates should be fully responsible to plan and teach at least two full weeks without the presence of the cooperating teacher.

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

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.

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.

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

Teacher Candidate 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 1 or 1.5, the Teacher Advisement & Field Placement Office should

be promptly notified.

Teacher Candidate 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 Teacher Candidate Final Evaluation, 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 *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
- Evaluation of university supervisor

Please consult **Appendix E: Chart of Required items in SLL** for a full listing of the items and due dates.

University Supervisor Information

The University Supervisor's Responsibilities

A university supervisor will be assigned to each placement in student teaching. 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 an MSU faculty member is not available, a qualified, appropriate agent will be located and contracted by the TAFP Director to conduct supervision of the student teaching experience.

Contracts will be signed between the TAFP Director and each university supervisor outlining the responsibilities and expectations for the supervision of the teacher candidates. Each placement is .5 credit of load or faculty may earn a stipend if the placement is an overload. University supervisors who are not faculty will receive a stipend (if allowed). All university supervisors will be compensated for mileage.

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.

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.

Observations 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) observations per placement will be made and documented by the university supervisor.

The university supervisor is expected to:

- act as liaison between the university and the school
- 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
- mediate difficulties between the cooperating teacher and the teacher candidate, if needed
- notify the TAFP Director as soon as possible of any problems or scores of 1 or 1.5 that may require closer attention and/or supervision
- submit all official evaluation reports to SLL in a timely fashion

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 "Forgot Password" and then enter the email address provided to the TAFP office. Please contact TAFP Office if anyone has difficulty with the system.

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

Teacher Candidate 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.

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

Who: University Supervisor

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

If any of the criteria on the *Student Teaching Mid-Term Evaluations Form* receives a score of 1 or 1.5, the Teacher Advisement & Field Placement Office should be promptly notified.

Teacher Candidate 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.

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

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 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 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. 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
- Evaluation of Cooperating Teacher

Please consult **Appendix E: Chart of Required items in SLL** for a full listing of the items and due dates.

Appendices

Appendix A: Directions for Early Posting of Degrees

Things that 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. Call ESPB (<https://www.nd.gov/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/>).
6. 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>
7. Post the PDF of your Praxis scores to your license portal.
8. 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.
9. Submit your ESL and let the reader know that it needs to be done early.
10. 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:
11. 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.
12. 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.
13. Email Kathy when you think everything is complete.

Appendix B: Steps for Mentored Clinical Practicum

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 licensing 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 the forms 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 (if needed). 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.

Appendix C: Pre-Service Teaching Authorization

Pre-Service Teaching Authorization Agreement

This agreement between the school district and Minot State University concerns a student teaching placement, which will occur under the Pre-Service Teaching Authorization. The guidelines put out by NDCEL provide important guidance for this process and can be found at the bottom of this letter.

ESPB guidance for the authorization can be found here: <https://www.nd.gov/espb/licensure/teaching-authorization>

A Minot State University (MSU) student teacher is allowed to be the teacher of record during a student teaching placement, provided that the following steps are taken:

1. An interested student or school district must contact MSU's Field Placement Director, Kathy Hintz, Kathy.hintz@minotstateu.edu to begin the process.
2. The interested school district must agree to pay the student teacher as a long-term substitute teacher for the length of the placement so that issues of professional insurance are satisfied. A representative from the school district should email the Field Placement Director to confirm their willingness to hire the student teacher as a long-term substitute and support the student teacher.
3. Once it has been determined that a potential student teacher, who meets the qualifications required for the authorization, is available and interested, the school district and the TAFP office will determine:
 - a. The existence of a qualified and available mentor/collaborating teacher willing to complete MSU's required student teaching paperwork (based on observation of the student teacher)
 - b. Principal (or other administrator) availability to provide micro-observations, at least one formal observation evaluation, and other ongoing support for the student teacher
 - c. The existence of a qualified and available university supervisor willing to complete MSU's required student teaching paperwork (based on observation of the student teacher)
 - d. The support of the department based on successful practicum observations and no remaining classes during student teaching.
4. The Field Placement Director will notify ESPB to let them know that the student is eligible for a teacher authorization license and confirm the support of the district and Minot State University.
5. The Field Placement Director will send an email confirming the placement and the mentor/collaborating teacher and university supervisor.
6. ESPB will create a portal for the student to upload the following documents:

- a. A letter from the Field Placement Director confirming eligibility for the license
 - b. A letter from the school district indicating that they were unable to find a fully qualified teacher AND that they have a qualified and available on-site mentor/collaborating teacher
 - c. An unofficial transcript from MSU
 - d. An evaluation from their practicum experience
 - e. A background check through ESPB
 - f. Mandatory Reporter Training
 - g. Payment for the teacher authorization license
7. The Pre-Service Teaching Authorization License should be completed before the start of the school year or semester.

NDCEL General Guidance for Using Pre-Service Teaching Authorization Flexibility

Key Roles:

ESPB - The Education Standards and Practice Board provides the license, which is called a pre-service teacher authorization.

Higher Ed - The university system has an existing rubric in place to approve alternate access candidates. They will use this existing process and must approve that pre-service teacher before they are allowed to be considered for the pre-service authorization license. Institutions of Higher Ed will also still provide the supervision process as they would for any student teacher.

District - A recognition must exist that it will cost more to support a pre-service teacher than a typical first-year teacher. Districts that opt for this flexibility must recognize that pre-service teachers, while able to be teachers of record through this emergency measure, are not yet fully licensed teachers. As such, the district should commit to providing an experience that, while different from the student teaching experience, still replicates the same outcomes.

Building Principal - The building principal will be primarily responsible for the implementation, management, and progress monitoring of all strategies utilized to support the pre-service teacher. The involvement of the building principal is critical to the success of the pre-service teacher.

Steps for Utilizing Pre-Service Flexibility

1. Candidate Eligibility: A district considering utilizing pre-service flexibility must first contact a university to ask if they have a potential candidate who meets the qualifications to be considered as a pre-service authorization. The school district should interview the potential pre-service teacher to determine if they are a fit for the position, level, and school. If both the district and university wish to continue, the institution of higher education must issue approval for pre-authorization to ESPB.

2. District Request for Pre-Service Authorization: The school district must write a letter to ESPB to express that they are unable to fill that position and to request the pre-service teacher. A letter should include evidence of the length of posting the vacancy or the emergent issue resulting in the request to use a pre-service authorization.
3. Individualized Training Plan – It is recommended that any district utilizing a pre-service authorization create an individualized training plan that addresses the specific needs of that pre-service teacher in the areas of:
 - a. Classroom Strategies and Behaviors
 - b. Planning and Preparing
 - c. Reflecting on Teaching
 - d. Collegiality and Professionalism

The best plan will be created when the pre-service teacher is consulted and his/her specific needs are considered as opposed to a standardized template for all pre-service teachers. The district should also audit existing resources and determine which new resources will be needed to fulfill the individualized training plan.

Recommendations for Districts

Compensation

The most reasonable model for compensation is to follow your district's practice on long-term substitute until the completion of the education program and conferral of degree. In most, if not all cases, the pre-service teacher could then be offered a contract after January 1 (if a placement was completed in fall). As a reminder, contracts after January 1 do not hold continuing contract rights. We do NOT recommend offering them a regular teacher contract.

Communication

It will be best practice to engage in an open dialogue with your local education association regarding expectations, rationale, process, supports that will be provided, and compensation. There will certainly be some questions and reasonable concerns from your existing teaching staff. Be open to their concerns and suggestions for improvement. They are likely your best resources in the development of a plan to support pre-service teachers.

It will also be important to gauge school board and community support for utilizing pre-service teachers. Explaining other instances in which pre-service teaching already exists, such as alternate access, permits, and alternate pathways, as well as an explanation of how an individualized training plan will be put in place may help to cultivate support and address any concerns.

District Mentorship

The individualized training plan should include specific responsibilities for mentorship. While the established cooperating teacher will enact some of these responsibilities, others will need to be filled by other professionals. This may include instructional coaches, building principals, paid in-district mentor, outside of district mentoring program, retired teacher, or other strategy to provide regular support to the pre-service teacher.

Professional Leave

The individualized training plan should include specific opportunities for pre-service teachers to observe other teachers. Ideally, this includes structured learning walks that allow for dialogue with veteran teachers and administrators.

Observations and Evaluations

The individualized training plan should include a minimum number of observations, ideally weekly, from the building principal that includes actionable feedback. As with any student teaching experience, the institution of higher education will conduct an evaluation of the pre-service teacher; however, it is recommended that regular observations and professional dialogue be held similarly to what a building principal would provide for all traditional teachers of record.

Administrative Considerations

Any district considering the use of a pre-service teacher should first determine the capacity and desire to fully support the pre-service teacher beyond what exists for a first-year teacher.

Administrators are also cautioned to consider which staff members are being asked to support and that they be qualified and supportive, but also not already overburdened with existing responsibilities.

Appendix D: Special Education Authorization Agreement

ESPB guidance for the authorization can be found in the administrative rules section 67.1-02-02-13 <https://ndlegis.gov/information/acdata/pdf/67.1-02-02.pdf> and NDCC 15.1-18-10(5) at <https://ndlegis.gov/cencode/t15-1c18.pdf>

A Minot State University (MSU) special education student teacher is allowed to be the teacher of record following a student teaching placement, provided that the following steps are taken:

- a. An interested student or school district must contact MSU's Field Placement Director, Kathy Hintz, Kathy.hintz@minotstateu.edu to begin the process.
- b. The student teacher should successfully complete their student teaching. If eligible, the student teacher may request an early posting of the student teaching coursework at least four weeks in advance of the last date of student teaching.
- c. The school district or Minot State will notify ESPB to let them know that the student is eligible for a special education authorization license.
- d. ESPB will create a portal for the student to upload the documents listed in the administrative rules.

Appendix E: Chart of Required items in SLL

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	Review and submit	Review and submit	First week	
ST Early Progress Mentor Teacher	Review after CT submits	Complete rubric and click submit	Click submit	End of first week	
Hours Logs	Enter direct teaching hours in log	Review and approve	Nothing	Every Friday during placement	
ST Periodic Reporting US	Review after CT and US submit	Click submit	Complete rubric and submit	At first visit of US	
ST Midterm Evaluation	Complete self-evaluation and submit before others can do it	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 and Goals	Write Final Narrative Self-Evaluation	Respond and submit	Respond and submit	Last week of placement	
ST Feedback for Mentor (Cooperating) Teacher	Complete evaluation of CT	Review	Submit	Last week of placement	
ST Feedback for University Supervisor	Complete evaluation of US	Submit	Review	Last week of placement	
ST Teacher Efficacy Scale	Complete Teacher Efficacy Scale	Nothing	Nothing	Last week of placement	
ST Dispositions Rubric	Complete Teaching Dispositions Rubric	Complete rubric and submit	Submit	Last week of placement	
ST Final Evaluation	Complete self-evaluation and submit before others can do it	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	
MT and US Feedback	Nothing	Complete questions/submit	Complete questions/submit	Last week of placement	

Appendix F: Directions for Evidence of Student Learning

Purpose: To assess individual progress as a teacher candidate and the teacher licensure programs at Minot State University, student teachers will provide evidence of 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.

File 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.

Submission: Please submit your ESL to SLL.

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

Due Dates: Fall ESLs should be posted by November 15 and spring ESLs should 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. Students completing ESLs in their second placements should email the Field Placement Director with a plan for completion by April 15. ESLs that are turned in after December 1 or May 1 will require a course completion agreement to allow professors time to score them.

Evaluation Dates: Faculty should score fall ESLs by December 1 and spring ESLs by May 1.

Intervention Process: Candidates who earn a rating of 1 in any area on the ESL rubric will receive feedback and will be asked to revise the document. The original copy and the revised portion should be uploaded to SLL. If the revision still does not earn a rating of 2 or above, then the candidate will meet with the reader of the ESL and an additional TLP faculty member to continue the process of revision. Student teachers who do not earn at least a 2 on all criteria or who do not submit an Evidence of Student Learning will not earn an S in student teaching.

Use of AI: Please describe any support that you use to write your ESL and specify what it was used for (Grammarly to edit paper, Chat GPT to organize ideas, etc).

Faculty Feedback: Student teaching seminar professors can check for missing pieces and answer questions about the assignment. Student teachers can collaborate with other student teachers for feedback during the student teaching seminar.

Template: Please use the directions below as a template for the reflection.

Section One - Research on needs of your k-12 students
Responsiveness to Individual Differences (2a)
Investigate the developmental levels of your students (or individual student or small groups 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. Explain your process, what you learned from the pre-assessment, and how you used this information to plan your lesson in this section.
Section Two - Unit Plan
Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a)

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.

Section Three - Lesson Plan

Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a)

Select one lesson from the unit and provide a detailed lesson plan.

Section Four - Pre and post assessment

Quality of Assessment (6a), Ethical and Bias-Free Assessment Tool (6c)

Include copies of the assessments. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.

Section Five - The rubric, answer key, or scoring guide

Ethical and Bias-Free Assessment Tool (6c), Quality of Assessment (6a)

Paste your rubric, answer key, or scoring guide here

Section Six - Levels of performance

Accurate Representation of Assessment Results (6c)

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. Please include three columns: pre-assessment score, post-assessment score, and change.

Section Seven - Error Patterns

Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction (9b), Positive Impact on Candidates (8g)

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.

Section Eight - Three samples

Error Patterns (6a)

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.

Section Nine - Positive Impact on p-12 Diverse Student Learning

Positive Impact on Candidates (8g)

Explain whether you had a positive impact on diverse p-12 student learning

Section Ten - Reflection on content and plan

Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction 9b), Effective content strategies (4a)
Include the following: -How you researched and learned about the diversity of learners -What teaching strategies your lesson/unit used to address the learning levels and diversity you learned from the pre-assessment -How your unit engaged students effectively -Area of the lesson/unit plan that went well -Area of the lesson/unit plan that you would do differently if you could do again -Strategies for you to improve your challenges

Section Eleven - Reflection on interactions
Responsiveness to Individual Differences (2a), Reflection on Instruction 9b)
Include the following: -How you responded to the diversity of the classroom during your teaching -How you adjusted your teaching to reflect things during the lesson -Area of the classroom interactions that went well -Area of the classroom interactions that you would do differently -Strategies for you to improve your challenges

Section Twelve - Reflection on P-12 use of technology
Use of Technology with P-12 students (8a)
Write a paragraph reflecting on what went well and how you might improve how your students use technology in the future.

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	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.

	with learning activities.			
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, process, and product.	Assessment is well designed and appropriate for all learners and content, process, or product is 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 INTA SC 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 (INTA SC 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.