



**Minot State**  
**UNIVERSITY**

**Office of Teacher Advisement  
& Field Placement**

*The Teacher as a Reflective Decision-Maker*  
*ARK: Action, Reflection, Knowledge*

**Student Handbook**

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The Student Handbook of the MSU Teacher Education Unit (TEU) provides comprehensive information on policies and expectations for the students in the education program.

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

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



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

# Minot State University

## Student Handbook



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## MSU Teacher Education Program

### Teacher Education Mission Statement

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

### Teacher Education Philosophy

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

Therefore, **we believe:**

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

## Goals

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

### **I. The teacher candidate demonstrates respect:**

#### Final Level Clinical Outcomes:

I a. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences (InTASC progression 1&2A)

I b. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards (InTASC progression 1&2B)

### **II. The teacher candidate demonstrates communication and collaboration:**

#### Final Level Clinical Outcomes:

II a. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility (InTASC progression 3A)

II b. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs (InTASC progression 7C)

II c. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth (InTASC progression 10A)

### **III. The teacher candidate demonstrates a commitment to complexity of content:**

#### Final Level Clinical Outcomes:

III a. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches (InTASC progression 4A)

III b. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC progression 4B)

III c. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues (InTASC progression 5A)

III d. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues (InTASC progression 5B)

III e. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills (InTASC progression 7A)

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

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

Final Level Clinical Outcomes:

IV a. The teacher manages the learning environment to engage learners actively (InTASC progression 3B)

IV b. The teacher uses, designs, or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives (InTASC progression 6A)

IV c. The teacher uses assessment to engage learners in their own growth (InTASC progression 6B)

IV d. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning (InTASC progression 6C)

IV e. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs (InTASC progression 7B)

**V. The teacher candidate demonstrates reflection:**

Final Level Clinical Outcomes:

V a. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners (InTASC progression 8A)

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

V c. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs (InTASC progression 9B)

**VI. The teacher candidate demonstrates responsibility:**

Final Level Clinical Outcomes:

VI a. The teacher practices the profession in an ethical manner (InTASC progression 9C)

VI b. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession (InTASC progression 10B)

### Organizing Theme and Conceptual Model

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

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

#### Action

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

#### Reflection

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

#### Knowledge

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

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

### **Trauma Sensitive Training**

Trauma Sensitive Schools (TSS) Training prepares future teachers to work with the wide diversity of students and colleagues in schools who have faced trauma in their lives.

#### Frequently Asked Questions

##### **What is this?**

There are five modules of TSS training.

Module 1 – for first-year students and transfer students

Module 2 – for sophomores and transfer students



Module 3 – for juniors and transfer students

Module 4 – for juniors and transfer students

Module 5 – held during the Student Teaching Seminar with Student Teaching

### **How do I do the training?**

The modules must be completed in order. We recommend doing Module 1 and Module 2 on different days if at all possible.

### **When is the training held?**

TSS will be held every semester on the day before classes start and Assessment Day.

Module 1 - 9-11 am

Module 2 - 1-3 pm

Module 3 - 9-11 am

Module 4 - 1-3 pm

### **How do I prove that I attended?**

Each time you attend a session you will get a sheet for the instructor to sign. Upload this into the Trauma Sensitive Schools artifact in TK20.

### **Do I need to sign up?**

Yes, we like people to sign up so we know how many copies to make and so we can keep the sessions to a reasonable size. Sign-up sheets are on the website:

<https://www.minotstateu.edu/teu/advising.shtml>.

### **I'm a senior and now there isn't time to attend all the modules. What do I do?**

There is a book that you can read, *Fostering Resilient Learners: Strategies for the Trauma-Sensitive Classroom*. There is a copy in the MSU library or you can order it for yourself. Please select one of the questions at the end of each chapter to answer and type out your answers.

Make sure your name is on the paper and hand or email the form to Linda Conn (linda.conn@minotstateu.edu) and she will give you a verification form.

### **I'm a SPED major. Do I need to do these?**

No, SPED pre-service teachers get the training through their coursework at MSU.

### **How do I tell ESPB that I have completed the training?**

When you complete your application for licensure, please check that you have completed training for trauma.

### **Instructions for Uploading the Signature Sheet**

These are instructions for uploading your signatures from. Trauma Sensitive Schools Training.

1. Login in to TK20 and click on artifacts.

HOME >

APPLICATIONS >

ARTIFACTS ▾

MY ARTIFACTS ▾

Folders

COURSES >

FIELD EXPERIENCE >

Artifacts > My Artifacts

MY ARTIFACTS

An artifact is locked when it is submitted

+ Create New Artifact

Title ▲

- Click on create new artifact. Click on the scroll down arrow. Find *Trauma Sensitive Schools Training* and click select.

SELECT ARTIFACT TYPE

Please Select the Artifact Type:

Please Select ▾

Select

Cancel

3. Upload your trauma sensitive training documents into the file. When finished click on the green button that says create.

CREATE NEW ARTIFACT

Artifact

Title:\* Trauma Sensitive Schools Training 1

Description:

TRAUMA SENSITIVE SCHOOLS TRAINING

File

Trauma Sensitive Schools Training\* + Select File

Drag and drop file here

## Clinical Information

### Purchasing and Using TK20

TK20 is the software package the Teacher Education Unit uses to collect assignments related to clinical experiences and student teaching. Teacher candidates will also use TK20 to apply for Admission to Teacher Education and Student Teaching. Teacher candidates are charged a fee in their first semester that they are enrolled in clinicals and then will have an active account in TK20. Once you have a placement for a particular clinical, your TK20 account is activated. You should go to <https://minotstateu.tk20.com> and use your username and password for Campus Connect at the TK20 login screen. This will almost always work as TK20 does not store your login information directly – it “talks” to Campus Connect to verify your login. If this does NOT work, then there is a problem with your Campus Connect account and you should contact IT (Information Technology) at:

IT Central (Computers, networking, software)

» E-mail: [helpdesk@minotstateu.edu](mailto:helpdesk@minotstateu.edu)

» Phone: 858-4444

» Help Requests: [www.minotstateu.edu/helpdesk](http://www.minotstateu.edu/helpdesk)

Once logged in, click on “Field Experiences” on the left and you will see any active binders for the semester. All binders are due the Wednesday of finals week each semester.

### Clinical Request Form

All teacher candidates who are enrolled in clinicals ED 260L, ED 282L, ED 284L, ED 321L, and ED 323L must fill out the clinical request form. If teacher candidates are enrolled in more than one clinical in the same semester, each clinical must be indicated on the clinical request form. Teacher candidates must fill out clinical requests for each semester they are enrolled in clinicals. If you are using previously completed hours or current work hours, you still need to fill out the request form because that form is what we use to generate placements and binders in TK20. There is a separate clinical request form for methods placements discussed in this part of the handbook: Methods Request Form

Failure to fill out the clinical request form before the attendance reporting date will cause you to be administratively dropped from your clinical for the semester.

The clinical request form can be found at the following website:

[https://www.minotstateu.edu/teu/clinical\\_experiences.shtml](https://www.minotstateu.edu/teu/clinical_experiences.shtml).

When you complete the clinical request form, you will also be signing electronically to verify your acceptance of the three policies described below:

#### Social Media Policy

This social media policy applies to all teacher candidates, in particular those enrolled in a clinical course who have been assigned clinical hours to complete at a P-12 school or in a community program where P-12 students are present (ED 284L). The policy is intended to highlight expectations of the Teacher Education Unit at Minot State University in regard to social media and technology. Social Media includes, but is not limited to Facebook, Twitter, Snapchat, Instagram, Pinterest, Whatsapp, or in-game communications. Technology includes, but is not limited to phones, computers, laptops, tablets, smart watches, or other electronic devices used to access social media, send and receive email, and/or send and receive texts.

1. Despite device settings, social media posts are rarely truly private. It is possible that posts and messages on social media will be seen by others than the intended audience. Therefore, teacher candidates are expected to ensure that social media postings represent the candidate, the university, and the teaching profession in a positive light. Teacher candidates should refrain from profanity, pictures of themselves drinking alcohol, or suggestive pictures, among other things, on social media. Administrators who will interview for teaching positions in the future will check social media accounts; make sure social media posts are not an obstacle to starting your career.
2. Do not vent online. Teacher candidates want to be respected, and maintaining professional behavior helps that. Do not discuss the P-12 school, the teachers, the administration, the students, or their parents in a negative way in any social media post.
3. Confidentiality is very important, so do not post pictures of students met during the clinical on social media or send pictures via technology.

- Furthermore, do not mention any student or parent by name (or provide other identifying information) in any social media post, email, or text.
4. Student work is confidential as well. Do not take pictures of student work unless permission has been given by the classroom teacher. Posting photos of student work to social media is never permissible.
  5. Remember that relationships with P-12 students are as professionals, not as peers. Teacher candidates should not “friend” or follow on social media P-12 students met during the clinical experience. If a P-12 student sends a friend request in a social media environment, the teacher candidate should refrain from accepting the request. Do not initiate friend requests with P-12 students. Furthermore, P-12 students should not be emailed or text unless directed by the cooperating teacher using approved technology and applications.
  6. The purpose of the clinical is to provide the teacher candidate with an opportunity to observe or participate in the clinical activities. Teacher candidates are expected to give their full attention to the clinical activity, modeling that attention to the P-12 students. Teacher candidates should not use their mobile devices during their clinical experiences unless they have the explicit permission of their cooperating teacher, and only in ways that support the education goals of the classroom.

If teacher candidates are unsure whether their social media or technology behavior is appropriate, they should ask their cooperating teacher or university faculty member. If there are any lingering questions about social media or technology usage, it's probably better to refrain from making the post, sending the email, etc. Better to be safe than sorry.

Failure to adhere to this policy may result in disciplinary action, not limited to reprimand, remediation on appropriate social media/technology use, referral to the Title IX office, referral to the Vice President of Student Affairs, removal from the teacher education program, or an inappropriate disposition referral to the Teacher Education Administrative Council (TEAC).

### Model Code of Ethics for Educators

All teacher candidates must read and agree to the Model Code of Ethics for Educators on the clinical request form. The Model Code of Ethics for Educators can be found at the following website: <https://www.minotstateu.edu/teu/information.shtml>.

### Confidentiality Agreement

Students in P-12 classrooms have the right to expect information about them will be kept confidential by ALL employees, volunteers, clinical students, student teachers, substitutes, and employees of independent contractors. Additionally, the U.S. Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family Educational Rights and Privacy Act (know more commonly as "FERPA"). Among other provisions, FERPA allows the

government to withdrawal federal funds from any educational institution which disseminates a student's educational records without his or her parent's consent.

1. Each student who is worked with has the right to expect nothing that happens to him or her will be repeated to anyone other than authorized school district employees, as designated by the administrators at each school. Even when discussing a student with those who are directly involved in a student's education, such as a teacher, principal, or guidance counselor, otherwise confidential information may not be shared with them unless it is relevant to the student's educational growth, safety, or well-being.
2. Information regarding a student may not be shared even with others who are genuinely interested in the student's welfare, such as social workers, scout leaders, clergy, or healthcare professionals. All such questions must be referred to the school district employees so authorized to do so, typically the student's teacher or building principal. The only exception is in the event of an urgent medical emergency, in which confidential information may be necessary for a student's medical care.
3. Parents, friends, or community members may in good faith ask questions about a particular student. Again, all such questions must be referred to an authorized school district employee. Information may not be shared about a student even with members of a teacher candidate's family or the student's family.
4. Always remember that violating a student's confidentiality isn't just disrespectful. It's against the law.

### Background Check

All teacher candidates must complete a background check, which includes being fingerprinted, prior to starting their clinical experiences. Packets can be picked up from the Education Program Coordinator in Swain 218. Ask for the "Clinical Background Check Packet" as there is a separate packet for those teacher candidates who are student teaching.

1. If you are working a daycare, camp, coaching young children, or working with children with disabilities, and the job you have requires a background check, you may ask your supervisor to email [deborah.ringham@minotstateu.edu](mailto:deborah.ringham@minotstateu.edu) and say "(your name) is employed by (name of the organization) as a (insert your job title) and a background check is required for employment." Deb will then email you confirmation of this and you can follow the directions here ([https://www.minotstateu.edu/teu/clinical\\_experiences.shtml](https://www.minotstateu.edu/teu/clinical_experiences.shtml)) and put Deb's email into the artifacts section of Tk20.
2. The Education Program Coordinator will go over the instructions with you on how to fill in the fingerprint cards and paperwork. The instructions are very specific. If you have questions, you can either watch the instructional video at <https://youtu.be/HaX-6cexp2Q> or email [deborah.ringham@minotstateu.edu](mailto:deborah.ringham@minotstateu.edu).
3. Campus security fingerprints Minot State University students at no charge. An appointment must be made with the Education Program Coordinator who will

then notify campus security. Campus security does not take walk-ins and teacher candidates who do not have an appointment will be turned away.

4. Teacher candidates must have their paperwork and fingerprint cards filled out in their entirety prior to their appointment. If the paperwork and fingerprint cards are not filled out, teacher candidates will be turned away and will be required to reschedule their appointment with the Education Program Coordinator.
5. The Education Program Coordinator will mail the completed fingerprint cards and paperwork to the North Dakota Bureau of Criminal Investigation (ND BCI). Teacher candidates are responsible for returning their packet to the Education Program Coordinator.
6. ND BCI typically takes 3 – 4 weeks to send results back to MSU. The Education Program Coordinator will send out email confirmations once results are received.
7. Teacher candidates must upload their email confirmation to TK20 as proof their background check has been completed. Instructions will be included with the email confirmation or can be found at the following website:  
[https://www.minotstateu.edu/teu/clinical\\_experiences.shtml](https://www.minotstateu.edu/teu/clinical_experiences.shtml).

#### Specific clinicals – Expectations, requirements, and placement process

For all clinicals, you should contact the cooperating teacher immediately (within 48 hours) of receiving your placement via email. When you do so, you must establish a regular and consistent schedule for attending your clinical. It is your responsibility then to stick to that schedule. Teachers are very busy people and do not like to deal with a student who puts off starting their clinical and assumes that it will just work out. Failure to contact your cooperating teacher or to establish a regular schedule are the top reasons for losing a placement. (Once the Cooperating Teacher indicates they do not want you in their classroom anymore, there is little that we can do. You will need to drop the clinical and wait until the following semester.)

ED 260L, ED 282L, and ED 284L are all considered “early level clinicals.” ED 321L, ED 323L, ED 324L, and your methods clinicals are all considered “mid-level clinicals.” At the end of your early level clinicals you will have an Early Level Transition Point Conference.

**At the end of the semester prior to student teaching, you will have a Mid-Level Transition Point Conference. Both of these conferences include a reflective paper. For the clinicals themselves, however, you will ONLY write bullet point journal notes and complete an hours log. No paper for any of the clinicals is expected or wanted – only journal notes and an hours log.**

TAFP cannot provide transportation and most schools for placements are NOT in walking distance. If you do not have a car you may need to use public transportation, a taxi service, or get a ride from a friend. We will attempt to place you near the university if you do not have transportation, but these placements are very hard to get.

### ED 260L

ED 260L is the initial level clinical within the teacher education program and provides teacher candidates with 10 hours of observation in schools related to their major and the content in ED 260 Educational Psychology. Teacher candidates must be enrolled in or have completed ED 260 before enrolling in this course. ED 260L does not have a regular meeting time, so teacher candidates will be placed for their observation hours in a school in Minot or the surrounding area. It is important to note that normal school hours are typically between 8:30 am and 3:00 pm. Teacher candidates should not skip their university classes in order to complete their clinical hours.

### ED 282L

ED 282L is an entry level clinical which provides teacher candidates with 20 hours of experience in a variety of support programs and services in education settings. Examples include, but are not limited to, working with a Special Education teacher, a Title I math or reading teacher, ASTEP, or a gifted and talented teacher. ED 282L does not have a regular meeting time, so students will be placed for their experience hours in a school in Minot or the surrounding area. It is important to note that normal school hours are typically between 8:30 am and 3:00 pm. Teacher candidates should not skip their university classes in order to complete their clinical hours.

### ED 284L

ED 284L is an entry level clinical experience which provides candidates with 30 hours of engagement with professional organizations and non-academic service learning in projects related to education in the community. Examples include, but are not limited to, coaching, Boy Scouts or Girl Scouts leader, Lego Robotics coach, or Special Olympics coach. ED 284L does not have a regular meeting time, so hours will be completed when their project or organization holds their meetings or practices. Again, if you are using previous hours or current work-related hours for this clinical you must still provide the name and email address for a supervisor who can verify those hours and whose name will appear on your TK20 binder AND you will still need to complete your binder in Tk20. Failure to do this will result in you receiving a grade of "U" for the clinical.

ED 284L is taken in conjunction with SPED 379 for SPED majors and in conjunction with your Sophomore Project for music majors. Please make sure to co-register for this clinical when you register for those classes if you are a SPED or music major.



### ED 321L

ED 321L is a mid-level clinical experience and provides candidates with 30 hours of extended experience in a school, working on academic interventions with small groups or whole class instruction. Teacher candidates may be placed with specific cooperating teachers, with after school program coordinators, or with building principals for this experience. ED 321L does not have a regular meeting time, so teacher candidates will be placed in a school in Minot or the surrounding area to complete their hours. It is important to note that normal school hours are typically between 8:30 am and 3:00pm and after school program hours are typically from the end of school to 6:00 pm. Teacher candidates should not skip their university classes in order to complete their clinic hours. ED 321L is taken in conjunction with Block I for SPED majors, with KIN 340 for PE majors, and with methods courses for music majors. Please co-register for the appropriate clinical when you are in those classes if you are a SPED, Music, or PE major.

Since this clinical involves actual teaching, a regular schedule, spread consistently over the semester, is crucial. Teachers will NOT give teaching time to people who show up sporadically or who are not reliable. Teaching is required for this clinical.

### ED 323L

ED 323L is a mid-level clinical experience which provides candidates with 30 hours of extended experience in a school designing appropriate assessments and working on academic interventions with small groups of students. Teacher candidates may be placed with specific cooperating teachers, with after school program coordinators, or with building principals for this experience. ED 323L does not have a regular meeting time, so teacher candidates will be placed in a school in Minot or the surrounding area to complete their hours. It is important to note that normal school hours are typically between 8:30 am and 3:00pm and after school program hours are typically from the end of school to 6:00 pm. Teacher candidates should not skip their university classes in order to complete their clinic hours.

### Clinical Opportunities

Certain clinical experiences can be completed through on campus opportunities. Below are a few examples. If teacher candidates are currently working at a daycare, CLC, or as a para, they should contact Lisa Borden-King to see how these hours can apply to their clinicals.

#### *Reading Clinic*

The Minot State University Reading Clinic exists to serve the community by providing intervention services to struggling readers in the region. In addition, Reading Clinic

provides clinical opportunities for teacher candidates who are pursuing the Title I endorsement in reading as well as clinical opportunities for other early childhood and elementary education majors. The clinic offers a one-on-one experience for three hours a week for 7 weeks and is offered in the spring and summer semesters. Reading Clinic is based on a diagnostic teaching model; therefore, instruction is specific to the needs of the student based on an assessment of their reading strategies and skills. For more information, contact Dr. Lisa Borden-King ([lisa.bordenking@minotstateu.edu](mailto:lisa.bordenking@minotstateu.edu)).

### *Early Literacy Camp*

The Minot State University Early Literacy Camp exists to serve the community by providing intervention services to struggling readers in Kindergarten and 1<sup>st</sup> grade in the region. In addition, Early Literacy Camp provides clinical opportunities for teacher candidates in early childhood and elementary education. The clinic offers whole group and small group learning activities for four hours a week for 7 weeks and is offered only in summer semesters. Our program is based on a diagnostic teaching model; therefore, instruction is specific to the needs of the student based on an assessment of their reading strategies and skills. For more information, contact Dr. Lisa Borden-King ([lisa.bordenking@minotstateu.edu](mailto:lisa.bordenking@minotstateu.edu)).

### *Lego Robotics*

Lego robotics is a program run by a local STEM organization. We meet on campus, 1x week for eight weeks or 2x week for four weeks. There is a curriculum provided that is very easy to implement. Students are ages 6-9 in general. Your 30 hours are considered complete if you complete all of your sessions and do the planning necessary to be successful in your sessions. You will have a teaching partner. This is a great clinical for people without transportation and those who are interested in additional teaching experiences – or those with limited availability in their schedules. You can request this clinical by contacting Dr. Lisa Borden-King at ([lisa.bordenking@minotstateu.edu](mailto:lisa.bordenking@minotstateu.edu)).

### *ASTEP*

ASTEP is an inclusive college program for students with intellectual and developmental (I/DD) disabilities. Located at Minot State University since 2010, ASTEP partners with MSU and Dakota College at Bottineau to provide the only program in North Dakota to support young adults with I/DD to attend college. Twenty students attended annually from all over the state as well as from neighboring states.

In an inclusive and supportive environment, ASTEP students attend college courses with students who don't have disabilities, earn meaningful credentials, gain employment, and learn independent living and social skills. ASTEP's goal is to make the dream of college a reality for students with I/DD and create quality futures for these individuals to live and work in their communities. Teacher candidates who would like to become a peer mentor should go to the following website: <https://ndcpd.org/wp-content/uploads/sites/16/2021/03/6-Supports-02.22.2021.pdf>. This clinical is appropriate for ED 282L, ED 284L, ED 321L or ED 323L but can only be used once.

## Chart of Clinical Experiences

Certain majors require clinicals to be taken in conjunction with major specific classes.  
Please see the chart below for more information.

### Developmental Curriculum for Clinical Experiences in Teacher Education

	ED 260L	ED 282L	ED 284L	ED 321L	ED 323L
Description	10 hours of observation in a variety of school settings	20 hours of experience in a variety of programs and services in educational settings	30 hours of engagement with professional organizations and service learning activities related to education in schools and the community	An extended experience in school working on academic interventions with small groups of students for 30 hours	An extended experience in a school working on academic interventions with small groups of students and interpreting or designing appropriate assessments for 30 hours
Major Specific Information	All education students should take ED 260L while in ED 260, although under certain circumstances these may be taken in different semesters.	All education students should take ED 282L while in ED 282, although under certain circumstances these may be taken in different semesters.	Most education students take ED 284L while in ED 284, although under certain circumstances these may be taken in different semesters.  <b>SPED MAJORS</b> take this course in conjunction with Block I.  <b>MUSIC MAJORS</b> take this course in conjunction with the Sophomore Project.	Most education students take ED 321L while in ED 320, although under certain circumstances these may be taken in different semesters. <b>SPED MAJORS</b> take this course in conjunction with Block II. <b>MUSIC MAJORS</b> take this course as directed by the music department in conjunction with various methods courses. <b>PE MAJORS</b> take this course in conjunction with KIN 340	Most education students take ED 323L while in ED 322, although under certain circumstances these may be taken in different semesters. <b>SPED MAJORS</b> take this course in conjunction with Block II. <b>MUSIC MAJORS</b> take this course as directed by the music department in conjunction with various methods courses. <b>PE MAJORS</b> take this course in conjunction with KIN 341

<b>Assessment Activities</b>	Early Clinical form I - Candidate Reflective Paper - Instructor evaluation of reflective paper - Candidate Self-Evaluation - Candidate Hours Log - Cooperating teacher evaluation of performance - Cooperating teacher hours verification	Early Clinical form II - Candidate Reflective Paper - Instructor evaluation of reflective paper - Candidate Self-Evaluation - Candidate Hours Log - Cooperating teacher evaluation of performance - Cooperating teacher hours verification	Early Clinical form III - Candidate Reflective Paper - Instructor evaluation of reflective paper - Candidate Self-Evaluation - Candidate Hours Log - Cooperating teacher evaluation of performance - Cooperating teacher hours verification  <b>Candidate Goal Setting Early Transition Point</b>	Mid-Level Clinical form IV - Candidate Reflective Paper - Instructor evaluation of reflective paper - Candidate Self-Evaluation - Candidate Hours Log - Cooperating teacher evaluation of performance - Cooperating teacher hours verification	Mid-Level Clinical form V - Candidate Reflective Paper - Instructor evaluation of reflective paper - Candidate Self-Evaluation - Candidate Hours Log - Cooperating teacher evaluation of performance - Cooperating teacher hours verification  <b>Evidence of Student Learning I</b> - Instructor evaluation of materials submitted - Other clinical evaluator of materials submitted - Teacher candidate submits materials outlined in teacher candidate handbook  Teacher candidate self-assessment of materials submitted

### Education Core Classes

All teacher candidates, regardless of major, are required to take the following core courses: (\* indicates courses requiring admittance to Teacher Education)

- SPED 110 Introduction to Exceptional Children (3 cr)
- PSY 255 Child and Adolescent Psychology (3 cr)
- SS 283 Ethnic and Cultural Diversity in America (3 cr)
- ED 260 Educational Psychology (2 cr)
- ED 260L Clinical I (0 cr)
- ED 282 Managing the Learning Environment (2 cr)
- ED 282L Clinical II (0.5 cr)
- ED 284 Teaching Diverse Learners (2 cr)
- ED 284L Clinical III (0.5 cr)
- ED 320 Curriculum, Planning, and Assessment I (2 cr)
- ED 321L Clinical IV (0.5 cr)
- ED 322 Curriculum, Planning, and Assessment II (2 cr) \*
- ED 323L Clinical V (0.5 cr)

- ED 324L Fall Experience (0 cr)
- ED 380 Technology in Teaching (2 cr)
- Methods class required by major \*
- ED 482, 483, or 484 Student Teaching Seminar (2 cr) \*
- ED 491, 492, 493, 494, or 495 Student Teaching (6 – 16 cr) \*

Class Rotation

Course	Fall	Spring	Summer
ED 260	Day section Night section	Day section Night section	online
ED 260L	yes	yes	Elementary, math, language arts, history, and science placements only (10 hours)
ED 282	Day section Night section Online Section	Day section Night section	online
ED 282L	yes	yes	Not offered
ED 284	Day section Night section	Day section Night section Online Section	online
ED 284L	yes	yes	In conjunction with non-academic work with kids such as coaching, religious classes, scouts, etc. (30 hours)
ED 320	Day section Night section Online section	Day section Night section	Sometimes offered
ED 321L	yes	yes	Offered in conjunction with on campus summer programs like preschool, Early Literacy Camp, or reading clinic (30 hours)
ED 322	Day section Night section	Day section Night section Online section	Not offered
ED 323L	yes	yes	Offered in conjunction with on campus summer programs like preschool, Early Literacy Camp, or reading clinic (30 hours)
ED 380	Day section Night or Online section	Day section Night or Online section	Online only
ED 324L	yes	Not offered	Not offered

SS 283	Day sections	Day sections	On campus
SPED 110	Day sections Online	Day sections Online	Online
Psych 255	Day sections Online	Day sections Online	Online

*Suggested Sequence for Teacher Education Core Courses*

	Classes	Credits		Classes	Credits
<b>Freshman Year Semester 1 Fall</b>	ED 260: Educational Psychology ED 260L: Clinical I _____ _____ _____ _____ _____	2 0 _____ _____ _____ _____ _____ <i>TOTAL:</i> _____	<b>Freshman Year Semester 2 Spring</b>	SPED 110: Introduction to Exceptional Children _____ _____ _____ _____ _____	3 _____ _____ _____ _____ _____ <i>TOTAL:</i> _____
<b>Sophomore Year Semester 3 Fall</b>	<i>Admission into Teacher Education Program</i> ED 282: Managing the Learning Environment ED 282L: Clinical II SS 283: Ethnic & Cultural Diversity in America _____ _____ _____ _____	_____ 2 0.5 3 _____ _____ _____ <i>TOTAL:</i> _____	<b>Sophomore Year Semester 4 Spring</b>	ED 284: Teaching Diverse Learners ED 284L: Clinical III ED 380: Teaching in Technology _____ _____ _____ _____	2 0.5 2 _____ _____ _____ _____ <i>TOTAL:</i> _____
<b>Junior Year Semester 5 Fall</b>	ED 320: Curriculum, Planning & Assessment I ED 321L: Clinical IV PSY 255: Child & Adolescent Psychology _____ _____ _____	2 0.5 3 _____ _____ _____ <i>TOTAL:</i> _____	<b>Junior Year Semester 6 Spring</b>	*ED 322: Curriculum, Planning, & Assessment II ED 323L: Clinical V _____ _____ _____ _____ _____	2 0.5 _____ _____ _____ _____ _____ <i>TOTAL:</i> _____

<b>Senior Year Semester 7 Fall</b>	*Method class(es) required by major		<b>Senior Year Semester 8 Spring</b>	*Student Teaching	8-14
	ED 324L: Fall Experience	_____		*Student Teaching Seminar	2
	_____	_____		_____	_____
	_____	_____		_____	_____
	_____	_____		_____	_____
	_____	_____		_____	_____
	_____	_____		_____	_____
	<i>TOTAL:</i>	_____			<i>TOTAL:</i>

\*Requires admission to the Teacher Education program. Admission is recommended in the fall of your sophomore year. Note that PE, SPED, music and ECE have attached the clinical courses to particular courses in their major. Please consult with an advisor for advice!

### Admission to Teacher Education

All elementary, secondary, and K-12 majors must be admitted to teacher education in order to register for certain courses in their program. Students may not student teach if they have not been admitted to teacher education.

#### Admission Criteria

1. At least a 2.50 GPA in the General Education Communications courses is required. These courses include ENGL 110, ENGL 120, and COMM 110. Instructions on how to find the communications GPA can be found here:  
<https://www.minotstateu.edu/teu/documents/advising/finding-your-gpas-in-campus-connection-1.pdf>.
2. A major GPA of at least 2.50 is required. Instructions on how to find the major GPA can be found here:  
<https://www.minotstateu.edu/teu/documents/advising/finding-your-gpas-in-campus-connection-1.pdf>.
3. A cumulative GPA of at least 2.75 is required. Instructions on how to find the cumulative GPA can be found here:  
<https://www.minotstateu.edu/teu/documents/advising/finding-your-gpas-in-campus-connection-1.pdf>.
4. Students must have completed or be currently enrolled in ED 260L (or equivalent).
5. Proof of background check

6. The Praxis Core Academic Skills for Educators (CASE) test  
(<https://www.ets.org/praxis/nd/requirements/>)

### Application for Admission

All teacher candidates must apply for admission to teacher education. The proof of background check, CASE test scores, and signature form must be uploaded to the application before it can be submitted.

### Where to Find the Application for Admission

The application for Admission to Teacher Education is located within TK20. Directions on how to locate the application are listed below:

1. After signing into TK20, click on the "Applications" link on the left side of the screen.

The screenshot displays the TK20 user interface. On the left, a red sidebar menu lists various navigation options. The 'APPLICATIONS' option is circled. The main content area is divided into several sections: 'RECENT MESSAGES' with a table of incoming messages, 'PENDING TASKS' with a table indicating no data is displayed, 'NEWS' with tabs for 'Today's News' and 'Archived News', and 'PROGRAM TRANSITION POINTS' with a button labeled 'MS-MGMT:Management'.

Name	From	Received
<a href="#">Background confirmation</a>	Knox, Kira	09/02/2020
<a href="#">Re: Notice of Field Placement</a>	Lambert, Pamela	01/24/2019
<a href="#">CAEP 3rd Party Notification</a>	Borden-King, Lisa	06/07/2018
<a href="#">Clinical Request Form</a>	Borden-King, Lisa	06/21/2017
<a href="#">Meet and Greet with Area School Administrators – Great Networking Opportunity!</a>	Borden-King, Lisa	03/24/2016

Name	Type	From	Due Date
There is no data to display.			

NEWS

Today's News | Archived News

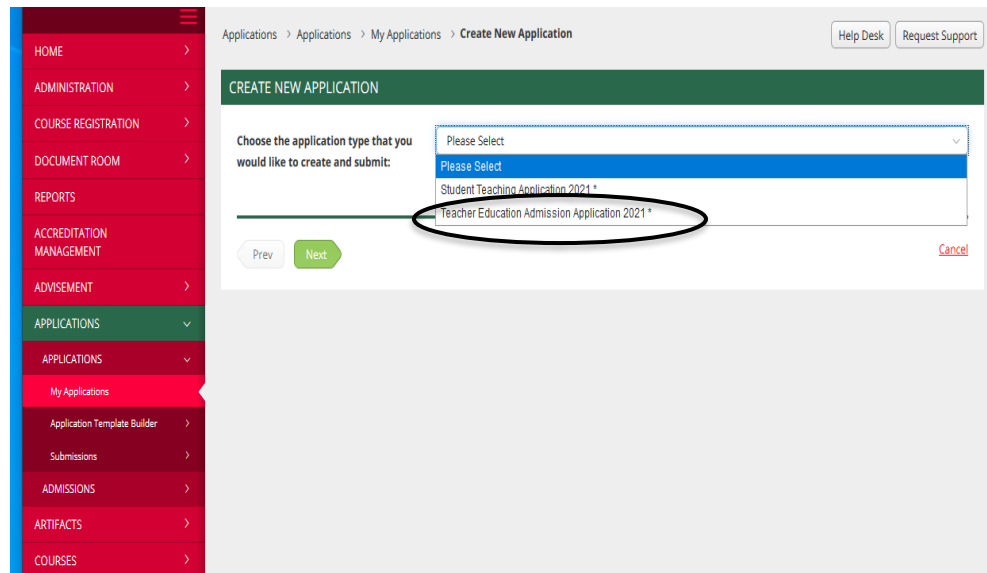
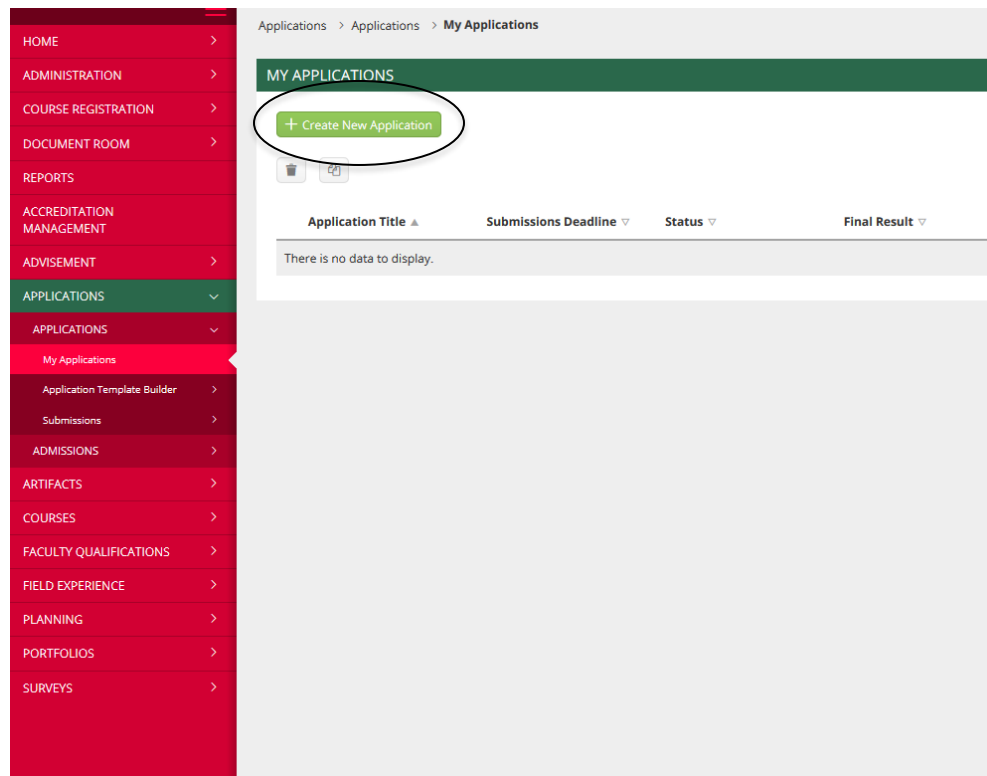
There is no data to display.

PROGRAM TRANSITION POINTS

MS-MGMT:Management



2. Click on the green “Create New Application” button and select, “Teacher Education Admission Application.”



### Where to find the Admission to Teacher Education Signature Form

Prior to submitting the application for admission to Teacher Education, teacher candidates must meet with their advisor their application can be reviewed. Both the teacher candidate’s advisor and department chair must sign the Teacher Education Signature form and the form must be uploaded to the application before the application can be submitted. The signature form can be found at the following website:

<https://www.minotstateu.edu/teu/documents/Admission/admission-to-teacher-ed-signature-form-3.pdf>.

### *Praxis Core Academic Skills for Educators (CASE) Test*

All education majors are required to take the CASE test. There are three components to the test: reading, writing, and math. Teacher candidates must pass all three test components in order to be admitted to teacher education.

#### CASE Test Frequently Asked Questions

##### **What are the tests?**

There are three tests: reading, writing, and math. They are sometimes called CASE tests or Core tests or Praxis I tests. Some people believe they indicate that you will be a successful teacher but our research does not support this. You can be an excellent teacher even if they are challenging for you. Our licensing agency, ESPB, requires us to use these tests.

##### **Are they hard?**

The tests resemble other standardized tests that you have taken like the ACT or SAT or state assessment tests. The reading test has passages to read, the writing test has grammar questions and two essays, and the math test has a variety of math problems.

##### **I heard that you can save money by taking all three at once. Should I do that?**

If you are a good test taker and got in the high 20s for a composite score on your ACT, you will likely be fine to take all three tests at one sitting and can register for the combined test. Some people do better when they take the three tests separately. If your ACT composite score was lower than 25, if tests make you anxious, if you need disability accommodations, or if you have had challenges with reading along the way, we recommend that you take them on three different days.

##### **How do I take the tests?**

You may take them in the testing center at MSU Tuesdays at 9, Wednesdays at 1, or once a month on Saturday morning. You may also schedule them at home if you have a place where you can't be disturbed and have a camera and microphone on your laptop.

##### **How do I sign up?**

There is a step-by-step guide on our MSU Teacher Education admission web page.

##### **When should I take them?**

We recommend taking them in your first year at MSU regardless of whether you start as a first-year student or as a transfer student. You do not need to wait until you have any certain classes completed at MSU in order to take them.

**How do I study for them?**

Lisa Borden-King sends out messages every semester with times/dates for study sessions for the reading and writing tests. We highly recommend those and they are posted on the Teacher Education admission web page. If you want a sense of what the tests will be like, there is a study guide in a PDF or Word format that accompanies each test. In addition, doing a couple free Khan Academy practice sessions will give you a score so you have a sense in advance of what you are likely to get. If you are struggling with the math tests, we recommend following the guidelines of the Khan Academy session for repeated practice on areas where you are struggling.

**Is there help paying for them?**

ETS has a waiver that is based on a sliding fee and you may use it for one test. The lead time is pretty long, so plan ahead. Information is on the TEU Admission page. If you are getting financial help from the VA, please talk with Andy Heitkamp.

**Can I use accommodations during the test?**

If you currently have test accommodations in place through Access Services due to a disability, you can and should use them for these tests. If you don't currently have test accommodations set up through Access Services, but you had extended time or special conditions for tests during high school, we highly recommend you visit Access Services so you can use accommodations during the Core Academic Skills test. Accommodations do take a bit of time to set up and sometimes the tests need to be taken in Bismarck. If you use a colored overlay, you may bring that to the testing center at MSU. If you need other accommodations, please consult with us and Access Services so you can advocate for your needs.

**Ok, I'm feeling better now. But what if I fail them?**

If you don't meet the minimum score or if you need more total points, you can take just one portion of the test again. We recommend attending one Lisa's practice sessions if you didn't already. We recommend the math Khan Academy sessions for the math test. We don't want you to give any more money to ETS than necessary. If you have a disability and have taken the tests multiple times, please come and talk to us. If you think you might have a disability but have never been tested, please come and talk to us.

**When do I have to have them passed?**

We don't recommend putting them off as it is pretty stressful when it gets down the wire and you are trying to pass. You may not advance to student teaching until you have been admitted to the teacher education program.

**I have heard a lot of rumors about the tests.**

If you hear conflicting information, please do email us or stop by our office. We are here to help clarify things.

Here is the website with links to all the information:

[https://www.minotstateu.edu/teu/ted\\_admission.shtml](https://www.minotstateu.edu/teu/ted_admission.shtml)

Ask Kathy Hintz, Lisa Borden-King, or Deb Ringham with any questions.

Kathy Hintz [Kathy.hintz@minotstateu.edu](mailto:Kathy.hintz@minotstateu.edu)

Lisa Borden-King [lisa.bordenking@minotstateu.edu](mailto:lisa.bordenking@minotstateu.edu)

Deb Ringham [Deborah.ringham@minotstateu.edu](mailto:Deborah.ringham@minotstateu.edu)

### North Dakota Testing Requirements

Teacher candidates must register for the CASE test using the following test codes. Also included is the qualifying score for each test area and the registration cost.

Test Area	Test Code	Qualifying Score	Registration Fee
Reading	5713	156	\$90
Writing	5723	160	\$90
Math	5733	150	\$90

If teacher candidates wish to take all three test areas on the same day, they must use the combined test code **5752** when registering and must pay a **\$150** registration fee. The total testing time for those teacher candidates taking all three test areas on the same day is five hours.

Teacher candidates must have a minimum composite score of 466, with a score no less than the following in each area:

Test Area	Minimum Score
Reading	149
Writing	153
Math	143

If teacher candidates do not meet the minimum score in a test area, they must retake the test area until the minimum score has been achieved and a composite score of 466 has been met.

### CASE Test Fee Waiver Information

Teacher candidates who experience financial hardship may request to have their CASE test fees waived. Your waiver must include the following information:

- A completed Fee Waiver Request Form found here:  
[https://www.ets.org/s/praxis/pdf/cdt\\_fee\\_waiver\\_request.pdf](https://www.ets.org/s/praxis/pdf/cdt_fee_waiver_request.pdf)
- A complete copy of your FAFSA Student Aide Report (SAR) that shows an estimated family contribution (EFC) of \$3,000 or less
- A current Enrollment Verification Certificate from your institution. The Enrollment Verification Certificate must include a school seal or National Student Clearinghouse watermark or the signature of your Registrar.

All documents must be sent together to [praxisfeewaiver@ets.org](mailto:praxisfeewaiver@ets.org) or to:

ETS – Praxis  
PO Box 6051  
Princeton, NJ 08541-6051

If you are submitting the Enrollment Verification Certificate, Student Aid Report, and Fee Waiver Request form by email, these documents must be attached to the email message.

### Directions on How to Register, Practice, and Prepare for CASE Tests

To register for the CASE test(s), you will need to create an account at the following website:

<https://www.ets.org/portal/site/iserpraxis/menuitem.1b7fdb6788d618e6c41265a7beb1509>.

1. Click "Create Account"

ETS PRAXIS

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### Sign In to Your *Praxis®* Account

**Returning Users**  
User Name   
Password   
**Sign In**  
[Forgot User Name](#) | [Forgot Password](#)

**New User**  
Creating an account allows you to:

- Register online for Praxis tests
- Access admission tickets
- Cancel or change a test registration
- View current test scores online
- Order score reports
- Update contact information

**Create Account**

**Note:** The online registration system supports the latest versions of Internet Explorer®, Firefox®, Chrome™ and Safari® browsers. Please use one of these browsers to access the registration and reporting site.

For security reasons, the system may time out after 30 minutes of inactivity. If you browse any pages outside of the site

2. Fill in the required fields.



FOR T

## Create Your Account: Part 1 of 2

\* Required field

\*\* Strongly recommended

Enter Personal Information

\* First/Given Name:

Middle Initial:

\* Last/Family Name:

Suffix:

\* Date of Birth:

Enter your name exactly as it is shown (excluding accents) on the primary identification document (ID) that you plan to present at the test center. If name shown on your ID does not match the name on your registration re you will not be permitted to test. See [identification requirements](#).

4-digit year

\* Gender:

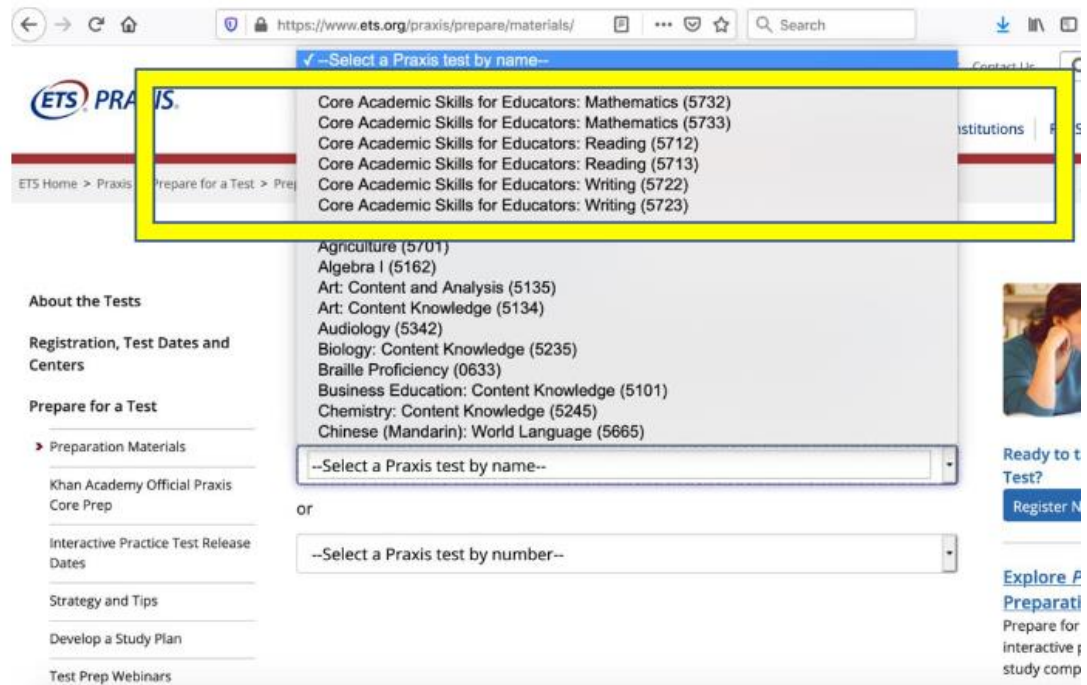
\*\* Social Security Number:

Important: Some states require a Social Security number (SSN) in order to process certification paperwork. Check your state's requirements to see if

3. In the "State Agency" drop down, select "ND EDUC STDS & PRACTICES BRD."

4. A debit or credit card is needed to pay the registration fee.


Before attempting the actual tests, teacher candidates are strongly advised to use the practice materials provided by ETS. The **FREE** preparation materials are provided at the following website: <https://www.ets.org/praxis/prepare/materials/>. Each test selection from the drop-down menu (math, reading, and writing) contains a vast array of practice and preparation materials.



## Khan Academy® Official Praxis® Core Prep

Now available! Build the skills you need to succeed on the *Praxis* Core Mathematics test with this free online resource.

[Get started](#)

Take diagnostic tests 



Watch this quick video to see how this resource can help you prepare for the *Praxis* Core tests.

[View transcript >](#)

Watch quick video to learn more about resources.

## Additional Study Resources

The [Study Companion \(PDF\)](#) contains practical information and helpful tools, including:

- A template study plan
- Practice questions and explanations of correct answers
- Test taking tips and strategies
- Frequently asked questions

Use the Study Companion.

The [Study Plan \(Word\)](#) provides a road map to prepare for the *Praxis*® tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention.

[Test Prep Webinars](#) deliver in-depth information about *Praxis* Core test preparation. You'll receive a comprehensive overview of preparation along with demonstrations about what to expect on test day. All webinars are run by an ETS representative and end with a Q&A to address any specific questions or concerns.

Watch Test Prep Webinars.



## Other Free Test Preparation

- [Computer-Delivered Testing Demonstration \(Flash\)](#) | [View Transcript](#)
- [What to Expect on the Day of Your Computer-Delivered Test \(Flash\)](#)
- [Calculator Use](#)

Frequently Asked Questions for Test Takers:

[https://www.ets.org/praxis/faq\\_test\\_takers/](https://www.ets.org/praxis/faq_test_takers/)

## Requesting Permission to Enroll in Restricted Coursework

In the event teacher candidates are having trouble getting admitted to Teacher Education, they may request permission to enroll in a restricted class. Restricted classes are any course that require admission to Teacher Education before enrolling. The form is located here:

[https://www.minotstateu.edu/teu/ted\\_admission.shtml](https://www.minotstateu.edu/teu/ted_admission.shtml)

### *Frequently Asked Questions for Requesting Permission to Enroll*

#### **Do I need to complete this form?**

If you want to enroll in a class that requires students to be admitted to teacher education, you should complete this form to request permission to take a class that requires admission to teacher education.

#### **What classes require admission to teacher education?**

In the teacher education sequence:

ED 322

Teaching methods classes for specific majors:

ART 390

BIT 391

BIT 421

BIT 423

ED 440

ED 441L

ELED 352

ELED 421, 422, 423, 424, 425, SCI 426 (ELED Block)

ENGL 390

KIN 340

KIN 391

LANG 390

MATH 381 and 391

MUSIC 390

MUSIC 391

MUSIC 392 and 397

SCI 391

SPED 302, 340, 379, 420, 441, 442, 444, 444, 494, 498



**When should I fill out the form?**

You should complete the form before your date for registration for classes (late March for summer and fall classes and late October for spring classes).

**Do I have to attend the TEAC meeting?**

Nope. Just please make sure you fill it out with specific information.

**What happens after I fill out the form?**

TEAC will meet and discuss your answers to the form. To help this process, please follow the directions and list specific plans that you have.

**What happens if TEAC approves my request?**

Lisa Borden-King will send an email letter with specific directions for registering. Please follow the directions carefully!

**What happens if TEAC doesn't approve my request?**

The most common reasons for not approving requests are 1) not listing specific plans for taking tests, getting help, or improving your GPA or 2) not uploading materials such as the PDFs of your score sheets from ETS and your background check into TK20. TEAC may deny your request for other reasons and will send a letter indicating why your request was denied.

**I'm not sure when I'm going to take or retake my Praxis test.**

If this is the first time you are taking the test, you will need to have a specific date scheduled. If you fill out the form with "I'm going to take the test soon" TEAC generally will ask for a specific date and this will just delay your registration. Please put your specific plans for getting help and/or taking the test.

**I have retaken the test multiple times and I'm still having trouble passing.**

Lisa is doing review sessions every semester. If you have not attended one of the sessions, we highly recommend it. In addition, Khan Academy has free practice tests. If you take the practice tests, please print to PDF your score results and we can help with focus on certain areas of the tests. For more information on tutoring in math, please see information here: [https://www.minotstateu.edu/asc/peer\\_tutoring.shtml](https://www.minotstateu.edu/asc/peer_tutoring.shtml). Continuing to take the tests without getting help is expensive, stressful, and not recommend.

**I'm having trouble paying for the tests.**

If you are receiving VA benefits, please talk with Andy Heitkamp. There is information on a test fee waiver application at the bottom of this page: [https://www.minotstateu.edu/teu/ted\\_admission.shtml](https://www.minotstateu.edu/teu/ted_admission.shtml)

**What do I need to put in TK20?**

Teacher candidates should have uploaded everything they have completed (even if it is not successful) into Tk20. Score sheets, communications GPA, and background checks should be there even if a teacher candidate hasn't passed one or more tests. Teacher candidates are

expected to schedule dates for the Core Academic Skills Tests BEFORE requesting permission to enroll.

**Is it true that everyone has to take the tests in Fall, 2022?**

Starting in Fall, 2022, all students who take ED 282 will need to show that they have attempted at least one Core Academic Skills test. All students to take ED 320 will need to show that they have attempted all three Core Academic Skills tests.

**What if I get to student teaching and still can't pass the tests?**

You may not use this form to request permission to enroll in student teaching and you may not enroll in student teaching without having been admitted to the teacher education program. If you have taken the tests at least three times and have a documented disability, you may complete the disability wavier application for teacher admission in Tk20. Please come and talk with us about your options.

If anyone has questions, please contact us at Teacher Advisement and Field Placement!!

Deb Ringham ([Deborah.ringham@minotstateu.edu](mailto:Deborah.ringham@minotstateu.edu))

Lisa Borden-King ([lisa.bordenking@minotstateu.edu](mailto:lisa.bordenking@minotstateu.edu))

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**Retention in Teacher Education Program**

Once teacher candidates are admitted to Teacher Education, they must maintain certain GPA, departmental, disposition, and enrollment requirements in order to be retained in Teacher Education. Failure to maintain minimum requirements may lead to either probation or dismissal from Teacher Education.

**GPA Requirements**

Teacher education candidates must maintain grade point averages of at least 2.50 in all courses in the Teacher Education core and a cumulative 2.75. The candidate must receive at least a "C" grade in every course of the Teacher Education core and methods courses that required admission to Teacher Education. A grade below a "C" in a Teacher Education core course that does not require admission to teacher education may not place a candidate on probation; however, prior to student teaching, candidates must obtain a grade of no less than a "C" in all core courses. At the end of each semester, grades will be reviewed and if the stated conditions are not met, the candidate will be placed on probation. This probation must be remedied by the end of the next semester of the candidate is automatically dropped from Teacher Education. A candidate on probation will not be allowed to student teach.

### Departmental Requirements

In addition, the candidate must meet any additional departmental requirements. Teacher candidates are requested to check with their advisors concerning any additional departmental requirements.

### Dispositions

Teacher candidates are also expected to demonstrate the dispositions of a good teacher throughout the program by demonstrating commitment to respect, communication and collaboration, complexity of content, student learning, reflection, and responsibility. Candidates who display inappropriate dispositions are to be reported by faculty or field-based supervisors. Prior to filing the report, faculty would be expected to discuss their concerns about the candidate's disposition with the candidate. If discussion of the concern does not remedy the problem, then an inappropriate dispositions report is filed. Both the candidate and reporting person should sign the report. If the candidate is unavailable (e.g. due to excessive absences) the report maybe filed without the candidate's signature. The written report is filed with the Teacher Education Unit office (Swain 218) who will forward copies to the candidate's advisor and department Chair. The form will describe the inappropriate disposition or behavior and will also indicate the level of urgency in remedying the situation. Any report of inappropriate dispositions will require that the reporting faculty member be notified of an advisor/candidate action plan to remedy the concerns. In the case of multiple reports of inappropriate dispositions or an egregious incident the candidate will be required to meet with the Teacher Education Administrative Council (TEAC) which will determine what action needs to be taken. Action may include an advisor/candidate plan to remedy concerns, probation with a plan to remedy concerns, or removal from the program. In the event of multiple reports or an egregious incident a "plan follow through" report must be filed with TEAC prior to recommendation for licensure.

### Enrollment Requirement

Teacher candidates must maintain continuous enrollment. Candidates who are not enrolled at the university for more than one semester (excluding summer semester) will be dropped from Teacher Education and must be re-admitted to Teacher Education before proceeding with any coursework requirement admission to Teacher Education.

### **Probationary Status**

Teacher candidates who have not adhered to the retention requirements for Teacher Education may be put on probation. If this happens, teacher candidates must be aware of the following:

1. The candidate on probation must work to remedy the causes of probation and may not take any further coursework requiring admission to teacher education other than courses that need to be retaken. This should involve consultations with the faculty advisor.

2. Following the probationary semester, the Teacher Education Administrative Council (TEAC) will review the candidate's status. This review will include, but not be limited to: the grade point averages, dispositions, and recommendations from faculty, and the previous probation history. The TEAC will change the candidate's status to fully admitted or will drop the student from the Teacher Education program. The candidate will be informed of the decision at the end of the semester. A candidate dropped from Teacher Education will be dropped from any course requiring admission to Teacher Education.
3. Candidates on probation may not apply for student teaching.

#### Appealing Probation or Suspension from Teacher Education

A teacher candidate may appeal probation or suspension from Teacher Education by contacting the Teacher Education Unit head (who chairs TEAC) via email and including a letter of appeal. The letter should clearly state the reasons for the appeal and any extenuating circumstances that the teacher candidate believes TEAC should consider. The teacher candidate will then be invited to a TEAC meeting to discuss the appeal. After that meeting, TEAC will decide whether to lift the probation or suspension or leave it in place. TEAC's decision is final unless the teacher candidate chooses to pursue other student right avenues at the university in general.

#### **Readmission to Teacher Education**

If a candidate was dropped from Teacher Education for failure to enroll for a semester, the candidate must meet with his/her advisor and be recommended for reinstatement by his/her advisor and the department chair.

If a candidate was dropped from the program for other reason, he/she must go through the full admissions process, but will not be required to duplicate relevant items from the first admission.

#### **Early Level Transition Point Conference**

All teacher candidates must complete an Early Level Transition Point Conference. Teacher candidates will write a paper regarding specific points from ED 260L, ED 282L, and ED 284L and will meet with two faculty members to discuss strengths, challenges, and goals for mid-level clinical experiences and methods. The conference should be held the semester that students are completing ED 284L.

#### Directions for Early Level Transition Point Conference

1. The Education Program Coordinator will email teacher candidates and advisors to let them know it is time for the conference and will provide a link to the instructions.
2. The Education Program Coordinator will create the binders for the teacher candidates in TK20.
3. Teacher candidates will contact the two faculty members with a time and place where all three people can meet. Meetings typically take 20-30 minutes.
4. The teacher candidate will write the Early Level Transition Paper and upload it to TK20 prior to their conference.

5. The teacher candidate will also write a plan for what they need to do in order to get admitted to Teacher Education, along with specific goals and dates for when things will be attempted. This will be entered in the "Admission and Goals" tab in the binder.
6. Teacher candidates should score themselves on the rubric in the "Self-Assessment" tab. The areas are: 1) Respect 2) Communication and Collaboration 3) Complexity of Content and Student Learning 4) Responsibility 5) Service-Learning Project 6) Teacher Candidate Growth. Ratings are from 1 to 3 with 3 as the highest. The teacher candidates should write a brief explanation of their ratings for each item.
7. Once the three items (reflective paper, admission and goals, and self-assessment) are completed, the teacher candidate should let the committee members know that it is ready to read at least 48 hours in advance of the meeting. Teacher candidates should **SAVE** but not submit the binder.
8. At the meeting, the teacher candidate should orally summarize the paper, the plan for admission, and explain the rationale for each rating on the self-assessment.
9. After making any necessary changes, the teacher candidate should click the green **SUBMIT** button.

#### Directions for Early Level Transition Point Paper

Teacher Candidates will compose a four to six (double-spaced) page paper in which they will respond/reflect on the following topics citing specific examples from their Early Level Clinical Experiences.

##### Part 1 – Reflecting on Observations

Teacher candidates will describe an instance in which they observed communication or collaboration between a teacher and another teacher, and administrator, a staff member, or students. They will answer how the communication contributed to successfully supporting students' learning or the teacher's practices and needs.

Teacher candidates will detail how their cooperating teacher(s) demonstrated a commitment to academic content and student learning during their early level clinical experiences.

Teacher candidates will cite specific instances when their cooperating teacher identified the diverse needs of students and how they modified/differentiated instruction to meet the needs of all students. They will also answer what they might have done differently (if anything) to improve student learning.

Teacher candidates will also describe how their cooperating teacher(s) actively promoted a safe, inclusive, and supportive learning environment, citing specific examples. They will reflect on their current confidence in creating such a learning environment now and in the future.

##### Part 2 – Reflecting on the Service-Learning Project

Reflecting specifically on the service teaching and learning project (ED 284L), teacher candidates will describe the leadership and planning that went into their project, how that contributed to the project's success, and how this experience will change their own teaching practices moving forward. Additionally, they will describe how collaboration with others (peers, teachers, community members, businesses, etc.) positively contributed to student learning.

### Part 3 – Reflecting on Growth and Future Teaching Experiences

Teacher candidates will describe how the experiences in their early level clinicals have prepared them to move to the next level in their preparation as a future educator. Additionally, they will discuss what they need to focus on their mid-level clinicals to be more prepared as a future teacher. In their reflection, teacher candidates should specifically articulate three improvement goals they have as a developing teacher and how they might address those goals prior to graduation.

### **Methods**

Teacher candidates in methods classes are required to complete the hours during the semester they are enrolled for methods. For fall students, the semester ends in early December and for spring students, the semester ends in early May. Teacher candidates will contact the cooperating teacher to establish the best method of communication (email, cell phone, school phone number) and determine the start date of the practicum experience and to determine a specific schedule. It's ideal that the teacher candidate schedule start as early as possible. Teacher candidates are expected to demonstrate professional demeanor at all times. If teacher candidates are sick or have an emergency and cannot attend a prearranged class, it is their responsibility to let the cooperating teacher know well in advance. Teacher candidates should treat their first email or contact with their cooperating teacher (and every interaction after that) as if it were a job interview.

At the end of the methods experience, teacher candidates will enter hours and complete the methods rubric in TK20. There are four categories for hours in methods placement: observation (observing in the classroom and during meetings); teaching (teaching a lesson to a small or large group); planning (planning lessons during or outside of school hours); and other activities. Teacher candidates should contact their methods instructor with any questions.

### Rotation of Methods Classes

Methods courses may not be offered every semester. Teacher candidates should consult the catalog or meet with an advisor to plan their schedules accordingly.

Subject	Class Number	Class Name	Semester Offered	Note
Art	Art 390	Art Methods	Fall even years	Paired with ED 324L if ST in spring
Business	BIT 391	Methods of Teaching Business	Fall odd years	Paired with ED324L if ST in spring
Early Childhood	(Blocks) ELED 421, 422, 423, 424, 425, SCI 426	Elementary Math Methods, Elementary Language Arts Methods, Elementary Reading Methods, Elementary Social Studies Methods, Elementary Education Practicum, Elementary Science Methods	Fall and Spring	Paired with ED 324L if ST in spring. Students taking class in spring will complete ED 324L with student teaching.
Elementary Education	(Blocks) ELED 421, 422, 423, 424, 425, SCI 426	Elementary Math Methods, Elementary Language Arts Methods, Elementary Reading Methods, Elementary Social Studies Methods, Elementary Education Practicum, Elementary Science Methods	Fall and Spring	Paired with ED 324L if ST in spring. Students taking class in spring will complete ED 324L with student teaching.
English	English 390	Secondary Language Arts Methods	Fall odd years	Paired with ED 324L if ST in spring
History/Social Science	SS 391/398	Secondary History/Social Science Teaching Methods and Secondary History/Social Science Practicum	Fall	Paired with ED 324L if ST in spring
Math	Math 381/391	Secondary Math Practicum and Secondary Mathematics Teaching Methods	Fall	Paired with ED 324L if ST in spring
Music	Music 392/397	Elementary Music Methods and Elementary Music Field Experience	Fall	Paired with ED 324L if ST in spring

Music	Music 340 Music 341 Music 342 Music 343 Music 344	Vocal Methods String Methods Woodwind Methods Brass Methods Percussion Methods		Classes require completion of Methods Clinical request form and placement in schools but are not paired with ED 324L
Physical Education	KIN 391	Secondary Physical Education Methods and Practicum	Fall	Paired with ED 324L if ST in spring
Science	SCI 391	Teaching Science in Secondary School	As needed	Paired with Fall Experience if ST in spring. Students taking class in spring will complete ED 324L with student teaching.
Special Education	(SPED Block II) Sped 340 Sped 441 Sped 442 Sped 444 Sped 494 Taken with ED 323L	Assessment in SPED, Methods for High Incidence Disabilities, Methods for Low Incidence Disabilities, Transition to Adult Life, Practicum in SPED	Fall and Spring	Paired with Fall Experience if ST in spring. Students taking class in spring will complete ED 324L with student teaching.

### Methods Request Form

Teacher candidates who are enrolling in methods must fill out the Methods Clinical Request form. The request form must be filled out by April 15 for fall placements and by November 15 for spring placements. Meetings will be held the week following registration to provide placement information. The Methods Clinical Request form can be found here:

<https://www.minotstateu.edu/teu/methods.shtml>.

### Methods Evidence of Student Learning

The Methods Evidence of Student Learning is used to assess teacher candidates individual progress and is required to provide evidence that they have made a positive impact on student learning. In order to complete this teacher work sample, the following is required:

1. One lesson plan taught during methods practicum
2. The pre- and post-assessment instrument tool and description (whether this is a test or a performance task with a rubric)



3. A minimum of three samples of student work with analysis of error patterns
4. The results of the pre- and post-assessment for the whole class (the range of scores as well as the overall average must be included)
5. A reflection on the results of the pre- and post-assessment. The reflection should include:
  - a. An analysis of error patterns or level of performance (What are students “not getting” and why might that be? Remember to look at potential areas for improvement in teaching, the developmental appropriateness of the lesson plan, the responsiveness to the lesson plan and teaching to individual differences, and student misconceptions.)
  - b. An action plan for next steps for those students who did not demonstrate an appropriate level of achievement

The Methods Evidence of Student Learning should be uploaded to TK20 as one PDF document and not separate files.

### **ED 324L Fall Experience**

ED 324L Fall Experience is a mid-level clinical experience which provides teacher candidates with an extended experience in fall semester observing and assisting with beginning of the year room design, organization, and classroom management policies and procedures. Teacher candidates will meet with their cooperating teacher two days prior to start of school either helping set up the classroom or attending in-service days. Teacher candidates will also meet with their cooperating teacher the first 2 days of school. They are also responsible for informing their university instructors and/or coaches if they are going to miss classes, practices, or games.

ED 324L Fall Experience must be taken with student teaching or the designated methods class. If the teacher candidate is student teaching spring semester, ED 324L should be taken with methods.

### **Mid-Level Transition Point Conference**

The Mid-Level Transition Point Conference is designed so the teacher candidate and faculty can discuss strengths, challenges, and goals for student teaching. The conference should be held the semester of methods or the semester before student teaching. The document will eventually go into the student teaching binder(s) for the cooperating teacher(s) and university supervisor(s) to read.

#### **Directions for the Mid-Level Transition Point Conference**

In March or November, the teacher candidate should ask two faculty to participate in the Mid-Level Transition Point Conference. Faculty can include the teacher candidate’s advisor, a methods professor, or another faculty member in the department or in teacher education. In SPED, ECE, and ELED, the department makes the assignments. Candidates in those two programs just need to wait to be notified by their respective departments.

Once the faculty have agreed, the teacher candidate will email the Education Program Coordinator with the faculty's names so a binder can be made in TK20.

The teacher candidate and faculty members will agree on a time and place in which all three people can meet. Meetings typically take 20 – 30 minutes. During the meeting, the teacher candidate should orally summarize his/her strengths, challenges, and goals for the faculty members. At this point, the binder should be "Saved."

### *Directions for the Mid-Level Transition Point Conference Paper*

A four-to-six-page paper is required in conjunction to the Mid-Level Transition Point Conference. In the paper, teacher candidates should reflect on their own observation and practice from ED 321L, 323L, and methods. Teacher candidates should refer to their journals and evidence of student learning for examples and supporting details. The reflective paper should include:

1. A description of how specific classroom procedures, classroom arrangements, and classroom rules effectively or ineffectively impacted instruction and student learning during the mid-level clinical experiences.
2. An analysis of the unique developmental needs of one or more students, using pseudonyms, from working in small groups or classrooms and how the teacher candidate changed his/her instruction to support each student's unique developmental needs.
3. Identification of at least two separate instances in which students were helped approach proficiency in the content area. A description of the specific content learned, and the strategies used to engage those students in the learning process should be given.
4. A description of how one or more students progressed and how the teacher candidate's assessment informed their ongoing instruction. Pseudonyms should be used in place of students' names.
5. An explanation for what the teacher candidate believes constitutes ethical behavior as a teacher. The explanation should also include how ethical behavior impact the teacher candidates' actions both inside and outside the classroom.
6. A reflection of what the teacher candidate currently perceives as his/her three greatest strengths and three greatest challenges as an educator. The teacher candidate should also identify three goals he/she has for student teaching and the specific steps he/she will take to achieve them. Additionally, at least one reference should be cited from the related professional literature (e.g., book) that will be used to help meet the goals.

The teacher candidate should upload the paper to the "Reflective Paper" tab in the Mid-Level Transition Point binder in TK20 at least 48 hours prior to the schedule conference. It is the teacher candidate's responsibility to notify the faculty members the reflective paper has been uploaded. After making necessary changes on the strengths, challenges, and goals for student teaching, the teacher candidate should click the green "Submit" button in TK20.

## Preparing for Student Teaching

The semester prior to student teaching, teacher candidates will need to apply for student teaching, complete a background check, and purchase professional liability insurance. They will also need to attend a series of meetings which will help prepare them for student teaching.

### Student Teaching Application

Teacher candidates must complete the Student Teaching Application the semester prior to student teaching and should apply even if they have not been admitted to the Teacher Education Program. Student Teaching Applications are due the Friday of the first week of classes. The Student Teaching Application is located in TK20 and can be found using the directions below:

1. After signing into TK20, click on the “Applications” link in the left side of the screen.

The screenshot displays the TK20 web application interface. On the left is a red sidebar menu with various navigation links. The 'APPLICATIONS' link is circled. The main content area is white and contains several sections: 'RECENT MESSAGES' with a table of messages, 'PENDING TASKS' with a table showing no data, 'NEWS' with tabs for 'Today's News' and 'Archived News' (showing no data), and 'PROGRAM TRANSITION POINTS' with a button for 'MS-MGMT:Management'.

Name	From	Received
<a href="#">Background confirmation</a>	Knox, Kira	09/02/2020
<a href="#">Re: Notice of Field Placement</a>	Lambert, Pamela	01/24/2019
<a href="#">CAEP 3rd Party Notification</a>	Borden-King, Lisa	06/07/2018
<a href="#">Clinical Request Form</a>	Borden-King, Lisa	06/21/2017
<a href="#">Meet and Greet with Area School Administrators – Great Networking Opportunity!</a>	Borden-King, Lisa	03/24/2016

Name	Type	From	Due Date
There is no data to display.			

NEWS

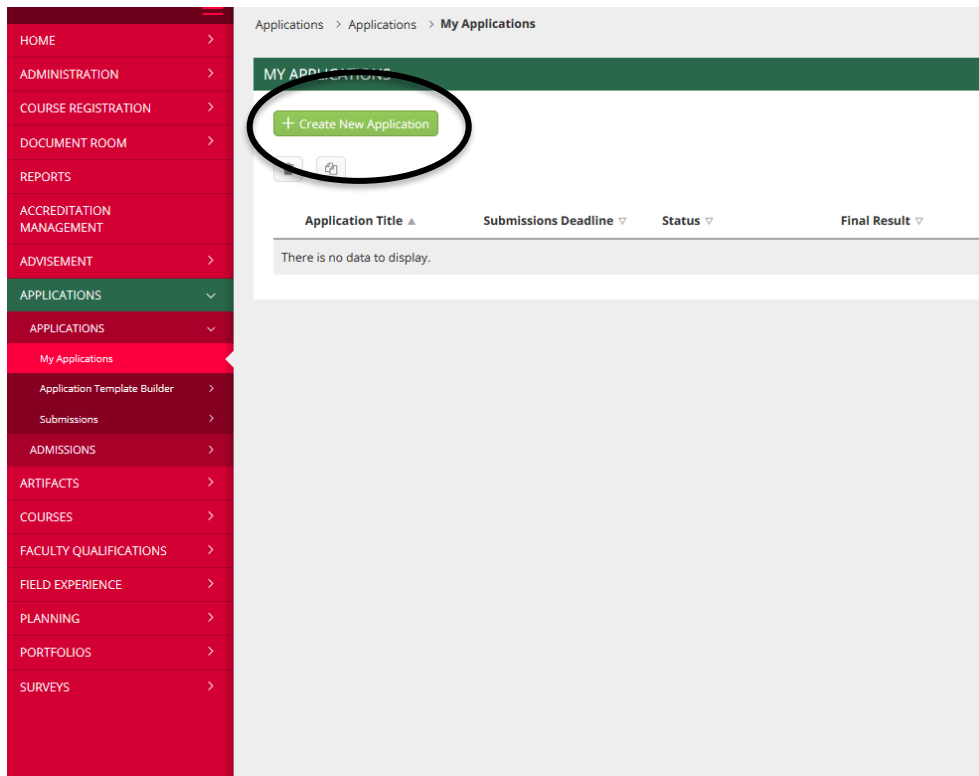
Today's News Archived News

There is no data to display.

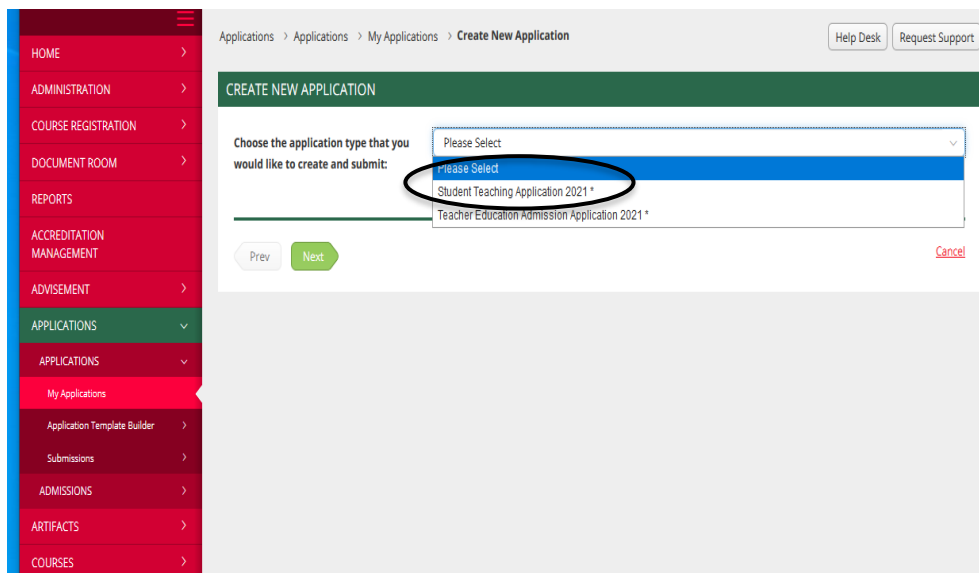
PROGRAM TRANSITION POINTS

MS-MGMT:Management

2. Click on the green “Create Application” button.



3. Click on “Student Teaching Application” in the drop-down box.



## Autobiography

Teacher candidates are required to upload an autobiography to their student teaching application. The autobiography should include the following information:

1. A brief description of the community in which the teacher candidates has spent most of his/her life, including the type of schools attended, etc.

Example: I grew up in a town in Eastern Montana where everyone knows your name. Glendive has a population of about 5,000 people. Although Glendive is a medium-sized town, it has six different schools: three public elementary schools, one private elementary school, a middle school, and a high school. I attended one of the elementary schools, middle school, and the high school. The middle school had a large number of students, but the high school had about 700 students. There were 150 students in my graduating class. Overall, Glendive is a cozy town and a very nice place to grow up.

2. A description of any special abilities, skills, occupational training, hobbies, travel, or other interesting experiences which may be useful in teaching.

Example: Because my husband is in the Air Force, I have had the opportunity to travel a great deal. I have visited many states, lived abroad in Okinawa, Japan and Alaska. I feel I could bring insight into the classroom for a student who has not had the opportunity to travel. I have many hobbies. I like sports and enjoy the outdoors. However, mostly I enjoy bike riding, cooking, eating, traveling, and spending time with my husband and daughter. I also enjoy reading and have read many children's books.

3. Do you anticipate any special problems in handling children or working with people in a school situation? What do you hope to learn from student teaching?

Example: During my student teaching, I would like to learn about and see firsthand how integrated curriculum or an interdisciplinary unit works. I would also like to learn about accommodating students with special needs. I am very curious about classroom management and the various techniques used. Overall, I would like to learn how to teach effectively and conduct a classroom. I am an easygoing person and do not anticipate any problems.

4. List academic college courses which you have enjoyed and found helpful. Give some reasons for their appeal to you.

Example: One of the most enjoyable classes I have taken at Minot State was Children's Literature. The class was very interesting and a lot of fun. I really enjoy children's books. I've also found classes that deal with understanding and teaching reading to be quite helpful. I think children should enjoy reading and these classes were helpful in showing me how to make that possible.

5. Thoughts about education (e.g., how children learn, what schools can do for children and for our nations, etc.) Indicate factors that influenced you to become a teacher (e.g., parental and home influence, another person, etc.)

Example: When I was in seventh grade, I had a teacher who was so excited about literature and teaching that she inspired me to become a teacher. It was obvious by her attitude that she cared about her students and genuinely enjoyed being with us. Her satisfaction came from helping us learn. I believe that children learn because they have a natural curiosity and desire to learn. As a future teacher, I feel it is my job to encourage this curiosity and desire to learn and to be a helping link for children to accomplish this task.

### GPA Instructions

The Student Teaching Application requires teacher candidates to enter their primary (major) GPA and their cumulative GPA. Instructions on how to find both are located here: [https://www.minotstateu.edu/teu/student\\_teaching.shtml](https://www.minotstateu.edu/teu/student_teaching.shtml).

### Student Teaching Signature Page

Teacher candidates must attach the Student Teaching Signature Page to the Student Teaching Application prior to submission. The teacher candidate's advisor must review his/her Student Teaching Application and sign off that the application is complete. The Student Teaching Signature Page can be found at the following website: [https://www.minotstateu.edu/teu/student\\_teaching.shtml](https://www.minotstateu.edu/teu/student_teaching.shtml).

### Background Check

All teacher candidates must complete a background check through ESPB, which includes being fingerprinted, prior to starting student teaching. Teacher candidates who have not completed their background check and gotten an email from ESPB indicating their background check is clear will NOT be permitted to student teach. Packets can be picked up from the Education Program Coordinator in Swain 218. Ask for the "Student Teaching Fingerprint Packet" as there is a separate packet for those students who are completing clinicals.

1. The Education Program Coordinator will go over the instructions with you on how to fill in the fingerprint cards and paperwork. The instructions are very specific. If you have questions, you can either watch the instructional video at <https://www.youtube.com/watch?v=rXNVzuG2BY> or email [deborah.ringham@minotstateu.edu](mailto:deborah.ringham@minotstateu.edu).
2. Campus security fingerprints Minot State University students at no charge. An appointment must be made with the Education Program Coordinator who will then notify campus security. Campus security does not take walk-ins and teacher candidates who do not have an appointment will be turned away.
3. Teacher candidates must have their paperwork and fingerprint cards filled out in their entirety prior to their appointment. If the paperwork and fingerprint cards are not filled out, teacher candidates will be turned away and will be required to reschedule their appointment with the Education Program Coordinator.
4. Teacher candidates must bring a **money order** made out to **ESPB** in the amount of **\$44.50** to their appointment with campus security. Campus security will not let

teacher candidates leave with their fingerprint packets if the money order is not present at the appointment.

5. Teacher candidates will mail the completed fingerprint cards using the pre-addressed envelope included with the packet. ESPB will contact the teacher candidates directly to let them know the status of their background checks.
6. ESPB typically takes 4-6 weeks to send results back to teacher candidates. ESPB will send out email confirmations to the teacher candidates once results are received.
7. Teacher candidates must upload their email confirmation to TK20 as proof their background check has been completed. Instructions can be found at the following website: [https://www.minotstateu.edu/teu/student\\_teaching.shtml](https://www.minotstateu.edu/teu/student_teaching.shtml).

### Professional Liability Insurance

All teacher candidates are required to carry professional liability insurance. SNDU as well as many other professional organizations in education offer this insurance along with membership. Advisors in the major programs on campus or the TAFP Office can provide more information about how to secure this kind of insurance. Evidence of insurance will need to be uploaded to TK20 prior to the beginning of the student teaching placement. Canadian students will need to pay particular attention to this requirement as not all organizations cover their members in Canada. NDU/NEA and the student organization SNDU do provide coverage in Canada and are the safest bet for Canadian students.

### Student North Dakota United (SNDU)

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

#### **Why you should be a member?**

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

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

Dues are approximately \$50.00 per year (August-August) and are reimbursed once you begin teaching. Information and applications are available at the following website:

[https://www.minotstateu.edu/teu/student\\_teaching.shtml](https://www.minotstateu.edu/teu/student_teaching.shtml).

### North Dakota Society of Health and Physical Educators (ND SHAPE)

ND SHAPE is an organization which provides professional development and support to health, physical education, recreation, and dance professionals. Physical education

majors can purchase professional liability insurance through ND SHAPE for \$10. The website can be found here: [https://www.minotstateu.edu/teu/student\\_teaching.shtml](https://www.minotstateu.edu/teu/student_teaching.shtml).

### PRAXIS Content Knowledge and PLT Information

All teacher candidates are required to take the PRAXIS content knowledge test specific to their licensure area before their degree can be posted. Teacher candidates will be licensed only if they receive a passing score. Also, all teacher candidates, except for Special Education students, must take the Principles of Learning and Teaching (PLT) test before their degree can be posted. As with the PRAXIS test, teacher candidates will be licensed only if they receive a passing score. It is highly recommended that teacher candidates take the PRAXIS content knowledge and PLT tests prior to student teaching. Waiting to take the tests until after student teaching may result in a delay in the teacher candidate's degree being posted. Information on which test codes to use can be found at the following website: <https://www.ets.org/praxis/nd/requirements/>.

### Pre-Student Teaching Meetings

Teacher candidates must attend a series of pre-student teaching meetings. The meetings give information regarding background checks, what to expect during student teaching, and licensure. Meetings are held at the beginning of the semester prior to student teaching.

#### Fingerprint Seminar

The fingerprint seminar reviews the requirements for completing the background check for student teaching. The Education Program Coordinator will review how to fill out the fingerprint cards, fingerprint verification form, and criminal records request form. Teacher candidates are not allowed to start student teaching until they have received an email from ESPB stating their background check is clear.

#### Orientation Meeting

During the orientation meeting, the director of Teacher Advisement and Field Placement will review what is expected of teacher candidates during student teaching. A review of the countdown to graduation, the student teaching handbook, and as well as the number of credits to register for will be covered.

#### Professionalism and Licensure Seminar

A representative from ESPB will review what is required for North Dakota teacher licensure, as well as ethics and professionalism. The fingerprint process will be reviewed once more.

#### Education Program Coordinator Meeting

Also called the "15 Minute Meeting," teacher candidates will make an appointment to meet with the Education Program Coordinator **after** the orientation meeting. During this



meeting, the Statement of Understanding will be signed and returned, along with the Out of Area Agreement if applicable. Teacher candidates will give student teaching preferences (teacher, school, out of town, in Minot, etc.) and the Education Program Coordinator will double check their advisement report.

### *Statement of Understanding*

The Statement of Understanding is a document which is reviewed during the 15-minute meeting. The Statement of Understanding reiterates what was covered in the Orientation and Licensure seminars. It also covers appropriate dress for the classroom and asks teacher candidates to sign the document stating they acknowledge and agree to the terms of the statement. The Statement of Understanding can be found here:

[https://www.minotstateu.edu/teu/student\\_teaching.shtml](https://www.minotstateu.edu/teu/student_teaching.shtml).

### *Out of Area Agreement*

The Out of Area Agreement reviews the fees, expectations, and requirements for teacher candidates who would like to student teach outside of North Dakota. Teacher candidates should have two reference letters attached to the Out of Area Agreement as well as at least three preferred locations for placement. The Out of Area Agreement can be found here:

[https://www.minotstateu.edu/teu/student\\_teaching.shtml](https://www.minotstateu.edu/teu/student_teaching.shtml).

### Student Teaching Evidence of Student Learning

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

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

- b. An action plan for next steps for those students who did not demonstrate an appropriate level of achievement

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

**ONE EVIDENCE OF STUDENT LEARNING IS DUE FROM EACH TEACHER CANDIDATE, REGARDLESS OF NUMBER OF PLACEMENTS.**

### Canadian Student Teaching Information

Canadian licensure requirements are different than North Dakota licensure requirements and change from province to province. Listed below are the most frequently requested province requirements.

### Alberta Requirements for Teacher Certification

#### All Teacher Candidates

1. Four years of university education and a recognized degree
2. A minimum of 48 semester hours in professional teacher education coursework including semester hours in student teaching.
3. A minimum of 10 weeks in supervised student teaching
4. All students must have a valid teaching license from the State, in other words they need to apply for and obtain a ND Teacher License

#### Elementary Education

Minimum 24 semester hours in academic coursework including 3 semester hours each in Canadian Studies, Mathematics, and Science plus six semester hours in English and Composition

#### Secondary Education

Minimum 24 semester hours in a teachable subject area plus 6 semester hours in English and Composition

### Saskatchewan Requirements for Professional A Certificate

#### All Teacher Candidates

1. Four-year Bachelor's degree with a minimum of 48 semester hours of Teacher Education Coursework including student teaching.

#### Elementary Route

1. Total of 39 Semester hours from at least three teaching fields
2. At least 3 hours in English or acceptable communications class
3. At least 6 SH in educational psychology
4. Methods courses in reading and language (6 SH), Science, Social Studies, and Mathematics
5. A minimum 8-week practicum in Elementary teaching

#### Secondary Route

1. A major of at least 24 SH in a teaching field
2. A minor of at least 15 hours in a secondary teaching field

3. At least 3 hours in English or acceptable communications class
4. Methods classes in both the major and minor teaching fields
5. At least 6 SH in Educational Psychology

Teachable areas include: Arts Education, Health Education, Language Arts, Mathematics, Physical Education, Science, Social Studies, and the Practical and Applied Arts.

### **Manitoba Requirements for Teacher Certification**

Manitoba has two levels of certification

Permanent Professional Certificate requires a five-year degree with a minimum of 150 SH with at least 24 weeks of student teaching.

Provisional Professional Certificate, A degree of at least 120 SH recognized in ND with at least 30 SH of professional coursework including student teaching.

Elementary or Middle School Certification

2. At least 18 hours in a teachable major
3. At least 12 SH in a teachable minor
4. Minimum of 3 credits in each of Mathematics, Physical Science, plus another 3 credits in either Physical Science or Mathematics for a total of nine credits
5. At least 6 credits in English
6. 6 credits in History and/or Geography

Secondary Certification

1. At least 30 hours in a teachable major
2. At least 18 SH in a teachable Minor

**Elementary Major** - Teachable areas in Manitoba include: Art, Biology, Chemistry, Computer Science, English, French, General Science, Geography, an approved Heritage, Aboriginal, or World Language, History, Human Ecology, Industrial Arts, Mathematics, Music, Native Studies, Physical Education (Health), Physics and Theatre.

Teachable minors include: Anthropology, Classics, Dance, Developmental Studies, Earth Science, Economics, Environmental Studies, Law, Philosophy, Sociology, Political Science, and Psychology.

**Secondary Major** - Teachable Areas include: Art, Biology, Business Education, Chemistry, Computer Science, English, French, General Science, Geography, an approved Heritage, Aboriginal, or World Language, History, Human Ecology, Industrial Arts, Mathematics, Music, Native Studies, Physical Education (Health), Physics and Theatre and Vocational Industrial.

Teachable minors in secondary are: Art, Biology, Business Education, Chemistry, Computer Science, English, French, General Science, Geography, an approved Heritage, Aboriginal, or World Language, History, Human Ecology, Industrial Arts, Mathematics, Music, Native Studies, Physical Education (Health), Physics and Theatre and Vocational Industrial. Plus, Anthropology, Classics, Dance, Developmental Studies, Earth Science, Economics, Environmental Studies, Law, Philosophy, Sociology, Political Science, and Psychology.

This overview only addresses the three provinces with the most Canadian students on our campus and even with that it is important that students in Teacher Education establish a dialogue with their home province in the event that requirements change.

Students from other Canadian Provinces will need to check with their respective teacher certification agencies.

### **Exit Requirements from Teacher Education**

Teacher candidates must complete the following exit requirements:

- A. Successful completion of all coursework outlined by the Teacher Education Unit and the major department.
- B. Make formal application for graduation.
- C. Candidates are required to take the Praxis II and/or PLT and must attempt them at least once before graduation requirements are met. If one or both tests are passed after the last semester of attendance, it is the teacher candidate's responsibility to see to contact the Registrar's Office with the corrected graduation semester and present the passing scores to the Head of the Teacher Education Unit (Swain 218) and the Registrar's Office.
- D. Successful completion of student teaching includes the following required documentation from each placement.
  - a. Goals and Autobiography
  - b. Hours Log
  - c. Schedule
  - d. Agreement of Responsibilities
  - e. Self-Assessment: Mid-Term Evaluation, Final Evaluation, and Narrative Final
  - f. Feedback form for University Supervisor
  - g. Feedback form for Cooperating Teacher
  - h. Evidence of Student Learning assignment – just one per candidate

### **Graduation Application**

The candidate must file an application for graduation. Applications are available online. After filling out the application, the application will go directly to the Registrar's Office. The Registrar's Office will process the application and contact the candidate and candidate's advisor if there are any missing requirements. The deadline for submission of graduation applications occurs early and is published in the university catalog and on the university calendars.

### **Teacher Licensure**

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

Fingerprinting and background checks are required before entrance into a North Dakota school for student teaching and are a licensure requirement in North Dakota. Candidates will be given

all the necessary instructions for completing this requirement at the required student teaching seminar meeting, the semester prior to student teaching. Canadian students who do not intend to student teach or teach in the U.S. will be allowed to use the provincial Criminal Records check and Vulnerable Persons Sector checks in lieu of those required by ESPB.

Canadian students must complete all of the same requirements and paperwork for North Dakota licensure if they plan to teach in the U.S. Most provinces also require the completion of the same requirements or actual ND licensure. Specific information regarding certification or licensure in the home province may be obtained from the office of the Head of the Teacher Education Unit, Swain 218, Phone 858-3150. It is best to obtain such information as early as possible in the degree program, since requirements in the United States and Canada often differ widely and change frequently.