

# *Teacher Education Handbook*

*Teacher Education Program  
School of Education  
College of Human Development & Education  
North Dakota State University*

*2006 - 2007*

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## INTRODUCTION

The purpose of this handbook is to provide teacher education students with information about the policies and requirements that pertain to all teaching majors in the School of Education (SOE). Most of the policies and requirements are based on North Dakota state law or various standards of state and national accreditation bodies. Because teacher preparation is viewed as a developmental process, standards set for admission to the SOE serve as a basis for further growth in meeting the exit requirements for teacher certification/licensure.

The School of Education is a professional school that prepares students for a variety of professional roles. As a professional school, the SOE maintains admission, retention, and graduation (exit) standards/requirements that go beyond general university requirements. All such requirements are identified and explained in this handbook.

NDSU offers the following teaching specialties: agricultural education, biological science, chemistry, comprehensive science, English, family and consumer sciences education, French, history, mathematics, music, physical education, physics, social sciences, and Spanish.

### Accreditation

The Teacher Education program at NDSU is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington DC 20036, phone: 202.466.7496. This accreditation includes the undergraduate and graduate levels of professional education programs offered at the institution. NDSU Teacher Education program also meets program approval standards of the North Dakota Education Standards and Practices Board.

### The Reasoned Action Model

The theoretical framework for the SOE's Teacher Education program is grounded in a conception of teaching that involves both pedagogical reasoning and action; thus, the **reasoned action model**. This knowledge base allows teachers to be prepared as professionals who are capable of making sound judgments relevant to diverse conditions and populations.

Components of the reasoned action model focus on teacher education in the following manner:

- **Comprehension** assists students in developing an understanding of the purposes of education and clarifies ways in which knowledge from subject specialties may be adapted to meet the purposes of secondary education.
- Through **transformation**, students are encouraged to develop analogies and explanations to assist in transforming content knowledge into instructional materials.
- The **instruction** component provides an opportunity for students to develop skills and dispositions in the interactive phase of teaching.
- **Evaluation** represents methods of checking for understanding of both students and self.
- **Reflection** encompasses analyzing one's own performance and developing an evidence based explanation for the performance.
- Finally, students are encouraged to develop **new comprehensions** about themselves, their subject specialties, and teaching as a profession.

## ADMISSION POLICIES AND REQUIREMENTS

All students desiring teacher certification must make formal application for admission as teacher candidates in the School of Education. Application forms and instructions for admission to the SOE are available at the Teacher Education office, 155 E. Morrow Lebedeff Hall (EML) and online at [http://www.ndsu.nodak.edu/ndsu/education/teacher\\_education/SOE%20Requirements/index.html](http://www.ndsu.nodak.edu/ndsu/education/teacher_education/SOE%20Requirements/index.html). Admission to the SOE is a prerequisite to the 400-level education courses, with the exception of EDUC 489, and to placement for student teaching.

Students are encouraged to submit an application for admission to the SOE upon successful completion of the introductory professional education course (Educ 321). Students may apply for admission later in their college careers, but this may require completing more than the normal number of credits in order to meet admission and graduation requirements. All approved SOE admissions remain valid for five years from the date of approval or until completion of the bachelor's degree, whichever comes first.

The SOE Teacher Education Council, which is composed of SOE faculty representing various teaching specialties, is the regulating body for undergraduate Teacher Education. Completed applications and any petitions for special circumstances are considered by the Council; students are informed in writing of any action taken. Questions regarding admission policies may be directed to the Teacher Education office (155 EML) or to the School of Education office (210 FLC).

### **Admission Requirements for Undergraduate Students**

- ❖ Verification of a minimum grade point average (GPA) of 2.75 in the student's total academic program.

Alternate GPA calculation: Teacher candidates not achieving a cumulative 2.75 GPA may ask for consideration of an alternative GPA calculation. The alternative calculation is based upon the last 30 semester credits completed. A cumulative 2.75 GPA is required from those 30 credits to meet the GPA admission requirement. The calculation is only used for cumulative GPA.

Note: Teacher candidates must have a minimum cumulative GPA of 2.5 to enter the program. Therefore, teacher candidates must have a minimum of 2.5 GPA to be considered for use of alternative calculation.

**NOTE: Students are expected to maintain the 2.75 GPA; if semester GPA or cumulative GPA falls below 2.75, students are subject to suspension or termination from the School of Education.**

- ❖ Achievement of minimum admission scores on the PRAXIS I exam. This test can be taken as a paper and pencil test/PPST at NDSU or as a computer-based test at Minnesota State University – Moorhead. Minimum scores required for admittance: Reading 173, Writing 173, and Math 170 or a composite score of 516 and passing two of the three sections.

Students are responsible for ensuring that the School of Education receives an original copy of the score report.

Administration of the PPST is scheduled two times each year at NDSU in September and January. Testing dates are posted outside the Teacher Education office. Registration can be done on line at [www.ets.org](http://www.ets.org). Advance registration and fee payment is required. To schedule the computer based PPST call MSUM at 477-2118.

- ❖ Evidence of competence in English/writing by any **one** of the following:
  - Minimum grade point average of 2.50 in English 110 and 120 or equivalent.
  - Minimum of a B in English 358 or equivalent writing course.
  - Minimum ACT English test score of 20. Students must provide score report(s) along with application for admission.
- ❖ A grade of B or better in Communication 110 or equivalent.
- ❖ Complete an interview with Teacher Education faculty. **Expected interview dates: Fall - second full week in October. Spring - first full week in March.** Check with the Teacher Education office and the SOE Teacher Education website for exact dates and times available.
- ❖ Provide a letter of recommendation. Letters should speak to the teacher candidate's ability to work with youth and/or teaching skills. The criteria on which teacher candidates will be recommended are the following:
  - \* Responsibility
  - \* Interest and attitudes toward teaching
  - \* Oral and written communication skills
  - \* Knowledge of education/ability to teach
- ❖ Completion of the admission application form, including one copy of an up-to-date transcript of all credits.

Applications must be signed by the student, the student's academic advisor, and the School of Education appointee in each discipline:

Agricultural Education	Brent Young	155 EML
Sciences	Lisa Montplaisir	326 Stevens
	Gary Ketterling	155 EML
English	Richard Shaw	6 Library
Family & Consumer Sciences	Mari Borr	155 EML
French	Carol Pearson	315E Minard
	OR	Gwen Stickney
		315F Minard
Health	Judy Ary	1E Bentson Bunker
Mathematics	Bill Martin	210 FLC
	OR	Lonnie Hass
	OR	Jane Whitmire
		300 Minard
Music	Warren Olfert	227 Music Bldg.
	OR	Mike Weber
		218F Music Bldg.
Physical Education	David Barney	1 Bentson Bunker
	OR	Joe Deutsch
		1 Bentson Bunker
Social Sciences	Justin Wageman	155 EML
		Lisa Daniels
		155 EML
		Stacy Duffield
		155 EML
Spanish	Carol Pearson	315E Minard
	OR	Gwen Stickney
		315F Minard

- ❖ Beginning Spring 2006, upon admission to the School of Education students will be assessed a one-time program fee of \$875.

**Requirements for Admission of Students With Bachelor's Degrees from NDSU**

Students having teachable majors (those recognized by the state of ND as teaching fields), may choose to seek certification without completing an additional degree or major. The fields in which NDSU is

approved to prepare teachers are listed in the NDSU Bulletin and on page 3 of this handbook. Typically, students would need to complete all professional education coursework, be admitted to the School of Education, and complete any courses in the major field that are required by state program approval guidelines. Students should consult with faculty members in teacher education to determine which additional courses are required.

Students may also seek an additional major. The additional major will be added to the NDSU transcript upon completion of all courses in professional education and additional courses in the teaching specialty category required to complete the requirements in the second major. A double major may be earned by completing the requirements of two majors offered under the same baccalaureate degree. Each major in a double major must include a minimum of 15 credits unique to the major. Double majors lead to a single degree.

School of Education follows University policy as outlined in the NDSU Bulletin.

### **Requirements for Students With Bachelor's Degrees from another accredited institution**

See first paragraph under Requirements for Admission of Students with Bachelor's Degrees from NDSU.

Students may also seek an additional bachelor's degree. Students seeking a second bachelor's degree will be expected to demonstrate that they have completed the general education requirements as well as the courses required for the teaching major. A minimum of 36 new credits will be required, with at least 15 credits in the 300 – 400 level and at least 15 credits in the major field.

Admission requirements for students with bachelor's degrees include the following:

- ❖ Grade point average (GPA) of 2.75 overall.

Alternate GPA calculation: Teacher candidates not achieving a cumulative 2.75 GPA may ask for consideration of an alternative GPA calculation. The alternative calculation is based upon the last 30 semester credits completed. A cumulative 2.75 GPA is required from those 30 credits to meet the GPA admission requirement. The calculation is only used for cumulative GPA.

Note: Teacher candidates must have a minimum cumulative GPA of 2.5 to enter the program. Therefore, teacher candidates must have a minimum of 2.5 GPA to be considered for use of alternative calculation.

If the GPA was not at least 2.75 in the previously earned bachelor's degree, additional undergraduate credits may be earned to increase the grade point average to 2.75.

- ❖ GPA of 2.75 in the teaching major.

If the teaching major was earned as a part of the bachelor's degree and the GPA in the teaching major is not at least 2.75, additional courses in the major must be taken to raise the GPA to 2.75 before admission will be granted.

- ❖ An application showing evidence of meeting the same requirements as stated previously for admission of undergraduate students (See Admission Requirements for Undergraduate Students, page 4 - 5).

## **PROCEDURES FOR PETITIONING THE SOE COUNCIL FOR TEACHER EDUCATION**

The SOE Teacher Education Council has provided a mechanism by which undergraduate students may request exemption from specific standards or regulations. The burden of proof for demonstrating the appropriateness of such an exemption rests with the student.

The authority of the Teacher Education Council is restricted to the policies of the School of Education; therefore, the Council cannot exempt students from the standards or regulations of either the University or the state Education Standards and Practices Board.

Students wishing to appeal to the Council must use the following procedure:

- ❖ The student must submit a letter clearly stating why the Council should suspend its regulations in favor of the student.
- ❖ The student must submit a letter of support from her or his advisor and/or other faculty member.
- ❖ The student must submit a complete documentation packet to include all transcripts and a completed application for admission to the School of Education indicating satisfaction of or progress toward meeting entrance standards.

Petitions are to be submitted to the Council chair, 155 EML, for consideration at the scheduled monthly meetings. Students will be notified in writing of the Council's decision.

## DEGREE REQUIREMENTS

Degree requirements for all students desiring teacher certification, secondary or K-12, are described below. The curriculum basically has three parts: (1) general education requirements, (2) teaching specialty requirements, and (3) professional education requirements.

### General Education

A minimum of 37 credits selected from courses in the following categories will be required of all students: communication, quantitative reasoning, science and technology, humanities and fine arts, social and behavioral sciences, and wellness. The requirements for specific teaching specialties may exceed these minimums. A course in cultural diversity, a course in global perspectives, and a course in computer usage integrated in all majors must be included in the selected courses to complete the general education requirements. Consult the curriculum guide for required courses in your major, and consult an education advisor as early in your program as possible. Curriculum guides are available at [http://www.ndsu.nodak.edu/ndsu/education/teacher\\_education/Undergraduate%20Info/teaching\\_majors\\_offered.html](http://www.ndsu.nodak.edu/ndsu/education/teacher_education/Undergraduate%20Info/teaching_majors_offered.html) or in EML 155.

### Teaching Specialty

Curriculum guides identify required coursework in each of the teaching specialty areas listed on page 3; these are available in the Teacher Education office, 155 EML. Students must maintain a 2.75 grade point average in their teaching specialty areas in order to be placed for student teaching and to graduate.

### Professional Education

The professional education sequence of at least 30 credits is required of all students preparing to teach. Substitution of professional education courses requires submission of course syllabi and consideration by the Teacher Education Council. 400-level Education courses must be taken at NDSU.

A 2.75 grade point average is required in the professional education block of courses for students to be placed for student teaching and to graduate. Students may only register for *Educ 485--Student Teaching Seminar*, *Educ 487*, and *Educ 488--Student Teaching* during the student teaching semester. All degree requirements must be completed prior to student teaching.

Professional education (400-level) courses that are more than five (5) calendar years old at the time of readmission to the School of Education cannot be used to satisfy degree requirements. Course work that is more than 5 years old will need to be repeated.

### Retaking Professional Education Coursework

A grade of “C” or better is required for all Professional Education coursework. In the event of two *unsuccessful attempts* at a course, a student must petition the Teacher Education Council (see page 7 for procedure) for permission to enroll in the course for a third time. An unsuccessful attempt includes both a final grade lower than a “C” and withdrawal.

### Immersive Field Experience

Beginning fall 2006, a mandatory, week-long, out-of-area field experience will be included in EDUC 451. Students will choose from one of two available experiences. This trip will provide an in-depth experience with diverse student populations in either rural or urban settings. Throughout the week-long experience, the students will participate in reflective activities to connect theory to real classroom

practice. The costs of this trip, including travel, lodging, meals and field placement will be covered by the program fee which is assessed upon admission to the School of Education.

**PROFESSIONAL EDUCATION SEQUENCE  
(REQUIRED OF ALL TEACHER CANDIDATES)**

**EDUC 321 Introduction to Teaching 3 cr.**

This course is an introduction to the nature and aims of teaching, learning, and schooling at the middle and high school levels of education. Instruction encompasses the social, philosophical, historical, curricular, and political foundations of middle and high school levels of education in a changing multicultural society.

**EDUC 322 Educational Psychology 3 cr.**

A review of human development with special emphasis on the development of the young adolescent is given in this course. Learning theories and learning styles, and their applications to individual student differences, exceptionalities, and cultural diversity with a strong emphasis on educational research.

**EDUC 381 Early Professional Experience 1 cr.**

This is a field-based experience in a middle level and/or high school educational setting. The experience provides an overview of middle level and high school professional educators and an opportunity to observe and interact with students, teachers, and administrators. Site options could include schools and extension offices.

**EDUC 489/689 Native Americans and Multicultural Instructional Practices 3 cr.**

The course provides a review of the learning patterns of Native American children and educational settings for their schooling. Students will assess resources and develop strategies for teaching Native American students.

**EDUC 451/651 Instructional Planning, Methods and Assessment 3 cr.**

Students experience the process of planning for teaching and implementing teaching plans. The course focuses on micro-teaching activities that reflect a variety of teaching models appropriate for middle and high school classrooms. Personalizing instruction and meeting the needs of a multicultural population are emphasized. Use of computer applications, audiovisual equipment, and other resources is encouraged. *Prereq. Educ 321, 322, 381, and admission to School of Education.*

**EDUC/H&CE 481/482/483/681/682/683 Classroom Practice/Methods of Teaching I/II/III 2 - 3 cr.**

Specialized methods and classroom practices appropriate to the specific subject area. Some subject specialties require more than one methods course. A listing of specific methods courses is shown on the following page. Consult a current curriculum guide in your major for subject area requirements. *Prereq. Educ 321, 322, 381, and admission to SOE.*

**EDUC 486/686 Classroom Management for Diverse Learners 2 cr.**

Students will examine and apply a variety of classroom management techniques to be used at the middle and high school levels of education. *Prereq. admission to SOE.*

**EDUC 485/685/H&CE 483 Student Teaching Seminar (co- requisite Educ 487) 1 cr.**

Orientation to student teaching. Analysis of professional issues and concerns associated with education. *Prereq. Completion of professional education courses and admission to SOE.*

**EDUC/H&CE 487/687 Student Teaching (co- requisite Educ 485 & 488) 9 cr.**

Supervised teaching in an approved and accredited school. The course will include an on-campus seminar (Educ 485). Agricultural Education majors must take H&CE 483 (Student Teaching Seminar) concurrently with H&CE 487 (Student Teaching). *Prereq. completion of professional education courses and admission to SOE.*

**EDUC/H&CE 488/688 Applied Student Teaching (co- requisite Educ 485 & 487) 3 cr.**

Guided student teaching experience including application of lesson planning, portfolio development, professional goal setting, and supervised teaching in an approved and accredited school. *Prereq. completion of professional education courses and admission to SOE.*

Additional credits are required for programs in agricultural education, English education, family and consumer sciences education, music education, and physical education.

## **North Dakota Middle School Endorsement Requirements**

**EDUC 472/672 Middle Level Teaching Methods 3 cr.**

This course provides instruction and guidance in the design, implementation, and assessment of teaching strategies adapted to young adolescents. Application of course concepts, techniques and strategies with middle level students will be required.

**EDUC 475/675 Reading In The Content Area 2 cr.**

This course is an introduction to the relevance and need for incorporating reading and developing reading skills in middle and high school classrooms.

**CDFS 450/650 Adolescent Development 3 cr.**

This course provides a study of physical, social, cognitive, and emotional development of adolescents. It includes examination of contemporary issues related to this age group. *Prereq: PSYC 250.*

**EDUC 471/671 Middle School Philosophy and Curriculum 2 cr.**

This course provides educational foundations for middle schools, essential to meeting young adolescent needs and improving their learning. Identifies and expands central ideas in philosophy, historical background, curriculum, facilitating learning, organizational structures and practices, assessment, and planning.

## SPECIAL METHODS COURSE OFFERINGS

State program approval standards in North Dakota require special methods course(s) in the teaching field. In general, these courses are offered only once a year or during alternating years and must be completed prior to student teaching. Some teaching specialties require more than one methods course. Methods courses are currently offered according to the following schedule but may be adjusted; consult with your advisor.

Agricultural Education	H&CE 232	Fall, odd-numbered years
	H&CE 341	Spring
	H&CE 444	Fall
	H&CE 481	Spring
Biological Science	Educ 481 - Sciences	Fall
Chemistry	Educ 481 - Sciences	Fall
Comprehensive Science	Educ 481 - Sciences	Fall
Earth Science	Educ 481 - Sciences	Fall
Physics	Educ 481 - Sciences	Fall
English	Educ 481 - English	Spring
	Educ 482 - English	Fall
French	Educ 481 - Foreign Language	
Spanish	Educ 481 - Foreign Language	
History	Educ 481 - Social Sciences	Spring
Social Sciences	Educ 481 - Social Sciences	Spring
Sociology	Educ 481 - Social Sciences	Spring
Family & Consumer Science Education	H&CE 232	Fall, odd-numbered years
	H&CE 341	Spring
	H&CE 468	Fall, even-numbered years
	H&CE 482	Spring, even-numbered years
	H&CE 469	Fall, even-numbered years
Mathematics	Educ 481 - Math	Spring
Music	Educ 481 - Instrumental Music	Fall
	Educ 482 - Choral Music	Fall
Physical Education	Educ 481 – Elem/Sec PE	Fall
Health Education	Educ 481 – Elem/Sec Health	Fall

## **OPPORTUNITIES FOR STUDENT INVOLVEMENT**

Many opportunities are available for teacher education students to become involved in professional activities. Student organizations provide opportunities for students to develop leadership skills and to gain additional insight into the profession of teaching. Service on the various advisory committees provides additional opportunities for student involvement.

### **NDSU Student North Dakota Education Association**

Students in teacher education are encouraged to join the NDSU Student North Dakota Education Association (NDSU SNDEA), which is affiliated with the North Dakota Education Association (NDEA) and the National Education Association (NEA). Members receive a number of benefits including workshops, publications, and liability insurance. Students interested in membership details should contact the SNDEA adviser in 210 FLC.

### **Other Professional Organizations**

Students are encouraged to join professional organizations in their teaching specialties. Many have special rates for students; check with education advisors or the SOE office.

- ATOMS: Aspiring Teachers of Math and Science
- Collegiate FFA/PAS/NAAE/ACTE
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Science Teachers Association
- Fit for Life (Physical Education)
- Student American Choral Directors Association
- Student Member Section - American Association of Family and Consumer Sciences
- Student Music Educators National Conference

## STUDENT TEACHING POLICIES

Prior to enrollment in student teaching, students must have completed all of the required professional education courses. All student teachers (undergraduate and special students) must meet the following requirements before they will be placed for student teaching:

1. Meet all requirements of and be admitted to the School of Education one full semester prior to student teaching. All coursework in the teaching specialty should be completed or nearly complete prior to student teaching.
2. Attend the student teacher meeting (date announced each semester).
3. Have a 2.75 overall GPA, a 2.75 GPA in both teaching specialty and professional education courses. For out-of-area placement see #13 below.
4. Have satisfactorily completed early field experience before being assigned to a student teaching site. Students are responsible for making sure that this form is completed and signed by both the teacher and student and is returned to the Teacher Education office.
5. Show evidence of securing a minimum of personal liability insurance commensurate with that available through student membership in the Student North Dakota Education Association (SNDEA). This requirement may be satisfied either by joining the SNDEA or by purchasing private liability insurance.
6. Complete the Verification Form (provided by the student teaching coordinator) indicating that all requirements relative to student teaching have been met. The Verification Form is due in the SOE office prior to student teaching. Student teachers must attach a current curriculum guide transcripts (including transfer credits) to the Verification Form. The curriculum guide must show all courses and grades used to satisfy the major requirements.
7. Obtain the required signatures on the Student Teacher Agreement form(s) and return the signed form(s) to the Teacher Education office.
8. Cease all teaching activities if a strike is called by the teachers' association at the teaching center and immediately contact the Teacher Education office for further instructions. Student teachers will not attempt to cross any picket lines which may exist. This policy applies regardless of whether or not the cooperating teacher supports the strike.
9. Participate in no extracurricular activities on campus or employment that detracts from a full-time student teaching experience. Students may not be registered for coursework other than Educ 485/H&CE 483, Educ/H&CE 487 and Educ/H&CE 488 during the student teaching semester.
10. Students may not be placed in the high school from which they graduated.
11. Attend mandatory pre-student teaching in-service meeting.
12. **Effective Fall 2005**, a course fee will be applied to EDUC/H&CE 487 (student teaching). The course fee is \$250 and will be used to cover costs associated with cooperating teacher supervision.

13. A student who meets the following criteria and who takes specific action may be granted a student teaching placement out of the NDSU service area. The criteria are:
- ✓ Have a minimum GPA of 3.0 in teaching specialty courses, a minimum GPA of 3.25 in professional education courses and demonstrate potential for success.
  - ✓ Have a strong record of performance in pre-student teaching field experience.
  - ✓ Have appropriate career-related reasons for out-of-area placement.
  - ✓ Complete an application form and secure signatures from your advisor, field placement coordinator and Teacher Education Council chair.
  - ✓ A fee is paid by the student for the university supervisor contracted by NDSU (\$350- \$900). All students who are placed beyond a 60-mile radius of NDSU are required to pay a minimum of \$350 supervisory fee. All fees must be paid prior to the first day of student teaching.
  - ✓ A possible fee to be paid by the student teacher if the state/district mandates a payment to the cooperating teacher of more than the NDSU maximum rate of \$225.
  - ✓ Fees for out-of-area student teaching are designed to defray the unusual expenses that the university incurs in facilitating the student teaching placement. The student is responsible to contact the Field Experience Coordinator for specific fee information.

### **Student Teaching Performance**

The School of Education at NDSU is responsible for the governance of the Teacher Education program, including student teaching, and serves to admit and retain students in the Teacher Education program. The Teacher Education program is responsible for assigning students to appropriate student teaching sites and retains absolute rights regarding assignments to cooperating teachers and school districts. Educ 487 is taken on a pass/fail basis. Satisfactory performance for this 9-credit portion of student teaching is reflected in achievement of the objectives and completing the outlined expectations (See Student Teaching Handbook for more information). The Coordinator of Student Teaching, based on evidence provided by the student teacher, cooperating teacher and university supervisor, determine satisfactory completion.

EDUC 488 is graded on a letter scale. This three credit portion is graded by the university supervisor based on performance on the portfolio, lesson plans, and student teaching (a detailed syllabus will be provided).

The Coordinator of Student Teaching may, if needed, remove a student teacher from a particular student teaching assignment. Students are reminded that student teaching and its related activities are a full-time experience, consisting of a minimum of 16 weeks' obligation. Should a student teacher's performance be deemed unsatisfactory, the following procedures shall apply:

1. The Teacher Education Council and/or the Teacher Education program faculty retain the right to remove a student teacher from the assignment.
2. Should the student teacher lack sufficient teaching skills to receive a passing grade as determined by the cooperating teacher and university supervisor, the student will be informed in writing by the cooperating teacher(s) and university supervisor(s) of the areas of concern, in accordance with Teachers' Professional Practices Commission Guideline 67-02-01-02. Every reasonable effort will be made to inform the student of this prior to the official drop date of the semester.
3. Before a final decision is made, the student will have seven (7) days to respond in writing to the reports of the cooperating teacher(s) and university supervisor(s). The student will then be informed

by the Teacher Education Program Coordinator or Student Teaching Coordinator of the program's decision. Such a decision might include, but is not limited to, the following:

- the student teacher will be encouraged to drop or withdraw from student teaching,
- the student teacher will be encouraged to extend student teaching beyond the normal completion date,
- the student teacher may be assigned a grade of "F."

4. If a student wishes to repeat student teaching after dropping, withdrawing, or failing due to unsatisfactory student teaching performance, the student must meet with the Teacher Education Program Coordinator or the Student Teaching Coordinator, who may outline an individual program of study designed to remedy the previously demonstrated weakness(es). The length of time allowed for the completion of the designated remedial program and re-application for student teaching will be left to the discretion of the Teacher Education faculty. Such a program may include, but is not limited to, the following:

- personal/career counseling
- workshops, course work, or directed independent study.

Successful completion of the entire remedial program is a prerequisite to re-enrolling in student teaching.

5. The student has the right to appeal to the Teacher Education Council any of the decisions enumerated under section 3 or 4 within 14 days of receipt of the written decision of the Teacher Education Program Coordinator or Student Teaching Coordinator. Such an appeal should be filed in writing and include any data the student believes pertinent to the case. The Council's decision on the appeal will be made by a majority vote.

### **Payment of Cooperating Teacher Stipend**

It is the responsibility of the University to pay the stipend for one full-time cooperating teacher for each student. Student teachers who are placed at an out-of-area site at their own request will be required to pay for the additional cost of university supervision. In addition, students wishing to participate in more than one student teaching experience will be required to pay the stipend of both cooperating teacher and university supervisor for the additional experience. This includes students participating in a student teaching experience abroad in addition to their experience in the United States.

Fees for out-of-area student teaching are designed to defray the unusual expenses that the university incurs in facilitating the student teaching placement. The student is responsible to contact the Field Experience Coordinator for specific fee information. A fee is paid by the student for the university supervisor contracted by NDSU (\$350- \$900). All students who are placed beyond a 60-mile radius of NDSU are required to pay a minimum of \$350 supervisory fee. All fees must be paid prior to the first day of student teaching. An additional fee may need to be paid by the student teacher if the state/district mandates a payment to the cooperating teacher of more than the NDSU maximum rate of \$225.

## GRADUATION REQUIREMENTS

In order to complete the program, students must maintain the following 2.75 grade point averages: cumulative, teaching specialty, and professional education courses. In addition, students must satisfactorily complete an approved portfolio. The portfolio is a graduation requirement. It is based on the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The ten INTASC standards define knowledge, performance measures, and dispositions that new teachers should possess. To be recommended for teacher certification, students must receive a score of satisfactory for each of the ten INTASC standards to exit the Teacher Education program. For a copy of the standards see <http://www.ccsso.org/content/pdfs/corestrd.pdf>

All candidates for a baccalaureate degree must indicate their intent to graduate during registration for their last semester. The application forms are available in the Registration and Records Office, 110 Ceres.

Failure to apply by the third week of the planned semester of graduation may delay the awarding of the degree until the following semester. If a student fails to complete the required courses in time for a planned graduation, the student must reapply for the next graduation.

## APPLYING FOR CERTIFICATION/LICENSURE

The recommendation for initial teacher certification is made by the Certification Officer upon satisfactory completion of all requirements including student teaching and an exit portfolio. The program at NDSU meets North Dakota certification requirements under a partnership agreement with the North Dakota Education Standards and Practices Board.

It is recommended that students apply for a teaching certificate at the time of graduation even if they are not certain they plan to teach. In many states, eligibility for a teaching certificate is dependent upon holding a certificate from the state in which the teacher education program was completed. Test scores will also be required in most states for certification/licensure.

### **North Dakota**

The North Dakota Education Standards Practices Board requires all first-time applicants to be fingerprinted and to undergo a full background check. To minimize the procedural delay, NDSU offers fingerprinting on campus at no charge early each semester for those who will be student teaching. The Certification Officer assists students in the Student Teaching seminar in the application process. Beginning July 2006, all new teachers are required to pass the Praxis II content test before licensure will be granted.

### **Middle School Endorsement**

In addition to completion of the teacher education program, secondary education majors who choose to seek a North Dakota endorsement for middle school must take coursework specific to middle school issues. Courses are offered on a rotating basis during spring, summer, and fall semesters. For further

information regarding middle school endorsement, contact the Teacher Education office (EML 155) or the Certification Officer (FLC 210).

### **Minnesota**

Minnesota state law requires the completion of the following for licensure:

- An approved course in human relations. In many cases EDUC 489, when taken as a component of the Professional Education Sequence, meets this requirement.
- Satisfactory scores on the PPST (Reading 173, Writing 172, and Math 169).
- Middle school courses are also required as all MN secondary licenses are granted for grades 5-12.
- Once a license is granted by the Department of Education in Minnesota, completion of the Principles of Learning and Teaching (PLT) test is required. See the Certification Officer in FLC 210 for more specifics about minimum scores on the content exam and test dates and locations.
- The initial license is valid for one year if these requirements have not been met prior to graduation.

### **K-12 Certification**

Certification for kindergarten through 12th grade (K-12) is available for students majoring in music or physical education. In addition to subject requirements, students must enroll in either CDFS 230 or Psych 213, and student teach at both the elementary and secondary levels. Several states issue only K-12 certificates in music and physical education. In order to teach music or physical education at any level in those states, the student must have completed the K-12 program requirements.

## **EVALUATION OF THE TEACHER EDUCATION PROGRAM**

The Teacher Education program at NDSU and the graduates of the program are evaluated or assessed in a variety of ways including, but not limited to, portfolio assessments, course evaluations and student teacher evaluations. The purpose is to improve the program continuously in order to prepare the best teachers possible. Evaluation/assessment is carried on throughout the program. Students are encouraged to provide feedback at any time to the Teacher Education office.

## DIRECTORY OF TEACHER EDUCATION FACULTY AND STAFF

### Teacher Education Core Faculty:

<u>Name</u>	<u>Office</u>	<u>Phone</u>	<u>Email</u>
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### Teacher Education Office Staff:

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### Director of Field Experiences:

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### Admission/Certification:

Hoffman Johnson, Jeanette	210G FLC	231-7127	Jeanette.Hoffman@ndsu.edu
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### Teacher Education Associate Faculty:

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