Teacher Education Handbook

Revised January 2023



Mayville State University

www.mayvillestate.edu
1-800-437-4104

Table of Contents

Welcome! 3
Mission, Purpose, and Core Values of Mayville State University 3
Essential Studies Information 4
Mission, Vision, Purpose, Goals, and Objectives of the Teacher Education Program 5
The Reflective Experiential Teacher Model 7
Interstate Teacher Assessment and Support Consortium Standards: (InTASC) 10
Council for Exceptional Children (CEC) Initial Preparation Standards 11
Instructional Strategies of the Teacher Education Program 12
Evaluation and Assessment of Program Objectives 13
Key Assessment Data Collection 14
Knowledge, Skills, and Dispositions Data Collection 15
Admission to the Teacher Education Program 17
Continuance in the Teacher Education Program 20
Teacher Education Program Completion Requirements 22
Electronic Portfolio and Presentation Information 23
Expectations of Teacher Candidates in Field Experiences and Student Teaching 27
Student Teaching Experience Terminology 28
Introduction to Student Teaching 29
Placement and Orientation Procedures for Student Teaching 31
Introduction and Transitions of Student Teaching 32
Roles and Responsibilities for Student Teaching 33
Entering the Teaching Profession: Certification and Licensure 37
References 38

Welcome!

Welcome to Mayville State University and the Division of Education. In joining us, you have become part of a long history of excellent educators. Mayville State was founded in 1889 as North Dakota's original Teachers College. In 1925, the State Board of Higher Education (SBHE) authorized Mayville State to grant a Bachelor of Arts in Education, and in 1948, the B.A. in Education became a Bachelor of Science in Education, and the first non-teaching Bachelor of Arts was offered in 1961. In recent years, educational degree options have expanded to encompass early childhood through multiple secondary content areas with additional specializations and certificates. Since its inception, Mayville State has steadily grown and progressed, educating leaders with a focus on personal service. Today, almost 800 educators across North Dakota are Mayville State Alumni.

The Division of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Higher Learning Commission, a process that assures quality and supports continuous improvement. Under the Division's conceptual framework, "The Reflective Experiential Teacher" candidates combine personal experiences with teacher training (knowledge, skills and disposition) as they reflect on both. This framework is used to guide and direct all program design and enhancement, through the continual process of providing candidates with the correct curriculum and experiences needed to prepare them for the realities of diverse classrooms.

During the teacher training program, candidates experience a variety of teaching and learning styles that exemplify differentiated instruction of 21st Century Skills in a standards and research-based program. Our aim is to prepare qualified teachers that demonstrate the ability to reflect upon the unique needs of all students, and to make data-based instructional decisions in response.

This handbook has been developed to serve as a narrative depiction of Mayville State University's Teacher Education Program: its purpose, administrative procedures and policies. The handbook is a resource for selection of coursework, tracking of requirements for graduation, and application of teacher certification. It provides the information needed to prepare for and complete the student teaching experience. It is the responsibility of teacher education candidates to remain current in their knowledge of Teacher Education and teacher licensure requirements.

The faculty and staff at Mayville State University are committed to providing the highest quality professional preparation programs. It is our goal to meet the needs of every teacher education candidate and personalize the higher education experience.

Mission, Purpose, and Core Values of Mayville State University

Mission of Mayville State University: Mayville State University is dedicated to excellence in teaching, service, and scholarship in dynamic, inclusive and supportive learning environments that are individually focused. We offer quality undergraduate, and master's programs enriched with practical experiences to prepare all learners for a global economy. Approved by SBHE November 2016.

Purposes of Mayville State University: The purpose of Mayville State University are to:

- Provide academic programs and services that address contemporary career and workforce opportunities.
- Maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota.
- Deliver flexible programs, instruction, and student services to meet the needs of the individual.
- Cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity.

Core Values: Our Dedication to Personal Service: Mayville State University, since its beginning in 1889, has embraced the philosophy of personal service, the foundation of our core values. These values guide how we perform our work and conduct ourselves every day with all of our stakeholders.

- We act with integrity in all we do.
  We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.
- We are student focused.
  We provide individualized support that is responsive to the needs of students, and results in their success.
- We are committed to teaching and learning excellence.
  We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.
- We promote and value an open and diverse community.
  We foster partnerships across our local, regional, and global communities. We respect all individuals through our small-town campus culture that supports a sense of family.
- We integrate leadership in all we do.
  We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.

Essential Studies Information

Essential Studies Statement of Philosophy: Baccalaureate graduates at Mayville State University complete a program of essential studies consistent with the Liberal Education - America's Promise (LEAP) model developed by the American Association of Colleges and Universities. It empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture, and society). It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study and includes a demonstrated ability to apply knowledge and skills in real-world settings. Through technology-enriched instruction, students acquire basic knowledge in the behavioral and social sciences, the natural and physical sciences, mathematics, humanities, and the fine arts.

Essential Studies Program: Candidates for all baccalaureate degrees complete the Essential Studies program of the University. Essential Studies are basic to the many learning experiences offered in higher education and aim to assist in the realization of the goals and purposes of the

University. The Essential Studies program is intended to provide students a liberal education that encourages informed involvement in the changing world, an appreciation to different modes of learning, and an awareness of an integrated core of knowledge.

Mayville State courses accepted at other NDUS institutions as general education courses are designated on the list of general education course requirements that follow (e.g. N.D.: ENGL). For more information and/or questions about the NDUS Transfer Agreement, contact the Office of Admissions and Academic Records at Mayville State University or any other NDUS institution.

Teacher education candidates are required to complete 36 hours of Essential Studies coursework for degree completion. Essential Studies courses can be found in the MSU Course Catalog.

Required course and program components are outlined in each syllabus at Mayville State University. to support transparency across philosophy, goals, objectives, instructional strategies, and course changes from analysis of assessment data demonstrating the inherent use of the Reflective Experiential Teacher Model, it is imperative that all elements are reflected throughout the program and within course design.

Mission, Vision, Purpose, Goals, and Objectives of the Teacher Education Program

Teacher Education Program Mission Statement: The Division of Education is committed to creating a collaborative culture that frames the development of teacher candidates' knowledge, skills and dispositions through intentional, dynamic, integrated, and diverse teaching and learning experiences that support personalized, professional growth to positively impact learners.

Teacher Education Program Vision Statement: To be a leader in educator preparation through transformative, relevant programming, learner-centered pedagogy, and partnerships that enable unique opportunities for quality experiences supportive to learning and leadership.

Purpose of the Teacher Education Program: The purpose of professional education is to prepare teachers for elementary and secondary schools. To achieve this end, the professional education program emphasizes: the learning process from childhood through adolescence; the concepts and applications of learning theories and evaluative techniques; the study of students with special needs and the employment of diagnostic techniques; the utilization of multi-media, computers, and current technology; an examination of legislative and judicial actions as they relate to teaching; an analysis of the needs of racial and multicultural minority students and the ways in which the schools may accommodate those needs; and the sociological and historical foundations of the public schools.

Goals of the Teacher Education Program: The goal of the Teacher Education Program at Mayville State University is to graduate teachers who comprehend and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn. Graduates learn to consider individual differences (students with exceptionalities, personality, interests, learning modalities and life experiences) and group differences (race, ethnicity, ability, gender identity, gender expressions, sexual orientation, nationality, language,

religion, political affiliation, and socio-economic background) when working with students.

The primary goals of the Teacher Education Program for candidates are to:

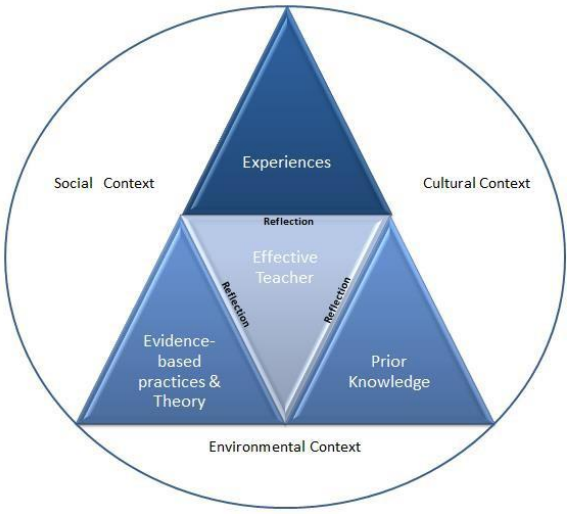
- Demonstrate content knowledge in the academic discipline;
- Demonstrate understanding of child and adolescent development, learning, motivation, and behavior, and how to create an effective learning environment;
- Demonstrate ability to adapt instruction to meet the needs of diverse learners;
- Demonstrate the ability to develop short- and long-range instructional plans using a variety of instructional strategies to create meaningful learning experiences;
- Demonstrate the ability to communicate effectively using a variety of verbal, non-verbal, and media communication techniques;
- Demonstrate the ability to use formal and informal assessment strategies; and
- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth.

Consequently, the professional education courses utilize research-based teaching strategies that reflect program goals. As a result of these practices, candidates are able to think and reason logically, communicate effectively, work independently and in collaborative groups, gain experience with and develop an understanding of the workplace, and critically examine and reflect on the social and professional elements of the teaching profession.

Objectives of the Teacher Education Program: Program decisions are made by the Teacher Education Committee and supported by the MSU Curriculum Council. The efforts of the Teacher Education Committee strengthen and improve the Teacher Education Program using current best practice and research-based findings. The following objectives guide the development of teacher education candidates. The Teacher Education Program:

- Is grounded in current research-based teaching methods;
- Supports the development of appropriate dispositions;
- Includes modeling of effective teaching.
- Supports the application of theory to practice.
- Is responsible for developing and maintaining strategic and professional clinical partnerships;
- Monitors the qualifications of cooperating teachers for all clinical experiences;
- Supports faculty development;
- Includes learning experiences with outside experts in the field;
- Promotes a technology enabled learning environment with pedagogy and content knowledge;
- Provides integrated curricular opportunities to raise teacher candidate awareness of behavior and mental health issues in PK-12 education;
- Partners with state and school mentoring programs to support candidate success;
- Infuses reflective exercises throughout the program; and
- Guides the teacher candidates' professional development by providing a learning environment conducive to critical dialogue on fundamental educational issues.

The Reflective Experiential Teacher Model



The *Reflective Experiential Teacher* conceptual framework was designed and adopted by the unit in 1990. Use of the framework supports the inclusion of effective, research-based teaching strategies throughout the unit. It is based upon a belief that teacher candidates develop the ability to reflect on and apply current research findings, theoretical knowledge, and effective teaching practices. Candidates learn how to use inquiry to question and test hypotheses in simulated and clinical experiences with subsequent reflective exercises that develop their ability to analyze and think critically. Recognizing that growth is fundamental to teaching and learning, the unit reviews the conceptual framework regularly. This resulted in acknowledgment of the frameworks continued value in support of standards-based learning outcomes candidates are expected to meet. The framework is used to guide continual improvement based upon adopted assessment procedures, research, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. In addition to developing skills in communication, collaboration, critical thinking and creativity, designated as the 4 C's of 21st century learning (Beers, 2011; Hayes Jacobs, 2010) two additional 'C's, competency and culture, were deemed critical to the quality criteria representative of Mayville State University's Teacher Education Program.

Rationale for the Reflective Experiential Teacher

Student Learning Outcomes (SLO's) within the Division of Education provide the foundation for teaching and learning with a focus on 21st century skills. SLO's were developed from research on educator preparation (InTASC) and provide the foundation for framing Mayville State University's Educator Preparation Program using The Reflective Experiential Teacher Model. Additional content area SLO's established for secondary education majors serve as measures for those programs. The acquisition of competencies in knowledge, skills, and disposition to become a professional educator require teacher candidates to think critically and reflectively on theory, practices, and experiences within social, cultural, and environmental contexts for teaching and learning. The Teacher Education Committee identified outcomes for teacher candidates to embrace the importance of critical thinking skills, the application of bringing theory to practice using acquired knowledge and skills, and developing a positive self-

concept, self-esteem and attitude towards teaching and learning. To ensure these outcomes are met, the framework used by the Teacher Education Program is The Reflective Experiential Teacher Model which supports the characteristics and needs of the candidates in the Teacher Education Program.

Faculty guide teacher candidates to develop reflective abilities throughout their specific education programs with "critical input experiences" (Marzano, 2017) supported by instructor modeling and subsequent opportunities for teacher candidates to practice in both classroom and clinical experiences. The completion of several clinical and field experiences in diverse, multi-cultural contexts throughout education degree programs add a comprehensive approach to the teacher candidate's growth and learning within The Reflective Experiential Teacher Model framework. Candidates observe a variety of instructional techniques used by teachers in P-12 classrooms and reflectively learn to appreciate the connections they make between theory learned and strategies observed and practiced. Reflection, defined within the framework, is an active process that promotes learning; An idea Dewey (1933) agreed with defining reflection as "active, persistent and careful consideration of any belief of supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (p. 9).

The inclusion of clinical and field experiences throughout the Teacher Education Program supports teacher candidates in changing their frame of reference, or habits of mind (Cranton, 2006) becoming more perceptive to reflectively think comprehensively and inclusively about experiences. Mezirow's (1997) transformative learning theory (TL) recognizes the growth of a learner in the type of meaningful understandings Wiggins and McTighe (2005) discuss with the 6 facets of understanding used to ground teacher candidate's work with lesson planning that focuses on the inclusion of multiple perspectives and critical thinking. Transformative learning, a "uniquely adult" learning theory (Taylor as cited in Cranton, 2006, p. 52) revolves around two elements: critical reflection and critical discourse (Kitchenham, 2008). The Reflective Experiential Teacher Model is supported by research on transformative learning as the elements of reflection and dialogue are evidenced throughout instruction and clinical experiences of Mayville State University's Teacher Education Program. Teacher candidates at Mayville State University have experienced teaching and learning throughout their preparatory years in school, many coming from small, rural communities in North Dakota and insights on teaching and learning may be limited when students begin the Teacher Education Program. Teacher candidates draw upon their background knowledge and transform their ideologies of teaching and learning when studied theory, research-based practices and experiences lead them to new understandings.

The Reflective Experiential Teacher Model is used to frame the development of courses and learning experiences in the Teacher Education Program which are measured in the Student Learning Outcomes (SLO's) that have been developed by the Teacher Education Committee. All SLO's are measured by rigorous course and program reviews in a comprehensive assessment system to guide continued improvement and development based upon reflective analysis of student data.

Teacher Education Program Student Learning Outcomes:

These SLOs were formed to reflect CAEP categories in Standard 1.1 and InTASC standards:

- SLO 1: *Learner & Learning*: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: *Content*: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- SLO 3: *Instructional Practice*: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: *Professional Responsibility*: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

SLO's for specific secondary content programs can be found in the MSU Course Catalog.

Teacher Education Program Outcomes

The following program outcomes have been adopted based on the Reflective Experiential Teacher Model:

- There is an increased coherence between the professional studies and specialty methods faculty in the matter of research-based goals, objectives and future directions for the Teacher Education Program;
- Clinical Field Experiences are a part of each special methods course for early childhood, elementary and secondary majors and ensure that reflection and informed feedback are an integral part of the program;
- All faculty that supervise field experiences have received training and will continue to be updated on developing observation skills for evaluating and conferring with the candidate;
- The University provides a faculty development program to update the professional faculty on current research and instructional strategies;
- The EPP will continue collaborative efforts with area organizations and local school districts to plan for and provide in-service training for area school districts.
- Periodic seminars designed to foster collaborative, reflective thinking about the student teaching experience are critical to the student teaching program;
- All courses and field experience activities are guided by a set of student learning outcomes;
- Evaluations of clinical experiences and student teaching experiences reflect progress towards acceptable standards of understandings and practices;
- All professional and pedagogical/clinical courses will be guided by syllabi which reflect the knowledge base and are supported by research-based studies;
- The professional education program and the local school districts are engaged in collaborative efforts to guide program direction and evaluation.

Interstate Teacher Assessment and Support Consortium Standards: (InTASC)

Mayville State University Teacher Education Program uses the InTASC standards as a guide to measure teacher candidate competencies in knowledge, skills, and dispositions. The InTASC model core teaching standards outline what teachers should know and be able to do to ensure every PK- 12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	*Learner Development:* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	*Learning Differences:* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	*Learning Environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	*Content Knowledge:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	*Application of Content:* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	*Assessment:* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	*Planning for Instruction:* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	*Instructional Strategies:* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	*Professional Learning and Ethical Practice:* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	*Leadership and Collaboration:* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Officers. (2013)

Council for Exceptional Children (CEC) Initial Preparation Standards

Mayville State University Teacher Education Program uses the Council for Exceptional Children (CEC) Initial Preparation Standards as a guide to measure teacher candidate competencies in knowledge and skills specifically related to individuals with exceptionalities. CEC standards outline what special educators should know and be able to do to develop safe, inclusive, culturally responsive learning environments for all individuals with exceptionalities and their families. For more information, refer to the CEC website where all the CEC Initial Preparation Standards are listed.

Council for Exceptional Children Standards	
1	*Engaging in Professional Learning and Practice with Ethical Guidelines:* Candidates practice with ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.
2	*Understanding and Addressing Each Individual's Developmental and Learning Needs:* Candidates use their understanding of human growth and development, the multiple influences of development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
3	*Demonstrating Subject Matter Content and Specialized Curricular Knowledge:* Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
4	*Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making:* Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.
5	*Supporting Learning Using Effective Instruction:* Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.
6	*Supporting Social, Emotional, and Behavioral Growth:* Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
7	*Collaborating with Team Members:* Candidates apply team processes and communication strategies to collaborate in culturally responsive manner with families, paraprofessionals, and other professionals within the school, other education settings, and the community to play programs and access services for individuals with exceptionalities and their families.

Council for Exceptional Children (2020)

Instructional Strategies of the Teacher Education Program

Teacher education candidates gain foundational understandings from a broad range of essential studies courses, teacher preparation courses and clinical experiences prior to their student teaching experience. Within the Teacher Education Program and throughout Mayville State University, the use of a variety of instructional strategies positively enhances student learning.

The Teacher Education Program researched instructional strategies that support teacher candidates in developing the 4 C's (Beers, 2011): communication, collaboration, critical thinking, and creativity. With a focus on developing knowledge, skills, and critical attributes of teacher candidates, the Teacher Education Program also provides learning activities that enhance teacher candidates understanding of cultural and linguistic diversity.

The Teacher Education faculty regularly research teaching practices and analyze current use of research-based teaching strategies. Faculty select and implement one or more models and strategies of instruction to match the learning objectives of the courses they teach and the teacher candidates' learning needs. Faculty use a variety of research-based instructional models and strategies to support students' cognitive processes associated with learning while focusing on critical thinking, questioning, reasoning, problem solving, planning, and recall. Models for instruction and strategies used within the Teacher Education Program are briefly described below:

- Direct: Instruction strategies that are teacher led to provide structure and sequence throughout the teaching or presentation. Instructors frequently pair direct instruction with other instructional models and strategies. Direct instruction positively impacts student achievement (Hattie, 2009). Associated strategies include:
    - Explicit teaching
    - Drill and practice
    - Lecture
    - Demonstrations
    - Guided practice for reading, listening, viewing
- Indirect: A student-centered approach to teaching that warrants high levels of student engagement. Teachers support and facilitate learning by providing learning environments that encourage decision-making, critical thinking, and other independent learning skills. Indirect instructional strategies positively influence student achievement and attitudes towards study (Strobel & van Barneveld, 2009; Orlich et al., 2013).
    - Problem solving
    - Inquiry
    - Case studies
    - Concept mapping
    - Reading for meaning
    - Cloze procedures
- Independent: Students actively construct learning as they develop self-reliant skills while guided or supervised by an instructor (ETS, 2014).
    - Learning contracts

- Research projects
- Learning centers
- Computer supported instruction
- Distance learning

- Experiential: A student-centered model, experiential learning supports the application and analysis of concepts as students enter into learning experiences designed for the student by the teacher, or created by the student. This type of learning is active, constructive and complex when reflection is a part of the experience (Dewey, 1938, Marzano, 2017).
  - Role play
  - Simulation
  - Field trips
  - Research process
  - Experiments
  - Practicums, clinical experiences, student teaching
  - Games
  - Observations

- Interactive: Students and teachers share through participation and discussion in this model of instruction. Students and teachers develop skills in listening, observation, interpersonal skills and interventions (Byers et al., 2009) which promote positive learning attitudes and enhance relationship building skills (Hattie, 2009).
  - Cooperative learning groups
  - Discussions
  - Peer practice
  - Debates
  - Interviews
  - Brainstorming

Evaluation and Assessment of Program Objectives

A multi-level evaluation system is in place to determine the degree to which Mayville State University's Teacher Education Program's goals and objectives are met. These include:

- Basic skills assessment for incoming freshman (ACT)
- *Praxis* Core Academic Skills for Educators Test
- *Praxis ll* Subject Area Assessment for each content area and the Principles of Learning and Teaching (PLT). Go to: www.ETS.org for more information on these specific tests
- Skills of Teaching Observation Tool (STOT) Evaluation
- Disposition Evaluation
  - The STOT and Dispositions evaluations are regularly used to assess the progress of teacher candidates throughout the program in their clinical experiences and student teaching (see Competency Data Collection matrix).
  - Faculty will also complete a disposition evaluation in the following circumstances:
    - A violation of ND Century Code Article 67.1-03-01 Code of Professional Conduct for Educators

    - A violation of ND Century Code Chapter 15.1-15-07 Discharge for Cause-Grounds
    - A violation of the University's Code of Student Conduct (see Student Handbook)
    - Complete an extra disposition when a student's behaviors or communications warrant evaluation and reflection.
- Lesson Plan Evaluation (lesson plan template and lesson plan guide)
- 10 key program assessments, proprietary and EPP created assessments
- Faculty generated assessments including performance assessments and examinations
- Course evaluations of faculty completed by students
- 3-Checkpoint Portfolio performance assessment

Key Assessment Data Collection

The table below contains a list of key assessment data collected throughout all programs with the Teacher Education Program. Early Childhood, Elementary Education, Secondary Education, and Special Education majors complete each of the key assessments. The course, measure title, acceptable target, and standard alignment are included.

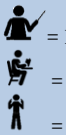
Course #	Measure Title	Acceptable Target	Standard Alignment
EDUC 380	ELL Lesson Plan and Presentation	24 points or higher out of 34 points	InTASC Standards 1, 2, 3
EDUC 381	Philosophy of Diversity in Education Paper	58 points or higher out of 64 points	InTASC Standards 9, 10
EDUC 390	Five Step Problem Solving Process	25 points or higher out of 30 points	InTASC Standards 6, 7, 8
EDUC 422	Evaluation Project	80 points or higher out of 100 points	InTASC Standards 4, 5

The following table outlines the Key Assessments specific to Special Education stand alone and double majors. The course, measure title, acceptable target, and standard alignment are included.

Course #	Measure Title	Acceptable Target	Standard Alignment
SPED 340	Assessment Report (Early Childhood)	80 points or higher out of 100 points	InTASC Standards 6, 7, 8
SPED 397	Assessment Report (Elem/Secondary)	80 points or higher out of 100 points	InTASC Standards 9, 10
EDUC 390	Five Step Problem Solving Process	25 points or higher out of 30 points	InTASC Standards 6, 7, 8
SPED 386	Evaluation Project	40 points or higher out of 50 points	InTASC Standards 6, 7, 8
SPED 396	Comprehensive Exam	80 points or higher out of 100 points	InTASC Standards 4, 5

Knowledge, Skills, and Dispositions Data Collection

In addition to course specific key assessment data, the Teacher Education Program collects data on teacher candidates' knowledge, skills, and dispositions through a variety of assessments. The table below outlines the program-wide data collection efforts. The course, program, measure and evaluator, acceptable target, and standards alignment are included.

Course	Program	Measure and Evaluator  = Instructor/University Supervisor = Field Mentor/Cooperating Teacher = Self	Acceptable Target	Standard Alignment
EDUC 250	All	Disposition Evaluation (Beg)	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	InTASC Standards 1, 2, 3, 9, 10
Block I On Campus and Distance* *Distance candidates have a field mentor in Block 1 (EDUC 301/318)	ECE/Elem	STOT (Beg) (on campus) STOT (Beg) (distance)*	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-10
		Disposition (Mid) (on campus) Disposition (Mid) (distance)*	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	InTASC Standards 1-10
		Lesson Plan (Beg) (on campus) Lesson Plan (Beg) (distance)*	Mean of individual average scores is 1.5 or higher. All criteria averages are 1.5 or higher.	InTASC Standards 1-8
		Portfolio Checkpoint 1	Met	InTASC Standards 1-10
General Methods On campus and Online	Secondary	STOT (Beg) (on campus) STOT (Beg) (online)	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-10
		Disposition (Mid) (on campus) Disposition (Mid) (online)	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	InTASC Standards 1-10
		Lesson Plan (Beg) (on campus) Lesson Plan (Beg) (online)	Mean of individual average scores is 1.5 or higher. All criteria averages are 1.5 or higher.	InTASC Standards 1-8
		Portfolio Checkpoint 1	Met	InTASC Standards 1-10
Block II On Campus and Distance	ECE/Elem	STOT (Mid)	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-10
		Disposition (Mid)	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	InTASC Standards 1-10
		Lesson Plan (Mid)	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-8
Secondary Methods On Campus and	Secondary	STOT (Mid)	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-10

Online		Disposition (Mid) 	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	InTASC Standards 1-10
		Lesson Plan (Mid) 	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-8
EDUC 401S	All	Portfolio Checkpoint 2 	Met	InTASC Standards 1-10
EDUC 400 Student Teaching	All except SPED Stand-Alone majors	STOT (End) 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	InTASC Standards 1-10
		Disposition (End) 	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-10
		Lesson Plan (End) 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	InTASC Standards 1-8
EDUC 400 Student Teaching	SPED Stand-Alone Majors ONLY	Disposition (End) 	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-10
		Lesson Plan (End) 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	InTASC Standards 1-8
		CEC Skills 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	CEC Standards 1-7
		CEC Ethics 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	CEC Standards 1-7
EDUC 400A Part-time Student Teaching	Double Majors, Kindergarten Endorsement	STOT (End) 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	InTASC Standards 1-10
		Disposition (End) 	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-10
		Lesson Plan (End) 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	InTASC Standards 1-8
SPED 400B Part-time Student for Special Education	SPED minors	STOT (End) 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	InTASC Standards 1-10
		Disposition (End) 	Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.	InTASC Standards 1-10
		Lesson Plan (End) 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	InTASC Standards 1-8
		CEC Skills 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	CEC Standards 1-7
		CEC Ethics 	Mean of individual average scores is 3.0 or higher. All criteria averages are 3.0 or higher.	CEC Standards 1-7

EDUC 401 Electronic Portfolio	All	Portfolio Checkpoint 3 	Rubric score of 28 or higher out of 52 points	InTASC Standards 1-10
SPED 383 Intellectual Disabilities	SPED	CEC Skills 	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	CEC Standards 1-7 InTASC Standards 1-10
		Disposition (Mid) 	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	InTASC Standards 1-10
SPED 385 Emotional Disturbance	SPED	CEC Skills 	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	CEC Standards 1-7 InTASC Standards 1-10
		Disposition (Mid) 	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	InTASC Standards 1-10
SPED 387 Learning Disabilities	SPED	CEC Skills 	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	CEC Standards 1-7 InTASC Standards 1-10
		Disposition (Mid) 	Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.	InTASC Standards 1-10

Admission to the Teacher Education Program

Criteria for Admission to Teacher Education

Students intending to earn a teaching certificate in conjunction with a degree will begin the admission process to the Teacher Education Program in EDUC 250 or as guided upon transfer to Mayville State. The admission process will be completed in TaskStream. Students who have not been admitted to the program will have limited course offerings at or beyond the 300 level. Criteria for Admission to Teacher Education include:

- Displaying satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:
  - ENGL 110- College Composition I (C)
  - ENGL 120- College Composition II (C) or ENGL 125- Business and Technical Writing (C)
  - MATH 103- College Algebra (C)
  - COMM 110- Fundamentals of Public Speaking (C)
  - PSYC 111- Introduction to Psychology (C)
  - PSYC 255- Child & Adolescent Psychology (C)
  - EDUC 250- Introduction to Education (B)
- Successful completion of the Praxis Core Academic Skills for Educators test or eligible ACT scores:
  - Praxis Core Academic Skills for Educators Test

Subtest	Cut Score	Minimum Score
Reading (5713)	156	149
Writing (5723)	160	153
Math (5733)	150	143
Composite	**466**	

        - Teacher candidates must select Mayville State University and North Dakota Education Standards and Practices Board as the score recipients when signing up for the Praxis Core Test.

    - ACT

Subtest	Minimum Score
Math	21
ELA*	21
Composite	**22**

        - A new Administrative Rule (67.1-02-02-02) allows eligible ACT scores in lieu of the Praxis Core Academic Skills Test for ND licensure.
        - * In order to receive an ELA score the optional writing portion of the exam is required. Teacher candidates must supply their score reports to Division Offices.
- Attaining a cumulative grade point average of 2.75;
- Completing the Admission Interview;
- Completing the State Acknowledgement Licensure Form;
- Providing proof of fingerprinting and a background check clearance;
- Meeting target scores on disposition evaluations; and
- Receiving final approval from the Teacher Education Committee when all criteria are met.

When students have displayed satisfactory scores in the courses listed, passed the Praxis Core test, and attained a GPA of 2.75 or higher, they will be admitted into the Teacher Education Program. Their admission date is entered onto their transcript. Once teacher candidates are admitted, they will be allowed to enroll in the following courses:

- EDUC 302 – Social Studies Strategies in the Elementary School
- EDUC 319 – Language Arts in the Elementary School
- EDUC 350 – Reading Assessment and Intervention
- EDUC 390 – Special Needs in an Inclusive Environment
- EDUC 422 – Educational Assessment
- Secondary Methods
    - EDUC 481 – Secondary Methods for English
    - EDUC 482 – Secondary Methods for Health & Physical Education
    - EDUC 483 – Secondary Methods for Mathematics
    - EDUC 484 – Secondary Methods for Science
    - EDUC 485 – Secondary Methods for Social Science
- EDUC 401S – Pre-Student Teaching Seminars
- EDUC 400, 400a – Student Teaching
- EDUC 401 – Electronic Portfolio/Assessment/Seminar
- SPED 396 – Special Education Law
- SPED 397 – Assessment of Students with Disabilities
- SPED 400b – Special Education Student Teaching

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. It is the teacher candidate's responsibility to be aware of these changes and their potential effects on employability.

Fingerprinting
Fingerprinting is required for all students taking any course that includes a practicum. Proof of a passed background check is required prior to official admission in the Teacher Education Program. Students are required to:

- Request a fingerprinting packet from the Division of Education by emailing education@mayvillestate.edu or stopping by Office 116C.
- Complete the fingerprinting process as stated in the obtained packet; and
- Provide proof of a clear background check (via TaskStream) continuously through the program (background checks are valid for 18 months so more than one background check may be required).

To ensure Mayville State University students in education programs are eligible to gain ND licensure, any teacher candidate with a background check that indicates hits found may be required to provide evidence from the North Dakota Education Standards and Practices Board that the student is eligible for licensure.

Student Liability Insurance Requirement
Students are required to obtain liability insurance prior to completing any in school observation or field experiences and maintain liability insurance in any course required for teacher education programs that contains a clinical experience. Liability insurance is required throughout the student teaching experience as well. Students will receive detailed information about liability insurance in Blackboard course shells.

Name Badge Requirement
Teacher candidates are required to wear a name badge lanyard when attending any off-campus clinical experience including in-school observations or field experiences, or on-campus events that they are directed by their instructors to wear identification. Name badge lanyards are to be worn *each* day a teacher candidate is completing any off-campus experience.

Name badge lanyards must be purchased from the MSU bookstore or call (701) 788-4823 or 1(800) 437-4104 ext.34823. The name badge template for printing can be found within Blackboard course shells in any course that has experiences requiring students to wear a name badge. Teacher candidates are responsible to obtain the lanyard from the MSU Bookstore and print the name badge from the template.

If a PK-12 school requires an official Mayville State University ID, students will need to follow directions found on the Mayville State University website to obtain an official MSU ID:

Professional Development Expectations of Teacher Candidates
Throughout the Teacher Education Program several professional development events will be held on and off campus that teacher candidates will be expected to attend. Candidates will be informed of these events by their instructors and the events may or may not be noted in syllabi. Events will vary each semester and may be held on dates outside of the regular university schedule.

Transfer Students
Transfer students must contact the Division of Education (Education Building 116C or education@mayvillestate.edu) during their first semester to complete required forms and receive information about the purchase and use of TaskStream. Degree seeking, non-degree seeking, and students with prior degree(s) will have a completed transcript review on an individual basis.

Continuance in the Teacher Education Program

Admission to teacher education does not guarantee the teacher education candidate will be retained in the program. To continue in the Teacher Education program, the teacher candidate must:

- Maintain a cumulative grade point average of 2.75;
- Demonstrate expected dispositions including commitment to: learner development, learning differences, learning environments, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning, ethical practice, leadership, and collaboration; and
- Continue to obtain satisfactory recommendations from faculty, staff, field-experience supervisors or the Teacher Education Committee.

If any one of the above criteria are not met, and after appropriate student mentoring and faculty discussion, the Dean and Chair of the Division of Education will review at a Teacher Education Committee meeting and may appoint a 2 or 3-person subcommittee of the Teacher Education Committee to review the student file and relevant materials (STOT evaluations, Disposition Evaluations, GPA, coursework, etc.). A determination of action will be made by the subcommittee that may include implementing a student success plan that includes mentoring, probation, suspension, or expulsion. A recommendation of suspension or expulsion from the program will be moved to the Teacher Education Committee.

Student Success Plan: If it is determined by the Teacher Education Committee that a student should have a student success plan, the student will be contacted by the subcommittee team lead to provide information on the process of developing the student success plan. The student will meet with subcommittee members on issues of concern. The student will develop a student success plan, guided by subcommittee members, within 10 calendar days using a provided form. When the student and subcommittee members agree upon the developed student success plan, the plan is entered into TaskStream by a subcommittee member. The plan will be implemented, and the subcommittee members will follow up with the student and report on progress to the Dean and Chair of Education and the Teacher Education Committee. The student's advisor will be notified by a subcommittee member that the student is on a student success plan.

When the issue or concern has been resolved, the student will receive a final notification and a subcommittee member will document status of resolution. If the issue or concern is not resolved the subcommittee will recommend further action. The student's success plan will be kept in TaskStream.

Probation: Any teacher candidate who has been placed on probation by the 2-3-person subcommittee must review and agree to the stipulations for probation. At the end of the semester the teacher candidate's progress will be evaluated by the 2-3-person subcommittee to determine if the teacher candidate should be removed from probation. If the teacher candidate has met all requirements for probation, the probation status will be removed, and the teacher candidate may continue in the teacher education program. If the teacher candidate does not meet all requirements of probation, the matter will be referred to the full Teacher Education Committee for final decision regarding continuance, probation, or removal from the program.

Probation in any teacher education program may include restricting student enrollment in one or more professional education courses identified by the Teacher Education Committee, restricting the student from taking any course that includes a field experience including student teaching, the requirement of repeating one or more courses, a requirement of the student to increase GPA, or any other committee-determined action that supports student growth and upholds program requirements.

Appeal Process: The purpose of the appeals process is to allow teacher candidates to submit a proposal to seek approval from the Teacher Education Committee to provide an exception to a requirement. Teacher candidates have the right to appeal any decision regarding admission or continuance to the Teacher Education Program. The appeal process is as follows:

1. The Administrative Coordinator will run transcripts and class lists of classes requiring admission to the program. Transcripts will be run a couple days after grades are due in August, December, and May.
2. A list of those students not meeting the admission requirements but wanting to take admission coursework will be compiled. Courses requiring admission include: EDUC 302, EDUC 319, EDUC 350, EDUC 390, EDUC 481-485, EDUC 401s, EDUC 422, EDUC 400/400a, EDUC 401, SPED 396, SPED 397, SPED 400b.
3. Students will receive an email from education@mayvillestate.edu with information on the appeal process and a required due date. All materials will be due at 4:00pm CST the Friday prior to the Monday (typically the first Monday of the semester) admission meeting. The specific date would be noted within the email each semester. No materials will be accepted after the due date.
    a. Required items provided by the student making the appeal:
        - Unofficial Transcripts - A review of the applicant's transcript to determine previous academic performance
        - ACT/Praxis Scores - Include all times taken (date and scores) and last date taken if waiting on scores
        - A written review of the previous evaluation record (InTASC & Disposition) within TaskStream. Include scores of self-evaluations, instructors' and field mentors' evaluations, as applicable.
        - A typewritten essay submitted by the applicant that includes:

- An explanation of the situation
- Request for an exception to the enrollment rule and a rationale of why the exception should be made for the student,
- An action plan including a timeline with dates.

4. The Teacher Education Committee will review complete appeal files. Decisions will be based off supplied materials submitted by student by the required deadline.
5. The student will be notified following the meeting whether the appeal will be denied or accepted with further terms.

Teacher Education Program Completion Requirements

Requirements to complete, or graduate from, the Mayville State Teacher Education Program include:

- All teacher education candidates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 where a "B" is required.
- All teacher education candidates must complete the application for graduation with the Office of Admission and Academic Records during the semester prior to the term in which the student expects to graduate. The deadlines for applying are listed on MSU's academic calendar. Students preparing to graduate will request and receive a degree audit during the semester prior to graduation to inform the student and his/her advisor of any remaining requirements. The degree audit is used for advising purposes and becomes an official document when signed by the Registrar.
- Successful completion of electronic portfolio and presentation;
- Acknowledgement of program completion requirements by the Dean and Chair of the Teacher Education Committee and the Mayville State Office of Academic Records; and
- All teacher education candidates are **required to take** *Praxis* Subject Area Assessment Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary, Secondary, and Special Education double majors) prior to graduation. *Praxis* Subject Area Assessment and the Principles of Learning and Teaching Assessment must meet or exceed the North Dakota requirements prior to seeking licensure. The chart below indicates test numbers and minimum scores. The information is accurate as of September 2022. Refer to the ETS website for any change in test numbers or minimum score requirements.

Program	Test Name	Test #	Min. Score
Early Childhood Education	Early Childhood Education	5025	156
	Principles of Learning and Teaching: Early Childhood	5621	157
Elementary Education	Elementary Education: Curriculum, Instruction, and Assessment	5017	153
	Principles of Learning and Teaching: Grades K-6	5622	160

Secondary Education	General Science: Content Knowledge	5436	141
	English Language Arts: Content Knowledge	5038	167
	Health Education	5551	154
	Mathematics: Content Knowledge	5161	160
	Physical Education: Content Knowledge	5091	143
	Social Studies: Content Knowledge	5081	153
	Principles of Learning and Teaching: Grades 7-12	5624	157
Special Education	Special Education: Core Knowledge and Applications	5354	151
	Special Education: Preschool/Early Childhood	5692	159
	Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances	5372	154
	Special Education: Teaching Students with Intellectual Disabilities	5322	156
	Special Education: Teaching Students with Learning Disabilities	5383	151

Electronic Portfolio and Presentation Information

Teacher candidates progressing in the Teacher Education Program are evaluated through an electronic portfolio process. All students are required to purchase software that enables them to create an electronic portfolio. During many education classes, students will begin to store artifacts (visual presentations, research papers, lesson plans) that can be used to show their attainment of knowledge, skills, and dispositions throughout their teacher education training. Artifacts will be reviewed periodically to assure that they support the 10 InTASC standards and four program SLOs. A final formal portfolio review and presentation will be completed at the conclusion of the Student Teaching Experience and will be open to MSU students, faculty, school partners, administrators, and the community.

The Student Teaching Experience (EDUC 400) and portfolio presentation (EDUC 401) are the capstone of the professional education program. It includes a research-based supervisory process and mandatory, reflective practice seminars and/or workshops throughout the experience. Seminar topics focus on the student teachers' experiences and interests for discussion and reflection. In Student Teaching seminars, teacher candidates are supported in their work with: classroom and behavior management, multiculturalism and diversity in the classroom, assessment, developing professional relationships, continued education, professional licensure requirements, mental and emotional health, ethical issues in education, etc. The electronic portfolio presentation provides a platform for candidates to showcase academic and professional achievements. Teacher candidate performance is evaluated by faculty reviewer using an analytic rubric aligned to the InTASC Standards and program SLOs.

Clinical Experiences by Program

The Mayville State University Teacher Education Program has been designed to include a variety of simulated and school-based clinical experiences. Through these experiences, teacher candidates apply theory to practice and further develop their knowledge, skills, and dispositions.

The Student Placement and Data Management Coordinator monitors field experiences, making sure candidates are assigned to multiple settings, which increases the amount and types of diverse P-12 students with which candidates interact. Selection for experiences is made balancing factors such as diversity of school, recommendations from district administrators, travel time and distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family, etc.).

Many professional courses provide clinical field experiences under the dual supervision of the university mentor and qualified field mentors in school and other educational settings. Field and Student Teaching experiences are integral parts of the professional education program. The table below indicates the typical early field experiences, including observations and practicums, as well as the final clinical experience our Teacher Education program requires for BSEd candidates. It is organized by program and shares the total number of hours candidates are engaged in a clinical setting. Teacher candidates seeking additional endorsements or certificates should obtain information from ESPB and/or DPI for additional requirements.

Program On campus = (OC) Online = (OL)	**Early Field Experiences** Observation = (O) Practicum = (P)	**Final Clinical Experience** (Student Teaching)	**Total Hours**
Early Childhood (OC)	EDUC 250 – 25 virtual hours (O) EDUC 211 – 12 hours (O) EDUC 390 – 6 hours (O) HPER 315 – 8 hours (O) EC 313 – 8 hours (P) EC 320 – 9 hours (P) EC 376 – 20 hours (P) HPER 315 – 2 hours (P) EDUC 301/307/318 – 18 hours (P) EDUC 302/319 – 75 hours (P)	EDUC 400 – 10 weeks full time student teaching in grades 1-3; 400 hours EDUC 400A – 5 weeks full time student teaching in Kindergarten; 200 hours	783
Early Childhood (OL)	EDUC 250 – 25 virtual hours (O) EDUC 211 – 12 hours (O) EDUC 390 – 6 hours (O) HPER 315 – 8 hours (O) EC 313 – 8 hours (P) EC 320 – 9 hours (P)	EDUC 400 – 10 weeks full time student teaching in grades 1-3; 400 hours EDUC 400A – 5 weeks full time student teaching in Kindergarten; 200 hours	766

	EC 376 – 20 hours (P) HPER 315 – 2 hours (P) EDUC 307 – 6 hours (P) EDUC 301/318 – 30 hours (P) EDUC 302/319 – 40 hours (P)		
Elementary Education (OC)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 301/307/318 – 18 hours (P) EDUC 302/319 – 75 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 1-8; 600 hours	724
Elementary Education (OL)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 307 – 6 hours (P) EDUC 301/318 – 30 hours (P) EDUC 302/319 – 40 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 1-8; 600 hours	707
Secondary English (OC and OL)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 481 – 30 hours (P) EDUC 480L – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours	691
Secondary Health (OC)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 480L – 30 hours (P) EDUC 482 – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours	691
Secondary Math (OC and OL)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 480L – 30 hours (P) EDUC 483 – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours	691
Secondary Physical Education (OC and OL)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) HPER 319 – 1 hour (O) HPER 319 – 1 hour (P) EDUC 480L – 30 hours (P) EDUC 482 – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours	693
Secondary Science (OC)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 480L – 30 hours (P) EDUC 484 – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours	691
Secondary Social Science (OC)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O)	EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours	691

	EDUC 480L – 30 hours (P) EDUC 485 – 30 hours (P)		
Special Education Stand Alone (OC and OL)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 318 – 15 hours (P) EDUC 307 – 6 hours (P) SPED 351 – 30 hours (P) SPED 383 – 60 hours (P) SPED 385 – 60 hours (P) SPED 387 – 60 hours (P)	EDUC 400 – 15 weeks full time student teaching in Special Education classroom K-12; 600 hours	862
Early Childhood/Special Education Double Major (OC)	EDUC 250 – 25 virtual hours (O) EDUC 211 – 12 hours (O) EDUC 390 – 6 hours (O) HPER 315 – 8 hours (O) EC 313 – 8 hours (P) EC 320 – 9 hours (P) EC 376 – 20 hours (P) HPER 315 – 2 hours (P) EDUC 301/307/318 – 18 hours (P) EDUC 302/319 – 75 hours (P) SPED 387 – 60 hours (P)	EDUC 400 – 10 weeks full time student teaching in grades 1-3; 400 hours EDUC 400A – 5 weeks full time student teaching in Kindergarten; 200 hours EDUC 400B – 5 weeks full time student teaching Special Education; 200 hours	1,043
Early Childhood/Special Education Double Major (OL)	EDUC 250 – 25 virtual hours (O) EDUC 211 – 12 hours (O) EDUC 390 – 6 hours (O) HPER 315 – 8 hours (O) EC 313 – 8 hours (P) EC 320 – 9 hours (P) EC 376 – 20 hours (P) HPER 315 – 2 hours (P) EDUC 307 - 6 hours (P) EDUC 301/318 - 30 hours (P) EDUC 302/319 – 40 hours (P) SPED 387 – 60 hours (P)	EDUC 400 – 10 weeks full time student teaching in grades 1-3; 400 hours EDUC 400A – 5 weeks full time student teaching in Kindergarten; 200 hours SPED 400B – 5 weeks full time student teaching Special Education; 200 hours	1,026
Elementary Education/Special Education Double Major (OC)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 301/307/318 – 18 hours (P) EDUC 302/319 – 75 hours (P) SPED 351 – 30 hours (P) SPED 383 – 60 hours (P)	EDUC 400 – 10 weeks full time student teaching in grades 1-8; 400 hours SPED 400b – 5 weeks full time student teaching in	934

	SPED 385 – 60 hours (P) SPED 387 – 60 hours (P)	Special Education; 200 hours	
Elementary Education/Special Education Double Major (OL)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 307 – 6 hours (P) EDUC 301/318 – 30 hours (P) EDUC 302/319 – 40 hours (P) SPED 351 – 30 hours (P) SPED 383 – 60 hours (P) SPED 385 – 60 hours (P) SPED 387 – 60 hours (P)	EDUC 400 – 10 weeks full time student teaching in grades 1-8; 400 hours SPED 400b – 5 weeks full time student teaching in Special Education; 200 hours	917
Secondary Education/Special Education Double Major (OC/OL)	EDUC 250 – 25 virtual hours (O) EDUC 390 – 6 hours (O) EDUC 307 – 6 hours (P) EDUC 318 – 6 hours (P) EDUC 480L – 30 hours (P) EDUC 48X – 30 hours (P) SPED 351 – 30 hours (P) SPED 383 – 60 hours (P) SPED 385 – 60 hours (P) SPED 387 – 60 hours (P)	EDUC 400 – 10 weeks full time student teaching in grades 5-12; 400 hours SPED 400b – 5 weeks full time student teaching in Special Education; 200 hours	913

In the spirit of mutually beneficial partnerships, Mayville State University teacher education candidates partake in various, diverse field experiences opportunities that arise each semester. Teacher candidates also have opportunities to substitute teach and serve as paraprofessionals in the school settings.

Expectations of Teacher Candidates in Field Experiences and Student Teaching

Teacher candidates participating in field experiences and student teaching will follow these expectations:

- Follow all Mayville State University policies;
- Meet all requirements delineated within the catalogue and by the course instructors;
- Keep scheduled appointment times with cooperating teachers and notify them ahead of time if absent;
- Follow all policies at the field experience placement school;
- Wear identification badge during all field experiences;
- Understand issues of personal liability;
- Follow professional dress code;
- Follow school policy related to use of cell phone and other electronic devices;
- Check with the field experience placement school for photo/video/social media permissions;

- Maintain confidentiality of all faculty/student communications or interactions that occur during, or are associated with the experience. Teacher candidates will adhere to the confidentiality policies of the cooperating program and expectation of the university. Teacher candidates will not discuss their experience with anyone outside of their cooperating teacher, mentor, and professor. Sharing photos or information about the children or families in any way or on any social media platforms is prohibited. Violation of the confidentiality policy may result in a referral to the Teacher Education Committee for course or program continuance.
- Adhere and uphold the Code of Professional Conduct for Educators (Article 67.1-03, State of ND, Code of Professional Conduct for Educators)

Student Teaching Experience Terminology

The following terms are used when discussing the Student Teaching Experience:

- **Candidate:** In this report, the term "candidate" refers to individuals preparing for professional education positions.
- **Clinical Educators**: All EPP- and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.
- **Clinical Partner:** An early childhood, elementary or secondary school that works in partnership with the University EPP to support the design, implementation, and assessment of clinical experiences.
- **Cooperating Teacher:** A state-certified teacher in an accredited elementary or secondary school, who guides the development of and assists with the supervision and evaluation of the student teacher. Every cooperating teacher must have at least three years of teaching experience, have at least one year of teaching experience in the school system in which the student teacher is being supervised, meet the necessary essentials in preparing cooperating teachers to supervise student teachers be recommended as a high-quality clinical educator by the administration of the school in which student teaching is performed.
- **Coordinator of the Student Teaching Program:** An official of the cooperating school or school district, usually a Superintendent and/or Principal, who works with the EPP chair, or his/her designate, in selecting cooperating teachers, placing teacher candidates and monitoring the progress of the clinical experience in his/her cooperating school(s).
- **EPP**: refers to the Education Preparation Program or the Mayville State University Teacher Education program
- **Partner:** Organizations, businesses, community groups, agencies, schools, districts, and/or EPP personnel specifically involved in designing, implementing, and assessing the clinical experience.
- **Partnership**: Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.
- **Student Placement and Data Coordinator:** A member of the University EPP who, with the Dean and Chair of the Division of Education, assists in arranging clinical placements and communicating protocols and procedures to teacher candidates and partners.

- **Students:** Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.
- **University:** Mayville State University Educator Preparation Program (EPP)
- **University Supervisor**: A faculty member assigned by the University EPP to visit, consult, and evaluate the progress of a student teacher during the clinical experience.

Introduction to Student Teaching

The Student Teaching Experience is the capstone of the professional education program. It includes a research-based supervisory process during the student teaching experience and mandatory reflective practice seminars. Student teaching seminars require candidates to collaboratively reflect on teaching performances, school environments, successes, and areas for improvement. The student teaching experience provides opportunities for teacher candidates to demonstrate differentiated instruction and attention to student needs with guided assistance as necessary. During the student teaching experience, it is the responsibility of the university supervisors and the cooperating teachers to plan, monitor, supervise, provide experiences for reflective practice and evaluate the student teacher.

Purpose of Student Teaching

The Student Teaching Experience is a vital component in the development of effective teachers. The experience provides candidates the opportunity to integrate the knowledge, strategies, skills and dispositions acquired through their professional courses and field experiences that will help them bring theory into practice. The Division of Education at Mayville State University makes every effort to select experienced and highly qualified cooperating teachers who will best facilitate a positive learning environment and mentor professional growth.

It is recognized that the accredited school and faculty serve an important and necessary function in the preparation of future teachers. The Student Teaching Experience requires 15 weeks of full-time teaching experience. The university supervisor, the cooperating teacher, and the student teacher have well-defined responsibilities that will support a successful experience.

The Student Teaching Experience and other school-based field experiences are conducted only in those elementary and secondary schools that are state accredited and employ state certified personnel. An agreement must be signed between Mayville State University and the cooperating school district prior to the placement of a student teacher.

Student Teaching Application

Candidates intending to student teach the following semester will register for EDUC 401S. Dates for the four required pre-student teaching seminars in EDUC 401S are located in the Learning Management Shell. Assistance with the completion of all student teaching application materials and other planning and preparatory information will be provided in the seminars. To note, candidates are required to complete specific coursework prior to student teaching. Forms to complete the student teaching application process will be completed in TaskStream and

discussed at the first pre-student teaching seminar. Forms include: Consent to Release Background Record, Code of Conduct, Student Teaching Application, Student Teaching Agreement, and Student Teaching Request Statement. Candidates applying to student teach must hold liability insurance and have a current cleared background check through Education Standards and Practices Board (ESPB).

Student Teacher Placement

The Student Placement and Data Management Coordinator and the Dean and Chair of the Division of Education at Mayville State University are responsible for locating and arranging placements for student teachers. Candidates will be placed in state accredited schools where the Coordinator of the Student Teaching Program for the school has agreed to serve Mayville State University students. Placement of candidates in schools other than the school they attended or schools where previous work or field experiences have occurred is a priority to ensure candidates have experiences in multiple environments and educational systems for greater professional growth and learning.

Candidates may not contact school personnel to arrange their own placements. However, the Student Placement Coordinator may work with students both in and out of state to get school contact information. Any personal connection(s) the candidate has to a potential placement site will be evaluated by the Dean and Chair of the Division of Education to ensure that the connection(s) will not interfere with student learning outcomes.

Securing a placement that provides the best educational experience for the student teacher is the goal of the Teacher Education Program. Placements are dependent upon availability of cooperating teachers, university supervisors, and approval of the Coordinator of the Student Teaching Program for each school. If there are no available placement sites at requested schools, the Student Placement Coordinator will work with schools most proximal to the student's location. This may result in required travel to and from the placement site.

Candidates are responsible for all travel arrangements associated with the student teaching experience. Student teachers are responsible for cooperating teacher fees ($925- EDUC 400, $450- EDUC 400a or SPED 400b).

In the circumstance in which students are removed or withdraw from student teaching:
-Tuition will be refunded according to University policies.
-Fees related to cooperating teacher and university supervisor contracts will not be refunded.

Student Teaching Placement Request Statement

To prepare for student teaching, all candidates are required to submit a placement request statement for the student teaching experience in EDUC 401S. The student teaching placement statement is a self-reflective statement that demonstrates the candidate's acceptance and accountability to the processes and requirements outlined in the Teacher Education Handbook for the student teaching experience. The placement statement is to include the candidate's self-identified reasons why the location for student teaching that was requested supports the candidate's professional growth and any other reasons why the location would be a good fit for the candidate, along with an acknowledgement of the acceptance and intent to follow program

requirements during student teaching. Based on prior InTASC and disposition evaluations, and the student teaching placement request statement, placement locations will either be approved for placement attempt or denied.

The Division of Education faculty will receive a report from the EDUC 401S course facilitator on submitted student teaching placement request statements from BSED Early Childhood and Elementary Education majors and move to approve or deny placement requests. The Teacher Education Committee will receive a report on Secondary Education majors' submitted student teaching placement request statements and move to approve or deny placement requests for secondary education majors. Although a placement request may be approved by the Division of Education or the Teacher Education Committee, there is no guarantee of placement at a requested location due to variables that influence candidate placement such as cooperating teacher availability and state requirements for cooperating teachers.

All candidates must student teach for 15 weeks. Candidates wishing to student teach in an elementary classroom and attain a kindergarten certificate may do full-time (10 weeks) and part-time (5 weeks) student teaching. Candidates in a secondary area that will allow attainment of elementary certification must student teach at both high school and elementary levels: this only applies to PE majors or other majors where double certification is possible. Student teachers who have a double major in Elementary Education/Special Education or Secondary Education/Special Education are required to complete 5 weeks of student teaching placement in a special education setting in addition to the required 10 weeks of full- time placement. Student teachers who have a double major in Early Childhood Education/Special Education are required to complete 5 weeks of student teaching placement in a special education setting, 5 weeks of student teaching in a K setting, and 10 weeks of student teaching in a grades 1, 2 or 3.

Placement and Orientation Procedures for Student Teaching

The following is a list of placement and orientation procedures for student teaching:

- Candidates will register for EDUC 401S the semester prior to student teaching.
- Candidates will attend four required pre-student teaching seminars. Dates for the seminars are located in the EDUC 401S course syllabus. Assistance with the completion of all student teaching application materials will be provided at the seminars as well as other planning and preparatory information.
- The Student Placement and Data Management Coordinator along with the Dean and Chair of the Division of Education and/or Instructor of EDUC 401S will review student teaching expectations and clarify policies and procedures related to the student teaching experience.
- Information provided on submitted forms will be cross-checked with the candidates' previous clinical and field experiences to support the Teacher Education Program's goal of ensuring multiple site experiences.
- The Student Placement and Data Management Coordinator will contact the Coordinator of the Student Teaching Program of each school to request the student teaching placement.
- Student teachers will receive a placement confirmation in TaskStream with information regarding the cooperating school, the grade level or subject area,

the cooperating teacher, and the university supervisor from the Student Placement and Data Management Coordinator.

- Student teachers are required to contact cooperating teachers prior to the beginning of the student teaching experience. This meeting will provide an opportunity for the cooperating teacher to become acquainted with the student teacher. It will also allow student teachers to become familiar with the school facility, policies and procedures, and the classroom(s).

Introduction and Transitions of Student Teaching

The length of time a student teacher should spend observing and participating in the classroom setting before assuming formal teaching responsibilities will vary. The decision to move the student teacher from observing to partial teaching responsibilities to full-time responsibilities will depend on the preparation, interest, and initiative of the student teacher and the way the cooperating teacher guides the student teacher into the actual teaching assignment. Therefore, each situation is unique. A minimum of one week of observation and orientation should be given to the student teacher to support their acclimation to the school culture, classroom environment and to become familiar with policies and procedures which they must adhere to.

The following patterns are recommended for **full-time** student teachers (a) those who are assigned to complete full-time and (b) those students who are assigned to part-time:

- Introduction into full-time teaching should be a gradual process. The student teacher should not take over all responsibilities at once.
- During the first week the student teacher will require time for observation and orientation to the school and classroom to support their understandings of what classroom management procedures are in place, the learning styles of the students, and to develop a rapport with students. The student teacher should assist the cooperating teacher with a variety of activities and be involved in the classroom in small, but meaningful ways from the first day of the student teaching experience. Cooperating teachers will assist the students in understanding that the student teacher is not a visitor or paraprofessional but he/she is assuming the role of a teacher in the classroom.
- By the second week the student teacher should have opportunities to lead the classroom for brief periods of time and assume responsibility for the planning and instruction of at least one subject or class. Over the course of the next few weeks the student teacher may accept more and more responsibility. Generally, most student teachers are ready to assume full-time planning and teaching by the 4th to the 6th week.
- During a student teaching placement, the minimum for full-time teaching is 2-3 weeks; however, **4-6 weeks of full responsibility is recommended** (discretion is based on the number of weeks student teachers are scheduled in a classroom). In some situations, more than 6 weeks of assuming a full-time teaching assignment may be appropriate.
- After the appropriate weeks of full-time teaching are completed, the cooperating teacher will gradually return to the role of the lead teacher. The student teacher should always take an active role in the classroom.

The following pattern is recommended for the **part-time** student teaching experience:

- Introduction into part-time teaching will progress more quickly since the experience is

only five weeks in duration. The student teacher should not take over all responsibilities at once but should assume a few tasks to become acclimated to the setting.

- During the first three days, the student teacher will require observation time to reflect on classroom management, learning styles, and developing a rapport with students. From the first day the student teacher should assist the cooperating teacher with a variety of activities and be involved in the classroom in small, but meaningful ways. It is essential that the students understand that the student teacher is assuming a teacher role, not a visitor or paraprofessional.
- By day four the student teacher should assume responsibility for the planning and instruction of at least one-two subjects or classes.
- By the second week, the student teacher should assume full responsibility for all subjects or classes for **2-3 weeks.**
- At the conclusion of the fourth week, the student teacher may begin to gradually return responsibility to the cooperating teacher. However, the student teacher should maintain an active role in the classroom.

Roles and Responsibilities for Student Teaching

The following paragraphs outline the roles and responsibilities for program administrators, university supervisors, school partners/school districts, cooperating teachers, and student teachers.

Responsibilities of Program Administrators: It is the responsibility of Mayville State University, Dean and Chair of the Division and the Student Placement and Data Management Coordinator to administer the student teaching program in the following manner:

- Carefully screen student teacher candidates and work collaboratively with the coordinator(s) of the student teaching program in determining student teaching placement at cooperating schools;
- Serve as a resource to and work cooperatively with the coordinator(s) of the student teaching program, the university supervisor, cooperating teacher, and the candidates in matters relating to the student teaching experience, policies and procedures;
- Provide orientation training resource modules for cooperating teachers and university supervisors to support implementation of practices and protocols developed for the student teaching experience;
- Provide the cooperating teacher with information about their student teacher's placement. Information disclosed will not be in violation of the student's right to privacy;
- Ensure that the university's supervisor(s) from the Division of Education evaluates the student teaching experience on at least two occasions for full-time and at least one additional occasion for part-time student teaching;
- Work cooperatively with the school coordinator of the student teaching program and the cooperating teacher to identify unsatisfactory performance of a student teacher. It is critical that officials from the cooperating school communicate major concerns related to the progress of the student teacher to the university supervisor on a timely basis, so that efforts can be made to improve the performance of the student teacher. If the deficiencies of the student teacher cannot be remediated through the coordinated efforts of the cooperating teacher and the university supervisor using the protocols for issues of

concern the student teacher may be removed from student teaching. The final decision in this matter is the joint responsibility of the Dean & Chair of the Division of Education, the Teacher Education Committee, the University Supervisor, and the cooperating teacher(s).

Responsibilities of the University Supervisor: University Supervisors are designated by the Chair of the Division of Education to serve as a liaison between the university, the cooperating school, cooperating teachers, and the student teacher. University Supervisor responsibilities include:

- Creating a positive and supportive working relationship with the student teacher and the cooperating teacher(s);
- Assisting and supporting the cooperating teacher in mentoring the student teacher;
- Serving as a resource to the cooperating teacher and student teacher;
- Monitoring student teacher progress by making a minimum of two visits for full-time and a minimum of one visit for part-time (or more if it is deemed necessary). Check schedules with the teacher candidate and cooperating teacher to determine availability of observation dates/times;
- Providing feedback to student teachers after reviewing lesson plans, journals, and any other written materials. Blackboard will be used for students to submit documents to University Supervisors and University Supervisors are to provide regular feedback to students.
- Providing encouragement, constructive criticism, and immediate necessary feedback during site observations;
- Completing all assessments in TaskStream by requested dates;
- Completing the Suggested Final Grade and Supporting Remarks form in TaskStream;
- University Supervisors are to refer to the Protocol for University Supervisors on Issues of Concern during the student teacher's experience for any situations that warrant greater attention.

Responsibilities of the School District or other Partner: Cooperating School Districts partnering with Mayville State University's Teacher Education Program agree to the following principles and provide the services as described:

- Introduce the student teacher to the student teaching experience by offering an orientation session. This may be presented by the school district coordinator of the student teaching program, or the cooperating teacher during the student teacher's initial visit to the school. This experience will be related to school philosophy, general practices within the school, building procedures, school calendar, the organization of the school day, checking in and out procedures, and any other details which will assist in the integration of the student teacher(s) into the professional environment of the school;
- Provide an environment that ensures the student teacher an opportunity to work under the supervision of a qualified and certified cooperating teacher in regular classroom conditions and procedures;
- Encourage a favorable attitude in the school and community toward the student teaching program;
- Recommend teachers who willingly assume the responsibilities of a cooperating teacher

and who have completed a minimum of three years of teaching experience in the area(s) they are supervising, who are certified for the area(s) in which they are supervising student teachers, have completed one year of teaching in a cooperating school and who have completed a 2 S.H. course in the supervision of student teaching OR an in-service requirement that meets the necessary essentials in preparing cooperating teachers to supervise student teachers;

- Furnish the necessary supplies, materials, and equipment to support the student teaching experience of Mayville State University student teachers;
- Designate one or more of the following: School Superintendent; Elementary School Principal; Secondary School Principal; as the coordinator(s) of the student teaching program. The coordinator will work with the Dean and Chair of the Division of Education, the Student Placement and Data Management Coordinator in placing, scheduling, and in solving problems that arise under the provisions of the student learning agreement;
- Support the university by assuring the responsibilities of the cooperating teachers are met.

Responsibilities of the Cooperating Teacher: The cooperating teacher acts as a mentor and facilitates the professional growth of the student teacher throughout the student teaching experience. Prior to the beginning of the student teaching experience, the Student Placement and Data Management Coordinator will provide the cooperating teacher with necessary information and forms. To prepare the student teacher for the formal teaching experience, it is recommended that cooperating teachers:

- View the Student Teaching Information Module using the link provided via email from the Student Placement and Data Management Coordinator;
- Read, complete and return the Contract for Services, honorarium form, and demographic form to the Student Placement and Data Management Coordinator;
- Host an initial meeting with the student teacher prior to the start of the student teaching experience.
- Orient the student teacher to the school facility, acquaint the student teacher with other faculty and staff, school philosophy, policies, and procedures and provide copies of faculty/student handbooks;
- Provide a convenient workspace for the student teacher;
- Model exemplary teaching strategies and professional behavior;
- Provide for a gradual induction into full-time teaching;
- Review class curriculum with the student teacher.
- Provide the student teacher with any textbooks and materials from the curriculum they would need to successfully plan lessons;
- Meet with the student teacher to review lesson plans prior to implementation. Provide assistance as guidance as needed to support growth in student teaching performances;
- Formally observe the student teacher a minimum of two times for full-time and one time for part- time throughout the student teaching experience holding pre and post-observational conferences to provide the student teacher with constructive feedback;
- Complete required assessments (instructions will be sent by email from the Student Placement and Data Management Coordinator);
- Complete the Suggested Final Grade and Supporting Remarks Form in TaskStream;

- Contact the university supervisor at any time to express concerns or problems and follow the protocol for cooperating teachers on issue of concerns during the student teaching experience;
- Recognize the student teacher as a prospective professional colleague permitting and encouraging them to discover and develop their own personal teaching style;
- Remain in the classroom when the student teacher first assumes responsibility for the class and thereafter to the extent that the welfare of the students and the policy of the school requires;
- Encourage the student teacher's participation in school related and community activities which broaden and contribute to the student teaching experience.

Required Criteria for Cooperating Teachers

- Minimum criteria for selection of clinical educators for placements as per ND Century Code 67.1-02-01-02:
- Completion of the MSU cooperating teacher in-service training that prepares cooperating teachers to supervise student teachers
- At least three years of teaching experience
- At least one year of teaching experience in the school system in which the student teacher is being supervised
- Recommended by the administration of the school in which student teaching is performed

Preferred Criteria for Cooperating Teachers (in addition to meeting minimum criteria):

- Advanced academic degrees, certifications and/or endorsements
- Training as a mentor or instructional coach (e.g., ESPB Teacher Support System)
- Demonstrated achievement as a teacher leader
- Positive teacher performance evaluation rating by supervisor (i.e., ND Teacher Evaluation Guidelines)

Responsibilities of the Student Teacher: When candidates enter the student teacher experience, they are expected to demonstrate professional behaviors, attitudes and communications to make a positive impact on students. During the student teaching experience, student teachers are required to:

- Read and adhere to all information found in the Requirements during the Student Teaching Experience document found in the EDUC 400 Learning Management shell;
- Make initial contact with the cooperating teacher and/or the school principal to arrange a first meeting that will begin the orientation process between the dates provided in EDUC 401S;
- Obtain, read, and follow policies and procedures outlined in the Mayville State University Student Handbook, the Teacher Education Program Handbook, Special Education Handbook (as appropriate) and the faculty and student handbooks in the cooperating school(s);
- Keep the same hours and follow the same calendar and regulations as are required of faculty in the cooperating school (this includes any preservice or in-service dates). Essentially student teachers will assume the full range of responsibilities expected of a teacher;
- Participate in all conferences, faculty meetings and school functions required or practiced

by the cooperating teacher if allowed;

- Complete the assigned number of hours/weeks of student teaching required by Mayville State University indicated on the placement information that is provided by the Student Placement and Data Management Coordinator;
- Demonstrate positive dispositions of a professional educator which include: accountability, initiative, dependability, flexibility, commitment to professional communications and behaviors, effective skills in organization and preparation, ethical behavior, and collaboration skills;
- For any absence of ½ day or longer (other than immediate illness) during the scheduled dates of the student teaching experience, students must secure approval from their Cooperating Teacher and University Supervisor. Students must also provide the Student Placement and Data Management Coordinator an email communication of the approved, planned absence prior to the absence. The student teacher is also responsible for writing sub plans for the cooperating teacher. For any absence less than ½ day the student is required to receive approval from the Cooperating Teacher and for an immediate illness the student must notify the Cooperating Teacher;
- Prioritize the full-time commitment of student teaching. During the semester, the student teacher should engage in activities outside of student teaching and its associated responsibilities only to the extent that these activities do not interfere with student teaching duties;
- Exhibit skills in planning, writing, implementing, and evaluating effective lesson plans which are well- organized, sequential, meaningful to students, and offer a variety of learning experiences that cover content thoroughly;
- Develop a positive rapport with students, cooperating teacher(s), and other school personnel;
- Implement appropriate classroom and behavior management skills;
- Be receptive to new ideas, and respond positively to valuable suggestions, constructive feedback, and supervisory guidance;
- Communicate effectively in verbal and non-verbal communications. Use proper grammar, spelling, and punctuation. Avoid slang expressions;
- Maintain confidentiality concerning the administration, faculty, students, and school affairs of the cooperating school;
- Attend all EDUC 401 seminars;
- Complete and submit assessments in TaskStream by requested dates; Review the protocol for Cooperating Teachers and University Supervisors on issues of concern during the student teaching experience.

Entering the Teaching Profession: Certification and Licensure

Students who complete a Bachelor of Science in Education degree and successfully exit the Teacher Education Program are eligible for teacher certification if they pass the Praxis II and PLT examinations. Each state requires a valid teaching certificate. Certification and licensure forms can be obtained from the North Dakota ESPB. The initial North Dakota certificate is valid for two years.

References

Beers, S. (2011). *Teaching 21st century skills* Alexandria, VA: ASCD.

Byers, J. et. al. (2009). *Instructional Strategies Online*. Retrieved from: http://olc.spsd.sk.ca/De/PD/instr/intera.html/

Cennamo, K.S., Ross, J.D., Ertmer, P.A. (2014). *Technology integration for meaningful classroom use: A standards-based approach* (2nd Ed.). Belmont, CA: Cengage Learning.

Center for Research on Teaching and Learning (2014). *Strategies*. University of Michigan. Retrieved from http://www.crlt.umich.edu/resources/teaching-strategies

Council for Exceptional Children. (2020). About Our Initial Preparation Standards. Arlington, VA: CEC

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.

Cranton, P. (2006). *Understanding and promoting transformative learning.* San Francisco, CA: Jossey-Bass.

Dewey, J. (1938). *Experience and education*. New York: Touchstone.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London and New York: Routledge.

Hayes Jacobs, H. (2013). *Curriculum 21: Essential education for a changing world.* Alexandria, VA: ASCD.

Kitchenham, A (2008). The evolution of John Mezirow's transformative learning theory. *Journal of Transformative Education, 6(*104) DOI: 10.1177/1541344608322678.

Maloy, R.W., Verock-O'Loughlin, R., Edwards, S.A., & Woolf, B.P. (2014). *Transforming learning with new technologies*. Upper Saddle River, NJ: Pearson.

Marzano, R. J. (2017). The new art and science of teaching: Alexandria, VA: ASCD.

Marzano, R.J. (2012). *Becoming a reflective teacher*. Bloomington, IN: Marzano Research Lab.

Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions For Adult & Continuing Education*, (74) 5-12.

Orlich, D., Harder, R., Callahan, R., Trevisan, M., & Brown, A., Miller, C. (2013). *Teaching Strategies: A guide to effective instruction.* 10th ed., Belmont, CA: Wadsworth Cengage Learning.

Strobel, J. , & van Barneveld, A. (2009). When is PBL More Effective? A Meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *Interdisciplinary Journal of Problem-based Learning*, *3*(1).

Wiggins, G., & McTighe, J. (2005). *Understanding by design.* (2nd ed). Upper Saddle River, NJ: Pearson.