



Minot State
UNIVERSITY

**Office of Teacher Advisement
& Field Placement**

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

Student Teaching Handbook

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The Student Teaching Handbook of the MSU Teacher Education Unit (TEU) provides comprehensive information on policies and expectations for the student teaching field experience.

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

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



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

Minot State University

Student Teaching Handbook



Table of Contents

I.	<u>MSU Teacher Education Program</u>	
	<u>Teacher Education Mission Statement</u>	3
	<u>Teacher Education Philosophy</u>	3
	<u>Goals</u>	4
	<u>Organizing Theme and Conceptual Model</u>	5
II.	<u>Teacher Advisement & Field Placement Office</u>	
	<u>Office Duties and Contact Information</u>	6
	<u>Policies and Procedures</u>	7
	<u>Placements</u>	7
	<u>Parochial School Student Teaching Policy</u>	8
	<u>Student Teaching Load</u>	9
	<u>Concurrent Departmental Requirements</u>	9
	<u>Absences from Student Teaching</u>	9
	<u>School Holidays</u>	10
	<u>Substitute Teaching by the Candidate</u>	10
	<u>Final Student Teaching Materials</u>	10
	<u>Final Grades</u>	11
	<u>Policy and Procedures for Unsatisfactory Performance</u>	11
	<u>Extension of Student Teaching</u>	11
	<u>Unsatisfactory Recommendation</u>	11
	<u>Removal from Assignment</u>	12
	<u>Student Right to Appeal</u>	13
	<u>Posting of Degrees</u>	13
	<u>Early Posting of Degrees</u>	13
	<u>Last Posting of Degrees</u>	14
	<u>NDACTE Outstanding Student in Teacher Education Award</u>	14
	<u>Mentored Clinical Practicum</u>	15
III.	<u>Candidate Information</u>	
	<u>Application for Student Teaching</u>	16
	<u>Who May Apply and When</u>	16
	<u>Student Teaching Application Form</u>	16
	<u>Autobiography</u>	17
	<u>Required Seminars</u>	17
	<u>Registering for Student Teaching</u>	17
	<u>Candidate Responsibilities</u>	18
	<u>Candidate's Instructions for Student Teaching Forms</u>	20
	<u>SLL Assessment System</u>	20
	<u>Goals & Autobiography</u>	20
	<u>Hours Log</u>	20
	<u>Student Teaching Schedule</u>	22
	<u>Agreement of Student Teaching Duties and Responsibilities</u>	22
	<u>Mid-Term Evaluation</u>	22

	Final Evaluation	23
	Narrative Final Assessment and Goal Setting	23
	Evidence of Student Learning	24
	Evidence of Student Learning – SPED Only	25
	Feedback form for University Supervisor	29
	Feedback form for Cooperating Teacher	29
	Exit Requirements from Teacher Education	29
	Graduation	30
	Teacher Licensure	30
	Professional Liability Insurance	31
	Student North Dakota United (SNDU)	31
IV.	Cooperating Teacher Information	
	Cooperating Teacher Responsibilities	32
	Cooperating Teacher Instructions for Forms	34
	SLL Assessment System	34
	Hours Verification	34
	Student Teaching Schedule	35
	Agreement of Student Teaching Duties and Responsibilities	36
	Early Progress Report	36
	Teacher Candidate Mid-Term Evaluation	37
	Teacher Candidate Final Evaluation	37
	Narrative Final Assessment and Goal Setting	38
	Required Reports Schedule for Cooperating Teacher	38
V.	University Supervisor Information	
	University Supervisor’s Responsibilities	39
	University Supervisor Instructions for Forms	40
	SLL Assessment System	40
	University Supervisor Contract	40
	Agreement of Student Teaching Duties and Responsibilities	40
	Periodic Reporting Form	40
	Teacher Candidate Mid-Term Evaluation	41
	Teacher Candidate Final Report	41
	Narrative Final Assessment	42
	Required Reports Schedule for University Supervisor	43

MSU Teacher Education Program

Teacher Education Mission Statement

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

Teacher Education Philosophy

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

Therefore, **we believe:**

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

Goals

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

I. The teacher candidate demonstrates respect:

Final Level Clinical Outcomes:

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

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

II. The teacher candidate demonstrates communication and collaboration:

Final Level Clinical Outcomes:

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

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

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

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

Final Level Clinical Outcomes:

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

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

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

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

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

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

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

Final Level Clinical Outcomes:

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

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

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

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

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

V. The teacher candidate demonstrates reflection:

Final Level Clinical Outcomes:

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

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

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

VI. The teacher candidate demonstrates responsibility:

Final Level Clinical Outcomes:

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

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

Organizing Theme and Conceptual Model

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

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

Action

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

Reflection

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

Knowledge

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

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

Teacher Advisement & Field Placement Office

Office Duties and Contact Information

The Teacher Advisement and Field Placement Office (TAFP office) serves all candidates enrolled in Teacher Education programs across campus. This office is responsible for regularly scheduled group advisement meetings held throughout each academic year (Student Teaching Orientation, Fingerprinting Seminar, and Professionalism and Licensure Seminar). In these meetings, candidates are specifically coached regarding admittance, retention, and exit policies, as well as various application procedures and deadlines associated with MSU's Teacher Education program and certification. Office members are available for candidates on an individual basis to answer questions related to their progress through the Teacher Education program. In addition to advisement, the office is responsible for coordination of all Teacher Education field-based experiences in partnership with the schools, including practicum arrangements and student teaching placements.

It is also the responsibility of the TAFP office to monitor and track clinical and field experiences in Teacher Education, in order to assure MSU candidates practical experiences within a wide variety of instructional settings and communities, grade levels, teaching models, and student populations, with high-quality clinical educators.

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Our website address – http://www.minotstateu.edu/teu/student_teaching.shtml

Policies and Procedures

Placements

In preparing new teachers, MSU is responsible for locating and arranging student teaching placements that will offer candidates a broad range of experiences in a variety of settings. Whenever possible, teacher candidates will be placed in unfamiliar and diverse school settings, with different grade levels, and with previously unknown cooperating teachers and administrators. This will assist in continued professional development by exposing candidates to a variety of educational situations and circumstances to which they must learn to adapt. Teacher candidates will not be assigned to schools where their children attend or where they have relatives or close acquaintances. The total time spent student teaching in a specific placement varies from 6-16 weeks but no teacher candidate is placed for less than 12 weeks.

Candidates are neither responsible for nor authorized to make agreements or arrangements with administrators, teachers, and/or other school personnel pertaining to placement for student teaching experience(s). These arrangements are the responsibility of the TAFP office.

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

During the orientation meeting early in the semester preceding student teaching, candidates will schedule individual sessions with the Education Program Coordinator of TAFP. In these sessions each candidate and the Coordinator will discuss the candidate's professional needs, possible locations for his or her placement, and any questions or concerns the candidate may have about student teaching. While personal problems and/or logistical constrictions will be taken into consideration to the extent possible (e.g.,

transportation, leases or other living arrangements, child care, jobs, etc.), they will not dictate nor guarantee placement within any particular locale, setting, or time frame. All student teaching placements are made with the candidate's professional needs and best interests in mind.

If a student requests placement farther than 127 miles from the Minot campus, he or she must submit two brief reference letters from advisor, major department chair, class instructor, and/or clinical teacher professional and have *written approval* from: 1) the candidate's major advisor and 2) the Director of TAFP. **The Director of the Office of Teacher Advisement and Field Placement will make final approval for distance placements** in consultation with faculty in the candidate's major(s).

Candidates approved for placement outside of the MSU supervision range may also be charged a supervision fee in addition to tuition. This fee will be used to pay or offset the costs of hiring a designated person to act as the university supervisor during the candidate's placement. The amount of the fee varies with specific locations; however, in no case will it be less than \$250 per placement and it may be as much as \$3,000.00. Qualified persons are identified, selected, and contracted by the TAFP office to handle the candidate's supervision in distance placements. This fee will be added directly to the student's account and will be due at the time when registration fees are due. Candidates receiving Financial Aid should contact a representative in that office for more information about making provisions to cover the fee.

Parochial School Teacher Candidate Policy

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

1. In order to host a teacher candidate, the parochial school must be accredited by either the State of North Dakota or the North Central Association of Schools and Colleges or hold the equivalent status in Canada.
2. The Principal of the parochial school and the University will jointly determine the cooperating teacher based on secular rather than religious criteria.
3. Candidates will be placed in a parochial school for their student teaching experience only upon a request by the candidate. Candidates will be placed in a parochial school setting provided the placement is determined based on secular criteria.
4. All services provided to the parochial school by a teacher candidate must be secular in nature. A teacher candidate placed in a parochial school setting may not engage in or promote religious indoctrination, practice, or instruction while in the parochial school setting as part of their student teaching experience.

5. Supervision and evaluation of teacher candidates in a parochial school setting must be based on the same secular criteria as those teacher candidates placed in non-religious schools.

Student Teaching Load

Candidates are required to teach, as soon as it is appropriate, the cooperating teacher's entire teaching load (or the equivalent, if placed with more than one cooperating teacher), with the exception of assignments for which the cooperating teacher may be receiving additional compensation. Ideally the teacher candidate should be covering a significant portion of the cooperating teacher's actual teaching load prior to mid-term, with full load responsibility occurring for a significant portion of the placement.

Concurrent Departmental Requirements

Individual departments may have special requirements for self-assessment or coursework activities during student teaching. These requirements may include such things as registering for a capstone course, maintaining a reflective journal, or making special additions to the candidate's portfolio. Criteria for evaluation of journals, coursework, portfolio additions, etc. are also a departmental responsibility. Candidates should check with their advisor about departmental expectations and requirements for their major(s) while student teaching.

Absences from Student Teaching

A good, general rule of thumb summarizing the student teaching absence policy is this: ***When the cooperating teacher(s) is expected to be at school, the teacher candidate is expected to be there, too.*** This includes professional development partial or full days, parent/teacher conferences, various kinds of duties (bus, lunch, hall, playground), etc.

With advance permission from the TAFP Office, the student is permitted 2 days per placement of absence from student teaching for conference attendance, workshop participation, in service training, job fairs, personal illness or emergency, the illness of a child, a death in the immediate family, personal business, jury duty, or weather. All other days missed (for any reason) must be made up at the end of the placement.

All absences during student teaching should be reported by email to cooperating teacher(s) and the TAFP office *before the start of class that day*. The university supervisor only needs to be notified if an observation is scheduled for the day. This procedure should be followed for all absences. In the case of absences that are foreseeable (such as conference attendance) arrangements should be made in advance.

Following an absence beyond that provided in the above policy, the teacher candidate should discuss arrangements with the cooperating teacher(s) for making up any extra

days missed. *Those arrangements should then be reported as soon as possible* by the teacher candidate directly to the TAFP office and the university supervisor. Records of these absences and make-up dates are kept in the TAFP office for tracking and reference purposes.

While student teaching, if additional days of leave are required for personal reasons other than illness (for example: the illness of a child, a death in the immediate family, or other emergencies), *the TAFP Director must be consulted in advance of the absences to the extent possible*. University supervisors should **refer all student requests for permission to be absent directly to the Director of TAFP**.

School Holidays

Teacher candidates **follow their school calendars** (not MSU's) while in their student teaching placements. Therefore, it is permissible for them to take off any **holidays that the entire school is observing**. When start and end dates are calculated by the TAFP office, these non-school days are taken into consideration.

Reminder: Unexcused and/or unreported student absences may result in immediate withdrawal from and/or unsuccessful completion of student teaching.

Substitute Teaching by the Teacher candidate

Without a sub license: "In the event of an emergency, the teacher candidate may *once during the student teaching semester* be placed as a substitute teacher in the teacher candidate's regularly assigned classroom for a period *not to exceed two consecutive days*." (Rules of Certification of the Education Standards and Practices Board, North Dakota, July 1, 1995). This policy covers non-paid substituting within the placement classroom and the TAFP Office must be notified as soon as possible. Please note that pulling the cooperating teacher to substitute teach in a different classroom leaves the teacher candidate without available supervision and is a liability issue as well. This practice is not allowed under TAFP policies.

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

After student teaching has been completed, the candidate may become a substitute teacher for pay, but must have completed all applications and requirements for North Dakota substitute teaching licensure. Under no circumstances will the candidate be allowed to work in North Dakota schools until he/she is officially certified by the state with the appropriate license. All additional state rules and regulations regarding this issue will apply.

Final Student Teaching Paperwork Materials

At the time of the final evaluation, the cooperating teacher(s) and teacher candidate should make sure that all forms have been completed and submitted. Failure to complete all required material in a timely fashion may cause the student to receive an "Unsatisfactory" grade for student teaching, which, in turn, can delay graduation, licensure, and hiring processes.

Final Grades

Grades for student teaching are either Satisfactory or Unsatisfactory (i.e., pass or fail). The cooperating teacher(s) and the university supervisor each recommend final grades for student teaching and the Director of TAFP, who is the official Instructor of Record for student teaching, will mark the grades as recommended. If there should be disagreement between the cooperating teacher(s) and the university supervisor as to the final grade, the Director of TAFP will consult with the cooperating teacher(s) and the university supervisor and then determine the grade.

Policy and Procedures for Unsatisfactory Performance

The Teacher Education Advisory Council (TEAC), which is responsible for the governance of teacher education programs, including student teaching, can remove a teacher candidate from a particular student teaching assignment or choose to extend that placement. In situations of concern, the interests of the teacher candidate, the cooperating teacher, and the University will be accommodated by:

- Involving the candidate in the decision process
- Keeping extensive written documentation
- Showing evidence of proceeding in a timely manner

Extension of Student Teaching

It may be necessary, for various reasons, to extend the student teaching experience beyond the required time. The student teaching experience will be extended an appropriate period of time if any of the following occur:

1. The cooperating teacher and university supervisor have concerns about specific challenges the teacher candidate exhibits and an extension is needed to determine if the teacher candidate can strengthen these areas of concern.
2. The teacher candidate, for various reasons, needs to be absent from his/her assignment.
3. The teacher candidate requests an extension to which all parties agree.

Unsatisfactory Recommendation

The director of TAFP will support an unsatisfactory grade provided that:

1. The teacher candidate has been given a fair opportunity to remediate the prescribed challenges.
2. Evaluation forms show written evidence of challenges and concerns.
3. There is evidence the teacher candidate has received sufficient supervision from the cooperating teacher and university supervisor to justify the recommendation.
4. The Director of TAFP has been informed and consulted about the situation.

Removal from Assignment

Removal of a teacher candidate from his/her assignment should be done only for compelling reasons. However, provisions for this must be available because there are circumstances that warrant such a removal. The Director of TAFP will consider removing a teacher candidate from his/her assignment when any of the following occur:

1. The appropriate school authority, for clear reasons, requests that the teacher candidate be removed.
2. The cooperating teacher and university supervisor believe circumstances will prevent either the development or maintenance of a satisfactory learning environment. Removal from the classroom will be recommended no later than midpoint.
3. Unethical behavior by either the cooperating teacher or the teacher candidate, i.e. inappropriate language, dress, or action, has been exhibited.
4. Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies are evident.

Any person directly involved with the student teaching arrangement can initiate an initial discussion regarding withdrawal. It is important that the university supervisor and the Director of TAFP be involved in the initial and on-going discussions. The Director will set up a committee that may include the relevant Program Area Coordinator, Department Chair, advisor, supervisor, and cooperating teacher.

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

- The Director of TAFP will contact the teacher candidate in person and explain orally and in writing the decision regarding removal from student teaching. (*Prior to this notice for removal, the teacher candidate has received several informal observations and discussions with written feedback from the cooperating teacher*)

and university supervisor that document the problems/concerns over the time period.)

- Copies of all cooperating teacher and university supervisor observation reports with written narrative should be filed in the online assessment system (SLL) during the same week that they are discussed with the teacher candidate.
- To substantiate any spoken request for withdrawal, written documentation must be provided and signed by the person requesting a teacher candidate's withdrawal.

Student Right to Appeal

The teacher candidate has the right to appeal to the Teacher Education Administrative Council (TEAC) and/or the Head of the Teacher Education Unit any decision regarding unsatisfactory performance within seven days of receipt of the written decision. Such an appeal should be filed in writing and include any data the teacher candidate believes pertinent to the case. The Committee's decision on appeal will be made by majority vote. The Head of the Teacher Education Unit serves as final authority on unconcluded situations.

Posting of Degrees

Typically, degrees are posted within 3-4 weeks after grades are due in the records office each semester.

Early Posting of Degrees

Early posting is only available to student teachers who are transitioning directly to a paid teacher (not para) position once student teaching is done

Things that can/should be done in advance of the last day:

- 1) Let Kathy know at least a month in advance of your last day that you are asking for an early posting. Also email professors of your other classes to let them know about your plans.
- 2) Take your Praxis test(s) so that the scores are posted before your last date of teaching (likely 6 weeks in advance).
- 3) Email the PDF with all of your Praxis scores to ESPB at espbinfo@nd.gov.
- 4) Apply for a permanent license to ESPB agency (<https://www.nd.gov/espb/>)
- 5) Call ESPB to talk with them about a 40-day provisional license so you can teach until your degree is conferred and your permanent license is processed. (<https://www.nd.gov/espb/>). You will need current official transcripts.
- 6) Ask MSU to send your transcripts to ESPB by email. Make sure you tell them to hold UNTIL THE DEGREE IS POSTED.
<https://www.minotstateu.edu/records/transcripts.shtml>

- 7) Get your work done for all of your classes (i.e. Student Teaching Seminar) and once everything is done, ask your professor(s) to use the electronic form on Campus Connection to do a grade change and post your grade early.

Things that you can do on the last day of your student teaching

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

Late Posting

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

NDACTE Outstanding Student in Teacher Education Award

During each academic year, the North Dakota Association of College of Teacher Educators (NDACTE) sponsors an award of interest to all candidates in the Teacher Education program. This award is open to candidates who have senior status in any teaching major, ***whether they have completed their student teaching in Minot or at another site.*** One elementary, one secondary, and one K-12 student will be selected for the award each year based on the following criteria:

1. Potential as a successful teacher and interest in a teaching career;
2. Outstanding personal qualities and character, with evidence of leadership and undergraduate awards or honors;
3. Exceptional accomplishments while in college, as shown by documented activities in educational, campus, and community organizations;

4. High academic ranking for which a candidate should provide his/her GPAs in general studies, the major discipline, and professional education course work.

The candidate will nominate him or herself by taking responsibility for collecting and submitting all necessary paperwork and materials. The cooperating teacher may encourage an outstanding teacher candidate to apply and help him or her by providing a letter of support as part of the application, but it is the teacher candidate's responsibility to complete and submit the application in TK20.

The winners of the award will be announced in the spring. The winning candidates will also be invited to the state NDACTE conference where they will be recognized along with winners from the other state universities. *Although the award is made during the spring semester each year, candidates who graduate at the end of the previous fall semester are also eligible.*

Mentored Clinical Practicum

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

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

1. Read about North Dakota's alternative access license (<https://www.nd.gov/espb/licensure/license-information/types-licenses>) and then call Mari Riehl or Amy Bigelow at ESPB (ND licensing agency) with any questions about the process.
2. The school that wants to hire the teacher should inform ESPB about the hire.
3. The (future/current) teacher sends information (such as transcripts) to ESPB to ensure that the qualifications for licensure are met. The teacher will need to complete a background check through ESPB at that time. Our office has the paperwork or the teacher may obtain them through ESPB.
4. The teacher should complete the top part of the Plan of Study form and return it to Deb Ringham Deborah.ringham@minotstateu.edu.
5. The teacher should apply (or apply for re-admission) to Minot State and have official transcripts sent. Please apply as a transfer student at the undergraduate level and declare the degree that you will ultimately get as licensure (art education, music education, business education, etc.) even if you are not planning to earn a degree.
6. Once the transcripts have posted at MSU, Deb will send the form to appropriate people to make the list of courses needed for licensure:

- a. teacher education and
 - b. the appropriate department
7. We will sign it, save it in our electronic storage, send it to ESPB, and copy the teacher.
 8. The advisor in the department will help the teacher plan courses and make decisions about whether to pursue a degree (more portable to other states but likely more classes) or licensure only. We highly recommend that you take 6 credits of ED 497 in your first two semesters. This will ensure that a university supervisor can observe you and give you feedback three times each semester. Depending on the location of the school, this may be a combination of in person and videoconferencing.
 9. Once the teacher receives the alternative access license from ESPB, the teacher will post it in Student Learning and Licensure.

Candidate Information

Application for Student Teaching: Who May Apply and When

Prospective teacher candidates must make application for student teaching at the beginning of the semester prior to their expected student teaching semester. Student Teaching Applications are in SLL and due Friday the first week of class in the semester before student teaching. Candidates should check the TAFP office (Swain 218), and the TAFP website at https://www.minotstateu.edu/teu/current_students.shtml and their emails for relevant published deadlines and announcements regarding student teaching. *Only completed applications, submitted by the published deadline, will be processed and considered for approval for student teaching.*

If a candidate is on probation from Teacher Education at the time of application for student teaching, an application may be submitted; however, approval of such applications will be considered strictly on an individual basis. A candidate on probation from Teacher Education will not be permitted to student teach until the deficiency has first been corrected. Applications for student teaching may be resubmitted the following semester, subject to the same provisions as above.

Candidates who have not been admitted to teacher education must apply by the same deadline. No placements will be made until the candidate has been admitted.

All coursework in the candidate's professional sequence and any other designated departmental requirements must be completed prior to the semester of student teaching. If any coursework will NOT be completed, an appeal must be filed with the Teacher Education Advisory Council for permission to student teach prior to the completion of the coursework.

Student Teaching Application Form

Candidates should complete all information on the application form in SLL and then, with the Advisor Certification (sheet available in the TAFP Office/website), obtain signature(s) from their major advisor(s) and teaching minor chair (if applicable). Candidates are asked to complete the application including locating their own Grade Point Averages (GPAs) before scheduling an appointment with their advisors for signature. An instruction sheet is available from the TAFP office/website to assist candidates in figuring their GPAs.

Autobiography

As part of the application for student teaching, the candidate must submit an autobiography. An example of an autobiography and a format instruction sheet are available at https://www.minotstateu.edu/teu/current_students.shtml or from the TAFP office for candidates to reference. The autobiography will be uploaded to student teaching activity in SLL by the teacher candidate prior to student teaching.

Required Seminars

Candidates are required to attend *three student teaching seminars* on the MSU campus, **prior to** the semester of student teaching. The first seminar is a general orientation to student teaching and the second seminar focuses on the fingerprinting process. *Failure to attend will result in delay of the placement process.* The final seminar is conducted by the TAFP Office and ESPB (our licensing agency) and is focused on the licensing process and ethics and professionalism. *Attendance will be taken at each seminar.* Dates and times of seminars are posted on the TAFP website, https://www.minotstateu.edu/teu/current_students.shtml and the TAFP office, and are available by phone from the TAFP office (858-3838). In addition to the three required seminars listed above, there is one additional seminar available to candidates. This fourth seminar, **available only online**, (https://www.minotstateu.edu/teu/current_students.shtml) focuses on the step-by-step process for licensure.

Registering for Student Teaching

When registering, candidates should note that there are several different course numbers for student teaching. The course number that fits the level or area of the candidate's future certification (i.e., Kindergarten-ED 491, Elementary-ED 492, Secondary-ED 493, K-12-ED 494, Special Areas-ED 495) should be selected. If the candidate is a double major, or will be completing two student teaching experiences during the semester, he/she will need to register for the correct number of hours in *each of the two* areas.

The number of weeks spent in student teaching is not identical to the number of credits for student teaching. Appropriate credits and weeks for the various types of placements are dependent on major area(s) and concentrations and are listed below. Minimum days are based on ensuring that there are enough instructional days in the weeks for student teaching. For 12-week placements, a minimum of 56 instructional days are required. For 8-week placements, a

minimum of 36 instructional days are required. For 6-week placements, a minimum of 26 instructional days are required.

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

Candidates with other double majors and candidates with two teachable fields should consult TAFP. Candidates planning to be licensed in states or provinces that require 16 weeks or credits should register for 16 credits. In no circumstance will the placement(s) total less than 12 weeks.

Candidate Responsibilities

Candidates are expected to:

- make professional responsibilities their top priority
- take initiative and show enthusiasm for student teaching
- be punctual throughout the school day
- be present for the entire school day
- relate well to school personnel and parents
- learn students' names

- investigate the instructional resources of the school
- know school policies, routines, and disciplinary procedures
- plan lessons thoroughly
- write clear objectives for lessons
- tie new material to previous learning
- motivate students for learning
- use a variety of instructional strategies
- select lesson content judiciously
- use a variety of appropriate materials, resources, and technologies
- budget their time well
- monitor and evaluate progress of diverse learners
- handle non-instructional activities willingly and effectively
- accept constructive criticism and make adjustments to their teaching
- reflect on their teaching and the outcomes it produces
- stay current in self-assessment activities
- conduct themselves in an ethical manner
- cope with the stress of teaching responsibilities
- learn from classroom observations
- manage the classroom effectively and fairly
- supervise study effectively
- maintain positive rapport and classroom environment
- adjust their instruction to meet individual student needs
- demonstrate awareness and sensitivity to issues of diversity
- assist with extracurricular activities as appropriate
- attend as many parent-teacher conferences as possible
- use good communication skills
- maintain a professional appearance (as demonstrated by appropriate dress, neatness, cleanliness)
- demonstrate their potential for continued professional growth
- seek continued professional growth

While student teaching, candidates are expected to slowly increase their teaching responsibilities. As soon as is appropriate, the candidate should be responsible for the cooperating teacher's *entire load* (or the equivalent of a full load, if the placement is with more than one cooperating teacher), except for any assignment for which the cooperating teacher has a separate contract and receives additional compensation (e.g., coaching, etc.). Ideally, the teacher candidate should be covering a significant portion of the cooperating teacher's actual teaching load *prior to mid-term*, with full load responsibility occurring for a significant portion of the placement. Teacher candidates will also be given a preparation period during the school day (this typically coincides with the cooperating teacher's planning time).

Teacher candidates should be sure that they have met the *minimum requirements for hours spent in "Actual Teaching"* by the conclusion of the student teaching experience(s). It is to the candidate's advantage to obtain as many hours of "Actual Teaching" as possible during each placement. Minimum requirements for hours spent in actual teaching apply to each individual placement. *Minimum requirements* are:

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

In addition to the minimum requirements for total clock hours, teacher candidates must complete a *minimum number of instructional days of full-time continuous student teaching during their placements*. The number of weeks of the placement is determined by the department of the major and rules established by the Education Standards and Practices Board.

In order to successfully complete student teaching, candidates must satisfy both the minimum requirements for hours of "Actual Teaching" time AND the number of weeks/days of full-time, continuous student teaching specified by the TAFP Office in the initial placement.

Candidate's Instructions for Student Teaching Forms

As the culminating activity of professional preparation in teacher education at Minot State University, the student teaching experience should provide a clear demonstration of the candidate's ability to thoroughly integrate and synthesize the components of Action, Reflection, and Knowledge in his or her teaching. Performance indicators on reporting forms are linked directly to InTASC Standards of performance and provide the teacher candidate with important feedback regarding the degree of progress he or she is making toward achieving program standards and becoming a successful "reflective decision-maker."

Instructions for filling out the various forms and paperwork associated with student teaching are given in the following section. If more information or clarification is needed, contact the TAFP office for assistance.

SLL Assessment System

All forms and paperwork are now submitted directly to our online assessment system, SLL. The university purchased this system and teacher candidates also are assessed fees. To log in to SLL, candidates should go to the following address <https://sll.watermarkinsights.com/> . If you, your cooperating teacher, or your university supervisor experience any difficulty logging in to SLL or filling out the required paperwork, please let the TAFP Office know as soon as possible so that we can troubleshoot the problems you are having.

Goals and Autobiography

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

What: Goals and Autobiography

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

When: Enter into SLL prior to student teaching

Hours Log

This form should be used to keep a *weekly record* of the amounts of time the teacher candidate spends in various activities connected with his/her placement. The candidate should make sure that the cooperating teacher submits the form at the end of each week. The following are definitions for categories:

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

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

Preparation for Actual Teaching includes time the teacher candidate spends each week preparing for lessons that he/she will teach and evaluating student work; this includes time during school and outside of school.

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

Teacher candidates should be sure that they have met the *minimum requirements for hours spent in Actual Teaching* by the conclusion of the student teaching experience. It is to the candidate's advantage to obtain as many hours of Actual Teaching as possible during the placement.

Minimum requirements are:

6 weeks - 56 hours	12 weeks – 113 hours
8 weeks - 75 hours	16 weeks – 150 hours
10 weeks - 94 hours	

In addition to the minimum requirements for total clock hours, teacher candidates must complete a *minimum number of weeks of full-time continuous student teaching during placement*. The number of weeks of the placement is determined by the department of the major and rules established by the Education Standards and Practices Board.

What: Hours Log

Who: Candidate should complete the hours log based on the categories of activities

When: Entered into SLL on a weekly basis

Student Teaching Schedule

During the first week of the placement, the teacher candidate and cooperating teacher should discuss the classroom teacher's schedule and then the teacher candidate should **upload** a copy of the classroom teacher's schedule form to the proper tab in SLL. If the teacher candidate will be working with more than one cooperating teacher in one placement, those schedules need to be included as well, along with a description of how the teacher candidate's time will be divided. The university supervisor will be able to view the schedule in SLL and he/she may use it to plan observation visits to the classroom. If the candidate's teaching schedule should change significantly during the placement, a revised schedule form should be uploaded to SLL showing the changes.

What: Student Teaching Schedule

Who: Candidate should discuss the schedule with the cooperating teacher and then upload a copy to SLL

When: First week of placement

Agreement of Student Teaching Duties and Responsibilities

This is a form that all three parties (teacher candidate, cooperating teacher, and university supervisor) **must discuss during the university supervisor's first visit to the classroom**. The form is an agreement among the three, acknowledging that they have read the handbook and accordingly have agreed to work together during the placement. Each person will log into SLL in his or her account and fill out the form. Any special considerations or expectations should be entered on the form at that time.

What: Agreement of Student Teaching Duties and Responsibilities

Who: Teacher Candidate, Cooperating Teacher, and University Supervisor

When: First visit from the University Supervisor and then signed off in SLL by all 3 parties

Student Teaching Mid-Term Evaluation Form

At mid-term of each placement, the candidate will complete a mid-term report related to key program outcomes and InTASC Standards. The purpose of the mid-term report is to provide the teacher candidate with an opportunity to reflect on his/her overall performance at mid-point in the experience.

Ideally, a significant portion of the cooperating teacher's actual teaching load should be covered by the teacher candidate *prior to mid-term*, with *full load responsibility* occurring for a significant portion of the placement. This level of responsibility will help to ensure a valid assessment at mid-term.

Mid-Term Reports include:

- a. The *Clinical VIII: Student Teaching Mid-Term Evaluation Form* reflects candidate performance on the InTASC key performance progressions.

Both the cooperating teacher and the university supervisor should complete these forms as well. Everyone's results should be discussed, compared, and shared with each other.

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

Who: Candidate evaluates self in SLL

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

Student Teaching Final Evaluation Form

At the conclusion of each placement, the candidate will complete final report forms, related to both MSU program outcomes/dispositions and to InTASC performance standards. The purpose of these final reports is to provide program assessment information to the Teacher Education Unit, to give the teacher candidate an opportunity to reflect on his/her overall performance at the end of the experience, and to promote reflection on the part of the teacher candidate regarding goals for the first year of in-service teaching.

Final Reports include:

The Final Student Teaching Evaluation

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

What: Final Student Teaching Evaluation

Who: Candidate evaluates self

When: All forms should be completed in SLL during the final week of placement

Teacher Candidate Narrative Final Assessment and Goal Setting

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

What: Narrative Final Assessment and Goal Setting

Who: Candidate completes reflection questions and goals

When: All forms should be completed in SLL during the final week of placement

Evidence of Student Learning

Evidence of Student Learning Directions Student Teaching

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

Note: Student teachers in two placements only need ONE evidence of student learning for student teaching.

Directions: Turn in the following artifacts in ONE pdf file in Student Learning and Licensure:

1. A description of the diversity in your classroom, with particular attention to attention to those students who would benefit from differentiation or accommodation or other diversity that affects learning. This description is an assessment of how you have learned to apply your knowledge of diversity both globally and within the US at Minot State for your IP2 general education requirement.
2. A unit plan with unit objectives and assessment
3. One lesson plan from the unit plan
 - a. Your lesson and unit plan should clearly show responsiveness to individual differences, varied instructional strategies, and a solid match between objectives, your content, and your instructional strategies.
4. A description or copy of the pre and post assessment
 - a. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.
5. The rubric or the answer key/scoring guide you used

6. Levels of performance (pre and post) for the whole class (presented as individual student information) on each objective for the lesson should be clearly presented with label and other descriptors to help the reader understand your data.
7. A reflection, clearly labeled, on how well students met the objectives
8. For the whole class clearly indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you will address those error patterns with this group of students. Please be very clear when discussing your future instruction to assist students who did not demonstrate an appropriate level of achievement
9. Provide three samples of student work that are representative of the common error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Also, please make sure to remove last names from the student work and use only first names in your written document.
10. A reflection on instruction with possible areas for reflection including potential ways to improve your teaching, the responsiveness of your lesson plan for learners, addressing student misconceptions, additional instructional strategies, etc.
11. Please email the professor who is reading your ESL when it is ready to read
12. Your self-reflection completed in SLL
13. Fall ESLs must be posted by November 15 and spring ESLs must be posted by April 15 in order to allow time for feedback.

Intervention Process: If you earn a rating of "1" in any area on the ESL rubric you will be given feedback and will be asked to revise that particular section of the assignment. If your revision does not earn a rating of "2" or above, then you will need to meet with the reader of the ESL and an additional TEU faculty member to continue the process of revision and improvement.

Evidence of Student Learning Directions Student Teaching – SPED only

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

Note: Student teachers in two placements only need ONE evidence of student learning for student teaching.

Directions: Turn in the following artifacts in ONE pdf file in Student Learning and Licensure:

1. A description of the diversity of your student, with particular attention to attention to differentiation or accommodation or other diversity that affects learning. This description is an assessment of how you have learned to apply your knowledge of diversity both globally and within the US at Minot State for your IP2 general education requirement.
2. A unit plan with unit objectives and assessment
3. One lesson plan from the unit plan

- a. Your lesson and unit plan should clearly show responsiveness to individual differences, varied instructional strategies, and a solid match between objectives, your content, and your instructional strategies.
4. A description or copy of the pre and post assessment
 - a. Your assessment should align with your objectives, be free of potential bias, and be conducted with the individual student.
5. The rubric or the answer key/scoring guide you used
6. Levels of performance (pre and post) for the student on each objective for the lesson should be clearly presented with label and other descriptors to help the reader understand your data.
7. A reflection, clearly labeled, on how well the student met the objectives
8. Indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you will address those error patterns with the student. Please be very clear when discussing your future instruction to assist a student who did not demonstrate an appropriate level of achievement
9. Provide three samples of student work that are representative of the common error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Also, please make sure to remove last names from the student work and use only first names in your written document.
10. A reflection on instruction with possible areas for reflection including potential ways to improve your teaching, the responsiveness of your lesson plan for learner, addressing student misconceptions, additional instructional strategies, etc.
11. Please email the professor who is reading your ESL when it is ready to read
12. Your self-reflection completed in SLL
13. Fall ESLs must be posted by November 15 and spring ESLs must be posted by April 15 in order to allow time for feedback.

Intervention Process: If you earn a rating of "1" in any area on the ESL rubric you will be given feedback and will be asked to revise that particular section of the assignment. If your revision does not earn a rating of "2" or above, then you will need to meet with the reader of the ESL and an additional TEU faculty member to continue the process of revision and improvement.

Rubric for Evaluating ESL

	Underdeveloped	Emerging	Proficient	Distinguished
Responsiveness to individual differences (INTASC 1/2a)	Plan is insensitive to individual differences in relation to both content and approach.	Plan is insensitive to individual differences in relation to either content or approach.	Plan is sensitive to individual differences, in relation to both content and approach.	Plan is adapted to individual differences, in relation to both content and approach.

Instructional approaches (INTASC 8a)	Instruction used is not varied, is not well-matched to content, and does not align with objectives.	Instruction used matches content and is aligned with objectives but is not varied.	Instruction used is varied, well-matched to content and aligned with objectives.	Instruction is varied, well-matched to content, aligned with objectives and instructional strategies are adjusted during instruction to contribute to student learning.
Quality of assessment (INTASC 6a)	Summative assessment is not individual, does not align with objectives, and does not align with learning activities.	Summative assessment is individual but either does not align with objectives or does not align with learning activities.	Summative assessment is individual and aligns with objectives and learning activities.	Summative assessment is individual, aligns with objectives and learning activities, and promotes student self-evaluation.
Levels of Performance (INTASC 6a)	Levels of performance are not identified for all students present for instruction.	Levels of performance are identified for all students present for instruction. Either not all lesson objectives are included in interpretation or interpretation of results are inaccurate or misleading.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment are presented and discussed.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment for individual students are

				presented and discussed.
Error Patterns (INTASC 6a)	No error patterns are identified for all students present for instruction	Error patterns are identified as categories for all students in the sample but are inaccurate or misleading.	Error patterns are accurately identified as categories for all students present for instruction.	Error patterns are accurately identified and the teacher candidate outlines appropriate action steps to address those errors.
Ethical and Bias Free Assessment Tool (INTASC 6c)(PO IV.c)	Assessment tool is poorly designed and inappropriate for some learners.	Assessment tool is poorly designed or inappropriate for some learners.	Assessment is well-designed and appropriate for all learners in relation to content, process, and product.	Assessment is well designed and appropriate for all learners and content, process, or product is differentiated for learners.
Accurate Representation of Assessment results (INTASC 6c)(PO IV.c)	Assessment results are not presented.	Assessment results are reported in a way that could lead to misinterpretation.	Assessment results are accurately presented.	Assessment results are accurately presented and connections are made to data beyond the assessment for one or more of the students.
Reflection on Instruction (INTASC 9b)	Reflection indicated neither strengths nor areas for growth.	Reflection indicated either strengths or areas for growth but not both.	Reflection clearly indicated how this instruction demonstrated strengths, areas for growth, and	Reflection clearly indicated how instruction demonstrated strengths, areas for growth, and strategies for

			strategies for improvement.	improvement that involve professional development.
Effective Content Strategies (INTASC 4a)	Plan and reflection use inappropriate instructional strategies for the content	Plan or reflection use inappropriate instructional strategies for the content	Plan and reflection use appropriate instructional strategies for the content	Plan and reflection include use appropriate instructional strategies and use recent developments in content-related pedagogy

What: Evidence of Student Learning

Who: Teacher candidate should plan to do the pre-test and the post-test during one of their units of instruction and then write up results by the due date

When: Fall ESLs are due on November 15 and Spring ESLs are due on April 15. Candidates should email their reader when the ESL is ready to read.

Feedback Form for University Supervisor

The teacher candidate will also complete a feedback form for the University Supervisor. This feedback helps the university supervisor to improve their supervision skills and helps the TAFP Office to improve our program and the mentoring of teacher candidates in their final internship placement.

What: Feedback for University Supervisor

Who: Teacher candidate fills out this form

When: Submitted in SLL at the end of the placement or after the last visit from the university supervisor

Feedback form for Cooperating Teacher

The teacher candidate will also complete a feedback form in relation to the Cooperating Teacher. This form helps us to improve our program and the mentoring of teacher candidates in their final internship placement.

What: Feedback for Cooperating Teacher

Who: Teacher candidate fills out this form

When: Submitted in SLL at the end of the placement

Exit Requirements from Teacher Education

- A. Successful completion of all coursework outlined by the Teacher Education Unit and the major department.
- B. Make formal application for graduation.
- C. Candidates are required to take the Praxis II and/or PLT and must have scores posted for them before graduation requirements are met. Tests must be passed in order to obtain a teaching license.
- D. Successful completion of student teaching includes the following required documentation from each placement.
 - a. Goals and Autobiography
 - b. Hours Log
 - c. Schedule
 - d. Agreement of Responsibilities
 - e. Self-Assessment: Mid-Term Evaluation, Final Evaluation, and Narrative Final
 - f. Feedback form for University Supervisor
 - g. Feedback form for Cooperating Teacher
 - h. Dispositions self-assessment
 - i. Teacher self-efficacy self-assessment
 - j. Evidence of Student Learning assignment – just one per candidate

Graduation

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

Teacher Licensure

Licensure applications are completed online at www.nd.gov/espb/licensure/. The appropriate fee will also need to be paid online in order for your request to be completed. The Record of Education form will automatically be submitted to the Records Office here on campus and once your degree is posted they will submit it to ESPB. If assistance is needed in filling out the application, candidates should contact the TAFP Office. Transcripts can be ordered online. Make sure to request that the transcript be held for your degree to be posted.

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

intend to student teach or teach in the U.S. will be allowed to use the provincial Criminal Records check and Vulnerable Persons Sector checks in lieu of those required by ESPB.

Canadian candidates must complete all of the same requirements and paperwork for North Dakota licensure if they plan to teach in the U.S. Most provinces also require the completion of the same requirements or actual ND licensure. Specific information regarding certification or licensure in the home province may be obtained from the office of the Head of the Teacher Education Unit, Swain 218, Phone 858-3838. It is best to obtain such information as early as possible in the degree program, since requirements in the United States and Canada often differ widely and change frequently

Professional Liability Insurance

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

Student North Dakota United (SNDU)

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

Why you should be a member?

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

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

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

https://www.minotstateu.edu/teu/current_students.shtml

Required Reporting in SLL

Student Teacher	Cooperating Teacher	University Supervisor	When
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Upload goals and autobiography	Read, provide feedback, and submit	Read, provide feedback, and submit	First week
Upload schedule	Read and submit	Read and submit	First week
Submit Agreement of Responsibilities	Submit Agreement of Responsibilities	Submit Agreement of Responsibilities	First week
Click box for Early Progress Report	Submits rubric	Read and submit if available	End of first week
Click box for Periodic Reporting	Nothing	Submits rubric	At first visit of US
Click box for Midterm	Submits rubric	Submits rubric	Mid-point of placement
Write final narrative evaluation	Responds and submits	Responds and submits	Last week of placement
Feedback form for Cooperating Teacher	Reads	Nothing	Last week of placement
Feedback form for University Supervisor	Nothing	Reads	Last week of placement
Completes Teacher Efficacy Scale	Nothing	Nothing	Last week of placement
Completes Teaching Disposition Rubric	Nothing	Nothing	Last week of placement
Clicks box on Final Evaluation	Submits rubric	Submits rubric	Last week of placement
Hours log by week	Clicks submit	Nothing	Weekly during placement

Cooperating Teacher Information

The Cooperating Teacher's Responsibilities

Cooperating teachers are assigned teacher candidates using a collaborative process between the local school or district and the TAFP Office. The cooperating teacher is responsible for mentoring the teacher candidate, providing feedback and guidance, and monitoring the progress of the teacher candidate using more formal evaluation methods.

Contracts will be signed between the Director of TAFP and each cooperating teacher and a district representative outlining the responsibilities and expectations for supervision of the teacher candidate.

The teacher candidate's application materials can be provided to the cooperating teacher as requested and the autobiography is available in SLL The packet of materials may contain confidential information regarding the teacher candidate and should be kept secure and confidential.

As the culminating activity of professional preparation in teacher education at Minot State University, the student teaching experience should provide a clear demonstration of the

candidate's ability to thoroughly integrate and synthesize the components of Action, Reflection, and Knowledge in his or her teaching. Performance indicators on reporting forms are linked directly to InTASC Standards of performance and provide the teacher candidate with important feedback regarding the degree of progress he or she is making toward achieving program standards and becoming a successful "reflective decision maker."

The cooperating teacher is responsible for providing the teacher candidate with important feedback about professional performance during the student teaching experience. He/she will complete a series of evaluation reports throughout the semester and will regularly conference with the teacher candidate regarding the outcomes.

The cooperating teacher and the university supervisor will consult regarding the recommendation of a grade for the student teaching experience. The Director of TAFP is responsible as the Instructor of Record for all registered teacher candidates, and as such, will mark grades based on the recommendations of the cooperating teacher and university supervisor. In the event there is disagreement between the two parties, the Director of TAFP will mediate and make the final decision as to the candidate's grade.

It is the responsibility of the cooperating teacher to submit all required materials to SLL within three days of the conclusion of *each student teaching placement*.

Reminder: All materials in the candidate's SLL account and any other information regarding his/her evaluation, progress, background, academic history, etc. are strictly **confidential** under the Family Educational Rights and Privacy Act (FERPA) of 1974.

Cooperating teachers are expected to:

- review university policies and procedures related to mentoring an MSU teacher candidate
- maintain strict confidentiality of the teacher candidate's background, professional progress, and other information such as disabilities, medical conditions, and gender/sexual orientation

- prepare students for the arrival of the teacher candidate
- welcome the teacher candidate by introducing him or her to colleagues, administrators, other school personnel, and parents, as appropriate.
- provide the teacher candidate with a personal workspace in the classroom (e.g., desk, chair, etc.)
- provide the teacher candidate with a thorough overview of school policies, procedures, and routines
- assess the incoming teacher candidate's professional strengths and weaknesses
- create an individualized plan for the professional development of the incoming teacher candidate
- provide the teacher candidate with guidance and assistance in assuming classroom responsibilities
- shift full responsibility for the classroom to the teacher candidate in appropriate increments as his or her professional development warrants
- monitor the number of hours of "actual teaching" done by the

- teacher candidate so as to meet or exceed established requirements
- model appropriate teaching techniques and professional behaviors for the teacher candidate
 - provide opportunities for the teacher candidate to observe other teaching styles (i.e., visits to other teachers' classrooms)
 - regularly review the teacher candidate's lesson plans and give feedback
 - give continuous verbal and written feedback to the teacher candidate in the form of constructive criticism (including appropriate use of: praise for jobs well done, support and encouragement, goal-setting and moderate challenge to achieve higher levels of professional performance)
 - regularly conference with the teacher candidate regarding current performance levels and expectations for further professional development
 - permit and encourage the teacher candidate to develop his/her own personal teaching style
 - encourage the teacher candidate to experiment with a variety of strategies and to assess and reflect on the outcomes obtained
 - conference with the assigned university supervisor and teacher candidate as needed, most particularly regarding official evaluation reports
 - notify the university supervisor and/or the Director of TAFP as soon as possible of any problems that may require closer attention and/or supervision by university personnel
 - prepare students for the departure of the teacher candidate
 - submit all official evaluation reports to SLL and recommend a final grade for the teacher candidate

Cooperating Teacher Instructions for Forms

Instructions for filling out the various forms and paperwork associated with student teaching are given in the following section. If more information or clarification is needed, contact the TAFP office for assistance.

SLL Assessment System

All forms and paperwork are submitted directly to our online assessment system SLL. Cooperating teachers can log in to SLL by going to the following address <https://sll.watermarkinsights.com/>. Begin the process by clicking Forget Password and then enter the email address you have provided the TAFP office. If you experience any difficulty logging in to SLL or filling out the required paperwork, please let the TAFP Office know as soon as possible so that we can troubleshoot the problems you are having.

Hours Verification

This form should be used to keep a *weekly record* of the amounts of time the teacher candidate spends in various activities connected with his/her placement. The candidate should make sure that the cooperating teacher *reviews the form at the end of each week*. The information should be recorded weekly in SLL by the candidate. At the end of

each week the cooperating teacher will need to complete an hours verification form in SLL. This verification simply states that the teacher candidate has met the minimum number of hours of "actual teaching" and days/weeks for the placement. The following are definitions for categories that appear on the form:

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

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

Preparation for Actual Teaching includes time the teacher candidate spends each week preparing for lessons that he/she will teach and evaluating student work; this includes time during school and outside of school.

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

Teacher candidates should be sure that they have met the *minimum requirements for hours spent in "Actual Teaching"* by the conclusion of the student teaching experience. It is to the candidate's advantage to obtain as many hours of "Actual Teaching" as possible during the placement.

Minimum requirements are:

6 weeks - 56 hours	12 weeks - 113 hours
8 weeks - 75 hours	16 weeks - 150 hours
10 weeks - 94 hours	

In addition to the minimum requirements for total clock hours, teacher candidates must complete a *minimum number of weeks of full-time continuous student teaching during placement*. The number of weeks of the placement is determined by the department of the major and rules established by the Education Standards and Practices Board but will never be less than 12 full weeks.

What: Hours Verification

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

When: Verification is submitted at the end of each week

Student Teaching Schedule

During the first week of the placement, the teacher candidate and cooperating teacher should discuss the classroom/teacher's schedule and then the teacher candidate should **upload** a copy of the classroom/teacher's schedule form to the proper tab in SLL. If the teacher candidate will be working with more than one cooperating teacher in one placement, those schedules need to be included as well, along with a description of how the teacher candidate's time will be divided. The university supervisor will be able to view the schedule in SLL and he/she may use it to plan observation visits to the classroom. If the candidate's teaching schedule should change significantly during the placement, a revised schedule form should be uploaded by the candidate to SLL, showing the changes.

What: Student Teaching Schedule

Who: Candidate should discuss the schedule with the cooperating teacher and then upload a copy to SLL. CT clicks submit to indicate approval.

When: First week of placement

Agreement of Student Teaching Duties and Responsibilities

This is a form that all three parties (teacher candidate, cooperating teacher, and university supervisor) *must discuss during the university supervisor's first visit to the classroom*. The form is an agreement among the three, acknowledging that they have read the handbook and accordingly have agreed to work together during the placement. Each person will log into SLL in his or her account and fill out the form. Any special considerations or expectations should be entered on the form at that time.

What: Agreement of Student Teaching Duties and Responsibilities

Who: Teacher Candidate, Cooperating Teacher, and University Supervisor click submit to indicate approval.

When: First visit from the University Supervisor and then signed off in SLL by all 3 parties

Early Progress Report

The purpose of this form is to offer the teacher candidate formative feedback at the beginning of the placement. Expectations at this point are fairly general and focused on "orientation" activities. *Only the cooperating teacher* should complete this form during the first week of the placement. Outcomes should be immediately shared with the

teacher candidate. The university supervisor should review the early progress report in SLL prior to the first observation visit to the classroom. The teacher candidate should access SLL, read the assessment, and then discuss it with the cooperating teacher.

What: Early Progress Report
Who: Cooperating Teacher completes and clicks submit
When: End of the first or second week of the placement
Where: Complete in SLL

Student Teaching Mid-Term Evaluation Form

At “mid-term” of the placement the cooperating teacher will complete a mid-term report form, related to key teacher dispositions and to InTASC performance standards. The purpose of the mid-term report is to provide a formative assessment of overall performance at mid-point in the experience.

Ideally, a significant portion of the cooperating teacher’s actual teaching load should be covered by the teacher candidate **prior to mid-term**, with **full load responsibility** occurring for a significant portion of the placement. This level of responsibility will help to ensure a valid assessment at mid-term.

Both the teacher candidate and the university supervisor should complete these forms as well. Everyone’s results should be discussed, compared, and shared with each other.

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

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

Student Teaching Final Evaluation

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

Final student teaching reports include:

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

What: Teacher Candidate Final Assessment

Who: Cooperating Teacher completes and clicks submit

When: During the final week of placement

Teacher Candidate Narrative Final Assessment and Goal Setting

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

Final student teaching reports include:

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

What: Final Teacher Narrative Final Assessment

Who: Cooperating Teacher reviews and comments on appropriateness of goals and reflection

When: During the final week of placement

The cooperating teacher recommends a grade for the teacher candidate on the *Final Report and the Narrative Final Report*. Final grades for student teaching are "S" (satisfactory) and "U" (unsatisfactory). The cooperating teacher may also choose to suggest an "Extended Placement", which offers a candidate who has been making steady progress throughout his/her placement an opportunity to demonstrate competency prior to the conclusion of the semester. Completion of an "extended placement" does not guarantee a final grade of "S" for student teaching. The Director of TAFP will determine the length and location of all extended placements in consultation with the university supervisor. Candidates who receive a "U" as their final grade do have the option of filing a grade appeal, as outlined in the Minot State University catalog. Results of all evaluations should be discussed with the teacher candidate.

Required Reports for Cooperating Teachers

All placements need the following activities submitted within SLL:

- Hours Verification Form (weekly)
- Student Teaching Schedule (discuss with teacher candidate, submitted by teacher candidate)
- Cooperating Teacher Agreement form (discussed by all parties at the initial meeting, signed off in SLL individually)
- Early Progress Report – Week 1 or 2
- Clinical VIII: Student Teaching Mid-Term Evaluation – Mid-term of the placement
- Teacher Candidate Final Assessment – during the last week of placement, submitted to SLL
- Final Teacher Candidate Narrative Final Assessment – last week of placement

University Supervisor Information

The University Supervisor's Responsibilities

A university supervisor will be assigned to each teacher candidate in the field. The supervisor is responsible for monitoring the progress of the teacher candidate and collaborating with the cooperating teacher as to the teacher candidate's particular developmental needs. The university supervisor should be readily available to the teacher candidate and the cooperating teacher for consultation during the placement.

When MSU supervision is not logistically feasible, a qualified, appropriate agent will be located and contracted by the Director of TAFP to conduct supervision of the student teaching experience, in accordance with all policies and procedures outlined in the MSU Field Experience Handbook.

It is the responsibility of the university supervisor to submit all required materials to SLL within three days of the conclusion of ***each student teaching placement***.

Reminder: All materials in the candidate's SLL account and any other information regarding his/her evaluation, progress, background, academic history, etc. are strictly **confidential** under the Family Educational Rights and Privacy Act (FERPA) of 1974.

Supervisory visits may be either pre-arranged or unannounced, at the sole discretion of the university supervisor. A minimum of three (3) supervisory observations per placement will be made and documented by university supervisors.

The university supervisor is expected to:

- act as liaison between the university and the school
- discuss the Agreement of Student Teaching Duties and Responsibilities form with all members involved in the placement early in the placement
- refer **ALL** teacher candidate requests for permission to be absent directly to the TAFP office
- maintain strict confidentiality of the teacher candidate's background,

professional progress, and other information such as disabilities, medical conditions, and gender/sexual orientation

- discuss expectations and questions with both the cooperating teacher and teacher candidate early in the placement
- offer support to both the teacher candidate and the cooperating teacher throughout the placement
- observe the teacher candidate on at least three occasions and provide him or her with specific feedback and constructive criticism regarding progress
- conference with the teacher candidate following observations
- conference with the cooperating teacher as needed or requested
- mediate difficulties between the cooperating teacher and the teacher candidate, if the need should arise
- complete and submit official evaluation reports in a timely fashion
- submit a final evaluation (with a grade recommendation) in SLL

University Supervisor Instructions for Forms

Instructions for filling out the various forms and paperwork associated with student teaching are given in the following section. If more information or clarification is needed, contact the TAFP office for assistance.

SLL Assessment System

All forms and paperwork are submitted directly to our online assessment system SLL. Cooperating teachers can log in to SLL by going to the following address <https://sll.watermarkinsights.com/>. Begin the process by clicking Forget Password and then enter the email address you have provided the TAFP office. If you experience any difficulty logging in to SLL or filling out the required paperwork, please let the TAFP Office know as soon as possible so that we can troubleshoot the problems you are having.

University Supervisor Contract

University Supervisor should fill out and return the contract paperwork as soon as it is received. The contract paperwork contains information necessary to process payment of the honorarium. Payments will be sent out following the completion of all materials in SLL.

University Supervisor Agreement of Student Teaching Duties and Responsibilities

This is a form that all three parties (teacher candidate, cooperating teacher, and university supervisor) *must discuss during the university supervisor's first visit to the classroom*. The form is an agreement among the three, acknowledging that they have read the handbook and accordingly have agreed to work together during the placement. Each person will log into SLL in his or her account and fill out the form. Any special considerations or expectations should be entered on the form at that time.

What: University Supervisor Agreement of Student Teaching Duties and Responsibilities

Who: Teacher Candidate, Cooperating Teacher, and University Supervisor

When: First visit from the University Supervisor and then signed off in SLL by all 3 parties

Periodic Reporting Form

The purpose of this form is to provide the teacher candidate with ongoing formative feedback or constructive criticism. All results should be discussed with the teacher candidate.

What: Periodic Reporting Form

Who: University Supervisor fills this form out in SLL

When: This form can be used for the initial observation early in the placement

Clinical VIII: Student Teaching Mid-Term Evaluation Form

At “mid-term” of the placement the university supervisor will complete a mid-term report form, related to key teacher dispositions and to InTASC performance standards. The purpose of the mid-term report is to provide formative assessment information and to give the teacher candidate an opportunity to reflect on his/her overall performance at mid-point in the experience.

Ideally, a significant portion of the cooperating teacher’s actual teaching load should be covered by the teacher candidate *prior to mid-term*, with *full load responsibility* occurring for a significant portion of the placement. This level of responsibility will help to ensure a valid assessment at mid-term.

Mid-Term Reports include:

- Clinical VIII: Student Teaching Mid-Term Evaluation Form reflects candidate performance on the Interstate Teacher Assessment and Support Consortium key performance progressions and MSU program outcomes.

Both the teacher candidate and the cooperating teacher should complete these forms as well. Everyone’s results should be discussed, compared, and shared with each other.

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

Who: University Supervisor

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

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

Clinical VIII: Student Teaching Final Evaluation Form

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

Final student teaching reports include:

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

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

Teacher Candidate Narrative Final Assessment

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

Final student teaching reports include:

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

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

All university supervisors should complete both forms toward the end of the placement. The university supervisor recommends a grade for the teacher candidate on the *Teacher Candidate Narrative Final Assessment* - grades for student teaching are "S" (satisfactory) and "U" (unsatisfactory). The university supervisor may also choose to suggest an "Extended Placement", which offers a weak student who has been making steady progress throughout his/her placement an opportunity to demonstrate competency

prior to the conclusion of the semester. Completion of an "extended placement" does not guarantee a final grade of "S" for student teaching. The Director of TAFP will determine the length and location of all extended placements in consultation with the university supervisor. Candidates who receive a "U" as their final grade do have the option of filing a grade appeal, as outlined in the Minot State University catalog. Results of all evaluations should be discussed with the teacher candidate and his/her signature obtained on the form(s).

Required Reports for University Supervisor

All university supervisors will conduct a minimum of three observations **per placement**. In most placements, the initial visit will be for the purpose of establishing face-to-face contact with the cooperating teacher and the teacher candidate, completing the Agreement of Student Teaching Duties and Responsibilities form, and conducting an initial observation using the Periodic Reporting Form. The second visit is for the purpose of mid-term evaluation using the Student Teaching Mid-Term Evaluation Form. The final visit is a summative assessment, made using the Teacher Candidate Narrative Final Assessment. In addition, university supervisors are asked to complete a narrative response to the teacher candidate's final reflection and goal setting. In some instances, time constraints or schedules may make it necessary to complete the Agreement of Student Teaching Duties and Responsibilities form at a distance. If other reports are impacted by schedule or time constraints, the university supervisor may choose to complete a periodic evaluation between mid-term and final reports. **Additional visits should be made as warranted or requested.**

Required University Supervisors Reports are as follows:

- University Supervisor Agreement of Student Teaching Duties and Responsibilities
- Periodic Reporting Form
- Clinical VIII: Student Teaching Mid Term Evaluation Form
- Clinical VIII: Student Teaching Final Evaluation Form
- Teacher Candidate Narrative Final Assessment