



BEMIDJI
STATE UNIVERSITY

PROFESSIONAL EDUCATION DEPARTMENT

HANDBOOK

for

***TEACHER EDUCATION
STUDENTS***

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INTRODUCTION

The Professional Education Department faculty note with pride that Bemidji State University was founded for the purpose of preparing teachers. This emphasis continues today through the university's commitment to professional education. Our goal is to prepare tomorrow's teachers for the educational challenges of the 21st century.

Recent national attention to excellence in education has highlighted the issues of teacher competence, program accountability, and educational reform. Rapidly changing technologies as well as an expanding content and pedagogical knowledge base make the profession of teaching challenging. Education students at Bemidji State University consistently rise to meet these challenges.

The Professional Education Department has updated this Handbook to provide current, practical information for students enrolling in our various teacher education programs. To answer additional questions, go online to bemidjistate.edu and click on "colleges and schools," or contact the Professional Education Department chair or your faculty advisor. Students should take questions about individual courses directly to the instructor.



VISION AND MISSION OF THE TEACHER EDUCATION PROGRAM

Vision: "Shaping Educators, Shaping Worlds"

Mission: "The Bemidji State University Professional Education program is preparing today's teachers for tomorrow, through effective, inquisitive, and reflective practice. Our students are proficient, self-reliant, and thoughtful practitioners, developed in a viable and growing program, who can teach effectively in various settings with diverse learners."



STANDARDS-BASED TEACHER EDUCATION

Teacher education students at Bemidji State University work with two sets of standards adopted from the Minnesota Board of Teaching. First, students of all programs gain and document their competence in the **Minnesota Standards of Effective Practice (SEP)**, which the Teacher Education Program has adopted as the center of its conceptual framework. Each of the ten SEP Standards has a number of indicators which identify competencies our graduates need in order to be effective teachers. Students address these standards and indicators through the *educational foundations* coursework and through student teaching.

Students document their growing competence in relation to the SEP through a Foundations Portfolio and a Student Teaching Portfolio, and through a Praxis II exam taken near the end of the program. (See Handbook Sections on *The Portfolio System* and *Preparing for Graduation* for more information.)

The second set of standards adopted from the Board of Teaching are called **Content and Specialty Standards (CSS)**. Students gain and document their competence in the CSS through methods and content courses and practica that are a part of each student's selected major. (In some majors students also complete a CSS portfolio.) Students take additional Praxis II exams as concluding documentation of meeting the CSS.

Because the Standards of Effective practice articulate our conceptual framework, the ten SEP are cited here:

STANDARD 1: SUBJECT MATTER. The teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students

STANDARD 2: STUDENT LEARNING. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

STANDARD 3: DIVERSE LEARNERS. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

STANDARD 4: INSTRUCTIONAL STRATEGIES. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

STANDARD 6: COMMUNICATION. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

STANDARD 7: PLANNING INSTRUCTION. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

STANDARD 8: ASSESSMENT. A teacher must be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the students.

STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the community, and who actively seeks out opportunities for professional growth.

STANDARD 10: COLLABORATION, ETHICS, AND RELATIONSHIPS. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Note: Charts that provide full listings of the *Standards of Effective Practice* and the various *Content and Specialty Standards*, with indicators, are available for review. The courses which address specific standards and indicators are included in these same charts. Go to the bemidjistate.edu website. Click on “Colleges and Schools”; then on “Professional Education”; then on “Licensure Standards.” Select the set of standards of interest.



PRE-ADMISSION AND ADMISSION INTO THE TEACHER EDUCATION PROGRAM

The Department of Professional Education has established policies for pre-admission and admission to the Bemidji State University Teacher Education Program, stated below.

In addition to the policies of the Department of Professional Education, note that the Minnesota Board of Teaching conducts criminal background checks on and requires fingerprints of all individuals who apply for licensure. Some school districts also require criminal background checks, drug testing, and fingerprinting for student teachers, or have policies that exclude persons with a felony record from being hired. Non-compliance with any Teacher Education or Board of Teaching policy is grounds for denial of admission into the program.

Pre-Admission

- Take the State-required Pre-Professional Skills Test (“PPST” also called “Praxis I”). Students may contact or register in person at the Computer-Based Testing Center (218-755-4368) in Sanford 111. Or, students may register through the testing company at ETS.org.

Note: Effective September 1, 2010, only Minnesota Teacher Licensure Examination (MTLE) tests will be available. This includes basic skills, content, and pedagogy tests.

Note: The Professional Education Department recommends that students receive orientation information concerning the PPST (Praxis I) before taking the test. The Department also recommends that students might consider taking the parts of the PPST (Praxis I) over three different days, which might result in a better outcome. For general information about the PPST (Praxis I), consult the website <http://www.ets.org> and click on the desired links.

- Complete a minimum of 30 semester credits of liberal education/elective courses
- Have a cumulative GPA of 2.50 or higher

Admission

During ED 3100 *Introduction to the Foundations of Public School Education*, students complete several requirements to gain admission into the education program, as well as earn a passing grade. They include completing the following:

- Goldenrod pre-grad plan
- Conduct Review Statement
- Professional Dispositions for Undergraduate Education Students
- PPST (Praxis I) with scores on file with the Records Office
- A remediation plan for failing scores on one or more of the PPST (Praxis I) tests.
- 20-hour practicum



POLICIES FOR RETENTION AND COMPLETION

Once the above requirements have been successfully completed, the student is admitted into the Teacher Education Program in the major(s) of his or her choice. To be retained in the program students must accomplish the following:

Retention in the Program

- Maintain a minimum grade point average of 2.5 in the Professional Education foundation courses, your major area of study, and your overall program.
- Demonstrate professional teacher behavior (e.g., academic integrity, time management skills, timely completion of work assignments, respect for others, etc.)
- Follow the Professional Dispositions Procedure in order to provide evidence of psychological, behavioral, and physical well being if requested to do so by the Department of Professional Education (see section on Hearing and Appeals).
- If necessary, follow the remediation plan for re-taking and passing the PPST (Praxis I).
- Successfully meet requirements for portfolios set by instructors in each course.
- If a student has a k-12 or secondary major/minor, he or she must acquire academic department chair or advisor approval to student teach.

Completion of the Program

To successfully complete the Teacher Education Program, the student needs to accomplish the following:

- Complete the program with a minimum GPA of 2.5. Elementary Education majors must have a minimum GPA of 2.5 in the Elementary Education Program and in overall coursework. Secondary education majors must have a minimum GPA of 2.5 in the Secondary Education Program, the secondary major, and overall coursework.

- Pass the PPST (Praxis I) in order to register for student teaching.
- Complete your student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the clinical experiences director.
- Demonstrate competence in the Standards of Effective Practice and indicators during the student teaching experience, including all portfolio requirements. (See section on Portfolios.)

Note: The Minnesota Board of Teaching requires passing scores on the PPST (Praxis I) and required Praxis II tests for licensure. For further information on these required tests, do a Google or Yahoo web search for “Minnesota Praxis Test Requirements.”



PRACTICUM AND STUDENT TEACHING

Note: All education students must participate in an approved liability insurance plan in order to complete practicum and student teaching experiences.

Note: Students are not to arrange their own practicum or student teaching experiences.

Practicum: Early Childhood, Elementary, Secondary, and K-12 Education Majors

- All Early Childhood Education majors have a series of classroom experiences with infants/toddlers, preschoolers, kindergartners, and primary grade learners.
- All Elementary Education majors have a series of classroom experiences in preprimary through sixth grade or kindergarten through grade five and grades six through eight.
- All Secondary Education majors have a series of classroom experiences in grades five through eight and grades nine through twelve.
- All students with majors in K-12 subjects must complete a series of practicum experiences at the elementary and secondary levels.

Beginning in ED 3100 *Foundations of Public School Education*, practicum experiences are assigned in several Education and selected methods courses.

Student Teaching – Early Childhood Education Majors

Student teaching experiences are to be completed successfully at the infant/toddler, preprimary (preschool and kindergarten), and primary grade levels.

Student teaching experiences are to be completed concurrently with assigned courses at each level.

Student teaching experiences are to be completed separately. The Coordinator of Early Childhood Education works with the Director of Clinical Experiences at Bemidji State University to approve and place students for student teaching. The semester before ED 4811 Preprimary Student Teaching, early childhood education majors must enroll in ED 4799 *The Professional Teacher*.

Student Teaching – Elementary, Secondary, and K-12 Education Majors

The semester before student teaching, elementary and secondary education majors must enroll in ED 4799 – *The Professional Teacher*. Placements for student teaching will be made at this time through the Office of Clinical Experiences if all requirements have been met.

An interview with the prospective cooperating teacher may be required before final placement is made.

Students must enroll concurrently in ED 4800 *Standards of Effective Practice*, 4820 *Elementary Student Teaching*, ED 4830 *Secondary Student Teaching* or ED 4840 *Special Fields Student Teaching*.

The required student teaching experience is twelve semester credits and is considered to be a full-time load for one semester. It is expected that student teachers will be available during the entire school day during the student teaching experience.

Note: Student teaching takes precedence over other obligations such as coursework, employment, and extracurricular activities, including coaching. Any leave request must be made through the Student Policy Committee and/or the Director of Clinical Experiences.

Student Teaching Abroad: Global Student Teaching

The Department of Professional Education provides student teaching experiences in several countries. Extra costs for this program include transportation and a course fee. Housing and food may be secured in a private home or dormitory near the school at a cost similar to what students pay locally. Students wishing to participate in Global Student Teaching (GST) must contact the Office of Clinical Experience one year prior to student teaching.

Student Teaching – Common Market

Common Market placements are arranged through other Minnesota State Universities. Tuition is paid to the common market institution and supervision is provided by that institution. Common Market student teaching requires that students contact the Office of Clinical Experiences one year prior to student teaching.



PREPARING FOR GRADUATION

Graduation Plans

The Records Office provides on-line graduation planning documents. Students may submit graduation plans at any time. However, the plans must be submitted before or during ED 4799 *The Professional Teacher* in order to register for student teaching. The Records Office notifies students about the approval status of their graduation plans.

Praxis I and Praxis II Tests

Students must pass the PPST (Praxis I) in order to be registered for student teaching. The Department recommends that student complete the Praxis II tests (the *Principles of Learning and Teaching* and the *Content and Specialty* tests) in the semester before elementary or secondary student teaching.

Teacher Licensure Application

Note: All applicants for a first time Minnesota teaching license are eligible to apply for a teaching license only when they have passed the PPST (Praxis I) and required Praxis II tests.

Graduation plans (filed before registration for elementary or secondary student teaching) must be on file in order to apply for a teaching license.

The Minnesota Board of Teaching will conduct a criminal background check and fingerprint all individuals who apply for licensure (see section on Pre-admission and Admission Policies).

Requirements for teacher licensure and fees vary from state to state. The student should contact the department of education of any state in which they might seek licensure



ADVISING SUMMARY FOR STUDENTS AND FACULTY

All students are assigned an advisor upon admission to Bemidji State University. Elementary Education and Early Childhood Education majors may request an Education advisor (see the Professional Education Department secretary). During ED 3100 *Introduction to the Foundations of Education*, students need to meet with their advisors for individual program planning and assistance in completing graduation plans. These plans are used for admission to a teacher education program.

Secondary Education majors are assigned an advisor from their major area of study. During ED 3100 – *Introduction to the Foundations of Education*, students need to meet with their assigned advisors for individual program planning and assistance in completing their graduation plans. These plans are used for admission to a teacher education program. Secondary Education students should contact the Chair of the Professional Education Department for additional assistance.

Student Responsibilities in the Advising Process

- Work closely with your major advisor.
- Be responsible for knowing the Bemidji State University undergraduate catalog and this Handbook for Teacher Education Students.
- Provide documentation that the PPST (Praxis I) has been completed to the Records Office.
- If necessary complete, submit, and follow a PPST (Praxis I) remediation plan. Provide necessary documentation to the Clinical Experiences Office.
- Select a major; if Elementary Education also select a licensure specialty.
- Plan and schedule a course of study including student teaching.
- Successfully meet all portfolio requirements.
- Submit graduation plans to the Records Office at any time. Graduation plans must be submitted during ED 4799 *The Professional Teacher* in order to register for student teaching.

Faculty Responsibilities in the Advising Process

- Maintain posted advising hours and meet with advisees.
- Become familiar with Teacher Education and University policies and requirements, including those in the Faculty and Teacher Education Student Handbooks.
- Make appropriate referrals or inquires concerning licensure options and other matters on behalf of the student.
- When necessary, use the Professional Dispositions Procedure to make referrals to the Student Policy Committee.
- Follow up with advisees, such as by collaborating with the Student Policy Committee, if remedial actions become necessary.



PORTFOLIO SYSTEM

The Teacher Education Program has an image of a graduate as “a reflective professional.” Reflection about the meaning of the student’s learning is an important component of the teacher education process. Students complete two to three separate *portfolios* to guide and empower the reflective process.

Standards of Effective Practice (SEP) Portfolio

Students are introduced to the SEP Portfolio in ED 3100 *Introduction to the Foundations of Education* or ED 3350 *Pedagogy*. During the foundations courses, students complete the SEP portfolio through a series of designated “portfolio assignments.” In addition to doing each portfolio assignment, students complete a form or provide additional information guided by the instructor, in which they reflect how completing the assignment assisted them to meet the standard and indicators associated with the assignment. Through the portfolio assignments in the foundations classes, students will document their gains in relation to each of the 10 Standards of Effective Practice.

Content Area (CA) Portfolios

In the early childhood education, elementary education, and other education majors, students complete a second portfolio, a “Content Area Portfolio.” The content area portfolio serves the same purpose for the student’s specific major that the SEP portfolio serves for the educational foundations. Orientation for completing the Content Area Portfolio is provided in a designated course early in the student’s major. Some secondary majors have yet to develop their Content Area Portfolio systems.

Student Teaching (ST) Portfolios

The portfolio that students complete during elementary and secondary student teaching has one similarity and one key difference with the SEP and CA portfolios. Similar to the course-based portfolios, the portfolio completed during student teaching has a documentation-reflection component. The student teacher uses Standards Narrative Reflections to document how specific standards/indicators have been met during the teaching of a lesson and to reflect about consequent learning. Student teachers keep track of their progress toward the completion of these specifically targeted standards/indicators in a log. Student teachers also keep a daily reflective journal.

The component that marks the key difference with the course portfolios is that the Student Teaching Portfolio also serves an *assessment* function relative to the SEP. The cooperating teacher and university supervisor also include observations about the student’s teaching in the ST Portfolio. Twice during the student teaching experience students complete a rubric-based self-assessment relative to the SEP. As discussed with the university supervisor, low rubric scores

mean that the student may need to appear before the Student Policy Committee and/or take remedial actions in order to receive a satisfactory grade in student teaching.

Student teachers receive orientation regarding the ST portfolio before they begin their student teaching placement.



PROFESSIONAL DISPOSITIONS FOR UNDERGRADUATE STUDENTS

Dispositions are defined as the values, commitments and professional ethics that influence behaviors towards students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. From research and experience, certain dispositions have emerged that nearly all good teachers have in common. These have to do with values such as professional commitment, communication skills, adaptability, caring and integrity. Dispositions are patterns of behaviors and actions that occur frequently and constitute habits of mind and heart.

The professional dispositions adopted by Bemidji State University's Professional Education Department were developed in conjunction with the Standards of Effective Practice and are incorporated throughout the teacher education program. The *Professional Dispositions for Undergraduate Students Rubric* reflects the competencies and indicators for meeting each competency.

Disposition Review Procedure for Students and Faculty

The Professional Education Department has collaborated on dispositions expected of our teacher candidates. Dispositions are measured based on observable behaviors. Teacher candidates will complete self-assessments twice during their educational coursework. During ED 3100, Intro to the Foundations of Education, students will complete the Professional Dispositions for Undergraduate Education Students Self Assessment. This initial self-assessment form will be kept in the student's file and it is intended as a benchmark for the student's awareness and growth.

The second self assessment form will be completed by the student at the end of ED 4799 The Professional Teacher. It will also be kept in the student's file in the Clinical Experiences Office.

The Faculty Assessment form for the Professional Dispositions for Undergraduate Education Students may be used at any time by any instructor or cooperating teacher who may have a concern about a competency area that needs improvement. Observations resulting with a one or two rating on any question will be completed in written form, with a duplicate given to the student and the original forwarded to the Student Policy Committee. Once each semester this committee will meet to review submitted forms and determine what, if any, action will be taken. The instructor will notify the student that an assessment form has been filed.

Goals and Action Improvement Plan

Based upon the student's own self assessment, students may set goals and actions to improve. Together, the student and his/her advisor will devise a plan for improvement. The improvement plan is placed in the student's file



HEARING, APPEAL, AND DUE PROCESS

The Student Policy Committee was created as a means to review administrative, faculty or staff concerns about a student's progress pertaining to admission, retention, and graduation matters. Whenever possible an individual instructor or supervisor works to remediate the concern with the students. If the concern continues, the instructor or supervisor reports the matter to the Student Policy Committee. The Hearing and Appeal Process follows these steps:

- If an instructor or supervisor has a concern, this person completes a Faculty Assessment Form related to the Professional Dispositions for Undergraduate Students. When the instructor or supervisor assigns one or more dispositions a low one or two rating on the rubric, they document their reason for the rating, sign the form, and give the original to the student. A copy is placed in the student's file.
- The instructor or supervisor meets with the student to remediate the difficulty. If the instructor or supervisor feels that needed improvements are not being made, they contact the Student Policy Committee. The instructor or supervisor files a copy of the assessment form with the Student Policy Committee.
- Student Policy Committee members will decide if the student should meet with the committee. If a student fails to meet with the committee when asked to do so, the meeting proceeds and decisions are made without the student's input.

The Student Policy Committee will evaluate concerns on a case-by-case basis. The Bemidji State University *Undergraduate Catalog* and the *Student Handbook* guide the Student Policy Committee in the Hearing and Appeal Process.

Finally, Bemidji State University complies with Minnesota Statute in relation to the following:
"The Board of Teaching, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14."



UNDERGRADUATE PROGRAMS IN TEACHER EDUCATION

Please consult with your advisor to plan a program that will lead to the completion of a major and recommendation for licensure. It is possible to pursue teacher licensure in the following programs:

Program	Scope of Licensure
Developmental Adapted Physical Education	Grades K-12
Early Childhood Education	Birth to Age 8
Elementary Education with a Specialty: Preprimary; Communication Arts & Literature; Mathematics; Science; or Social Studies	Grades PP-6 or K-8
Communication Arts and Literature	Grades 5-12
Health	Grades 5-12
Mathematics	Grades 5-12
Music (Vocal, Instrumental)	Grades K-12
Physical Education	Grades K-12
Science (Chemistry, Earth, Life, Physics)	Grades 5-12
Social Studies	Grades 5-12
Technology (Education)	Grades 5-12
Visual Arts	Grades K-12
World Languages and Cultures	Grades K-12

Useful information about each program can be found at the bemidjistate.edu website. Go to:

- Colleges and Schools; from there click to the program of interest.

Or

- Majors and More; from there click to the program of interest.



SPECIAL PROGRAMS

Special Education Licensure

Special education licensure at the undergraduate level is available in Developmental Adapted Physical Education. Undergraduate students may complete special education courses toward the Emotional/Behavioral Disorders and Learning Disabilities licensures. However, students are required to take four courses at the graduate level in order to complete either of these two licensures.

For complete information about special education licensure programs, refer to the Bemidji State University *Graduate Catalog* or contact a member of the Special Education faculty.

Coaching

Bemidji State University's coaching specialist program exceeds current Minnesota requirements and parallels NASPE guidelines.

The Coaching Specialist program requires 12 semester credits, including a one-credit practicum experience. Placement must be made in a public secondary school (9-12 only) under the supervision of a Minnesota certified coach. Prior approval of the chair of the Department of Physical Education is required.

For complete information about the Coaching Specialist on the bemidjistate.edu website:

Click Majors and More for Physical Education. Click the live link "Physical Education in the Academic Catalog."