PROFESSIONAL EDUCATION DEPARTMENT

TEACHER EDUCATION HANDBOOK

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TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCEPTUAL FRAMEWORK AND MISSION STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>STANDARDS-BASED TEACHER EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>PRE-ADMISSION AND ADMISSION INTO THE TEACHER EDUCATION PROGRAM</td>
<td>6</td>
</tr>
<tr>
<td>POLICIES FOR RETENTION AND COMPLETION</td>
<td>7</td>
</tr>
<tr>
<td>SOCIAL AND PSYCHOLOGICAL COUNSELING SERVICES</td>
<td>8</td>
</tr>
<tr>
<td>FIELD EXPERIENCES AND STUDENT TEACHING</td>
<td>8</td>
</tr>
<tr>
<td>PREPARING FOR GRADUATION</td>
<td>10</td>
</tr>
<tr>
<td>ADVISING SUMMARY FOR CANDIDATES AND FACULTY</td>
<td>11</td>
</tr>
<tr>
<td>TASKSTREAM (LAP)</td>
<td>12</td>
</tr>
<tr>
<td>PROFESSIONAL DISPOSITIONS</td>
<td>13</td>
</tr>
<tr>
<td>HEARING, APPEAL, AND DUE PROCESS</td>
<td>15</td>
</tr>
<tr>
<td>CAREERS IN TEACHING</td>
<td>15</td>
</tr>
<tr>
<td>UNDERGRADUATE PROGRAMS IN TEACHER EDUCATION</td>
<td>15</td>
</tr>
<tr>
<td>SPECIAL PROGRAMS</td>
<td>16</td>
</tr>
</tbody>
</table>
Mission Statement of the Teacher Education Program

BSU prepares teachers through inquisitive, involved, reflective practice. The framework outlining our program sets a standard that is rigorous, exemplary and innovative. The curricular structure is research based and organized around the Standards of Effective Practice. Graduates are proficient, collaborative, technologically literate and environmentally aware teachers, who work effectively in various settings with diverse learners. Professional programs are designed to reflect the current knowledge base and effective practice. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.
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 candidates at Bemidji State University consistently rise to meet these challenges.

The Professional Education Department has updated this Handbook to provide current, practical information for candidates 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. Candidates should take questions about individual courses directly to the instructor.

STANDARDS-BASED TEACHER EDUCATION

Teacher education candidates at Bemidji State University work with two sets of standards adopted from the Minnesota Board of Teaching. First, candidates 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 candidates need in order to be effective teachers. Candidates address these standards and indicators through the educational foundations coursework and through student teaching.

Candidates document their growing competence in relation to the SEP through the Taskstream Learning Achievement Tool (LAT) and through content and pedagogy tests taken near the end of the program. (See Handbook Section on Taskstream Learning Achievement Tool (LAT) for more information.)

The second set of standards adopted from the Board of Teaching are called Content and Specialty Standards (CSS). Candidates gain and document their competence in the CSS through methods and content courses and field experience that are a part of each candidate’s selected major. Candidates take additional content and pedagogy tests 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

Candidates will be given a temporary education clearance to register for education courses if they meet the following requirements:

• Provide proof that they’ve taken the State-required basic skills tests.

  Note: Effective September 1, 2010, only Minnesota Teacher Licensure Examination (MTLE) tests will be accepted. MTLE includes basic skills, content, and pedagogy tests. Information, registration, dates, and locations can be found online at www.mtle.nesinc.com.

  Note: The Professional Education Department recommends that candidates receive orientation information concerning the basic skills test before taking the test. The Department also recommends that candidates might consider taking the subtests of the basic skills test on three different days, which might result in a better outcome. For general information about the basic skills test, consult the website www.mtle.nesinc.com.

• Complete a minimum of 30 semester credits of liberal/general education courses.

• Have a cumulative GPA of 2.50 or higher.

Admission

During ED 3100 Introduction to the Foundations of Public School Education, candidates complete several requirements to gain permanent admission into the education program. Requirements to receive a passing grade for ED 3100 are:

• Program of study or goldenrod pre-grad plan
• Conduct Review Statement
• Basic skills test scores
• Remediation plan for failing scores on one or more of the basic skills tests
• Liability insurance verification
• 20-hour field experience
• Professor’s grade
On the first day of the ninth week in semester one of the candidate’s education program (the semester the candidate is enrolled in ED 3100), a temporary clearance will be given to register for education courses in semester two.

Passing basic skills scores must be on file by the first day of the ninth week during semester two of the candidate’s education program. If not, no further clearance will be given for candidates to register for education courses. When passing basic skills scores are received, a permanent clearance will be given, provided all other ED 3100 requirements are met.

**POLICIES FOR RETENTION AND COMPLETION**

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

**Retention in the Program**

• Maintain a minimum grade point average of 2.5 in the Professional Education foundation courses, major area of study, and overall program.

• Demonstrate professional teacher behavior (e.g., academic integrity, time management skills, timely completion of work assignments, respect for others, etc.). This is assessed at the mid-point disposition evaluation during ED 3350 Pedagogy: Planning for Instruction. The candidate must achieve a 2.7 average on three dispositions from three evaluators.

• Successfully meet requirements for Taskstream (LAT) set by instructors in each course.

• Successfully complete all classes in major and acquire academic major advisor approval necessary for a student teaching placement.

**Completion of the Program**

To successfully complete the Teacher Education Program, the candidate must 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.

• 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 through the Teacher Performance Assessment (TPA) included in Taskstream.
SOCIAL AND PSYCHOLOGICAL COUNSELING SERVICES

The Professional Educational program at BSU prides itself on its high expectations for candidates. In addition to completing coursework, candidates are expected to spend time in K-12 classrooms, to pass licensure examinations and mid-point assessments, and to maintain the GPA requirement set by the Department. A major in Education can be stressful. If a candidate should begin to feel overwhelmed or just need someone to talk with, the counseling services offered by BSU can help. The Student Center for Health and Counseling offers more information.

FIELD EXPERIENCES AND STUDENT TEACHING

Proof of liability insurance is required before a candidate enters any field experience. Liability insurance can be obtained through a private insurance company or by purchasing through Education Minnesota.

Field experiences are usually arranged by the course instructor. Student teaching placements must be arranged by the Clinical Experiences Director. Candidates cannot student teach in the school district from which they graduated.

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

• All Early Childhood Education majors have a series of classroom field experiences with infants/toddlers, preschoolers, kindergartners, and primary grade learners.

• All Elementary Education majors have a series of classroom field 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 field experiences in grades five through eight and grades nine through twelve.

• All candidates with majors in K-12 subjects must complete a series of field experiences at the elementary and secondary levels.

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

Student Teaching – Early Childhood Education Majors

Note: The Early Childhood licensure program is in a “teach out”. The program has been discontinued.

Student teaching experiences are to be completed successfully at the infant/toddler, preprimary (preschool and Kindergarten), and primary grade levels.
Preprimary student teaching experiences are to be completed concurrently with assigned courses at each level. Infant/toddler student teaching cannot occur until infant/toddler coursework is complete.

Primary 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 candidates 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 Clinical Experiences Office if all requirements have been met.

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

The required student teaching experience is fifteen weeks (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 is a full time commitment. Student teaching takes precedence over other obligations such as coursework, employment, and extracurricular activities, including coaching. A request for deviation from this policy must be approved by the Clinical Experiences Director.

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 candidates pay locally. Candidates 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

This is a cooperative program in which candidates may attend other Minnesota State universities. The courses and semester credits are transferred as residence semester credits and are computed in the grade point average. Tuition is paid to the common market institution and supervision is provided by that institution. Common Market student teaching requires that candidates contact the Office of Clinical Experiences one year prior to student teaching.
PREPARING FOR GRADUATION

Graduation Plans

Candidates seeking an undergraduate degree from Bemidji State University are asked to submit graduation plans two semesters before their anticipated term of graduation. The graduation plan process is detailed online. Upon attaining eighty (80) earned semester credits toward graduation, candidates are notified through their DARS report that they should submit graduation plans. Graduation plans are submitted directly to the Records Office. Subsequent notification of approval or specific deficiencies is sent to candidates by the Records Office.

Minnesota Teacher Licensure Exams (MTLE)

Legislation enacted in 1985 required the Minnesota Board of Teaching to adopt examinations for assessing skills in reading, writing, and mathematics for teachers licensed under Board authority and to adopt rules for implementation and ongoing administration of the tests. The Board was also required to adopt general pedagogy and content tests for teacher licensure.

Beginning Spring semester 2010, candidates entering the Professional Education program were required to take all parts of the State-required basic skills tests prior to registration for any education (ED prefix) courses. Proof of testing (testing center verification or score report) must be provided for a temporary clearance to register.

Beginning September 1, 2010, the MTLE became the statewide uniform means of assessing the basic skills, pedagogical and content-area knowledge of Minnesota teacher candidates. ETS Praxis tests and scores taken prior to September 1, 2010 will be accepted by the Minnesota Board of Teaching until December 31, 2015.

Effective Fall semester 2011, candidates entering the Professional Education program are required to having passing scores on the basic skills tests at the end of their second semester in their education program. If the candidate does not have passing scores at the end of the second semester, the candidate will not be allowed to proceed further with education (ED prefix) courses until passing scores are documented.

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 basic skills tests, required content area tests, and pedagogy tests.

The Records Office is responsible for recommending candidates for licensure to the State of Minnesota. This recommendation is granted upon completion of an approved teacher licensure program, achievement of the Minnesota Board of Teaching’s passing score on all required teacher licensure tests, and meeting all additional requirements for their field of licensure.

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 candidate should contact the department of education of any state in which they might seek licensure

**ADVISING SUMMARY FOR CANDIDATES AND FACULTY**

All candidates 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*, candidates need to meet with their advisors for individual program planning. These program plans are used for admission to the 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*, candidates need to meet with their assigned advisors for individual program planning. These program plans are used for admission to the teacher education program. Secondary Education candidates should contact the Chair of the Professional Education Department for additional assistance.

**Candidate 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 Candidates.

• Provide documentation that the basic skills tests have been completed and are on file with the Records Office.

• Subscribe to Learning Achievement Tools through TaskStream. Candidates may purchase a one year or two year subscription from the BSU Bookstore.

• If necessary complete, submit, and follow a basic skills remediation plan. Provide necessary documentation to the Clinical Experiences Office.

• Select a major. If you select Elementary Education, chose K-6 only, K-6 with a preprimary endorsement or K-6 with a social studies endorsement.

• Plan and schedule a course of study including student teaching.

• Successfully meet all Taskstream and TPA requirements.

• Submit graduation plans to the Records Office at any time.

**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 Handbook for Teacher Education Candidates.

• Make appropriate referrals or inquires concerning licensure options and other matters on behalf of the candidate.

• When necessary, use the Professional Assessment 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.

• Remind students of available counseling services on campus.

**TASKSTREAM (LEARNING ASSESSMENT TOOL-LAT)**

The Teacher Education Program has an image of a graduate as “a reflective professional.” Reflection about the meaning of the candidate’s learning is an important component of the teacher education process. Candidates complete Taskstream requirements to guide and empower the reflective process.

**Standards of Effective Practice (SEP)**

Candidates are introduced to the SEP standards during *ED 3100 Introduction to the Foundations of Education* or *ED 3350 Pedagogy*. During the foundations courses, candidates complete the SEP LAT through a series of designated SEP assignments. In addition to doing each assignment, candidates 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 assignments in the foundations classes, candidates will document their gains in relation to each of the 10 Standards of Effective Practice in Taskstream.

**Content Area (CA)**

In the elementary education and other education majors, candidates complete assessment in their content area. The content area LAT serves the same purpose for the candidate’s specific major that the SEP LAT serves for the educational foundations. Orientation for completing the Content Area LAT is provided in a designated course early in the candidate’s major. Some secondary majors have yet to develop their Content Area LAT systems.

**Student Teaching (ST)**

The LAT and Teacher Performance Assessment (TPA) that candidates complete during elementary and secondary student teaching have one similarity and one key difference with the SEP and CA LAT. Similar to the course-based LAT, the LAT and TPA completed during
student teaching have 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 through journaling and the checklist.

The component that marks the key difference with the course LAT is that the Student Teaching TPA also serves an assessment function relative to the SEP. The cooperating teacher and university supervisor also include observations about the student’s teaching in Taskstream. Low rubric scores mean that the candidate 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 LAT and TAP before they begin their student teaching placement.

**PROFESSIONAL DISPOSITIONS**

Dispositions are defined as the values, commitments and professional ethics that influence behaviors towards candidates, families, colleagues and communities and affect candidate 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 the Danielson model and are incorporated throughout the teacher education program.

The Education faculty recognizes that bias could easily be a factor in a dispositional assessment. An inherent dissonance exists when one tries to evaluate qualitative concepts in a qualitative manner. In order to mitigate the likelihood of such bias from occurring, the faculty has established the following process.

Each candidate will obtain three dispositional ratings. These dispositions will be completed by the faculty of ED 3110 Educational Psychology; the cooperating teacher of the 20-hour field experience in ED 3100 Intro to the Foundations of Education; and the faculty of ED 3350 Pedagogy. The scores will be aggregated and a numerical score obtained. If the aggregate score is below 2.75 on a Likert Scale of 5.0, candidates will need to meet with their advisor. Any student who scores a 1 in any area (the lowest possible score) will need to meet with his/her advisor and jointly develop an improvement plan to be placed in the candidate’s file located in the Clinical Experiences office and reviewed the following semester. A candidate who scores a 2 in any area will also meet with his/her advisor to discuss how scores can be raised. Assessment of dispositions is an essential part of our program. It will help faculty determine trends and provide them with a method to advise students towards other areas of study when appropriate.
Additionally, at any point in a candidate’s program of study, a faculty can recommend that a candidate revisit the disposition process. This recommendation is resolved at the instructor’s level whenever possible, but if necessary, may be referred to the Student Policy Committee.

**Disposition Assessment**

The Professional Education Department has collaborated on dispositions expected of our teacher candidates. Dispositions are measured based on observable behaviors.

At the mid-point of their program while enrolled in *ED 3350 Pedagogy*, candidates are required to complete a disposition’s assessment. It is recognized that dispositions can be difficult to define, but that they are essential for a successful classroom experience. Towards this end, Professional Education faculty constructed an assessment tool loosely based on the work of Charlotte Danielson.

Students are assessed in the following disposition areas:

**Dedication** – Teacher candidates should be committed to the profession of teaching and to the betterment of their schools, communities, and students. Dedication is demonstrated by punctuality, attendance, and active participation in the education community.

This area specifically evaluates the candidate’s punctuality, attendance, and classroom participation.

**Compassion** – Teacher candidates should demonstrate professional friendliness, warmth, and genuine caring in their relationships with students, peers, and teachers. They should attempt to establish relationships characterized by respect and rapport.

This area specifically evaluates the candidate’s relationship skills and diversity awareness.

**Curiosity** – Teachers should promote and support curiosity in their students and encourage active inquiry. Teachers should be professionally active lifelong learners and seek opportunities for professional development. Curiosity can be demonstrated pre-service by a thirst for knowledge and a willingness to live with ambiguity.

This area specifically evaluates the candidate’s active inquiry.

**Honesty** Teachers should model personal and academic integrity by their actions. Teachers should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity. Pre-service teachers demonstrate honesty through their classroom interactions with their instructors, peers, and cooperating teachers.

This area specifically evaluates candidate’s personal and professional integrity.

**Improvement Plan**

If one or more of the disposition evaluators assesses a candidate below 2.7 on the rubric, the candidate must meet with his/her advisor and develop an improvement plan. The improvement
plan, along with the original assessment results, will be included with other data points, and will be considered in the mid-point evaluation process.

HEARING, APPEAL, AND DUE PROCESS

The Student Policy Committee will review administrative, faculty or staff concerns about a candidate’s progress pertaining to admission, retention, and graduation matters. The Student Policy Committee shall be composed of the department chair, candidate advisor and at least one other faculty member. Whenever possible an individual instructor or supervisor works to remediate the concern with the candidate. If the concern continues, the instructor or supervisor reports the matter to the Student Policy Committee.

If the results of the midpoint evaluation process do not meet the criteria established by the Professional Education Department for continuation in the education program, the candidate will be referred to the Student Policy Committee. The candidate may also appeal the results of the midpoint evaluation to the Student Policy Committee. At any point, a faculty member with a serious disposition related concern that they are unable to resolve sufficiently may refer a situation for review to the Student Policy Committee. The Student Policy Committee makes the final decision for candidate continuation in the Teacher Education Program and reports to the Professional Education Department Faculty. The candidate may appeal a decision to the University Student Policy Committee.

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, teacher candidates from Bemidji State University are afforded another appeal process directly to the Minnesota Board of Teaching:
"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." MS 122.09 Subd.4C

CAREERS IN TEACHING

Visit the Career Services website to view the many job seeking tools. EdPost Listings sponsored by St. Cloud State University and the Minnesota Association of School Administrators are also good ways to find a teaching position.

UNDERGRADUATE PROGRAMS IN TEACHER EDUCATION

Please consult with your advisor to plan a program of study that will lead to the completion of a major and recommendation for licensure. It is possible to pursue teacher licensure in the following programs:
<table>
<thead>
<tr>
<th>Program</th>
<th>Scope of Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Adapted Physical Education</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Grades K-6</td>
</tr>
<tr>
<td>Preprimary Endorsement</td>
<td>Preprimary</td>
</tr>
<tr>
<td>Middle Level Social Studies Endorsement</td>
<td>Grades 5-8</td>
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<tr>
<td>Communication Arts and Literature</td>
<td>Grades 5-12</td>
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<tr>
<td>Health</td>
<td>Grades 5-12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grades 5-12</td>
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<tr>
<td>Music (Vocal, Instrumental)</td>
<td>Grades K-12</td>
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<tr>
<td>Physical Education</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>Science (Chemistry, Earth, Life, Physics)</td>
<td>Grades 5-12</td>
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<tr>
<td>Social Studies</td>
<td>Grades 5-12</td>
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<tr>
<td>World Languages and Cultures-Spanish</td>
<td>Grades K-12</td>
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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 is available in Developmental Adapted Physical Education. Undergraduate candidates may complete special education courses toward the Emotional/Behavioral Disorders and Learning Disabilities licensures. However, candidates are required to take four courses at the graduate level in order to complete either a Learning Disabilities or Emotion/Behavioral Disorders license.

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 field 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.”