

**Professional Education Distributed Learning
PEDL**



BEMIDJI
STATE UNIVERSITY

**DLiTE & FasTrack
Teacher Candidate
Handbook
2021-2022**

This Handbook is published by the Professional Education Distributed Learning – PEDL program for the use of students in the DLiTE Program and FasTrack Secondary Licensure Initiative.

Updated 1/12/2021

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Overview: PEDL Handbook

Welcome! This is the Bemidji State University Professional Education Distributed Learning (PEDL) Student Handbook. This handbook is specific to DLiTE and FasTrack teacher candidates.

General BSU Student Handbook. There is also a general Student Handbook for all Bemidji State University Students where your rights and responsibilities as a student are described. The General Student Handbook contains the policies and procedures that relate to many aspects of your life as a student at the university, in and out of the classroom. Whether you study on campus or online, membership in the BSU community brings with it the responsibility of becoming familiar with the policies on these pages. If you have specific questions relating to policies and procedures within the Handbook, please contact the Office of Student Life and Success.

You can find that the BSU Student Handbook on the BSU website at:
<https://www.bemidjistate.edu/offices/student-life-success/handbook/>

Professional Education Department Student Handbook.

Link here: <https://www.bemidjistate.edu/academics/departments/professional-education/wp-content/uploads/sites/12/2020/05/Teacher-Candidate-Handbook-4-29-2020.pdf>

Updates to Handbooks: Bemidji State University reserves the right to change without notice any of the materials (information, requirements, and regulations) published in the BSU and PEDL Student Handbooks. For the BSU Student Handbook, revisions are published to the student body and the University community through the website listed above. For the PEDL Teacher Candidate Handbook, new revisions are published on the FasTrack and DLiTE websites and sent out to you periodically by PEDL faculty and staff. All new incoming PEDL students also receive this handbook each academic year.

Important Info

The purpose of the PEDL Handbook is to provide DLiTE (Distributed Learning in Teacher Education) and FasTrack PostBac (FTPB) secondary teacher candidates with a quick reference for information about Bemidji State University and PEDL programs and initiatives.

Communication with our DLiTE or FasTrack office

If you have questions relating to policies and procedures within the PEDL Teacher Candidate Handbook, please contact Mirlande Erickson (PEDL Program Manager) at:

- dlite@bemidjistate.edu (if you are a DLiTE teacher candidate), or
- fastrack@bemidjistate.edu (if you are a FasTrack teacher candidate).

Important links – please bookmark and save for future reference:

Face-to-Face (F2F) Meeting Schedules; always posted here:

<https://pedlschedules.pbworks.com/w/page/67504342/FrontPage>

Bemidji State University Academic Calendar

<https://www.bemidjistate.edu/academics/calendar/>

FasTrack BSU Webpage:

<https://www.bemidjistate.edu/academics/departments/professional-education/fastrack/>

DLiTE BSU Webpage:

<https://www.bemidjistate.edu/academics/departments/professional-education/dlite/>

PEDL Coordinators

PEDL Coordinator: Dr. Jessamay Pesek (on sabbatical spring 2022)

JPesek@bemidjistate.edu

DLiTE Coordinator: Dr. Lisa Krall (PEDL Coordinator spring 2022)

LKrall@bemidjistate.edu

FasTrack Coordinator: Dr. Jessamay Pesek (Lisa Schmitz spring 2022)

JPesek@bemidjistate.edu

Clinical Coordinator (student teaching and mentor): Lisa Schmitz

LSchmitz@bemidjistate.edu

PEDL Program Manager: Mirlande Erickson.

For FasTrack correspondence email Mirlande at: fastrack@bemidjistate.edu

For DLiTE correspondence email Mirlande at: dlite@bemidjistate.edu

* When you email Mirlande, always include your Student ID and Cohort number

Phone: Local: 763-433-1484 & Toll Free: 1-800-723-3567

Mirlande's office is at ARCC-Coon Rapids

Section I: University Background & Info

Campus Traditions:

The school colors are Green and White; the nickname of the athletic teams is “Beavers.”

According to school lore, past Bemidji State University President Manfred Deputy, while watching the football team play, commented that they were “working as hard as beavers,” and thus, the name Bemidji Beavers was created.



University Fight Song

*Go Bemidji Beavers
Go you Green and White
Go Bemidji Beavers
Fight with all your might!
Rah! Rah! Rah!
We are here to cheer you
We are out to win your fame,
So, Go Bemidji Beavers
Fight to win this game.-Fight*

INFO:

Minnesota State Colleges and Universities (MN State): Bemidji State University is one of 62 college and university campuses that make up Minnesota State Colleges and Universities. A Board of Trustees governs this statewide system of community colleges, state universities, and technical colleges. Minnesota State Colleges and Universities is dedicated to providing students with a wide array of opportunities for life-long education in both technical and academic fields, ranging from short-course certificates to the Master's Degree. More than 162,000 students attend Minnesota State Colleges and Universities.

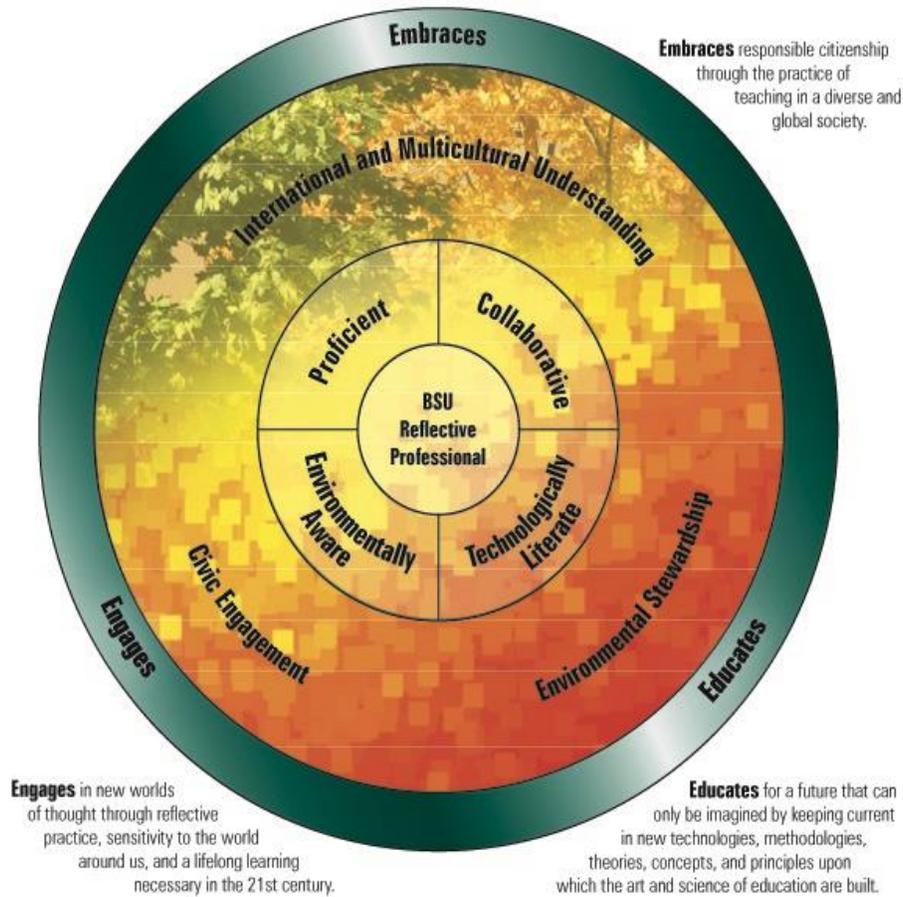
University Mission: Bemidji State University, since its founding in 1919, has been a center of intellectual, cultural, social, and economic life in northern Minnesota. Beginning as a small teachers' college, Bemidji State has grown into a comprehensive university, part of a diverse, statewide system of higher education. As its primary strength and function, Bemidji State University delivers, at the baccalaureate and graduate levels, substantial and affordable educational opportunities that enhance student access to leadership roles and encourage responsible citizenship. Thus, poised to lead its students into the twenty-first century, the University further recognizes that sweeping changes in society and technology call for new ideas and new skills, yet remains ever more grounded in shared human values.

Department of Professional Education Mission Statement:

The Department of Professional Education prepares students for scientific inquiry, career opportunities, responsible citizenship, and life-long learning.

The Department of Professional Education has developed a Conceptual Framework:

Conceptual Framework: Teacher as Reflective Professional



Bemidji State University Professional Education

BEMIDJI STATE UNIVERSITY TEACHER EDUCATION PROGRAM

All members of the BSU Department of Professional Education integrate the above conception framework in our teaching and support we give to our teacher candidates.

Our mission: Bemidji State University 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.

Bemidji State Campus Info

Where is Bemidji State University?

BSU is in Northern Minnesota.



**BSU is a university
on the lake!**



Bemidji – “Bemidigamaag”
“the place where the current cuts across”
“a river runs through it”
“Opening to big water”

History of PEDL

PEDL- PEDL stands for Professional Education Distributed Learning. PEDL includes the education programs that are offered through the Center for Extended Learning (CEL) at BSU.

DLiTE- At the turn of the millennium, Bemidji State University started working on designing one of the first online teacher licensure programs in the nation. In the fall of 2002, the first cohort met at the Perpich Center for Arts Education in the Twin Cities and started their journey to become licensed teachers. The program was called DLiTE- Distributed Learning in Teacher Education, because the courses were not all online but had distributed delivery methodologies – including classroom field experience and Face-to-Face three times per year. Over the years, the hybrid DLiTE model has proven itself to be an effective delivery model; this is particularly important for providing teacher licensure access to the underserved population who do not have an option to terminate their employment or attend a traditional education program. The DLiTE program is an online/hybrid, cohort-based elementary education teacher licensure program that spans six semesters. Those who complete the program will earn a Bachelor of Science Degree in Elementary Education.

FasTrack- The current FasTrack PostBac licensure pathway has been in motion since 2012. Our first FTPB cohort was spring 2014 (with Cohort 1). The courses are offered at the graduate level and provide guidance and licensure for FasTrack students. The Professional Education department works with the university content departments and recommends the following licenses.

- Sciences: Chemistry 9-12; Physics: 9-12; Earth and Space Science 9-12; Life Science 9-12 (each license has option to add on a general science 5-8 ADD-ON endorsement)
- Social Studies 5-12
- Physical Education k-12
- Health 5-12
- Math 5-12
- Communication Arts & Literature 5-12
- Special Education K-12: EBD, SLD, ASD
- Technology Education 5-12 (partnership with SCSU)
- Library Media Specialists K-12 (partnership with SCSU)
- Teaching English as a Second language K-12 (partnership with SCSU)

Neither DLiTE nor FasTrack is an "alternative" pathway to teacher licensure. Teacher candidates take coursework based on the Minnesota Standards of Effective Practice. Content area standards are completed through coursework that mirrors the fieldwork and courses completed in the campus-based program. Essentially, the standards for each course are the same, the PEDL courses are just offered in a hybrid and/or online format.

Info, Program Entry, Retention, and Completion

DLiTE Program

Coordinator & Advisor: Dr. Lisa Krall

Dr. Krall's Email: lkrall@bemidjistate.edu

DLiTE Website: <http://www.bemidjistate.edu/academics/departments/professional-education/dlite/>

The DLiTE program is an online/hybrid, cohort-based elementary education teacher licensure program, spanning six semesters. Those who complete the program will earn a Bachelor of Science (B.S.) degree in Elementary Education.

Elementary License: K-6 with possible endorsement in teacher candidate's selected subject area. While working on an endorsement, you will be working with a content coordinator and your DLiTE advisor to assist you in planning. The DLiTE Website (listed above) contains links to the following endorsements including course listings and requirements:

- Communication Arts & Literature 5-8
- Social Studies 5-8
- Math (not currently online) 5-8
- Science 5-8
- Preprimary. The Preprimary endorsement courses are currently being offered in a real-time format through BSU. Dr. Layna Cole is the content coordinator for this endorsement area.

Entrance Requirements

- GPA of 2.5
- Minimum – AA or MNTC, or 4-year degree from accredited institution
- Application to DLiTE Program
- Mentor Application completed and signed
- Proof of Student Liability Insurance
- 500-word essay titled “Why Teach?”
- Professional Recommendation
 - This can be fulfilled with a professional recommendation from an individual who can speak to the applicant's interaction with children OR who can speak to their experience in education, training, mentoring etc. OR
 - Documentation of completion of a course that introduces the applicant to the teaching profession.

Program:

- Three-year (six semester) timeline
- Cohort model-candidates receive a prescribed sequence (Plan of Study) that must be completed in order with the same group of individuals.
- A personal Plan of Study is provided for each candidate
- If adding middle level (5-8) endorsement, plan of study will be longer than 6 semesters.

DLiTE POLICIES FOR RETENTION AND COMPLETION

Once the above requirements have been successfully completed, the candidate is admitted into the DLiTE Teacher Education Program in the major(s) of their choice.

To be retained in the program, candidates must accomplish the following:

Retention in the Program

- Maintain a GPA of 2.5 DLiTE education coursework
 - After the first semester, after completing ED 3100 and ED 3110 teacher candidates must have at least a 2.5 GPA.
 - You must have a C- or better in all DLiTE license coursework including Math 1011 and Math 1013
- Two failing grades in the Professional Education Program would be the cause for dismissal from the program.
- Maintain a C- or above in all major coursework.
- Successfully meet requirements for SL&L (Student Learning and Licensure) documentation set by instructors in each course
- Complete field experience requirements each semester.
- If there are any concerns, please email your advisor and include your name, student ID, and cohort. DLiTE advisor: Dr. Lisa Krall LKrall@bemidjistate.edu

In addition to the cumulative grade point average requirement, teacher candidates who receive a grade lower than 2.0 (D or F) in any course in the licensure program must re-take the course until they earn a 2.0 (C) or above in the course. No teacher candidate may student teach if they have an “IP” (In progress grade), I, NC, D, or F in the semester prior to student teaching. All teacher candidates must have completed all mandatory courses and earned an acceptable final grade before student teaching.

Completion in the Program

To successfully complete the Teacher Education Program, the candidate must accomplish the following:

- Maintain a GPA of 2.5 in Education/Special Education coursework
- Complete all required DLiTE coursework listed on program of study
- Complete field experience hours, with multiple classroom experiences that reflect scope of license
- Complete the student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the clinical experiences director
- Complete the edTPA and MN State MTLE (pedagogy and content) exams

FasTrack Initiative

Coordinator and Advisor: Dr. Jessamay Pesek (Lisa Schmitz- spring 2022)

Dr. Pesek's email: JPesek@bemidjistate.edu

Fastrack Website: <http://www.bemidjistate.edu/academics/departments/professional-education/fastrack/>

Fastrack Teacher Candidates at the end of their program of study complete all necessary courses and standards to earn a teacher license. Students do not earn a degree upon completing FasTrack unless they decide to follow on to complete a BSU Master's Degree (Online Master's Degree options at BSU: MSPED, MAT)

- **Master's Degree Options:** FasTrack coursework may also apply to a BSU Master of Teaching (MAT) degree (a total of 15 credits may count toward the MAT degree), or the BSU Master of Special Education (three additional ED courses to be completed in sequence after student teaching).
 - Please note you will have seven years to complete your Master's degree once you are enrolled in BSU's Graduate School.
 - MAT: <https://www.bemidjistate.edu/academics/graduate-studies/masters-programs/education-mat/>
 - MSPED: <https://www.bemidjistate.edu/academics/graduate-studies/masters-programs/msped/>

Overview of FasTrack Program

- All FasTrack **SEP** coursework is at the graduate level. A required course (such as methods) offered only at the undergraduate level, upon advisor approval, may be completed at the undergraduate level
- Content courses may be completed at the undergraduate or graduate level
- All candidates (except SPED): Two-year timeline (this may vary depending on additional content courses that need to be completed)
- SPED candidates: Three-year timeline, must follow the individual program of study
- If applicable, candidates may teach on a Tier 1 or Tier 2 license while completing FasTrack coursework (arranged by school district and state)
 - If on a Tier 1 or Tier 2 license, the 12- 16 Week Student Teaching experience may be done within candidate's own public-school classroom (need special permission).
 - Candidate must be teaching in the classroom that aligns with the desired MN State licensure.
 - If a student is teaching in one's own classroom, candidates must still register for 12-university graduate credits, complete the edTPA, and work with university supervisor and cooperating teacher.

Entrance Requirements

- GPA of 2.5 (Must maintain a 3.0 throughout the FasTrack program of study)
- Minimum: Completed 4-year university degree, preferably in area of licensure. (A completed 4-year degree outside the intended area of licensure will necessitate

completion of licensure content and will add considerable time and cost to the student's course of study.)

- Successful Completion of ED 5000
- Application to FasTrack after successful completion of ED 5000
- Mentor Application completed and signed
- Proof of Student Liability Insurance (must be renewed at the beginning of each academic year)

FasTrack Retention in the Program

- Maintain a GPA of 3.0 FasTrack graduate education coursework
- Two failing grades in the Professional Education Program or SPED Program would be the cause for dismissal from the program.
- Maintain a C- or above in all major coursework.
- Successfully meet requirements for SL&L documentation set by instructors in each course
- Complete field experience requirements each semester.

A high level of scholarship is expected of all students enrolled for graduate credit, if they are pursuing a degree or registered as non-degree seeking students. Graduate students at Bemidji State University are required to maintain a minimum grade point average (GPA) of 3.0 ("B") in all graduate work attempted.

The academic progress of each student is reviewed by the FasTrack advisor (Dr. Pesek) and the BSU Director of the School of Graduate Studies after the conclusion of each semester or summer term. course work, the student will be dismissed from the FasTrack Graduate Studies Program.

FasTrack students: Must maintain a 3.0 cumulative GPA on all graduate level coursework.

In addition to the cumulative grade point average requirement, teacher candidates who receive a grade lower than 2.0 (D or F) in any course in the licensure program must re-take the course until they earn a 2.0 (C) or above in the course. No teacher candidate may student teach if they have an "IP" (In progress grade), I, NC, D, or F in the semester prior to student teaching.

All FasTrack teacher candidates must have completed all mandatory education and content courses and earned an acceptable final grade before student teaching.

FasTrack Academic Probation: If a GPA is lower than 3.0, the student will be placed on probation and permitted two (2) additional semester registrations. If a cumulative GPA of at least a 3.00 ("B") is not achieved upon completion of these two (2) semesters of

Completion in the FasTrack Program

To successfully complete the Teacher Education Program, the candidate must accomplish the following:

- Maintain an average GPA of 3.0 or above in graduate level Education/Special Education coursework

- Complete all required FasTrack SEP coursework listed on program of study
- Complete all required content courses needed for license
- Complete field experience hours, with multiple classroom experiences that reflect scope and sequence of license
- Complete the student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the clinical experiences director
- Complete the edTPA and MN State MTLE (pedagogy and content) exams

Notes specific to the FasTrack Special Education Licenses:

Content Coordinator: Dr. Miriam White

Email: miriam.white@bemidjistate.edu

Website Info: <https://www.bemidjistate.edu/academics/departments/professional-education/fastrack/program-of-study/special-education/>

For Special Education Teacher Candidates starting the FasTrack program: Please consult with Dr. Miriam White regarding your SPED program of study.

For candidates seeking a Special Education license, SPED 5600 may be taken only after ED 5000 has been completed and once approved by Dr. White. It is recommended that the Semester 1 SEP courses (ED 5100 and ED 5110) are completed before students take any SPED courses.

The Special Education licensure graduate program entails 32-36 additional BSU credits beyond the SEP coursework offered in the FasTrack program. Student teaching in licensure (SLD, EBD, and/or ASD) is also required. All Special Education courses are done online with no face-to-face requirement once the Standards of Effective practice courses are completed. Fieldwork is done throughout the program under the supervision of a special educator/mentor with a license in the area that the teacher candidate is seeking.

SPED candidates must plan to attend F2F for the ED 5799 Professional Teacher and Student Teaching F2F sessions.

Students must follow the recommended SPED individual program of study (POS) sequence to ensure all your courses are available when you plan to take each course.

MSPED. Special education licensure candidates are encouraged to apply for the Master's in Special education degree program after completing most of the required coursework for licensure. Course credits completed for special education licensure will transfer into the master's degree credit requirement. Master of SPED coursework begins after student teaching. There are their courses to be completed in sequence to earn the Master of SPED: ED 6100, ED 6750, ED 6850. Each course must be completed in sequence, and one course per semester. The degree culminates in a presentation of a final capstone project.

PEDL Student Policy Committee

The PEDL Student Policy Committee will review administrative, faculty or staff concerns about a DLiTE or FasTrack teacher candidate's progress pertaining to admission, retention, dispositions, and graduation matters. The PEDL Student Policy Committee shall be composed of the PEDL coordinator, candidate advisor and other PEDL staff or faculty members.

When there is concern, the situation will be discussed at our weekly PEDL meetings. At the meeting, the PEDL Committee will evaluate the concerns on a case-by-case basis and formulate a plan for the next steps for the student. In many cases, the faculty and staff involved, which includes the PEDL coordinator and student advisor, will meet with the student to discuss the situation.

The PEDL 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

Standards-Based Teacher Education

The PEDL courses are standards based. This means that all courses contain specific standards that are assessed by completing activities and assignments in the courses. The program sequence is laid out to optimal learning and attainment of the standards. 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 standards has several indicators, which identify competencies our candidates need to be effective teachers. Candidates address these standards and indicators through the educational coursework and through student teaching.

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, 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: <https://www.revisor.mn.gov/rules/8710/>

STANDARDS OF EFFECTIVE PRACTICE

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 5: LEARNING ENVIRONMENT: a teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

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.

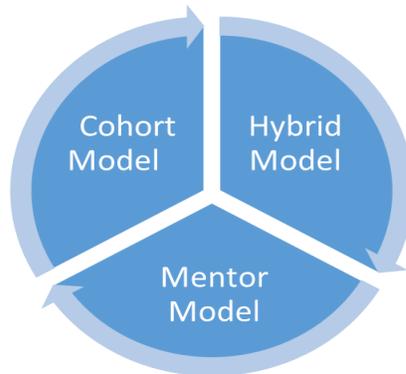
STANDARD 9: REFLECTION AND PROFESSIONAL DEVELOPMENT. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the community, and who actively seeks out opportunities for professional growth.

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.

Documentation: Education Students will use Student Learning & Licensure (SL&L) by Watermark to submit Field Logs, Key Assessments, and additional assignments throughout their time in the Professional Education Program.

Design of PEDL – Hybrid, Cohort, & Mentors

There are three primary elements of the PEDL programs that provide for successful teacher candidates: Hybrid, Cohort, & Mentor Models



Hybrid: F2F & Online

Both FasTrack and DLiTE employ a hybrid delivery model. A hybrid model indicates that you will have F2F (Face-to-Face) meetings with your professors and peers and also experience online coursework. Expect to meet in person as a class six hours per semester for each course. The rest of the instruction will be delivered through a digital online platform online utilizing Desire to Learn [D2L (Desire 2 Learn)] Brightspace.

The hybrid model was designed to accommodate prospective teachers in all areas of Minnesota who would otherwise be unable to attend a traditional "brick and mortar" institution because of constraints of geography or life circumstance.

Cohort

Both FasTrack and DLiTE support a cohort model. This means that you will be part of a group of teacher candidates that begin at the same time and complete all SEP education coursework semester to semester. The cohort model fosters an opportunity for you to form support networks for scholarship, friendship, professional contacts, and even ride sharing from areas more distant from the metropolitan area for F2F weekends. Many of our teacher candidates form bonds within a cohort that transcend the course of study and become friendships for life.

Mentor

Both FasTrack and DLiTE utilize a mentor model. Each teacher candidate will establish a professional partnership with a mentor, who is a licensed teacher currently teaching in the classroom. The mentor must possess a Minnesota teaching license in the area that the teacher candidate is seeking. The mentor provides guidance and support. They also serve as your primary point of contact within the school. It is each teacher candidate's responsibility to arrange for a mentor. We strongly suggest that you work with the same mentor throughout the program,

throughout all semesters except for student teaching. The mentor is the most powerful aspect of our PEDL program design, offering up practical viewpoints on teaching.

Each FasTrack and DLiTE Teacher Candidate must have a mentor throughout their entire program of study except during the student teaching semester. During the student teaching semester, the PEDL clinical coordinator (Lisa Schmitz) assigns a cooperating teacher and a university supervisor.

Locating a Mentor:

First, draft a one page “resume” that details your previous schooling, work experience, interests, why you want to be a teacher, and an overview of other related past experiences. Make it professional with your contact information. Ask someone to review your resume to check for clarity and any grammatical errors.

Call or visit your area public schools to either make an appointment to talk with the principal or the administrative assistant. The principal is often busy or out of the office, thus, the administrative assistant may be a good resource. Ask if they could recommend someone who may be interested in mentoring you. Before calling or visiting, be sure you have the forms, responsibilities, principal letter, and all necessary information available. Be sure you are knowledgeable of the PEDL mentor expectations before you approach a school!

Explain the DLiTE Program or The FasTrack Initiative and be sure to say it is part of Bemidji State University’s Professional Education Program. Use the BSU PEDL Mentor Website as your guideline when explaining the Teacher Mentor Responsibilities. They will likely ask about the number of expected hours of observation involved.

- For the first semester, students should expect to spend about 20-25 hours in the classroom doing observations, interviews, and teaching a lesson, or multiple lessons as the program progresses.
- For the following semesters, about 20-40 hours each semester throughout the program is spent in the classroom setting. You will be expected to observe, teach mini-lessons, work with small groups of students, and meet with the mentor teacher. Your level of involvement with students and actual instruction is expected to commence in semester one and increase throughout each semester.
- Plan to work with the same mentor each semester except for the semester you are student teaching.
- During the program, you will need to work in another classroom to meet Minnesota licensing requirements. Your mentor should assist you in finding the other classrooms, but they will remain as your mentor for the duration of the program but serve as a liaison to connect you with other teachers within the school district.
- Student teaching is done in the last semester of the program. During student teaching, the BSU Clinical Director assigns a school and cooperating teacher.

In addition to seeking out your local public school, you may also ask teachers you know or encounter if they have a recommendation of someone who may be interested in being your

mentor. Teachers often network and know many other teachers. Mentors are an integral part of our program; the influence and guidance that they provide for teaching candidates in our program cannot be understated. Choose wisely when selecting your mentor.

Mentor Qualifications:

To qualify as a Teacher Mentor, the individual must:

- DLiTE - Currently be teaching in a K- 6 regular education classroom in a K-6 and hold a Tier 3 or Tier 4 Minnesota License in the area in which the teacher candidate is seeking a license. They must have at LEAST three years of previous experience.
- FasTrack - The mentor must currently be teaching in teacher's candidates' licensure area and hold a Tier 3 or Tier 4 license, in the teacher candidate's licensure area. For instance, a candidate seeking a Chemistry 9-12 license must work with a mentor who is licensed in Chemistry for grades 9-12.
- The mentor must have at least 3 years of previous teaching experience.
- FasTrack k-12 license candidates (Special Education, Media Specialist, Physical Education) may select a mentor at either the elementary, middle school/junior high, or secondary level as long as the mentor is licensed in the area of specialization. For instance, a candidate seeking an EBD license must work with a mentor who holds a standard EBD license.
 - However, the teacher candidate must obtain experience at all grade levels (k-5, 5-8, 9-12) throughout their program of study.

Mentor Compensation:

There is a \$125.00 stipend paid to the mentor each semester for each student they mentor. Mentors also earn continuing education credits (CEU's) for serving as a mentor. Once the mentor application has been submitted, the Human Resource Department at BSU will send the mentor's a link with a few forms to complete for payment. We depend on you, the teacher candidate, to remind your mentor to submit the necessary paperwork to be compensated. Your mentor will appreciate you reminding him/her to complete all paperwork!

FasTrack SPED Teacher Candidates: SPED mentors are only paid a stipend during the semesters they are taking FasTrack SEP education credits

- Mentors working with FasTrack SPED candidates will only receive a stipend the semesters in which their mentees are taking ED-prefix course that include field experience hours (ED 5100, ED 5110, ED 5350, ED 5780). Mentors do not receive a stipend when taking only SPED prefix courses.
- For most SPED candidates, their mentors will receive stipends for two semesters.
- Mentors will not receive a stipend when taking the SPED prefix courses as the work for the SPED mentors adapts to focus on serving as a liaison and source of support.

What are a mentor's responsibilities and duties?

Each semester the professors provide the mentor a letter outlining the responsibilities for the teacher candidate specific to that semester. Some of the duties may include:

- Meeting with the mentee to discuss classroom practice and items relating to BSU course content.
- Allowing observation(s) by the mentee for specific assignments relating to the content being studied in each semester. This may include watching instructional techniques, observing and reflecting upon classroom management strategies, and participating in instructional planning sessions.
- Encouraging and allowing the mentee to help in the mentor's classroom in many ways such as correcting papers, designing and putting up bulletin boards, assisting students during or after instruction individually or in small groups, managing small or large groups during transitions to other places in the building, etc. The mentor may ask the teacher candidate to engage with students and help with or perform classroom duties and routines typical for that classroom and student population.
- Helping plan and giving constructive feedback on mentee's teaching one or more lessons in the mentor's classroom each semester (both small and large group).
- Acting as a liaison for helping mentee set up observations in other classrooms in the building.
- Providing constructive feedback to the mentee for teaching and instructional delivery
- Discussing and providing constructive feedback on teacher disposition with the mentee.
- Signing off on the teacher candidate's fieldwork verification log.

Mentor Support:

If something arises with the teacher candidate and the mentor one of the people listed below will be available to assist with the questions or concerns. Please share this info with your mentor.

Mentor Coordinator; Lisa Schmitz: Lisa.schmitz@bemidjistate.edu Phone: 952-949-0059

PEDL Coordinator; FasTrack Coordinator and Advisor: Jessamay Pesek

Jessamay.Pesek@bemidjistate.edu Phone: 218.214.0582

DLiTE Coordinator and Advisor: Lisa Krall LKrall@bemidjistate.edu

Didn't receive Stipend payment? Katelynn Bozich Katelynn.Bozich@bemidjistate.edu

Questions about DLiTE or FasTrack, Program Manager: Mirlande Erickson

Phone: (800) 723-3567 Direct: (763) 433-1484

Email: Dlite@bemidjistate.edu OR FasTrack@bemidjistate.edu

Additional Information Regarding Mentors:

We expect that you will keep your same mentor throughout the program (except for the final semester that is dedicated to student teaching). Do clearly communicate with your mentor that you will work with them throughout FasTrack and DLiTE.

Need to change your mentor? Occasionally students need to change a mentor (due to the mentor moving, obtaining a new position, or retiring). **If you need to change a mentor, your new mentor must complete a new mentor application form, and this must be submitted to both Program Manager (Mirlande Erickson) and Mentor Coordinator (Lisa Schmitz) immediately.** Please assist the new mentor in completing and submitting the form. Please also make sure that Lisa Schmitz and Mirlande Erickson have your mentor's contact info.

If you need to change your mentor, please email Lisa Schmitz AND your advisor for permission. If approved, please locate a new mentor and ensure the mentor application is on file before the semester starts. Please thank your previous mentor for the work they did to support your teaching.

Mentor Application available here:

<https://www.bemidjistate.edu/academics/departments/professional-education/fastrack/mentors/>

Please download the application, complete in full, sign and obtain the signature from your principal. Then scan and email it to Mirlande at this address: dllite@bemidjistate.edu or fastrack@bemidjistate.edu Always include your student ID and cohort number in the body and subject line of the email.

Professionalism in the Classroom with your mentor.

Show gratitude. Always thank your mentor. They are dedicating time to help you move forward in the teaching profession. They would appreciate thank you notes, cards, and small tokens of appreciation.

Be professional.

- Dress for success! Wear professional clothing each day you are at the school. Also: No revealing clothing; wear nice clothes: no hooded sweatshirts, yoga pants, dirty clothing, check your hygiene; careful with the smell of cigarette smoke (the students will notice).
- Communicate! Work around your mentor's busy schedule and work in advance to arrange times to be in their classroom. Maintain continuous conversation with your mentor.
- Follow the school site's check in and check out policies and other school policies.

Name Change

If you have been part of the MNSCU/Minnesota State College and University system in the past and your social security number is attached to a different name (for example: a maiden name) you will need to fill out a Name Change form.

Here is the link: <https://www.bemidjistate.edu/mybsu/wp-content/uploads/sites/2/2019/07/Name-Change2020-1.pdf>

This form needs to be filled out and sent to the address listed in the upper left corner of the form.

Accreditation

PEDL Accreditation: All teacher education programs at Bemidji State University are accredited by the Higher Learning Commission (HLC).

In addition to the HLC accreditation, we are nationally accredited by the Association in Advancing Quality in Educator Preparation (AAQEP) <https://aaqep.org/>

Cultural Diversity: Minnesota's colleges and universities have accepted special roles and responsibilities in fostering diversity in our society. We are dedicated to the search for knowledge and the rights of the individual in our learning communities to pursue that search with freedom, dignity, and security, regardless of religious affiliation, race, ethnic heritage, gender, age, sexual orientation, or physical ability.

Minnesota Professional Educator Licensing and Standards Board: The Minnesota Board of Teaching has approved programs at Bemidji State University leading to teacher licensure in a variety of areas. The Minnesota Board of Teaching, created in 1973, provides leadership for improvements in teacher education programs in order to assure that the state has well-qualified, professional teachers. As of Jan. 1, 2018, the Minnesota Board of Teaching was replaced by the Professional Educator Licensing and Standards Board (PELSB).

Tiered Teacher Licensing

Minnesota officially switched to the Tiered Licensure system on July 1, 2018.

See here for info <https://mn.gov/pelsb/>

Upon completion of FasTrack and DLiTE, candidates may apply for a Tier 3 license, which after three years of teaching, may move to Tier 4 license. Tier 3 and Tier 4 license are permanent, transferable licenses that may be moved indefinitely.

Section II: Getting Started-General Information

Face-to-Face Sessions Mandatory

DLiTE and FasTrack have been approved by the Minnesota Department of Education and PELSB based on our hybrid model including face-to-face and online requirements.

The F2F dates are scheduled in advance. See here for future F2F dates:

<http://pedlschedules.pbworks.com/w/page/67504342/FrontPage>

Your attendance at the F2F sessions of your courses at the beginning and end of each semester is mandatory. Exceptions may be made only in the event of:

- active military duty,
- a serious and critically documented medical emergency such as an accident, communicable illness, childbirth, or
- hospitalization of you or a close family member. Family emergencies that may be excused would be a documented serious illness or death of a family member.

If in the event that we have to hold our required F2F sessions virtually due to unforeseeable reasons (e.g., severe weather, pandemic), we require all students to attend virtually utilizing

audio and video. Video must stay on during the whole session unless granted special permission from the instructor or program coordinator or advisor.

We expect that you are aware well in advance of all start up and wrap dates for each semester and make all necessary arrangements with family and employers so that your attendance is assured. In the event of an unexpected challenge that may occur not outlined above, it will be up to the discretion of your instructor, advisor, and PEDL Coordinator to approve or deny such requests and all decisions will be final.

Year 2021 – 2022

- **August 20-22, 2021 – Start Up**
- **December 3-5, 2021 - Fall wrap-spring start**
- **January 15, 2022 – New Cohort Start**
- **April 29 – May 1, 2022 – Wrap**

Year 2022-2023

- **August 19-21, 2022 – Start Up**
- **December 2-4, 2022 – Wrap- Spring Start**
- **January 14, 2023 – New Cohort Start**
- **April 28-30, 2023 – Wrap**

Year 2023-24 has not been approved by BSU at this time. Coming soon!

Info:

- Depending on the length of your program of study, not all dates may apply to you.
- Future F2F dates will be published as soon as the future BSU Academic Calendar is published
- SPED candidates do not attend F2F sessions for their SPED specific coursework, only attend for their SEP coursework.

Face-to-Face Expectations

- We expect all students to attend all F2F sessions that reflect their current course load.
- We expect that all students check their BSU email to ensure they are prepared for the course sessions.
- We expect that all students will be fully engaged during the F2F course sessions.

F2F Baby Policy

We have many parents as students! If you have a baby or young child during your time as a PEDL student, if needed, you may bring baby to F2F. However, we recommend bringing a care provider to assist with your baby when needed while you are in class. The care provider may be a family member, friend, or fellow DLiTE or FasTrack student who does not have a course session planned during your scheduled course. While you are in a course session, we want your full attention on the course activities. A care provider may be able to take your baby for a walk, feed or change your baby, or entertain the baby outside of the classroom while you attend the

session. Please consult with your advisor or course instructor if you have any questions or concerns.

If you do need to nurse or express milk during a course session, please alert your instructor that you will need to take a break from the course. There are spaces at F2F reserved for parenting needs. To request a space, please email Mirlande Erickson, our program manager, at dlite@bemidjistate.edu or fastrack@bemidjistate.edu

Testing Requirements – For Tier 3 and 4 Licensure

Teachers in Minnesota are required to demonstrate competency on a series of tests in reading, writing, math, pedagogy, and licensure field specific content knowledge.

MTLE Content and Pedagogy

All candidates must pass the content and pedagogy exams in their licensure area before being recommended and approved for a Tier 3 license.

The MTLE exams consist of multiple-choice, constructed-response, and/or other technology-supported test items to assess candidates' knowledge and skills based on the test objectives.

Timeline:

- MTLE pedagogy exams (elementary or secondary); ***take after you complete the pedagogy course (ED 3350/5350)***
- MTLE content area tests specific to your licensure; ***take after all content courses are completed and before you student teach.*** For detailed information concerning these assessments, consult the specific tests needed for your licensure area through the MTLE website: http://www.mtle.nesinc.com/PageView.aspx?f=GEN_Tests.html

Teacher candidates need to pass the pedagogy and contents tests to be eligible to earn a Tier – 3 license.

Candidates who do not pass one or more subtests will have to retake just the portion that they did not pass. If you wish to retake a subtest, you must complete the registration process again. You may take a test or subtest as many times as needed.

MTLE NES Basic Skills

All Minnesota teacher candidates, prior to applying for a Tier 4 license, must receive a passing score in Reading, Writing, and Math exams. A passing score on all required NES tests is necessary to receive a Tier 4 license in the state of Minnesota.

Passing scores from other exams (e.g., GRE, SAT, ACT, Praxis) may substitute the NES and MTLE exams. See here for more info:

https://mn.gov/pelsb/assets/Minnesota%20Special%20Education%20Teacher%20Licensure%20Testing%20Information%202021%20POST_tcm1113-418972.pdf

NES Essential Skills

The NES includes three subtests: Reading, Writing, and Mathematics. Candidates must take and pass all three subtests to qualify for a Minnesota license. You may take one, two, or all three subtests at one test appointment. Not required until applying for a Tier 4 license.

MTLE Pedagogy Tests

The Pedagogy: Elementary (Grades K–6) examination includes two subtests.

Candidates must take and pass both subtests to qualify for a Minnesota license. You may take one or both subtests at one test appointment.

The Pedagogy: Secondary (Grades 5–12) examination includes two subtests. Candidates must take and pass both subtests to qualify for a Minnesota license. You may take one or both subtests at one test appointment.

K-12 license areas (SPED, Media Specialist, Physical Education) may select to take either the elementary OR the secondary pedagogy tests. (Do not take both.)

MTLE Content Area Tests

Complete a test in your content licensure area.

OVERVIEW

Content and Pedagogy exams must be passed to apply for a Minnesota Tier 3 teaching license. All NES MTLE exams must be passed to apply for Tier 4 Minnesota teaching license.

Student Liability Insurance

--Renew Each Academic Year (in August)

All FasTrack and DLiTE teacher candidates are in the classroom every semester and **MUST** have **STUDENT** liability insurance that covers all university work in the classroom.

- They must purchase student liability insurance before they begin field experiences/practicum hours in the classroom.
- As a requirement to begin the FasTrack and DLiTE courses, you must purchase liability insurance before stepping into the classroom for your field experience and student teaching experiences.
- Students must be insured each semester of their program. Thus, students will need to renew each August to be covered for the Academic year.

Even if you are employed with a school district, you must have "student" insurance in addition to your employee insurance (not all teacher liability insurance covers student university work). If you are working as a full-time classroom teacher, you may ask HR or the school admin if your insurance covers student and university activities. If it does, please provide documentation to our PEDL office.

If you are working as a paraprofessional, your insurance does not cover university student activities.

Why student liability insurance? You will be in multiple classrooms and **must be covered** in case of an accident and harmful occurrences to you or a student when you are there in the capacity of a BSU teacher candidate.

During classroom practicum experiences, a candidate may encounter situations which could involve legal actions in which you could be held personally liable for damages.

- Liability insurance is for a teacher candidate's protection.
- Liability insurance will provide protection for the vast majority of lawsuits and is mandatory before you enter the classroom.

Renew each year: All FasTrack and DLiTE teacher candidates must obtain liability insurance for each academic year that you are active in the program. **You must renew each August (before the fall Semester) before participating in the classroom. It is your responsibility to renew each academic year.**

You may purchase liability from Education Minnesota.

The [benefits of membership](#) include money-saving discounts, workshops on job skills and other topics, and \$1 million in professional liability insurance while you're in the classroom.

Education Minnesota's Student Program (EMSP) is a pre-professional organization for college and university students planning to be teachers. EMSP insurance is \$25 and is valid from September 1- August 31 each school year.

Bemidji State University Education students can fulfill the liability insurance requirement by purchasing a membership through the Education Minnesota Student Program.

The student then receives a member benefit of \$1 million in professional teacher liability coverage through NEA.

Please click on the following link to purchase liability insurance through Education Minnesota: <http://www.educationminnesota.org/member-benefits/membership/students.aspx>

Cost is \$25 per year for the period of September 1 to August 31. Insurance through the Education Minnesota Student Program can be purchased on-line using a credit card.

Go to Education Minnesota, on the top, next to Membership, click on Student, then click on "Apply online for _____ the membership year".

Your Responsibility: Please keep records of your insurance. The BSU clinical office receives updates every Monday with a list of who is insured.

Periodically your professors and advisor will ask for verification, please ensure you have documentation readily available to demonstrate that you have student liability insurance. Several professors may ask that you upload evidence of liability insurance for a course to a D2L Assignment Folder. DLiTE students will upload their liability forms in SL&L under the Advising Folder.

BSU Statement of Academic Integrity

BSU Statement of Academic Integrity

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation etc.) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of a course, as well as suspension from the University.

When the instructor has convincing evidence of cheating, including plagiarism, the following actions may be taken:

- Assign a failing grade to the paper, examination, report, etc., on which the student cheated;
- Assign a failing grade for the course in which the student cheated.
- Recommend suspension from program and Bemidji State University.

In either case the student must be informed and the instructor should report their actions to the PEDL Coordinator, Dr. Jessamay Pesek, Department Chair, Dr. Porter Coggins, and the Office of Student Development and Enrollment for institutional record keeping.

Graduating with Honors – For DLiTE Only

The majority of our DLiTE teacher candidates are transfer students and therefore need to consider the requirement listed related to graduating with honors: The DLiTE program has 63 credits earned. However, student teaching is a non-graded course, which is worth 12 credits. This means that only 51 credits could potentially be taken in DLiTE. If the Health or Math courses were taken at another institution, they would not count toward BSU credits.

For instructions in calculating grade point average, see Grades and Grading later in this section.

Summa cum laude: at least 3.90 GPA.

Magna cum laude: at least 3.70, but less than 3.90 GPA.

Cum laude: at least 3.50, but less than 3.70 GPA.

To Graduate with Honors:

- **Teacher candidates** must complete a minimum of fifty (50) semester credits in residence of letter-graded (A, B, C, D, F) course work.

Transfer candidates 1) For transfer students with fifty (50) credits or more in residence, only the GPA earned at Bemidji State University is used in determining honors. 2) Transfer candidates who have earned a total of thirty (30) to forty-nine (49) credits in residence at Bemidji State University of letter-graded (A, B, C, D, F) course work may be considered for honors status if their cumulative grade point average (GPA) from each institution of higher education is at least 3.60. The lowest GPA earned determines the final level of honors.

- Honors at the time of the commencement ceremony are computed on the cumulative grades at the end of the semester prior to commencement exercises. However, actual degree honors will be based on the cumulative GPA at the time the degree is awarded.
- Incompletes are computed as “F” grades.

For more info: <http://www.bemidjistate.edu/academics/catalog/20163/content/278>

Please note, DLiTE teacher candidates will be applying for graduation during Semester 5.

Books

Buying textbooks is the responsibility of the candidate. Check the Class Schedule

<https://www.bemidjistate.edu/academics/schedule/>.

You may also visit the University bookstore website

www.bemidji.bkstr.com/

Buying textbooks from outside sources such as Amazon is permitted; however, it is the responsibility of the candidate to ensure that the correct edition of the text is purchased.

Please promptly order your books before the start of each semester.

Communication and Technology

E-Mail

BSU adopted a policy requiring BSU students to monitor their BSU-assigned email accounts. As a result, professor emails and other contacts should be made **ONLY** using your assigned BSU E-Mail account. If you email from a third-party provider such as Gmail or Yahoo, your E-Mail may be automatically routed into trash or junk. Your instructor may not open it because it represents a virus or worm risk and faculty has been advised NOT to.

When you E-Mail your instructors, advisor, or Program Manager (Mirlande Erickson), ALWAYS include the following in the SUBJECT LINE:

- 1.) Program (FasTrack or DLiTE)
- 2.) Cohort label
- 4.) AND your Tech/student I.D. number.

Advising D2L Courses: Virtual Assembly (DLITE) & FasTrack Advising (FasTrack)

The Virtual Assembly and the FasTrack Advising D2L shell are online resources and act as a repository for documents related to the DLITE and FasTrack programs. The VA (Virtual Assembly) or FasTrack Advising may be found on your D2L-Brightspot page along with your courses. It is highly recommended that you visit these resources to learn about any updates and to search for an answer to program questions. Both are a valuable resource to find needed documents and learn more about PEDL programs.

D2L Support: IT Help Desk @ BSU

Location: Deputy Hall 161

Office Hours: 7:30 a.m. - 5:00 p.m. Monday - Friday (summers close at 4:00 p.m.)

Phone: (218) 755-4207

e-mail: studenthelp@bemidjistate.edu

The Student Help Desk provides telephone and walk-in support and assistance connecting to the BSU network and provides other tech support.

Student Learning & Licensure (Documentation)

Student Learning & Licensure (SL&L) by Watermark is a virtual file system that you will use to submit and document your progress. It is a cloud-based record system used by Bemidji State University for licensure and accreditation purposes.

Each semester you will be responsible to upload assignments into your personal SL&L account. Your professors will provide a list of items that must be uploaded. Throughout the program, particular courses and assignments that have been identified as proof of candidate proficiency in the standards will be uploaded and tracked in SL&L. Fieldwork hours will also be reported by candidates and tracked. These records are used to demonstrate to the Minnesota Board of Teaching and future accreditors that candidates are able to be effective teachers. In addition, SL&L provides Bemidji State University an official record so that candidates may be recommended to the state of Minnesota for a teaching license. It is the responsibility of candidates, under the direction of instructors and advisors, to deposit all required assignments and record fieldwork hours into their personal SL&L account.

BSU will purchase and renew subscriptions for teacher candidates accepted into FasTrack and DLiTE.

New Students: Please wait for instructions after your courses start on how to activate your account.

How to Submit Work to Your Professors

You will be required to submit several documents into SL&L. Your professors will assign these documents. This will include but is not limited to:

- Course Assignments that demonstrate completion of select Standards of Effective Practice (key assessments)
- Documents to support classroom experience (i.e., Field Experience Log)
- Documents to show field demographics (i.e., Field Demographics)

Disposition & Professional Conduct

Are Teachers Made or Born? It takes more than scholarship to make a teacher. As Alice Duckworth suggests, “grit, persistence, and positive attitude are even more important ingredients for success.” Obtaining and maintaining a professional positive disposition has become an increasingly important component of teacher training. Each semester, your advisor, professor, and/or mentor will file a disposition report on you in SL&L. Thus, it is important that you follow the rules of professional conduct while you are preparing to become a professional educator, both in the classroom and throughout your coursework; acting unprofessionally could impact your evaluation and result in a negative disposition report.

How to make sure your disposition is always positive and professional:

- **Throughout your BSU coursework, stay focused on following the pathway to success. Here are some notes from your professors:**
 - We will be using constructivist strategies. You will be responsible for your own learning. Constructivism deviates from the old model of lecture followed by assignments done in a “fill in the blank” format. Professors will act as facilitators guiding you through the curriculum with open ended questions and critical discussions. As a learner, you are required to read the material, reflect, and contribute to the greater conversation in the class around the key objectives of each course. We encourage you to embrace the concept of inquiry and constructivism in order to stay focused on the curriculum.
 - You may be new to online teaching and learning. Please try to trust that we know what we are doing. Hundreds have been successful before you!
 - You must start thinking of yourself as professional educator in this program. Start assuming the role of teacher (and not a student). Think of us as your principal. Would you ask the principal about the location of the weekly faculty meeting when it was posted in three different places? Before asking questions, make sure that you have done your part by reading (and rereading, if necessary) the material and directions for online work.
 - When you communicate with other students, or professors, always keep your writing and tone polite, courteous, and professional.

- Keep a calendar and list tasks to be accomplished each week. The professors make all attempts to straddle assignments so that you do not become overwhelmed. Often when teacher candidates put off tasks until the last minute, they feel anxious and do less than optimal work. Allow yourself plenty of uninterrupted time each week to complete your tasks. Do not ask for extensions.

- **Follow professional protocol when online learning issues arise.**

Candidates should approach the professor first, the advisor second, and only if they feel the issue of concern is unresolved, ask to meet with the department chair. If the issue remains unresolved, the next step would be to contact the dean.

Note: When you contact the professor or advisor include: Your name and cohort, student ID number, and name of the course and/or number of the course

Your questions and unresolved issues are yours and yours alone. Do not gossip with classmates; this is a breach of confidentiality and viewed as unprofessional behavior in any educational setting. Professors are not at liberty to discuss candidate issues with anyone but the candidate and/or other professionals involved with the issue (i.e. the mentor). In the cohort model, teacher candidates become both professional and personal colleagues, which is of great benefit. However, cohorts should avoid “group think” based on off-handed comments of others. The faculty prides itself on being “high tech and high touch” and we encourage you to keep the line of communication open related to any issues that may arise for you in the program.

- **Social Networking**

Today almost all of us participate in at least some form of social networking, however, as educators, we ask you to avoid “negative” discussion on social networking sites. On social media sites, do not post negative comments toward your professors, your peers, students and teachers you work with in the classroom, the University, or any coursework. If you have concern, first approach the professor, they are the decision makers who can help you achieve the success you desire! As a teacher, you must consider “positive solutions” rather than focusing on negative thoughts.

As teachers, we are held to higher standards than many professions because we are public employees. Check your social media profile pages to make sure that there is nothing present that would make a teacher, administrator, teacher, or student question your professionalism. Make sure your digital profile does not reveal negative comments about others, including your university and program. Inappropriate postings will damage your potential for employment because of an assumed propensity to display an unprofessional disposition. A potential employer will most likely do a social media online search, if unprofessionalism or behavior or comments unbecoming to a professional educator is shown in your pre-service days, your opportunity for employment may be impacted. Teachers have been terminated from their positions for posting pictures of activities considered by their employers to be unprofessional and/or saying anything about their students (a highly unprofessional and unacceptable breach of confidentiality and professional ethics), or negative things about their schools and districts on social networking

sites. Cultivate a professional habit now during your pre-service days.
<http://www.nea.org/home/38324.htm>

The bottom line is this: If you are looking for a job and doing your fieldwork hours in schools, be careful what is posted across various sites. Review your social media profiles often and consider a Google search on yourself to see what is present for the public to see online. Teachers are held to “a higher moral standard by society in general and school districts in particular. From the day you start FasTrack or DLiTE, you are a professional educator. You want teachers and administrators alike to hold you in their highest professional esteem in schools during your fieldwork time. The end result of this is that ultimately, you want to be hired, so it is important that you present a positive image in every way and every day.

Teacher Professional Disposition

At Bemidji State and PEDL we evaluate teacher candidate's professional dispositions. Professional dispositions are the principles or standards that underpin a teacher’s success in the classroom. They are the values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities. Below is the form we use each semester to track your progress. This form is used throughout your field experiences & student teaching. This document outlines what successful teachers must do.



DEPARTMENT OF PROFESSIONAL EDUCATION

Disposition of Professionalism for Teachers

Bemidji State University’s Department of Professional Education is committed to educating teacher candidates who demonstrate professionalism through: Dedication, Compassion, Curiosity, and Integrity.

Teacher Candidate’s Name: _____
 Semester/Year: _____

School Name: _____

Grade Level(s): _____

Subject(s): _____

Dedication/Responsibility	Compassion	Curiosity	Integrity
<ul style="list-style-type: none"> • Attendance • Meets deadlines • Participates in discussions/engaging with students • Demonstrates willingness to give and receive help • Dresses appropriately 	<ul style="list-style-type: none"> • Listens thoughtfully and responds to students, faculty, peers, and cooperating teachers • Shows concern and interest in others and follows through 	<ul style="list-style-type: none"> • Takes initiative by asking questions • Takes initiative by seeking out own resources and sharing with others • Uses feedback to make adjustments for continuous improvement • Reflects on learning 	<ul style="list-style-type: none"> • Demonstrates academic and personal honesty • Completes tasks agreed to/assigned • Takes ownership and accepts responsibility • Is earnest and sincere

	<ul style="list-style-type: none"> • Empathetic • Flexible • Treats people equitably 	<ul style="list-style-type: none"> • Open to constructive criticism/critiquing 	<ul style="list-style-type: none"> • Demonstrates perseverance
For each category, please indicate which level the teacher candidate has demonstrated:			
<input type="checkbox"/> Exemplary (Majority) <input type="checkbox"/> Proficient (More than half) <input type="checkbox"/> Developing (Less than half) <input type="checkbox"/> Unsatisfactory (Few, if any)	<input type="checkbox"/> Exemplary (Majority) <input type="checkbox"/> Proficient (More than half) <input type="checkbox"/> Developing (Less than half) <input type="checkbox"/> Unsatisfactory (Few, if any)	<input type="checkbox"/> Exemplary (Majority) <input type="checkbox"/> Proficient (More than half) <input type="checkbox"/> Developing (Less than half) <input type="checkbox"/> Unsatisfactory (Few, if any)	<input type="checkbox"/> Exemplary (Majority) <input type="checkbox"/> Proficient (More than half) <input type="checkbox"/> Developing (Less than half) <input type="checkbox"/> Unsatisfactory (Few, if any)

If you marked Developing or Unsatisfactory for any category, please explain why:

If you have any additional concerns about this candidate’s professionalism, please detail them on the back of this document.

Thank you very much for taking the time to work with our teacher candidates and for completing this disposition form.

Mentor, Cooperating Teacher’s Signature:

Date: _____

Please let us know if you have any additional concerns about this candidate’s professionalism:

Field Experience

The Minnesota Department of Education (MDE) and PELSB require all teacher candidates to spend at least 100 hours working within their licensure area classrooms before teacher candidates can student teach and earn their licensure. DLiTE and FasTrack are mandated by PELSB to include field experience hours within their course programming.

*Please note field experience hours are subject to change based on changes made with PELSB mandates.

Each semester of DLiTE and FasTrack there are required classroom hours. The majority of your SEP education courses include an expected number of hours that include specific classroom tasks and assignments.

Each semester, there are 20-50 assigned classroom hours.

For FasTrack SPED, hours may increase beyond 40 hours per semester depending on coursework and selected license area (ASD, EBD, SLD).

Please plan to work with your mentor to complete all hours. Although your mentor will receive a detailed set of expectations each semester, it is your responsibility to communicate and describe the assignments to your mentor; and your duty to work around your mentor's busy schedule to complete all tasks.

Remember: You are a guest in your mentor's classroom!

Throughout your program of study, to gain a rich, diverse experience, you will be asked to complete work in different grade level classrooms.

- **DLiTE:** DLiTE teacher candidates should experience k-6 level classrooms (and 5-8 in area of endorsement if applicable). For some courses, you will have assignments in different grade levels. Please collaborate with your mentor to connect with different teachers in the school.
- **FasTrack:** FasTrack teacher candidates should experience classroom settings that reflect their desired licensure. For example, if you are earning a 5-12 Communication Arts and Lit license, you should dedicate field experience hours to both middle (5-8) and high school (9-12) classrooms.
 - FasTrack Special Education: Throughout out the SPED program of study, you will have assigned experience working in a variety of classrooms.

Documentation

Each semester for each course with field experience requirements, you will need to document your completed field experience hours on SL & L. Mentors will verify completed field experience hours directly on SL & L. Each semester, mentor data will be collected to support the field experience verification process to allow mentors access to SL & L.

When May Hours Be Completed?

- The field experience hours must be completed during normal school hours.

- Each BSU class requires specific field experience activities to be completed with students within the licensure scope and content. These activities will count towards field experience hours.
- If you are working in a classroom (i.e., paraprofessional, substitute teacher, Tier 2 teacher), you need to work with students within your licensure program grade level on instructional tasks and work with your mentor either by observations/discussions, planning and/or instruction in order to meet field experience requirements.
- The hours should be completed throughout the semester.

Academic Integrity: Field Experience Hours

Please make sure you appropriately complete all field experience hours. We verify that the hours have been completed. If any false documents have been submitted or hours have been fabricated, the teacher candidate will earn an F in the course and will need to meet with the PEDL team and BSU administration to discuss loyalty to the teaching profession and possible termination from PEDL and BSU.

Student Teaching

Student Teaching Coordinator: Lisa Schmitz

Email: LSchmitz@bemidjistate.edu

BSU assigns the student teaching placement. Teacher Candidates complete student teaching during their final semester of FasTrack or DLiTE.

The placement is arranged while students take ED 4799/5799 Professional Teacher with Professor Schmitz. ED 4799/5799 must be the semester immediately prior to student teaching (fall or spring semester).

Here is some information regarding student teaching:

- Before a teacher candidate is placed in a student teaching assignment, a cumulative grade point average of 2.5 cumulative GPA is maintained in all completed education and content coursework. (For FasTrack, a 3.0 GPA has been met for all graduate level BSU coursework.)
- Elementary education majors will have successfully completed all courses in the elementary major.
- Secondary Teacher Candidate has successfully completed all major coursework including the content requirements identified by their major department.
- Teacher Candidate has completed all methods course work.
- A formal cover letter and resume materials have been submitted one semester in advance of the student teaching semester.
- Teacher Candidate has successfully completed the course *Professional Teacher*.
- Teacher Candidate has obtained Liability insurance through a teacher professional organization.

- Teacher Candidate has received acceptable ratings on required dispositions
- During student teaching you will be required to do an edTPA (Teacher Performance Assessment)
- Student teaching is full-time for 16 weeks. The teacher candidate must be present at the school for the entire day for 16 continuous weeks.

How long do I student teach?

- **K-6 elementary** licensure candidates student teach for 16 weeks in one setting.
- **K-6 elementary licensure candidates with a 6-8 (middle-level) endorsement** student teaches for 12 weeks in an elementary setting and 4 weeks in a middle school setting related to the content area.
- **K-12 licensure candidates** will student teach for 12 weeks in an elementary/secondary setting and 4 weeks in the alternate setting elementary/secondary.
- **9-12 science licensure candidates earning a middle school endorsement** student teach for 12 weeks in a high school setting and 4 weeks in the middle school setting.
- **9-12 science licensure candidates** student teach for 16 weeks in a 9-12 high school setting in their specific subject area.
- **5-12 licensure candidates** student teach for 16 weeks in one setting in their content area OR 12 weeks in a middle school/high school setting and 4 weeks in the alternate setting either middle school/high school.
- **FasTrack exception:** SPED teacher candidates who are teaching in their own classrooms on a provisional license may only have to student teach for 12-weeks.

edTPA

During student teaching, all teacher candidates must complete an edTPA.

What is the edTPA?

The edTPA (Teacher Performance Assessment) is a Minnesota Board of Teaching requirement for initial licensure. Each higher education institution recommending teaching licenses must ensure that teacher candidates complete an edTPA in their licensure area during student teaching. Educational concepts related to what is measured in the edTPA are embedded throughout BSU programs so that candidates may feel assured as they go into student teaching that they are prepared for the edTPA.

All students must complete the edTPA.

During student teaching, the edTPA is completed in the classroom. In addition to support throughout the program related to the edTPA, webinars are provided during student teaching to guide the candidates through the edTPA process.

Although at this point, “passing” the edTPA based on established criteria is not required to earn teacher licensure, earning a passing score can be a determining factor for teaching hiring in some schools. School administrators have been known to request edTPA scores for their teacher candidates.

The edTPA is scored by an outside evaluator and is based on fifteen-5 point rubrics. Bemidji State University does require that candidates who receive two or more 1s on any of the rubrics do remediation before being recommended for licensure by BSU.

edTPA Remediation:

Students who score a “1” on two or more of the 15 rubrics used on the ED-TPA require successful remediation to pass student teaching.

1. A faculty will be assigned to student requiring remediation.
2. Faculty contacts student providing the following instructions
 - a. Student gives student access to ED-TPA (either sharing ED-TPA electronically via email or other means or faculty access ED-TPA in SL&L)
 - b. Student is to review the rubrics and sections in which he or she got an error code or a score of 1.
 - c. Student is to write an explanation as to why they believe they received that score (what was the error or what gaps exist in their original commentary submitted).
3. Faculty reviews the submitted ED-TPA
 - a. If remediation is due to an error and the faculty can adequately score the section receiving the error code based on the original submission and verify the student should have scored at least a “2” this can conclude the remediation.
 - b. If not, then proceed to step 3.
4. Faculty and student meet (in person or via phone or other electronic communication).
 - a. Faculty and student review the written explanation (step 2c).
 - b. Any of the following can successfully conclude the remediation at the discretion of the faculty assigned to this remediation.
 - i. Student written explanation adequately demonstrates understanding of the deficient rubric at the level of at least a “2”.
 - ii. Student written explanation plus further conversation between the student and faculty adequately demonstrates understanding of the deficient rubric at the level of at least a “2”.
 - iii. Student is required to redo the section of commentary receiving scores of “1” in which written explanation (2c) and conversation do not demonstrate adequate understanding.

1. Faculty will score the redone sections of commentary locally.
Upon scoring locally of “2” or higher, remediation is completed.
- iv. Student is required to redo the entire ED-TPA commentary (utilizing same recorded lesson) and submit to faculty for local scoring.
- v. Student is required to redo the entire ED-TPA commentary (utilizing new recorded lesson) and submit to faculty for local scoring.
- vi. Student is required to redo the entire ED-TPA commentary (utilizing new recorded lesson) and submit to Pearson for official scoring.
 1. If student scores “1” on two or more rubrics, the remediation process will proceed as described above for the most recently scored ED-TPA.
5. After successful remediation, the faculty submits a written summary of the successful remediation to the clinical director of the program pertaining to the student (campus or PEDL).

Applying for your MN Teacher License

Completed your courses and student teaching?

When do I receive my MN Teacher License?

You may apply for your Minnesota Teaching License after the following requirements are complete:

- Completed all MTLE exams
- Completed all assigned course work
- Completed the edTPA during student teaching
- Completed student teaching with a satisfactory rating by the university supervisor and the cooperating teacher(s).
- For DLiTE, your B.S. degree has been earned.
 - DLiTE degree: Records will begin processing applications for graduation at the end of the semester. It will take approximately **4-6 weeks after student teaching grades are posted** for your degree to be posted. Please keep this in mind when starting your application with PELSB as **the application fee is only good for 60 days**. *To see if your degree has been posted/awarded go to MyBSU – E-Services – Academic Records – Unofficial Transcripts – Chronological – Get Academic Record. Once your degree has been posted it will show up at the top of the page as “Awarded on:”.*

Apply for your license:

You must work with BSU to apply for your Tier 3 license after you have completed student teaching and met the above requirements.

*****Begin the license application process as soon as you complete student teaching.**

Ready to apply?:

Visit this BSU webpage for info and steps:

<https://www.bemidjistate.edu/academics/departments/professional-education/applying/>

Summary of steps: There are many steps that a student must complete to apply for their teaching license. Work with our licensing officer at BSU as you complete all steps.

Licensing Officer:

Emails: teaching.license@bemidjistate.edu OR

Aspen.Easterling@bemidjistate.edu

Address:

Bemidji State University

ATTN: Teaching License

1500 Birchmont Drive NE # 35

Bemidji, MN 56601

Applying for your Tier 2 License:

Students who are pursuing licensure (typically through FasTrack) and have been offered teaching jobs need to provide PELSB with a letter confirming their enrollment or a documentation of meaningful progress in a SPECIFIC teacher licensure program.

Please complete this online form for the Tier 2 enrollment/verification request. This will ensure we have everything we need to complete your form.

<https://www.bemidjistate.edu/academics/departments/professional-education/licensing/request-licensure-documentation/>

For enrollment letter or meaningful progress documentation, you may also email BSU-Teaching. License teaching.license@bemidjistate.edu if you have any additional questions.

Section III: FasTrack

FasTrack includes SEP coursework and content specific coursework.

SEP Coursework – Course Plan for non-SPED candidates

The courses listed below are the education "SEP" (Standards of Effective Practice) courses. The coursework focuses on "how to teach".

Please take section 95 of each course.

Pre-program

ED 3000 Introduction to FasTrack (with transcript review and program of study development) 1

Semester 1

ED 5100 95 Introduction to the Foundations of Public School Education 3

ED 5110 95 Educational Psychology 3

Semester 2

ED 5350 95 Pedagogy: Planning for Instruction 3

ED 5780 95 Adaptation/Management: Designing the Learning Environment 3

ED 5140 95 Human Relations in Education 3 Spring Cohort Starters: *take Summer after Semester 1*

Sem 2 or 3 (methods courses offered 1 time per year or once every 2 years)

XXXXX Secondary Methods 3-4

*May be offered Semester 2 or 3 depending on your Content Area

Semester 3

HLTH 5400 Health & Drugs in Society 2

ED 5737 95 Content Area Reading 3

ED 5799 95 The Professional Teacher 1 – *Professional teacher must be completed the semester immediately prior to student teaching; thus, depending on required coursework, some students should plan to take this course later in the program (e.g., SPED students, and students who need additional content courses).*

Semester 4 OR Final Semester

ED 5830 Student Teaching – Secondary 12

or ED 5840 Student Teaching – Special Fields 12

TOTAL 12 credits

All SEP Education courses and licensure requirements such as Health Courses offered through FasTrack (including student teaching) must be taken at the graduate level (5xxx). Exception: Your specific licensure methods course if it is NOT offered at the graduate level.

Special Education Students: Please follow your program of study which varies from what is listed above.

Content Areas Only:

FasTrack Methods coursework – Planning Info

When you begin FasTrack, please plan when you will complete your content methods course. Many of the content methods courses are not available every semester. Ideally, we prefer all FT students to complete your methods course during Semester 3. However, for some of you, your methods course will not be available the semester when you enter Semester 3. If it is not available, please plan to take your methods course Semester 2.

If you have to extend your FT program of study beyond four semesters due to needed content coursework, there may be an option to take your methods course later in your program of study (example: Semester 4 or 5 if student teaching Semester 5 or 6). If you wish to select this option, you must seek approval from your advisor, Dr. Jessamay Pesek. You *must* complete your methods course prior to student teaching. (All content and SEP courses must be completed before your student teaching semester.)

Social Studies

- ED 5580 Teaching Middle and Secondary Social Studies (4 credits); offered fall only

Science (Physics, Chemistry, Life Science, & Earth Science)

- ED 5410 Middle School Science Methods (4 credits); offered fall only
- If you are also doing the science 5-8 endorsement, also take ED 5417, Teaching and Learning in the Middle School (3 credits); offered fall only

Communication Art & Literature

- English 3550 Methods teaching English and Communication (4 credits); offered fall only

Physical Education (two methods courses)

- PHED 4200 Methods of Elementary PE (1 Credit); offered spring or summer
- PHED 4250 Methods of Teaching Secondary PE (2 credits); check with Dr. Norman when you plan to take the course

Health

- HLTH 4206 Secondary School Health (2 credits); take with HLTH 4970: Internship - Practicum in Health Teaching (1 credit); check with Dr. Shannon Norman to plan when to take this course

Math

- ED 3440 Mathematics Methods in the Secondary School (4 credits); offered fall every other year (offered fall 2019, fall 2021, etc)
- *MATH 3065 Mathematical Foundations of Algebra for Teachers is offered at BSU in a F2F setting. This course is typically only available in a F2F setting*

Content Specific Coursework

Depending on your licensure area and the results of your transcript review, there may be other content-specific courses that you must complete.

We expect all FasTrack teacher candidates will document and keep track of all content specific coursework, make sure they complete all assigned courses for licensure, work with their content coordinator and advisor, and assist in completing all paperwork for licensure.

SEP FasTrack Advisor: Dr. Jessamay Pesek

Content Coordinators/Program Leaders:

- Mathematics: Dr. Todd Frauenholtz Todd.Frauenholtz@bemidjistate.edu
- Life Science and Earth/Space Science: Dr. Tim Goodwin Tim.Goodwin@bemidjistate.edu
- Chemistry and Physics: Dr. Julie Larson Julie.Larson@bemidjistate.edu
- Social Studies: Dr. John Ellis JEllis@bemidjistate.edu
- Communication Arts & Lit: Dr. Mark Christiansen mchristensen@bemidjistate.edu
- Special Education: Dr. Miriam White Miriam.White@bemidjistate.edu
- Health: Dr. Shannon Norman snorman@bemidjistate.edu
- Physical Education: Dr. Amber Fryklund Amber.Fryklund@bemidjistate.edu
- Media Studies: Dr. Jenny Hill, Program Advisor at St. Cloud State
- Technology Education: Dr. Kurt Helgeson at St. Cloud State
- TESL: Dr. Jim Robinson at St. Cloud State jhrobinson@stcloudstate.edu

FasTrack License Info for:

Communication Arts & Lit, Social Studies, Math, Health, PE, and all Sciences

* Special Education follow the SPED outlined program of study

** Tech, TESL, and Media completed program of study with SCSU; take SEP courses with BSU, content and student teaching with SCSU

Transcript Review Process

Part One: Initial Transcript Review occurs in ED 5000

Part Two: Ongoing approval and course substitution form of completed for content coursework (as you complete content courses)

Part Three: Conclusion (final confirmation that you have completed content coursework), Application for licensure.

Part One: Initial Transcript Review

Remember ED 5000? In ED 5000 you and your content coordinator completed a transcript review. The most recent form used for this process is called the: Transcript Equivalency Approval and Content Area Individual Plan of Study

The completed transcript review details which content coursework was approved for transfer and outlines the content coursework that still needs to be completed. Some of you discovered that you have no remaining coursework! Others realized they had one or more, others have more content courses. If you had one or more courses, please carefully review the steps on this document that related to course substitutions and transfers (Part Two).

The transcript review outlines YOUR individualized course of study that is relevant to your content area. Please save this form and refer to it throughout FasTrack as you search and complete your remaining content courses.

Part Two: “During FasTrack” – Content Coursework Approval Guidelines

Remaining Coursework. The remaining content coursework listed on the *Transcript Equivalency Approval and Content Area Individual Plan of Study* form represents your individualized course of study, these are the content courses you must complete before you start student teaching.

After completing ED 5000, did you have remaining content courses?

If yes, you will need to complete content course substitution form to verify where and when you completed each course.

After you complete a content course, and a grade has been posted, please do the following:

1. Complete the course substitution form (form is located on the FasTrack Advising D2L Course). You may list multiple courses from a single university on the form.
2. Forward the form to your content coordinator to request their signature or email approval. Please copy Dr. Pesek this email.
 - **Remember, all content courses must be pre-approved by your content coordinator before you take the course.**
 - An electronic signature (email approval) from your content coordinator is fine.
 - You may also use the original email approval and attach it to the form for approval.
3. Once you have the signed or approved form, submit the signed form to SL&L

You only need to complete the form for courses you took after ED 5000, or after the initial transcript review was complete. If you completed ALL content courses before you started FasTrack, you do not need to complete the course substitution form.

You do not need to complete the course sub form for BSU courses.

Official transcripts must be on file for all content courses.

Have you completed your content coursework that you plan to take at a given university or college? Please do the following:

- For MN State courses, email Mandy Chesley at amanda.chesley@bemidjistate.edu and state the following: “*I am FasTrack teacher education student, can you pull my MN State transcripts from this university_____ and upload to ImageNow? I need them in my file for teacher licensure purposes*”. In your email include your name and tech ID.
- For non-MN State courses, request that the institution forward your official transcript to BSU.

By the end of the FasTrack, before you start student teaching, you should have all necessary course substitution forms on file in SL&L that reflect all content courses that were remaining on your content requirements for licensure. Furthermore, you should have official transcripts on file at BSU (send to the graduate school) to provide official documentation that these courses were completed.

--All official transcripts become part of your teacher application and are sent to the MN licensing board when you apply for your license.

Email Dr. Pesek if you have any questions: jpesek@bemidjistate.edu

Locating Content Coursework:

- Any possible courses must be from an accredited institution in the United States and may be delivered on campus, hybrid, or online. Students have been instructed to search for courses that match the BSU descriptions.

Find a course? Seek course approval:

- Please do **NOT** enroll in any content course unless specifically pre-approved/vetted by your content coordinator.
- The Content Coordinator may approve or deny requests based on how well the suggested substitutions meet BSU requirements and decisions are solely the discretion of the content coordinator.

Please save all copies of emails and communication documents from your content coordinator for future reference.

Timeline: This is very important.

- **Before You Complete a Content Course.** It is prudent that you secure approval **before** you register for the content course. Please email your content coordinator (Cc your advisor Dr. Pesek) to ask for approval.
 - In the email include:
 1. The course title and number (example: CHEM 3400: Organic Chemistry)
 2. Credit number
 3. Semester you plan to take the course
 4. Name of professor
 5. Institution offering the course
 6. A summary or brief statement that describes the course (check the institutions course schedule for the summary).
 7. The content coordinator may also ask for additional details.
 - **Please save the email that details the course has been preapproved.** This pre-approval is an agreement between you and the content coordinator. You may ask student to provide any necessary info about the course.

Transcripts: It is the student's responsibility to make sure all non-BSU transcripts are sent to BSU and filed.

Part Three: "Conclusion" Ready for your teaching license?

Have you completed all the required content and SEP courses necessary for licensure? Are you currently student teaching? If yes, it is time to think about your license application! Congrats! You are almost to the end goal!

Check your *Transcript Equivalency Approval and Content Area Individual Plan of Study Form* to check again that all coursework is complete. Fill out the form to list all your courses, the grade earned, and where you took the course. Send to Dr. Pesek and your content coordinator to verify it is correct. You need a final signature by the content coordinator. Once signed and approved, please submit form to the transcript review form located in the SL&L advising folder.

Licensure. The BSU Licensing Officer, will review the transcripts and the final completed Transcript Equivalency Approval Form and will submit the application for Licensure with the State of Minnesota. Work closely with the BSU Licensing Officer and promptly provide her with any remaining documents that provide evidence that all coursework was completed.

BSU Licensing Officer:

- Verifies that official transcripts are on file with records before recommending for licensure.
- Verifies that all coursework demanded by the BSU content licensure requirements are met either through the transcript review process.

- Issues the appropriate teaching license depending on Grade Level and Content area.

Section IV: DLiTE

DLiTE Program of Study

The DLiTE Program spans six semesters, includes courses from many departments and culminates in a Bachelor of Science Degree in Elementary Education.

DLiTE Program Courses by Semester:

SEMESTER 1

- ED 3100 Introduction to the Foundations of Education (3 Credits)
- ED 3110 Educational Psychology (3 Credits)

SEMESTER 2

- ED 3350 Pedagogy: Planning for Instruction (3 Credits)
- PHED 4200 Teaching Elementary Physical Education (1 Credit)
- ED 3302 Creative Process Foundations (3 Credits)

SEMESTER 3

- ED 3140 Human Relations (3 Credits)
- ED 3201 Language Arts I (3 Credits)
- ED 3240 Social Studies in the Elementary School (3 Credits)

SEMESTER 4

- ED 3202 Language Arts II (3 Credits)
- ED 3221 Elementary Math Methods (3 Credits)
- ED 3222 Elementary Science Methods (3 Credits)

SEMESTER 5

- ED 3203 Language Arts III (3 Credits)
- ED 3301 Creative Expressions (3 Credits)
- ED 3780 Adaptation and Management (3 Credits)
- ED 4799 The Professional Teacher (1 Credit)

SEMESTER 6

- ED 4820 Elementary Student Teaching (12 Credits)

OTHER REQUIREMENTS:

Two Mathematics Courses: *These courses need to be taken before the 4th semester.*

- MATH 1011: Math for Elementary School Teachers 1 (3 credits) *
- MATH 1013: Math for Elementary School Teachers 2 (3 credits) *
 - Take these two Math courses online through Central Lakes College (CLC) or one of the other Community Colleges that has the equivalent course requirements. This can be found using: <https://www.transferology.com/index.htm> MATH 1011 at BSU= MATH 1510 at CLC and MATH 1013 at BSU= MATH 1512 at CLC
 - BSU provides both MATH 1011 and MATH 1013 online during the summer.

Two Health Courses: These courses need to be taken before student teaching in the 6th semester.

- **HLTH 3400 Health and Drugs in Society (2 credits)**
- **HLTH 4100 Health Education in the Elementary School (2 credits)** (offered spring and summer only)

Language Arts I, II, and III must be taken in sequence.

PHED 4200, and ED 3302 are to be taken before ED 3301 Creative Expressions

All students must receive a C- or higher in the Math and Health courses.

If you take any of the health (HLTH 3400 or HLTH 4100) or math (MATH 1011 and/or MATH 1013) courses at another university or college, you will need to complete a **PEDL course substitution form for DLiTE** and submit this form signed by your DLiTE advisor and a course syllabi to SL&L in the DLiTE Advising folder. The substitution form can be found on the DLiTE Virtual Assembly on D2L/Brightspace. This will help with the licensure application process in the future.

DLiTE students, please review your DARS frequently and monitor your credits, goal areas (dependent on your previous coursework before starting DLiTE), and class requirements for graduation. Monitor your credits to make sure you will have completed 120 credits by the end of DLiTE. If you need to make changes to your DARS (i.e. add or remove a middle school endorsement, transfer classes from another Minnesota State College or University), send an email to Records@bemidjistate.edu . Make sure to include in your email to Bemidji State Records Office your name, your STARID, and a description of what you need to change.

How to Read your DAR (Degree Audit Report):

Quick Guide to reading your Interactive Degree Audit - The web DARS report has been updated to include some interactive tools, in addition to the displaying your progress in the requirements and sub-requirements of your degree program.

A. TOP HEADER - your student ID, name of your institution, and program of study.

B. CHARTS and GRAPHS
Audit - a pie chart of your progress towards the minimum overall credit requirement
- a vertical bar graph of your overall GPA
Categories - two sets of horizontal bar graphs detailing:
1. GPA Credits and Overall GPA
2. Liberal Education
3. Major Credits and Major GPA
4. Minor Credits and Minor GPA

C. Drill-down -By clicking on any of the 'Categories', additional information for the selected 'Category' will be displayed.

D. Drill-up - To return to the main page, select 'Audit' in the upper left hand section of the audit.

E. Below the CHARTS and GRAPHS, you will see 'Open All Sections' and 'Close All Sections'. When you first open your audit, the degree requirements are set so that all sections are open.

F. PRINTING YOUR DEGREE AUDIT
Select the 'Printer Friendly' button located under the horizontal bar graphs. The audit will print all of the sections open.

G. REQUIREMENTS → Green text = OK
Red text = Not Completed
To view the details of a requirement, click on the small, gray triangle to the left of the requirement.

*****If you entered the program with a MNTC you likely have 45-50 credits of Liberal Arts coursework completed. Remember, you must have at least 57 credits in addition to your 63 BSU DLiTE credits for a total of 120 credits for your degree. If you use transfer credits for elementary math courses or health courses as BOTH liberal arts credits AND Degree credits, you may be short credits for general electives or additional liberal education credits. It is your responsibility to look carefully at your DARS, to determine if you are short credits and make arrangements to take courses which will fulfill requirements for all general electives and liberal education credits.**

*****AA Degree holding candidates usually come in with 60+ liberal education credits and so are typically not short in credits for general electives or general education credits. However, it is important for you to review your DARS for any shortfall in general electives and/or liberal education credits.**

Section V: Student Resources

A.C. Clark Library: The library's resources are available to you as a distance student! Click or paste the following link to see all the ways you can access library materials from anywhere in Minnesota! <http://www.bemidjistate.edu/library/services/distance/>

American Indian Resource Center (AIRC): The AIRC facility includes offices for the Center's staff as well as the Indian Studies program and the Ojibwe Language program. The Center is a place where Indian students can gather for learning, support, and culture interaction. Assistance is provided for class scheduling, and academic and personal counseling. The Center's goal is to enhance recruitment, retention, and graduation of American Indian students. For more information, go to <http://www.bemidjistate.edu/airc/>. For info on scholarships and financial aid go to: <https://www.bemidjistate.edu/airc/prospective-students/>

Career Services: Students needing assistance with a choice in major, résumé skills, interviewing skills, and/or internship workshops may seek assistance in Career Services. For more information, go to <http://www.bemidjistate.edu/students/services/career/>.

Computer Support (on-and-off campus): See Information Technology Services

Counseling Center: The Counseling Service Center provides individuals personal counseling, testing, consultation and referral for a variety of life issues such as mood management, anxiety, depression, relationship concerns, grief and loss, adjustment and life transitions, alcohol and drug concerns, body and food concerns, abuse, trauma and crisis intervention. Calling for an appointment is recommended. Walk-in appointments are on a staff available basis.

Disabilities Services Office (DSO): If you have a documented disability and would like to request some type of accommodation you will be asked to contact the Disability Services Office Coordinator to set up a file and determine reasonable appropriate accommodations. Faculty will only provide accommodations to students presenting a Faculty Notification Form from the DSO.
<http://www.bemidjistate.edu/students/services/disability/>

TRIO/Student Support Services (TRIO/SSS) is funded through the U.S. Department of Education and provides academic advising and counseling, college assessment, tutoring, mentoring, and developmental courses (College Orientation, Reading and Study Skills, and

Life Career Planning) to eligible students. To qualify, you must meet low income eligibility guidelines, be first generation and/or a student with a disability and a U.S. citizen or permanent resident alien. During the summer AAR programs, students are assisted with academic, financial aid, and personal advising. Services are designed to result in enhanced academic skills, persistence in college through to graduation, and potential for entry into graduate or professional school. Interested persons should contact TRIO/SSS.
<http://www.bemidjistate.edu/students/services/trioss/>

Veterans Resource Center (VRC): The VRC serves veterans attending or planning to attend Bemidji State and will assist in addressing needs, answering questions, and accessing resources to facilitate and support their educational progress. The office will also assist families and dependents of veterans. The VCR, together with the Admissions and Records offices, Advising Center, TRIO, and all campus student and academic resources, is especially dedicated to helping veterans readjust to civilian and academic life upon return from active duty. Persons with questions or desiring more information may contact the BSU Veterans Resource Center
<http://www.bemidjistate.edu/students/services/veterans/>

Women's Resource Center: The Women's Center is affiliated with the academic program of Women's Studies. Together they provide co-curricular programming and a variety of services that focus on the expressed needs and interests of the University women's community. The Center is located in Hobson Memorial Union (218-755-3771).

Writing Resource Center: Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit <https://bemidji.mywconline.com>.

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