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Mission Statement of the Teacher Education Program

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

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

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

The Professional Education Department has updated this handbook to provide current, practical information for candidates enrolling in our various teacher education programs. To answer additional questions contact the Advising Coordinator. Candidates should take questions about individual courses directly to the instructor.

STANDARDS-BASED TEACHER EDUCATION

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

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

The second set of standards adopted from the Board of Teaching are called Content and Specialty Standards (CSS). Candidates gain and document their competence in the CSS through methods, 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:
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 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.
ADMISSION INTO THE TEACHER EDUCATION PROGRAM

Admission Criteria:

1. Cumulative GPA of 2.5 or higher
2. Completed 30 Liberal Education Credits
3. Must have either taken the MTLE Basic Skills Tests or have met state requirements ACT or SAT*

*The following ACT/SAT scores exempt candidate from MTLE Basic Skills Tests:
• ACT Composite $\geq 22$ AND Combined English/Writing $\geq 21$
• SAT Reading 510; Writing 510; Math 520

Admission requirements are subject to change. Please consult with the Advising Coordinator for the current entry requirements.
POLICIES FOR RETENTION AND COMPLETION

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

Retention in the Program

- Maintain a minimum overall grade point average of 2.5
- Maintain a C or above in all major coursework. Courses may be repeated to obtain a 2.0
- Successfully meet requirements for Taskstream (LAT) set by instructors in each course

Completion of the Program

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

- Maintain a GPA of 2.5
- Complete all required coursework for the major
- Complete the student teaching experience to the satisfaction of the cooperating teacher, the university supervisor, and the clinical experiences director
- Complete the edTPA through uploading to Pearson for official scoring and Taskstream for local archiving
- Obtaining an acceptable score on standardized professional field competency assessments
SOCIAL AND PSYCHOLOGICAL COUNSELING SERVICES

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

FIELD EXPERIENCES AND STUDENT TEACHING

Proof of liability insurance is required before a candidate enters any field experience. Liability insurance can be obtained through a private insurance company or by purchasing through Education Minnesota. To purchase liability insurance through Education Minnesota follow instructions on the Clinical Experiences webpage.

Field experiences and student teaching placements are arranged by the Clinical Experiences Office. Candidates are discouraged from student teaching in the school district from which they graduated.

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

- All Elementary Education majors have a series of classroom field experiences in Kindergarten through sixth grade.

- All Secondary Education majors have a series of classroom field experiences in grades five through twelve.

- All candidates with majors in K-12 subjects must complete a series of field experiences at the elementary, middle and high school levels.

- All candidates must complete field experience in each Content Area and at each level they will be licensed in.
Field Experiences

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Field Exp. Hours</th>
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<tbody>
<tr>
<td><strong>ED 3100</strong> Intro to Education</td>
<td>20</td>
</tr>
<tr>
<td><strong>ED 3110</strong> Educational Psychology</td>
<td>(20) – PEDL program only</td>
</tr>
<tr>
<td><strong>ED 3350</strong> Pedagogy</td>
<td>20</td>
</tr>
<tr>
<td><strong>ED 3201</strong> Language Arts I</td>
<td>20</td>
</tr>
<tr>
<td><strong>ED 3202</strong> Language Arts II</td>
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<td>20*</td>
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<tr>
<td><strong>ED 3221</strong> Elementary Math Methods</td>
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<td><strong>ED 3222</strong> Science Methods</td>
<td>20*</td>
</tr>
<tr>
<td><strong>ED 3240</strong> Social Studies Methods</td>
<td>20*</td>
</tr>
<tr>
<td><strong>PHED 4200</strong> Methods of Teaching El PE</td>
<td>1</td>
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<tr>
<td><strong>ED 4737</strong> Content Area Reading</td>
<td>20</td>
</tr>
<tr>
<td><strong>ED 3208</strong> Dev. Reading in the Middle School</td>
<td>20</td>
</tr>
<tr>
<td>Secondary methods courses</td>
<td>20 hours each</td>
</tr>
</tbody>
</table>

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

The semester before student teaching, elementary and secondary education majors must enroll in ED 4799 The Professional Teacher. Placements for student teaching will be made at this time through the Clinical Experiences Office if all requirements have been met. Candidates are discouraged from student teaching in the school district from which they graduated.

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

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

NOTE:

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

Student Teaching Abroad: Global Student Teaching

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

Student Teaching – Common Market

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

Graduation Plans

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

Minnesota Teacher Licensure Exams (MTLE)

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

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

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

Beginning January 1, 2015, Educator Licensing will accept passing ACT Plus Writing and SAT scores to meet the statutory requirement for a skills exam in reading, writing and math.

In 2014 The Board of Teaching adopted the following passing scores for these exams:

**ACT Plus Writing**
Composite Score ≥ 22 and Combined English/Writing ≥ 21

**SAT**
Reading ≥ 510 Writing ≥ 510 Mathematics ≥ 520

- The Minnesota Basic Skills requirement must be met by providing passing scores on one of the three test batteries (MTLE, SAT, or ACT Plus writing).

- The ACT Plus Writing must be taken as a complete exam. Those who have previously taken the standard version of the ACT must take the new ACT Plus Writing in its entirety, should they choose this option.

- Scores presented for the purpose of licensing must be the result of exams taken within the last 10 years. Scores older than 10 years will not be accepted to meet licensure requirements.
APPLYING FOR A TEACHING LICENSE

Note: All full time applicants applying for a MN Teaching License must pass basic skills, pedagogy, and content tests.

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

The Minnesota Board of Teaching will conduct a criminal background check and fingerprint all individuals who apply for licensure.

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

ADVISING SUMMARY FOR CANDIDATES AND FACULTY

All candidates are assigned an advisor upon admission to Bemidji State University. Elementary Education majors are recommended to choose an educational faculty advisor once admitted to the program.

Secondary Education majors are assigned an advisor from their major area of study and can consult with the Advising Coordinator for questions about Education courses. Candidates need to meet with their assigned content area advisors for individual program planning.

Candidate Responsibilities in the Advising Process

- Work closely with your major advisor
- Be responsible for knowing the Bemidji State University undergraduate catalog and this Handbook for Teacher Education Candidates
- Provide documentation that the basic skills tests have been completed and are on file with the Clinical Experiences Office
- If necessary complete, submit, and follow a basic skills remediation plan. Students should work with their faculty advisor in creating the remediation plan and all necessary documentation should be on file in the Clinical Experiences Office
- If you select Elementary Education you may choose to add on one or more of the following endorsements: PrePrimary, Science, English, Math, Social Studies
- Complete a plan of study with their faculty advisor
- Successfully meet all Taskstream and edTPA requirements
- Submit graduation plans to Records Office two semesters before graduating
Faculty Responsibilities in the Advising Process:

- Maintain posted advising hours and meet with advisees
- Become familiar with Teacher Education and University policies and requirements
- Make appropriate referrals or inquiries concerning licensure options and other matters on behalf of the candidate
- When necessary, use the Red Flag Process to make referrals to the Student Policy Committee
- Follow up with advisees by collaborating with the Student Policy Committee, if remedial actions become necessary
- Remind students of available counseling services on campus

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

Taskstream is the online repository for student work that is used to assess SEP, field experiences, and edTPA.

**Standards of Effective Practice (SEP)**

For the list of SEP standards please see page three. Students are required by the Minnesota Board of Teaching to show proficiency in all ten areas in order to qualify for licensure.

**PROFESSIONAL DISPOSITIONS**

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

The professional dispositions adopted by Bemidji State University’s Professional Education Department were developed in conjunction with the Standards of Effective Practice and the Danielson model and are incorporated throughout the teacher education program.

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

Each candidate will obtain three dispositional ratings. These dispositions will be completed by the faculty of **ED 3110 Educational Psychology**; the cooperating teacher of the 20-hour field experience in **ED 3100 Intro to the Foundations of Education**; and the faculty of **ED 3350 Pedagogy**.

Additionally, at any point in a candidate’s program of study, a faculty can recommend that a candidate revisit the disposition process. This recommendation is resolved at the instructor level whenever possible, but if necessary, may be referred to the Student Policy Committee.
**Students are assessed in the following disposition areas:**

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

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

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

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

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

This area specifically evaluates the candidate’s active inquiry.

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

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

**RED FLAG PROCESS & STUDENT POLICY COMMITTEE**

**Red Flag Process**

**Step 1:** Meeting with student and faculty/staff that have a concern
- Faculty/Staff will complete an improvement plan on form (yet to be created which will include signing off by student and reference to the student handbook for complete process)
- Faculty/Staff will complete an EARS report.
- Faculty/Staff will print a copy of the improvement plan and put it in the red folder in the student’s file located in the file room in the clinical office area.
- It is recommended the advisor, who is notified by the EARS report, that the report be printed and put in advisee folder in advisors’ office.

*Note: At the discretion of faculty/staff, steps one and two may be skipped to move to Step 3.*

**Step 2:** Meeting with the student, faculty/staff and advisor. Faculty/Staff calls the meeting.
- Do another EARS report
- Fill out an action plan with a timeline for action.
- That form goes in the red file.
- Meet for a second time to determine progress on action plan. Faculty/Staff and advisor decide on the next steps: action met, meet again or move on to Step 3.

**Step 3:** Follow Student Policy Committee which is in the handbook as stated below.
Student Policy Committee

The Student Policy Committee will review administrative, faculty or staff concerns about a candidate’s progress pertaining to admission, retention, dispositions, and graduation matters. The Student Policy Committee shall be composed of the department chair, candidate advisor and at least one other faculty member. Whenever possible an individual instructor or supervisor works to remediate the concern with the candidate. If the concern continues, the instructor or supervisor will convene a Student Policy Committee to address the concerns. The Student Policy Committee makes the final decision for candidate continuation in the Teacher Education Program and reports to the Professional Education Department Faculty. The candidate may appeal a decision to the University Student Policy Committee.

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

Finally, teacher candidates from Bemidji State University are afforded another appeal process directly to the Minnesota Board of Teaching:

"The Board of Teaching, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14." MS 122.09 Subd.4C
CAREERS IN TEACHING

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

UNDERGRADUATE PROGRAMS IN TEACHER EDUCATION

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

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Scope of Licensure</th>
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<tbody>
<tr>
<td>Elementary Education, BS</td>
<td>K-6</td>
</tr>
<tr>
<td>English Education, BS</td>
<td>Grades 5-12</td>
</tr>
<tr>
<td>Health Education, BS</td>
<td>Grades 5-12</td>
</tr>
<tr>
<td>Mathematics Education, BS</td>
<td>Grades 5-12</td>
</tr>
<tr>
<td>Music Education, BS (Instrumental or Vocal)</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>Physical Education or Developmental/Adapted Physical Education, BS</td>
<td>Grades K-12</td>
</tr>
<tr>
<td>Science Education, BS (Life, Chemistry, Physics or Earth &amp; Space)</td>
<td>Grades 5-12</td>
</tr>
<tr>
<td>Social Studies Education, BS</td>
<td>Grades 5-12</td>
</tr>
<tr>
<td>Pre-Primary, endorsement</td>
<td>Age 3-PreK</td>
</tr>
<tr>
<td>Mathematics, endorsement</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>Science, endorsement</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>Social Studies, endorsement</td>
<td>Grades 5-8</td>
</tr>
<tr>
<td>Communication Arts &amp; Literature/English, endorsement</td>
<td>Grades 5-8</td>
</tr>
</tbody>
</table>

Useful information about each program can be found on the Professional Education website.
SPECIAL PROGRAMS

Special Education Licensure

Undergraduate candidates may complete special education courses toward the Autism Spectrum Disorders (ASD), Emotional Behavioral Disorders (EBD), and Specific Learning Disabilities (SLD) licensures.

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

Coaching Certificate

Bemidji State University’s coaching certificate exceeds current Minnesota requirements and parallels NASPE guidelines.

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

For complete information about the Coaching Specialist visit the Professional Education website.