



BEMIDJI
STATE UNIVERSITY

DEPARTMENT OF PROFESSIONAL EDUCATION
Undergraduate Campus Program

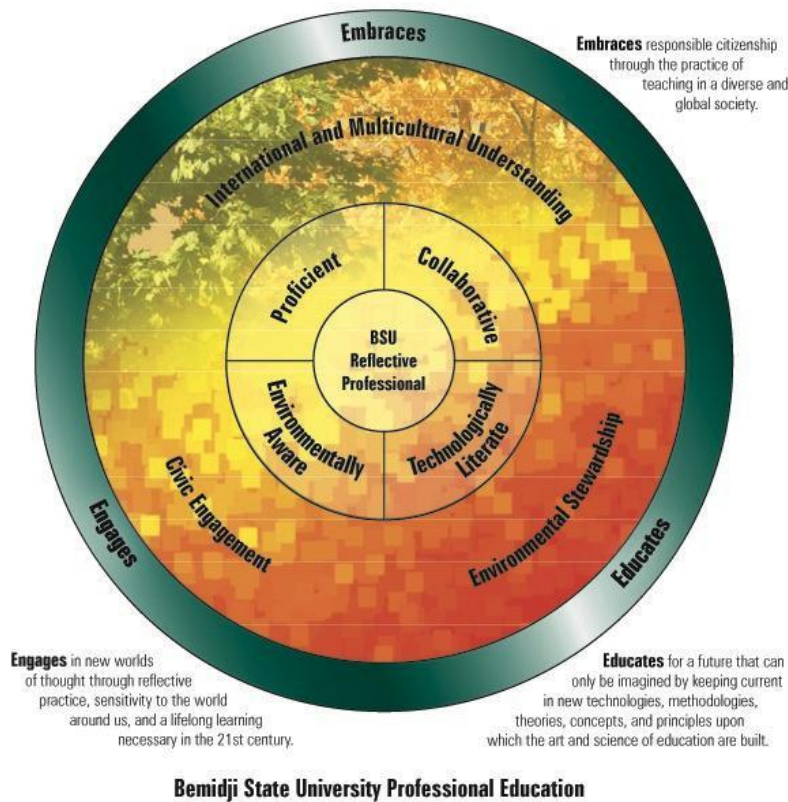
TEACHER
CANDIDATE
HANDBOOK

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Conceptual Framework: Teacher as Reflective Professional



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.

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STANDARDS-BASED TEACHER EDUCATION

Teacher education candidates at Bemidji State University work with two sets of standards adopted from the Minnesota Professional Educator Licensing and Standards Board. 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 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 Minnesota Professional Educator Licensing and Standards Board 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 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.

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ADMISSION INTO THE PROFESSIONAL EDUCATION PROGRAM

Admission Criteria:

Students must be accepted to BSU prior to applying for the Professional Education program.

Students applying to the Professional Education Program must meet the following admission criteria:

1. Cumulative GPA of 2.50 or higher
Students must earn a C or above in all major coursework. Additionally, students must maintain a 2.50 Cumulative GPA to remain in the program
2. Complete 30 Semester Credits
The Department of Professional Education recommends completion of all/most Liberal Education courses prior to starting Professional Education coursework.
3. Evidence of meeting the state approved basic skills testing requirement
4. Professional Recommendations: Two letters of recommendation addressing the criteria outlined in the admission rubric
5. Address the four writing prompts provided by the Professional Education Department
6. Complete the online Application for Admission to Professional Education with all required attachments.
<http://www.bemidjistate.edu/academics/departments/professional-education/professional-education-application/>

Students will not be allowed to register for Education (ED) courses unless they have been formally admitted to the professional Education program.

Application Deadline

Applications may be submitted at any time. However, priority deadlines are as follows:

- *Fall Admission – February 15th*
- *Spring Admission – October 1st*

Admission requirements are subject to change. Please consult with the Advising Coordinator for the current entry requirements.

Enrollment into the program is limited to 64 students per semester.

Transfer Coursework

BSU may consider a transfer of courses from other institutions if a syllabus is provided and the course is found to meet 100% of the required state standards assigned to the BSU course being substituted. If field experience is a requirement of the BSU course, the external course must contain the equivalent field experience and documentation must be provided for the review.

POLICIES FOR RETENTION AND COMPLETION

Retention in the Program

To remain in the program, teacher candidates must maintain a GPA of 2.5 or higher and earn a C- or above in all major coursework. Student who fall below their admission GPA will not be allowed to proceed further in the Professional Education Program. However, the teacher candidate may retake Education courses (including ED/SPED) in order to improve their GPA.

Students are responsible for making every effort to meet with their advisors. Advisors should make every effort to resolve issues/concerns (GPA and/or other concerns) and work with the student to set up an **Academic Success Plan (APPENDIX A)**. Additionally, the advisor/instructor needs to document their concerns using the BSU student management and reporting system (i.e. Starfish) as a way of providing documentation of the student issue.

Two failing grades (D or F) in any of the Professional Education Program courses may be cause for dismissal from the program, OR the student may be asked to take a semester off from Education courses. A registration hold may also be placed on the student's account preventing them from registering for additional ED coursework.

Dispositional concerns are also grounds for removal from the Professional Education Program.

Completion of the Program

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

- Maintain a cumulative GPA of 2.5 or higher
- Approved Graduation Application Form (approved by BSU's Record office)
Recommended to be completed while enrolled in Pedagogy and sent to the Record's Office
- Complete all required coursework for Liberal Education and Major prior to student teaching
- Complete the student teaching experience to the satisfaction of the Cooperating Teacher, the University Supervisor, and the Director of Clinical Experiences
- Successfully complete the Teacher Performance Assessment (i.e. edTPA)
 - A score of one (1) on more than two of the 15 rubrics, throughout the entire assessment, is unacceptable and requires remediation. When students receive their edTPA report from Pearson they will see their score and will be notified if they need remediation.
- Complete all requirements for graduation outlined in the BSU Catalog.

Appeals Process

Students who are denied admission or are removed due to low GPA may appeal the decision using the **BSU Department of Professional Education Appeals Process Form (APPENDIX B)**. The student should meet with their academic advisor first to create a written request for readmission to the program. This plan should provide additional documentation and explanation as well as a rationale for granting admission and a plan for success in the program. These plans are reviewed by the Admission and Retention Committee.

The Admission and Retention Committee shall be composed of the department's Licensure Certification and Advising Officer, the Director of Clinical Experiences, and a department faculty member.

Students who are not satisfied with the results of the Admission and Retention Committee's ruling may then appeal to the Department of Professional Education Chair.

Students who are not satisfied with the results of the Department of Professional Education Chair's ruling may then appeal to the Dean of the College of Arts, Education and Humanities.

Students who are not satisfied with the results of the Dean's ruling may then appeal to the Provost and Vice President for Academic and Student Affairs.

Students who are not satisfied with the results of Provost's ruling may finally appeal to the Office of the President.

If the student still has concerns, the student is afforded another appeal process directly to *Professional Education Licensing Standards Board (PELSB)*.

"PELSB (Professional Education Licensing Standards Board) 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."

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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 Department of Professional Education were

developed in conjunction with the Standards of Effective Practice.

Professional Disposition will be completed by cooperating teachers for all field experiences. Additionally, at any point in a candidate's program of study, a faculty member 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's advisor and the Admission and Retention Committee using the **Documentation of Unprofessional Disposition (Appendix C)** form.

Should faculty feel that there is a disposition issue they are expected to fill out a Starfish report.

Students are assessed in the following disposition areas:

Dedication/Responsibility – 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 attendance (i.e. showing up on time, being reliable in attending when scheduled, not cancelling for inexcusable purposes) meeting deadlines, participation in discussion/engaging with students, demonstrating willingness to give and receive help, and dressing appropriately.

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 willingness to listen thoughtfully and responding to students, faculty, peers, and cooperating teachers, showing concern and interest in others with following through, empathy, flexibility, and treating people equitably.

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. Initiative in asking questions, seeking and sharing resources, using feedback to make suggestions for continuous improvement, reflecting on learning, open to constructive criticism/critiquing.

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. Demonstration of academic and personal honesty, completion of tasks agreed to/assigned, taking ownership and accepting responsibility, earnestness and sincerity, and demonstration of perseverance.

Your disposition for the role of professional educator will be assessed throughout the program. This includes things such as attendance, dedication, responsibility, reliability, integrity, attitude, communication skills; as well as any other components listed on the Department of Professional Education disposition.

BSU Student Reporting System

Starfish Process

Step 1: Meeting with student and faculty/staff that have a concern

- Faculty/Staff will complete an Academic Success Plan with the student, which will include signing off by student
- Faculty/Staff will raise a flag within the student management and reporting system (i.e. *Starfish*)

(Note: A new flag has been added to *Starfish*-The Education Retention/Concern flag is designed for those dispositional concerns that don't necessarily fit into the other flag categories (attendance, low quiz/test, in danger of a failing). For example, this flag might be raised if a student failed to contact their field experience teacher or failed to show up)

- Faculty/Staff will print a copy of the academic success plan to give to the student and scan the academic success plan into the current university recording system (i.e. *Starfish*) as a piece of documentation in a student's permanent file.
- It is recommended that the advisor, who is notified by the student management and reporting system (i.e. *Starfish*) that the digital record/file be printed and put in advisee folder in advisors' office.

Step 2: Meeting with the student, faculty/staff and advisor. Faculty/Staff calls the meeting.

- Document another digital record in the current university reporting system
- Fill out an academic success plan with a timeline for action.
- Meet for a second time to determine progress on academic success plan. Faculty/Staff and advisor decide on the next steps: action met, meet again or move on to Step 3.

Step 3: Follow the Admission and Retention Committee process

Note: Online students will be dealt with by the online faculty through their process.

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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. Liability insurance runs from August to August. Liability expires every August and needs to be renewed. To purchase liability insurance through Education Minnesota, follow instructions on the Clinical Experiences webpage. <https://www.hemidjstate.edu/academics/departments/professional-education/clinical-experiences/liability-insurance/>

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

Field experience and student teaching require school district criminal background checks. If you think you may have an issue you may want to initiate a background check yourself before you seek admission. Applicants with any prior conviction(s) may be unable to complete a program of study in Education. Your disposition for the role of professional educator will be assessed throughout the program. This includes things such as attendance, reliability, and communication skills.

All Field Experience students are responsible for transportation and associated costs to and from their placement.

All field work must be completed before a student is eligible for student teaching.

- 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 secondary levels.
- All candidates must complete field experience in each Content Area and at each level they will be licensed in.
- Successfully meet requirements for Taskstream (LAT) set by instructors in each course

Field Experiences in Courses

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

Course
ED 3100 Intro to Education
ED 3350 Pedagogy
ED 3201 Language Arts I
ED 3202 Language Arts II
ED 3203 Language Arts III*
ED 3221 Elementary Math Methods
ED 3222 Science Methods
ED 3240 Social Studies Methods
ED 4737 Content Area Reading
ED 3208 Dev. Reading in the Middle School
Secondary methods courses (SEE BELOW)

Secondary Majors, and K-12 Majors, should also expect to conduct field experience hours in their content methods courses.

K-12 HLTH 4206 Secondary School Health –Methods course with 10 hours
K-12 HLTH 4970 Internship: Practicum Health Teaching-Methods course with 30 hours
K-12 PHED 3504 Teaching Rhythms and Dance-Methods course with 5 hours
K-12 PHED 3607 Teaching Fitness-Methods course with 10 hours
K-12 PHED 4970 Internship: Practicum in Physical Education Teaching-30 hours
Secondary ED 3410 Secondary Science Methods-Methods course with 25 hours
Secondary ED 3440 Mathematics Methods in the Secondary School- Methods course with 25 hours
Secondary ENGL 3550 Methods of Teaching English and Communication-Methods course with 25 hours
Secondary GEOG 3460 Teaching of Middle and Secondary School Social Studies-Methods course with 25 hours
Secondary MUS 2607 Music Education I: Introduction-16 hours
Secondary MUS 3607 Music Education II: Elementary Methods-Methods course with 25 hours
Middle Level ED 3417 Teaching and Learning in the Middle School –Methods course with 10 hours
PrePrimary ED 3670 Foundations of Early Childhood Education-10 hours
PrePrimary ED 3677 Relations and Management in Early Childhood Education-10 hours

Standards of Effective Practice (SEP)

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

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TASKSTREAM (LEARNING ASSESSMENT TOOL - LAT)

Taskstream is the online repository for student work that is used to assess SEP, field experiences, and edTPA. Key/Signature assessments for Elementary Education will be ED 3100, ED 3350 and ED 3221-Math Methods. Key/Signature assessments for Secondary Education will be ED 3100, ED 3350 and Content Methods courses.

Students who have been accepted into Bemidji State University’s Professional Education program must upload Field Experience Logs as PDF documents into Taskstream for every field experience they complete. Failure to do so, can result in a delay in the licensure application process.

New students to the program will receive a Welcome Email from Taskstream in their BSU email account during the third week of classes.

More information about Taskstream, and a Taskstream guide, can be found on the Professional Education website at <https://www.bemidjistate.edu/academics/departments/professional-education/student-resources/taskstream/>.

For Taskstream questions, or if a renewal key code is needed to reactivate an expired Taskstream account, please contact Amanda Chesley at amanda.chesley@bemidjistate.edu

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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.

The required student teaching experience is sixteen weeks (twelve semester credits) and is 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.

For more details on the student teaching policies and procedures check out this link: <https://www.bemidjistate.edu/academics/departments/professional-education/wp-content/uploads/sites/12/2017/06/Student-Teaching-Handbook-6717.pdf>

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 Director of Clinical Experience.

Student Teaching Abroad: Opportunities for student teaching abroad are available, for more information consult the student teaching handbook.

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PREPARING FOR GRADUATION

Graduation Plans

Candidates seeking an undergraduate degree from Bemidji State University are asked to submit graduation plans at least two semesters before their anticipated term of graduation, typically while taking the Pedagogy course. The graduation plan process is detailed online. <https://www.bemidjistate.edu/mybsu/degrees/graduation/plans/> 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.

Applying for a License

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, including completion of all required licensure exams. For more information on licensure requirements, visit the Professional Educator Licensure and Standards Board (PELSB) Licensure Requirements page: <https://mn.gov/pelsb/aspiring-educators/requirements/> PELSB requires completion of a criminal background check for all initial license applications.

For instructions on the current application process visit the Professional Education website under “Licensing” <https://www.bemidjistate.edu/academics/departments/professional-education/applying/>

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.

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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 is to.....

- 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
- Collaborate with advisor on a remediation plan, if one or more of the NES tests have not been passed. The **Remediation Plan (APPENDIX D)** will be put in your University permanent record.
- 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.
- If necessary complete, submit, and follow a basic skills remediation plan. Faculty advisors should work with the student in creating the remediation plan and all necessary documentation should be on file in the Clinical Experiences Office
- When necessary, use the Student Management and Reporting System to make referrals to the Admission and Retention Committee.
- Follow up with advisees by collaborating with the Admission and Retention Committee, if remedial actions become necessary.

- Remind students of available counseling services on campus.

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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.

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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:

Program	Scope of Licensure
Elementary Education	Grades K-6
Pre-Primary Endorsement	Age 3 – Pre-K
Middle Level Social Studies Endorsement	Grades 5-8
Middle Level Science Endorsement	Grades 5-8
Middle Level Comm. Arts & Lit Endorsement	Grades 5-8
Middle Level Math Endorsement	Grades 5-8
Communication Arts and Literature/English	Grades 5-12 / 9-12 Specialty
Health Education	Grades 5-12
Mathematics	Grades 5-12
Music (Vocal and classroom, Instrumental and	Grades K-12
Physical Education	Grades K-12
DAPE (only with PHED)	Grades K-12
Science (Chemistry, Earth and Space, Life, Physics)	Grades 5-12/ 9-12 Specialty
Social Studies	Grades 5-12

Useful information about each program and other can be found on the Professional Education website.

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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 key assessments and to maintain the GPA requirement set by the department.

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Department of Professional Education Academic Success Plan

Name: _____

BSU ID: _____

Major: _____

Advisor: _____

Phone: _____

**Note: A Starfish report will need to be raised and scanned to student file if filling out this form*

Challenges to being academically successful (Check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Academics | <input type="checkbox"/> Family Responsibility | <input type="checkbox"/> Procrastination |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Relationship(s) | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Poor Study Habits | <input type="checkbox"/> Financial Obligations | <input type="checkbox"/> Physical Health |
| <input type="checkbox"/> Time Management | <input type="checkbox"/> Living Situation | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Career / Major Decisions | | |

Brief description : _____

Support plan to be academically successful (Check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Career Services | <input type="checkbox"/> TRIO/SSS | <input type="checkbox"/> Time Management Skills |
| <input type="checkbox"/> Counseling Center | <input type="checkbox"/> Academic Advising | <input type="checkbox"/> Study Skills |
| <input type="checkbox"/> Disability Services | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Other: _____ |

Brief Description: _____

Accountability Plan. What measures will you make to assure you stick to this plan?

I agree to the above plan

Student Signature

Date

Advisor use only: Check when Starfish flag is raised _____ Staff use only: Check when document has been scanned to student file _____

**BSU DEPARTMENT OF PROFESSIONAL EDUCATION
APPEALS PROCESS FORM**

To submit an appeal related to the Department of Professional Education policies or procedures, please complete this form, providing as much information as possible. Attach additional sheets if necessary. **This form should not be used for a grade challenge or a concern related directly to course content or assignments.** Students can contest a grade by following the BSU Academic Grade Challenge Policy.

NAME: _____ STUDENT I.D. _____

Email: _____ Phone: _____

Street Address _____ City _____ State _____ Zip _____

Program: _____ Elem. Ed. _____ Secondary Ed. Faculty Advisor: _____

Describe your situation or area of concern.

What steps have you taken to resolve the issue? Who did you talk to and when?

What outcome are you seeking? How do you plan to have success moving forward in the program?

Signature: _____ Date: _____

SUBMIT THIS FORM TO YOUR ADVISOR WHO WILL SUBMIT TO THE ADMISSION & RETENTION COMMITTEE

Admission and Retention Committee Use Only

What steps were taken to resolve this concern? (Attach notes from other staff if applicable.)

How was the concern resolved? Include dates of actions taken.

Follow-up date with student: _____ By: (A & R committee member) _____

Documentation of Unprofessional Disposition BSU Department of Professional Education

Student name (type of print legibly) Student ID # Course # Semester and Year

Advisor name Date of incident(s) Date form was discussed with student Location of incident

As documented below, this teacher candidate has demonstrated professional and personal attributes that do not meet the standards of professionalism in field experience, classroom, student teaching, or community settings. The responsible faculty/academic staff will be taking the actions indicated below:

Faculty/Academic Staff: Check recommended action(s)

Written Warning *Plan for Remediation.* *Failure of Course* *Expulsion from BSU Professional Education program*

A maximum of 3 Documentation of Unprofessional Dispositions will be grounds for expulsion from the BSU Professional Education program.

Signature (faculty/academic staff) _____ Date _____

Faculty/Academic Staff: Check the appropriate categories below and provide specific, relevant documentation related to the behaviors of concern.

1. The teacher candidate fails to meet the standards of professional disposition from an *integrity* standpoint.

- Does not demonstrate academic and/or personal honesty
- Does not complete agreed to/assigned tasks
- Does not take ownership and/or does not accepts responsibility
- Does not exhibit earnest and/or sincerity in behavior
- Other _____

Supporting Documentation: _____

2. The teacher candidate fails to meet the standards of professional disposition from a *dedicated and responsible* standpoint.

- Does not adhere to attendance expectations
- Does not meet assigned deadlines
- Does not participate in discussions and/or does not engage with students and/or peers
- Does not dress in a manner appropriate to the profession
- Other _____

Supporting Documentation: _____

3. The teacher candidate fails to meet the standards of professional disposition from a *compassionate* standpoint.

- Does not listen thoughtfully and/or does not respond well to students, faculty, academic staff, peer, and/or cooperating teachers
- Does not show concern and/or interest in others and/or follow through
- Does not show empathy
- Does not show flexibility
- Does not treat people equitably
- Other _____

Supporting Documentation: _____

4. The teacher candidate fails to meet the standards of professional disposition from a *curious* standpoint.

- Does not take initiative by asking questions **for clarification and/or understanding**
- Does not take initiative by seeking out own resources and sharing with others
- Does not use feedback to make adjustments needed for continuous improvement
- Does not show indication of reflecting on learning
- Does not show indication of being open to constructive criticism and/or critiquing
- Other _____

Supporting Documentation: _____

Additional Incident description (including others involved) or comments: _____

Plan for Remediation (if indicated as an action on page 1)

Goal:	Completion Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This section to be completed by the teacher candidate.

I have read this evaluation, discussed it with the appropriate person (course instructor, faculty, academic staff, cooperating teacher, director of clinical experiences, advisor, and/or Admission and Retention Committee), and received a copy.

Teacher Candidate signature

Date

My comments are: (optional)

Reviewed and received by Department Chair _____ Date _____

Follow-up date _____

Outcome: _____



OFFICE OF CLINICAL EXPERIENCES
Department of Professional Education
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PROFESSIONAL EDUCATION BASIC SKILLS REMEDIATION PLAN

Teacher candidates are required to pass a series of Basic Skills exams prior to receiving a full, Tier 4 teaching license in the state of Minnesota. Students who have not met the Basic Skills requirement must have a Remediation Plan on file with Bemidji State University.

Student Name: _____

BSU TECH ID: _____ **Date:** _____

Students may meet the Basic Skills requirement with the ACT, SAT, GRE, NES, or MTLE. The passing scores for Minnesota Basic Skills and your FAILING scores are:

	MTLE Passing Score	Minnesota NES Essential Academic Skills	Your Test Type	Your Score
Reading	240	520		
Writing	240	520		
Math	240	520		

To register for the Minnesota NES Essential Academic Skills (Reading, Writing, Math) exams, please visit the MTLE website: <http://www.mtle.nesinc.com>

Students are required to review Basic Skills scores and requirements with their advisor. Please indicate your plan to retake the Basic Skills exams on the next page.

The following resources are available to retake any part of the Basic Skills exams:

Resource	Personal Effort
Pearson offers test-taking strategies, study guides, expanded study guides, practice tests, and additional resources on their MTLE website. http://www.mtle.nesinc.com	
Assistance is available through the Math Help Room. Contact the Department of Mathematics for more information.	
Assistance is available through the Writing Resource Center, located in A. C. Clark Library, Room 326. Contact the Department of English for more information.	
Purdue University provides free Writing resources on The Purdue Online Writing Lab: https://owl.purdue.edu/	
Khan Academy also provides free resources related to Reading, Writing, and Math: https://www.khanacademy.org/	
Other:	

Projected retake date(s): _____

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Student Receipt and Acknowledgement

This teacher candidate handbook is neither a contract nor an offer to make a contract. The information enclosed is provided solely for the convenience of the teacher candidates and readers.

The information in the teacher candidate handbook is current as of the time of department approval. However, policies are subject to change with yearly reviews and revisions. The BSU Department of Professional Education reserves the right to make changes at any time with respect to course offering, degree requirements, services, policies, or any subject addressed in this document. Amendments may be added as deemed necessary. Any revisions will take priority over the contents of this edition and will be communicated to faculty and students. It is the responsibility of all members of the Department of Professional Education to make notes of such changes.

This teacher candidate handbook supersedes all previous versions of the *Student Handbook*. Teacher candidates are accountable for familiarizing themselves with its contents and for compliance with the policies and procedures contained within.

I have reviewed the teacher candidate handbook, and I understand that it is my responsibility to read and comply with the policies contained in this teacher candidate handbook and any revisions made to it.

Teacher Candidate Signature

Teacher Candidate Name (Print)

Date