

Welcome!

STUDENT TEACHER ORIENTATION FALL 2025

1

“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.” (Paulo Freire)



SCHEDULE: What we will do today



9:30-10:00 AM Check in

Please find your University Supervisor's*
name and sit at their table
**Listed on your Placement Agreement*



10:00 AM-10:05 AM:
Welcome!

Brief introductions around tables
Review Schedule for today (Right now!)



10:05-10:15 AM: Licensing

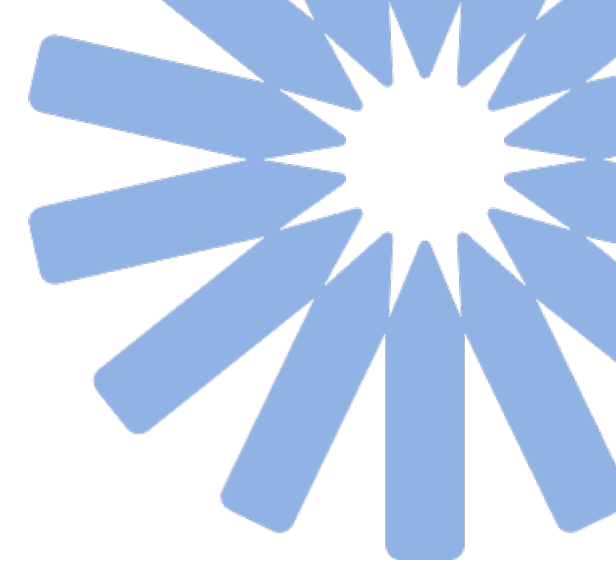
Licensing & Accreditation-Aspen
Easterling



10:15-11:45 AM: Student
Teaching

Presentation & Table Discussions

OUR TEAM: THE CLINICALS TEAM!!!



KATELYNN BESANCON



DAWN DAHL

3

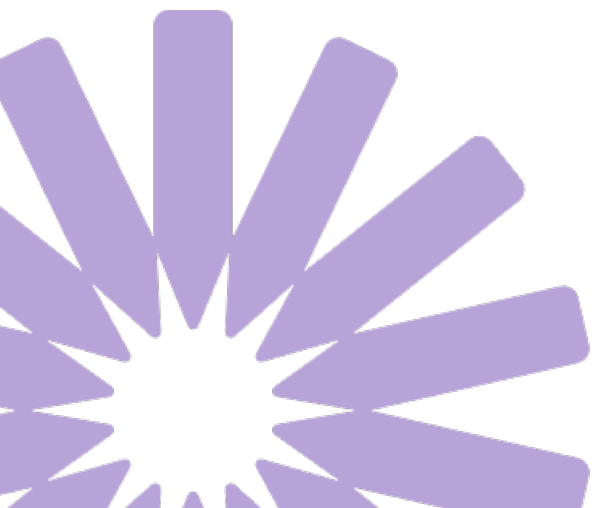


LISA SCHMITZ



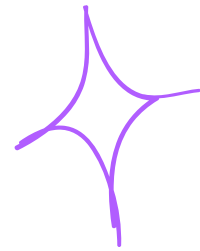
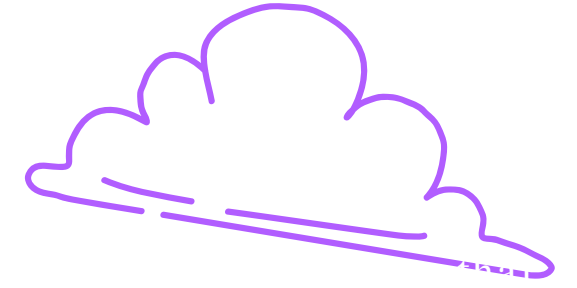
ANA M. LOPEZ-AGUILERA

BENSEN HALL 339
Teaching.clinicals@bemidjistate.edu



Ana

INTRODUCTIONS



4



1. Write your name



2. Write a word
that describes you

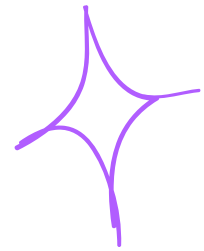


3. A word that starts
with the same letter
as your name

INTRODUCTIONS



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1. Write your name



2. Write a word
that describes you



3. A word that starts
with the same letter
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INTRODUCTIONS



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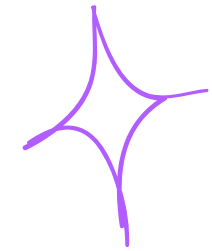
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3. A word that starts
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INTRODUCTIONS



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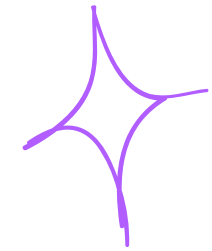
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1. Write your name

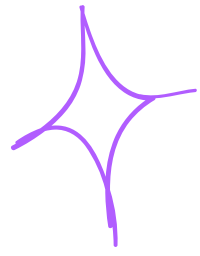


2. Write a word
that describes you



3. A word that starts
with the same letter
as your name

INTRODUCTIONS



Your Turn!



1. Write your name



2. Write a word
that describes you



3. A word that starts
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Licensing & Accreditation-Aspen
Easterling



10:15-11:45 AM: Student
Teaching

Presentation & Table Discussions

Minnesota Tiered Licensure

Aspen Easterling

Teaching.License@bemidjistate.edu

Types of Minnesota Licenses

Short Call Sub License	Can teach for 20 consecutive days.
Tier 3	Completed a teacher preparation program. Good for 3 years and can be renewed indefinitely.
Tier 4	Completed a teacher preparation program and taught as a teacher of record for 3 years. Good for 5 years and can be renewed indefinitely.

All Minnesota Licenses require a Bachelor's Degree.

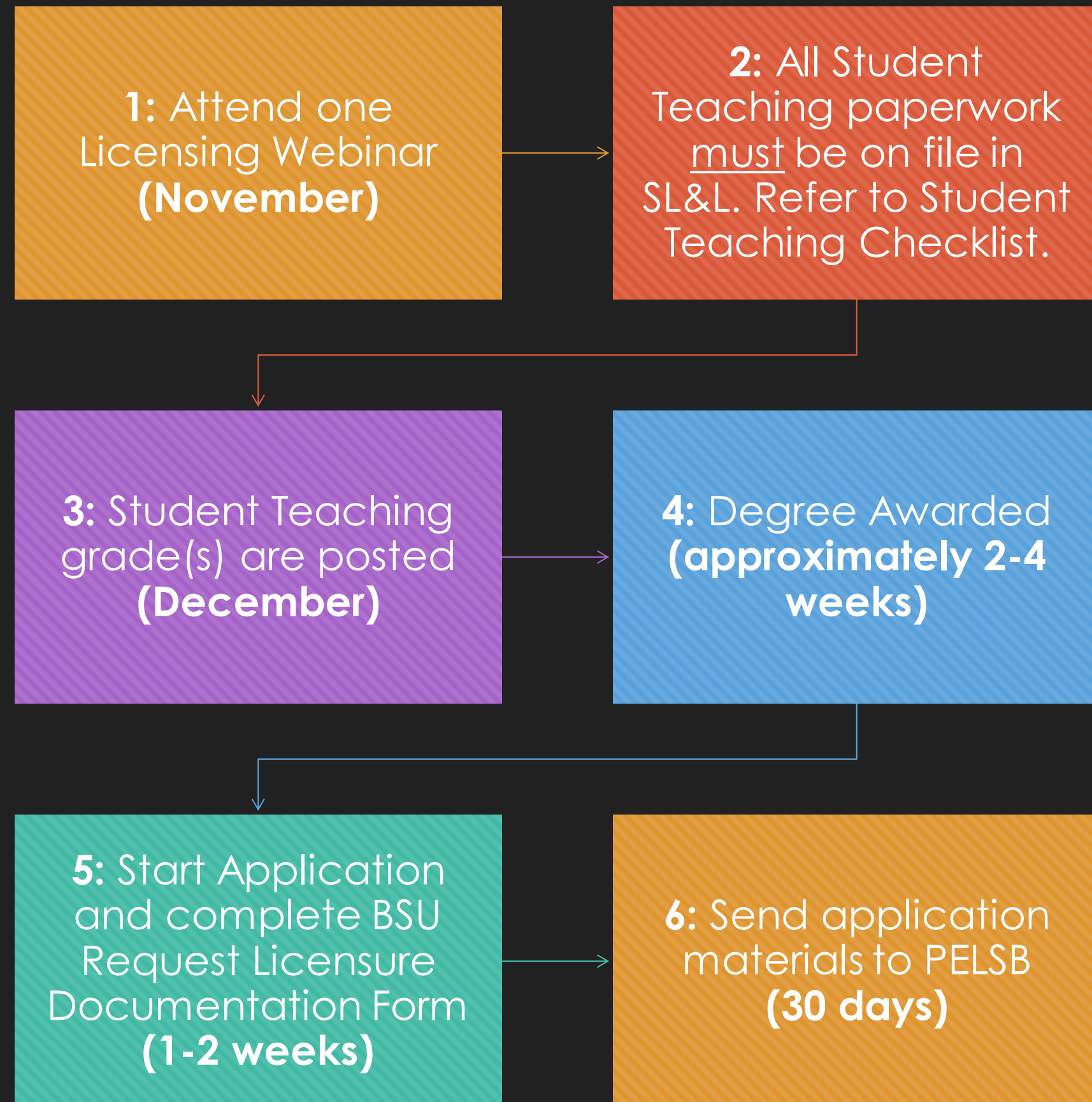
Licensure Exams

The MTLE exams are no longer required for licensure (Basic Skills, Content, or Pedagogy).

The edTPA will not be required this year or next (2024-2026).

CPAST is required in place of the edTPA.

Licensure Checklist and Timeline



Licensure Timeline

November/December

January

February

Licensing
Presentations

ST Grade
Posted

Request Licensure
Documentation

Receive
License



ST
Paperwork
Due

Degree
Posted

Receive BSU
Recommendation
& Send Application
Packet to PELSB



**Always apply for your Minnesota license and
have BSU complete the Verification Form!**

Licensing Webinars

Attend one of two Licensing Webinars to be held in November.

Dates TBD.

Zoom links in D2L shell and BSU Licensing Webpage!

Licensing Resources

BSU Website

→ Office of Teacher Education Webpage

→ Licensing

Certification Officers



Aspen Easterling & Amanda Chesley
Bensen Hall 339

Teaching.License@bemidjistate.edu

SCHEDULE: What we will do today



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Teaching

Presentation & Table Discussions

Common Abbreviations

ST

Student Teacher

US

University Supervisor

CT

Cooperating Teacher

CPAST

Candidate Preservice Assessment of Student Teaching

PELSB

Professional Educator Licensing and Standard Board

You will see these
acronyms
frequently during
this semester.
It's best to get
familiar with them.

Resources

Student Teaching Folder

Clinical Experiences Team

Student Teaching D2L
Course

Teaching.clinicals@bemidjistate.edu

University Supervisor (US)

Clinical Experiences Website

Cooperating Teacher (CT)

Clinicals Weekly Newsletter

Teacher's Closet
(OTE Suite-Bensen 339)

✓
Please keep in
mind all of these
resources available
to you.

ST TASKS!

STUDENT TEACHING TASKS



When you receive your
student teaching placement



1

Introductions

Introduce yourself to your
CT and principal

Email

2

Liability Insurance

Purchase liability insurance
(required for student teaching)

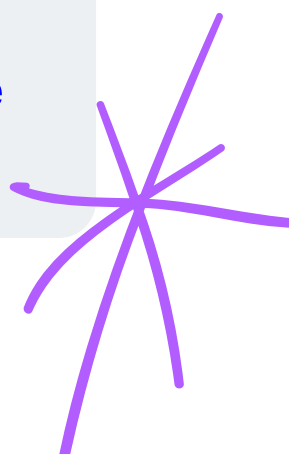
Information on [OTE Clinicals Website](#)

- *Education Minnesota*
- Alternatives

3

Background Check

Complete a background check

- School Districts
 - Before start student teaching
 - Information on [OTE Clinicals website](#)
- 

STUDENT TEACHING TASKS

When you leave this orientation



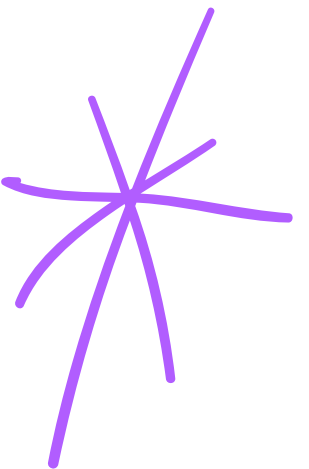
1

Start Planning with your CT

- Go over classroom expectations with your CT.
- Review your placement site's school calendar, daily schedules, and staff meeting dates. You are expected to be at school whenever your CT is at school.
- Review school dress code for teachers.

2

Start Organizing Observation days and CPAST Conferences for your CT and US



STUDENT TEACHING TASKS

DURING FIRST WEEK OF STUDENT TEACHING



1

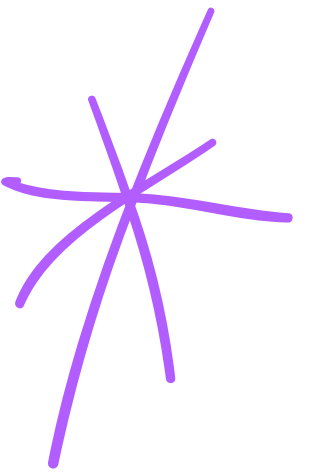
Families

- Write a letter or email to families introducing yourself.
- Include information that builds trust and establishes your role in the classroom: your teaching experience, education, teaching philosophy, etc.

2

School

- Introduce yourself to:
 - Office staff and school secretary
 - Principal and assistant principal
 - Custodians, lunchroom staff, counselors, and aides



Student Teaching Timeline Sample (11-15 weeks)

WEEK 1	Take over small tasks (attendance, transitions..)
WEEK 2	Run a station, small group, lead during simple lessons
WEEK 3	Teach half the day, everyday
WEEK 4-15	Teach all day, everyday
Last week	Observe / Assist in other classrooms
	Show your gratitude to the school community.

Student Teaching Timeline Sample

(4 weeks-2nd licenses & endorsements)

WEEK 1 (beginning)	Get to know the students and school community	Take over small tasks (attendance, transitions...)
WEEK 1 (by the end)	Run a station, a small group	Lead during simple lessons
WEEK 2	Teach half the day	
WEEK 3-4	Teach all day	
Last days	Observe / Assist in other classrooms	Show your gratitude to the school community.

ST REQUIREMENTS!

ST REQUIREMENTS

Placement Agreement (*in orientation folders*):
READ & SIGN


Page 1 Placement Details

- Dates:
The number of student teaching weeks is determined by each BSU education program; weeks and schedules will differ from student teacher to student teacher.
- CT, Principal and US contact information

Page 2 Teacher Candidate Agreement

The standards and expectations student teachers are held to by our office and their placement site.

1 of 2

 **Fall 2023**
Campus Conventional Program
Student Teaching Placement Agreement

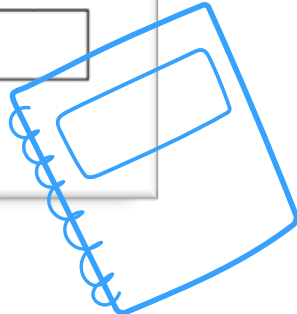
Placement Details

Candidate		BSU Tech ID	
Candidate Email		Initial License	
Phone		Endorsement(s)	
Dates		Liability Insurance	
School ISD #			
School Address			
School Name			
Grade Level(s)			
Subject(s)			
Cooperating Teacher			
CT Email			
Principal			
Principal Email			
University Supervisor			
US Email			
US Phone			
Clinical Experiences	teaching.clinicals@bemidjistate.edu		

I will carefully read and comply with all agreement points listed on page 2.

The placement above was secured for me using the information I provided to the Clinical Experiences Office. My signatures on pages 1 and 2 indicate my acceptance of the above student teaching placement and my agreement to comply with all points listed on page 2.

Candidate Signature: _____ Date: _____



ST REQUIREMENTS

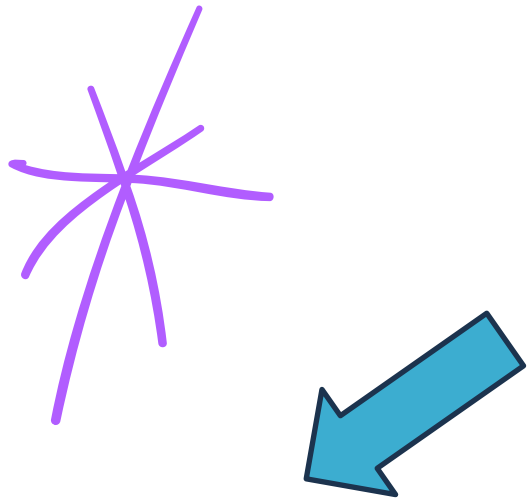


Fall 2025 Student Teaching Assignments List
For Student Teachers Seeking **One License Only**

Assignment	Actor(s)	Target Date	Completion Date	Notes
Journal Entry 1	ST & US			ST completes 8 journal entries throughout the entire placement.
Journal Entry 2	ST & US			
Journal Entry 3	ST & US			US will verify that journals entries have been completed by checking a checkbox in SL&L (journal entries will not be uploaded into SL&L).
Journal Entry 4	ST & US			
Journal Entry 5	ST & US			
Journal Entry 6	ST & US			
Journal Entry 7	ST & US			
Journal Entry 8	ST & US			
Standards Attainment Checklist	ST	Due by last day of Student Teaching		ST uploads the Checklist into SL&L.
Exit Survey	ST			Directions for completing survey sent via email.
CT Observation 1	ST & CT			ST schedules 4 observations. ST must provide a lesson plan to CT before each observation. CT will complete a fillable form in SL&L to document each observation.
CT Observation 2	ST & CT			
CT Observation 3	ST & CT			
CT Observation 4	ST & CT			
CT Letter of Recommendation	CT			CT uploads the letter into SL&L.
US Observation 1	ST & US			ST schedules 4 observations. ST must provide a lesson plan to US before each observation. US will complete a fillable form in SL&L to document each observation.
US Observation 2	ST & US			
US Observation 3	ST & US			
US Observation 4	ST & US			
US Letter of Recommendation	US			US uploads the letter into SL&L.
Key Assessment	US			US completes a fillable form in SL&L.
Introductory Meeting	ST/CT/US			At the start of the semester, the US, CT and ST meet to review CPAST expectations and set up a time for the mid-term conference. The US completes the Meeting form in SL&L.
CPAST: Mid-Term Conference	ST/CT/US			Midway through the student teaching process, the US, CT and ST meet to review the mid-term CPAST form and set a date and time for the final conference. The US completes the Mid-term CPAST form in SL&L.
CPAST: Final Conference	ST/CT/US			During the final week of the student teaching process, the US, CT and ST meet to review the Final CPAST form and set goals for the ST's first year of teaching. The US completes the Final CPAST form in SL&L.

ST = Student Teacher • CT = Cooperating Teacher • US = University Supervisor

ST Assignments List (*in orientation folders*) details all the assignments and paperwork you must complete to receive a grade for your student teaching.



Fall 2025 Student Teaching Assignments List
For Student Teachers Seeking **Two or More Licenses**

Assignment	Actor(s)	Target Date	Completion Date	Notes
Journal Entry 1	ST & US			ST completes 6 journal entries for the initial licensure <u>and</u> 2 journal entries for the second license/ endorsement.
Journal Entry 2	ST & US			
Journal Entry 3	ST & US			US will verify that journals entries have been completed by checking a checkbox in SL&L (journal entries will not be uploaded to SL&L).
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CT Observation 2	ST & CT			
CT Observation 3	ST & CT			
CT Observation 4	ST & CT			
CT Observation 5	ST & CT			
CT (12 Week) Letter of Rec.	CT			CT uploads into SL&L.
CT (4 Week) Letter of Rec.	CT			CT uploads into SL&L.
US Observation 1	ST & US			ST schedules 5 observations with <u>at least one observation per placement</u> . ST must provide a lesson plan to US before each observation. US will complete a fillable form in SL&L to document each observation.
US Observation 2	ST & US			
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Pre-Conference Meeting	ST/CT/US			Before the Mid-Term Conference, the US, CT and ST meet to review CPAST expectations and set up a time for the CPAST Mid-Term Conference. The US completes the Pre-Conference Meeting Form in SL&L.
CPAST: Mid-Term Conference	ST/CT/US			Midway through the student teaching process, the US, CT and ST meet to review the mid-term CPAST and set a date and time for the final conference. The US completes the Mid-term CPAST form in SL&L.
CPAST: Final Conference <i>This conference should take place at the end of student teaching in your 2nd licensure area or endorsement.</i>	ST/CT/US			During the final week of the student teaching process, the US, CT and ST meet to review the Final CPAST and set goals for the ST's first year of teaching. The US completes the Final CPAST form in SL&L.

*If the US supervises the ST for both placements, one letter will suffice provided that the letter addresses both placements
ST = Student Teacher • CT = Cooperating Teacher • US = University Supervisor

ST REQUIREMENTS

Student Teaching Assignments List ST seeking ONE LICENSE ONLY

- 8 Reflective Journal Entries
- Standards Attainment Checklist
- 4 US Observations
- 4 CT Observations
- Introductory Meeting
- CPAST: Mid-Term Conference
- CPAST: Final Conference

Fall 2025 Student Teaching Assignments List For Student Teachers Seeking **One License Only**

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ST REQUIREMENTS



- 8 Reflective Journal Entries:
 - 6 journals in 1st placement
 - 2 journals in 2nd placement
- 5 US Observations:
 - At least 1 per placement
- 5 CT Observations:
 - At least 1 per placement
- 1 Introductory Meeting
- 1 Pre-Conference Meeting
- CFAST Mid Term Conference: in 1st placement
- CFAST Final Conference: in 2nd placement

Student Teaching Assignments List ST seeking TWO OR MORE LICENSES

Fall 2025 Student Teaching Assignments List
For Student Teachers Seeking **Two or More Licenses**

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ST REQUIREMENTS

Standards Attainment Checklist (SAC) (*in orientation folder*)

The 12 Standards of Effective Practice

Standards Attainment Checklist for Student Teaching

Student Teacher: _____ Semester/Year: _____
Cooperating Teacher: _____ ISD # and School: _____
University Supervisor: _____ Grade/Subject: _____

STUDENT TEACHERS: Use this checklist to document your attainment of these specific Standards of Effective Practice. These standards may be met through journal entries (JE), Lesson Plans (LP), or performance assessment (edTPA). Write the date met and the code for how it was met in the box next to the standard.

PELSB Standard	Date Met & Code
4G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;	
4H. monitor and adjust strategies in response to learner feedback;	
5L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;	
5Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and	
5R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.	
7G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and	
8H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;	
8K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;	
8L. establish and maintain student records of work and performance;	
8M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and	
8N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	
9H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;	

Additional Comments: _____

Cooperating Teacher's Signature _____ Date _____

Revised: 5/29/22

- Standards should be addressed in Journals between ST & US
- Signed by US
- Submitted in SL&L by ST

ST REQUIREMENTS

Performance Assessment: CCAST

Rubric and assignments may not be shared without permission

Pedagogy Evaluation

Student Teacher: _____ University Supervisor: _____
Cooperating Teacher/s: _____ Semester: _____ Date: _____

Directions – The form will be used **twice** during the course of the term and will be provided by the [Program Coordinator](#) to the [University Supervisor](#), [Cooperating Teacher](#), and [Student Teacher](#). Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

- 1) Completes the evaluation in week 5 or 6 (Mid-term) of the [student teaching](#) experience AND in week 13 or 14 (Final)
- 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the [“Glossary”](#) and the [“Look Fors”](#) document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning: Standards and Objectives/Targets <i>InTASC 7a CAEP R1.3</i>	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets , and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/ targets , and learning tasks <i>are consistently aligned</i> with each other AND Articulates objectives/targets that are appropriate for learners	Plans <i>align</i> to appropriate P-12 state learning standards AND/OR <i>Some goals</i> are measurable AND/OR Standards, objectives/targets , and learning tasks, <i>are loosely or are not consistently</i> aligned with each other AND/OR Articulates <i>some objectives/targets</i> that are appropriate for learners	Plans <i>do not align</i> to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets , and learning tasks <i>are not aligned</i> with each other AND/OR <i>Does not</i> articulate objectives/targets that are appropriate for learners	—
B. Materials and Resources <i>InTASC 7b CAEP R1.3</i>	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. <i>Encourage individualization of learning</i>	Uses a <i>variety</i> of materials and resources that 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to learners</i>	Uses materials and resources that <i>align</i> with <i>some</i> of the objectives/targets	Materials and resources do not align with objectives/targets	—

■US will share the CCAST form with you and your CT.

■[Informative video](#) for CTs and STs

■Evaluates your overall performance as a teacher

■Three participants: ST, CT, US

■Each participant fills out the CCAST form:

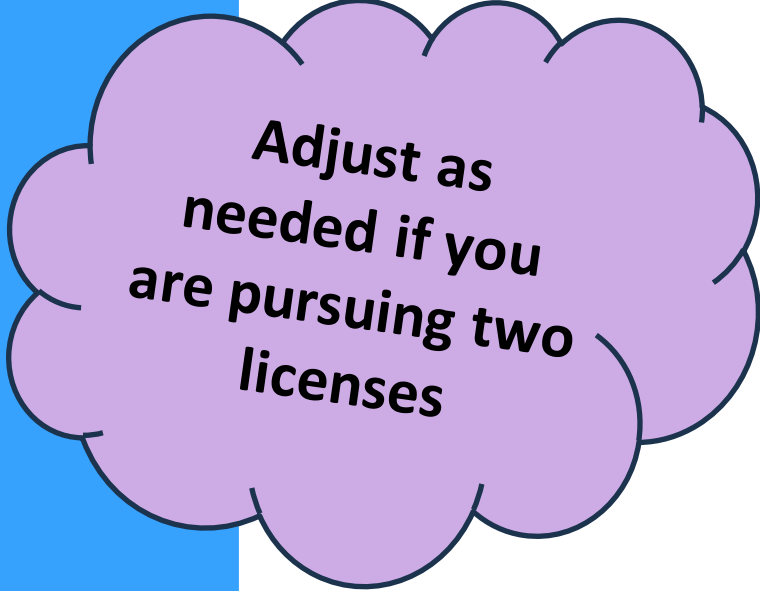
score per row + evidence + (1-3) goals for improvement

ST REQUIREMENTS

Performance Assessment: CCAST

CCAST and Classroom Observations Timeline:

- **Week 1-2:** Introductory meeting (ST, CT, US)
 - Review CCAST expectations, schedule classroom observations.
 - US will fill out Introductory Meeting Form in SL&L
- **In between weeks 1-6:** complete classroom observations 1 & 2
 - ST provides lesson plan in advanced to CT & US
 - CT and US fills out individual classroom observation forms in SL&L
- **Week 6-7:** Midterm CCAST Conference
 - Halfway through student teaching.
 - ST, CT, US meet synchronously, discuss and reach a consensus
 - US fills out Midterm CCAST form in SL&L
- **In between weeks 6 -12:** complete observations 3 & 4
 - ST provides lesson plan in advance to CT & US
 - CT and US fills out individual classroom observation forms in SL&L
- **Week 12-13:** Final CCAST Conference
 - complete the final week of student teaching
 - ST, CT, US meet synchronously, discuss and reach a consensus
 - US fills out Final CCAST Conference in SL&L



**Adjust as
needed if you
are pursuing two
licenses**

ST REQUIREMENTS

Small Group Discussion

- Small group discussion
- With your US
- Expectations...
 - Reflective journals
 - How should I send it? What should I write about? How often should I write a journal entry? ...
 - Classroom observations
 - How far in advance should I schedule an observation? Should I introduce you to the classroom? Should I communicate your visit to the school staff?
 - CPAST
 - Should I do a CPAST training before? Where can I find the CPAST form and Look Fors? What are the CPAST expectations?



ST REQUIREMENTS

Attendance

You may NOT miss student teaching days.

If you are sick or cannot make it to school, you MUST:

1. Call your CT and your US
2. Have all your materials prepared and ready, as though a substitute teacher would be teaching your lesson.
3. Fill out the [ST Absence Form](#) and email it to teaching.clinicals@bemidjistate.edu ASPA!

Absences are
addressed on a
case-by-case basis.

Absences may
require a student
teaching extension.

W h a t h a p p e n s I F . . . !

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What happens if student teaching isn't
going well?

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What happens if student teaching isn't going well?

- Talk to your **US and/or CT** – they are **your support team** !
- Contact the **Clinical Teams** if your concerns are about your US and CT

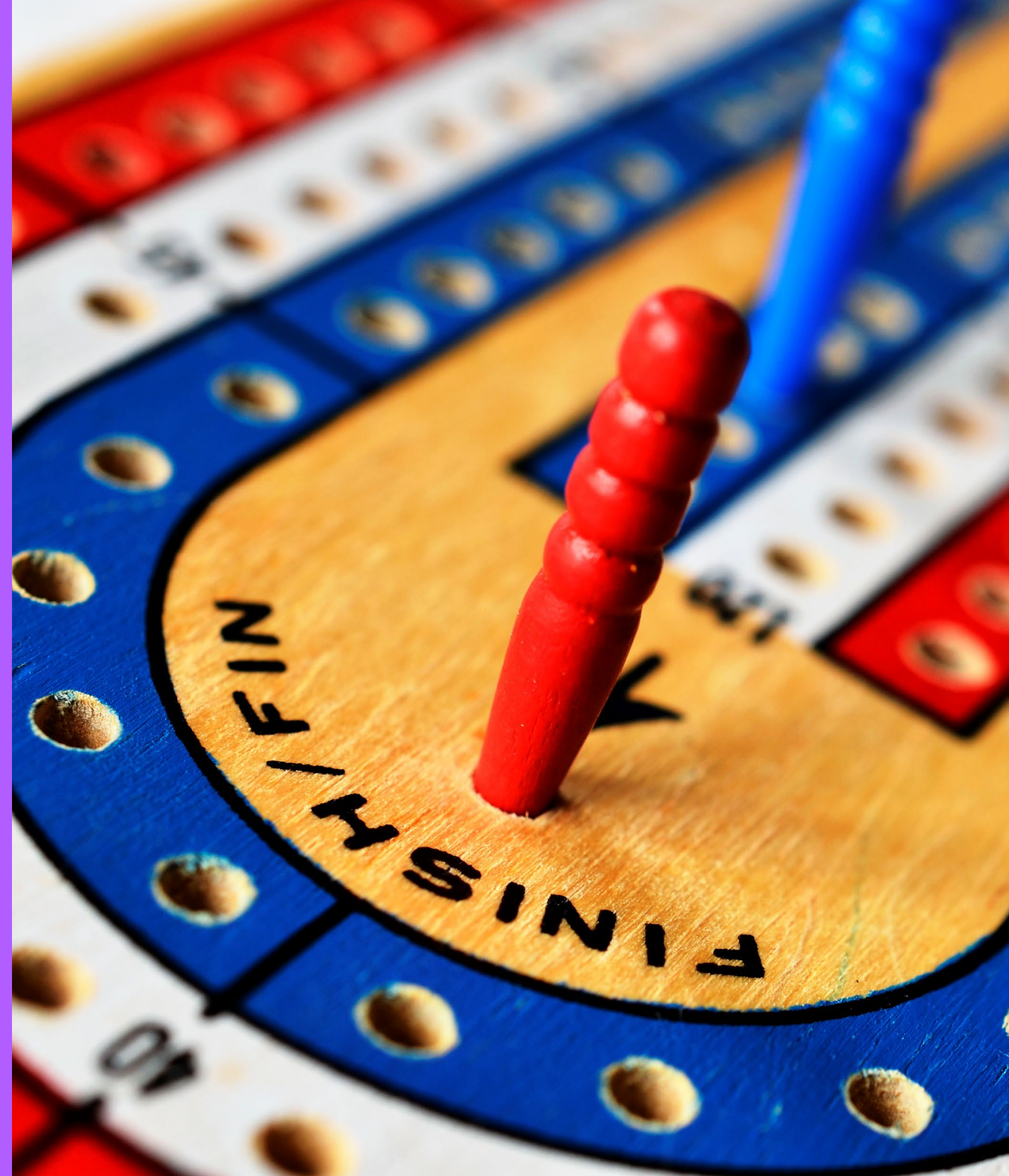


What happens when the US or CT
worries about ST?



What happens when the US or CT worries about ST?

- If the CT and US are unable to address concerns with the ST, then they should contact the Clinicals Team.
- A **Success Plan** for the ST will be created.
- If the ST does not follow the Success Plan, the placement will be **canceled**.
- Schools have the authority and right to cancel a student teaching placement at any time.
- If a placement is canceled, the student will be granted **one more attempt to student teach the following semester**.



ADVICE & TIPS!

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Advice & Tips

- ☐ Notify the Clinicals Team immediately of any incident outside of the day -to-day classroom life.
- ☐ Ask your CT about school safety measures.
- ☐ Always remember you are a guest.
- ☐ Be extra polite to all school staff.
- ☐ DON'T post classroom pictures online unless directed by the school district AND the image follows the code of conduct.
- ☐ DON'T talk about students/classrooms/school details in public.
- ☐ DON'T post pictures of yourself with alcohol/drugs. If you haven't done so already, clean up your online footprint and secure all accounts.
- ☐ Schedule time for yourself (sleep, meals, exercise, relaxation time, etc.).

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THANK
YOU!