

Dear Teacher Candidate,

Welcome and congratulations for choosing to be an education major at Turtle Mountain Community College. We are very happy to have you with us and look forward to getting to know you as we work with you toward the goal of becoming a teacher. As you are well aware, TMCC offers two Baccalaureate degrees: Elementary Education and Secondary Science with emphases in biology, physics, earth science, and chemistry. We will eventually expand these options and your success in our current programs of study will affect the success of future programs so we need you; we are convinced that in working together we will bring success and honor to our indigenous community.

We want your time here to be enriching and productive, and that is why we have put several things in place that we hope will give you the best possible college experience. This manual is one of them. Designed to serve as your guide as you progress through the teacher education program, it gives an overview of all the major things you need to know and do along the way until you finally reach your final goal of a diploma and a teaching degree. It describes our basic teaching philosophy, the courses you will need to take, and outlines the expectations for you and your cohort.

Even though this manual will serve as a valuable resource, your instructors will be filling you in with all the details you will need along the way. Also, very soon you will be getting to know the other members of your cohort, and, in them, you will come to realize that you are surrounded by a network of supports that we have set in place for you. Furthermore, we want to reassure you that you can feel free to contact us at any time with your questions and concerns. That is because we believe that giving you the best experience now will enable you, in turn, to give your best to your students, and that is how, together, we become agents of change for the future.

Once again, we are so glad you've chosen to join us as a future teacher.

Sincerely,

Dr. Virginia Allery
Teacher Education Dept Chairperson

Our Mission: Culturally Responsive Teaching

You will find that the fabric and soul of the educational philosophy of the Teacher Education Department is formed around culturally responsive teaching as a way to initiate a complete and radical transformation of an educational system so that the student is the central focus of teaching and learning.

We believe that culturally responsive teachers will be better prepared to address the problems faced by our indigenous people. We hope this will bring about a change in self-perception, and foster a renewed sense of identity. Even more than that, we believe that as a culturally responsive teacher, you will be better equipped to respond to the needs of students in any setting, for one who teaches with these principles in heart and mind cannot conform to teaching standards that devalue students wherever they may be.

Culturally responsive teaching:

- Validates the cultural heritage, values and beliefs of all, not just the privileged majority.
- Builds bridges between home and school experiences and also the dreams of students.
- Embeds caring into the very core of teaching, for learning can only take place in a classroom that is welcoming, inviting, and comfortable.
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.
- Uses a wide variety of instructional strategies to accommodate multiple intelligences and learning styles. It recognizes that 'book-learning', in order to be meaningful, must be supplemented with a rich variety of experiences, activities, experiments and exploration as a matter of routine.
- Integrates authentic assessment strategies throughout the curriculum as a direct result of the richness of these learning experiences.
- Incorporates thematic teaching strategies in order to help students connect ideas in a meaningful way, which is to say that the teacher will plan lessons so that there are relationships between all the course materials.
- Utilizes best teaching practices in all facets of teaching and learning.
- Demonstrates commitment to social justice and to transforming the system from within.

*The mission of the teacher education department
is to implement curriculum transformation through
culturally responsive teaching.*

Our Vision:
Agents of Change through Best Teaching Practices

You will emerge from our Teacher Education Program well-equipped to meet the needs of all your students because multicultural education is taken to heart here with inclusiveness being a key element of our program. You will learn how to adapt your teaching strategies, to use exploration and hands-on activities, and you will entice your students to journey into a learner-centered world of discovery. The difference in atmosphere will be palpable as each student will self-pace his/her learning to fit personal levels of comfort, and as you respectfully accommodate those learning styles. You will create classrooms where students are finally free to find satisfaction in setting personal challenges with you as mentor and guide who will make the necessary adjustments to facilitate success. It is our intent that you will bear the pride of bringing about a complete transformation in the way teachers teach and the way students learn.

*It is our intent that you will become
agents of change through
best teaching practices.*

Our Belief:
We Can Do It

Traditionally, Native Peoples would lament for a vision to seek enlightenment in order to better discern the living, organic universe, which was thought to be the broader view of a personal identity. *We believe that we would not have been given this vision for the future of education if we were not able to follow through with it.*

- We envision that we will create learning environments that build on what students already know, on their dreams and life goals that expand their life's options in order to reconfigure a life of poverty—which is essentially a life without options.
- We envision that our influence will radiate outward as we advocate for social change and social justice, and as we model transformed education, where students are able to encompass an ecological worldview integral to the living universe.

*We have committed ourselves to these things
and we believe we can do it.*

**Outcomes:
Together We Can Do It**

Our mission is curriculum transformation through culturally responsive teaching. The consequences of this will reach far beyond the rewards of having had rich learning experiences in your classroom, for your students will be empowered to achieve to their fullest potential. It is our intent that you will bear the pride of bringing about a complete transformation in the way teachers teach and the way students learn.

*Curriculum transformation can be done and it will be done
through culturally responsive teaching.
Together we can do it*

*Because you are about to embark upon a serious undertaking, your commitment is outlined in a more thorough and formal way in the section that follows called **Program Outcomes and Candidate Performance**. The first portion, **Candidate Dispositions**, is an overview of the kinds of characteristics that are expected to become second nature to you as you go about your daily life as a teaching professional. Your duty is to keep in mind that your bearing, your example and your influence are always a matter of public scrutiny. The next portion, **Candidate, Skills, Traits, and Habits**, details what you are expected to know and to be able to do upon completion of our program.*

Program Outcomes and Candidate Performance

The North Dakota State Standards, INTASC Standards, and our commitment to Culturally Responsive Teaching serve as the foundation for the instructional outcomes that follow:

A. Candidate Dispositions:

1. Candidates view themselves as change-agents who initiate transformational change in the schools.
2. Candidates demonstrate a commitment to indigenous values that reflect an ecological perspective.
3. Candidates are reflective practitioners who view themselves as life-long learners.

4. Candidates demonstrate a willingness to actualize principles of systemic change that help resolve a disposition of internalized oppression.
5. Candidates are conversant with meta-cognitive reflection such that they are able to be participant-observers of cultural phenomena in community, school, and family environments.

B. Candidate, Skills, Traits, and Habits

1. Candidates are dedicated practitioners of a **learner-centered** philosophy.
 - a) Candidates attend to the knowledge, skills, attitudes, and beliefs that learners bring to an educational setting.
 - b) Candidates build on the conceptual and cultural knowledge of the students.
 - c) Candidates perceive the nature of the learning process as an intentional process of constructing meaning from information and experiences.
 - d) Candidates demonstrate in-depth knowledge of content areas in elementary and/or secondary education.
 - e) Candidates demonstrate knowledge of the integrative nature of assessment and the value of authentic assessments to complement more traditional modes of assessment.
2. Candidates are competent in **culturally-grounded methodologies**.
 - a) Candidates demonstrate an in-depth knowledge of **culturally responsive teaching**.
 - b) Candidates are knowledgeable of the theory, research, and practice of culturally responsive teaching.
 - c) Candidates value the practice of caring as a necessary feature of effective teaching and learning.
 - d) Candidates are conversant in cross-cultural communication.
 - d) Candidates understand the correlation between the form and content of language and the beliefs, values, and needs present in the culture of the students.(Gay, Culturally Responsive Teaching, 2000, p. xv)
3. Candidates are practitioners of **Native Ways of Knowing**
 - a) Candidates realize the epistemological implications of a Native Way of Knowing.
 - b) Candidates apply contextualized teaching practices in order to be responsive to “high context” communication styles.
 - c) Candidates utilize experiential teaching strategies in order to add to and build upon the prior knowledge and experiences of the students.

- d) Candidates integrate these ecological or holistic teaching strategies with the students' innate sense of participative language—that is, a language capability that subtly structures their everyday speech.
4. Candidates are knowledgeable of the implications of **curriculum transformation**.
- a) Candidates articulate theoretical frameworks of curriculum along with applications.
 - b) Candidates apply theoretical principles to real-world situations in various academic settings.
 - c) Candidates are knowledgeable of how learning theories are implemented in commercial texts, curriculum materials, and multimedia.
 - d) Candidates research the various learning theories in cognitive psychology and human information processing.
 - e) Candidates analyze how the various learning theories are applied in grades K-12.
 - f) Candidates develop teaching activities and implement these activities according to ND and INTASC standards.
 - g) Candidates understand that standards are tools rather than ends in themselves.
 - h) Candidates demonstrate knowledge of how to integrate the standards in order to help their students make meaningful connections.

C. Candidate Knowledge

1. Candidates acknowledge the legitimacy of the cultural heritages of different ethnic groups as worthy content to be taught in the formal curriculum.
2. Candidates are able to use a wide variety of instructional strategies that are connected to different learning styles.
3. Candidates value their own and each others cultural heritages.
4. Candidates incorporate multicultural information, resources, and materials in all subjects and skills routinely taught in schools.
5. Candidates demonstrate knowledge of context-based instruction.
6. Candidates demonstrate knowledge of teaching philosophies that are kindred in spirit to the tenets of constructivism.
7. Candidates exhibit in-depth content knowledge in their disciplinary field.
8. Candidates demonstrate knowledge of assessment and evaluation theory, research, and practice.
9. Candidates demonstrate technological expertise and computer literacy.
10. Candidates demonstrate facility in and appropriate use of the internet, web quests, construction of electronic portfolios, data bases, and selection of appropriate instructional software.

Central Concepts

There are certain central concepts with which you will want to familiarize yourself, since you will often hear references being made to them:

Central Principles

The rich, holistic perspectives of Native American culture, sociology, philosophy, and spirituality are woven throughout all the courses, promoting culturally grounded principles.

1. The unique contributions, learning styles, and abilities of each learner brings into the classroom an opportunity for the community to become enriched.
2. Native Ways of Knowing (as an epistemological paradigm shift) is an integral component of all human expression in its multiple manifestations and variations.
3. Understanding the “pedagogy of the oppressed;” (Freire, 1970) is to transform our society from one of class divisions: (oppressed versus oppressor) to one of rich and inclusive diversity, without divisions.
4. Authentic assessment consists of recognition of the links of real world experiences to classroom instruction.
5. Experiential learning, differentiated instruction, and best teaching practices are essential components of effective teacher education.
6. The cohort model provides a communal commitment to transformative change by providing a means for collaborative exchange and mutual support.

Native Ways of Knowing:

The Native American ways of knowing is 'lived knowledge'. It comes from patient observation and contemplation; not from asking questions and testing hypotheses. We are continually gaining this knowledge as we learn from our experiences and as we gain a deeper understanding of traditional practices.

The heart of these traditional practices is reflected in (1) ceremonial practices, (2) kinship practices, (3) sacredness of place, and (4) storytelling. All of these combine to give us the ways of knowing, cultural principles, and instructional practices that provide an indigenous foundation for the Teacher Education Program that we call Native Ways of Knowing.

*"Knowledge can never be divorced from human action and experience."
(Burkhart, 2006, p. 21)*

Ceremonial Practices:

Native ceremonies help us understand that there is a sacred connection between the physical and the spiritual world. This belief results in a religion that is not separate from everyday life. It determines a person's every decision, whether those be concerns about survival, partnerships, planting, harvesting, hunting, personal sacrifices and, ultimately, to take the final journey to a place described as a state of contentment and kinship with ancestors.

Kinship:

Relationships always have been very important in Native cultures. This can be seen in our body gestures and non-verbal language which focus on friendliness and openness to others.

Historically, young people learned the many skills they would need for survival from their elders by watching and listening. Protocol still requires that great respect be given when approaching elders, conducting meetings, and teaching. Elders have progressed farther along the cycle of life, have survived difficult times, and internalized oppression, model courage in the face of ordinary, everyday obstacles. They have something to teach the younger generations.

Sacredness of Place:

Whether or not an enrolled member of the community resides on the Reservation, they still refer to the geographical location of their Reservation as "home" -- the place of birth, where identity is formed, and where family ties can be found.

The sacredness of place dictates communal sharing. Give-a-ways show how rich one is by the amount they give away. The accumulation of material goods is seen as being greedy and not spiritually grounded. So, having a sense of place puts one in balance with one's self, with the earth, and with the community.

Storytelling:

"The Native American paradigm is comprised of and includes ideas of constant motion and flux, existence consisting of energy waves, interrelationships, all things being animate, space/place, renewal, and all things being imbued with spirit." (Cajete, 2000, p.x)

Our story-telling heritage describes the relationships between humans and nature, and every aspect of existence about which one might wonder. Even though stories are filled with symbolism, nature is a living entity whom we approach as "thou."

Learning Communities or Cohorts:

We are determined to do everything within our power to help you succeed while you are here at TMCC as well as when you venture out into the world of teaching after graduation. That is why the first step for your admission into the teacher education program will be application for admission into the cohort.

A cohort is a learning community of approximately 20 -25 members who, like you, share the dream of becoming an exceptional teacher. As fellow cohort members, you will have each other's support in times of need, frustration, growth and celebration. You will teach each other many valuable lessons in tolerance, generosity, gratitude, collaboration, mediation, and discernment. You will learn to respect confidentiality. You will know what it is to be respected by your peers.

These supports are not just designed to ensure your success in our program; they are also designed to prepare you to be a valued team member when you eventually embark upon your career as a teaching professional. By the time you emerge from our program, your cohort will feel like your family; you will have learned much together, gone through much together, and given much to each other. In the end there is one thing you will come to know about one another by the time you emerge from the program that you may not have been apparent when you first met: it is that you definitely do have what it takes to be an exceptional teacher.

The Department of Teacher Education (TED)
Bachelors Degrees in Elementary Education and Secondary Science

The Teacher Education Department offers a baccalaureate degree in elementary education and a secondary science composite degree in physics, chemistry, biology, and earth science.

Both degree programs are designed around a cohort model, highlighting the importance of collaboration and teamwork as necessary preludes to being change agents who will gradually transform the educational system for American Indian students.

Admission to the Teacher Education Cohort

In order to gain admission to the teacher education cohort, you will need to submit your transcript with an Intent to Apply form. Your GPA must be 2.5 or higher in courses that are intended to fulfill your General Education requirements for a degree in Teacher Education. Next, you will be asked to write a biographical essay and to complete a self-report inventory. Provided that you demonstrate an acceptable level of proficiency in your writing, you will be granted an interview, which is the final step in determining whether or not you will gain admission into the cohort.

You will also be tested on your level of computer literacy because these skills are critical for the completion of your coursework and the eventual creation of your electronic portfolio. Minimally, your computer literacy skills should include the ability to do word processing on Microsoft Word, ability to access WebCT, ability to access the internet, ability to send attached email documents of your assignments, and basic skills in doing Power Point presentations. If you do not have these basic computer literacy skills, you will be required to take a computer literacy course your first semester or the summer prior to your entry into the Cohort, depending on time constraints.

First Semester

Orientation Day: In order to acquaint you with your program of study, you will be invited to attend a day of orientation with the Teacher Education Faculty. We'll acquaint you with all the logistics of your course of study so that you'll leave at the end of the day knowing critical course information, teacher candidate expectations in terms of behavior, dispositions, and attendance. You'll also have the opportunity to join with

your fellow Cohort members and will learn the expectations associated with being a team player and leader at TMCC, particularly in the recycling program and other service learning efforts associated with our community service.

Meeting with Your Advisor: Once you have been accepted into the cohort, your advisor will guide you as you enroll for your first semester of courses. In addition to your full schedule of courses during your first semester, you will be required to take the PPST around October of the first semester. We will offer you many opportunities to study for the PPST with online practice tests along with access to a tutor.

You must take the scheduled courses outlined below during this first semester. You may add additional courses to the required courses but your course load must not exceed twenty credits. We recommend no more than eighteen credits this first semester but it is negotiable with your advisor's permission and the sign off of the Dept Chairperson.

Your first semester of courses is outlined for you below:

Elementary Education Semester One Courses:

First Semester – Foundations of Teaching and Learning
EDUC 200 Intro to the Teaching (2) EDUC 283 Multicultural Education and Human Diversity (3) EDUC 320 Issues in Native Education (3) EDUC 329 Curriculum Planning and Evaluation (3) EDUC 331 Learning Environments (2) EDUC 450 Foundations of Education (3)
16 Credits
Summer Semester – Literacy Block
EDUC 321 Foundations of Reading and Reading Diagnosis (4) EDUC 315 Literature Methods and Strategies for Grades 1 – 6 (3)
7 Credits

Secondary Science Semester One Courses:

First Semester EDUC 205 Intro to the Teaching (2) EDUC 283 Multicultural Education (3) EDUC 450 Foundations of Education (3) Content Courses (10)
Spring-Compressed Content Courses (4)

PPST I, Praxis I or Pre-Professional Skills Tests: It is a requirement of this department that you take the Praxis I, or PPST I exams during the first semester of studies in the cohort. These tests are designed to measure basic skills in reading, writing, and mathematics. You must take this exam in order to remain in your Cohort. Even if you do not pass the PPST the first semester, you will still remain in the Cohort. The important thing is that you give it your best effort. You will be allowed to retake the exam until the end of your second semester, at which time you must pass it in order to continue on schedule with the other members of your Cohort. Extenuating circumstances will be considered but they must be serious as ultimately judged by your teachers and the Teacher Education Dept. Chairperson.

Passing PPST I scores have the following minimal requirements (as of 2006):

Writing	173
Reading	173
Math	170

Please note that it is also possible to pass the PPST I by achieving a passing score on 2 out of the 3 tests, providing that there is a composite, or combined score of 516 on all three tests.

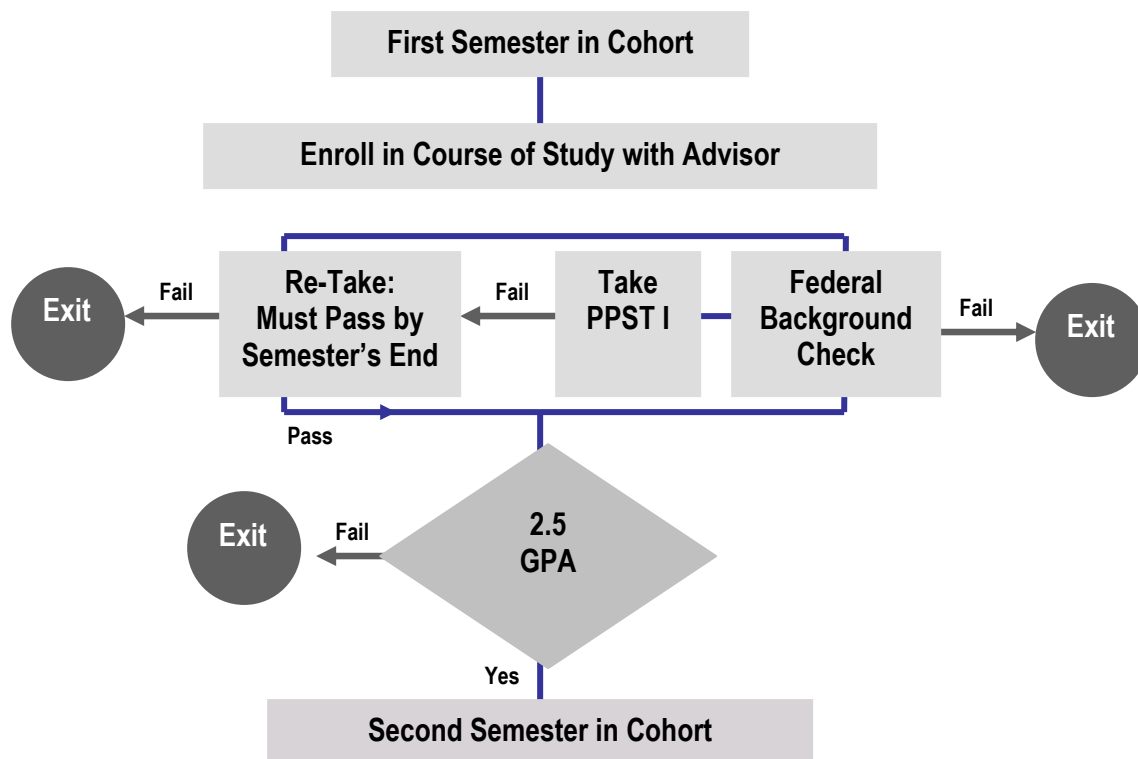
The Teacher Education Department will pay registration fees for the first Praxis I exams (Writing, Reading and Math) on the condition that you have successfully passed the Praxis course (EDUC 226). If re-testing is necessary, the Teacher Education Department cannot pay registration fees for subsequent tests. The Teacher Education Department does provide tutoring and online sample PPST exams at no cost to you to enable you to be successful. TMCC is a Praxis testing site for both computerized and paper-pencil tests, and registration may be completed online or through the Education Department. Helpful information may be obtained online at the ETS website at www.ets.org.

Background Check: A background check must be completed during the first semester after admittance into the cohort. If you are applying for licensure in North Dakota for the first time after August 1, 1997, you must submit to a fingerprint screening for criminal records in accordance with North Dakota Century Code 15.1-13-14. The Teacher Education Department will pay the fee for this procedure. Your advisor will provide the appropriate forms along with instructions when it is time for this to be done.

2.5 GPA Required: In order to continue on to the second semester, you will need to maintain a GPA of 2.5 or higher in all of your courses that apply toward your education major. If you get below a C grade in any of your required courses, you will have to re-take the course(s) in order to remain in the Cohort. If extenuating circumstances arise that will not allow you to complete these re-takes in a timely manner, you will have to exit the Cohort because you have to follow the designated schedule in order to complete your course of study in four semesters.

Attendance Requirement: Participation, as measured by an attendance rate of 95% in your various classes, is critically important in your preparation as a teacher. It is a measurable way for us to observe your self-discipline and dedication to your future profession as a teacher. You'll discover that teaching is an inspiring career but also a very demanding one because you must make a commitment to the ideals while being very pragmatic in following institutional regulations such as timeliness in reporting to classes, preparedness for your classes and so on, all of which indicates that you'll be prepared for the rigorous schedules associated with your chosen profession. If your attendance is less than 95%, you will meet with your instructors and advisor to offer your explanation for your absences. If your absences indicated laxness on your part and were not necessarily for emergency reasons, the Teacher Education Dept faculty may recommend that you exit the cohort. This request will then be submitted to the Teacher Education Dept Chair, who will make a final decision on whether you remain in the Cohort or exit the Cohort at this time. More than likely, you will be allowed to complete the semester of courses or you may be asked to withdraw immediately, depending on the extenuating circumstances that have to be judged individually.

The flow chart that follows presents an overview of the expectations for semester one that has been described in the preceding pages:



Second Semester

Identifying Your Major Course of Study: At the beginning of your second semester you will get together with your advisor and plan your entire course of study in your education major, or your area of concentration. If you are in the secondary composite science degree program, this is the semester for you to select your areas of concentration: biology, earth science, physics, or chemistry. Once you've determined your major course of study, you will meet with your advisor to plan your remaining three semesters.

For the Elementary Education majors, your course of study is well defined so you may proceed with the assigned courses. However, if you need to add other courses, for re-takes or fulfilling general education requirements, or adding an endorsement in middle school, or kindergarten, you will plan a detailed schedule of courses with your advisor.

Your second semester of courses is outlined for you below:

Elementary Education Semester Two Courses:

<p style="text-align: center;">Second Semester – Bridging Theory and Practice, Methods of Instruction</p> <p>PSYC 353 Child & Adolescent PSYC (3) EDUC 300 Education Technology (2) EDUC 355 Science Methods and materials (3) EDUC 403 Social Studies Methods and Materials. (3) EDUC 405 Mathematics Methods and Materials (3) EDUC 350 Practicum I (1)</p> <p>15 Credits</p>
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Secondary Science Semester Two Courses:

<p style="text-align: center;">Second Semester</p> <p>PSYC 353 Child & Adolescent PSYC (3) EDUC 300 Education Technology (2) EDUC 329 Curriculum Planning (3) EDUC 350 Practicum I (1) Content Courses (8) Summer-Content Courses (6)</p>

Electronic Portfolio: During this second semester you will begin developing your electronic portfolio in the Education Technology course. It will be the start of your portfolio, which will eventually be used for entrance into your student teaching. Each of the course syllabi will have a matrix that identifies artifacts that may be included in your portfolio. Your portfolio will be organized according to the ten INTASC standards, which you will be studying as you proceed in your course of study. You'll have the opportunity to see some excellent models that have been developed in previous Cohorts so don't be overwhelmed with this process.

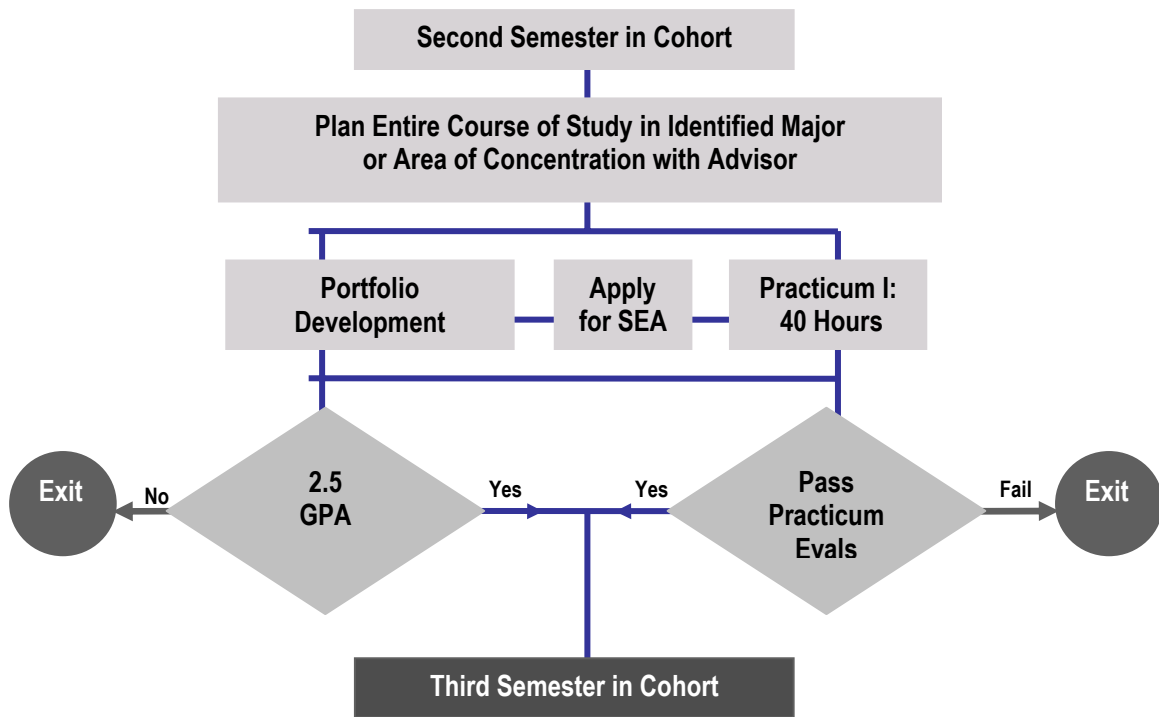
Practicum: This second semester you will be required to register for Practicum One, a one credit course, which requires you to spend 40 hours in one of the surrounding school districts in order to observe an experienced teacher and to teach small student groups so that you get the "feel" of what it's like to be a teacher. This is excellent preparation for your eventual teaching and allows you to connect the theory of your courses with the real world of teaching.

You will be evaluated in practicum by your Mentor Teacher and your College advisor/faculty. These evaluations will be a collaborative reflective exercise that will help you develop your presentation skills, student rapport, classroom management and lesson planning skills. We recommend forty hours in the classroom but these hours may be reconfigured, particularly if you are a paraprofessional in the classroom. You and your advisor will determine the actual number of hours and practicum expectations and/or documentation for a waiver of this practicum requirement. If seeking a waiver, you will document your experiences along with a reflective piece that details the benefits of these previous experiences. This documentation will be given to your advisor, who will present it to the Dept Chairperson, who will, in turn, write you a formal letter indicating that your practicum has been waived.

Your practicum evaluations are a “process” or formative evaluation of your classroom expertise. In other words, you will have many opportunities to learn, sometimes by trial and error, and to improve your presentations. Your reflections on these classroom experiences are essential for your growth so you will be required to write journal entries of your classroom experiences, reflecting on what you learned and how you would improve any given lesson or activity that you did with the students. If your evaluations are positive, you will pass the practicum experience and proceed to the third semester and Practicum 11. If you fail the practicum, you will either be asked to exit the Cohort or repeat the practicum, depending on your individual extenuating circumstances. As always, the final decision will be made by the Dept Chairperson after conferral with the other faculty in the Department.

SEA: Before the semester ends, you will be applying for membership in SEA (Student Education Association), which provides insurance coverage during your practicum and student teaching experiences. This membership is mandatory because it provides you with the needed insurance coverage should any unforeseen catastrophe occur.

The flow chart that follows presents an overview of the expectations for semester two as described in the preceding paragraphs:



Third Semester

Coursework: This is now your final semester before your student teaching so most of your coursework will emphasize methods courses that will prepare you for teaching the various elementary education and the secondary science courses. Consequently, you'll notice that this semester includes courses that emphasize classroom management, psychometrics (educational psychology), teaching reading, and lesson planning. It's important to keep in mind that you will need to complete all of the coursework for your major in order to progress on to the next semester, which is student teaching.

Practicum 11: Your second practicum course will include the required 40 hours with similar requirements as Practicum 1 with the exception of, at least, one whole class teaching experience with an original lesson plan designed by you, with the permission and oversight of your mentor teacher. Seeking waivers of this practicum experience will be more stringent. More than likely, you will get a waiver of no more than twenty hours because you will have to document a whole class teaching experience.

Your third semester of courses is outlined for you below:

Elementary Education Semester Three Courses:

<p style="text-align: center;">Third Semester – Methods of Instruction Continued</p> <p>EDUC 240 Educating Excep. Students (3) EDUC 210 Creative Arts Methods and Materials (3) EDUC 241 Music Methods and Materials (2) EDUC 323 Language Arts Methods and Materials (3) EDUC 340 Health and PE Methods and Materials (2) EDUC 360 Practicum II (1)</p> <p>14 Credits</p>

Secondary Science Semester Three Courses:

<p style="text-align: center;">Third Semester</p> <p>EDUC 240 Educating Excep. Students (3) EDUC 375 Reading in Content Areas (2) PSYC 430 Educational Psych. (3) EDUC 360 Practicum II (1) EDUC 470 Methods of Secondary Sci. (2) Content Courses (7)</p>
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PPST II or Praxis II: You are required to pass the Praxis II exam prior to Student Teaching. The Teacher Education Department will pay registration fees for the first Praxis II exams on the condition that you have successfully passed the Praxis course (EDUC 236). More than likely, you will be taking this Praxis II test around mid-semester so you will have the summer before to study and prepare.

Appropriate registration forms for the test, the current fee schedule, and other helpful information may be obtained online at the ETS website at www.ets.org. TMCC is a Praxis testing site and offers paper-and-pencil tests, and CBE (computer based) formats. Registration may be completed online or through the Education Department. You'll be notified of the registration deadline so that your application may be submitted in a timely manner. Should you fail to pass the Praxis 11 test, you will have to retake it at

your expense and must pass it in order to do your student teaching. For serious extenuating circumstances, you may be allowed until July 12th to pass your Praxis 11 exam in order to register for student teaching. However, this late date of passage is not recommended. It may jeopardize your student teaching because it may be nearly impossible to find a mentor at this late date.

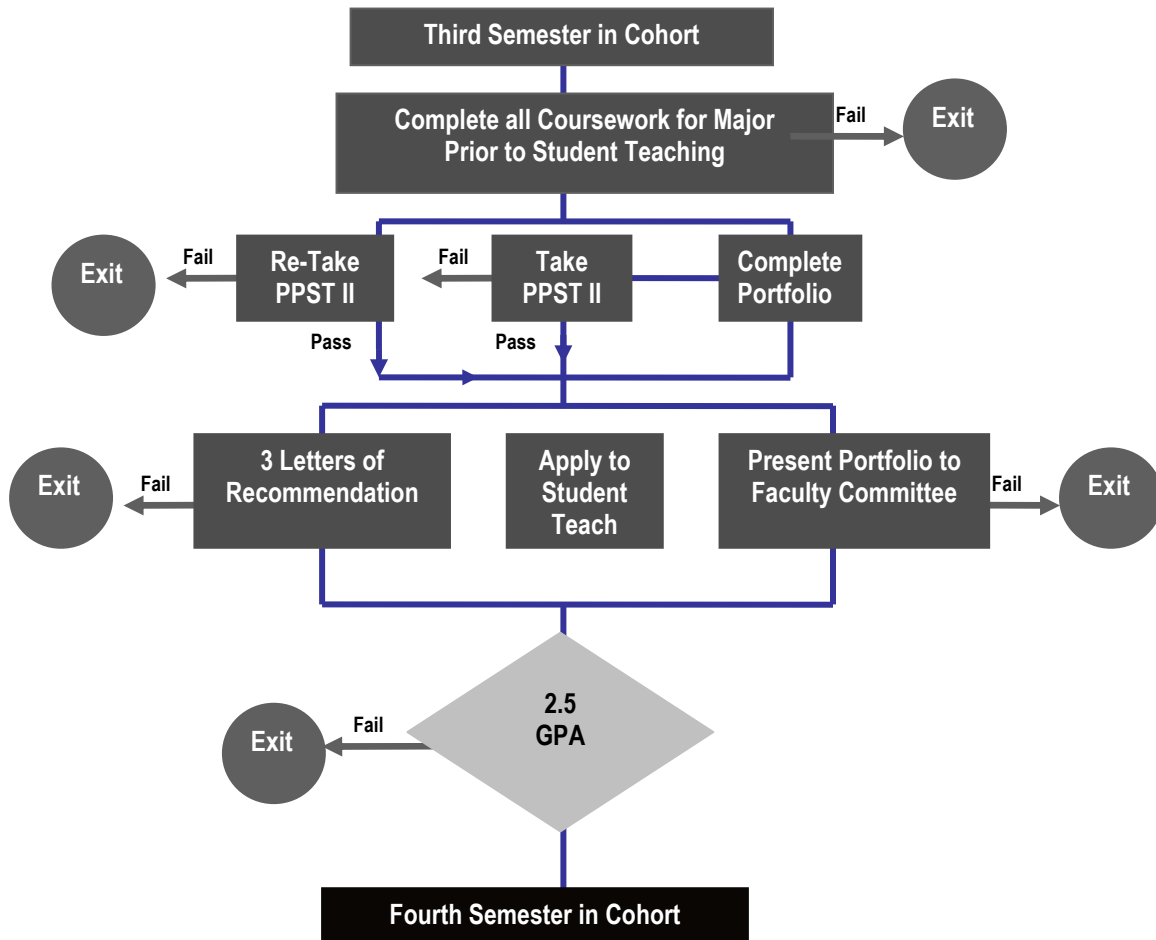
Passing PPST II scores have the following minimal requirements (as of 2006):

Science Composite	150
Elementary Education Curriculum Instruction Assessment	158
Principles of Learning and Teaching K-6 (PLT)	162

Electronic Portfolios: In early November of your third semester, you should have your electronic portfolios completed. It should include the following: a philosophy of teaching, your resume, two of your best lesson plans, and examples of how the various courses have helped you attain the ten standards of excellent teaching-- (INTASC) standards that demonstrate your skills, your knowledge, your community service, and your commitment *to curriculum transformation through culturally responsive teaching.*

Student Teaching Application: Your student-teaching application must be turned in by mid October of this third semester. The application includes your classroom experience, your teaching philosophy, the courses you've taken that prepare you for student teaching, a transcript analysis to make sure you've completed all of your coursework requirements, a sign-off from your advisor that documents your transcript analysis, three letters of recommendation from two faculty in the Teacher Education Dept., and a third letter from one of your teachers outside the Dept. (See Appendices for application form.)

The flow chart that follows presents an overview of the expectations for semester three that have been described in the preceding pages:



Fourth Semester: Student Teaching

The fourth semester marks the final important step toward your teaching license. Upon successful completion of all coursework and student teaching field work, an application for commencement should be completed and submitted to the Office of Admissions/Records. Please refer to the academic calendar for specific dates regarding graduation requirements.

Your fourth semester of courses is outlined for you below:

Elementary Education Semester Four Courses:

<p style="text-align: center;">Fourth Semester – Field Experience</p> <p>EDUC 415 Student Teaching (10-12) EDUC 415 Teaching Seminar (1)</p> <p>11 - 13 Credits</p>
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Secondary Science Semester Four Courses:

<p style="text-align: center;">Fourth Semester EDUC 480 Student Teaching (10-12) EDUC 415 Teaching Seminar (1)</p>
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The entire 12 week time period of your final senior semester will be spent in student teaching. Both your mentor teacher and college supervisor will be working very closely with you to ensure that you receive every opportunity possible to develop skills that will lead to a successful career in education. During this semester you will also apply for licensure through the North Dakota Education Standards and Practices Board (ESPB). Information and guidelines for this process can be found at: <http://www.nd.gov/espb/>

Depending on the individual credit requirements, student teaching will encompass 10-12 credit hours. In other words, it will be either ten or twelve weeks long, depending on the number of credit hours you need to graduate. You will be assigned to a grade level or grade levels of your choice and assigned to a cooperating teacher who will guide you on a daily basis and serve as a mentor-teacher. In view of the composite degree in secondary science, 12 weeks is more appropriate because it will allow for three-week blocks in each discipline. Student teaching is the most important active learning experience in undergraduate teacher preparation. During student teaching all aspects of best teaching practices and culturally responsive teaching are made more relevant as you interact on a daily basis with your students in a classroom setting and become acquainted with the curricula and the school culture.

ATTENDANCE: Since your mentor teacher depends on you to be an integral member of the instructional team, you **should not** take days or time off from student teaching without receiving prior approval from your teacher mentor and college supervisor. It is understood that illness and other personal issues arise at times and there is a need to be absent for good reason. In the case of any absence, you **must** contact your college supervisor. At the beginning of each placement, you should discuss with your mentor teacher and college supervisor the best way to make contact. Should there be absences exceeding two (2) days, you **must** confer with the college supervisor to develop a plan to meet student teaching attendance requirements for certification purposes.

CALENDAR: You are expected to adhere to the school district's calendar. You will be expected to attend teacher conference and/or planning days, parents' night programs and other regularly scheduled district activities and events.

COMMUNICATION: As a teacher candidate you will need to devote time and attention to establishing and maintaining the relationship with your mentor teacher and any other staff members with whom you interact. These relationships will influence student teaching success, the relationships with the students, and any interactions that occur with families and the school community. Remember that the student teaching experience is a cooperative process, and at times the needs and plans of the teacher candidate will have to give way to those of the school-based teacher educator and the students. Communicating a positive attitude and enthusiasm in conversations and actions will greatly support the effort you put into planning and teaching.

CONFIDENTIALITY: There are laws governing the protection of students and their records. Even if information is shared informally, you are expected to maintain strict confidentiality of all personal information about individual students, their families, and all school records. Remember that even a casual conversation with a friend can result in a breach of confidentiality that could have serious consequences for everyone involved.

DRESS: It has been proven that the teacher candidate's dress influences students' perceptions and can have a profound impact on the classroom environment. Moreover, it can influence perceptions of school personnel, parents and members of the school community. Professional dress means dress slacks (khakis or similar) with a dress shirt for the men and blouse and slacks or modest dress for the women. Professional but comfortable is suggested.

EVALUATIONS: It is required that a Performance-Based Student Teaching Evaluation be completed by the school-based teacher educator at the mid-point and end of each placement. The college supervisor will do an end-of-the-experience evaluation, which will be discussed with you. The college supervisor, after consultation with your teacher

mentor, is responsible for assigning the final grade which is either Satisfactory (S) or Unsatisfactory (U). See Appendices for Student Teaching Evaluation Forms.

LESSON PLANS: You will be expected to write and submit complete lesson plans for each lesson until your mentor teacher is assured that planning proficiency is such that a more skeletal type of planning may be utilized. The lesson plan should be submitted and approved by your mentor teacher before giving the lesson. Discuss what time frame is most appropriate for this (one day, two days, etc.). Generally the Hunter Model is followed. Several lesson plan samples can be found in the Appendices.

OBSERVATIONS: The college supervisor will formally observe you at least twice during each of the student teaching placements. Invitations to observe specific lessons or activities are welcome. There will also be informal, drop-in visits as time permits. When you are to be observed formally by the college supervisor, a *formal lesson plan* will be expected. This is your opportunity to point out projects, activities, etc. that you did with your students along with a reflective piece on how these activities went and how you would make them better, if improvement was needed.

PROFESSIONAL COURTESY: It's expected that you will extend professional courtesy to all personnel in the school.

SCHEDULES: Provide the college supervisor with a copy of the teaching schedule. This will facilitate the timely scheduling of visits and observations.

TEACHING RESPONSIBILITY: In most cases, you are expected to take over the teaching and planning of the entire class load near the end of each assignment.

Talk with students and address each by name as soon as possible.

Greet them on arrival to your class.

Reduce to a minimum the time required for attendance, setting up equipment, making assignments, returning papers, etc.

Create a positive climate. Encouraging, acknowledging, modifying, applying, comparing, and summarizing student ideas correlate positively with student achievement.

SUCCESS BREEDS SUCCESS!

Beginning at the Beginning: Your student teaching experience requires a high degree of involvement and integration into the school's setting. You are expected to gradually assume increased responsibility until you are planning, instructing, and evaluating the entire class. Therefore, it is necessary to continually expand your role in writing and implementing lesson plans, selecting instructional materials, presenting lessons, developing activities, etc. Initially, a single lesson on a particular topic may be quite demanding. By the end of the assignment period, you should assume responsibility for the overall planning, instruction, and management of the classroom. Often in the second placement, the teacher candidate may progress more quickly as s/he has already reached competencies from the first placement.

PRIOR TO YOUR FIRST DAY OF STUDENT TEACHING

- You are required to attend the first orientation meeting with your college supervisor, which usually is held prior to your first day of student teaching. At this meeting, clarify any questions or concerns you have about your assignment and expectations, and general procedures that will be followed.
- Contact your mentor teacher before the first day of student teaching.
- Find out the school hours. You will usually follow the same schedule as your mentor teacher. Discuss with him/her what time you are expected to report in the morning and leave at the end of the day.
- Begin the organization process. It is recommended that you purchase a plan/grade book or organize yourself in some way.
- Be sure to obtain copies of curriculum outlines, district and ND Standards, school policy handbooks, the school calendar, and any other valuable and resourceful handouts you think you might need. If such handbooks are not available, you need to ask specifically about school policy concerning student disciplinary procedures, student records, accident reports, etc.
- Inquire at the school's main office about any sign-in or other procedures that the administration would like you to follow. Introduce yourself to the building principal, faculty and staff.
- Find out the classroom procedures regarding tardiness, rules for activities such as sharpening pencils, drinks of water, restroom privileges, gum chewing, paper,

pencils, hats, locker privileges, etc. Also inquire about requirements for homework, responding to questions, seating arrangements, textbooks, talking in class, etc. Find out about safety rules and regulations--how fire drills, accidents, and accident reports are handled.

- The college supervisor is required to formally observe and evaluate you at least twice during each placement. If at any time you desire additional supervision or if problems in your placement occur, you should talk with your mentor teacher or the college supervisor as soon as possible.
- It will be helpful for you to observe and reflect upon the professional interactions that you experience at your school. You should attend to the interaction patterns, which the staff exhibits with one another just as you do those between staff and students. Always remember that your mentor teacher--who will undoubtedly be most willing to be of help to you throughout the semester--has responsibilities to others as well.
- Become familiar with the students' basic learning and performance characteristics, including approximate levels of achievement and general strengths and weaknesses; examine available cumulative and classroom records, lessons and plans of the school-based teacher educator, samples of student work, and related materials.
- Interact with and observe students in a variety of settings: small group and large group instruction, unstructured settings (lunch, recess, hallways, etc.), and during individual interactions with their peers.

*Evaluate your teaching. Be a reflective thinker:
identify your strengths and weaknesses.*

*Convey enthusiasm for your subject and interest in your students.
Model how you want your students to act and react.
Return papers and homework promptly and with meaningful remarks.
Be available for conferences and extra help and show interest in their achievement.*

DURING STUDENT TEACHING:

- Assume the roles and responsibilities of a professional teacher (attendance, dress, speech, behavior, and dispositions).
- Begin individual and/or small group lessons where your mentor teacher has selected the instructional objective.
- Gradually expand responsibility for planning and teaching small groups, supervising outside of the classroom, and performing essential tasks (e.g., filling out forms, taking attendance, correcting homework, making copies, organizing the classroom, selecting and preparing materials).
- Develop at least one instructional unit to be presented near the end of the student teaching placement.
- Observe other classrooms and programs as time permits.
- Begin to develop a personal style and philosophy of teaching through experimentation with different methods and materials, reflective practice, and dialogue with peers and teaching colleagues.
- Assume more responsibility for the total learning atmosphere and environment (example: share research findings, locate and utilize community resources, suggest classroom modifications, develop different instructional groupings, etc.).
- Accept an increased daily teaching load by teaching more subjects and periods as the placement nears completion.
- Practice assessment of learner abilities, needs, and feelings, as appropriate by observing and recording student interactions; conducting informal or criterion-referenced assessments; compiling and reviewing individual student records; consulting with professional support personnel, resource teachers, psychologist, school counselors, school nurse, etc.; and learning effective ways of expressing sensitivity to individual differences.
- Experience a typical teaching load by performing all of the duties of a typical school day. Take over planning and teaching independently for approximately one week. As indicated, this may involve cooperative planning with your mentor teacher and paraprofessionals, but you should assume the major role in the organization and operation of the class.
- Participate in all of the professional responsibilities of your mentor teacher (staff/team/department meetings, student meetings, school functions, etc.)

- Grow professionally by reading journals, attending faculty and association meetings, participating in parent conferences, attending conferences and staff development sessions and seeking constructive evaluation from others familiar with your work.
- Keep a reflective journal. Frequent journal entries allow for consistent self-assessment. Entries do not have to be lengthy. Reflect on both positive and negative events. How might you change the way you teach a lesson next time? Even when a class has gone extremely well, good teachers have ideas for strengthening a lesson.
- It is required to video tape one lesson in each placement. It is suggested that you use the Video Tape Self-Critique and Reflection form (see appendices) be used as an assessment tool for this process.

*Prior to increased teaching responsibilities,
observe and differentiate various maturing levels
and special needs among the students in the classroom.
Discuss specific differences with the school-based teacher educator.
Identify students with special medical, physical and psychological needs.*

*Ask higher-level questions and
give students time to respond appropriately.
Extend the wait time to insure thoughtful
consideration of higher-level questions.*



WHAT TO DO IF...

Most student teaching experiences are positive for both the teacher candidate and the classroom teacher. It is important to be aware of the appropriate process to follow should a concern or problem arise.

CONCERN WITH THE TEACHER MENTOR: If you have an issue that needs to be addressed with your school-based teacher educator, you should alert your college supervisor as soon as possible. It is better to seek help in resolving a small problem, rather than to wait until it has become a large problem. Open communication and proper professional conduct are expected in all circumstances. Your college supervisor may suggest that you speak directly with mentor teacher about the issue as a first step or may arrange a three-way conference among you, the school-based teacher educator, and the college supervisor. If necessary, the Teacher Education Department Chairperson may be asked to help resolve the concern. In no case should you walk out of your student teaching experience.

CHANGE OF PLACEMENT: In rare circumstances a change of placement may be called for. The decision to change a placement will only be reached following every effort to resolve the problem with the original placement site.

EVALUATION APPEALS: As there are regular, formal observations of your student teaching performance by the college supervisor, you should have an understanding of your areas of strength and weakness throughout the term. You will be evaluated by both the college supervisor and your mentor teacher. Should you desire to appeal your evaluation, you are obligated to raise this issue first with the college supervisor and mentor teacher. If no resolution is reached, the Teacher Education Department Chairperson will be involved in seeking resolution.

QUESTIONS: The best way to avoid a problem is to make sure you understand what is expected from the beginning of your student teaching experience. Do not hesitate to ask your faculty supervisor and mentor teacher for clarification at any point during the student teaching semester.

*Give adequate feedback and correction.
Make it specific, clear, and regular, with advice on how to improve.
Teach students how to learn.*



CONCERN WITH STUDENTS OR THE TEACHING ENVIRONMENT

On occasion, the school or classroom environment may be an extremely challenging one. Likewise, students can be oppositional, defiant and resistant to authority. While it is the responsibility of teachers including teacher candidates to teach all children, it is never the intent to place anyone in a threatening or dangerous position. Should a problem

occur or if there is a sense that a situation may become more potentially difficult, the teacher candidate should take immediate action by consulting the mentor teacher and college supervisor. The school-based teacher educator and college supervisor will work with the teacher candidate to advise and resolve the situation as soon as possible. School administrators and the Teacher Education Department Chairperson will become involved as requested to collaboratively resolve the issues.

TERMINATION AND CONTINUATION POLICY FOR STUDENT TEACHING

Statement of Purpose: There are rare occasions when a teacher candidate is terminated from student teaching or directed to remediate deficiencies before continuing student teaching. These situations occur for reasons such as the following:

The teacher candidate:

- does not accomplish all student teaching requirements.
- needs additional time or remediation before completing student teaching.
- does not successfully complete one of the student teaching placements at the level of Departmental program standards.
- does not possess the skills, personal attributes or readiness to succeed as a teacher.

This decision is always made collaboratively with careful examination of the individual situation and circumstances. It requires and is given the utmost care, thought and professional consideration. It involves input from the teacher candidate, the mentor teacher, selected school faculty and /or administrators, college supervisor, Department Chairperson, and other selected department faculty as appropriate. It is always made in the best interest of the students in the schools, and the teacher candidate. It adheres strictly to Departmental program standards.

If the teacher candidate is unable to satisfactorily complete one or both student teaching placements, the Department Chairperson, in consultation with the faculty, will determine one of the following alternatives for the student based on his/her specific situation.

Alternative 1: The teacher candidate receives an unsatisfactory grade (“U”) for student teaching and is dropped from the program.

Alternative 2: Under special circumstances, the teacher candidate may be permitted to withdraw from student teaching following College policies and procedures. During the first four weeks of classes, the course may be dropped; for the remainder of the semester, a grade of “W” (Withdraw) is issued.

Alternative 3: The student teaching credit is converted into field experience credit (EDUC 415). With the guidance and supervision of a designated faculty member the teacher candidate develops a plan to identify career alternatives through research and experiential learning. The teacher candidate earns the appropriate “S” or “U” grade for EDUC 415. The Department will determine the status of the student teaching seminar based on individual circumstances.

Alternative 4: The Department determines that the teacher candidate has potential to be successful in another student teaching experience, but must first participate in a Remediation Plan. Remediation may consist of additional field experience(s), research, coursework and/or career counseling or advisement. The teacher candidate must successfully meet the requirements of the Remediation Plan before the department determines that s/he may begin another student teaching experience(s). The teacher candidate earns an incomplete grade of “I” for student teaching. The college supervisor and teacher candidate following College policies and procedures execute an *Incomplete Contract*. At a point in time when the Remediation Plan has been successfully completed, the teacher candidate registers for Student Teaching.

If the teacher candidate successfully completes the subsequent student teaching experience(s), s/he will receive Satisfactory “S” grades for student teaching. If s/he does not satisfactorily complete the subsequent student teaching experience(s), s/he will receive Unsatisfactory “U” grades for student teaching and will be dropped from the program. A teacher candidate will have no more than a total of three (3) student teaching placements. It is the department’s responsibility to find the teacher candidate the additional student teaching experience.

It is the teacher candidate’s responsibility to participate in and successfully complete the **student teaching seminar**. Even if the teacher candidate successfully completes this seminar during the first student teaching placements, s/he will be required to meet this requirement so that s/he obtains the proper professional and peer support during student teaching. Based on individual circumstances, the Department may require the teacher candidate to drop or withdraw from the seminar during the first student teaching placement(s).

Cooperating Teacher’s Responsibilities: Professional Behavior and Attitude

- ▣ Develop an effective professional relationship with the student teacher that fosters collaboration and professional growth.
- ▣ Assist the student teacher in classroom decision-making.
- ▣ Engage in classroom instruction to model teaching techniques, methods, and management.
- ▣ Nurture an atmosphere of sharing and mutual respect.

Guidance of Student Teacher

The cooperating teacher should help each student teacher develop his or her professional teaching skills. The following summary lists your main responsibilities.

- ▣ Read the student teacher's application to become familiar with him/her.
- ▣ Meet with the student-teacher prior to his/her assignment and provide him/her with valuable information regarding teaching materials, class lists, and seating charts.
- ▣ Prepare the classroom for the student-teacher, including an office/desk area.
- ▣ Prepare students and parents for the arrival of the student teacher via a newsletter or e-mail, indicating the name of the student teacher and the duration of the field experience. Background information about the student teacher may be appropriate and encourage a connection between pre-service teacher, students, and parents.

Guiding the Student Teacher During the First Few Days

- ▣ Introduce the student teacher to students, faculty, and staff.
- ▣ Hold an initial meeting with student teacher and institution supervisor to discuss expectations of the student teacher and to develop a rough draft of the student teacher's schedule.
- ▣ Scheduling should be directly associated with the school system calendar.
- ▣ Acquaint student teacher with discipline policy and emergency procedures.
- ▣ Involve the student teacher in daily duties that include: attendance, grading, and working with students on an individual basis

Observation Plan

Teacher Mentors are encouraged to follow the evaluation rubric for student teachers participating in the teacher education program at TMCC. The evaluations are based on the INTASC standards for teacher excellence and can be found in the appendix of this manual. In addition to the evaluations, cooperating teachers may consider a journal that would evaluate student competencies such as:

- ▣ Classroom organization/management

- ▣ Teaching style and lesson content
- ▣ Behavior and interaction between student-teacher and students
- ▣ Student assessment

You are asked to share these observations with the student teacher in a constructive manner that will lead to more profound professional development.

Phasing the Student Teacher into Full-Time Teaching

Initially, it's suggested that you, as the teacher mentor, design and model teaching lessons, while allowing student teacher input. Gradually, the student teacher should be permitted to incur a greater role in the classroom with the mentor teacher providing opportunity for team teaching and other collaborative techniques to instill confidence in the student teacher.

Guiding the Student-Teacher During the Full-Time Teaching Phase

- ▣ Provide times when the student teacher can be alone with the class.
- ▣ Avoid correcting the student teacher in front of the students.
- ▣ Expect the student teacher to plan in advance of each lesson/class
- ▣ Review the student teacher lesson plans.
- ▣ Provide materials and resources to enhance the classroom learning experience.
- ▣ Convey to the student teacher that good planning leads to good teaching.
- ▣ Formally and informally evaluate the student teacher on a regular basis and complete a MIDTERM evaluation and conference with the student teacher and college supervisor.
- ▣ Fully explain student assessments/grading criteria.
- ▣ Guide the student teacher in other professional ways that include teacher meetings, IEP's, and parent-teacher conferences.
- ▣ Model professional practices, attitudes and ethics.
- ▣ Encourage participation in extracurricular school activities, PTO meetings and professional organization meetings.

Phasing the Student Teacher out of Full-Time Teaching

- ▣ Begin to plan and design teaching lessons and slowly phase out student teacher involvement.
- ▣ Utilize team teaching strategies.
- ▣ Have student teacher assume managerial responsibilities such as attendance.
- ▣ Integrate the student teacher in duties that include observations of cooperating teacher in teaching style, lesson content, classroom organization, and assessments

Guiding the Student Teacher During the Last Week of Student Teaching

- ▣ Prepare the student teacher for the emotional disconnection from the classroom.
- ▣ Notify the students that the student teacher is leaving.
- ▣ Allow informal discussion of student teaching experience between students and student teacher.
- ▣ Organize opportunities for the student teacher to observe in other classroom settings.
- ▣ Organize final conference with the student teacher and college supervisor and return final evaluation to the Teacher Education department at Turtle Mountain Community College.
- ▣ Assist the student teacher in securing other recommendations from faculty or administration if appropriate.

Evaluation of Student Teacher

The evaluation of the student teacher is an ongoing process that is referred to throughout the student teaching experience. The main purposes of evaluation are to:

- ▣ Provide the student teacher with verbal and written feedback.
- ▣ Enable the student teacher to recognize strengths and weaknesses within their teaching styles.
- ▣ Help the student teacher with self-reflection and synthesis of experiences for improved performance in the classroom.

It is the responsibility of the mentor teacher to communicate with the student teacher and the college supervisor. This open dialogue will lead to a successful student teaching experience. You are asked to use the approved student teacher evaluations as well as periodic supplemental observations (i.e. laboratory sessions, art/music projects, science fair). All evaluations become part of the student teacher's permanent file. A final grade is given by the college supervisor, with the mentor teacher serving as a consultant in the final assessment.

Examples of informal evaluation include:

- ▣ Informal conferences
- ▣ Video feedback
- ▣ Student feedback
- ▣ Student teacher self-evaluation

Required formal evaluations (see Appendix) include:

- ▣ Midterm evaluation
- ▣ Final Evaluation
- ▣ Four structured observations

College Supervisor Information

A college supervisor is a faculty member who is in charge of guiding, helping, and directing the student teacher. The supervisor must have teaching experience at the grade level(s) they are supervising. The college supervisor will provide a copy of the North Dakota Student Teacher Guidelines to the cooperating teacher. In addition, the supervisor will provide a copy of the student teacher file which contains a brief biography, student-teaching application, letters of recommendation, philosophy of teaching, resume and other pertinent information contained in the student teacher's e-portfolio.

College Supervisor Responsibilities

The college supervisor is a critical member of the student teaching team whose common goal is to develop an effective teaching and learning environment for the student teacher and the students. Major responsibilities include:

- ▣ Serve as liaison between the college and the assigned school administration.
- ▣ Communicate progress reports to the student-teacher and cooperating teacher.
- ▣ Assist the cooperating teacher in the supervision of the student teacher and help solve any interpersonal communication problems between student teacher and cooperating teacher.
- ▣ Organize and set-up the initial midterm and final conferences with the student teacher and cooperating teacher.
- ▣ Complete a midterm and final evaluation (see Appendix), prior to the midterm and final conference.
- ▣ Complete four structured observations (see Appendix).
- ▣ The college supervisor is required to submit copies of the evaluations and observations to the Teacher Education Department. The Student-teacher's signature must be on all evaluations to indicate that he/she has been informed of their evaluation results.

Student Teaching Seminar Course: All teacher candidates will attend a seminar that will meet on a bi-weekly basis during the semester. It is critical that you attend all seminar sessions. These seminars are part of your student teaching requirement, which will focus upon content and professional development issues, and give you an opportunity to share with other teacher candidates.

Student teaching seminars include but are not limited to the following topics:

- Orientation
- North Dakota and District Learning Standards
- Classroom Management
- Student Portfolios/Assessment

- Multiple Intelligences/Learning Styles
- Lesson/Unit Planning
- Student Expectations/Self-Esteem/Positive Reinforcement
- Cooperative Learning
- Communication with Families
- Certification Process
- Job Search Process (credential files, resumes, interviewing)
- Portfolios for Student Teaching

The flow chart that follows presents an overview of the expectations for semester four that have been described in the preceding pages:

