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 together toward achieving your goal of becoming a teacher.

This manual is designed to be a reference and a guide. In it you'll find the courses you will be taking each semester, Teacher Education Department policies and expectations. Please become familiar with the manual in every aspect as this will prevent future misunderstandings regarding your degree plan.

As a valued member of a learning community, you will be supported by your fellow Cohort members in many ways. The intention is to surround-you with a strong support network of friends, teachers, and colleagues.

In 2002, the first cohort graduated from TMCC and has been making a difference because they are strongly committed to being change agents. With the support of their fellow cohort members they are making a difference and, if you succeed in this program, you will join these privileged ranks. It's no small task and it requires the courage to teach. We hope that you have the courage it takes to be that special kind of teacher who is responsible, determined and committed to the ideals that form the foundation of the Teacher Education Department at Turtle Mountain Community College.

As your instructors, each of us is here to assist and encourage you as you progress through your course of study. We are here as your teachers and we will continually challenge you to do your very best even when the going gets tough.

Please feel free to approach any of us with your concerns at any time.

The Teacher Education Department

Class of 2016
Elementary Education EE, Secondary Science Education SS, and Early Childhood
Education ECE
Pictured from left to right-front row: Rhonda Malaterre-EE/ECE, Crystal Short-EE,
Elizabeth Belgarde-EE, Alexandra Cammack Segarra-EE. Back Row-left to right:
Stephanie Thomas-EE, Brady Parisien-EE, Kyle Segarra-EE

*Manual revised Spring 2016

OUR MISSION: CULTURALLY RESPONSIVE TEACHING

The conceptual framework of the Teacher Education Department is formed around the philosophy of culturally responsive teaching as a way to initiate a complete transformation of our educational system. 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.

Some of the characteristics of Culturally Responsive Teaching are:
- Validates the cultural heritage, values and beliefs of all.
- Builds bridges between home and school experiences that fosters 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.
- Uses a wide variety of instructional strategies to accommodate multiple intelligences and learning styles. It recognizes that 'book-learning' must be supplemented with a rich variety of experiences, activities, experiments and exploration as a matter of routine.
- 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 TMCC Teacher Education Department is to implement curriculum transformation through culturally responsive teaching.*

The instructional strategies flow from culturally responsive principles best described by Dr. Jackie Alan Guiliano. It is a dynamic process wherein all the participants are harmoniously involved in a process that balances the energies from all sources—from within as well as from the environment. For example, scholarship is not isolated from social justice or from the obligation to embrace creative expressiveness with a reflective view and a critical analysis of the issues.

Expand Boundaries

- *Gain an awareness* that an issue exists.
- *Recognize that there is a personal role* that each individual plays in finding solutions to issues.
- *Learn about the issues*. Assume a scholarly stance in this research in order to fully grasp the contexts and implications of the issues.
- *Get involved*.

Attend to Learning Styles

- *Embrace* critical thinking.
- *Examine* issues in-depth and from multiple perspectives.
- *Recognize* that self-identity is intricately tied to a sense of place.
- *Dance* with the "spirits" and shout for joy.
- *Experience* the world as one continuous flow from the classroom setting to the "real world."
- *Reflect.*

Involve Mind and Body

- *Reassess and enfold* issues from a personal/professional level to a community, global level.
- *Recognize that change* starts with oneself and expands to encompass a living, breathing universe to whom we have a responsibility.

The experiential nature of the program invites you to care about the content so that you care enough to make the information meaningful and lasting so that this teaching reaches beyond the walls of the classroom.

21st Century Skills

Students must develop many skill sets in order to be successful in the information age. Therefore, in addition to guiding candidates in the development of an understanding of Guiliano's Deep Teaching Process for Teaching Connections, faculty must also convey to candidates a deeper understanding of the 21st Century Skills and subskills. The Partnership for 21st Century Skills offers the following rationale for guiding students in the development of life skills critical to success: "*Our nation faces serious questions in regards to our educational system. The purpose of this document is to provide you with perspective on the key issues to consider…to ensure that you are planning for the future and building strategies that will solidify the success of our students, not only in school and work, but in life.*"

The Partnership for 21st Century Skills list three skill sets critical to student success (see Figure 1.0):

Learning Skills	Literacy Skills	Life Skills
Critical Thinking	Information Literacy	Flexibility
Creative Thinking	Media Literacy	Initiative
Collaborating	Technology Literacy	Social Skills
Communicating		Productivity
		Leadership

FIGURE 1.0

LEARNING SKILLS

CRITICAL THINKING
CREATIVE THINKING
COLLABORATING
COMMUNICATING

LITERACY SKILLS

INFORMATION LITERACY
MEDIA LITERACY
TECHNOLOGY LITERACY

21ST CENTURY SKILLS

LIFE SKILLS

FLEXIBILITY
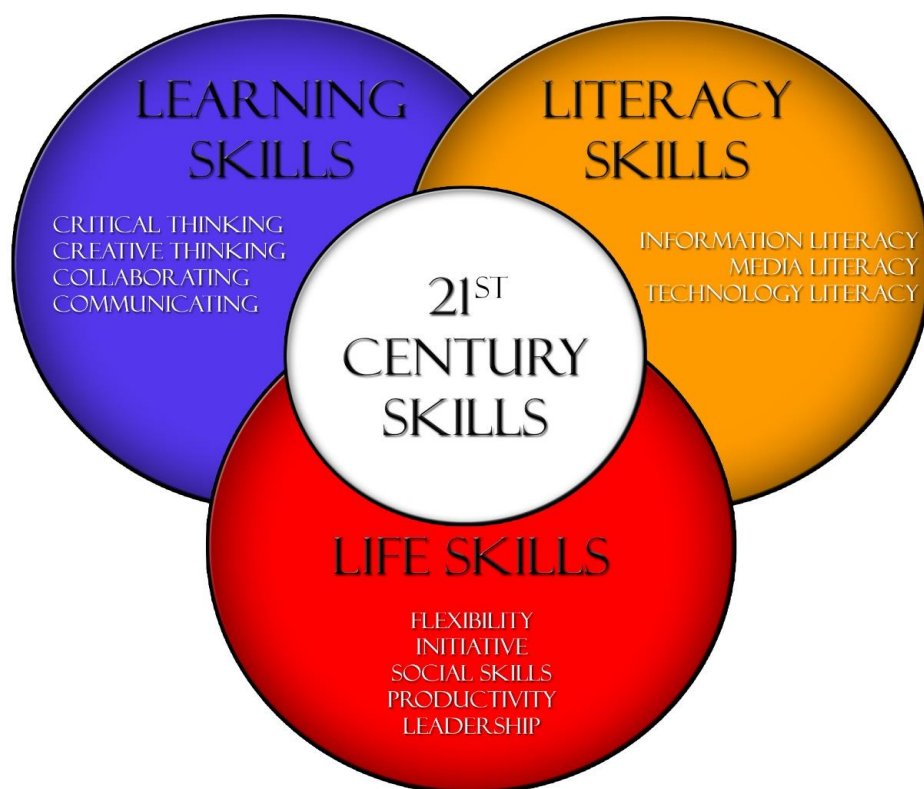INITIATIVE
SOCIAL SKILLS
PRODUCTIVITY
LEADERSHIP

Figure 1.0 depicts the interconnectedness of the 21st Century Skills sets.

The TMCC student handbook has specific policies regarding the rights and responsibilities of the student and the grievance procedure.

Interstate New Teacher Assessment and Support Consortium (InTASC Standards)

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

PROGRAM OUTCOMES AND ALIGNED InTASC STANDARDS

Candidate Dispositions is an overview of the characteristics we expect to become second nature to you as a teaching professional. As a teacher, your bearing, your example and your influence are always being watched and felt. **Candidate, Skills, Traits, and Habits**, details what you are expected to know and to be able to do upon completion of our program**. Candidate Knowledge** details the academic competencies needed to complete the program. Advisors assess candidates at the end of each semester. Upon completion of assessments, advisors meet with candidates to review strengths and growth areas/opportunities.

PROGRAM OFFERINGS AND EXPECTATIONS

The Teacher Education Department offers baccalaureate degrees in early childhood education, elementary education and secondary science with composite emphasis in physics, chemistry, biology, and earth science. Our degree programs are designed around a cohort model learning community, highlighting the importance of collaboration and teamwork as necessary preludes to being change agents dedicated to transforming the educational system for American Indian students.

The course list for all semesters of Early Childhood, Elementary, and Secondary Science can be found in Appendix A and the TMCC website

Service Learning: Definition of Academics Service Learning
Academic Service Learning (ASL) is :"a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility." At Grand Rapids Community College ASL is course-based service through placements and projects.

- Service learning projects are developed during the candidate's plan of study to insure active participation in organized service experiences that meet a community's need as well as ensures a concrete learning experience and reflection for the candidate.

Study Trips
Teacher education programs are expected to provide opportunities for candidates to experience diversity through a variety of activities. As a result, the teacher education department routinely arranges what is commonly referred to as study trips (formerly field trips) to allow students to observe in schools serving diverse populations of students, other university campuses, and communities offering diverse experiences. Participation in study trips is a requirement of the program because is serve to meet the standards that govern teacher education programs. Candidates will be given advance notice and will be expected to attend.

Internship: Definition of Internship
The candidate works for a period of time at an educational institution in order to get experience.
- Prior to the start of the third semester, a two-week internship (80 school contact hours) is organized with the elementary school districts. Candidates will begin the academic calendar year with a mentor teacher. This internship provides support to the candidate as a prelude to their Practicum II and Student Teaching schedules.

In the event that the candidate fails to meet the expectations of their program of study (GPA, Praxis exams, conduct, attendance, etc.) candidate will be exited from the cohort. Readmission into a later cohort will be based upon the following criteria:
- Returned to good standing at TMCC
- Reapply to the teacher education program
- Show evidence that the circumstances that led to your exit have been resolved

Getting Started

Students may declare either a Bachelors of Secondary Science Education, Bachelors of Science in Elementary Education or a Bachelor's of Science in Early Childhood as their curriculum of study upon admission to the college. Upon completion of the General Education Requirements, a student may then apply for admission into the

teacher education program. Admission requires three letters of recommendation, 2.5 GPA, a statement of educational philosophy, a resume', and official transcripts. Evaluation of this packet is conducted by an admissions committee within the teacher education department. Students who meet all of these preliminary objectives are invited to a personal interview for final selection. Upon admittance to the Teacher Education Program, the candidate is required to follow a Plan of Study-Summer, Fall, and Spring. (See page 7-Program Offerings and Expectations)

Identify Major Course of Study: Candidates must identify the course of study at the very beginning of the program. **Secondary Science** majors must select an area of concentration: biology, earth science, physics, or chemistry. Early Childhood Education and Elementary Education courses of study are well defined so that candidates may proceed with the assigned course sequence in each plan of study. However, if additional courses are needed, the candidate must plan the schedule with the advisor who will sign off on the program of study. Possible reasons for the need for additional courses may include a) retakes due to grades, b) fulfilling general education requirements, or c) adding endorsement courses for kindergarten or middle school.

Candidate Dispositions: Beyond the skills and knowledge outlined in the InTASC Standards that drive teacher education programs are values, commitments, and professional ethics that influence how one responds to students, families, colleagues, leaders, and communities. How one responds to and interacts with those around him/her directly impact student learning, motivation, and development. Further, the degree to which an educator possesses these dispositions impacts that educator's professional growth. Therefore, all teacher candidates will be reviewed for dispositional growth and development throughout their education coursework

Orientation is provided by the Teacher Education faculty and all candidates are required to attend. Faculty and students will spend the day together getting acquainted and learning the logistics of operating within the department. Students will be oriented towards the mission and vision of the department, and outline what the expectations are with regard to program outcomes and candidate dispositions.

Other orientation activities include: (a) meeting your advisor, (b) receiving forms for background checks, student organization-NDU and, (c) team building with other cohort members. Candidate will leave at the end of the day understanding the conceptual framework of the department and knowing fellow cohort members, the faculty, staff and the tools necessary for their success in teacher education.

Student Education Association (NDU): During Orientation, candidates will be applying for membership in NDU, which provides insurance coverage during practicums and student teaching experience. This membership is mandatory because it provides candidates with the needed insurance coverage should any unforeseen catastrophe occur.

First Semester

Candidates first semester of courses are outlined in orientation and on our website. Students may add additional courses to the required courses, but the course load must not exceed 19 credits without the permission of your advisor, the Department Chairperson, and the Academic Dean.

Meet with Your Advisor on a regular basis. Together you will create your degree plan and organize your four semesters of coursework, Praxis preparation testing schedule, and student teaching.

Praxis Preparation and Testing: Candidates are required to register for and take EDUC 235: Praxis I during the first semester, in order to prepare for the Common Core Academic Skills for Educators/Praxis I exams. This test is designed to measure basic skills in reading, writing, and mathematics. It is important that candidates give it their best effort. Candidates will still remain in the Cohort if you do not pass the Common Core/Praxis I the first semester; candidates will be allowed to retake the exam until the end of second semester. However, candidates must pass Common Core Academics/Praxis I to continue into the 3rd semester.

Passing Common Core Academics/Praxis I scores have the following minimal requirements in North Dakota.

Writing	160
Reading	156
Math	150

It is also possible to pass the Common Core Academics/Praxis I by achieving a passing score on two out of the three tests, providing that the combined score for all three tests is 466 or better.
Tutoring and online sample Common Core Academics/Praxis I exams are provided at no cost to ensure success on this test. Helpful information may be obtained online at the Educational Testing Service (ETS) website at www.ets.org.

Background Check: A background check must be completed immediately 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. You will be provided the appropriate forms, along with instructions, when it is time for this to be done. Teacher Candidates are responsible for all background check fees including any adjudication fees.

2.5 GPA Required: Candidates must maintain a GPA of 2.5 or higher in order to remain in the cohort. If a candidate receives below a C, the candidate must repeat

the course in order to remain in the cohort. If a candidate's GPA falls below 2.5, the candidate will be placed on academic probation for one semester and must complete an Academic Improvement Plan. If the candidate does not meet the 2.5 GPA requirement upon completion of the probationary semester, s/he will be exited from the program.

Attendance Requirement: This is not only an academic program; it is a professional development program. One of the measures of your professional competency is your regular attendance, timeliness, and preparedness for your classes. Our policy is that you must maintain an overall class attendance rate of 95% or better in order to remain within the Cohort. If you fall below the minimum attendance rate, you will be required to meet with your advisor to explain the absences. If the absences were not excused, you will receive notice of being placed on departmental probation, and you will need to meet with your advisor to work out an Academic Improvement Plan. If you fall below 95% during your probationary period, you will be asked to exit the Cohort at the end of that semester. Please note: Candidates who fall below the minimum attendance in the semester prior to student teaching will not be allowed to student teach the following semester.

Electronic Portfolio: During the summer of the first year of the program, candidates will begin developing their electronic portfolios in the Education Technology course. This will be the start of the portfolio that will eventually be used for entrance into the student teaching experience. Each course syllabus has a matrix that identifies the artifacts that may be included in a portfolio. The portfolio must be organized according to the ten InTASC Standards which are embedded in the coursework required for each program of study.

The portfolio is a digital record of growth and development in the teacher education program. Included will be: (a) resume; (b) philosophy; (c) course artifacts; (d) lesson plans and (e) reflections.

All the aforementioned materials will be presented in a way that demonstrates competency in the 10 InTASC Standards.

Since the portfolio is a developmental process, construction of the portfolio begins in the first year and continues throughout the program, resulting in a 'Showcase Portfolio." The Portfolio serves as a summative evaluation demonstrating mastery of key curriculum outcomes. The artifacts are detailed in each course syllabus, offering a variety of examples to use in order to demonstrate competency

Portfolio rubrics are used to evaluate a portion of the portfolio prior to student teaching and at the end of student teaching. Upon completion of student teaching, a final evaluation of the completed portfolio will be conducted. Please refer to **Appendix C** for the portfolio rubric. The course EDUC 300 Educational Technology is designed to assist in the construction of the portfolio. At the end of the first year in Teacher Education portfolios are evaluated by the candidate's advisor.

Practicum: Candidates will be required to register for Practicum I in the first semester. Practicum I requires candidates to spend 40 hours in one of the surrounding school districts observing an experienced teacher and teaching small student groups. This practicum is intended to offer candidates an opportunity to experience real teaching on a very small scale and is excellent pre-teaching experience. It is the candidate's first real opportunity to connect theory learned in coursework to the real work of teaching.

A candidate's practicum experience will be evaluated by the mentor teacher and the college advisor. The evaluation will be a collaborative, reflective exercise that will help the candidate develop presentation skills, student rapport, classroom management, and lesson planning skills. Reflections on these classroom experiences are essential for growth. Therefore, candidates will be required to write journal entries of classroom experiences, reflecting on what was learned and opportunities for improving lessons or activities presented.

Second Semester

Candidates will continue to with the approved program of study in the selected area of concentration.

Third Semester

Coursework: In this semester, prior to student teaching, coursework will focus on methods to prepare candidates to teach the various early childhood, elementary or secondary science classes in your chosen field. Candidates will need to complete all of the coursework in the chosen major in order to progress on to the final semester of student teaching.

Practicum II: Candidates second practicum course includes an additional 80 hours in the classroom with similar requirements as Practicum I, but with the addition of teaching one or more subjects to the whole class and utilizing an original lesson plan designed by the candidates with the oversight and permission of candidate's mentor teacher.

Praxis II: Candidates are required to take and pass *EDUC 236: Preparation for Praxis II* prior to taking the Praxis II exam. TMCC requires candidates to attempt Praxis II before the student teaching experience. Candidates are required to pass the Praxis II exam to become licensed in North Dakota and graduate from TMCC.

Registration for the test, the current fee schedule, and other helpful information is online at the Educational Testing Service (ETS) website at www.ets.org.

Passing Praxis II scores have the following minimal requirements:

- Secondary Science: Composite Degree   150
- Secondary Science: Principles of Learning and Teaching   157
- Elementary Education: Curriculum Instruction /Assessment   153
- Elementary Education: Principles of Learning and Teaching   160
- Early Childhood: Content Knowledge   156
- Early Childhood: Principles of Learning and Teaching   157

Student Teaching Application

Student-teaching applications must be submitted **during** the third semester. The application includes the following items:
- a completed application (see Appendix B)
- a transcript analysis
- a sign-off from your advisor that documents your transcript analysis

In preparation for student teaching, candidate will present before a committee composed of Teacher Education faculty. Candidate's presentation should include the following elements from the electronic portfolio:
- Philosophy of Teaching

- Resume
- a lesson plan in your content area
- an artifact directly linked to this lesson plan that demonstrates your best work thus far in a content or methods course

STUDENT TEACHING

A minimum of 12 weeks (60 contact days) of candidate's final senior semester will be spent in student teaching. Storm days do not count as contact days. Both candidate's 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, candidates 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/

Candidates will be assigned to a grade level or grade levels depending on mentor teacher availability. 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.

Attendance: Since the candidate's mentor teacher depends on you to be an integral member of the instructional team, candidates **may not** take days or time off from student teaching without receiving prior approval from mentor teacher and college supervisor. Illness and other personal issues arise at times and there may be a need to be absent. Alternative planning needs to take place in the event of day care closure or your child's illness. In the case of any absence, you **must** contact your college supervisor, mentor teacher and/or school secretary prior to absence. At the beginning of each placement, candidate should discuss with mentor teacher and college supervisor the best way to make contact.

Calendar: Candidates are expected to adhere to the school district's calendar. Candidate 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, strict confidentiality of all personal information about individual students, their families, and all school records must be maintained. 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 the candidate. The college supervisor, after consultation with candidate's teacher mentor, is responsible for assigning the final grade which is either Pass (P) or Fail (F). Please refer to Appendix B for the associated rubrics for student teacher evaluation.

Lesson Plans: Candidates will be expected to write and submit complete lesson plans for each lesson until the 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 the mentor teacher before giving the lesson.

Observations: The college supervisor will formally observe candidate 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 the college supervisor conducts a forma visit, a formal lesson plan will be expected. This is the candidate's opportunity to point out projects, activities, etc. conducted with students along with a reflective piece on how these activities went and how they might improve, if improvement was needed.

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

Teaching Responsibility: The purpose of the student teaching experience is to develop professional teaching skills. To that end, the student teaching experience requires a high degree of involvement. Candidates are expected to gradually assume increased responsibility until candidate is planning, instructing, and evaluating the entire class. In most cases, Candidates are expected to take over the teaching and planning of the entire class load near the third or fourth week of student teaching. Therefore, it is necessary to

continually expand the student teaching role in writing and implementing lesson plans, selecting instructional materials, presenting lessons, developing activities, etc. By the end of the assignment period, candidates should assume responsibility for the overall planning, instruction, and management of the classroom. Below is a list of responsibilities that must be routinely addressed/completed successfully during the student teaching experience:

- Attend the first orientation meeting with college supervisor, which usually is held prior to the first day of student teaching. At this meeting, clarify any questions or concerns about the assignment, and expectations, and general procedures that will be followed.
- Contact mentor teacher before the first day of student teaching.
- Find out the school hours. Follow the same schedule as the mentor teacher.
- Obtain copies of curriculum outlines, district and ND Standards, school policy handbooks, and the school calendar. If such handbooks are not available ask specifically about school policy concerning student disciplinary procedures, student records, accident reports, etc.
- Learn and implement classroom procedures regarding tardiness and rules for activities. Also inquire about safety rules and regulations--how fire drills, accidents, and accident reports--are handled.
- Become familiar with the students' learning and performance characteristics.
- Observe other classrooms and programs as time permits, especially toward the end of student teaching.
- Continue to refine personal style and philosophy of teaching through experimentation with different methods and materials, reflective practice, and dialogue with peers and teaching colleagues.
- Practice assessment of learner abilities and social emotional development as appropriate through formal and informal assessments in consultation with school support professionals.
- 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.
- Candidates are required to video tape themselves teaching twice, once in the beginning and once at the end of the student teaching experience. Candidates are also required to use the Video Tape Self-Critique and Reflection form (see appendix B) as an assessment tool for this process.
- Successfully design and deliver instruction that is based on InTASC Standards 1-8.
- Engage in ethical practice as outlined on the candidate evaluation for (Standard 9).

- Demonstrate leadership and collaboration capabilities as outlined on the candidate evaluation form (Standard 10).

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 student teacher candidates attend all seminar sessions. Seminars are part of the student teaching requirement, which will focus upon content and professional development issues, and give student teachers an opportunity to share their experiences.

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 MENTOR TEACHER: Should issues arise with the mentor teacher, candidates are expected to attempt to resolve the matter with that person. Failing that, the college supervisor must be alerted as soon as possible. Open communication and proper professional conduct are expected in all circumstances. If necessary, the Teacher Education Department Chairperson may be asked to help resolve the concern. In no case should a teacher candidate walk out of the student teaching experience.

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

ASSESSMENT APPEALS: Required performance feedback from the college supervisor is based on regular, formal observations of student teaching. Consequently, the candidate develops an understanding of his/her areas of strengths and growth opportunities. Further, the college supervisor and the cooperating teacher conduct mid-term and final evaluations of the candidate. In the event that a candidate wishes to appeal an evaluation, s/he will contact the appropriate evaluator. If the outcome is unsatisfactory, the Teacher Education Department will mediate a resolution.
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TERMINATION POLICY
FOR STUDENT TEACHING/STUDENT TEACHING SEMINAR

Statement of Purpose: A candidate's student teaching experience will be terminated if the candidate does not successfully meet the requirements on pages 14 thru 17 of this manual. This decision is always made collaboratively with careful examination of the individual situation and circumstances. It is always made in the best interest of the students in the schools and the teacher candidate.

In the event that the determination has been made to terminate a candidate's student teaching assignment, the team will pursue one of the following alternatives:

Alternative 1: The candidate will receive a failing grade (F) for the student teaching.

Alternative 2: Under special circumstances, the candidate may be permitted to withdraw from student teaching following college policies and procedures.

Alternative 3: The department will decide if the candidate has potential to be successful in another student teaching experience. Prior to reassignment, the candidate will be required to successfully complete a remediation plan. Remediation may consist of additional field experience(s), research, coursework, and/or career counseling. The candidate must successfully meet the requirements of the remediation plan before the department determines that s/he may begin another student teaching experience. An Incomplete grade (I) will only be awarded if the conditions of termination fall within the TMCC policy that governs such a grade assignment. When the remediation plan has been successfully completed, the candidate may register for student teaching.

CONTINUATION POLICY-SPECIAL CIRCUMSTANCES

If the teacher candidate is unable to satisfactorily complete the student teaching experience due to circumstances beyond his/her control the department chair, in consultation with the faculty, will select an alternative, from those listed above, that best meets the situation. A candidate is limited to two (2) student teaching placements.

STUDENT TEACHING SEMINAR

The purpose of the student teaching seminar is for candidates to routinely reflect upon the student teaching experience and consider the quality of their efforts to meet InTASC Standards. It is also an opportunity to learn from cohort members/peers who are also engaged in student teaching. Thus, the candidate must successfully complete the student teaching seminar (EDU 415) in conjunction with the student teaching experience. In the event that the student teaching experience is terminated, the seminar experience will be terminated, as well. The candidate will register for the seminar upon being assigned a new student teaching experience

Cooperating Teacher Qualifications

- Must have completed Supervision of Student Teaching course.
- Must have at least three years of teaching experience in their major.

Evaluation of Teacher Candidate:
Cooperating teachers will evaluate teacher candidates using the prescribed mid-term and final evaluation instruments found in Appendix B starting on page 34. In addition, the teacher candidate will complete mid-term and final self-evaluations using a similar instrument. The evaluation instruments are based on the InTASC Model Core Teaching Standards that were developed by the Council of Chief State School Officers. The InTASC Standards serve as the foundation for teacher education programs across the nation.

Cooperating Teacher Responsibilities:

Pre-Student Teaching:

- Meet with the teacher candidate prior to the student teaching assignment to provide teaching materials, class lists, parent lists/contact information, school policy handbook, calendar, and other information critical to the success of the teacher candidate.
- Prepare the class for the teacher candidate, including an office/desk area.
- Prepare students and parents for the arrival of the teacher candidate via newsletter or email. Include the name of the candidate, duration of field experience, and appropriate background information on the candidate. Be sure to encourage a strong connection between the candidate, students, and parents.

First Few Days:

- Introduce the candidate to students, faculty, and staff.
- Hold initial meeting with the candidate and school leaders to discuss expectations of the candidate.
- Develop a draft schedule for the candidate that is aligned with the school schedule.
- Provide discipline and other policies and emergency procedures.
- Involve the candidate in daily duties including attendance, grading, and providing one-to-one support to students as needed.
- Develop an effective professional relationship with the candidate that fosters collaboration and professional growth.
- Assist the candidate in classroom decision-making.
- Model teaching techniques, methods, assessment, and classroom management that are based on best practice.

Phasing the Student Teacher into Full-Time Teaching:

- Design lessons and model them, allowing candidate input.
- Engage in a gradual release, allowing candidate a greater role in the classroom.
- Provide opportunities for team teaching and other collaborative techniques as part of the transition process.
- Share observations with the candidate in a constructive manner that will lead toward more profound professional development.

Guidance During 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, Individual Education Plans (IEPs), and parent-teacher conferences.
- Model professional practices, attitudes and ethics.
- Encourage participation in extracurricular school activities, parent teacher organization meetings and professional development activities.
- Have student teacher assume managerial responsibilities such as attendance.
- Integrate the student teacher in duties that include observations of mentor teacher in teaching style, lesson content, classroom organization, and assessments

Phasing Candidate out of Full-Time Teaching:

Design teaching lessons to slowly phase out student teacher involvement.
- Utilizes team teaching strategies.
- Gradually takes over classroom duties..

Guidance for 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.

Candidate Evaluation:

The candidate evaluation process is ongoing from the first day to the last and addresses two major components of the candidate's preparation – InTASC Standards and Candidate Dispositions. Formal mid-term and final evaluations are performed using the evaluation tools provided. These tools assess how well candidates are able to operationalize the InTASC Standards in the classroom. In addition, cooperating teachers are expected to

assess candidates on the basis of the dispositions outlined in the Dispositional Professional Qualities document. (Appendix A)

The cooperating teacher's assessment of the candidate's performance will:
- Provide the candidate with constructive verbal and written feedback.
- Enable the candidate to recognize strengths and professional growth opportunities.
- Help the candidate to synthesize experiences for improved performance in the classroom.

The candidate is assessed on the basis of how well s/he consistently displays the following dispositions:
- Collaboration
- Personal Integrity
- Respect
- Reverence for Learning
- Professionalism
- Reflection
- Flexibility
- Responsibility

Each of these dispositions is clearly explained in the evaluation instrument.

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. The cooperating teacher is required to submit the approved student teacher evaluations. 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.

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) s/he is supervising.

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 candidate and cooperating teacher.
- Assist the cooperating teacher in the supervision of the candidate and help solve any interpersonal communication problems between candidate and cooperating teacher.

- Organize and set-up the initial midterm and final conferences with the student teacher and mentor teacher.
- Complete a midterm and final evaluation (see Appendix B) prior to the midterm and final conference.
- The college supervisor is required to submit copies of the evaluations and observations to the Teacher Education Department. The candidate's signature must be on all evaluations to indicate that s/he has been informed of the evaluation results.

.

APPENDIX A

Education Course Requirements in Teacher Education

Dispositions Rubric

EARLY CHILDHOOD

Fall Semester-1ST Year (20cr)
- EDUC235 Praxis (1)
- EDUC310 Intro to Exceptional Children (3)
- ECE320 Infant & Toddler (3)
- EDUC321 Multi Cultural (3)
- EDUC326 Writing for Teachers (2)
- EDUC330 Foundations (3)
- ECE336 Social Emotional (3)
- ECE337 Pre-School w/Special Needs (3)
- ECE350C Practicum I (1)

Spring Semester-1st year (18 cr)
- ECE311 Observation, Documentation/Assessment (3)
- ECE313 Language Development (3)
- EDUC320 Native Issues (3)
- ECE338 Family/Community (3)
- EDUC405 Math Methods/Materials (3)
- ECE413 Administrative Leadership in ECE (3)

Fall Semester -2nd year (18 cr)
- EDUC236C Praxis II (1)
- ECE360 Practicum II (1)
- EDUC402 Foundations of Reading (4)
- EDUC403 Social Studies Methods (3)
- EDUC406 Science Methods/Materials (2)
- EDUC409 Language Arts Methods/Materials (3)
- ECE411 Pre-K Methods (2)
- ECE412 Kindergarten Methods (2)

Spring Semester-2nd year (13 cr)
- ECE414 Student Teaching Pre-K (6)
- ECE415 Student Teaching K-3 (6)
- ECE416 Student Teaching Seminar (1)

Courses to be taken during Summer Semester
- MATH277 Math for Teachers (3)
- EDUC300 Educational Technology (2)
- ECE329 Curriculum, Development. Play (4)

Elementary Education

Fall Semester 1st yr. (14 cr)

- EDUC235 Praxis (1)
- EDUC310 Intro to Exceptional Children (3)
- EDUC321 Multi-Cultural (3)
- EDUC326 Writing for Teachers (2)
- EDUC329 Curriculum Planning (3)
- EDUC330 Foundations of Education (3)
- EDUC350A Practicum I (1)

Spring Semester 1st yr. (19 cr)

- EDUC320 Native Issues (3)
- EDUC331 Learning Environments (3)
- EDUC404 Music Methods (2)
- EDUC405 Math Methods/Materials (3)
- EDUC407 Creative Arts (3)
- EDUC408 Health PE Methods (2)
- EDUC410 Educational Assessment (3)

Fall Semester 2nd yr. (14 cr)

- EDUC236A Praxis II (1)
- EDUC360A Practicum II (1)
- EDUC402 Foundations of Reading/Diagnostics (4)
- EDUC403 Social Studies Methods (3)
- EDUC406 Science Methods/Materials (2)
- EDUC409 Language Arts Methods/Materials (3)

Spring Semester 2nd yr. (13 cr)

- EDUC414 Student Teaching (12)
- EDUC415 Student Teaching Seminar (1)

Courses to be taken during Summer Semester

- MATH277 Math for Teachers (3)
- EDUC300 Educational Technology (2)

Secondary Science Education

Fall Semester 1st yr (14cr)

- EDUC235 Praxis (1)
- EDUC310 Intro to Exceptional Children (3)
- EDUC321 Multi-Cultural (3)
- EDUC326 Writing for Teachers (2)
- EDUC329 Curriculum Planning (3)
- EDUC330 Foundations of Education (3)
- EDUC350B Practicum I (1)

Spring Semester 1st yr. (20cr)

- EDUC320 Native Issues (3)
- CHEM380 Environmental (4)
- CONTENT (13)

Fall Semester 2nd yr. (17cr)

- MATH212 Statistics (2)
- EDUC236B Praxis II (1)
- EDUC360B Practicum II (1)
- EDUC375 Reading in Content Area (2)
- EDUC470 Methods of Secondary Science (2)
- SCI CONTENT (8)

Spring Semester 2nd yr. (13cr)

- EDUC414 Student Teaching (12)
- EDUC415 Student Teaching Seminar (1)

Courses to be taken during Summer Semester

- EDUC300 Educational Technology (2)

Teacher Candidate_____Date_____

Instructor Name(print)_____

Instructor Signature_____

Semester_____Course_____

Turtle Mountain Community College Teacher Education Program
Dispositional Professional Qualities in Teacher Education Program Candidates
A Teaching Tool

This form will also be used to evaluate dispositions that teacher candidates display during class and field experience, to document professional progress, and to identify areas where improvement is needed.

Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Emerging	Acceptable
NA	0	1	2	3
	Behavior displayed contrary to expectations for this disposition	Behavior displayed occasionally	Behavior displayed frequently	Behavior displayed frequently and consistently

1. **COLLABORATION:** Collaboration can be as simple as two teachers informally discussing a student's progress or as complex as long-term, regularly scheduled meetings, involving various school stakeholders, state standards, and research to overhaul curricula. One of the constants, however, when educators come together to collaborate is the intellectual effort they put forth to better themselves as a group to benefit their students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of collaboration skills that the teacher candidate must demonstrate:					
1.1 Cooperates with others	NA	0	1	2	3
1.2 Makes contribution to group effort	NA	0	1	2	3
1.3 Shares information and materials with others	NA	0	1	2	3
1.4 Makes relevant contributions to discussions	NA	0	1	2	3
1.5 Supports decisions of group willingly, even if different from own	NA	0	1	2	3
1.6 Volunteers to participate in group effort	NA	0	1	2	3
1.7 Supports work of others	NA	0	1	2	3
1.8 Plans and sets goals and priorities with others	NA	0	1	2	3
1.9 Establishes professional goals that are aligned with those of the organization	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments:					

2. **INTEGRITY:** Integrity can best be described as doing the right thing even when no one else is watching. Teachers must have personal integrity as they are, for the most part, unsupervised during the time with the students. Therefore, it is vitally important that the teacher exhibits proper classroom instruction and discipline even when there are no other adults present. The education experience consists of teaching important life skills and meaningful objectives that include: learning to cooperate, understanding how to share, completing tasks, showing compassion, and reflecting on the world around. If a teacher hasn't already mastered those skills herself, it will be nearly impossible for her to set that example for the children. These skills are:

2.1 Maintains confidentiality of students/colleagues	NA	0	1	2	3
2.2 Models behavior expected of both teachers and learners in an educational setting	NA	0	1	2	3
2.3 Communicates without intent to deceive	NA	0	1	2	3
2.4 Demonstrates ethical behavior	NA	0	1	2	3
2.5 Makes decisions based on honesty and integrity	NA	0	1	2	3
2.6 Gives credit to others when using their work	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

3. **RESPECT**: Respect as a teacher disposition is demonstrated when the teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of individual excellence. The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. The teacher must be sensitive to community and cultural norms and make students feel valued for their potential as people, and helps them learn to value each other. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of skills or tendencies that reflect the disposition of respect:

3.1 Considers opinions of others with an open mind	NA	0	1	2	3
3.2 Listens attentively to others in a variety of contexts	NA	0	1	2	3
3.3 Demonstrates a warm, friendly, and caring manner to others	NA	0	1	2	3
3.4 Interacts in a polite and respectful manner	NA	0	1	2	3
3.5 Uses appropriate language	NA	0	1	2	3
3.6 Takes care of property of others	NA	0	1	2	3
3.7 Demonstrates empathy and concern for others	NA	0	1	2	3
3.8 Displays equitable treatment of others	NA	0	1	2	3
3.9 Acknowledges perspectives of individuals from diverse backgrounds	NA	0	1	2	3
3.10 Interacts appropriately in relation to cultural norms	NA	0	1	2	3
3.11 Appreciates and embraces individual differences	NA	0	1	2	3
3.12 Demonstrates positive attitudes toward diverse cultures and learners	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

4. **REVERENCE FOR LEARNING**: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions:					
4.1 Values knowledge, content, and experiences in preservice academic programs	NA	0	1	2	3
4.2 Takes initiative to expand knowledge base	NA	0	1	2	3
4.3 Values instructional time	NA	0	1	2	3
4.4 Seeks opportunities to learn new skills	NA	0	1	2	3
4.5 Uses credible and data-based sources	NA	0	1	2	3
4.6 Demonstrates enthusiasm for the subject being taught	NA	0	1	2	3
4.7 Demonstrates positive attitude toward learning	NA	0	1	2	3
4.8 Conveys high expectations for achievement	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

5. **PROFESSIONALISM**: The disposition of professionalism is multi-faceted and broad reaching. Professionalism includes qualities and practices teacher candidates must exhibit in order to be recommended for licensure. The candidates will display *all* of the following qualities and/or behaviors that characterize professionalism:					
5.1 Uses appropriate strategies to respond to emotional and emergency situations	NA	0	1	2	3
5.2 Responds to situations professionally	NA	0	1	2	3
5.3 Uses appropriate tone of voice	NA	0	1	2	3
5.4 Initiates communication to resolve conflict	NA	0	1	2	3
5.5 Maintains emotional control	NA	0	1	2	3
5.6 Uses self-disclosure appropriately	NA	0	1	2	3
5.7 Uses appropriate non-verbal expressions	NA	0	1	2	3
5.8 Responds appropriately to actions and reactions of others	NA	0	1	2	3
5.9 Acts from a positive frame of reference most of the time	NA	0	1	2	3
5.10 Accepts feedback from others	NA	0	1	2	3
5.11 Identifies personal responsibility in conflict/problem situations	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments					

6. **REFLECTION:** Reflection is the ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future. This disposition includes the practice of critical reflection. Indicators of the ability to reflect include, but are not limited to, the following:

6.1 Accepts and incorporates suggestions in subsequent practice	NA	0	1	2	3
6.2 Identifies own biases and prejudices	NA	0	1	2	3
6.3 Demonstrates accurate self-analysis regarding one's own strengths & weaknesses	NA	0	1	2	3
6.4 Uses reflective practices to set goals	NA	0	1	2	3
6.5 Collects accurate data and incorporates it into the reflective process	NA	0	1	2	3
6.6 Recognizes situations that call for a problem-solving approach	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

7. **FLEXIBILITY:** Flexibility is the willingness to accept and adapt to change. Teachers must be consistent but also flexible. Since no two situations are ever the same, a teacher must be flexible enough to adhere to all situations presented. The teacher must be able to stand firm in his or her own convictions but be flexible and welcome changes to routine. Characteristics of flexibility include:

7.1 Adapts to unexpected or new situations	NA	0	1	2	3
7.2 Accepts less than ideal situations when necessary	NA	0	1	2	3
7.3 Maintains positive attitude when necessary changes occur	NA	0	1	2	3
7.4 Implements ideas suggested by others	NA	0	1	2	3
7.5 Demonstrates willingness to apply a problem-solving approach	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

8. **RESPONSIBILITY:** To act independently, demonstrating accountability, reliability, and sound judgment indicates the disposition of responsibility. Teachers take responsibility for establishing a positive climate in the classroom and participate in maintaining such a climate in the school as whole. Teacher candidates must demonstrate the following qualities, tendencies, and/or behaviors which characterize responsibility at the preservice level:					
8.1 Accepts consequences for personal actions or decisions	NA	0	1	2	3
8.2 Submits assignments on time or follows procedures for extension	NA	0	1	2	3
8.3 Uses sound judgment in decision making	NA	0	1	2	3
8.4 Takes action to solve problems	NA	0	1	2	3
8.5 Prepares for classes, meetings, and group work	NA	0	1	2	3
8.6 Manages time effectively	NA	0	1	2	3
8.7 Completes assigned tasks from group activities within an acceptable time frame	NA	0	1	2	3
8.8 Seeks clarification and/or assistance as needed	NA	0	1	2	3
8.9 Prioritizes work based upon established goals	NA	0	1	2	3
8.10 Returns borrowed materials in a timely manner	NA	0	1	2	3
8.11 Takes initiative to get materials and notes when absent from meetings or classes	NA	0	1	2	3
8.12 Seeks/locates needed resources	NA	0	1	2	3
8.13 Ensures accuracy of information for which he/she is responsible	NA	0	1	2	3
8.14 Gives priority to health and safety concerns of others	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments:					

_____   _____

Teacher Candidate   Date

PLEASE NOTE: Under the Family Education and Privacy Act of 1974, the student has the right of inspection and review of this document.

APPENDIX B

Application for Student Teaching
Rubrics for Practicum 1 & 2
Rubrics for Student Teaching
Video Tape Self Critique

Student Teaching Application Form
TMCC Teacher Education Department
APPLICATION FOR STUDENT TEACHING

Student Name (First, Last, Middle Initial)

Student ID #

Mailing Address

Phone number

City   State   Zip

email address

In Case of Emergency Contact (Name)

Phone number

I have read all the information in this packet and am aware of my responsibilities. I understand I will not be eligible for student teaching if I do not meet all of the stated requirements by the end of the semester preceding student teaching. Once a placement has been confirmed, I understand that I may not request a change in the placement.

I am aware that student teaching is a full-time commitment and that TMCC discourages student teachers from taking other classes, with the exception of the Student Teaching Seminar.

I understand that this information will be shared with student teaching sites and School personnel as part of the placement process and that I am not guaranteed a placement location of my preference.

Student Signature   Date

For advisor use only – this application will not be accepted without the advisor's signature.

I have reviewed this student's progress.   ——— All requirements met.

Deficiencies (list the specific courses) needed_____
_____to graduate.

_____
Advisor Signature

27

STUDENT TEACHING PLACEMENT REQUEST

Name_____

For _____ semester, _____ (year)

License for which the field experience is requested, and grade level preference:

☐ Early Childhood. Preference: ☐ Birth-3 yrs ☐ Preschool: 3-5 yrs
☐ Elementary Education. Preference: ☐ K-4 ☐ 5-8
☐ Secondary Education. Preference: ☐ 7-9 or 6-8 ☐ 9-12. Major(s): _____

Location Selection: Indicate your top 3 **preferences** (1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice)

_____Bismarck Public Schools (Elementary, Middle, High School)

_____Bottineau Public Schools (Elementary, Middle, High School)

_____ Dunseith Day School (Elementary, Junior High)

_____ Dunseith Public School (Elementary, Middle, High School)

_____ Garrison Public Schools (Elementary, High School)

_____ Makoti Public Schools (High School)

_____ Mandaree Public Schools (Elementary, High School)

_____ Parshall Public Schools (Elementary, High School)

_____ Rolla Public Schools (Elementary, Junior or High School)

_____Rolette Public Schools (Elementary, Junior, High School)

_____ Rugby Public Schools (Elementary, Middle, High School)

_____ St John Public School (Elementary, Middle, High School)

_____ Turtle Mountain Community Schools (Elementary, Middle, High School)

_____White Shield Public Schools (Elementary, Junior, High School)

_____Rugby Public Schools (Elementary, High School)

_____Other (Specify)_____

Special Considerations: **List transportation concerns, wheel chair accessibility, interpreters, guides, etc.**
Transportation available during student teaching:

_____ own car; _____ public transportation (bus); ____ other (bike, walk, etc.)

For office use only – check that each item is included in the application.
_____ Information Sheet **with advisor signature to indicate transcript analysis**
_____ Placement Request Form
_____ Electronic Portfolio with three letters of recommendation (Two from Teacher Ed. faculty, and a third letter from a teacher outside of the department.)
_____ Must have passed Praxis I and attempted Praxis II
_____ Federal Background Check

Turtle Mountain Community College
PO Box 340, Belcourt, ND 58316

VIDEO TAPE SELF-CRITIQUE AND REFLECTION

Name:_____Date:_____

Grade:_____School:_____

PracticumAdvisor:_____

This coding form is a way that both quantitatively and qualitatively details your teaching. It is intended for your professional growth. As you experience teaching, you will change. As you tape yourself and watch your actions, you can better see and hear things you want to change. Reflection, self-critique, and positive change are all a part of becoming a professional teacher.

1. Video tape yourself at least twice during the semester. Tape yourself within the first two weeks, then at intervals.

2. Use this form to assess your teaching. Be critical of yourself in terms of what you actually see and hear on the tape. Look for TEACHER BEHAVIORS and STUDENT BEHAVIORS.

3. Reflect on what you see and hear and detail what you have done differently the next time.

I. Teacher/Student Talk

Listen to what you say. Make a tally mark each 20 to 30 seconds as to who is talking—you or a student. A student-centered classroom has more time with the student talking. After your tallies, reflect on what you heard:

Teacher Talking	Student Talking

Reflection on teacher/student talking:

II. Type of Teacher-to-Student Questions

Yes / No Type or Very Short Response Type	Open-Ended, Extended Answer From Student

Reflection on the type of questions you asked:

III. Teacher Responding to Students

Teacher-Centered	Student-Centered
Rejects student comments, confirms answer, repeats question, clarifies for student, interrupts, answers student question directly.	Asks student to clarify what s/he means, to elaborate, seeks other's input to add to a student's comment, brainstorms accepting all responses, uses student idea to drive class activity.

Reflection on *how closely does your tape show a teacher-centered classroom or a student-centered classroom.*

IV. Wait Time

Teacher waits from 3 to 5 seconds after asking a question.	Teacher responds immediately to student.
Yes / No	Yes / No

Reflection on how long you wait:

V.   Student On-Task Behavior

Early in class.	Later in class.
Yes / No	Yes / No

Reflection of how on-task your students were:

APPENDIX C

Portfolio Rubric

APPENDIX D

Kindergarten and Middle School Endorsements

Kindergarten Endorsement

This endorsement addresses developmental, theoretical foundations and praxis of early childhood education. It follows the ESPB course requirements for 12 SH of coursework and five weeks of student-teaching.

- ECE 310 Introduction to Early Childhood (3)
- ECE 311 Observation, Documentation & Assessment (3)
- ECE 313 Language Development & Emerging Literacy in the Young Child (3)
- ECE 412 Kindergarten Methods and Materials (3)
- ECE 414 Kindergarten Student Teaching (5)

Middle School Endorsements

STANDARD	[1]PED	[2]MATH	ENG	SS	SCI
50017.2 Middle Level Philosophy and School Organization **50017.8 Middle Level Professional Roles** **50017.7 Family and Community Involvement**	**EDUC 341**: Foundations of Middle Level Education (3)	**EDUC 341**: Foundations of Middle Level Education (3)	**EDUC 341**: Foundations of Middle Level Education (3)	**EDUC 341**: Foundations of Middle Level Education (3)	**EDUC 341**: Foundations of Middle Level Education (3)
50017.1 Young Adolescent Development	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolesc. Psych. (3)	**EDUC 353:** Child and Adolescent Psychology (3)
50017.3 Middle Level Curriculum	**EDUC 323:** Curriculum Planning and Evaluation (3)	**EDUC 323:** Curriculum Planning and Evaluation (3)	**EDUC 323:** Curriculum Planning and Evaluation (3)	**EDUC 323:** Curr. Planning and Eval. (3)	**EDUC 323:** Curriculum Planning and Evaluation (3)
EDUC 465: Methods of Middle School (3)					

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[1] Pedagogical endorsement for Middle School requires a minimum of **10** semester credits and 20 clock hrs in the field. This track is for an individual who has a degree in a content area and wants to teach at the Middle School Level.

[2] The Math, English, Social Studies and Composite Science endorsements are for those individuals with a baccalaureate degree in education and need content area courses to qualify to teach at the Middle School level. These tracks require **24** semester credits.

50017.4: **Middle Level Teaching Fields**	EDUC 375: Reading in the Content Area (2)	MATH 111: College Algebra (3) MATH 112: College Algebra (3) Or MATH 103: College Algebra (3) MATH 165: Calculus (4) MATH 210: Statistics (3) MATH 211: Statistics (3) MATH 278: Geometry (3) MATH 105: Trigonometry (3) MATH 107: Pre-Calculus (3) Some electives may be substituted.	**EDUC 375:** Reading in the Content Area (2) EDUC 402: Foundations of Reading and Diagnosis (4) **EDUC 325:** Writing for Teachers (3) COMM 110: Fund. of Public Speaking (3) ENG 110: College Composition (3) ENGL 238: Children's Lit (3) ENGL 239: Native American Children's Literature (3)	HIST 101: Western Civilization (3) **or** HIST 102: Western Civilization 11 HIST 220: ND History (3) HIST 103: United States History to 1877 (3) HIST 251: Chippewa History (3) GEOG 263:ND Geography (3) GEOG 161:World Geography (3) GEOG 121: Physical Geog/Lab (4)	BIO 150: General Biology/Lab 1 (4) BIO 151: General Biology/Lab 11 (4) GEOL 105: Physical Geology/Lab (4) GEOL 106: Earth Thru Time/Lab (4) PHYS 211: College Physics 1 (4) CHEM 121: Chem 1/Lab (4)
50017.6 Middle Level Assessment		EDUC 410: Educational Assessment (3)	EDUC 410: Educational Assessment (3)	EDUC 410: Ed. Assessment (3)	EDUC 410: Educational Assessment (3)
50017.9 Incorporation of Technology		EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)

APPENDIX E

Lesson Plan Templates
Lesson Plan Rubrics
Writing Rubrics

Sample Lesson Plan Format

Course:
Date:
Materials needed:
Class Announcements:

    I.   Class Objectives: Write out the goals or objectives for class. Try to limit these to one or two things.

    II.   Connection to Course Goals: Describe how your daily objectives connect to the overall course goals.

    III.   Anticipatory Set: Sometimes referred to as a "hook." Use an informal Writing to Learn (WTL) exercise, a question, a quote, or an object to focus students' attention at the start of class. This activity should be brief and directly related to the lesson.

    IV.   Introduction: Write down what you'll need to inform students of the daily goals and class procedures. Be sure to explain how these procedures relate to students' own writing.

    V.   Procedures: List your activities, including any discussion questions and transitions along the way.

    VI.   Conclusion: Describe the objective for the lesson and point students forward by connecting your objective to their own writing.

    VII.   What to do Next Time: Leave space in your plan to reflect on the lesson and suggest future changes.

Lesson Plan Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score (24)
Instructional Objectives	Instructional objectives use verbs such as "understand" "learn" and "know" rather than specific verbs that are measureable.	Instructional objectives use verbs that are measureable but are limited to the least complex levels, per Bloom's Taxonomy.	Instructional objectives use measureable verbs with multiple levels of complexity, per Bloom's Taxonomy.	Instructional objectives are creative and apply multiple levels of complexity, per Bloom's Taxonomy.	
Standards-based instruction	Standards-based instruction is not referred to in the plan	Identified standards are not consistent with the lesson's instructional objectives	Standards and supporting benchmarks are referenced in the plan	Standards for multiple instructional goals are referenced and incorporated into the lesson	
Materials and Timeline	Materials and timeline are either missing or inappropriate for the lesson	Materials and timeline are present with little indication as to what is to be accomplished within a specific time slot	Materials and timeline are present with supporting explanation of what is to be accomplished within the time frame	A complete materials list is included with a timeline that supports each time frame and recognizes the age appropriate development of the students	
Engaging the Students (Culturally responsive teaching)	Opening activities do not address students' prior knowledge or interests.	Opening activities build on students' prior knowledge and interests but the activities are unstructured.	Opening activities use graphic organizers to engage students in reflective thinking about their prior knowledge.	Opening activities utilize graphic organizers and are highly interactive, getting the students to build on their prior experiences and knowledge.	
Lesson Content (Deep Teaching)	Content presentation is teacher-centered and limited to factual recall rather than in-depth processing of information.	Content presentation is somewhat confusing because there is not a clear progression from simple to complex levels of understanding.	Content presentation is organized and progresses from simple to complex levels of understanding.	Content presentation is very creative and organized in such a way that it challenges the students to probe the content more deeply.	
Instructional Methods	Teaching methods are limited to one learning style and exclusively teacher directed. Student enrichment is not included.	Teaching methods are interactive but exclusively teacher directed.	Teaching methods are interactive and reflect reciprocity between students and teacher.	Teaching methods are differentiated and interactive between students and students with the teacher acting as facilitator. Enrichment activities have been included in the plan	

Assessment	Assessment strategies are limited to factual recall and a single format.	Assessment strategies use more than one testing format and are clearly related to the content.	Assessment strategies use multiple testing formats and show a strong relationship to the content.	Assessment strategies are varied and authentic, requiring the students to critically think about the content.	
Reflection	Reflection rambles and shows little awareness of the need to improve.	Reflection is insightful but shows some confusion about the lesson and content.	Reflection is insightful and includes specific suggestions for improvement.	Reflection is in-depth with specific suggestions for creative variations on the lesson in order to make it better.	

As you prepare your lesson plan, consider the following questions:

1. Do my objectives address increasing levels of complexity as represented by terminology in Bloom's Taxonomy?
2. Does my lesson plan target specific ND standards and benchmarks; and have I listed them accordingly. Also are there other discipline specific standards that I need to include in my lesson plan (ex. American Indian Content Standards-Science and National Educational Technology Standards and Performance Indicators for Teachers NETS-T)?
3. Have I included a comprehensive materials list? Is my timeline reasonable for the lesson that I am preparing?
4. How is my lesson student centered and delivered from a culturally responsive perspective? How will I bring our culture into the context of this lesson?
5. How am I using the Deep Teaching philosophy in this lesson?
6. How is my lesson design reaching all of the students' learning styles? What types of accommodations are necessary to ensure that each child is engaged in the lesson?
7. What forms of assessment will be necessary to measure student learning?
8. How could this lesson be improved? What are some potential sources of classroom management issues?
9. Can a substitute teacher carry out this lesson in its entirety?

TMCC TED Writing Rubric

Instructor: _____ Date:_____

Student: _____

CATEGORY	1	2	3	4	POINTS
Introduction	There is no clear introduction of the main topic or structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction is inviting, states the main topic and previews the structure of the paper.	
Conclusion	There is no clear conclusion, the paper just ends.	The conclusion is recognizable, but does not tie up several loose ends.	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	
Quality of Information	Information has little or nothing to do with main topic.	Information clearly relates to the main topic; however details and/or examples are missing.	Information clearly relates to the main topic. It provides some supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples.	
Paragraph/Sentence Construction	Paragraph structure was not clear and sentences were not typically related within paragraphs.	Paragraphs include related information but were typically not well constructed.	Most paragraphs include introductory sentences, explanations or details and concluding sentences.	All paragraphs include introductory sentences, explanations, or details and concluding sentences.	
Mechanics/Grammar	Writer makes several errors in capitalization, punctuation, grammar and/or spelling that catch the reader's attention and greatly interrupt the flow.	Writer makes a few errors in capitalization, punctuation, grammar and/or spelling that catch the reader's attention and interrupt the flow.	Writer makes 1-2 errors in capitalization, punctuation, grammar or spelling, but the paper is still easy to read.	Writer makes no errors in capitalization, punctuation, grammar or spelling, so the paper is exceptionally easy to read.	

Focus on Topic	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear but there is a need for more supporting information.	Main idea is clear but the supporting information is general.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	
Transitions	The transitions between ideas are unclear or nonexistent.	Some transitions work well; but connections between other ideas are fuzzy.	Transitions clearly show how ideas are connected, but there is little variety.	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	
Adding Personality	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his/her own."	
Sources	Many sources used for quotes and facts are less than credible and/or are not cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	All sources used for quotes and facts are credible and cited correctly.	
				TOTAL POINTS	

* This writing rubric states minimal TED standards. Instructor may add other categories as he/she sees appropriate for assessment.
* Adopted Summer 2010

APPENDIX F

Plan of Study Early Childhood
Plan of Study Elementary Education
Plan of Study Secondary Science