



The College of  
***St. Scholastica***  
***School of Education***

## **Undergraduate Student Handbook**

September 2019

# Table of Contents

<b>INTRODUCTION</b>	4
Conceptual Framework	5
Teacher Education Licensure Program Majors	5
Elementary Education Program (ELEP)	6
Middle/Secondary Level Program (MSEP)	6
Non Licensure Majors	6
Education Studies	6
Education Minors	6
Education Studies Minor	6
Special Education Minor	6
<b>GENERAL POLICIES</b>	7
Progressive Admission	7
Timeframe for Application to the Major/Program Duluth Campus	7
Timeframe for Application to the Major/Program Twin Cities Campus	7
Criteria for Admission to SOE Majors	7
Essential Academic Skills Exam Requirement (Licensure Programs Only)	7
GPA requirements for SOE undergraduate licensure programs-Duluth Campus	7
GPA requirements for SOE undergraduate licensure programs-Twin Cities Campus	7
GPA requirements for Educational Studies Major	8
Prerequisite Courses for Program Admission	8
Elementary Education Program (ELEP)	8
Middle/Secondary Education Licensure Program (MSEP)	8
Educational Studies	8
Transfer Student Policies	8
How to Apply to the School of Education Majors with Licensures-Duluth Campus	8
How to Apply to the School of Education Degree Completion program	9
How to Apply to the School of Education Education Studies Major	9
Admission Categories	9
Progressive Admission Review	10
Student Appeals Process	10
Leaves of Absence	11
Dismissal from the Major/Program	11
<b>FIELD EXPERIENCES</b>	11
Description	11
Field Experience Expectations/Requirements	11
Field Experience Observation and Evaluation	12
Placement	12
Student Liability Insurance	12
Criminal Background Study	12
Red Flag Review Procedure	13
<b>STUDENT TEACHING</b>	13
Description	13

Admission to Student Teaching	14
Placement	14
Changes in Placements	14
Transportation	14
How to Apply to Student Teaching	14
Student Teaching Attendance/Schedule	15
Responsibilities	15
Social Media/Networking	16
Job Interviews	16
Teacher Strikes or Work Stoppages	16
Outside Course Work, Employment, and Extracurricular Activities	16
Unsatisfactory Performance of a Student Teacher	16
Steps Necessary for the Provision of Due Process	16
Administrative Removal	17
Lesson Observation and Evaluation	17
edTPA-Teacher Performance Assessment	17
<b>PROGRAM COMPLETION</b>	18
Minnesota Professional Educator Licensing and Standards Board (PELSB) Licensure	18
Code of Ethics	19

## INTRODUCTION

Welcome to the Undergraduate Programs in the School of Education (SOE) at The College of St. Scholastica.

In the Undergraduate Programs, we refine and transform the process of preparing and supporting future teachers and other education professionals by grounding our work in the Benedictine values of Community, Hospitality, Respect, Stewardship and Love of Learning.

Our curriculum and learning experiences include opportunities for learners to integrate theory and practice, foster critical reflection and develop dispositions that enable innovation and continuous improvement at the individual and system level.

We have a dynamic team of faculty members whose diverse P-20 experiences, unique research interests and shared commitment to diversity, inclusion and equity allows them to create rich and diverse learning experiences for mastering content knowledge, exploring pedagogical principles and for developing literacy in the area of equity. Our faculty members also model professional dispositions necessary for collaborative partnerships and educational technology integration.

We offer Elementary and Middle/Secondary Education majors as preparation for a variety of licensure paths, as well as an Education Studies major, which is a non-licensure program. The Elementary and Middle/Secondary Education majors enable our teacher candidates to meet Minnesota licensure requirements, which are based on the MN Minnesota Professional Educator Licensing and Standards Board (PELSB) Standards of Effective Practice (MNSEP). MNSEP is also aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The Education Studies major provides a path towards education related professions not explicitly tied to teaching in K-12 classrooms. Education Studies majors are likely to work in a variety of education fields including corporate training and education. Our Education minors include Special Education and Education Studies.

Every student in our programs bring a perspective and experiences that enhance the quality of course discussions and strengthen community building through respectful intellectual engagement.

As a student in the Undergraduate Program, I encourage you to use this program handbook as a guide and resource regarding program expectations and requirements during your time in the School of Education.

Sincerely,

Doreene N. L. Etongué-Mayer, Ed.D.  
Assistant Professor  
Chair, Undergraduate Education Programs  
The College of St. Scholastica

## Conceptual Framework



The School of Education’s conceptual framework consists of the following major components: equity, content knowledge, educational technology, pedagogy, dispositions, and collaborative partnerships. Our conceptual framework is grounded in the Benedictine Values; community, hospitality, respect, stewardship and “love of learning”.

We employ evidence-based practices, national and state frameworks and educational research to frame our work. Our conceptual framework centers on preparing teacher candidates who are leaders focused on K12 learners, our most important stakeholder. Each of our programs embraces the critical components of the conceptual framework but do so in ways that may differ in order to meet the needs of the individual program’s student demographics. We aim to create leaders who are change agents in communities and workplace settings.

### Teacher Education Licensure Program Majors

The SOE undergraduate program offers education majors with a variety of teaching licenses as well as Education Studies major, which does not require a teaching license. Each education major with a teaching license meets the Minnesota licensure rules, which are based on the MN Minnesota Professional Educator Licensing and Standards Board (PELSB) Standards of Effective Practice (MNSEP). MNSEP is also aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. Majors with a teaching licenses include Elementary Education Program (ELEP) and Middle/Secondary Level Program (MSEP) in a variety of disciplines including K-12 Spanish Teaching and K-12 vocal or instrumental music

The Education Studies major provides a path towards education related professions not explicitly tied to teaching in K-12 classrooms or with a teaching license. Education Studies majors are likely to work in a variety of education fields including corporate education and training.

In addition to the majors offered in the SOE undergraduate program, we offer minors in Special Education and Education Studies.

## **Elementary Education Program (ELEP)**

Licensed to teach all subjects Grades K-6. Students are encouraged to consider and pursue a minor of their choosing. ELEP is offered on the Duluth campus as a traditional undergraduate program and on the Twin Cities campus as a degree completion program

## **Middle/Secondary Level Program (MSEP)**

Licensed to teach an academic content area. **This program includes Spanish and Music Education which cover grades K-12.** Academic content majors offered at CSS:

- Mathematics: Grades 5-12
- Social Studies: Grades 5-12
- Communication Arts/Literature: Grades 5-12
- Life Science (Biology): Grades 9-12 and General Science: Grades 5-8
- Chemistry: Grades 9-12 and General Science: Grades 5-8
- Spanish: Licensed to teach classroom Spanish Grades **K-12**
- Music Education: Licensed to teach classroom and vocal or instrumental music grades **K-12**

## **Non Licensure Majors**

### **Education Studies**

Students completing this major will have the opportunity to complete coursework with students enrolled in licensure programs while completing coursework in other areas. This major supports career exploration for those interested in a field of study allied with education. This may include students who have a desire to run childcare centers; after school programs; work in educational roles in public and other service related organizations. This includes healthcare students whose profession involves educating patients and their families; students who plan to be involved in the ministry of religious education; individuals who hope to learn how to effectively homeschool their children; and international students who may have different needs when teaching in a different country.

### **Education Minors**

#### **Education Studies Minor**

Students completing this minor will have the opportunity to complete courses in education to gain a general understanding of educational principles and practices that are applicable in a wide variety of disciplines. All students planning to minor in Educational Studies should have an advisor from the School of Education.

#### **Special Education Minor**

Student pursuing an education major with a teaching license can also complete a special education minor. The special education minor courses should be taken concurrently with a required field experience course in the teaching major to earn the 19 total credits required for this minor. Interested students must discuss this minor option with an SOE academic advisor prior to taking any of the courses.

# GENERAL POLICIES

## Progressive Admission

The School of Education (SOE) utilizes a progressive admission policy. A student must first apply for initial admission to the undergraduate major/program. If accepted, the student must demonstrate ongoing satisfactory performance throughout the program including maintenance of the minimum required GPA, completion of all courses and demonstration of a commitment to developing required School of Education Dispositions (Professionalism, Inclusivity and Collaboration). Admission to the major means a commitment to all School of Education program requirements and expectations.

## Timeframe for Application to the Major/Program Duluth Campus

Application for initial admission to the undergraduate major/program is made during the spring semester of the sophomore year. Applications are to be completed and submitted to the School of Education office by the 2<sup>nd</sup> Tuesday of March. Fall transfer students must apply by the 2<sup>nd</sup> Tuesday in November. Spring transfer students must apply by the 2<sup>nd</sup> Tuesday in March. Visit the School of Education website for application to major links.

## Timeframe for Application to the Major/Program Twin Cities Campus

Application for initial admission to the Undergraduate Degree Completion Elementary Education major/program is made at the time of application to the College of St. Scholastica.

## Criteria for Admission to SOE Majors

### Essential Academic Skills Exam Requirement (*Licensure Programs Only*)

All students pursuing an education major with a license must satisfy the essential academic skills exam requirement. The requirement may be satisfied by taking the NES Essential Academic Skills exams in reading, writing and math tests prior to admission to the program and requesting that official scores be provided to CSS. Students can register at the MN Teacher Licensure Exam website at [www.mtle.nesinc.com](http://www.mtle.nesinc.com). Unofficial pass/no pass notifications are shared upon completion of computer based tests and official scores are sent to the student 21 days after completion of the test.

The School of Education is committed to helping all its students pass all tests required for Minnesota Tiered licensure. Information regarding School of Education and college assistance in test taking/remediation is made available to students on the SOE website. NES Essential Skills passing scores are as follows: Multi-State NES Reading > 205; Multi-State NES Writing > 214; Multi-State NES Math > 213; MN NES Math, Reading, Writing > 520.

Alternatively, a student's qualifying scores on the ACT plus Writing (Composite: > 22, and Combined English/Writing OR English Language Arts (ELA score): > 21), or the SAT (reading: > 510, writing: > 510, and math: > 520) satisfy the basic skills exam requirement. It is the student's responsibility to ensure that official scores are provided to CSS at the time of application to the major.

### GPA requirements for SOE undergraduate licensure programs-Duluth Campus

A minimum GPA of 2.8 is required for admission to the Elementary Education major, Middle/Secondary Education and K-12 licensure programs. A grade of "C" or better must be attained in each course required for the licensure program. This minimum "C" requirement includes content area courses required for the licensure field.

### GPA requirements for SOE undergraduate licensure programs-Twin Cities Campus

A minimum AA degree with a GPA of 2.8 is required for admission to the Elementary Education major degree completion program. A grade of "C" or better must be attained in each transferred course required for the licensure program. This minimum "C" requirement includes content area courses required for the licensure field.

## **GPA requirements for Educational Studies Major**

The Educational Studies major requires a cumulative GPA of 2.0. A grade of "D" or better must be attained in each course required for the major.

## **Prerequisite Courses for Program Admission**

### **Elementary Education Program (ELEP)**

Students applying to the Elementary Education Program must have completed or be enrolled in the following courses at the time of application to the major:

- EDU 1540
- EDU 2210
- EDU 2400
- EDU 2600
- At least one of the required science courses: BIO 1104, PSC 1201, and PSC 1202.
- At least one of the required math courses: MTH 1113 and 1114.

Students are required to apply and be accepted to the ELEP major prior to taking any EDU courses with a course number of 3000 or higher. (If a degree completion student, please contact program chair or twin cities program director for transfer equivalency guide)

### **Middle/Secondary Education Licensure Program (MSEP)**

Students applying to the Middle/Secondary Licensure Program, including students in K-12 Spanish and K-12 Music Education, must have taken or be enrolled in the following courses at the time of application:

- EDU 1540
- EDU 2210
- EDU 2600

Students are required to apply and be accepted to the K-12 music program and K-12 Spanish program prior to taking any EDU courses with a course number of 3000 or higher.

### **Educational Studies**

Students applying to the Educational Studies major must have taken or be enrolled in the following courses at the time of application:

- EDU 1540
- EDU 2210

### **Transfer Student Policies**

Transfer students apply to the Elementary Education major or Middle/Secondary Education program/ K-12 music program and K-12 Spanish program when they have completed or are enrolled in all prerequisite courses. The same admission standards are required for transfer students as for traditional students.

Transfer students should submit a transcript for evaluation before registering for courses. Courses taken at other colleges and universities are evaluated by the Registrar for transfer credit (see College catalog). The courses accepted for transfer credit by the CSS Registrar are then evaluated by the SOE Chair of Undergraduate Programs. Students will be notified when the evaluation process has been completed. Middle/Secondary Education students must contact their academic major department for information concerning transfer requirements for that department.

### **How to Apply to the School of Education Majors with Licensures-Duluth Campus**

Online applications to the Elementary and Middle/Secondary Education Programs/ K-12 Music program and K-12 Spanish program can be found on the CSS School of Education website. Intended Education majors must apply to the major when they are enrolled in EDU 2600.



- Students should select the application for their area of study and follow the prompts to completion. Students are able to edit their application after submission.
- All students will need to complete and upload the Application/Change of Major form at the time of application to the major.
- Middle/Secondary programs, K-12 Music program and K-12 Spanish program students must obtain a recommendation from their content area advisor using the major recommendation form on CSS School of Education website. The major recommendation form must be submitted with the application to major.

Students are encouraged to stop by the School of Education office (T3101), or contact their advisor, with questions or concerns.

### **How to Apply to the School of Education Degree Completion program**

The Elementary Education Degree Completion Program is intended for individuals who have an associate's degree or are working towards completing it. These students generally have the intent to complete a bachelor's degree in Education with an Elementary Licensure. The program allows students to earn their B.S. in Elementary Education and a Minnesota K-6 teaching license.

- Students must submit their associate degree transcript for evaluation to the college degree evaluation office
- Students will be notified if there is a need for additional credits to meet general education requirements
- Students must submit an online application to the College via the CSS online college application system

### **How to Apply to the School of Education Education Studies Major**

Online applications to the Education Studies Major can be found on the CSS School of Education website. Intended Education students must apply to the major when they are enrolled in EDU 2210

- Students should select the application for their area of study and follow the prompts to completion. Students are able to edit their application after submission.
- All students will need to complete and upload the Application/Change of Major form at the time of application to the major.

Students are encouraged to stop by the School of Education office (T3101), or contact their advisor, with questions or concerns.

### **Admission Categories**

Full Acceptance: If a student meets all admission criteria, they may be granted full acceptance to the major/program.

Provisional Acceptance: If a student has not provided essential academic skills exam scores or the registration confirmation for taking the exams, they may be granted a provisional acceptance which will allow them to register for the following semester and continue in the program. Their application will be considered for full acceptance when essential academic skills exam scores are received. **Provisional status will be granted for one semester only.**

Probationary Acceptance: If a student does not meet the 2.8 GPA requirement, has a grade below the minimum of "C" in required coursework, and or courses without a grade, they may be granted a probationary acceptance and can proceed to register for the following semester and continue in the program. A student who fails to correct the deficits by the end of the following semester may be dismissed from the program. **Probationary status will be granted for one semester only.**

Tabled: If the SOE Undergraduate Admissions Committee cannot make a decision because of missing or incomplete information, the application may be tabled. The student cannot continue in the program until the information has been supplied and the committee has met to reconsider the application.

Denied: If the student does not meet the minimum requirements, the application may be denied. The student cannot register for upper division Education courses. A student who is denied admission for academic reasons may reapply once for admittance when the academic problems has been resolved and will be considered on an equal basis with all other applicants.

Students are notified of the SOE Undergraduate Admissions Committee's decision in writing by the Committee Chair at each campus location.

### **Progressive Admission Review**

The SOE Undergraduate Admissions Committee reviews the performance of all students at the end of each semester. Students previously fully accepted into the program who are not maintaining the minimum required GPA will be placed on probation. A student who fails to attain the minimum required GPA by the end of the following semester may be dismissed from the program.

Students admitted on probation, or on provisional status, who have fulfilled the requirements of their probationary or provisional acceptance will be fully accepted into the program. Students who have not yet met the program's admissions criteria will not be allowed to continue in the program and will be notified in writing by the Committee chair.

### **Student Appeals Process**

Per College of St. Scholastica policy:

“The academic appeal procedure is a process designed to address an academic situation the student perceives as unfair or unjust. It is not a process to be used when there is dissatisfaction with a grade or to obtain a grade change. For information on non-academic grievances, refer to the relevant sections of the Student Handbook.

#### **Administrative Appeal**

The student should try to resolve the situation by discussing it with the following people in the order listed below. The procedure would halt at any point that satisfaction has been reached. If the administrative path for the appeal is unclear, the student should consult with the VPAA for clarification.

1. Course Faculty
2. Program coordinator or director if applicable
3. Department chair
4. Dean of the school in which the department or program resides
5. Vice President for Academic Affairs”

For a full listing and explanation of Academic Program Policies, please visit: <http://www.css.edu/student-affairs/student-life/table-of-contents-for-student-code-of-conduct-and-policy-library/academic-and-enrollment-policies.html#AcademicProgram>.

Students may appeal a decision regarding admission to major, admission to student teaching or dismissal from the program by submitting a letter of appeal by the end of the semester in which the decision was made. The letter should include the reason for the appeal and explain any extenuating circumstances.

The SOE Admissions Committee will meet with the student and/or the student's representative(s)/advocate(s), who will be given an opportunity to present the rationale and supporting evidence as to why the committee decision should be changed. The committee may ask the student to provide additional information before making a decision on the appeal.

The SOE Committee Chair will inform the student of the committee's decision. The decision will be provided to the student in writing. If the student is not satisfied with the decision of the committee, the student may continue the appeals process with the SOE Undergraduate Chair and the Dean of the School of Education.

## Leaves of Absence

Students who intend to take a leave of absence from any SOE program should inform their advisor. The student will be required to meet all current requirements when they reenter the program. The School of Education and Minnesota Professional Educator Licensing and Standards Board (PELSB) policies are subject to change.

## Dismissal from the Major/Program

The School of Education reserves the right to dismiss a student who does not maintain the required level of scholarship or whose shows lack of progress in developing SOE Dispositions or the Minnesota Professional Educator Licensing and Standards Board (PELSB) Code of Ethics (included in this Handbook). A student may be dismissed from the Education program for specific reasons, including but not limited to:

- Unsatisfactory grades;
- Frequent unexcused absence from class and/or clinical experiences;
- Unacceptable professional behavior;
- Academic dishonesty;
- Abuse of alcohol or drugs
- Other inappropriate or unethical behavior.

Once dismissed, the student may not reapply to the SOE program s/he was dismissed from. A student wishing to appeal the dismissal should follow the Student Appeals Process found in this handbook.

## FIELD EXPERIENCES

### Description

There are several field experiences for all education majors with a licensure. Students must meet all field experience course requirements prior to being admitted to student teaching. Field experience assignments are made to provide diverse school settings, different from a student's own K-12 experience, in schools with diverse populations, and at differing grade levels. Students are evaluated in each of the field experiences. CSS Faculty visit field experience sites to observe students as they work with children, teachers and other professionals. Evaluation of student field experience performance is used to determine if a candidate can progress in the program and if they are ready to student teach.

### Field Experience Expectations/Requirements

1. Become familiar with the rules and regulations of the school, and the policies and procedures of the cooperating teacher.
2. Show a willingness to assist the classroom teacher(s) with both instructional and non-instructional tasks.
3. Adhere to the Code of Ethics for Minnesota Teachers included in this handbook.
4. Welcome critique and suggestions from the cooperating teacher(s) and college supervisor, and work to implement suggestions for improvement.
5. Avoid situations that are outside the responsibility of the field experience as described in the appropriate field experience syllabus.
6. Model appropriate speaking and writing skills and professional behavior.
7. Pay particular attention to these specifics:
  - a. learn the names of students
  - b. dress professionally and maintain a well-groomed appearance;
  - c. show interest, initiative, enthusiasm, and resourcefulness
  - d. be friendly, cooperative, and considerate of everyone
  - e. use equipment and materials responsibly and carefully
8. Maintain a professional relationship with the cooperating teacher.
9. Concentrate on pedagogical progress while avoiding gossip and comments about other students and teachers.
10. Arrange transportation to and from the assigned school.
11. Have regular attendance and be punctual. The student, cooperating teacher, and college supervisor should cooperatively decide if additional hours are to be required due to absence or

lack of progress in the areas identified as critical to SOE Dispositions (Collaboration, Inclusion and professionalism).

## Field Experience Observation and Evaluation

Students will be observed and evaluated by a college supervisor and the cooperating teacher several times, depending on the field experience. It is the student's responsibility to arrange the dates and times for each observation and to communicate this information to the cooperating teacher. If for any reason it is necessary to cancel an observation, the college supervisor must be contacted as far in advance as possible.

It is the student's responsibility to ensure all required evaluations and paperwork from the cooperating teacher are submitted in a timely manner. Failure to do so may end in a fail grade for the field experience.

## Placement

Assignments are determined cooperatively with the administrators and teaching staff of area schools and the field experience coordinator. Placements are limited to school sites within 30 miles of campus. Special requests for placement with a particular school or teacher need to be made in writing and submitted to the Coordinator of Educational Experiences. Due to a variety of circumstances, including availability of the requested teacher, location, etc., it may not be feasible to grant the special request.

## Student Liability Insurance

A well-established principle of tort law is that everyone is responsible for his/her acts, or failure to act, which are negligent and which result in an injury to another person. College students engaged in activities with children in school settings are included in this principle. Therefore, the **SOE strongly recommends you be insured** when you have contact with children in your field experiences. Student teachers are **required** to have and provide evidence of liability insurance prior to the start of their student teaching experience. [Learn more about the benefits of student membership](#) from Education Minnesota, including \$1 million in professional liability insurance

In addition to insurance, some school districts **may** require a background check with some requiring fingerprinting for a national criminal background check. This requires that the student obtain a fingerprint card and take it to a law enforcement agency to have the fingerprinting completed. There is a fee for this service. Should this be a requirement of your placement, details will be discussed in the appropriate methods courses. See the Coordinator of Educational Experiences for more information.

## Criminal Background Study

Students in a K-12 system are considered by the SOE as a vulnerable population. To protect them, a criminal background study is required for all students entering field experiences or courses that require field experiences in a K-12 system. Any costs incurred to complete the background study are the student's responsibility and must be paid in full at the time the student is made aware of them. All forms required for the CSS SOE Criminal Background Study are available on the SOE website.

The criminal background study will be made at the initiation of field course work utilizing a Conduct Review Statement provided by the SOE and a background check through Verified Credentials (a private firm that does nationwide background checks).

Each following year, the criminal background study will include a Conduct Review Statement provided by the SOE and a Minnesota Criminal History review through the Minnesota Bureau of Criminal Apprehension.

The Red Flag Review (see procedure below) will be implemented if any discrepancies occur during the Criminal Background Study. An individual who is deemed a security or safety risk to vulnerable populations will be disqualified from having direct student contact as a result of the background study and will not be permitted to participate in field experiences or courses that require field experiences. The SOE will make the sole and final risk determination of a student. Students who receive notice that they are disqualified must arrange for an immediate appointment with the SOE Undergraduate Chair. A student

deemed a risk will not be allowed to complete the Education program. Materials gathered for the background study will be held by the Coordinator of Educational Experiences in the School of Education offices.

## **Red Flag Review Procedure**

The Red Flag Review is a process used when a discrepancy appears on the background check, or Conduct Review Statement, of a SOE student that may be cause for concern for the safety or security of vulnerable individuals.

Identified discrepancies which may result in a Red Flag Review being initiated include:

Any felony	Any abuse incident
Drug/alcohol Incident	Harm to vulnerable people
Crimes of violence	Plea bargains
Patterns of behavior	Other

When a discrepancy appears on a background check, or Conduct Review Statement, the following procedures will be followed:

1. The SOE Undergraduate Chair will contact the student involved and schedule a meeting regarding the discrepancy with the “Background Account Administrator” and appropriate “SOE Chair” or designee.
2. Review the circumstances of the discrepancy.
3. The Background Account Administrator and SOE chair will determine if notification of the discrepancy to the field experience site personnel is needed.

*If needed:*

4. Obtain a “Release of Information” from the student.
5. Notify field experience site personnel of discrepancy.
6. As needed, meet with field experience site personnel to review discrepancy and background check report.

The final determination on placement is made by the “Superintendent” or designee of the field experience site. Upon acceptance of the student, documentation on the discrepancy will be provided to the field experience site personnel. The student will be informed in writing of the placement meeting outcome.

## **STUDENT TEACHING**

### **Description**

The student teaching experience at The College of St. Scholastica has been developed to meet the requirements as set forth by the Minnesota Professional Educator Licensing and Standards Board (PELSB) and rigorous standards of excellence required by external teacher accreditation agencies. The purpose of student teaching is to provide students with a significantly long, practical teaching experience in a local elementary, middle school, and/or high school under the supervision of a licensed teacher. The experience includes formal observation, planning of teaching units, participation in school activities, working with students with diverse learning needs, communicating effectively with parents/guardians, and working with school support personnel. Student teachers are supervised and observed by college faculty. In addition to the actual student teaching experience, students must also register for and attend weekly student teaching seminars.

Students must participate in a student teaching experience for all licensure areas. The standard length of the student teaching experience is a full academic semester. Students seeking dual licensure in elementary and secondary education will meet with the chair of the undergraduate program to determine student teaching requirements.

Contact the program chair/your advisor for information on the following:

R:\Education\Shared Files\Undergraduate\Handbooks\UndergradHandbook.7.11.19.docx

- Full year of student teaching at Churchill Elementary School, Cloquet, MN
- Student teaching abroad at <https://ace.morris.umn.edu/morris-global-student-teaching>.

## Admission to Student Teaching

Application for admission to student teaching is made to the SOE Student Teaching Admissions Committee during the spring semester of the junior year, or the spring semester preceding the academic year in which the student is applying to student teach. Criteria for admission to student teaching are as follows:

- Senior standing and full admission to the Education program
- Completion of, or enrollment in, all required courses prior to student teaching
- An overall cumulative GPA of 2.8, and a “C” or better in all required licensure program courses, (includes Education and content area courses)
- MSEP students will submit a recommendation for student teaching from their Major department
- Teacher candidate must have attempted all three NES Essential Academic Skills Tests or have achieved a passing score on the ACT Composite Plus Writing or SAT to satisfy the requirement. Passing scores:
  - ACT plus Writing (Composite:  $\geq 22$ , and Combined English/Writing OR English Language Arts (ELA score):  $\geq 21$ )
  - SAT (reading:  $\geq 510$ , writing:  $\geq 510$ , and math:  $\geq 520$ )
  - NES Essential Skills passing scores: Multi-State NES Reading  $\geq 205$ ; Multi-State NES Writing  $\geq 214$ ; Multi-State NES Math  $\geq 213$ ; MN NES Math, Reading, Writing  $\geq 520$ .
- Must have taken all required MTLE Pedagogy and Content exams
- Must have positive and acceptable Professional Behaviors Evaluations

Students will be notified in writing of the decision of the SOE Undergraduate Student Teaching Committee in regard to their application. If a student is denied admission to student teaching the student may appeal based on extenuating circumstances.

## Placement

Assignments for student teaching are determined cooperatively with the administrators and teaching staffs of area schools and the CSS Coordinator of Educational Experiences. Special requests for placement with a particular school or teacher need to be made on the student teaching application. Student teaching placements are limited to school sites within a 30 mile radius from campus. Under no condition is a student to set up a student teaching placement on their own. Students will be notified of their placement as soon as the placement is confirmed.

## Changes in Placements

Changes in placements will not be made once placements have been confirmed. In rare instances a change of placement may be required due to extenuating circumstances. If a change in a student teaching placement becomes necessary, the student teacher must notify the Coordinator of Educational Experiences and the Chair of the Undergraduate Program. The Student Teacher **must not** leave their assignment without the permission of their college supervisor and the Chair of the Undergraduate Program. In the case of an emergency, and the student feels they cannot go to the school site, the student teacher must contact the college supervisor and the Chair of the Undergraduate Program immediately.

## Transportation

Student teachers must make their own arrangements for transportation to and from the school site. If the student needs to take public transportation to the school site, the Coordinator for Educational Experiences should be notified during the Student Teaching Application process.

## How to Apply to Student Teaching

Students in the Elementary and Middle/Secondary Education Programs, which includes the Spanish and Music Education K-12 licensure candidates, apply for student teaching once during each academic year. All applications to student teaching are due on **the second Tuesday in February**. Application links can be found on the Undergraduate Blackboard Community page under “*Student Teaching*”.

- Students should select the application for their area of study and follow the prompts to completion. Students are able to edit their application after submission.
- All students on the Duluth campus must upload a letter of introduction and resume during the online application process.
- Middle/Secondary students must obtain a recommendation from their content area advisor. That form is also found in Blackboard. It must be uploaded during the online application process.

Students are encouraged to stop by the School of Education office (T3101), or contact their advisor, with questions or concerns.

### **Student Teaching Attendance/Schedule**

- Student teachers follow the calendar of the school where they are placed (not the College calendar) and will keep the same hours at school as the cooperating teacher.
- Student teachers must call the cooperating teacher at home or at school as soon as possible in cases of absence due to illness or emergency. If the student teacher is unable to connect with the cooperating teacher, then the student teacher must notify the school staff or principal and the student teacher must keep calling until the teacher is notified. The student teacher must also make the college supervisor aware of the absence.
- Student teachers are required to be in school any time it is in session even if the college is not.
- Requests to arrive late or leave the site early must be pre-approved by the cooperating teacher. If there are more than three requests to arrive late or leave early, the college supervisor will be notified.
- Student teachers are required to participate in institutes, in-services, and parent/student programs that occur while student teaching.
- Student teachers must attend any school "make-up" days that are scheduled during the time of the placement.
- In the case of bad weather and the school is delayed or canceled, the student teacher must notify the College Supervisor.

### **Responsibilities**

It is the responsibility of the **student teacher** to:

- Be professional in appearance, behavior and attitude.
- Acquaint him/herself with the mission and philosophy of the school in which he/she is placed.
- Become familiar with the school's media center, assist with or observe co-curricular and extra-curricular activities, attend faculty meetings, and become familiar with the special education program in the school.
- Be prepared, organized and flexible in the planning and implementation of lessons, units, and classroom routines.
- Use and have available daily lesson plans and evaluations and share these with the cooperating teacher. This requires long range and daily planning.
- Engage in self-evaluation and reflection daily, to develop and modify his/her practice.
- Make a commitment of both time and energy during the student teaching experience and not allow his/her personal life to interfere or compete with his/her professional development.
- Maintain open and appropriate communication between the college and the school, as well as communication within the school, parents, faculty, support staff, administration at the school site.
- Apply in the classroom a variety of theories, philosophies, methods, and ideas learned through coursework.

It is the responsibility of the **cooperating teacher** to:

- Serve as a professional role model in all that he/she says and does.
- Provide a welcoming environment, introductions to school personnel and policies, and exposure to professional development activities and resources.
- Provide honest feedback and evaluation on a daily basis, both formal and informal.
- Provide a model and framework for effective parent and in-school cooperation.
- Provide guidance and support to the student teacher while promoting and accepting diversity.
- Provide necessary curriculum guides and academic expectations around which the student teacher can plan and implement appropriate learning activities.
- Share both his/her personal philosophy of education as well as the school's philosophy with the student teacher.

- Acquaint the student teacher with discipline policies while modeling effective and appropriate classroom management approaches and techniques.
- Provide the student teacher with physical space within the classroom and treat the student teacher as a professional colleague.

It is the responsibility of the **college supervisor** to:

- Communicate the college's goals, expectations, and criteria for a successful student teaching experience.
- Encourage and foster the application of theories, philosophies, methods and ideas presented through coursework.
- Emphasize reflection on the part of the student teacher; this includes more asking and less telling when evaluating student teacher performance.
- Be approachable and open to both student teachers and cooperating teachers.

## **Social Media/Networking**

Student teachers are advised to keep all of their social networking sites on a strictly private setting. Any visual pictures and/or information included on the sites must be within the expectations of a professional. Poor professional judgment can be detrimental to the student teaching experience as well as future career opportunities.

## **Job Interviews**

A student teacher is encouraged to apply for jobs while they are student teaching. However, during student teaching, interviews need to be scheduled after school hours or during public school breaks. If this is not possible, the student must request time for the interview from the cooperating teacher and college supervisor.

## **Teacher Strikes or Work Stoppages**

If a teacher strike or work stoppage occurs after the student teacher has begun his or her assignment the student teacher will be directed not to report to the assigned school, but to report to the college supervisor. In the case of a prolonged work stoppage extending two weeks or more, the student teaching will be reassigned.

In the event that a strike or work stoppage is called by any group other than the recognized teacher bargaining agent for the district, the student teacher will report to his or her student teaching assignment, providing the cooperating teacher is on duty. During a strike or work stoppage, no College of St. Scholastica student teacher will act as a substitute teacher or in any capacity other than that specified in the original student teaching placement agreement.

## **Outside Course Work, Employment, and Extracurricular Activities**

It is recommended that, when possible, students do not participate in any other coursework, employment, or extra-curricular activities while student teaching. If a student chooses to participate in other school activities such as athletics, prior arrangement with the Cooperating Teacher and the College Supervisor must be made. Every effort must be made by the student to minimize absences from student teaching.

## **Unsatisfactory Performance of a Student Teacher**

### **Steps Necessary for the Provision of Due Process**

1. If the cooperating teacher and college supervisor agree that the Student Teacher is not progressing at a rate that will allow successful completion of student teaching, the Student Teacher shall be notified by the College Supervisor (both verbally and in writing via student's CSS email account) as soon as reasonably possible. The student will be provided documentation of the specific areas needing improvement.
2. After such notification the College Supervisor will meet with the Student Teacher to discuss the performance concern(s), and an improvement plan will be developed. The improvement plan will include a **specific** period of time in which the Student Teacher must demonstrate the **required** improvement and the goals agreed upon by the cooperating teacher and the college supervisor. The student will receive a copy of the implementation plan in writing via student's CSS email account. During this agreed upon period, the College Supervisor and the Cooperating Teacher



shall regularly provide the Student Teacher with assistance and feedback regarding his/her progress in correcting the deficiencies.

3. If the Student Teacher does not meet the goals of the improvement plan in the specified time, or begins to demonstrate other inadequacies, as determined by the College Supervisor and the Cooperating Teacher, then, the College Supervisor may issue a grade of unsatisfactory. In extreme cases, in cooperation with the Chair of the Undergrad program and Coordinator Educational Experiences, the student teaching placement may be terminated before the end of the term.
4. If the student teaching placement is terminated, the student, and the Chair of the Undergrad program may develop a readmission plan for student teaching. The plan may include activities such as additional coursework, additional field experiences, counseling, etc. All areas of the plan must be met before the student can reapply to student teach, and it must be determined by the Chair of the Undergrad program that the student will be able to demonstrate expected performance.

### **Administrative Removal**

1. A Student Teacher may be removed from student teaching, without prior notice, if the School Principal or the Cooperating Teacher, in their sole discretion, determine that the presence of the Student Teacher is a threat to the health, safety, welfare, or learning of the pupils with whom the Student Teacher is assigned to work, or if the student violates any portion of the Minnesota Teacher's Code of Ethics. This process shall be known as Administrative Removal.
2. The College Supervisor shall give the Student Teacher written notice of the Administrative Removal within a 24-hour period, or as soon as reasonably possible, which will also inform him/her of the right to discuss and review such Administrative Removal with the Chair of the Undergraduate program.

### **Lesson Observation and Evaluation**

The college supervisor will observe the student teacher six times, preferably once every two weeks during which the student teacher will be formally evaluated. The observations must begin early in the student teaching experience so the student teacher has time to reflect on teaching and incorporate new skills in their teaching. The student teacher will arrange the dates and times for each observation and communicate this information to the supervisor. These observations may occur individually, or as a group of lessons over the course of half a school day. After the lesson is taught, the college supervisor and the student teacher will meet to reflect on the lesson implementation. Feedback will be provided and goals will be set for the future observation. The student teacher must make arrangements to find a space in the school for the conference and must make arrangements with the cooperating teacher to leave the classroom to participate in the conference. The observation conference should not take more than 30 minutes.

The college supervisor, in consultation with the cooperating teacher, determines the final grade (pass or fail) for student teaching.

### **edTPA-Teacher Performance Assessment**

Minnesota state law requires teacher preparation programs to adopt a performance assessment as part of the required steps for teacher licensure. In 2011, the Minnesota Professional Educator Licensing and Standards Board (PELSB) adopted edTPA as the statewide performance assessment.

edTPA includes a review of the teaching and learning process by documenting each candidate's ability to teach his or her subject matter effectively to all students through video and student work analysis. It is an assessment process that requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Students will receive direction for the edTPA during their student teaching seminar.

Students are required to meet the state edTPA threshold scores for each of the three tasks and have no scores of "1" on any rubric to receive a recommendation for licensure. If threshold scores are not met or a score of "1" on a rubric is received, remediation will be required until adequate evidence to show readiness to teach in the low scoring areas is provided.

## PROGRAM COMPLETION

### Minnesota Professional Educator Licensing and Standards Board (PELSB) Licensure

Following graduation, students who wish to teach in Minnesota need to apply to the Minnesota Professional Educator Licensing and Standards Board (PELSB) for a license. Students must apply online at the Minnesota Professional Educator Licensing and Standards Board's web site.

<https://mn.gov/pelsb/>. Information is available on the SOE website summarizing the process and procedures utilized for licensure recommendations.

Students should submit the following to the SOE:

- a completed fingerprint card
- check made out to PELSB in the amount of the current application fee
- PELSB License Application Cover Page
- Verification of Completion of State Approved Licensure Program (to be completed by SOE)

The CSS Licensure Officer will then ensure the candidate meets the requirements to be recommended for licensure and forward the completed documents to the PELSB. Application processing by PELSB varies but can take 6-8 weeks. Please note that as of July 2019, PELSB must wait for a background check to clear prior to beginning the review process.

The Minnesota Professional Educator Licensing and Standards Board (PELSB) has an appeal process for students enrolled in licensure programs. It can be found on the Minnesota Professional Educator Licensing and Standards Board's website. It reads as follows:

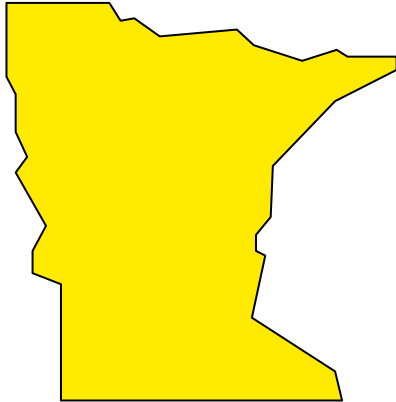
#### **MS 122A.09, Subdivision 4c**

*Subd. 4. License and rules. (a) The board must adopt rules to license public school teachers and interns subject to chapter 14.*

*(c) The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.*

*(see next page for the Code of Ethics for Minnesota Teachers)*

**Code of Ethics**  
**FOR MINNESOTA TEACHERS**  
**Minnesota Professional Educator Licensing and Standards Board (PELSB) Licensure**  
**(Chapter 8700.7500)**



**Subpart 1.**

Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Professional Educator Licensing and Standards Board (PELSB).

**Subpart 2.**

Standards of professional conduct. The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall not deliberately suppress or distort subject matter.
- G. A teacher shall not knowingly falsify or misrepresent records of facts relating to that teacher's own qualifications or to other teachers' qualifications.
- H. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- I. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.