UNIVERSITY OF NORTH DAKOTA

Education Building, Room 102
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Grand Forks, ND  58202-7189
www.und.nodak.edu/dept/ehd/

2014-2015
Dear Teacher Candidate:

Welcome to the teacher education programs at the University of North Dakota!

We have a proud tradition at UND of preparing high quality educators and professionals for the schools who are life-long learners, effective practitioners and advocates for students and schools. Throughout your program you will have multiple opportunities to work closely with students in P-12 school settings providing you with a firm foundation on which to begin your career. You will also be working with dedicated faculty who believe that teaching and learning is a life-long commitment and model best practices in their classrooms. We will support you as you prepare this most important of careers.

This handbook is intended to serve as a guide to you as you explore teacher education at UND. You will read about our conceptual framework as well as descriptions about our, programs and clinical experience requirements and opportunities. In addition, the College of Education and Human Development offers professional advising in Room 102 of the Education Building with skilled advisors. Once admitted to the program, you will be assigned to a faculty member who is an expert in your program area and will continue to advise you. Our programs change as rules and requirements for program and licensure change and your assigned faculty advisor is your key to keeping up to date. We invite you to visit our webpage: http://education.und.edu/teacher-ed.cfm for more information about the faculty and our programs.

We are pleased that you are interested in becoming an educator and look forward to having you as part of our community of learners.

Sincerely,

Robert Hill, Dean
College of Education and Human Development

Barbara Combs
Associate Dean for Teacher Education
# UND Teacher Education Handbook Index

## Part 1 – INTRODUCTION to TEACHER EDUCATION

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Programs preparing teacher educators and other school related personnel at the University of North Dakota are in compliance with the reporting requirements of the Title II, Higher Education Act.

HANDBOOK CONTENT NON-BINDING, SUBJECT TO CHANGE STATEMENT
Catalogs, bulletins, and handbooks of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same. Information contained in such printed material is subject to change without notice, and is not to be interpreted as creating a binding obligation on the institution and State. In times of changing conditions, it is especially necessary to have this understood. August 2013

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UND Teacher Education Programs
A Tradition of Excellence

At the University of North Dakota, approximately 40 faculty are directly involved in the professional preparation of teachers. Many of them are in the Department of Teaching and Learning; others are housed in the Department of Physical Education, Exercise Science and Wellness, and the College of Arts & Sciences. These faculty prepare approximately 150 new teachers a year to enter the classrooms of North Dakota, Minnesota, and the nation.

The University of North Dakota opened on September 8, 1884, to welcome 11 students. One of the three divisions of the new university was the Normal Department, which became a Normal College in 1900, Teacher's College in 1905, and School of Education in 1911. These name changes reflected the growing professionalism of teachers and emphasis on their education. In 1950, the unit changed names once again to become the College of Education and entered a period of steady growth. In 1968, the University of North Dakota responded to the challenge of enabling teachers then teaching without four-year degrees to earn full certification by forming the New School for Behavioral Studies. The 1972 merger of the New School with the College of Education led to formation of the Center for Teaching and Learning. In 1996 the Center for Teaching and Learning underwent reorganization and today the College of Education and Human Development has primary responsibility for all teacher education programs at UND.

The North Dakota Education Standards and Practices Board (ESPB) approves all the education programs at UND for licensure of UND graduates to teach at the early childhood, elementary, middle or secondary levels. The North Dakota Department of Public Instruction approves programs that lead to licensure for school administrators, counselors, and special educators. The UND Teacher Education programs are nationally accredited by the Council for the Accreditation of Education Preporation (CAEP) and UND is accredited by the North Central Association. In addition our Special Education program is nationally recognized by the Council for Exceptional Children (CEC). UND has the largest teacher education unit in North Dakota. Nineteen percent of the educators in North Dakota earned their highest degrees at this university. In 2002 the teacher education programs were awarded the “Best Practice Award” by the American Association of Colleges of Teacher Education (AACTE). All tenured faculty members hold doctoral degrees. These faculty members present regularly at national and state meetings and publish books and articles. Many are nationally recognized in their respective fields, as well as being recognized, individually and collectively, for teaching, research, and service to the UND community.

Program graduates also have good reputations. Many have been named “Teacher of the Year” in their states and districts, while others have served leadership roles in professional organizations and schools. Throughout its rich history, the University of North Dakota has had a tradition of preparing excellent professionals in education and is well positioned to continue to meet the challenges in the future.

Title II

Programs preparing teacher educators and other school related personnel at the University of North Dakota are in compliance with the Title II Higher Education Act, and have reported their information to the North Dakota Educational Standards and Practices Board.
The College of Education and Human Development (EHD) has a special mission within the University of fostering healthy human development and learning across the lifespan, beginning in early childhood. In support of this mission, the College actively embraces human and cultural diversity as an asset and seeks to weave it throughout all of our activities. Both graduate and undergraduate students are expected to develop the skills and self-awareness to become effective and ethical professionals and leaders in schools, higher education, human service and wellness organizations. In these roles, graduates of EHD empower individuals, families, groups, organizations, and communities to make healthy decisions and lead full and productive lives. Through these efforts, graduates serve a vital function in re-creating and maintaining a healthy economy and enhanced quality of life.

The departments of EHD employ multi-faceted approaches to education, relying on teaching, research, and service in the education of students. The continuing development of effective and innovative instructional methods provides excellent service and education to diverse groups of students, including those both on and off the UND campus. The array of disciplines within the college emphasizes basic and applied research with implications for individual development and social change. This emphasis is reinforced by the professional service provided by faculty, many of whom are involved in service in mental health, wellness, and teaching roles. Within all three domains – teaching, research, and service, we attempt to form partnerships with community, state, tribal, and national organizations and government, as well as schools and human service agencies, to provide a more comprehensive effort to foster human development and learning. We seek to develop mutually supportive partnerships with historically under-served populations, especially the American Indian.

Teaching and Learning Vision Statement

The Department of Teaching & Learning will be a recognized leader in preparing teachers and professionals for a diverse and global society through excellence in teaching, scholarship and service.

Teaching and Learning Department Mission Statement

The Department of Teaching & Learning is dedicated to the scholarly pursuit and dissemination of knowledge to aid in the professional development of teachers, teacher educators, and scholars at the undergraduate and graduate levels. We engage in teaching, research, and service that inform exemplary policy and practice at all levels of education, from early childhood through higher education. Through our practice, scholarly pursuits, and service to the educational community, we emphasize, embrace and reflect upon the intertwined processes of teaching and learning. We promote constructive learning environments to enhance students’ abilities to appreciate diversity and operate as productive citizens of a global society.

Our Conceptual Framework for Teacher Education

The College of Education and Human Development strives to fulfill, and is the organizing unit for, the University of North Dakota’s mission in the areas of education and human services. Teacher Education at the University of North Dakota includes faculty from two different colleges (Arts and Sciences, and Education and Human Development) and from seventeen different departments. This structural complexity of the teacher education unit is pulled together by a common conceptual framework of teacher preparation that is holistic, dynamic, and continually evolving. Three themes are woven throughout the programs:

✦ Educators as learner ✦ Educators as Practitioners ✦ Educators as Advocates
Educator as Learner, addresses our goal of developing candidates who are committed to the continuing process of learning about many things, especially about their content and learning to teach.

Educator as Practitioner, focuses on developing educators who are able to take an active role in promoting the learning of all students. Candidates expand their knowledge about the learning context and the diverse learner while engaging in multiple, authentic experiences that challenge them to apply their growing knowledge and skill.

Educators as Advocates is directed at the development of candidates who will advocate with and for students, parents, colleagues, school and community. We want our candidates to be committed to meeting the educational needs of all of their students in a caring, non-discriminatory and equitable manner. Additionally, we want them to recognize the existing inequities in schools and society and adopt a proactive stance that will challenge such inequities and improve the life chances of all their students.

**Design of Undergraduate Teacher Education Programs**

Teacher education programs at UND have their roots in the tradition of progressive education. The progressive vision includes individualized, developmentally appropriate, and constructivist curriculum; student-centered learning; interdisciplinary approaches to solving real problems; use of primary resources and direct experiences of learners; commitment to community involvement and to the school as a model of democracy; valuing of diversity; and commitment to humane and holistic understandings of learning, teaching, and evaluation.

Programs that prepare teachers at UND encourage the development of teachers who are committed to lifelong learning about many things, but especially about the process of teaching; who are able to take an active role in promoting the learning of students; and who can envision resolution to the dilemmas of teaching which contribute to a democratic, humane, and just society. Connections between the experiences of teacher education candidates as learners and their preparation as teachers are nurtured in the programs through such practices as field experiences, structured reflection, group learning, and portfolio assessment. Through our programs, teacher education candidates will witness and experience models of teaching that will support them in reaching the overall goals of basic programs that are by the Undergraduate Curriculum Committee as follows:

1. To champion diversity that exists among students and respond to the challenges of living in an increasingly diverse society.
2. To respond to the learning needs and interests of individual students.
3. To create a safe and stimulating environment for learning.
4. To engage students in authentic interactions with one another and with the wider community to promote learning.
5. To develop curriculum that is interdisciplinary and demonstrates depth of content knowledge as well as breadth in approach.
6. To develop curriculum that is developmentally appropriate.
7. To involve students in solving problems and addressing issues which are important for consideration in a democracy.
8. To incorporate assessment of student learning and evaluation of learning processes as natural elements of the curriculum.
9. To respond to the norms, values, and changing dynamics of the school and community while maintaining a vision of good practice that is personally meaningful and professionally grounded.
10. To engage in reflective practice to support the assessment and enhancement of the candidate’s own teaching.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974**

All students, including University of North Dakota student teachers, are protected by the Family Educational Rights and Privacy Act (FERPA). Cooperating Teachers and Supervisors may have access to student teacher records which contain information about their academic history, their student teaching progress, and other personal information. Disclosure of such information to those other than authorized personnel who have legitimate educational interest is prohibited by the Family Educational Rights and Privacy Act of 1974. It should be understood that the intentional disclosure of protected information by the Cooperating Teacher or the Supervisor violates FERPA and the University of North Dakota’s policy of confidentiality.

An exception to the above is that student information may be disclosed if the student signs a statement of permission for the information to be released.

If there are questions regarding the above statement, please contact the student teaching office of the University of North Dakota, (701) 777-4128.

**Essential Abilities Requirements**

Essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the teacher education curriculum and the development of personal attributes required for professional licensure. The candidate must possess or be able to gain these abilities with or without reasonable accommodation.

The essential abilities required by the curriculum are reflected by competencies in the following areas: communication, intellectual, behavioral, social, motor, and sensory. Below are attributes in all areas that each teacher candidate must possess.

**Communication competencies:** The candidate demonstrates communication competencies by such behaviors as using appropriate grammar, syntax, inflection, and vocabulary in spoken and written expression. The professional candidate speaks distinctly with confidence, uses correct spelling, and mechanics of English. The candidate must use professional language and refrain from using inappropriate cultural slang. Further communication with P-12 students and families is demonstrated by sensitivity to the situation and family circumstances of their P-12 students.

The candidate must have the cognitive abilities necessary to master relevant content in subjects commonly taught in P-12 schools and pedagogical principles and their application in field settings at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The candidate must be able to develop reasoning and decision-making skills appropriate to the practice of teaching.

**Intellectual competencies:** Additionally, the candidate must be able to demonstrate the following knowledge and skills:

1. Understands the ethical and moral complexities of schooling and has developed a
valued position in relation to ethical and moral issues.

2. Understands the social/political dimensions of schooling.

3. Understands the central concepts, tools of inquiry and structures of the disciplines, and creates learning experiences that make these aspects of subject matter meaningful for students.

4. Understands how children learn and develop and provides learning opportunities that support their intellectual, social, and physical development.

5. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

6. Understands and uses a variety of instructional strategies to encourage students’ development of conceptual understanding of various subject areas through critical thinking, problem solving, and performance skills.

7. Uses an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

8. Uses knowledge of effective verbal and nonverbal communication techniques and makes appropriate use of educational technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

9. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

10. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

11. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and wellbeing.

12. Understands issues of diversity and multiculturalism and applies understanding to education decisions.

13. Continually reflects on and evaluates the effects of his/her choices and actions on others (students, parents, and other professionals) and actively seeks opportunities to grow professionally.

**Behavioral and Social (Dispositions):** The candidate meets the requirement for dispositions by demonstrating such behaviors as fully participating in class and field settings, completing assignments and responsibilities on time, and seeking assistance from instructors and faculty when appropriate. Additional professional behaviors include prioritizing responsibilities, demonstrating openness to new ideas, being willing to accept constructive criticism and using that criticism to improve performance, taking initiative, using good judgment, demonstrating poise and flexibility, and displaying a positive and enthusiastic attitude.

Behavioral and social attributes are demonstrated by such behaviors as developing positive relationships with peers and education professionals, treating individuals with respect, using tact and discretion, and setting a positive and respectful tone in interactions with others. These behaviors are exhibited by actively listening to other’s viewpoints, recognizing own strengths and weaknesses and responding appropriately, perceiving a wide range of interpersonal cues from others and responding appropriately, and working effectively in groups.

The candidate must possess the emotional maturity and stability to function effectively under stress that is inherent in education and to adapt to circumstances, which are unpredictable or that may change rapidly. He/she must interact productively, cooperatively and in a collegial manner with individuals of differing personalities and backgrounds, and be an active contributor to the process of providing educational experience by demonstrating the ability to engage in teamwork and team building.

He/she must demonstrate the ability to identify and set classroom priorities. The candidate must be punctual and perform work in a timely manner.
**Physical and Sensory:** Additional attributes necessary for the teaching profession include compassion, empathy, integrity, responsibility, a sense of justice, and the physical capacity to handle the necessary demands of the job. Physical attributes include adequate physical stamina and energy to carry out the responsibilities of teaching over long hours and sensory abilities to support the assessment and classroom management responsibilities of the profession.

**Evaluation:** The essential abilities of teacher education are the basis for the requirements for admission, retention, and graduation of applicants of the teacher education programs at the University of North Dakota. Evaluation and assessment of the candidate’s performance in each of these characteristics is an ongoing process. Field experiences are often the critical junctures in the program when the essential abilities of the candidate may be challenged. Completion of a successful field experience is required for admission to the programs. In addition, several field experiences that carry hierarchical expectations for successful completion are required throughout the programs. Data is gathered from university based faculty as well as faculty in the public schools from the point of admission throughout their teacher education program. The information is shared with the candidate on a regular basis and used to support their professional development.

**General Information**

**Total Hours Required**

125 semester credit hours are required for graduation, some majors require more.

**Essential Studies Requirements**

**General Education** - Teachers are well educated people who like to learn all sorts of things! General Education is part of teacher education programs. For the early childhood education, middle level education and secondary programs, you need to meet or complete the General University Requirements. Essential Studies requirement for elementary education exceed the University requirement, so read the catalog carefully!

Total Number of Essential Studies = 36 credits + 3 credit upper division Essential Studies capstone (required of all students, including transfers)

**Your Essential Studies Program will include four components:**

**I. Communication Requirements**

* 6 credits written communication, including English 110 (College Composition I) and English 130 (College Composition II)
* 3 credits oral communication - Your oral communication course must be selected from the list of Essential Studies oral communication courses, although your major may specify which ones you should take. For Teacher Education students Communications 110 (Public Speaking) is the required oral communication course taken.

**II. Breadth: Required Areas of Study**

You will be required to take courses from four broad areas of study. In each area of study, your classes must be taken in two or more different departments:
* 9 credits Communication (described above)
* 9 credits Arts & Humanities (including at least 3 credits in Fine Arts and 3 credits in Humanities.)
* 9 credits Social Sciences
* 9 credits Math, Science, & Technology (including at least one 4-credit science class with a lab)

### III. Special Emphasis Requirements

When choosing your Essential Studies courses in Arts & Humanities, Social Sciences, and Math, Science, & Technology, you need to be sure to include the following specially designated courses:
* a quantitative reasoning course (designated with a Q)
* two social-cultural diversity courses, one designated with a U and addressing diversity within the United States, and one designated with a G and addressing global diversity
* an advanced communication course (numbered 200 or higher and designated with an A)

Your quantitative reasoning (Q), social-cultural diversity (U and G), and advanced communication (A) courses may be selected from the list of Essential Studies courses with a Q, U, G, or A designation.

### IV. Capstone

Upper Division Essential Studies Requirements (a graduation requirement for all UND students, including those who have transferred Essential Studies credits from other institutions)

* 3 credit senior Essential Studies capstone - Your department may offer an Essential Studies capstone which you will be required to take. However, other capstone courses are open to students from all majors. Check with your department to find out which capstone options are open to and recommended for you.

### Teacher Education Requirements

Teacher Education requirements vary according to the major. Refer to Education Major Status Sheets (available on-line at [www.education.und.edu/status-sheets.cfm](http://www.education.und.edu/status-sheets.cfm)) or detailed in the UND Undergraduate & Graduate Catalog.

### Advisement

**Pre-admission.** To obtain advisement regarding essential studies/general education and major requirements, make an appointment with the Office of Advising and Admissions, College of Education and Human Development, Education Building, Room 102.

**Post-admission.** Once admitted to the program, you will be assigned a faculty advisor in your major and one in the T&L Department. Consult with them as soon as possible, as these people will be your permanent advisors.

### Certification

Upon graduation, candidates work with the Certification Officer in the Advisement Office (Education Building, Room 102) to complete materials needed to obtain the appropriate teaching license and/or endorsements. For a credential in special education, one must complete the special education program at the graduate level. **Teacher certification/licensure requirements differ from state to state. Make sure you check out the state’s requirements from which you are considering seeking licensure.**
InTASC/Program Standards

The undergraduate teacher preparation programs at the University of North Dakota have chosen the InTASC Standards as guides in the development of our Teaching & Learning Program Standards. These align well with the themes of our Framework: Educators as learners, Educators as Practitioners, and Educators as Advocates and delineate the knowledge, skills and dispositions, critical for teachers of all disciplines and all levels, preschool to grade twelve. Your knowledge of and ability to apply InTASC and Program Standards will be assessed at multiple points throughout your program.

Teaching & Learning Education Majors

Early Childhood Education

Early Childhood Education covers birth to age eight. The program is designed to prepare teachers to teach in preschools, kindergartens, first, second or third grades. Such settings include, but are not limited to, childcare centers, nursery schools and pre-schools, Head Start Programs, Early Childhood Family Education programs, public and private schools, and similar settings. The program also serves as foundational work for graduate study in Early Childhood Education, or Early Childhood Special Education. Students who choose to complete a self-standing Early Childhood Education major are those who have a strong commitment to early childhood education and anticipate becoming leaders in that field. Early Childhood students can also major in both Early Childhood and Elementary Education.

Elementary Education

The elementary education program consists of the following components: general education courses, a specialty area or minor, introductory courses, methods related courses, and student teaching. Students are advised to read the catalog description carefully and to review their program with their advisor.

All UND students must meet the Essential Studies Requirements specified in the UND Academic Catalog, but those requirements are expanded and specified for elementary education students. This ensures that students have the appropriate content background to teach the material encountered in an elementary classroom. Check the catalog carefully and consult with an advisor to confirm that the general education courses you take meet the requirements.

A specialty area or minor is also required for all elementary education students. This may be in another area of education, such as early childhood or special education, or it may be an area supporting the content taught in elementary schools, such as English or science. Possible areas are listed below and in the UND Academic Catalog.

Endorsements/Credentials/Minors:

- Kindergarten Endorsement
- English Language Learners/Bilingual Education Endorsement
- Reading Credential
- Early Childhood Education Minor
- Literacy Education Minor
- Special Education Minor
- Health Education Minor
- Athletic Coaching Minor
• Math for Elementary Teachers Minor
• Middle Level Education Minor

As with all programs in Undergraduate Teacher Education, introductory courses begin with T&L 250, Introduction to Education. This course provides a broad picture of the field of education, and helps students imagine themselves as teachers. Application for admission to teacher education is usually made during T&L 250. T&L 315 is the second introductory course in the Elementary Education Program, and is designed to provide basic information related to working with students with exceptionalities.

Upon formal admission: Math 277 (Mathematics for Elementary Teachers), T&L 315 (Education of Exceptional Students), T&L 328 (Children's Literature), and T&L 335 (Understanding Readers and Writers) are courses that must be successfully completed before enrolling in the TEAM (Teacher Education Through Applied Methods) block. TEAM is a 14-credit block of professional courses in four core elementary school areas (Math, Reading & Writing, Science, and Social Studies) and includes a field experience.

There are several other courses required to complete the Elementary Education Program. These are specified in the catalog but include:
• T&L 339 Technology for Teachers
• T&L 432 Classroom Management
• T&L 417 Writing & Language Arts Methods
• T&L 433 Multicultural Education
• Art 460 Art for Elementary School Teachers
• Music 442, 443 or 449 Music for Elementary School Teachers
• PXW 305 Health and Physical Education for Elementary School Teachers

Student teaching is normally taken during the senior year along with senior seminar (T&L 488) and senior capstone (T&L 489), after completing TEAM. Student teaching consists of full-time teaching under the supervision of a cooperating teacher and a university supervisor. Specific academic requirements detailed later in this handbook, must be met in order to student teach.

For more detailed information about elementary education, look at pages 203-204 in the UND 2011-2013 Academic Catalog – [http://und.edu/academics/registrar/catalog-current.cfm](http://und.edu/academics/registrar/catalog-current.cfm). You are strongly encouraged to contact the Office of Advising and Admissions (777-4128) since some aspects of the program are undergoing changes.

**Double Majors with Elementary Education**

The double major in Elementary and Early Childhood Education prepares students to become teachers in pre-school settings and elementary schools. The Early Childhood Education program stresses the relationship between the nature of children's development and their educational experience. It prepares the student to work with children in preschool, kindergarten or the primary grades. Requirements include 35-37 credits in early childhood education, including one semester of student teaching in a preschool setting including University Children's Center. Students who desire Kindergarten Endorsement without pursuing majors in Elementary Education and Early Childhood Education must take four courses and an additional student teaching experience at the kindergarten level. For more information contact the Early Childhood Coordinator.

The double major in Elementary Education and Middle Level Education enables you to be licensed to teach in two subject areas in a middle school (grades 5-8). The middle school major involves 11-15 additional credits of coursework specifically designed to meet the needs of young adolescent students. Completion of
two areas of concentration involving approximately 24 credit hours in each area is required. The uniqueness of the middle school components (e.g., interdisciplinary teaming, advisory programs, and exploratory programs) provides a rich learning and teaching experience. For more information, contact the Middle School Coordinator.

**Middle School Education**

The Middle School Program at UND provides specific preparation for teachers who intend to work with young adolescents in the middle grades (5-8). In traditional education programs, teachers of middle grade students received preparation at either the secondary level or the elementary level. Middle School Education programs take some components from both elementary and secondary education, but focus more on providing teachers with skills to meet the developmental needs of young adolescents.

The Middle School Program requires completion of a major in Middle School Education and of a suggested sequence (concentration) of courses similar to the academic minor in two areas normally taught in the middle grades. Additional options in middle school education include a double major with elementary education and a middle school minor. For more information about Middle School Education contact the Office of Advising and Admissions, 777-4128, or the Middle School Coordinator.

**Secondary Education**

If you are preparing to teach in the secondary schools, you will be completing subject area major requirements in the Colleges of Arts and Sciences with 3 exceptions. If your major is physical education, composite science or composite social studies you will complete requirements within the College of Education and Human Development.

For majors in Arts & Science you will have two academic advisors, one in the department where your degree is being earned and the other in Teaching and Learning. Advisors will help you keep abreast of the courses and requirements to help you complete your major and/or become certified to teach. Secondary education students who wish to teach in Minnesota are encouraged to complete the middle level education minor.

The program of study for secondary education is organized around three required areas:

- Essential Studies requirements
- Major area requirements and
- Secondary Education Licensure Preparation Sequence requirements

Transfer students may have already taken some of the necessary coursework and may substitute some courses. Transfer students should consult either the Advising Office at 777-4128 or the secondary program coordinator.

**Possible Majors** Students preparing for teaching in secondary schools (grades 7-12) complete an academic major in one of the following areas: Biology, Chemistry, Composite Science, English, Fisheries & Wildlife Biology, French, Geography, Geology, German, History, Mathematics, Physics, Spanish, Composite Social Studies, and Visual Arts.

Students preparing to teach in grades K-12 complete an academic major in one of the following: Music (K-12) and Physical Education (K-12).

The sequences of courses and experiences for these majors are outlined in the UND Academic Catalog under the specific departments offering the majors; also, please consult with your academic advisor.
Possible Minors With Secondary Licensure  Several programs of study in the Department of Teaching & Learning are available for those students who wish to become licensed in more than one area. The following possibilities are available in Secondary Education:

- Secondary licensure with a Minor in Middle Level
- Secondary licensure with an ELL endorsement
- Secondary licensure with a Reading Credential

Moreover, minors can be taken from a variety of fields to support and enhance your major and/or to help develop knowledge and skills in extracurricular, non-academic areas. You are encouraged to consider pursuing a minor, and to visit with your advisor as to how this additional work might affect your employability.

Other Possible Minors, Credentials* and Endorsements* in the Education Field

- Athletic Coaching Minor
- Bilingual Education/English Language Learners Endorsement
- Early Childhood Minor
- Health Education Minor
- Kindergarten Endorsement
- Math Minor in Elementary Education
- Reading Literacy Minor
- Special Education Minor (this does not qualify you to teach Special Education)

*Credential - This term refers to authorization to perform in a specialized area of education that also requires teacher licensure. Special educators, reading specialists, principals, counselors, and superintendents in North Dakota have advanced preparation in these areas and are credentialed by the Department of Public Instruction.

*Endorsement - Endorsement is an authorization to teach in an area in addition to one’s major field or area of licensure. Often an endorsement is gained by earning an academic minor.

Special Education

Students in Early Childhood, Elementary, Middle, or Secondary Education may earn a minor in Special Education. The minor offers a strong background for working with students with disabilities in Pre-K through 12 general education classrooms. At UND the Special Education Teaching Credential is completed at the Graduate level. Graduate study prepares teachers to work with students with learning disabilities, emotional disturbance, mental retardation, visual impairments, or students in need of early childhood special education services. The undergraduate minor in Special Education offers the student a strong foundation for graduate study as well as a solid background for working with students with disabilities in inclusive general education classrooms.

To declare Special Education as a minor, inform the Advisement Education Building, Room 102 that he/she is declaring a minor in the field. If you declare Special Education as a minor, you may seek advisement from any of the members of the Special Education faculty. The following are special education faculty currently advising undergraduates:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lynne Chalmers</td>
<td>Education 394</td>
<td>777-3187</td>
</tr>
</tbody>
</table>
Program Status Sheets

Education Major, Minor and Endorsement Requirements (Program status sheets) are located on the College of Education and Human Development website: [http://education.und.edu/status-sheets.cfm](http://education.und.edu/status-sheets.cfm) and by request in the Office of Advising & Admissions in Education, Room 102.

Admission Process and Retention Policy

Admission to the Teacher Education Program

Formal admission to Teacher Education is required of all students prior to enrollment in the core courses of each program. The admission decision is made in part from information supplied by you. It is strongly recommended that you are well on your way towards completing your Essential Studies before applying to Teacher Education.

Once admitted into the Teacher Education program you will be assessed a $100 program fee per semester. This Program Fee may be applied at the point of admission, (whether you are enrolled in education courses or not. You will also be required to purchase your Livetext student membership online at [https://www.livetext.com/](https://www.livetext.com/) and the approximate cost is $128 prior to admission.

Apply for admission to the Teacher Education program only when you have met all the admission requirements. If you have not met all the requirements, your application will not be processed. There will be NO pending applications.

Factors for you to consider when applying to the Teacher Education Program:

- Travel to off-campus locations will be required as part of the program at your expense.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee certification to teach.
- In order to obtain teacher certification/licensure:
  - You will be required to submit to a full background check and FBI fingerprint check. A background check is necessary prior to student teaching. If you complete student teaching within 18 months of this check you will not need to submit another. After 18 months a second check will be required.
  - Each state to which you apply for certification/licensure is likely to require a separate background check.
  - Individual school districts may require background checks before you can be placed for field experiences.
  - Misdemeanor or felony convictions, other than minor traffic offenses, may prevent you from obtaining state teaching certification/licensure, even if you successfully complete the program.
Instructions for Applying for Admission to the Teacher Education Program

Applications may be submitted monthly with three exceptions as noted below. All materials required for admission must be included in the application packet in order for your application to be processed.

Application Deadline:
Completed application packets may be submitted according to the following rolling schedule by 4:00 pm on the following dates:

<table>
<thead>
<tr>
<th>Month</th>
<th>Due Date</th>
<th>2012-2013 Dates</th>
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</thead>
<tbody>
<tr>
<td>October</td>
<td>First Wednesday</td>
<td>October 2, 2013</td>
</tr>
<tr>
<td>November</td>
<td>First Wednesday</td>
<td>November 6, 2013</td>
</tr>
<tr>
<td>Dec./Jan.</td>
<td>Third Wednesday</td>
<td>December 4, 2013</td>
</tr>
<tr>
<td>February</td>
<td>First Wednesday</td>
<td>February 5, 2014</td>
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<tr>
<td>March</td>
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<td>April</td>
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<td>May</td>
<td>First Wednesday</td>
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</tr>
<tr>
<td>June</td>
<td>First Wednesday</td>
<td>June 4, 2014</td>
</tr>
<tr>
<td>July/Aug/Sept.</td>
<td>No Admission Processing During These Months</td>
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</tr>
</tbody>
</table>

Late applications will not be considered. Incomplete applications will be returned.

Admission to Teacher Education is dependent upon the following factors:

- Cumulative GPA of 2.75 and strength of academic record
- Completion of 30 credits that apply towards graduation
- Completion of the prerequisite course of T&L 250* – Introduction to Education.
- Complete Communication Essential Studies requirements with a Cumulative 3.0 GPA in ENGL 110, 120/125, & COMM 110
- Passing PRAXIS CORE Academic Skills for Educators scores in the Praxis I Series of tests
  - must meet the UND minimum scores of 150 - Math; 156 - Reading; 160 - Writing.
  - or meet the required scores by using the CORE composite score of 466 with passing scores in two areas and the other area can be only two points below minimum UND required score
  - should be taken any time before applying to the program (there are no pre-requisites for taking the test) – it takes 4-6 weeks to obtain the results
  - Please note that the required minimum CORE passing scores are different from university to university
- Evidence of purchase of the Field Experience Module of LiveText, a web-based tool required for all teacher candidates (available at: https://www.livetext.com/misk5/c1/purchase)
- Completion of Successful Professional Dispositions Report (obtained while enrolled in T&L 250 or other field experiences)
  - **Transfer students may meet the Dispositions Report(s) requirement by:**
    - Asking the supervisor from a previous practicum/field experience (30 hours) with young children/adults to complete the UND Teacher Education Disposition form and submit this with your application
    - Or providing evidence, through a transcript review that you have completed practicum/field experience coursework (30 hours) with a grade of B or better or if S/U a grade of S
- Available openings in your anticipated area of study
*All coursework including prerequisites are listed on the Education Major Status Sheets available in the Office of Admissions and Advisement located in room 102 Education Building and online at [www.und.nodak.edu/dept/ehd/advreq.htm](http://www.und.nodak.edu/dept/ehd/advreq.htm)

**Process:**
1. **Download an application from** [http://education.und.edu/adm-requirements.cfm](http://education.und.edu/adm-requirements.cfm)
2. Complete your application for admission to the Teacher Education Program and submit it with all required supporting documents to the Office of Advising and Admissions, Education, Room 102.
3. **Attachments** - Attach each of the following to the application form:
   a. **Letter of Introduction** - Teaching is a profession that requires the ability to write clearly and well. The audience for your letter will be your new faculty who teach in the program you hope to enter. The content of your response to the question: “*Why do you want to become a teacher?*” and your ability to express yourself correctly, clearly and well will be assessed. To aid you in preparing the content of the letter, consider the following topics as you respond to the question above:
      i. Experiences you have had with children that have helped prepare you to become a teacher;
      ii. Experiences with people who have influenced you to choose teaching as a career;
      iii. The “teacher-like” characteristics you exemplify;
      iv. What you might contribute to the lives of children and to the profession of teaching;
      v. Other experiences, understandings or beliefs that will convince the committee members that you are a good candidate for the teaching profession.
      Be sure that your letter is **error free and formatted correctly**. Even a well written letter can be easily spoiled if it is riddled with spelling and grammatical errors. Finally your letter should be double-spaced and approximately two-pages in length.
   b. **Purchase of LiveText** - All applicants to the Teacher Education Program must purchase the Student Membership Field Experience Edition of LiveText and provide evidence of purchase prior to admission. The approximate cost is $113 for this required software. To purchase LiveText go to: [https://www.livetext.com/misk5/c1/purchase](https://www.livetext.com/misk5/c1/purchase) and select the “Student Membership Field Experience Edition.”
   c. **PRAXIS I Scores** - Attach a copy of your score report. See above for minimum scores needed.
   d. **Professional Dispositions Report** - Attach copies of all professional disposition reports. A copy of this report may be obtained from the Teacher Education Office Room 102, if a disposition report is on file.
4. Notification of admission decisions takes approximately 30 working/school days.

**Your Admission application packet should include:**
1. Completed application form
2. Letter of Introduction
3. Evidence of LiveText Field Experience Module Purchase.
4. PRAXIS CORE scores – attach a copy of your passing score report.
5. Professional dispositions report

Admission to Teacher Education is competitive and the numbers admitted each semester may be limited due to resources.

Applications will be reviewed by:

- Your academic record
- Completion of, or in the process of completing, prerequisite coursework (T&L 250 – Introduction to Education)
- PPST scores
- Professional Dispositions
- Available openings in your anticipated area of study

Notification of admission decisions takes approximately 15 working/school days. Plan an alternative schedule for the next semester registration in the event that you have not been formally accepted into the Teacher Education Program.

Withdrawal from Teacher Education Program

If you were formally admitted to the Teacher Education Program and have decided to withdraw from the program you must submit a formal letter of withdrawal to the Office of Advising and Admissions in the College of Education and Human Development. Should you decide to pursue teaching in the future at the University of North Dakota, you will have to contact the Education Advising and Admissions Office to determine whether or not you will need to reapply.

Please note: Being accepted into the Teacher Education Program does not automatically guarantee admittance to the TEAM semester of courses (Early Childhood and Elementary Education students need to apply to TEAM separately).

Teacher Education Program Retention Policy

In order to successfully move through the Teacher Education Program to completion, you must meet the following requirements:

- Maintain a 2.75 GPA overall
- Maintain a 2.75 in your major
- Maintain a 3.0 GPA in all T&L coursework
- Complete all field experiences with a score of “satisfactory” for all dispositions
- Receive no less than a C in required coursework in T&L.

LiveText

All students applying to the University of North Dakota Teacher Education program are required to purchase the Field Experience Module of LiveText via their website at: https://www.livetext.com/misk5/c1/purchase prior to admission, and must show evidence of the purchase during the application process. LiveText is a web based development, management, and assessment solution specifically designed for colleges and universities. You will have ready access to course documents you develop through LiveText from any computer, anytime, anywhere. We offer technical support to all of our candidates and faculty from the point of registration with the system to troubleshooting with applications. For more information, go to www.livetext.com.
V.I.T.A.L. – Volunteers in Teaching and Learning

Volunteers in Teaching and Learning (V.I.T.A.L.) is a program designed to give education majors experiences in a variety of settings and with diverse cultures. Students will be required to submit 30 hours of verified service experience, 15 hours in three required areas and 15 hours in areas of the student’s choice, including prior service experience. **These hours must be completed by the time students apply to student teach.** Required service areas are: multicultural, school, and adult, poverty, special needs. Additional service areas include: community, religion, and summer activities/events. IN T&L 433: Multicultural Education, you may use up to 5 field trip hours toward meeting this requirement. The Office of Teacher Education will provide an online orientation on VITAL to all students interested in applying to the UND Teacher Education program. This orientation will include information regarding budgeting time, selecting and contacting agencies, and meeting the expectations of performance which includes responsibility to the agency and appropriate dress. Students who have completed the orientation will be given a VITAL Log sheet to record their hours. When this log is returned with supervisor signatures to the Office of Teacher Education, the information will be recorded in a database and the students file.

The Office of Teacher Education will house the database information for VITAL. Effective Fall 2007, all students admitted to UND who plan to obtain teaching certification will include their completed volunteer log as part of their student teaching application requirements. Further information can be found on the Teacher Education website at: [http://education.und.edu/field-placement/vital.cfm](http://education.und.edu/field-placement/vital.cfm)

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**UND Teacher Education Volunteer Program -- VITAL -- Volunteers in Teaching and Learning**

**Intended Learning Outcomes by Experience**

University of North Dakota 2006-2007

<table>
<thead>
<tr>
<th>Intended learning outcomes</th>
<th>Cognitive Complexity</th>
<th>Knowledge Acquisition, Integration &amp; Application</th>
<th>Humanitarianism</th>
<th>Civic Engagement</th>
<th>Interpersonal &amp; Intrapersonal</th>
<th>Practical Competence</th>
<th>Hours</th>
<th>How often</th>
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**Students are required to do a minimum of 5 hours in each of the following three areas**

1. Multicultural Option - 5 hr min.

- **International night**
  - X X X X X X X X X X
  - 1.5 1x

- **Feast of Nations**
  - X X X X X X X X X X
  - 2 1x

- **Diversity Speaker**
  - X X X X X X X X
  - 1 1x

- **MLK events**
  - X X X X X X
  - 1 1x

- **Foreign Country Experience**
  - X X X X X X X X
  - 1 1x
<p>| T&amp;L 433 Multicultural Education | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 5 | 1x |
| 2. Adult Poverty, Special Needs, English Language - 5 hr min. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 1 | W |
| ESL Center                     | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 1 | W |
| Meals on Wheels                | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| Northlands Rescue              | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| Options                         | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| PAL                             | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| Society for St. Vincent DePaul | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| Special Olympics               | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| The ARC                         | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| Listen Center                  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| St. Anne's/Valley              | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| Conversation Hour—Int'l students | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| 3. School Related - 5 hr min.  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| ENCORE                         | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| HS Resource Room                | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| LaGrave Learning Center        | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| MASH - YMCA                    | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| Salvation Army                 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| UND Talent Search              | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| MS Career Exploration          | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
| EGF Native Am. Student Tutor   | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
|                                | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |
|                                | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | W |</p>
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<tr>
<th>Intended learning outcomes</th>
<th>Cognitive Complexity</th>
<th>Knowledge Acquisition, Integration &amp; Application</th>
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</tr>
<tr>
<td>Participating in special events</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Summer Activities/Events</td>
<td></td>
<td></td>
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<tr>
<td>Camp Good Mourning</td>
<td>X</td>
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<td>X</td>
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</tr>
<tr>
<td>EGF Park District playground super</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Manvel Migrant School</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>SPA - Summer Performing Arts</td>
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<td></td>
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<td>Sports Camps</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Upward Bound</td>
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<td>X</td>
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<td>X</td>
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<td>Literacy Camp</td>
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<td>X</td>
<td>X</td>
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<td>Neighborhood Network</td>
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<td>X</td>
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<td>ARC Picnic</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Life Guard</td>
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</tr>
</tbody>
</table>
# UND Teacher Education Volunteer Program -- VITAL -- Volunteers in Teaching and Learning

## Intended Learning Outcomes by Experience

*University of North Dakota 2006-2007*

| Learning Outcomes Key | **TAL**=Teacher As Learner, **TAAL**=Teacher As Active Agent of Learning, **TAV**=Teacher as Articulate Visionary  
**INTASC** = Interstate New Teacher Assessment Support Consortium |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive Complexity</strong></td>
<td>1. Engage with others in constructive ways; accept and appreciate other worldviews</td>
</tr>
<tr>
<td></td>
<td>2. Develop critical thinking skills</td>
</tr>
<tr>
<td></td>
<td>3. Be open to change</td>
</tr>
<tr>
<td></td>
<td>4. Develop reflective thinking skills</td>
</tr>
<tr>
<td><strong>Knowledge acquisition; integration &amp; application</strong></td>
<td>5. Connect knowledge to ideas</td>
</tr>
<tr>
<td></td>
<td>6. Apply knowledge to real life situations</td>
</tr>
<tr>
<td></td>
<td>7. Gain knowledge of diverse cultures</td>
</tr>
<tr>
<td></td>
<td>8. Commit to lifelong learning</td>
</tr>
<tr>
<td></td>
<td>9. Relate knowledge to career decisions</td>
</tr>
<tr>
<td><strong>Humanitarianism</strong></td>
<td>10. Gain knowledge of humanitarian issues; be aware of cultural and personal differences</td>
</tr>
<tr>
<td></td>
<td>11. Practice humanitarian skills; trust and respect others; empathize; access culturally appropriate resources</td>
</tr>
<tr>
<td></td>
<td>12. Value humanitarian states of mind; be committed to cross-cultural communications; value social responsibility; be committed to social justice</td>
</tr>
<tr>
<td><strong>Civic Engagement</strong></td>
<td>13. Develop a common purpose</td>
</tr>
<tr>
<td></td>
<td>14. Develop a civic awareness</td>
</tr>
<tr>
<td></td>
<td>15. Practice engaged citizenship</td>
</tr>
<tr>
<td><strong>Interpersonal/intrapersonal competence</strong></td>
<td>16. Gain knowledge about themselves; self-confidence; value cultural heritage</td>
</tr>
<tr>
<td></td>
<td>17. Apply self-knowledge; practice self-efficacy; commitment; discuss cultural differences and issues</td>
</tr>
<tr>
<td></td>
<td>18. Work with others; practice collaboration; engage across difference; be committed to ethical action</td>
</tr>
<tr>
<td><strong>Practical Competence</strong></td>
<td>19. Develop effective communication skills; practice effective written and oral communication skills</td>
</tr>
<tr>
<td></td>
<td>20. Serve as a role model</td>
</tr>
<tr>
<td></td>
<td>21. Apply problem solving strategies</td>
</tr>
</tbody>
</table>
THE PRAXIS SERIES
(Professional Assessments for Beginning Teachers)

Three Levels of Assessments:

Praxis I: CORE Academic Skills for Educators (Need this one for admission into the program)
Academic Skills Assessments are designed to be taken early in your college career (by your sophomore year) to measure your reading, writing, and mathematical skills. Visit the ETS website www.ets.org/praxis for information on test dates and test site locations. (UND now offers the computer-based format testing.)

Praxis II: Subject Assessments and PLT – required before student teaching for all education majors. (Visit the ETS website for information such as costs, required scores, duration time etc.) Your Praxis II scores must be on record in the Field Placement Office before you can begin your student teaching.

Praxis III: Classroom Performance Assessments – see Praxis website for more information.

The Praxis I: Pre-Professional Skills Tests (PPST) in Reading, Writing, and Mathematics are available through either a paper-based or computer-based format. Both formats cover the same content and measure the same academic skills vital to all teacher candidates. Many states and institutions accept scores based on either format. Advantages of taking these tests in the computer-based format include:

- Year-round testing in many locations
- Over 200 test centers throughout the U.S.
- Immediate viewing of reading and mathematics scores on screen
- Faster score reporting Easier procedure for scheduling an appointment to test

The paper-based tests in Reading and Mathematics are one-hour multiple-choice tests. The Writing test includes both a 30-minute multiple-choice and a 30-minute essay section. Test dates are listed on the back side.

To register for the paper-based test, you can register online at www.ets.org/praxis. Or, if you have taken a Praxis test previously, you can reregister by phone.

How much does it cost to take the tests?

**Paper-based tests only**

- $50 Registration fee charged once per testing year (The registration fee in non-refundable.)
- $40 each Praxis I (PPST) Tests (you must take the Reading, Writing, and Math tests)

**Computer-based** PPST (subject to change without notice)

- Combined tests (all 3 tests in one session)--$135
- Combined tests (2 in one session, taken at same time) --$125 (additional $85 for third exam)

**Individual tests**

- 1 test--$85
- 2 tests--$170
- 3 tests--$255

(See Praxis Series Fee site for more details at http://www.ets.org/praxis/about/fees )
**Test Score Information:**
UND score requirements: PRAXIS CORE Math 150, Reading 156, Writing 160

**Score Reports:**
Praxis will NO longer send you a paper copy of your final scores. You will be able to obtain your scores online and also request your scores at registration time to be sent to up 3 (three) recipients. This should include UND and any other institutions that you may be working with for licensure. You will access your official scores through your personal ETS account. Please attach a copy of all 3 tests to your Application for Admission. Do not apply without your scores or with scores that do not meet UND requirements.

**Your scores will be online for free for 45 days after taking the tests. After 46 days, your scores will be deactivated and for each score request it will cost $40.00**

**UND Information:**
- Computer delivered tests are administered year-round by appointment and are now available at the UND Test Center in McCannel Hall, Room 200, 701-777-4157 which allows students to take the tests on campus based on weekly dates and computer availability.
- There is limited testing availability as the test center has 7 computers - - Register EARLY!!!

**General Information About Computer-Based Testing (CBT) for Praxis CORE: Academic Skills for Educators**

Although the testing session for each Praxis-CBT is set for two hours (to allow for tutorials and the collection of background information from test takers), the length and testing time for each test is as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>Questions</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>56</td>
<td>85 minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>56</td>
<td>85 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>40</td>
<td>40 minutes</td>
</tr>
<tr>
<td></td>
<td>2 essays</td>
<td>30 minutes each</td>
</tr>
</tbody>
</table>

All computer-based testing is by appointment at over 300 test sites throughout the United States. To register for a Computerized PPST, call the test center where you wish to take the test or call Prometric, a division of Thomson Learning, Candidate Services as 800-853-6773. (Do not fill out the standard registration form) To schedule an appointment by phone, you must have a Visa, MasterCard, or American Express credit card or an authorization voucher.

The Praxis Series program does not limit the number of times you can repeat a test; some states, associations, and institutions, however, may limit the number of times you can retest.

For the most up-to-date information about which test(s) you need for your particular licensure area, please consult the state-by-state information available on the The Praxis Series Web site at [www.ets.org/praxis](http://www.ets.org/praxis). The requirements of professional associations and individual colleges may differ from state requirements.

Praxis Series study guides are available at the UND Bookstore to look at or purchase. It is highly recommended that you study for this test.

Hints for passing the CORE (in the Praxis I Series of tests)

- Study guides available at your local bookstores and on reserve at the Chester Fritz Library
- Visit the Praxis Series online at [www.ets.org/praxis](http://www.ets.org/praxis) to review tests at a glance (your quick guide to each test, including sample test questions with answers and explanations)
- Check out the GED study guide at your local library to review the math portion, if you need further help understanding the math concepts contact the University Learning Center to request a tutor, or contact the Math department, or ask a friend who is good in math to help you
- The Writing Center located in Merrifield Hall can help you with your writing or reading
- Ask other students what they did to prepare for the test. Testing Formats are written or computer.
- If you do not pass one of the computerized tests, consider taking the paper test.

### PRAXIS II

**Praxis II: Principles of Learning and Teaching (PLT)**

<table>
<thead>
<tr>
<th>Session/Test Code</th>
<th>Name of Test</th>
<th>Session</th>
<th>Duration</th>
<th>Test Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>0621</td>
<td>PLT: Early Childhood</td>
<td>3</td>
<td>2 hours</td>
<td>$85</td>
</tr>
<tr>
<td>0622</td>
<td>PLT: Grades K-6</td>
<td>3</td>
<td>2 hours</td>
<td>$85</td>
</tr>
<tr>
<td>0623</td>
<td>PLT: Grades 5-9</td>
<td>3</td>
<td>2 hours</td>
<td>$85</td>
</tr>
<tr>
<td>0624</td>
<td>PLT: Grades 7-12</td>
<td>3</td>
<td>2 hours</td>
<td>$85</td>
</tr>
</tbody>
</table>

**PRAXIS II: Subject Assessments (see ETS web site for additional subject areas and fees)**

All teacher education candidates must pass the Praxis II test in their major in order to be licensed in ND (and most other states as well).

**Praxis II: Subject Assessments** measure your knowledge of the subjects you will teach.

- **Subject Assessments/Specialty Area Tests.** These assessments measure your general and subject-specific pedagogical skills and knowledge.
- **Multiple Subjects Assessment for Teachers (MSAT).** These tests were developed jointly by ETS and the California Commission on Teacher Credentialing.
- **Principles of Learning and Teaching (PLT) Tests.** These assessments use a case study approach to measure your general pedagogical knowledge at four grade levels: Early Childhood, K-6, 5-9, and 7-12. The tests feature constructed-response and multiple-choice items.
Teaching Foundations Tests. These assessments measure pedagogy in five areas: multi subject (elementary), English Language Arts, Mathematics, Science, and Social Science. These tests feature constructed response and multiple choice items. Requirements for licensing of teachers are changing due to both federal and state guidelines. You will be required to take the Praxis II exam(s) before student teaching. Taking the exam is a requirement of the program. Passing the exam is a requirement for licensure.
Praxis II: Tests and Qualifying Scores for North Dakota Licensure
To preview and register for these tests, please visit the Educational Testing Service website at [www.ets.org](http://www.ets.org). Click on “Test at a Glance” to review prior to taking the test. Test sites include each of the state-approved teacher education programs.

*How to read the Session/Test code: 10011 = 1 (the first number) is the session code number and 0011 (the last four numbers) are the test code number.

**UND Recipient Code is: 6878**  Note test may differ from state to state for licensure requirements.

<table>
<thead>
<tr>
<th>Core academic subject area</th>
<th>Test Name</th>
<th>Test Code</th>
<th>Cut Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Computer/Paper</td>
<td></td>
</tr>
<tr>
<td>Elementary 1-6</td>
<td>Elementary Education: Curriculum, Instruction, &amp; Assessment</td>
<td>5011/0011</td>
<td>158</td>
</tr>
<tr>
<td>PLT: Early Childhood</td>
<td>Principles of Learning and Teaching: Early Childhood</td>
<td>5621/0621</td>
<td>157</td>
</tr>
<tr>
<td>PLT: Grades K-6</td>
<td>Principles of Learning and Teaching: Grades K-6</td>
<td>5622/0622</td>
<td>160</td>
</tr>
<tr>
<td>PLT: Grades 5-9</td>
<td>Principles of Learning and Teaching Grades 5-9</td>
<td>5623/0623</td>
<td>160</td>
</tr>
<tr>
<td>PLT: Grades 7-12</td>
<td>Principles of Learning and Teaching: Grades 7-12</td>
<td>5624/0624</td>
<td>157</td>
</tr>
<tr>
<td>Middle School 5-8 English/LA</td>
<td>Middle School English Language Arts</td>
<td>5047/NA</td>
<td>164</td>
</tr>
<tr>
<td>Middle School 5-8 Science</td>
<td>Middle School Science</td>
<td>NA/0439</td>
<td>145</td>
</tr>
<tr>
<td>Middle School 5-8 Social Studies</td>
<td>Middle School Social Studies</td>
<td>5089/0089</td>
<td>152</td>
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<tr>
<td>Middle School 5-8 Math</td>
<td>Middle School Mathematics <em>(On-screen calculator provided)</em></td>
<td>5169/NA</td>
<td>165</td>
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<tr>
<td>Art K-12</td>
<td>Art: Content Knowledge</td>
<td>5134/0134</td>
<td>158</td>
</tr>
<tr>
<td>Biology 7-12</td>
<td>Biology: Content Knowledge</td>
<td>5235/0235</td>
<td>153</td>
</tr>
<tr>
<td>Chemistry 9-12</td>
<td>Chemistry: Content Knowledge</td>
<td>5245/0245</td>
<td>147</td>
</tr>
<tr>
<td>Composite Science 7-12</td>
<td>General Science: Content Knowledge</td>
<td>5435/0435</td>
<td>150</td>
</tr>
<tr>
<td>Earth Science 7-12</td>
<td>Earth &amp; Space Science: Content Knowledge</td>
<td>5571/0571</td>
<td>149</td>
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<tr>
<td>English 7-12</td>
<td>English Language, Literature &amp; Composition: Content Knowledge</td>
<td>5038/NA</td>
<td>168</td>
</tr>
<tr>
<td>Geography 7-12</td>
<td>Geography</td>
<td>NA/0921</td>
<td>140</td>
</tr>
<tr>
<td>Government/Pol. Sci. 9-12</td>
<td>Government/Political Science</td>
<td>NA/0931</td>
<td>149</td>
</tr>
<tr>
<td>History 7-12</td>
<td>World &amp; U.S. History: Content Knowledge</td>
<td>5941/0941</td>
<td>151</td>
</tr>
<tr>
<td>Math 7-12</td>
<td>Mathematics: Content Knowledge</td>
<td>5161/NA</td>
<td>160</td>
</tr>
<tr>
<td>Music K-12</td>
<td>Music: Content Knowledge</td>
<td>5113/NA</td>
<td>149</td>
</tr>
<tr>
<td>Physics 9-12</td>
<td>Physics: Content Knowledge</td>
<td>5265/0265</td>
<td>132</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education: Content Knowledge</td>
<td>5091/0091</td>
<td>143</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies: Content Knowledge</td>
<td>5081/0081</td>
<td>153</td>
</tr>
<tr>
<td>Spanish K-12</td>
<td>Spanish: Content Knowledge</td>
<td>5195/NA</td>
<td>168</td>
</tr>
<tr>
<td>German K-12</td>
<td>German: Content Knowledge</td>
<td>5183/NA</td>
<td>163</td>
</tr>
<tr>
<td>French K-12</td>
<td>French: Content Knowledge</td>
<td>5174/NA</td>
<td>162</td>
</tr>
<tr>
<td>Latin K-12</td>
<td>Latin</td>
<td>NA/0601</td>
<td>135</td>
</tr>
<tr>
<td>Chinese (Mandarin)</td>
<td>Chinese (Mandarin): World Language</td>
<td>5665/NA</td>
<td>164</td>
</tr>
</tbody>
</table>

* The first digit of the test code (when all 5 are listed) is the session in which the test is given. We used to have three sessions and this test was formally administered in session three. ETS now administers tests in two sessions and this test was moved to session 2. Therefore, the test code is correct as 20622.

** Beginning July 1, 2012, all Early Childhood majors will need to meet the qualifying score for the PLT for initial licensure.
Professional Dispositions of a Quality Educator

When considering teaching as a profession, consider the following personal and professional characteristics that lend themselves to success in the field. Throughout your studies in the Teacher Education program, you will be assessed using each of these characteristics. This assessment will begin with your introductory field experience, and will be a major consideration of your application to the Teacher Education Program.

Professional characteristics include:

**Teacher as Learner** addresses our goal of developing teachers who are committed to the continuing process of learning and especially about learning to teach. It requires that we prepare teachers to see learning as a lifelong process and to understand that knowledge is constructed when we make meaningful connections through and among our experiences. Candidates demonstrate commitment to learning through their professional behaviors and actions.

**Teacher Candidates:**
- reflect on teaching by various forms of feedback from instructors, classroom teachers, principals and supervisors
- respond productively and respectfully to feedback from peers, instructors, classroom teachers, principals, and supervisors
- engage in lifelong learning by continuing to learn to teach through professional reading and resources, observing, assessing, seeking to make connections among the role the student plays in learning, and the environments in which learning occurs

**Teacher as Active Agent of Learning** focuses on the development of teachers who are able to take an active role in promoting the learning of all students. In order to support the learning of others, teacher candidates must master content knowledge, have full knowledge of the learning process, and a robust understanding of pedagogy. We focus on the construction of meaning and provide alternative ways of assessing and evaluating knowledge and understanding. Candidates demonstrate ability to take an active role in promoting student learning by possessing behaviors and actions related to appropriate teaching qualities, relationships with others, and professionalism.

**Teaching Qualities**

**Teacher Candidates:**
- demonstrate organization through student-centered planning, selection, and preparation of age/grade appropriate materials
- demonstrate flexibility in modifying ideas, course assignments, materials, plans, lesson implementation, and schedule changes
- communicate effectively and thoughtfully through well organized and clearly expressed ideas in spoken or written language; demonstrate a clear understanding of grammar and vocabulary; hold high regard for confidentiality
- appreciate and value diversity through choosing and creating inclusive materials, lessons, assessments, and creating inviting and supportive classroom environments for diverse students' participation and learning, and providing equitable access to instruction
- stay aware of student activity in the surrounding environment
Relationships with Others

Teacher Candidates:
- cooperate with peers, instructors/school personnel; resolve differences or misunderstandings respectfully and reflectively
- collaborate with peers, instructors, school personnel and parents; initiate, suggest, contribute, share ideas and materials
- establish rapport with K-12 staff, students, and students' families; strive to establish interpersonal connections
- demonstrate sensitivity to others' feelings, opinions, and cultures

Professionalism

Teacher Candidates:
- demonstrate timeliness and attendance consistently in class, group work, appointments, field experiences, and student teaching
- are well-groomed and demonstrate an understanding of appropriate, professional dress which adheres to the school's dress codes and expectations when in the school
- display positive, professional attitude and enthusiasm for planning; initiating and completing assignments and/or lessons; and engaging in class and in school
- respect and support ethical and professional standards, diplomacy, integrity, and commitment

Teacher as Articulate Visionary

It is through this theme that professional educators emerge who can envision alternative solutions to the dilemmas posed in schools and can demonstrate the dispositions required of advocates for quality educational programs. Teachers need to be able to seek, plan, and implement creative and human solutions that are inclusive and are respectful of diverse communities. Teachers need to clearly articulate those visions and collaborate with others to make them realities. A candidate demonstrates vision and understanding of various situations by becoming involved, contributing to the school community, and seeking ways to grow professionally.

Teacher Candidates:
- Promote success for all students through best practices, informative assessments, and inclusive environments
- Pursue ways to contribute to others in the profession, participates in professional development opportunities such as conferences and professional organizations
- Become actively involved in the school community

Transfer students may meet the Dispositions Report(s) requirement by:
- asking the supervisor from a previous practicum/field experience (30 hours) with young children/adults to complete the UND Teacher Education Disposition form and submit this with your application or
- providing evidence, through a transcript review that you have completed practicum/field experience coursework (30 hours) with a grade of B or better, or if S/U, a score of S.
Professionalism in Teacher Education

Professionalism is expected of all our candidates during all of their course work, field experiences, and student teaching. These characteristics and traits are measured on the Professional Disposition Evaluation Report and are connected to the INTASC Principles. The five areas identified below are there to support your growth as a student and future teacher.

1. **Professional attitude.**

Collaborates with all stakeholders in education (university faculty and fellow students; school principals, teachers, staff, and students). Values learning, students, teaching, and schooling. Demonstrates openness, courtesy, conscientiousness, reliability, caring, and compassion. Identifies with professional educators. **Dresses and behaves professionally.** Discerns the extent to which personal belief systems and values may affect the instructional process.

Examples:

- **Openness**—willingly accepts feedback from instructors, classroom teachers, supervisors, etc.
- **Courteous**—is polite and respectful to faculty, staff, peers, school principals, teachers and students; attentively listens in class (both on-campus and in school classrooms); does not hold private conversations during class when others are speaking; turns off ipod and cell phone (not on vibrate); does not answer phone and does not send text messages
- **Conscientiousness**—consistently arrives on time for campus class or school classroom observation, attends class regularly, keeps appointments with classroom teachers
- **Reliable**—follows through on assignments and appointments
- **Caring and Compassion**—demonstrates thoughtfulness and sensitivity to the needs of others

2. **Professional ethics.**

Understands the value of education and the role of intellectual and ethical values. Models moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity. Models a commitment to intellectual, moral, and professional virtues.

Examples:

- **Confidentiality**—is aware of the Family Education Rights and Privacy Act (FERPA) and does not share information regarding students and school personnel.
- **Respect**—does not spread rumors or gossip, defers to others, shares opinions and listens to others.
- **Fairness**—gives consideration and shows impartiality whether dealing with students or adults
- **Honesty**—is truthful and candid throughout all aspects of his/her education process
- **Trustworthiness**—is dependable, reliable and believable whether in or out of the classroom
- **Integrity**—is forthright, sincere and straightforward in dealings with faculty, peers, classroom teachers, students, etc.

3. **Professional development/service.**

Is involved in professional development and service activities. Performs non-teaching duties required of a teacher such as administrative tasks (attendance, etc) and school or community services (committee work, participation in events). Accepts teaching as a lifelong learning process and continues efforts to develop and improve. Uses community and home resources to enhance school programs.
Examples:

**Non-teaching duties**—takes lunch count, puts away teaching supplies, makes copies, etc.

**School service**—attends school night activities (turkey bingo, literacy night, PTO, serves on committees, etc.)

**Life-long learning**—reads professionally, takes courses and workshops, attends conferences, makes professional presentations

4. **Professional human relations.**
   Establishes positive and effective relationships with faculty, students, parents, colleagues, administrators, and community members. Demonstrates an appreciation of cultural diversity, individual differences and exceptionalities of students. Discourages prejudice and unfair discrimination in his/her classroom. Understands and respects varying points of view and the influence of one's own on others.

Examples:

**Positive relationships**—is consistently positive and friendly to those with whom he/she works; builds relationships with parents and/or caregivers.

**Appreciation of diversity**—recognizes and respects individuals who may differ in a variety of ways (socioeconomic, cultural, racial, special needs, etc.)

**Discourages prejudice**—immediately addresses any situation that might lend itself to any form of prejudice or discrimination (such as a student who is poor and does not dress as well being singled out and laughed at, or a student of different race being isolated, etc.)

**Discourages teasing and bullying**—works to protect all learners from unacceptable, worrisome treatment by peers and/or others

5. **Professional knowledge and execution of duties.**

Understands responsibilities associated with being a competent professional, including following laws, regulations, policies, requirements and procedures. Exercises good judgment in planning and managing time and other resources.

Examples:

**Competent professional**—is aware of the North Dakota Code for Professional Educators and the North Dakota Century Code Guidelines for Student Teachers, Cooperating Teachers, and University Supervisors.

**Good judgment**—uses common sense in planning lessons and managing time (planning effective transitions, correcting papers and returning in a timely way, etc.), makes sound decisions about using school and personal resources.
Field Experiences in Teacher Education

In recent years the value of experiences in the field has been increasingly recognized and, as a result, field experiences are a critical component of the teacher education program. Multiple opportunities are provided for teacher education candidates to be in the field throughout their programs, not just as the capstone experience of student teaching. Through the field experiences, teacher education candidates are exposed to a range of diverse students, cultures, and learning environments. Several courses have a field experience component attached to them and require differing amounts of time in the classroom for the teacher education candidate. They include the following:

- T&L 250 Introduction to Education
- T&L 310 Introduction to Early Childhood Education
- T&L 311 Observing and Assessing Child
- T&L 313 Language Development & Emerging Literacy
- T&L 315 Education of the Exceptional Student
- T&L 322 Organization & Leadership in ECE
- T&L 336 Social/Emotional Development & Guidance
- T&L 338 Home-School Relations
- T&L 350 Development and Education of the Adolescent
- T&L 400 Methods and Materials in Secondary Discipline*
- T&L 410 Teaching Reading and Writing in the Elementary School
- T&L 413 Assessing & Correcting Reading Difficulties (take T&L 414 with T&L 413)
- T&L 414 Corrective Reading Practicum (to be taken concurrently with T&L 413)
- T&L 430 Social Studies in the Elementary School
- T&L 440 Math in the Elementary School
- T&L 465 Middle Level Curriculum and Methods
- T&L 470 Science in the Elementary School
- T&L 433 Multicultural Education
- T&L 486 Field Experience - Pre-Kindergarten

* T&L 486 Field Experience – Attached to several courses (e.g., T&L 400 Methods); it is also a requirement for bilingual endorsement

More detailed information about field experiences can be found in General Expectations for Teaching Candidates.

Capstone Course

As an education major, you are required to take a capstone course. Students working toward additional majors outside of Teaching and Learning (e.g. physical education, visual arts, etc.) will be expected to take the capstone course related to their major. The capstone, T&L 489 is taken during the student teaching semester.

Teacher Work Sample

All Teacher Education candidates are expected to complete and submit a teacher work sample (TWS) during student teaching. For all Teaching & Learning program majors, this requirement is completed as part of the T&L 489 Seminar Capstone: Responsive Teaching. For candidates in the Department of Physical Education Exercise Science & Wellness and in the College of Arts & Sciences, the TWS is submitted as a requirement in T&L 487 Student Teaching.
Student Teaching

All students in UND Teacher Education complete a student teaching requirement at the completion of their coursework. Candidates student teach a minimum of one full semester also known as their Professional Semester (Early Childhood majors complete two semesters, 1 in Pre-Kindergarten and 1 in a primary grade 1-3).

Basic requirements for all student teaching applicants include:

1. Maintain a 2.75 overall GPA, a 2.75 cumulative GPA in Secondary education major coursework, and a 3.0 cumulative GPA in T&L coursework (Middle Level majors must have completed 76 hours of coursework).
2. Satisfy all incompletes, complete any correspondence courses, and retake any T&L courses with grades of D and/or F (all education courses must have a minimum of “C” before student teaching).
3. Complete all field experiences successfully prior to student teaching (rating of “Acceptable” on all Professional Dispositions Reports. Any “Unacceptable” field experience must be repeated).
4. Complete all coursework in major before student teaching.
5. Take the Praxis II exams for the specific major before student teaching.
6. Complete the 30-hour VITAL requirements before student teaching (if admitted to UND fall 2007 and after).
7. Pass an FBI Criminal Background Investigation process before student teaching (must be submitted on the ESPB fingerprint cards distributed through the Teacher Education Office – other background clearances will not qualify).
8. Complete the full 7-step application process for student teaching (includes being recommended and approved for student teaching by Teaching Education advisor and Teacher Education faculty).
9. Final Placements – Field Placement Office

Upon completion of the program of study, student candidates may apply for a North Dakota teaching license. Full licensure information will be provided through Senior Seminar. Questions regarding licensure may be directed to the Teacher Certification Officer (Eric Tweton) in the Office of Teacher Education Suite 102 of the Education Building.

Further information regarding Student Teaching may be found on the Teacher Education Student Teaching website at: http://education.und.edu/field-placement/student-teaching.cfm,
Scholarships and the Honors Program

The University of North Dakota awards over 1,000 scholarships each year. Most of these are open to students in every field of study. A few, however, are designated for students of education. Information about these scholarships that are made available on an irregular basis can be obtained in the Office of Advising and Admissions, Education Building, Room 102.

These include:

- ETA CHAPTER OF DELTA KAPPA GAMMA, ND SCHOLARSHIP FUND:
  Scholarship to go to a junior or senior student (preference to a female student) majoring in teaching within the Teaching and Learning Department of the College of Education and Human Development at the University of North Dakota. The student must be from the community of Cando, Churches Ferry, Devils Lake or Langdon, ND

- KIM DERANEY BAKKEN SCHOLARSHIP:
  Scholarship awarded to a student majoring in special education at the University of North Dakota who has high academic ability and promise in the professional field of special education.

- NANCY AND MICHAEL DIDONATO MEMORIAL SCHOLARSHIP:
  Scholarship awarded to an undergraduate student who have demonstrated a deep concern for nurturing and instructing children. Financial need is considered.

- ED GAIDES SCHOLARSHIP:
  Scholarship awarded to a senior in elementary education who is enthusiastic about teaching science.

- GEORGE HANNA SCHOLARSHIP:
  Scholarship awarded to a sophomore in education who shows professional promise.

- DICK HILL SCHOLARSHIP:
  Scholarship awarded to a student pursuing graduate studies in educational administration. The student should be of good character, good ability, and with a demonstrated commitment to the education of elementary, middle or secondary school children.

- HOWARD RASMUSSON SCHOLARSHIP:
  Scholarship awarded to a student with scholastic achievement, high moral character, need and the potential to become an outstanding educator.

- FRANK AND CARRIE KOVNICK SCHOLARSHIP:
  Scholarship awarded to a senior or graduate level student pursuing studies in Education. The student shall be of good moral character, have a proven record of academic achievement and show potential for a successful career in the field of Education. Financial need is considered.

- DONALD AND ANN LEMON SCHOLARSHIP:
  Scholarship awarded to a graduate student in education administration or reading education.

- LUCILLE LOCKEN SCHOLARSHIP:
  Scholarship awarded to a first semester Junior are is majoring in elementary education. Financial need is considered.

- MINARD AND F. JEAN MCCREA SCHOLARSHIP:
  Scholarship awarded to an undergraduate and/or graduate student. The undergraduate is minimum sophomore level with a 3.0 GPA or better, the recipient should be a ND resident, preferably from Barnes Counter. The recipient have the intent to teach in ND for a minimum of two years. The graduate student should be in Education Leadership with an established GPM of 3.0. The recipient have the intent to provide leadership in ND schools for a minimum of two years.

- VITO PERONE SCHOLARSHIP:
  Scholarship is to be awarded to an undergraduate in alternate years.
• **MATILDA NELSON ERICKSON SCHOLARSHIP:**
  Scholarship awarded to students majoring in special education. The recipients shall have a high moral character and demonstrate the desire and aptitude to lead successful lives engaged in special education careers.

• **PAUL AND BELLE THOMAS SCHOLARSHIP:**
  Scholarship awarded to a student with strong moral character and have high potential to develop the necessary skills to become outstanding educators. Financial need is considered.

• **RALPH B. AND CORBY D. NEWMAN SCHOLARSHIP ENDOWMENT:**
  • Scholarship awarded to student(s) within the College of Education and Human Development who are pursuing a teaching degree.

• **M. COLLENE AND DR. WILLIAM A. BARES SCHOLARSHIP:**
  • Scholarship awarded to student(s) in Early Childhood Education.

The Honors Program leads to a bachelor's degree "with honors." Juniors with at least a 3.2 GPA may apply in the second semester of the junior year with approval of the dean, the advisor, and the Honors Committee. Successful completion of the program usually means special consideration for graduate assistantship, fellowships, and scholarships.

**Professional Connections**

One aspect of professionalism is continued professional development. Even on the day you graduate, you will have more to learn about teaching. Reading, travel, graduate school, in service workshops, teacher centers, and talking with colleagues are some of the means by which you will continue your education.

Another means is professional organizations. The faculty sponsors several and several others are available on campus.

**SNDU - Students North Dakota United**

SNDU is the affiliate of NDU, the largest teacher organization in the state. It is the pre-professional association for students entering the teaching profession. Joining SNDU benefits you in the following ways:

• $1,000,000 association professional liability insurance while in the classroom
• Workshops
• Publications from national and state affiliates
• Opportunities to network with other pre-professionals
• Opportunities for leadership at the local, state, and national levels
• Scholarship opportunities
• Earn $10 credit toward NEA membership dues for each year (up to four) you are a member of SNDU

Membership dues are $50.00 per year. You can also enroll online at [https://sites.nea.org/JoinNea/](https://sites.nea.org/JoinNea/) (click on “student membership”). Further information is available at the Teacher Education Office Education Building, Suite 102.
ECESO – Early Childhood Education Student Organization

ECESO is a recognized club on campus. Club members are usually Early Childhood Education majors or double majors in Early Childhood and Elementary Education. The benefits for joining are:

- Workshops
- Attendance at state, regional, and national conferences
- Network with other pre-professionals
- One regional conference every year

Membership dues are $42.00 per year and professional liability insurance is available for $15.00 more. Contact Early Childhood Coordinator at 777-4436 or another ECE faculty for more information.

Important web sites and addresses

The code of ethics can be viewed on the Educational Standards and Practice Board web page.
- The address is: http://www.nd.gov/espb/profpractices/ethics.html
- Information on the Praxis I basic skills test and Praxis II can be found on http://www.ets.org/praxis/.
- North Dakota Education Standards and Practices Board (ESPB) http://state.nd.us/espb
- Minnesota State Licensing can be found at http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/index.html
- Teacher Education and Certification links to all 50 states http://www.emtech.net/cert.htm
- UND Teaching and Learning Application Information www.education.und.edu (College of EHD Home Page) http://education.und.edu/adm-requirements.cfm http://education.und.edu/field-placement/index.cfm

Costs

As a future educator, you should be aware of the costs associated with your profession that you will be expected to pay. **Fees are subject to change without notice.** Here are a few you should know about:

- Teaching and Learning Program fee of $100 (each semester) accessed after being admitted into the program. This fee applies even if you are not enrolled in Education courses.
- Student Teaching course fee of $215
- Praxis I Pre Professional Skills Test (check Praxis web site for current fees)
  - $170 for the paper and pencil version
  - $180 for the computer based exam (cost depends on how many tests you take at a time)
- Initial North Dakota State Teaching Licensure = $100
- Initial Minnesota State Teaching Licensure and Fingerprinting = $88
- North Dakota Fingerprinting = $52
- North Dakota Praxis II Test = (check for costs)
- Minnesota Teacher Licensure Examination (www.mtle.nesinc.com) = (check for costs)
Other fees you may encounter:

- Student North Dakota Education Association membership = $50 per year
- National Education Association membership = up to $123 per year
- North Dakota Education Association membership = up to $209 per year
- License renewal/update (costs will vary)
- Early Childhood Education Organization membership = $42 per year

**Due Process for Students**

Due process exists to assure students of an orderly set of procedures when there is a possibility of prejudice, capricious evaluation, or other perceived unfair treatment on the part of members of the College of Education and Human Development. According to the UND Code of Student Life, an academic grievance is "A statement expressing a complaint, resentment, or accusation lodged by a student about an academic circumstance (such as grading, testing, or quality of instruction) which is thought by the student to be unfair." In order to protect both the student and the faculty or staff member who might be involved, if a dispute arises which cannot be resolved through routine interactions, the following due process will be followed.

**STEPS:**

1. **Initial Meeting**  
   A meeting between the student and the faculty or staff member to try to resolve differences.

2. **Second Level Meeting**  
   The intervention of the department chair to assist the student and the faculty or staff member in arriving at a solution.

3. **Formal Hearing**  
   A college appeals committee is convened to hear both sides of the dispute and to decide on a solution to the problem.

4. **Appeals beyond the College**  
   An appeal is made to the Academic Standards Committee of the University.

A complete statement of due process procedures is available in the Dean's Office or on-line at www.und.edu/dept/ehd/policy.htm.

**Teacher Education Student Review Committee**

The progress of candidates in Teacher Education is reviewed on a regular basis through formal admission to Teacher Education; admission to student teaching; course grades; evaluations completed by cooperating teachers and university supervisors, and regular reviews of student portfolios. Some programs also have additional review processes such as admission to TEAM in the Elementary Education and Early Childhood Education Programs. There are times, however, when evidence presented in one of the routine reviews or by other means suggests the need to monitor candidates more closely or dismiss the candidate from the teacher education program. In such cases, the Teacher Education Student Review Committee provides for additional candidate review.

The role of the Teacher Education Student Review Committee is as follows: 1) to monitor the progress of teacher candidates who have failed to meet on-going program requirements and 2) to review the situation of candidates referred because of a concern about their performance as teacher candidates and 3) to recommend to the Associate Dean for Teacher Education the dismissal from or conditions for continuation of such candidates in the Teacher Education program.
The status of candidates who have been formally admitted to Teacher Education is subject to review under any of the following circumstances:

- Failure to retain the overall GPA or major GPA required by the program;
- Report of unsatisfactory performance in a required or elective field experience;
- Report of disciplinary action which might prohibit the candidate's being licensed to teach;
- Report of behavior involving academic dishonesty or other violations of the code of ethics which pertain to professional educators and, by extension, to educator candidates;
- Report of faculty or cooperating educator concern about physical or mental health factors which might interfere with the candidate's ability to perform the duties of a teacher;
- Referral by a program faculty due to failure to meet the requirements of one of its review processes;
- Referral by a faculty member, cooperating educator, or the teacher candidate due to some circumstance leading to the opinion that a review would be helpful.

A list of candidates in these categories will be maintained by the Office of the Associate Dean for Teacher Education. Candidates may be added to the review list by faculty, supervisors, or cooperating teachers by means of a memo to the office the Associate Dean for Teacher Education, specifying the circumstances which justify a request for review. Candidates will be notified of their placement on the review list and the reason for it by the Office of the Associate Dean for Teacher Education at the time of their placement on the review list. Candidates will be given prior notice of the dates of the review meeting and invited to communicate with their advisor either in writing or in person about their progress toward meeting program requirements. Candidates will be offered the opportunity to meet briefly with the committee during the review meeting. The Office of the Associate Dean for Teacher Education will notify the candidate of the outcome of each review meeting. Should the candidate wish to appeal the decision of the Committee he or she should submit a formal letter of appeal to the Associate Dean for Teacher Education within 15 working days after notification of the decision. Should the candidate wish to appeal the decision of the Associate Dean for Teacher Education, he or she should appeal to the College Appeals Committee and adhere to the grievance process outlined under point 3 in the College Academic Concerns and Grievance Process. This can be found at the following web address: http://education.und.edu/policies.cfm.

The Student Review Committee will consist of the Chair of Teaching and Learning, the coordinator of the program(s) to which the candidate was admitted, the candidates’ program advisor, and the Director of Student Teaching and Field Placement. In the case of candidates in Secondary Education programs, the review committee may also include a faculty representative of the major. The review committee will meet at the call of the Associate Dean for Teacher Education, at least once each semester before the beginning of the enrollment period for the next semester to review the progress of each candidate on the list and to make recommendation about the candidate's continuation in the program. The review committee may also meet at irregular times to consider the case of a candidate whose situation demands more immediate attention.

**Disability Support Services**

Students who would benefit from support for a disability are urged to contact Disability Support Services located at 190 McCannel Hall, 777-3425. This office offers counsel and advocacy for persons who may require accommodations to enable learning because of a disability. The teacher education programs make accommodations in the admissions process for students with disabilities, and applications of all students are screened without regard for disability.
After admission to teacher education, students can expect reasonable accommodations to support their learning in classes and field experiences upon request and with the involvement of Disability Support Services. Faculty will not adjust assessments of student work made prior to their being informed of the need of the student for accommodation to a disability.

**Non-Traditional Learning**

In an effort to meet the educational needs of our non-traditional students, the Teaching and Learning Department offers many courses in the evening hours, as well as online and by correspondence. Students will need to be prepared to attend full-time, daytime during their final two semesters of the Education program when they will be expected to be in the classrooms for their methods coursework and student teaching.
Field Experiences

Our conceptual framework clearly supports connections between theory and practice and recognizes that field experiences provide the opportunity to support those links. The programs’ field experiences support candidates to better understand and apply the themes of our framework (teacher as learner, teacher as active agent of learning, and teacher as articulate visionary) as well as the INTASC principles through their work with students. Field experiences provide candidates an opportunity to apply the knowledge, skills, and dispositions necessary to become professional educators and other school personnel. Candidates are introduced to field-based experiences early in their programs and multiple experiences are woven throughout the program.

The value of field experiences is considered highly significant and all candidates must provide evidence of completion of a successful field experience in their admission materials. Feedback from this initial field experience addresses the disposition of the candidate.

The introductory level courses in all areas of teacher preparation are closely linked to a field experience. In elementary and early childhood education, candidates are required to complete 30 hours of field experience during which time they are placed in classrooms and preschools. The middle level and secondary education professional sequences also require a field experience with the introductory course. The expectations for successful completion of these field experiences are described in the course syllabi and are also communicated through the field experience forms completed by the supervisors. Subsequent field experiences are woven throughout each of the programs. They range in hours from 6-60+, depending upon the purpose and scope of the class. Typically, they are taken concurrently with content and/or methods courses.

The culminating field-based experience for candidates in teacher education is student teaching. In order for students to be recommended for student teaching, they must hold a 2.75 overall grade point average, 3.0 in T&L course work, a minimum grade of C in all education courses, and faculty recommendation. Candidates must also file a successful Phase 2 Portfolio Review Report in the Field Placement Office for the final approval to student teach. All programs require the completion of a minimum of 16 weeks of student teaching. For candidates pursuing a K-12 license the student teaching may be split with 8 weeks at two different levels. All Elementary Education Double Majors require 16 weeks of student teaching in each major (i.e., Elementary/Early Childhood).

Field experiences in the teacher education programs supplement and enrich academic coursework by providing candidates with opportunities to observe and participate directly in the day-to-day life of cooperating partnership schools. The purpose and expectations associated with each of the field experiences vary as candidates advance in their program. Early experiences are primarily observational and in the latter stages candidates take a more active role in the classroom. Both candidates and faculty members at UND and partnership schools have much to gain from the collaboration involved in a successful field experience. Candidates benefit from the opportunity to become directly involved in the life of the classroom. Through their classroom visits, candidates have opportunities to observe a variety of effective teaching styles and techniques, develop individual teaching skills, and initiate professional relationships with master teachers and other school staff. The field experience provides cooperating teachers with skilled classroom aides as well as the opportunity to develop professionally through their supervision and observation of future teachers. Finally, the field experience provides the university instructor with an important link to area schools and ongoing practice. Candidates attend a co-requisite Senior Seminar during their student teaching semester that is facilitated by the Director of Field Placement.
The purpose of this section is to clarify the expectations of the program for both candidates and supervisory staff involved in the field experiences, and to provide specific information about the different purposes and expectations associated with each of the levels of experiences.

**General Expectations for Teaching Candidates**

Field experiences provide the candidates with the opportunity to demonstrate the dispositions, knowledge, and skills expected of professional educators. To that end:

- We expect candidates to enter the field experience with an open mind, and with a willingness to learn, grow, and change.

- Each of the field experiences will be monitored at the school and incorporated into the classes in the Department of Teaching and Learning. At each new level of field experience, candidates are expected to become more engaged in the practice of teaching. This emphasis on teaching reflects our commitment to providing our candidates with classroom-based opportunities designed to promote professional growth and reflection.

- We expect teaching candidates to actively reflect on what they see and do in the cooperating classroom. To support this process, candidates should plan to document their experiences, maintaining a log or journal of their activities and observations for each visit. These journals may be expected to be electronically produced and shared with the faculty. Expectations for the journal entries may vary from class to class.

- We expect candidates to know and respect the conventions of the cooperating school and classroom. Field experiences mark the beginning of the candidate’s professional role in the classroom, and candidates should plan to follow the school’s code of professional conduct. Typically this means arriving promptly, signing in at the main office, providing advance notice of cancellations, and following school dress codes for faculty. Schools vary in their specific requirements and conventions and candidates are responsible for seeking in advance the school and classroom policies.

- We expect candidates to communicate frequently with supervisory staff both in the partnership school and at UND. Candidates are encouraged to seek opportunities to discuss their observations with professional staff and to actively strive to make the field experience a useful part of their professional training. If, for any reason, candidates do not feel that their field experience is contributing positively to their professional program they should communicate their concerns to the appropriate supervisory staff members.

- T&L 250 Intro to Education We expect candidates to recognize and respect the individual differences of learners in the classroom. As candidates progress into teaching in their assigned field classrooms, they are expected to follow the guidelines to plan lessons that provide multiple methods of presentation, multiple options for participation, and multiple means of expression. It is expected that candidates will follow the UbD (Understanding by Design) format for instructional planning which has been adopted by all initial teacher preparation programs.
Scope and Sequence of Field Experiences

The teacher education programs provide a series of opportunities for candidates to experience teaching in their declared field. Generally, each of the program areas in teacher education requires a minimum of three field experiences that are hierarchical in nature. In addition, each of the programs have numerous classes that carry with them expectations for candidates to be involved at various levels in the field. See Supplemental Information section for General Education Accommodations. Descriptions of these field experiences are outlined below.

Secondary Education

*T & L 250 Introduction to Education* This course is designed for students exploring the profession of teaching. A classroom field experience is included in this course to provide the realities of the profession in making an informed decision. This course introduces students to the InTASC Principles which guide our preparation of teachers and the Portfolio Process, the program’s assessment tool. Candidates spend 30 hours in the classroom with students.

*T & L 286 Field Experience (Transfer students only) Offered through Continuing Education (correspondence).* Through T & L 286, candidates will be placed with a teacher in a middle school or high school. The purpose of the experience is to become familiar with the lives of teachers and students and to connect these experiences with knowledge and skills learned. Candidates spend 30 hours in the classroom with students.

*T & L 350 Adolescent Development* Candidates are required to participate in the observation of adolescents. Candidates connect their observations in the classroom to class discussions. Candidates spend 15 hours in the classroom with students.

*T & L 386 Field Experience* Through the Field Placement Office, candidates will be placed with a teacher in a middle school or a high school in a non-classroom setting. The purpose of the experience is three-fold: to develop empathy with and understanding of the needs of students with special needs or diverse background; to serve special needs students or students from diverse backgrounds in a tutoring/mentoring relationship; and to assist in service activities sponsored by the school. Candidates participate in a minimum of 30 hours of time with students.

*T & L 433 Multicultural Education* Pre-requisite: Admission to Teacher Education
This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as preparing them to teach about cultural diversity. This class examines several cultures including Native Americans of North Dakota. A two day field experience is required.

*T & L 486 Field Experiences* This field experience is taken concurrently with T & L 400 Methods and Materials courses. It has two purposes: to allow the candidate an opportunity to experience the practice of teaching in a typical classroom setting and to apply the methods and materials knowledge and skills to actual practice in the classroom. In order to allow candidates to practice, cooperating teachers must have confidence that candidates understand the sequence and purpose of activities enough to design and execute a lesson appropriate to the curriculum. Visiting once each week is not likely to provide that level of confidence. Thus, candidates are encouraged to schedule their visits during the same class period(s) throughout the semester. A minimum of 30 hours of field work is required for the course.
**T & L 487 Student Teaching** Candidates are placed in the schools for a minimum 16 week assignment. The experiences are hierarchical in nature, culminating in the candidates assuming complete responsibility for instructing and managing their classrooms for a minimum of two weeks.

**K-12 Physical Education, Music, Visual Arts**

*T & L 250 Introduction to Education* – refer to description under Secondary Education

*T & L 350 Adolescent Development* - refer to description under Secondary Education

*T & L 386 Field Experience* - refer to description under Secondary Education

*T & L 433 Multicultural Education* - refer to description under Secondary Education

*T & L 486 Field Experiences* - refer to description under Secondary Education (PXW – PXW 400 and 400L; Music – MUSC400, 441 and 443; Visual Arts – Art 460 and 461)

*T & L 487 Student Teaching* - refer to description under Secondary Education

**Middle Level Education**

*T & L 250 Instruction to Education* - refer to description under Secondary Education

*T & L 341 Foundations of Middle Level Education* Candidates are provided an opportunity to observe in a middle level classroom as part of the introduction to middle level education. An average of 10 hours of observation is required for this class.

*T & L 350 Adolescent Development* - refer to description under Secondary Education

*T & L 386 Field Experience* - refer to description under Secondary Education

*T & L 433 Multicultural Education* - refer to description under Secondary Education

*T & L 486 Field Experiences* This field experience is taken concurrently with T & L 465 Middle School Curriculum Methods course. It has two purposes: to allow the candidate an opportunity to experience the practice of teaching in a typical classroom setting and to apply the methods and materials knowledge and skills to actual practice in the classroom. Candidates are immersed in the middle school interdisciplinary philosophy and work in teams, actually developing, implementing and evaluating units applied in the middle school setting. In order to allow candidates to practice, cooperating teachers must have confidence that candidates understand the sequence and purpose of activities enough to design and execute a lesson appropriate to the curriculum. Visiting once each week is not likely to provide that level of confidence. Thus, candidates are encouraged to schedule their visits during the same class period(s) throughout the semester. Candidates spend 45 hours in the classroom with students.

*T & L 487 Student Teaching* - refer to description under Secondary Education
Elementary Education

*T & L 250 Introduction to Education* - refer to description under Secondary Education

*T & L 433 Multicultural Education* - refer to description under Secondary Education

*T & L 486 Field Experiences*  This field experience is taken concurrently with TEAM (Teacher Education Through Applied Methods) coursework (T & L 410, 430, 440, 470). Candidates are placed in the field for a minimum of 60 clock hours. During these experiences, candidates are expected to actively participate in a variety of experiences and responsibilities. These range from observing the classroom environment and teacher actions to developing, implementing and evaluating inquiry-based lessons with children in reading, mathematics, social studies, and science. The integration of technology in at least one subject area is also required. Candidates keep a reflective journal of their experiences and are supervised by University faculty.

*T & L 487 Student Teaching*  Candidates are placed in the schools for a minimum 16 week assignment. The experiences are hierarchical in nature, culminating in the candidates assuming complete responsibility for instructing and managing their classroom for a minimum of two weeks. All Elementary Education Combined Majors require 16 weeks of student teaching in each major (i.e., Elementary/Early Childhood.). Kindergarten endorsement will require additional student teaching.

The following elementary education electives include field experience components:

*T & L 411 Primary Reading and Language Arts*  Candidates are involved in supporting the literacy development of primary aged children in public school settings while taking a classroom based course. In addition to classroom observations and being engaged in literacy projects with children, candidates participate in classroom discussions and activities related to the theories of literacy development. Typically, candidates are involved in field experiences for 20% of the class (approximately 12 – 14 hours).

*T & L 414 Corrective Reading Practicum*  (Taken concurrently with T & L 413 Assessing and Correcting Reading Difficulties)  Candidates are involved in a practicum setting while taking a classroom based course that focuses on understanding the literacy processes and the assessment of student strengths and vulnerabilities. Candidates are involved in multiple levels of assessment and program planning to support the development of literacy in children. Typically, the field experiences require a minimum of 30 hours with children.

Early Childhood

*T & L 250 Introduction to Education* – refer to description under Secondary Education

*T & L 252 Child Development*  Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child’s home and community environment. Candidates observe for a minimum of three hours of observation.

*T & L 310 Introduction to Early Childhood Education* Candidates observe for a minimum of 6 hours of observation. The focus of the observations is on a range of programs, theories, and practices. The course has been designed to allow for a series of intense observations which follow several introductory class discussions, and then are followed by several class sessions in which the practices are examined in light of the theories they represent.
T & L 311 Observation and Description of Young Children  Candidates are placed in the field for 6 hours as a component of the class activities. The purpose of the observations is for candidates to gather data and apply several observational strategies that are presented during class discussions.

T & L 313 Young Children’s Language and Thought Candidates are expected to complete six hours of observation of a young child’s language development. Focused observations on the child’s oral language, literacy development and cognitive processes as reflected in oral language are required. A final project – a portrait of a child’s language – is completed as a major graded component of the class.

T & L 320 Infant/Toddler Development This course is a study of the child’s growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the children’s home and community environments. Six hours of field experiences are required.

T & L 322 Leadership and Supervision in Early Childhood Education Prerequisite: T & L 310 and admission to Teacher Education. During this class, candidates are placed for 10 hours with the director of an early childhood program. The expectations are that the candidates will develop an understanding of the policies, procedures, and issues associated with the day to day operations of a quality early childhood program.

T & L 333 Methods and Materials: Pre-Kindergarten Co-requisite: T&L 486 Field Experience – Pre-Kindergarten. Exploration of curriculum, methods and materials for use in pre-kindergarten educational settings. Includes selection of materials, creative environments, and planning for the individual needs of children within a group setting.

T & L 336 Social and Emotional Development and Guidance of Children This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational setting. The course will also focus on child guidance and behavior issues affecting classroom climate. A minimum of 6 hours of field experiences are required.

T & L 338 Home-School Relations This course is an exploration of home-school relations. The content will include history, parental involvement in schools, parent-teacher conference, home visits, parent’s programs, and resources for parents. A minimum of 6 hours of field experience is required.

T & L 433 Multicultural Education - Refer to description under Secondary Education

T & L 453 Methods and Materials: Kindergarten. Prerequisite: T & L 310 and admission to Teacher Education. Exploration of curriculum, methods, and materials for use in kindergarten settings. A minimum of 6 hours of field experiences are required.

T & L 486 Field Experiences (TEAM) Refer to description under Elementary Education.

T & L 486 Field Experiences: Pre-Kindergarten Co-requisite T&L 333. Includes selection of materials, creative environments, and planning for the individual needs of children within a group setting. A minimum of 30 hours of field experience is required.

T & L 487 Student Teaching Early Childhood candidates complete two semesters of student teaching, one semester in an Early Childhood setting (Pre-K), and one semester in a Primary setting (Grades 1-3.) This will meet the requirements in North Dakota for licensure from birth to third grade.
# Field Experiences and Clinical Practice by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experiences (Observation and/or Practicum)</th>
<th>Clinical Practice (Student Teaching or Internship)</th>
<th>Total Number of Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Early Childhood Education</strong></td>
<td>30 hrs. 250 Intro. Education&lt;br&gt;3 hrs. 252 Child Dev. (ECE classroom)&lt;br&gt;6 hrs. 310 Intro. to Early Childhood Ed.&lt;br&gt;6 hrs. 311 Observation &amp; Description&lt;br&gt;6 hrs. 338 Home-School Relations&lt;br&gt;6 hrs. 313 Young Children's Language&lt;br&gt;6 hrs. 336 Social/Emotional Development&lt;br&gt;6 hrs. 320 Infant-Toddler Development&lt;br&gt;6 hrs. 433 Multicultural Ed (Reservation or inner city classroom)&lt;br&gt;6 hrs. 453 Kindergarten Methods and Materials&lt;br&gt;10 hrs. 322 Administration and Leadership in Early Childhood Education&lt;br&gt;60 hrs. 486 TEAM (Primary classroom)&lt;br&gt;30 hrs. Pre-Student Teaching (10 Multicultural events/Activities, 10 Poverty, 10 Special Populations)&lt;br&gt;30 hrs. T&amp;L 486 Pre-kindergarten field experience</td>
<td>16 weeks, ¾-time student teaching placement in Pre-School Setting (225 hours)&lt;br&gt;16 weeks, full-time student teaching placement in Primary Classroom Setting (350 hours)&lt;br&gt;2 day trip, this would involve 2 days in school and evening seminars.</td>
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<td>PreK-3 (B.S.Ed., Initial)</td>
<td><strong>211 Total Field Experience Hours</strong>&lt;br&gt;Optional:&lt;br&gt;12 hrs. 411 Primary Reading&lt;br&gt;32 hrs. 414 Corrective Reading&lt;br&gt;60 hrs. 486 Bilingual/ESL</td>
<td><strong>575 Total Student Teaching Hours</strong></td>
<td><strong>786 Hours</strong></td>
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<tr>
<td><strong>Elementary Education</strong></td>
<td>30 hrs. 250 Intro to Education&lt;br&gt;6 hrs. 433 Multicultural Ed (Reservation or inner city classroom)&lt;br&gt;60 hrs. 486 TEAM</td>
<td>16 weeks, full-time student teaching placement in Elementary Classroom&lt;br&gt;2 day trip, this would involve 2 days in school and evening seminars.</td>
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<td>1-6 (B.S.Ed., Initial)</td>
<td><strong>126 Total Field Experience Hours</strong>&lt;br&gt;30 hrs. Pre-Student Teaching (10 Multicultural Events/Activities, 10 Poverty, 10 Special Populations)</td>
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<tr>
<td>Elementary/Middle Level Double Major</td>
<td>10 hrs. 341 Foundations of Middle Level Ed.&lt;br&gt;15 hrs. 350 Adolescent Development&lt;br&gt;70 hrs. 465 Middle Level Methods&lt;br&gt;126 hrs. Elementary Education field hours</td>
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<tr>
<td>Optional&lt;br&gt;12 hrs. 411 Primary Reading&lt;br&gt;32 hrs. 414 Corrective Reading&lt;br&gt;60 hrs. 486 Bilingual/ESL</td>
<td><strong>350 Total Student Teaching Hours</strong></td>
<td><strong>476 Hours</strong></td>
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<tr>
<td>Program</td>
<td>Hours Required</td>
<td>Courses</td>
<td>Field Experience Hours</td>
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<tr>
<td><strong>Middle Level Education</strong></td>
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<td>30 hrs. 250 Intro to Education</td>
<td>166 Total Field Experience Hours</td>
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<tr>
<td>Grades 6-8 (B.S.Ed. Initial)</td>
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<td>10 hrs 341 Foundations of Middle Level Ed.</td>
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<td>15 hrs. 350 Adolescent Development (ELL)</td>
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<td>6 hrs. 433 Multicultural Ed (Reservation or inner city classroom)</td>
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<td>30 hrs. 465 Middle Level Methods</td>
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<td>45 hrs. 486 Middle Level Field Experience</td>
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<td></td>
<td>30 hrs. Pre-Student Teaching (10 Multicultural Events/Activities, 10 Poverty, 10 Special Populations)</td>
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<tr>
<td><strong>K-12 Physical Ed, Music, Visual Art</strong></td>
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<td>30 hrs. 250 Intro to Education</td>
<td>111 Total Field Experience Hours</td>
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<tr>
<td>Grades K-12 (B.S.Ed. Initial)</td>
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<td>15 hrs. 350 Adolescent Development (ELL)</td>
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<td>6 hrs. 433 Multicultural Ed (Reservation or inner city classroom)</td>
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<td>30 hrs. 486 Elementary/Secondary Methods</td>
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<td></td>
<td>30 hrs. Pre-Student Teaching (10 Multicultural events/Activities, 10 Poverty, 10 Special Populations)</td>
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<tr>
<td><strong>Secondary Education</strong></td>
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<td>30 hrs. 250 Intro to Education</td>
<td>141 Total Field Experience Hours</td>
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<tr>
<td>Grades 7-12 (B.S.Ed. Initial)</td>
<td></td>
<td>15 hrs. 350 Adolescent Development (ELL)</td>
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<td></td>
<td>6 hrs. 433 Multicultural Ed (Reservation or inner city classroom)</td>
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<td></td>
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<td>60 hrs. 486 Secondary Methods</td>
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<td></td>
<td>30 hrs. Pre-Student Teaching (10 Multicultural events/Activities, 10 Poverty, 10 Special Populations)</td>
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<tr>
<td><strong>Special Education</strong></td>
<td></td>
<td>30 hrs. 486 Field Experience (up to 120 hrs.)</td>
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<tr>
<td>PreK-12 (Minor)</td>
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<tr>
<td>PreK-12 (Master's)</td>
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<td></td>
<td>30 hrs. 580 Field Experience</td>
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<td>120 hrs. 584 Internship</td>
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</tbody>
</table>

Notes:
- Middle Level/Secondary Double Major: 60 hrs. 486 Methods
- Middle Level/Elementary Double Major: 60 hrs. 486 TEAM
- K-12 Physical Ed, Music, Visual Art: 8 weeks, full-time student teaching placement in Elementary Classroom
- Secondary Education: 10-weeks, full-time student teaching placement for Technology Education Majors
- Special Education: Full-time internship placement in K-12 Classroom

Field Experience Details:
- Middle Level: 166 Total Field Experience Hours
- Secondary Education: 141 Total Field Experience Hours
- Special Education: 120 Total Field Experience Hours

Other Notes:
- 2 day trip, this would involve 2 days in school and evening seminars.
- Technology Education Majors: 2 day trip, this would involve 2 days in school and evening seminars.
Field Experience and Student Teaching Placement Requirements

It is recommended that All candidates participate in field experiences in at least three of the four zones in order to complete the program:

The zones are as follows:

**Zone 1**  Placement in the local districts of Grand Forks and East Grand Forks

**Zone 2**  Placement within 30 miles of UND campus—provides an opportunity to work in a smaller and/or more rural school district.

**Zone 3**  Placement beyond 30 miles of UND campus.
1. Teacher candidates will complete an extended experience (2 nights, 2 days) in conjunction with T&L 433 Multicultural Education. This experience may take place in an inner city, rural, or reservation setting.
2. Student teachers may select a district in ND or another state, including QUEST (Quality Experiences for Student Teachers) schools.

**Zone 4**  Placement in a Global Student Teaching site. Candidates may apply to student teach aboard, choosing from 22 countries in partnership with the University of Minnesota-Morris. Several student teachers have taken advantage of this opportunity since its inception in 2004 (Placement Report).

**SUMMARY**

Field experiences in the teacher education programs are designed to move candidates from observation and exploration to effective practice in the classroom. The field experiences are coordinated with the classroom activities to maximize the candidates’ construction of connections between theory and practice from the campus based experiences to the classrooms in the partnership schools. Professional demeanor and behavior should guide candidates in all their field experiences. Practice opportunities must increase as field experiences move candidates closer to the professional semester. The outcome of this sequence of field experiences should result in candidates who demonstrate sufficient competence in inclusive classrooms and who are prepared to enter the professional teaching semester with the knowledge, skills, and dispositions necessary for a successful student teaching experience. Cooperating Teachers and University personnel share the responsibility for assessing candidate performance and likely success in teaching as outlined below:
Suggested Candidate/Faculty Responsibilities

**Introductory Level Experience**

**Candidates:**
- ✓ Observe student behavior, teaching methods and classroom interaction
- ✓ Discuss teaching methods with teacher
- ✓ Assist in non-teaching and teaching activities
- ✓ Assist in executing parts of lessons
- ✓ Join a professional organization

**Middle Level Experience**

**Candidates:**
- ✓ Plan/teach a lesson or co-teach
- ✓ Develop a management plan for use in the classroom
- ✓ Write a unit plan or modify a cooperating teacher’s unit plan
- ✓ Gather materials
- ✓ Create an activity for students
- ✓ Integrate Technology

**Student Teaching Experience**

**Candidates:**
- ✓ Orientation to the class
- ✓ Observing/Participation in the classroom
- ✓ Lead Teaching Responsibility in the classroom
- ✓ Phase out/Observations
- ✓ Integrate Technology into lessons

**University/School Faculty**

- Monitor attendance
- Offer feedback on candidate knowledge, skills and dispositions
- Monitor attendance
- Assess knowledge, skills and disposition
- Serve as a mentor and guide
- Provide opportunities for practice
- Assist with observation
- Participation
- Mentor through Full Teaching Responsibility
- Assess candidate suitability for the profession
UND FIELD EXPERIENCE CONTRACT

Student: _________________________________  School/Site Assigned: _________________________________
EMPL ID: _________________________________  Teacher: _________________________________
For Semester: ________________________________

For Office Use:  ☐ Zone 1  ☐ Zone 2  ☐ Zone 3

Please check appropriate Field Experience (30 hours = 1 credit):

<table>
<thead>
<tr>
<th>ECE</th>
<th>Elementary</th>
<th>Middle/Secondary</th>
<th>Special Education</th>
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<tbody>
<tr>
<td>250</td>
<td>250 (30 hours)</td>
<td>250 (30 hours-Intro)</td>
<td>486 (30-120 hours)</td>
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<tr>
<td>252</td>
<td>433 (6 hours)</td>
<td>286 (30 hours-Intro)</td>
<td>580 (30-120 hours)</td>
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<tr>
<td>310</td>
<td>486 (TEAM)</td>
<td>386 (Elective 30 hours)</td>
<td>Other:</td>
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<tr>
<td>311</td>
<td>486 (ESL)</td>
<td>433 (6 hours)</td>
<td>Other:</td>
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<tr>
<td>313</td>
<td>486 (Independent)</td>
<td>486 (60 hrs methods)</td>
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<tr>
<td>320</td>
<td>Other:</td>
<td>486 (Independent)</td>
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<td>322</td>
<td>Other:</td>
<td>Other:</td>
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<td>336</td>
<td>338 (6 hours)</td>
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<td>433</td>
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<td>320</td>
<td>Other:</td>
<td>Other:</td>
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</table>

Student Responsibilities:
1. Contact your cooperating teacher within the first week after receiving your field experience assignments (usually by the 3rd or 4th week) to arrange hours.
2. Allow a minimum of two hours for each visit.
3. Enter: the date, amount of time, activity, and the cooperating teacher’s initials on the schedule below after each visit.
4. Have your cooperating teacher write a comment and sign the contract on the reverse side when the required hours have been completed.

*Course instructors will record your progress by signing and dating the contract at mid-point and upon completion. (Students should complete several hours of field experience before mid-term deficiency reports to avoid receiving a deficiency.)

**To receive a final grade, please return the completed contract to your course instructor (or assigned supervisor) by the last class date (before Reading and Review Day if not in a class). Your final completed contract will be returned to the Field Placement Office/Teacher Education Office to be added to your academic student file.

Visit No. | Date | Amount of Time | Activity | Initials of Cooperating Teacher
---|---|---|---|---
1 | | | | |
2 | | | | |
3 | | | | |
4 | | | | |
5 | | | | |
6 | | | | |
7 | | | | |
8 | | | | |
9 | | | | |
10 | | | | |

TOTAL HOURS: ________

47
## UND FIELD EXPERIENCE CONTRACT

<table>
<thead>
<tr>
<th>Visit No.</th>
<th>Date</th>
<th>Amount of Time</th>
<th>Activity</th>
<th>Initials of Cooperating Teacher</th>
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</thead>
<tbody>
<tr>
<td>11</td>
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</tbody>
</table>

**TOTAL HOURS:** ________

Cooperating Teacher’s Comments:

*The practical student who was assigned to my classroom during this semester fulfilled his or her commitment.*

______________________________  ________________________________
(Cooperating Teacher’s Signature)  (Name of School)

Course instructor (or assigned supervisor): Please initial, date, and record student’s progress at mid-term and end.

Proof of acceptable initial contact with cooperating teacher  ________

Acceptable progress shown at mid-point in semester  ________

Completed contract is received by the last class date of the semester  ________

Programs preparing teacher educators and other school related personnel at the University of North Dakota are in compliance with the Title II Higher Education Act and have reported their information to the North Dakota Education Standards and Practices Board.
Field Experience -- Statement of Understanding
University of North Dakota ~ College of Education ~ Teacher Education Office ~ Field Placement Office

Name: _______________________________________ ID: __________________________ Semester: __________

All field experience assignments are made by the Field Placement Office. The assignment is dependent upon the availability of suitable field sites as determined by the Field Placement Office. I understand that location requests will be considered and that I will not attempt to make any part of these arrangements on my own initiative.

Placement assignments:

- will be made in a school within a 30-mile radius. If I am assigned in a school outside of GF/EGF schools this semester, I will be assigned within the GF/EGF school districts for my next field experience (GFAFB schools are part of the GF school district).
- will not be made in a school which I have attended
- will not be made in a school where I have relatives who are attending or are employed there
- will not be made in a school where I have children attending

I am responsible:

- to follow all Teacher Education policies
- for reading the current online T&L 250 Introduction to Teacher Education Handbook before beginning my field experience and for meeting all of the requirements delineated within the Handbook and by the course instructor
- for keeping scheduled appointment times with my field teacher and notifying them ahead of time if absent
- for knowing and demonstrating proficiency in the Essential Abilities Requirements
- to document my hours on the Field Experience Contract
- to remind my field teacher about submitting my online Dispositions Report and printing a copy for me after the report is submitted
- to submit my contract and a copy of my disposition report to my instructor by the required deadline
- to meet the UND Praxis I required scores before applying to the Teacher Education program
- to follow all cooperating school policies:
  - wear my UND ID badge each time I visit the school
  - maintain confidentiality regarding student and school information and issues
  - turn off all cell phones, iPods or any other electronic devices (these are not to be seen or heard on P-12 school grounds)
  - refrain from using tobacco in any form on P-12 school grounds (possession or use of tobacco is not permitted in the school)
  - remove my cap when entering P-12 schools and leave it off for the duration of each visit
  - to carry liability insurance above the UND student insurance coverage--such as Student ND Education Association liability insurance (SNDEA). You may join SNDEA online at: http://www.nea.org/student-program/index.html

Professional Dress Code:

- acceptable for males:
  - dress pants, Dockers, khaki or cargo pants, sweaters, polo shirts, button/collar shirts, jackets, dress shoes
- acceptable for females:
  - dresses, skirts, dress slacks and dress capri pants, blouses, sweaters, jackets, dress shoes
- not acceptable for any candidate:
  - t-shirts, sweatshirts, jeans, tennis shoes, flip flop sandals, casual sandals, shorts, casual capri pants, anything with too low neckline, too short hemline (shirts & skirts), too low waist that shows bare skin (pants & skirts), anything soiled-wrinkled-overall careless, or other things that might be distracting to the learner--such as radical hair color or style, visible body art, or body piercing other than simple ear lobe piercings.

Disclosures:
I understand that if I have ever been convicted of a misdemeanor or felony (other than a minor traffic offense), I might not be eligible for student teaching or for teacher licensure even if I successfully complete all other requirements for this program. In order to student teach and obtain teacher certification/licensure, I will be required to submit to a full background check and FBI fingerprint check. I understand that individual school districts may require background checks before I can be placed for field experiences. I should make an appointment with the Director of Field Placement if I have concerns in this area.

To receive any accommodations or adaptations in the cooperating school, I must disclose my disability or health issue. To do my best in the classroom for field experience, I request consideration and/or accommodations for:

I have read and will abide by the statements above. I agree that these are important indicators to becoming an effective, professional teacher.
I understand that my progress in the teacher education program depends upon successful demonstration of these behaviors.

Teacher Candidate Signature: ___________________________ Date: ___________________________
Candidate Professional Disposition Evaluation

What are professional dispositions?
Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2002).

Why are dispositions important?
Research shows that the attributes of the classroom teacher significantly affect how well students learn. “Recently it has become clear that the quality of the education our children receive depends directly upon the quality of the teachers in our schools. Parents, teachers, educators, and researchers agree that effective teaching happens when the teachers thoroughly know their subjects, have significant teaching skills and possess dispositions that foster growth and learning in students” (Wasicsko, 2002).

The National Council for the Accreditation of Teacher Education (NCATE) has mandated that NCATE accredited colleges of education must assess teacher candidates' professional knowledge, skills, and dispositions necessary to help all students learn.

Why do professional dispositions need to be assessed and when will it happen?
The College of Education and Human Development, in collaboration with the College of Arts and Sciences, is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective teachers. Therefore, your initial licensure program will prepare you to demonstrate the knowledge, skills, and dispositions expected of beginning teachers. Faculty and school personnel will evaluate you at various points in the program and provide you with feedback about your progress.

Professional dispositions will be assessed by classroom teachers in each course that has a field experience requirement. Course instructors will assess professional dispositions in select courses not involving a field component. The four levels of professional dispositions assessment include:

**Level One** Pre-Admission (field experience requirement--classroom teachers report)
T&L 250 Introduction to Education

**Level Two** TBA

**Level Three** Pre-Student Teaching (field experience requirement--classroom teachers report)
T&L 486 Field Experience (Co-requisite with methods courses)
- Bilingual and ESL
- ECE
- Elementary
- English--Teaching Literature and Reading or
- English--Teaching Composition
- Foreign Language
- Math
- Middle Level (also MS Health)
- Music
- Physical Education
- Science
- Secondary Art Education
- Social Studies
- Special Education

**Level Four** Student Teaching (classroom teachers and university supervisors report)
T&L 487 (All majors)
T&L 580 Special Education--Practicum in School Problems
All dispositions reports must be completed with a final rating of Acceptable for admission and advancement in Teacher Education. If you receive an "Unacceptable" rating in a field experience, you must complete another field experience successfully before advancing in the program and/or before applying to student teach.

**Other ways dispositions may be assessed**
A professor in one of your education classes may have a concern about a dispositions area that needs improvement. He or she will discuss that concern with you and the two of you may develop a plan for improvement. A copy of the improvement plan will be kept in your permanent file and may affect your progress in the program.

Your course instructor will report your progress, indicating whether you were or were not able to improve. A meeting with the Student Review Committee, convened by the Associate Dean of Teacher Education may be needed to discuss a remediation plan. When you complete your improvement plan satisfactorily, the Field Placement Office will monitor your progress through your next field experience. Students who choose not to change or improve their attitudes and/or actions will not be allowed to remain in the teacher education program.

**How are the dispositions determined?**
The UND Teacher Education Program Conceptual Model serves to guide faculty and teacher candidates. The Model's three components describe the characteristics of the teacher candidate as desired by the program: Teacher as Learner, Teacher as Active Agent of Learning, and Teacher as Articulate Visionary.

*Teacher as Learner* addresses our goal of developing teachers who are committed to the continuing process of learning and especially about learning to teach. It requires that we prepare teachers to see learning as a lifelong process and to understand that knowledge is constructed when we make meaningful connections through and among our experiences. Candidates demonstrate **commitment to learning** through their professional behaviors and actions.

**Teacher Candidates:**
- reflect on teaching by various forms of feedback from instructors, classroom teachers, principals and supervisors
- respond productively and respectfully to feedback from peers, instructors, classroom teachers, principals, and supervisors
- engage in lifelong learning by continuing to learn to teach through professional reading and resources, observing, assessing, seeking to make connections among the role the student plays in learning, and the environments in which learning occurs

*Teacher as Active Agent of Learning* focuses on the development of teachers who are able to take an active role in promoting the learning of all students. In order to support the learning of others, teacher candidates must master content knowledge, have full knowledge of the learning process, and a robust understanding of pedagogy. We focus on the construction of meaning and provide alternative ways of assessing and evaluating knowledge and understanding. Candidates demonstrate ability to take an active role in promoting student learning by possessing behaviors and actions related to appropriate teaching qualities, relationships with others, and professionalism.
**Teaching Qualities**

**Teacher Candidates:**
- demonstrate organization through student-centered planning, selection, and preparation of age/grade appropriate materials
- demonstrate flexibility in modifying ideas, course assignments, materials, plans, lesson implementation, and schedule changes
- communicate effectively and thoughtfully through well organized and clearly expressed ideas in spoken or written language; demonstrate a clear understanding of grammar and vocabulary; hold high regard for confidentiality
- appreciate and value diversity through choosing and creating inclusive materials, lessons, assessments, and creating inviting and supportive classroom environments for diverse students' participation and learning, and providing equitable access to instruction
- stay aware of student activity in the surrounding environment

**Relationships with Others**

**Teacher Candidates:**
- cooperate with peers, instructors/school personnel; resolve differences or misunderstandings respectfully and reflectively
- collaborate with peers, instructors, school personnel and parents; initiate, suggest, contribute, share ideas and materials
- establish rapport with K-12 staff, students, and students' families; strive to establish interpersonal connections
- demonstrate sensitivity to others' feelings, opinions, and cultures

**Professionalism**

**Teacher Candidates:**
- demonstrate timeliness and attendance consistently in class, group work, appointments, field experiences, and student teaching
- are well-groomed and demonstrate an understanding of appropriate, professional dress which adheres to the school's dress codes and expectations when in the school
- display positive, professional attitude and enthusiasm for planning; initiating and completing assignments and/or lessons; and engaging in class and in school
- respect and support ethical and professional standards, diplomacy, integrity, and commitment

**Teacher as Articulate Visionary**

It is through this theme that professional educators emerge who can envision alternative solutions to the dilemmas posed in schools and can demonstrate the dispositions required of advocates for quality educational programs. Teachers need to be able to seek, plan, and implement creative and human solutions that are inclusive and are respectful of diverse communities. Teachers need to clearly articulate those visions and collaborate with others to make them realities. A candidate demonstrates vision and understanding of various situations by becoming involved, contributing to the school community, and seeking ways to grow professionally.
Teacher Candidates:
- Promote success for all students through best practices, informative assessments, and inclusive environments
- Pursue ways to contribute to others in the profession, participates in professional development opportunities such as conferences and professional organizations
- Become actively involved in the school community

In addition, the Teacher Education Program integrates the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles throughout the teacher candidate assessment process. Selected principles are embedded within the Professional Dispositions assessment process because they relate to dispositional aspects of teacher preparation:


Principle Five: Classroom Management and Motivation--The candidate demonstrates an awareness of student activity and is able to make situational decisions.

Principle Six: Communication--The candidate speaks correctly and interacts professionally with students, faculty, and staff.

Principle Nine: Professional Commitment and Responsibility--The candidate values professionalism as demonstrated by actions, appearance, and ethical behavior.

Student's Right to Appeal
In keeping with the Code of Student Life and the College of Education & Human Development academic concerns and grievance process, students have the right to appeal a disciplinary or academic sanction. If you believe a disposition’s assessment report is unfair and you wish to appeal, you may follow the procedures outlined below:

1. Discuss the grievance first with the person(s) who completed the assessment in an attempt to resolve the situation. If the results are unsatisfactory you may move to step 2 and/or 3.
2. You may request assistance from any person or entity appropriate to provide mediation. If the person or entity requested to mediate the concern agrees to do so, that mediator shall contact the assessor and proceed with mediation if that party agrees.
3. If the results from 2 are unsatisfactory, within twenty (20) days of the basis for the appeal, or within ten (10) days of the final attempt at resolution or mediation, whichever is later, the grievant may file a written grievance to the Associate Dean for Teacher Education, indicating the basis for the grievance and the specific remedy sought.
4. The Associate Dean for Teacher Education shall visit with you and the individual(s) who completed the assessment report and shall request such additional information as deemed necessary to render a response to the appeal.
5. Within fifteen (15) days after the grievance has been provided, the Associate Dean for Teacher Education shall provide the parties to the appeal with a written statement indicating what actions, if any, will be taken in response to the appeal.
6. If either party is dissatisfied with the decision of the Associate Dean for Teacher Education, he or she may appeal the decision as provided in the College’s Academic Concerns and Grievance Process (http://www.und.edu/dept/ehd/policy.htm).
1. Rubric is to be completed by the classroom teacher and/or supervisor as an overall assessment of the candidate's dispositions. Feedback is to be provided upon completion of the rubric through conference between the observer and candidate. The signed, printed evaluation is to be given to the candidate. Please check which field assignment was observed.

- Level 1 - Intro - to be filled in by the teacher in the field.
- Level 2 - On campus course - to be completed by course instructor.
- Level 3 - Methods - to be filled in by the teacher in the field.
- Level 4 - Student Teaching

2. Candidate Name

3. Which semester?
   - Fall 09
   - Spring 10
   - Summer 10

4. School

5. Grade/Subject

6. Observer

7. Professionalism - Timeliness
   - 1. Does not meet expectations - Frequently late and/or leaves early
   - 2. Progressing toward expectations - Usually arrives on time and remains in the classroom as scheduled
   - 3. Fulfills expectations - Arrives on time and remains as scheduled and works to complete the task
   - 4. Exceeds expectations - Arrives prior to designated time and remains until task is completed
   - NA

8. Professionalism: Attendance
   - 1. Does not meet expectations - Does not attend as scheduled; may or may not notify teacher; and/or is not dependable
   - 2. Progressing toward expectations - Attends quite regularly; usually notifies teacher if necessary
   - 3. Fulfills expectations - Attends regularly; is seldom absent and if so, makes up any missed time
   - 4. Exceeds expectations - Attends regularly; is dependable; volunteers to attend beyond required time
   - NA
<table>
<thead>
<tr>
<th></th>
<th>Professionalism: Dress and Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not meet expectations - Dresses inappropriately for the school environment and/or is poorly groomed</td>
</tr>
<tr>
<td>2</td>
<td>Progressing toward expectations - Generally dresses appropriately for the school environment and mostly well groomed</td>
</tr>
<tr>
<td>3</td>
<td>Fulfills expectations - Dresses appropriately for the classroom; is well groomed</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds expectations - Consistently dresses in a professional manner and is well groomed</td>
</tr>
<tr>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Professionalism: Attitude and Composure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not meet expectations - Shows little self-confidence; has a critical or negative attitude; and/or displays inappropriate behavior</td>
</tr>
<tr>
<td>2</td>
<td>Progressing toward expectations - Displays a generally positive and agreeable attitude; is developing confidence in the classroom</td>
</tr>
<tr>
<td>3</td>
<td>Fulfills expectations - Confident; positive and agreeable</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds expectations - Self-assured; consistently positive, agreeable, and professional</td>
</tr>
<tr>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Professionalism: Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not meet expectations - Exhibits little energy or enthusiasm; and/or seldom volunteers for tasks</td>
</tr>
<tr>
<td>2</td>
<td>Progressing toward expectations - Beginning to show enthusiasm for students and teaching; willing to assist as requested</td>
</tr>
<tr>
<td>3</td>
<td>Fulfills expectations - Is enthusiastic and energetic in the classroom; volunteers to assist in various tasks</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds expectations - Eager to participate; is inquisitive; makes suggestions; takes on added responsibility</td>
</tr>
<tr>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Professionalism: Ethics/Confidentiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not meet expectations - Shows little respect for ethical and professional standards, diplomacy, integrity, and/or confidentiality</td>
</tr>
<tr>
<td>2</td>
<td>Progressing toward expectations - Respectful; honest; appears to understand the importance of confidentiality in school matters</td>
</tr>
<tr>
<td>3</td>
<td>Fulfills expectations - Respects students, teachers, and staff; is honest and forthright; protects confidential information appropriately</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds expectations - Respects and upholds ethical behavior and professional standards; is honest and forthright; maintains confidentiality; demonstrates diplomacy</td>
</tr>
<tr>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

13. Teaching Qualities: Organization
1. Does not meet expectations - Appears to neglect pre-planning; does not plan or develop student-centered lessons
2. Progressing toward expectations - Makes an effort to plan appropriate lessons; works at organizing materials
3. Fulfills expectations - Uses time effectively; preplans student-centered lessons; prepares materials in advance
4. Exceeds expectations - Plans well ahead for time and materials; seeks out creative student-centered resources

14. Teaching Qualities: Flexibility
1. Does not meet expectations - Appears unwilling to adjust to other ideas whether for materials, plans, time factors, and/or unexpected events
2. Progressing toward expectations - Strives to adjust and accept other ideas and suggestions
3. Fulfills expectations - Willingly adjusts and accepts other ideas for plans, materials, time factors, etc.
4. Exceeds expectations - Readily adjusts and adapts ideas/tasks/lessons to meet student needs and/or time and content concerns

15. Teaching Qualities: Teacher Awareness
1. Does not meet expectations - Unaware of student activity in the surrounding environment
2. Progressing toward expectations - Generally aware of student activity and intervenes occasionally intercedes in student behavior
3. Fulfills expectations - Is aware of student activity and addresses issues as necessary
4. Exceeds expectations - Well aware of all student activity and readily makes situational decisions to guide students

16. Teaching Qualities: Communication
1. Does not meet expectations - Speaks in inaudible voice; writes illegibly; displays inappropriate grammar or syntax and/or errors in spoken or written language
2. Progressing toward expectations - Usually speaks in clear, understandable voice; uses mostly correct grammar and/or syntax in speaking and writing.
3. Fulfills expectations - Speaks in clear and correct language; writes legibly and spells correctly; uses correct grammar and vocabulary
4. Exceeds expectations - Uses expressive language and vocabulary; demonstrates superior understanding of grammar and syntax

17. Teaching Qualities: Sensitive to Diversity
1. Does not meet expectations - Appears unaware of student differences; relates to some students in a negative, demeaning or sarcastic manner
2. Progressing toward expectations - Recognizes some of the student differences; makes an effort to relate in a positive manner
3. Fulfills expectations - Displays sensitivity and acceptance of diverse backgrounds and abilities of all students
4. Exceeds expectations - Establishes a warmth and caring for all students; listens to students; learns students' interests; affirms perspectives and contributions of diverse individuals

N/A

18. Relationship with Others: Cooperation/Collaboration
1. Does not meet expectations - Unwilling to compromise and/or collaborate when working with faculty, staff, and/or peers
2. Progressing toward expectations - Appears to be willing to work with faculty, staff, and/or peers
3. Fulfills expectations - Demonstrates an ability and willingness to work cooperatively with faculty, staff, and peers
4. Exceeds expectations - Consistently works cooperatively with faculty and staff to create an optimal learning environment for students

N/A

19. Relationship with Others: Rapport/Communication
1. Does not meet expectations - Exhibits little respect when communicating or interacting with students, faculty, and/or staff; relates with others in a negative, demeaning, or sarcastic manner
2. Progressing toward expectations - Communicates and interacts appropriately with students, faculty, and/or staff; shows appropriate level of respect
3. Fulfills expectations - Demonstrates an ability to communicate and interact effectively and professionally with students, faculty, and staff; maintains cordial relationships with colleagues
4. Exceeds expectations - Consistently communicates and interacts effectively and professionally with students, faculty, and staff; establishes a positive rapport; exhibits caring and respect

N/A

20. Commitment to Learning: Self-Reflective
1. Does not meet expectations - Resists personal reflection on assignments and/or on effectiveness of activities and lessons
2. Progressing toward expectations - Makes an effort to be reflective; limited self-assessment of teaching effectiveness
3. Fulfills expectations - Engages in self-reflection; generally accurate in assessing effectiveness of instruction
4. Exceeds expectations - Makes thoughtful and accurate assessment of an activity and/or lesson's effectiveness

N/A
21. Commitment to Learning: Responsive to Feedback
- 1. Does not meet expectations - Rejects or ignores constructive feedback; and/or becomes defensive
- 2. Progressing toward expectations - Is fairly receptive to constructive feedback; asks questions to self improve
- 3. Fulfills expectations - Accepts constructive feedback and responds appropriately
- 4. Exceeds expectations - Solicits feedback about performance and consistently refines practice
- N/A

22. Commitment to Learning: Lifelong Learner
- 1. Does not meet expectations - Shows no interest in continuing to learn
- 2. Progressing toward expectations - Seeks to learn by observing and assessing on occasion
- 3. Fulfills expectations - Finds ways to learn through personal experiences in teaching and from observing others
- 4. Exceeds expectations - Strives to grow through extra reading, observing, assessing, and making connections
- N/A

23. Professional Development: Attitude toward Learners
- 1. Does not meet expectations - Fails to promote success for all students; and/or does not expect all students to learn
- 2. Progressing toward expectations - Wants students to succeed; is willing to use resources that are provided; is beginning to use meaningful assessments
- 3. Fulfills expectations - Believes in the success of all students; finds and uses appropriate resources and assessments
- 4. Exceeds expectations - Promotes success for all students; recognizes and accepts a personal role in their success; seeks best practices; uses informative assessments
- N/A

24. Professional Development: Ways to Contribute
- 1. Does not meet expectations - Shows no interest in participating in professional development activities; ignores opportunities to participate in school-related professional events
- 2. Progressing toward expectations - Plans to participate in at least one school-related activity
- 3. Fulfills expectations - Participates in school and district projects, attends school inservices and conferences
- 4. Exceeds expectations - Actively seeks professional development opportunities; attends professional meetings and conferences; seeks to problem solve to find better solutions
- N/A
25. Comments

26. Rating of Performance

☐ Acceptable - if the candidate receives a score of "Progressing", "Fulfills" or "Exceeds" in all elements (except those checked N/A)

☐ Unacceptable - if the candidate receives a "Does not meet " in more than one category (Candidate please refer to Field handbook for disposition assessment policy)

27. Candidate Signature

28. Observer Signature

AFTER YOU SUBMIT THE FORM, select CREATE A PRINTABLE VERSION and print a copy for the teacher candidate.
Course instructors may wish to use this plan should a concern arise regarding specific unprofessional attitudes and/or actions displayed by a particular teacher candidate. The Plan for Improvement format can be used during a conference between the course instructor and the candidate. Completing a Plan for Improvement does not necessarily indicate unsatisfactory progress overall – it states the concern and provides a prescribed plan for progress.

Name: ____________________________________________

Date: ____________________________________________

Attitude or behavior to work on:

Plan of action for improvement: (be specific)

Date to be accomplished: _________________________

Resources needed: (people and materials)

__________________________________________________________________________

Teacher Candidate Date

__________________________________________________________________________

Course Instructor Date

Please use the back of this page for any additional information.
Supplemental Information

40 Day North Dakota Provisional Teaching License

This license will be valid for 40 working days (M-F), holidays and weekends are not counted.

To get the license you must have completed all of your student teaching and be graduating in the semester in which you apply. If you are enrolled in any correspondence courses, or other courses (other than senior seminar,) you may not qualify for the license.

Steps

1. Fill out and complete the Application for North Dakota Educator’s Professional License (ESPB form SFN 9019 (10-2008)). You will need to attach the $100.00 fee and the $25 sub license fee for a total of $125.

2. Obtain unofficial copies of UND transcripts and unofficial transcripts from any other attended Universities and Colleges. This includes college courses completed in High School. Even if it is only one course you will need a transcript.

3. You will need a letter from the principal of your school requesting the 40 day provisional substitute license. (Once you receive the license you can substitute teach at any North Dakota school.)

4. You will need to write a letter requesting the 40 day provisional substitute teaching license.

5. All Praxis test scores are required.

Once you have completed all the above steps, bring it in to Eric Tweton in Education, Room 102. He will complete step 6 and mail it to ESPB for you.

6. A letter from the Teacher Certification Officer verifying that you have completed your student teaching, and all other courses, and will be awarded your degree.

Once your degree has been awarded and your official degree transcript and record of education have been received by ESPB you will receive your initial two-year license.
### Teacher Education Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>Specialty Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Mary</td>
<td>777-6759</td>
<td>Education 290</td>
<td>Chair/Professor-Elementary Education</td>
</tr>
<tr>
<td>Barrentine, Shelby</td>
<td>777-3243</td>
<td>Education 362</td>
<td>Professor-Elementary Education/Graduate Reading Program Area Coordinator</td>
</tr>
<tr>
<td>Beck, Pam</td>
<td>746-2279</td>
<td>Education 280</td>
<td>Assistant Professor-Elementary Education/TEAM Coordinator/Summer Reading Program Director</td>
</tr>
<tr>
<td>Bergland Holen, Jodi</td>
<td>777-6705</td>
<td>Education 380</td>
<td>Assistant Professor-Secondary Education</td>
</tr>
<tr>
<td>Robert Hill</td>
<td>777-2675</td>
<td>Education 200</td>
<td>Dean, College of Education &amp; Human Development</td>
</tr>
<tr>
<td>Chalmers, Lynne</td>
<td>777-3187</td>
<td>Education 394</td>
<td>Professor-Special Education/SPED Graduate Program Area Co-Coordinator</td>
</tr>
<tr>
<td>Chiasson, Kari</td>
<td>777-3236</td>
<td>Education 218</td>
<td>Associate Professor-Early Childhood Special Education/SPED Graduate Program Area Co-Coordinator</td>
</tr>
<tr>
<td>Combs, Barbara</td>
<td>777-2862</td>
<td>Education 102</td>
<td>Associate Dean for Teacher Education</td>
</tr>
<tr>
<td>Gallo, Michael</td>
<td>777-3143</td>
<td>Education 262</td>
<td>Assistant Professor-Early Childhood Education</td>
</tr>
<tr>
<td>Gourneau, Bonni</td>
<td>777-3749</td>
<td>Education 390</td>
<td>Associate Professor-Elementary Education/Graduate Director/Resident Teacher Program Director</td>
</tr>
<tr>
<td>Guy, Mark</td>
<td>777-3139</td>
<td>Education 322</td>
<td>Professor-Elementary Education—Science</td>
</tr>
<tr>
<td>Helgeson, Lars</td>
<td>777-3144</td>
<td>Education 308</td>
<td>Professor-Elementary-Secondary Science</td>
</tr>
<tr>
<td>Hotvedt, Kayla</td>
<td>777-3183</td>
<td>Education 102</td>
<td>Data Management/Advising</td>
</tr>
<tr>
<td>Ingwalson, Gail</td>
<td>777-2864</td>
<td>Education 222</td>
<td>Associate Professor-Middle Level Education/Program Area Coordinator</td>
</tr>
<tr>
<td>Keengwe, Sagini Jared</td>
<td>777-3189</td>
<td>Education 284</td>
<td>Associate Professor-Elementary Education</td>
</tr>
<tr>
<td>Mahar, Patti</td>
<td>777-6054</td>
<td>Education 388</td>
<td>Assistant Professor-Special Education/Undergraduate Program Coordinator</td>
</tr>
<tr>
<td>Olson, Myrna</td>
<td>777-3188</td>
<td>Education 270</td>
<td>Professor/Higher Ed/Special Education</td>
</tr>
<tr>
<td>Onchwari, Grace</td>
<td>777-3378</td>
<td>Education 276</td>
<td>Assistant Professor-Early Childhood Education</td>
</tr>
<tr>
<td>Pearson, Donna</td>
<td>777-2861</td>
<td>Education 220</td>
<td>Associate Professor-Secondary Education/Program Area Coordinator</td>
</tr>
<tr>
<td>Salwy, Teri</td>
<td>777-3378</td>
<td>Education 102</td>
<td>Assessment and Live Text Coordinator</td>
</tr>
<tr>
<td>Salyer, Meghan</td>
<td>777-3142</td>
<td>Education 102</td>
<td>Interim Director, Field Placement</td>
</tr>
<tr>
<td>Smart, Kathy</td>
<td>777-2120</td>
<td>Education 320</td>
<td>Associate Professor-Secondary Education</td>
</tr>
<tr>
<td>Terras, Katherine</td>
<td>777-2863</td>
<td>Education 384</td>
<td>Assistant Professor-Special Education</td>
</tr>
</tbody>
</table>
Katherine.terras@email.und.edu

Tweton, Eric
eric.tweton@email.und.edu
777-4097 Education 102 Advising & Licensure

Walker, Anne
anne.walker@email.und.edu
777-3162 Education 272 Associate Professor/Elementary Education/Program Area Coordinator/Literacy & ELL

Zidon, Margaret
margaret.zidon@email.und.edu
777-3614 Education 324 Associate Professor/Grad Director

To declare a major, or to learn more about your major, contact the following

<table>
<thead>
<tr>
<th>Odegard School of Aerospace Sciences</th>
<th>Odegard Hall 200</th>
<th>777-4934</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>Montgomery Hall 125</td>
<td>777-2749</td>
</tr>
<tr>
<td>College of Business and Public Administration</td>
<td>Gamble Hall 127</td>
<td>777-2975</td>
</tr>
<tr>
<td>School of Engineering and Mines</td>
<td>Upson II 165</td>
<td>777-3411</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>Education 102</td>
<td>777-3183</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Nursing Building 302</td>
<td>777-4174</td>
</tr>
<tr>
<td>School of Medicine (See individual majors depts.)</td>
<td>Nursing Building 302</td>
<td>777-4174</td>
</tr>
<tr>
<td>Student Academic Services (deciding students)</td>
<td>Memorial Union 201</td>
<td>777-2117</td>
</tr>
</tbody>
</table>
University of North Dakota
Referral Sites
2012-2013

Academic Motivation

Study Habits

- Get Help With Study Habits
  Intro to Effective Study Skills – UNIV 125; 2 cr. letter graded elective course

- Get Help With Exam Skills
  Student Success Center, Memorial Union room 201, 777-2117

- Get Tutoring in Specific Areas
  Student Success Center, Memorial Union room 201, 777-2117
  Mathematics Learning Center, Witmer Hall room 312, 777-2881
  AISS Learning Lab, American Indian Student Services, 315 Princeton St., 777-429

- Talk to Someone About Stress or Time Management Skills
  Counseling Center, McCannel Hall room 200, 777-212
  Student Success Center, Memorial Union room 201, 777-2117

Intellectual Interests

- Find Out About Academic Clubs and Organizations
  Center for Student Involvement and Leadership, Memorial Union 1st floor, 777-3620

- Get Help Selecting An Academic Program or Major
  Career Walk-in Center, McCannel Hall room 280, 777-3904
  Career Counselor, McCannel Hall room 200, 777-2127
  Career Exploration – COUN 101; 1 cr. part-term S/U graded elective course
  Academic Advisor

Verbal Confidence

- Get Help With Writing Skills
  University Writing Center, Merrifield Hall room 12, 777-2795

- Get Help With Reading Skills
  Student Success Center, Memorial Union room 201, 777-2117
  College Reading – UNIV 126; 2 cr. Letter graded elective course

- Get Help With Critical Thinking Skills
  Critical Thinking Strategies for College Students – UNIV 127; 2 cr. letter graded elective course

- Find Out About CLEP tests
  Testing Services, McCannel Hall room 200, 777-2127

- Find Out About Correspondence Classes
  Continuing Education, Gustafson Hall, 1st floor, 777-2661
• Take a Class
  Fundamentals of Public Speaking – Comm 110, 3 cr. letter graded course

Math and Science Confidence

• Get Help With Math Skills
  Refer to instructor of the course
  Mathematics Learning Center, Witmer Hall room 312, 777-2881
  Student Success Center, Memorial Union room 201, 777-2117
  Student Support Services, McCanne Hall, third floor, 777-3426

• Find Out About Math Placement Exam
  Mathematics Department, Witmer Hall room 313, 777-2881

• Find Out About CLEP Tests
  Testing Services, McCanne Hall room 200, 777-2127

• Find Out About Correspondence and Online Studies
  Continuing Education, Gustafson Hall 1st floor, 777-2661

Desire to Finish College

• Find Out About Career Options
  Career Walk-in Center, McCanne Hall room 280, 777-3904
  Career Counselor, McCanne Hall room 200, 777-2127
  Career Services, McCanne Hall room 280, 777-3904

• Speak With A Counselor
  Counseling Center, McCanne Hall room 200, 777-2127

Attitude Towards Educators

• Speak With A Counselor
  Counseling Center, McCanne Hall room 200, 777-2127

General Coping

Sociability

• Get Help Meeting New Friends
  Resident Assistant in the Residence Halls
  Clubs and Organizations – Center for Student Involvement and Leadership, Memorial Union 1st floor, 777-3620
  RecSports, UND Wellness Center, 801 Princeton St., 777-4330
  Cultural Centers – International Center, Era Bell Thompson Cultural Center, American Indian Student Center, Women's Center

• Roommate Issues
  Discuss with roommate
  Discuss with Resident Assistant
Family Emotional Support

- Speak With a Counselor
  Counseling Center, McCannel Hall room 200, 777-2127

Opinion Tolerance

- Speak With a Counselor
- Counseling Center, McCannel Hall room 200, 777-2127
- Find Out About Groups That Share Your Opinion
  Center for Student Involvement and Leadership, Memorial Union 1st floor, 777-3620

Career Closure

- Get Help Selecting a Major/Occupation
  Academic Advisor
  Career Exploration – Coun 101: 1 cr. part-term S/U graded elective course
  Career Walk-in Center, McCannel Hall room 280, 777-3904
  Career Counselor, McCannel Hall room 200, 777-2127
- Discuss Advantages, Disadvantages of Occupations/Majors
  Academic Advisor
  Career Exploration – Coun 101: 1 cr. part-term S/U graded elective course
  Career Walk-in Center, McCannel Hall room 280, 777-3904
  Career Counselor, McCannel Hall room 200, 777-2127
- Discuss Qualifications for Occupations/Majors
  Academic Advisor
  Career Exploration – Coun 101: 1 cr. part-term S/U graded elective course
  Career Walk-in Center, McCannel Hall room 280, 777-3904
  Career Counselor, McCannel Hall room 200, 777-2127
- Discuss Job Market for College Graduates
  Career Services, McCannel Hall room 280, 777-3904

Sense of Financial Security

- Get Help Finding a Part-time Job
  Student Financial Aid Office, Twamley Hall room 216, 777-3121
- Get Help in Obtaining a Loan, Grant, or Scholarship
  Student Financial Aid Office, Twamley Hall room 216, 777-3121
- Speak With a Counselor
  Counseling Center, McCannel Hall room 200, 777-2127
Academic Assistance

- Get Help With Study Habits
  Intro to Effective Study Skills – UNIV 125; 2 cr. letter graded elective course

- Get Help With Exam Skills
  Student Success Center, Memorial Union room 201, 777-2117

- Get Tutoring in Specific Areas
  Student Success Center, Memorial Union room 201, 777-2117
  Mathematics Learning Center, Witmer Hall room 312, 777-2881
  AISS Learning Lab, American Indian Student Services, 315 Princeton St., 777-4291

- Talk to Someone About Stress or Time Management Skills
  Counseling Center, McCannel Hall room 200, 777-2127
  Student Success Center, Memorial Union room 201, 777-2117

Personal Counseling

- Discuss Emotional Tensions
  Counseling Center, McCannel Hall room 200, 777-2127

- Discuss any Unwanted Habit
  Counseling Center, McCannel Hall room 200, 777-2127
  Student Health Services, McCannel Hall 1st floor, 777-4500

- Discuss Attitude Toward School
  Counseling Center, McCannel Hall room 200, 777-2127
  Academic Advisor

- Individual or Group Counseling
  Counseling Center, McCannel Hall room 200, 777-2127

- Crisis Management
  Counseling Center, McCannel Hall room 200, 777-2127

- Code of Student Life
  Dean of Student's Office, McCannel Hall room 180, 777-2664

Social Enrichment

- Get Information About Student Activities
  Center for Student Involvement and Leadership, Memorial Union 1st floor, 777-3620
  RecSports, UND Wellness Center, 801 Princeton St., 777-4330

- Get Information About Fraternities and Sororities
  Office of Greek Life, Memorial Union 1st floor, 777-3667
Career Counseling

- Get Help Selecting a Major/Occupation
  Academic Advisor
  Career Walk-in Center, McCannel Hall room 280, 777-3904
  Career Counselor, McCannel Hall room 200, 777-2127
  Career Exploration – Coun 101; 1 cr. part-term S/U graded elective course

- Discuss Advantages, Disadvantages of Occupations/Majors
  Academic Advisor
  Career Walk-in Center, McCannel Hall room 280, 777-3904
  Career Counselor, McCannel Hall room 200, 777-2127
  Career Exploration – Coun 101; 1 cr. part-term S/U graded elective course

- Discuss Qualifications for Occupations/Majors
  Academic Advisor
  Career Walk-in Center, McCannel Hall room 280, 777-3904
  Career Counselor, McCannel Hall room 200, 777-2127
  Career Exploration – Coun 101; 1 cr. part-term S/U graded elective course

- Discuss Job Market for College Graduates
  Career Services, McCannel Hall room 280, 777-3904

Financial Guidance

- Get Help Finding A Part-time Job
  Student Financial Aid Office, Twamley Hall room 216, 777-3121 (work study and institutional employment)

Referral Web Sites


Campus Ministry Association:
  Christus Rex: [www.christus-rex.org](http://www.christus-rex.org)
  Newman Center: [www.und.edu/dept/newman/](http://www.und.edu/dept/newman/)
  Wittenberg Lutheran Chapel: [www.und.edu/dept/wittenberg/](http://www.und.edu/dept/wittenberg/)


Conflict Resolution Center: [http://conflictresolution.und.nodak.edu/](http://conflictresolution.und.nodak.edu/)

Continuing Education: [http://www.conted.und.edu/](http://www.conted.und.edu/)


Dean of Student's Office: [http://und.edu/student-affairs/dean-of-students/](http://und.edu/student-affairs/dean-of-students/)


International Centre: [http://und.edu/academics/international-programs/](http://und.edu/academics/international-programs/)

Intramural Office: [http://und.edu/health-wellness/wellness/recsports/index.cfm](http://und.edu/health-wellness/wellness/recsports/index.cfm)

Mathematics Learning Center: [http://arts-sciences.und.edu/math/learning-center.cfm](http://arts-sciences.und.edu/math/learning-center.cfm)


Registrar's Office: [http://und.edu/academics/registrar/](http://und.edu/academics/registrar/)


Writing Center: http://webapp.und.edu/dept/writingcenter/

If referral resources do not appear to be effective or the student indicates a disability, refer them to **Disability Services for Students** for confidential information about the disability and how to request accommodations at UND. Disability Services for Students can be contacted by phone at 777-3425, McCannel Hall room 190, or via the web at http://www.und.edu/dept/dss/

The remainder of this handbook provides detailed program related information that will help you on your journey. As information changes, we will revise the handbook. Check for updates on-line at http://education.und.edu/handbooks.cfm.

Official Transcript Requisite Information site
http://und.edu/academics/registrar/transcript-request.cfm

Undergraduate Request for Readmission site
http://und.edu/academics/registrar/_files/docs/forms/readmission-request.pdf

Application for Undergraduate Degrees site
https://webdevelopment.und.edu/graduationonline/

Elementary Education Resident Teacher Program (RTP) site
http://education.und.edu/teaching-and-learning/grad-elem-ed-rtp-program.cfm

Middle Level Resident Teacher Program site
http://education.und.edu/teaching-and-learning/grad-general-rtp.cfm

Resident Teacher Program in Special Education site
http://education.und.edu/teaching-and-learning/sped-rtp.cfm
### To Do PRIOR to Admission:

- Schedule a meeting with an Academic Advisor in the College of Education & Human Development, Office of Advising & Admissions, Suite 102, Education Building, to complete a degree status sheet for your teaching specialty. PRIOR to this meeting, review the form online at [http://education.und.edu/status-sheets.cfm](http://education.und.edu/status-sheets.cfm) so you are prepared for the meeting.

- Enroll in T&L 250 Intro to Teaching AFTER completing 30 credit hours toward graduation (this is typically taken during the Fall of your Sophomore year)

- Schedule a date to take the Praxis Core Academic Skills for Educators Test* (must be done before applying to your Teacher Education program; see “The Praxis Series” info sheet). MINIMUM passing scores are as follows:
  - Math 150
  - Writing 160
  - Reading 156

- Begin V.I.T.A.L. volunteer hours (Volunteers in Teaching and Learning; see brochure)
  - Go to [http://education.und.edu/field-placement/vital.cfm](http://education.und.edu/field-placement/vital.cfm) for VITAL Brochure/Log, Explanation of Volunteer Service, & Guidelines for VITAL Program, and other important information

### To Do FOR Admission to Teacher Education Program:

- Read & Complete all application materials found at [http://education.und.edu/adm-requirements.cfm](http://education.und.edu/adm-requirements.cfm). Click on “Application for Undergraduate Admission to Teacher Education” then “Teacher Education Application Deadlines”

- Complete 30 credit hours toward graduation

- Have a cumulative GPA of 2.75 or higher

- Have a cumulative GPA of 3.0 in English 110, English 120/125/130, and Communications 110

- Meet UND’s Praxis Core score requirements (Math 150; Writing 160; Reading 156)

- Complete or be enrolled in T&L 250 Intro to Education & obtain a positive disposition report

- Purchase the Field Experience Module of LiveText; attach a copy of receipt to your Teacher Education application

### To Do PRIOR to Student Teaching:

- Schedule a date to take the PRAXIS II tests during the appropriate window of opportunity (go to [http://www.ets.org/praxis](http://www.ets.org/praxis))

- **Complete V.I.T.A.L. hours prior to** applying for student teaching (see [http://education.und.edu/field-placement/vital.cfm](http://education.und.edu/field-placement/vital.cfm) for VITAL program information)

### To Do TO APPLY for Student Teaching:

- Satisfactorily complete all field experience

- Complete all student teacher application materials (Go to [http://education.und.edu/field-placement/student-teaching.cfm](http://education.und.edu/field-placement/student-teaching.cfm) to review student teaching application instructions)

- Meet with EHD advisors to calculate GPA, etc. (must have 2.75 GPA in major and cumulative GPA of 3.0 in required education coursework to apply)

- Meet with your T&L program advisor to go over your completed application packet

- Meet with the Director of Field Placement & Student Teaching to ensure all requirements are met for the application (Refer to Student Teaching Handbook found at [http://education.und.edu/field-placement/student-teaching.cfm](http://education.und.edu/field-placement/student-teaching.cfm))

- If graduating during the same semester as your student teaching experience, complete the application for degree at this time: [https://apps.und.edu/graduationonline/](https://apps.und.edu/graduationonline/)

- Complete ND FBI/BCI fingerprint/background check before student teaching
  - *This may take several weeks to complete, so schedule this well in advance; they are valid for 18 months*

### To Do TO Apply for Licensure:

- Complete license form during your last couple weeks of student teaching. Your recommendation for licensure will be processed after graduation, and will take 1-6 weeks.

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**Note:** This list may be subject to change when new policies are established. It is highly recommended that students maintain contact with Teacher Education, Suite 102, to remain up-to-date on any changes.