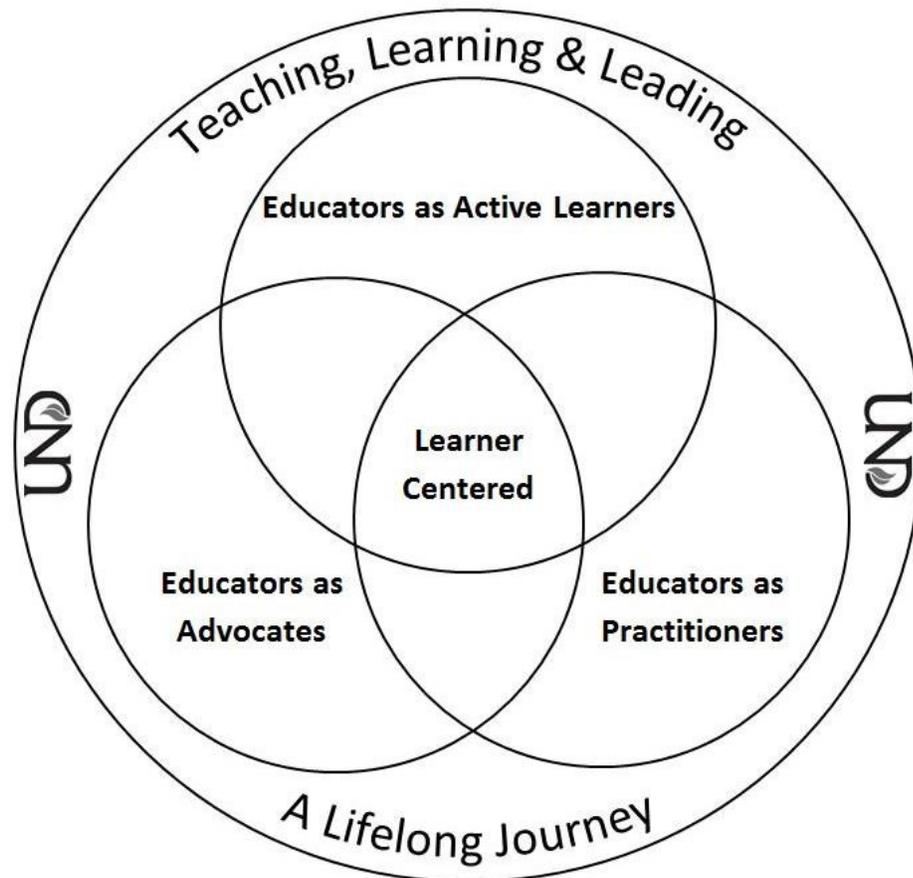


# UND Teacher Education Handbook



**University of North Dakota**

Education Building, Room 102

231 Centennial Dr. Stop 7189, Grand Forks, ND 58202-7189

<http://education.und.edu/>

**2016-2017**

**Teacher Education Office**

Education Building, Room 102  
231 Centennial Drive Stop 7189  
Grand Forks, ND 58202-7189  
Phone: 701.777.3733  
Fax: 701.777.3581

Dear Student:

Thank you for your interest in Teacher Education!

We have a proud tradition at UND of preparing high quality educators and professionals. As the largest teacher education program in the state of North Dakota, we offer programs in over 20 areas of teaching. Our graduates teach in schools across North Dakota, Minnesota and the nation.

This handbook will guide you through the teacher education options available at UND and will explain admission and program requirements. The College of Education and Human Development also offers professional advising and our advisors are available to meet with you, answer questions, and help you in your educational and career decisions.

This handbook also details what to expect in our teacher education programs. You will have multiple opportunities to work in schools and with children; you will also work closely with dedicated faculty who believe that teaching and learning is a life-long commitment. We will support you as you prepare for this most important of careers.

We invite you to visit our webpage: [und.teachereducation@und.edu](mailto:und.teachereducation@und.edu) for more information about our programs and our faculty and staff. Please do not hesitate to contact us if you have any questions!

Sincerely,



Cindy Juntunen, Interim Dean



Anne Walker, Associate Dean of 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 2015

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## **Accreditation**

**Our programs are fully approved by the North Dakota Education Standards and Practices Board and accredited by the National Council for Accreditation of Educator Preparation (CAEP, formerly NCATE).**

## **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.**

# **UND Teacher Education: A Tradition of Excellence**

Welcome to Teacher Education at UND! At the University of North Dakota, we have a proud and long tradition of teacher education. In fact, UND has been educating teachers since it opened its doors in 1884. We currently graduate approximately 150 new teachers per year who enter classrooms in North Dakota, Minnesota, and across the nation. Many have been named “Teacher of the Year” in their states and districts, while others have served leadership roles in professional organizations and schools.

We are the largest teacher education program in the state of North Dakota and currently offer coursework leading to 28 different areas of teacher licensure or credentialing. Situated in the College of Education and Human Development, our programs span three colleges and 17 different departments. We also offer Masters and Doctoral degrees for educators pursuing advanced study. All of this means that as a student in Teacher Education at UND, you have a wide range of opportunities available to you as you determine where you want your teaching career to take you!

Our programs offer quality teacher preparation and are nationally accredited by the Council of Accreditation for Educator Preparation (CAEP). Additionally, the North Dakota Education Standards and Practices Board (ESPB) approves our programs for teacher licensure at the early childhood, elementary, middle or and secondary levels. The North Dakota Department of Public Instruction approves our programs that lead to licensure for school administrators, counselors, and special educators. All tenured faculty members hold doctoral degrees and are active scholars and researchers. 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. You can be assured that the education you receive at UND is of the highest quality and will prepare you for a successful and rewarding career.

## **College of Education and Human Development Mission Statement**

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.

# **Our Beliefs About Teaching and Teacher Education: It's All About Learning**

At UND, our teacher education programs are structured around a conceptual framework in which educators play three crucial and intersecting roles.

◆Educators as Learners      ◆Educators as Practitioners      ◆Educators as Advocates

Educator as Learner addresses our goal of developing educators who are committed and passionate about the continuing process of learning about many things, especially the process of teaching, and who will in turn guide their students in becoming life-long learners.

Educator as Practitioner focuses on developing educators who are able to take an active role in promoting the learning of all students. In our programs you will learn about educational settings and the diverse learner while engaging in multiple, authentic experiences in schools that challenge you to apply your growing knowledge and skill.

Educators as Advocates is directed at the development of educators who will advocate with and for students. We expect our graduates to be committed to meeting the educational needs of all of their students in a caring, non-discriminatory and equitable manner. Additionally, we help our educators recognize the existing inequities in schools and society and adopt a proactive stance that will challenge such inequities and improve the educational opportunities.

## **What You Will Learn in Our Teacher Education Programs**

Several key tenets in teacher education guide the design of our programs: that learning and teaching are complex; that teaching expertise develops over time, and that teacher growth occurs through reflection, feedback and practice. As such our programs integrate field experiences in schools, coursework, and working closely with faculty and mentor teachers. Our programs adhere to national teacher education standards that articulate what effective teaching and learning looks like and the skills, knowledge and competencies teachers must possess in order to effectively educate diverse students.

In our programs, you will specifically learn (based on the 2015 Interstate Teacher Assessment and Support Consortium Standards):

- How learners grow and develop and how to implement developmentally appropriate and challenging learning experiences
- To use understanding of individual differences and diverse cultures to create inclusive learning environments and differentiated instruction that enables each learner to meet high standards.
- How to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, engagement and self-motivation
- The central concepts, tools of inquiry, and structures of the discipline you wish to teach
- How to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
- To understand and use multiple methods of assessment
- To understand and use a variety of instructional strategies to encourage learners to develop deep understanding and connections of content areas
- To use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others

Our teacher education programs are rigorous, challenging and all about learning. We take pride in preparing and graduating the highest quality of teacher who is as committed to teaching and learning as we are!

# PROGRAMS OF STUDY

The following are brief descriptions of the Teacher Education majors offered at UND as well as a listing of minors, endorsements and credentials. We encourage you to talk with an advisor about how to maximize your program of study to best prepare for today's diverse classrooms and the employment market. You can find more information about each major at <http://education.und.edu/undergraduate-degrees.cfm> . Printable advising sheets that list all coursework and requirements for all majors, minors, endorsements and credentials can be found at <http://education.und.edu/advising-sheets.cfm>. You can also find coursework and other requirements in the UND Catalog.

## Areas of Teacher Shortage & Employment Trends

While all of our graduates are generally successful in finding employment as teachers, there are several key teacher shortage areas across the state and nation. These include:

- English Language Learner and Bilingual Teachers (K-12)
- Math and Science Teachers (7-12)
- Special Education Teachers (K-12)

The forecast for teacher demand through 2020 is higher than average for early childhood, elementary and middle school teachers. The demand for high school teachers is highest in math and science. For more information, please see the Occupational Outlook Handbook at the U.S. Bureau of Labor Statistics at <http://www.bls.gov/home.htm>.

Some of our graduates find that there are more job opportunities available to them if they are licensed or endorsed to teach in two or more areas. The demand for teachers also differs significantly between states; however, in general the highest shortages of teachers are in large urban cities and in rural areas. Please talk with one of our professional advisors about current employment trends and ways to maximize your hiring potential.

## Majors

### Early Childhood Education

Early Childhood Education covers birth to age eight. The program is designed to prepare teachers to teach in preschools, kindergarten, and grades 1-3. Graduates find employment in childcare centers, 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 prepares teachers for grades 1-6 and consists of the following components: general education courses, a specialty area or minor, introductory courses, methods courses, and student teaching. Students are advised to read the catalog description carefully and to review their program with their advisor.

A 20-credit specialty area or minor is 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.

### **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. Requirements include two student teaching placements, one in a preschool setting and one in grades K-3. 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.

### **Secondary Education**

Students preparing for teaching in secondary schools (grades 7-12) take content courses in the College of Arts and Sciences and education courses in the College of Education and Human Development. The College of Arts and Sciences offers programs leading to teacher licensure in: Biology, Chemistry, English, Fisheries & Wildlife Biology, French, Geography, Geology, German, History, Mathematics, and Physics. The College of Education and Human Development offers majors in Composite Science and Composite Social Studies, which prepare you to teach a range of science and social studies courses at the high school level.

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. Secondary education students who wish to teach in Minnesota are encouraged to complete the Middle Level Education minor.

### **Music, Art & Kinesiology/Physical Education**

Students preparing to teach music, art or physical education complete an academic major in one of the following: Music (K-12), Physical Education (K-12), and Visual Arts (K-12).

Specific requirements for majors may be found at <http://education.und.edu/undergraduate-degrees.cfm> as well as in the UND Catalog. You are encouraged to talk with a professional advisor to answer questions about any teacher education requirements.

## Optional Minors, Endorsements and Credentials

In addition to your chosen major, UND offers several options for minors and coursework leading to teaching endorsement or credentialing in special areas of teaching. You are encouraged to consider pursuing a minor; 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. Please visit with your advisor as to how this additional work may enhance your employability. A list of required courses for each option is available at <http://education.und.edu/undergraduate-degrees.cfm>.

UND currently offers the following minors, credentials and endorsements in the education field:

- Athletic Coaching Minor
- English Language Learners/Bilingual Education Endorsement
- Early Childhood Minor
- Health Education Minor
- Kindergarten Endorsement
- Literacy Minor
- Math Minor in Elementary Education
- Middle Level Education Minor
- Reading Credential
- Special Education Minor (this does not qualify you to teach Special Education; a Special Education teaching credential requires specialized graduate-level coursework).

**\*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.

To declare a minor, please meet with a professional advisor in the EHD Office of Admissions and Advisement.

## Essential Studies Requirements

Teachers are highly skilled people who need to be able to integrate knowledge from many different content areas in their role as an educator. As such, UND's Essential Studies requirements are an important part of all teacher education programs.

Many of our teacher education programs require specific courses that should be used to meet your Essential Studies requirements so please consult the status sheets at <http://education.und.edu/undergraduate-degrees.cfm>, the UND Catalog, or speak with a professional advisor. The Office of the Registrar's web site (<http://und.edu/academics/registrar/essential-studies-approved-courses.cfm>) lists categories and acceptable courses for the Essential Studies.

## Field Experiences

Field experiences are a key component of all Teacher Education programs at UND and where you will put into practice what you have learned in your coursework. Our sequence of field experiences have been designed to allow you to interact with a diverse range of students and experience a variety of school settings.

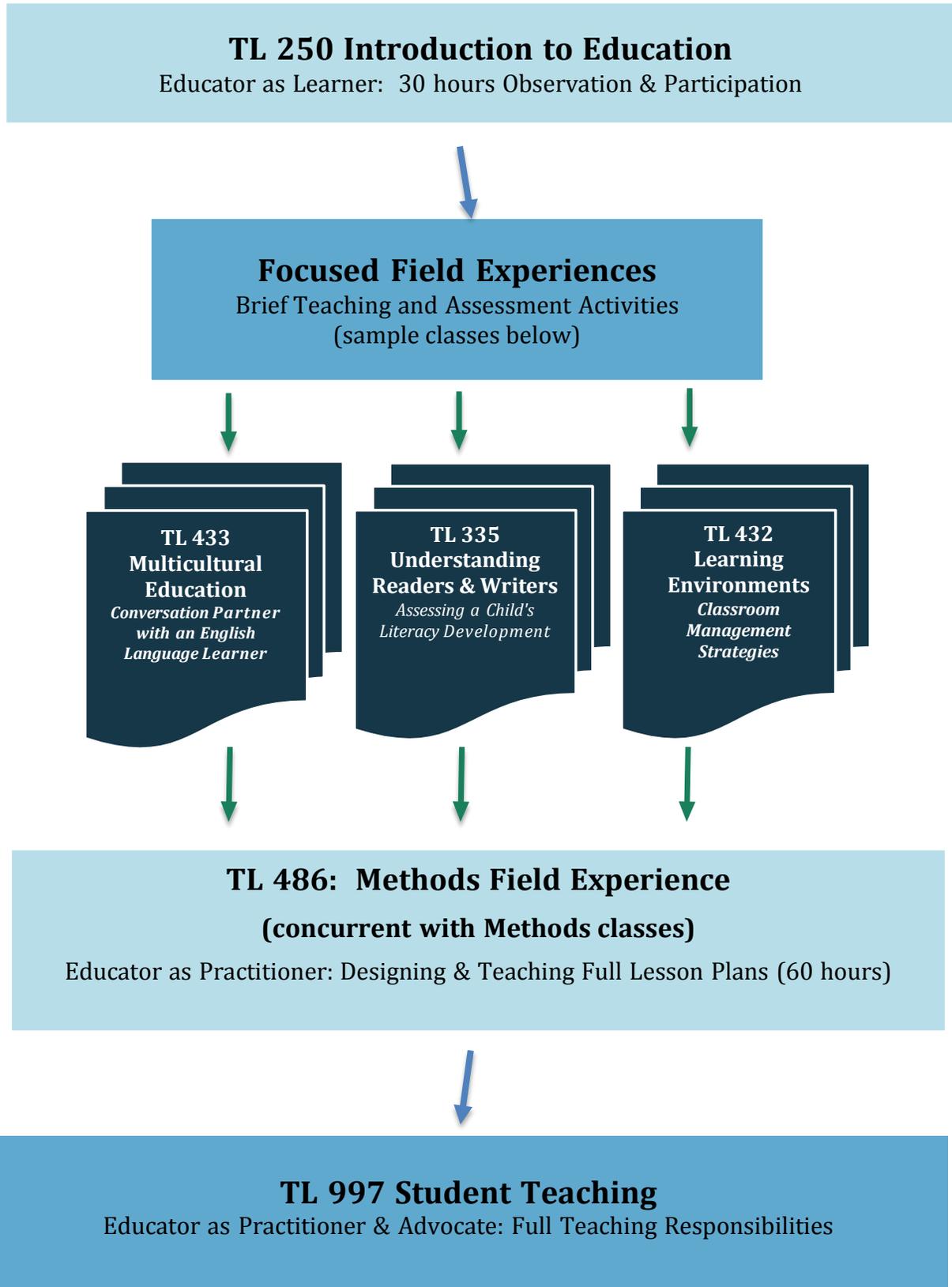
Beginning with TL 250 Introduction to Education, many of your Teacher Education courses will require you to spend time in P-12 classrooms working with children and teachers. Each field experience has been designed with specific objectives to help you progressively develop your teaching abilities in one experience you may help an English Language Learner with their school work and in another you may teach a lesson to a group of students.

Important information regarding field placements:

- Field placements will be arranged by the Office of Teacher Education, not by the candidate.
- A detailed Field Experience Handbook is available at: [http://education.und.edu/field-placement/\\_files/docs/field-experience.pdf](http://education.und.edu/field-placement/_files/docs/field-experience.pdf)
- Candidates will be required to sign a Statement of Understanding regarding Field Experience policies prior to their first Teacher Education field experience. This Statement of Understanding will be for the duration of their time in the Teacher Education program.

The chart below shows this gradual release of responsibility, from early field experiences where you will be responsible for working with a small group of children or assisting the teacher to by the end of student teaching, having full responsibility for all instruction, assessment and management.

# Progression of Teacher Education Field Experiences



## COURSES WITH REQUIRED FIELD EXPERIENCES

| Course             | Title of Course  | # of Hours   | During Class Time? |
|--------------------|--|--|--------------------|
| <b>T&amp;L 250</b> | <b>Introduction to Education</b>   | 30   | No                 |
| T&L 252            | Child Development  | 3  | No                 |
| T&L 310            | Introduction to Early Childhood Education  | 6  | Yes                |
| T&L 311            | Observing and Assessing Children   | 6  | No                 |
| T&L 313            | Language Development and Emerging Literacy   | 5  | Yes                |
| T&L 315            | Education of Exceptional Students  | 3  | No                 |
| T&L 322            | Administration and Leadership in Early Childhood Education   | 10   | No                 |
| T&L 328            | Children's Literature  | 1  | Yes                |
| T&L 333            | Methods and Materials: Pre-Kindergarten/Co-requisite T&L 486<br>Field Experience: 1 Credit   | 30   | Yes                |
| T&L 336            | Social-Emotional Development and Guidance in ECE   | 5  | Yes                |
| T&L 341            | Foundations of Middle Level Education  | 5  | Yes                |
| <b>T&amp;L 350</b> | <b>Development and Education of the Adolescent</b>   | 10   | No                 |
| <b>Art 461</b>     | <b>Methods and Materials:</b> Teaching Middle and Secondary School Art/Co-requisite T&L 486 Field Experience: 2 credits              | 60   | No                 |
| <b>Lang 400</b>    | <b>Methods and Materials:</b> Teaching Middle and Secondary School Foreign Language/Co-requisite T&L 486 Field Experience: 2 credits | 60   | No                 |
| <b>Math 400</b>    | <b>Methods and Materials:</b> Teaching Middle and Secondary School Math/Co-requisite T&L 486 Field Experience: 2 credits             | 60   | Yes                |
| <b>Engl 423</b>    | <b>Methods and Materials:</b> Teaching Middle and Secondary School English/Co-requisite T&L 486 Field Experience: 2 credits          | 60   | No                 |
| <b>Geog 419</b>    | <b>Methods and Materials:</b> Teaching Middle and Secondary School Geography/Co-requisite T&L 486 Field Experience: 2 credits        | 60   | No                 |
| <b>Musc 441</b>    | <b>Methods and Materials</b> for Middle and Secondary School Music/Co-requisite T&L 486 Field Experience: 1 credit                   | 30   | No                 |
| <b>Musc 440</b>    | <b>Methods and Materials</b> for Elementary Music/Co-requisite T&L 386 1 credit  | 30   | No                 |
| <b>T&amp;L 400</b> | <b>Methods and Materials:</b> Social Studies Composite/Co-requisite T&L 486 Field Experience: 2 credits                              | 60   | No                 |
| <b>T&amp;L 400</b> | <b>Methods and Materials:</b> Science Composite/Co-requisite T&L 486 Field Experience: 2 Credits                                     | 60   | No                 |
| <b>T&amp;L 410</b> | <b>Teaching Reading and Writing in the Elementary School (TEAM)/Co-requisite T&amp;L 486 Field Experience: 2 Credits</b>             | 60 hours   | Yes                |
| <b>T&amp;L 430</b> | <b>Social Studies in the Elementary School (TEAM)</b>  | 60 hours   | Yes                |
| <b>T&amp;L 440</b> | <b>Math in the Elementary School (TEAM)</b>  | 60 hours   | Yes                |
| <b>T&amp;L 470</b> | <b>Science in the Elementary School (TEAM)</b>   | 60 hours   | Yes                |
| T&L 411            | Primary Reading and Language Arts  | 5 hours*<br>*Taught within an Elem setting                 | Yes                |
| T&L 414            | Corrective Reading Practicum   | 45   | Yes                |
| T&L 415            | Language and Literacy Development of English Language Learners   | 2  | No                 |
| <b>T&amp;L 432</b> | <b>Learning Environments (previously Classroom Management)</b>   | 15   | No                 |
| T&L 433            | Multicultural Education  | 14 + field trip to inner city schools for 2 full-time days | No                 |
| T&L 453            | Methods and Materials: Kindergarten  | 6  | No                 |
| <b>T&amp;L 465</b> | <b>Middle Level Curriculum and Methods</b>   | 60-150   | Yes                |
| T&L 473            | Earth and Space Sciences   | 3  | Yes                |
| KIN 390            | Intro to Teaching Physical Education & Sport Settings  | 2  | Yes                |
| KIN 400            | Strategies for Teaching Physical Education Elementary  | 10   | Yes                |
| <b>KIN 410</b>     | <b>Methods &amp; Materials</b> for Teaching Secondary Physical Education   | 10   | Yes                |

# ADMISSION TO TEACHER EDUCATION

Students must formally apply and be admitted to the Teacher Education program.

## Admissions Requirements

- 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, ENGL 130 & COMM 110
- Passing PRAXIS CORE Academic Skills for Educators scores in the Praxis I Series of tests. You will find detailed information on the Praxis CORE later in this handbook.
  - 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
  - the exam 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

## Important Information to Consider Before Applying

- 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.
- Background checks are required for student teaching and for licensure:
  - You will be required to submit a full background check (including FBI fingerprint check) prior to student teaching. This background check is good for 18 months.
  - 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.

### **Additional Costs in Teacher Education**

There are several additional costs that you will incur in the Teacher Education program that are NOT covered by tuition. With the exception of the Student Teaching Fee, these expenses are NOT covered by financial aid. **Fees are subject to change without notice.** Here are a few you should know about:

- Student Teaching fee of \$910 (Eligible for financial aid; out of area or internationally student teaching placements may incur more costs)
- Praxis Core Pre Professional Skills Test (prior to admission, check Praxis web site for current fees)
- Praxis Specialty Area Tests (taken before student teaching, varies by licensure area, check Praxis web site for current fees)
- LiveText =\$133 (prior to admission)
- North Dakota Fingerprinting = \$45 (prior to student teaching)
- CPR/First Aid Certification = \$50 (prior to student teaching)
- Initial North Dakota State Teaching Licensure = \$100 (post graduation)
- Initial Minnesota State Teaching Licensure and Fingerprinting = \$88 (post graduation)
- Minnesota Teacher Licensure Examination ([www.mtle.nesinc.com](http://www.mtle.nesinc.com)) = (check for costs)

### **When to Apply to Teacher Education**

Formal admission to Teacher Education is required of all students prior to enrollment in the core courses of each program. All materials required for admission must be included in the application packet in order for your application to be processed.

Apply for admission to the Teacher Education program **only when** you have met all the admission requirements (listed below). If you have not met all the requirements, your application will not be processed.

#### **Application Deadline:**

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

| <b>Month</b> | <b>Due Date</b> | <b>2016-2017 Dates</b> |
|--------------|-----------------|------------------------|
| October      | First Wednesday | October 5, 2016        |
| November     | First Wednesday | November 2, 2016       |
| Dec./Jan.    | First Wednesday | December 7, 2016       |
| February     | First Wednesday | February 1, 2017       |
| March        | First Wednesday | March 1, 2017          |
| April        | First Wednesday | April 5, 2017          |
| May          | First Wednesday | May 3, 2017            |
| June         | First Wednesday | June 7, 2017           |

**\*\*July/Aug./Sept. No Admission Processing During These Months\*\***

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

## Admissions Process:

1. **Download an application from <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**. 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 Field Experience Edition of LiveText and provide evidence of purchase prior to admission. The approximate cost is \$133 for this required software. To purchase LiveText go to: <https://www.livetext.com/purchase-register-membership> and select the “Field Experience Edition.”
  - c. **PRAXIS CORE Exam 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. You will receive a professional disposition report after completing each field experience. Copies of these reports may be obtained from the Teacher Education Office Room 102, if a disposition report is on file.

## Application decisions are based on:

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

**Notification of admission decisions takes approximately 30 working/school days.** You will receive a letter in the mail with the admission decision. Plan an alternative schedule for the next semester registration in the event that you have not been formally accepted into the Teacher Education Program.

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

**Early Childhood and Elementary Education majors 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 the semester before they wish to enroll in TEAM).

# REQUIREMENTS AFTER ADMITTANCE TO TEACHER EDUCATION

Teacher Education requirements vary according to the major. Refer to Education Major Status Sheets (available on-line at <http://education.und.edu/undergraduate-degrees.cfm>) or detailed in the UND Undergraduate & Graduate Catalog.

Once admitted to the program, you will be assigned a faculty advisor in the T&L Department. You should consult with them as soon as possible after your admission.

**Regardless of major,** All students in Teacher Education must:

1. Maintain Good Standing in the Teacher Education Program
2. Complete University Essential Studies Requirements
3. Meet the Essential Abilities Requirements
4. Complete VITAL Hours
5. Complete the requirements of your specific Major
6. Take the Praxis Specialized Teaching Exam/s in your area/s of teaching
7. Satisfactorily complete Student Teaching

## Teacher Education Program Retention Policy

In order to maintain good standing and successfully progress 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” on all dispositions
- Receive no less than “Progressing” on key performance evaluations (see below)
- Receive no less than a C in required coursework in T&L.

Failure to meet these requirements will result in a formal review by the Student Review Committee, implementation of an Improvement Plan, and/or dismissal from the program. Students will not be allowed to progress to student teaching unless they are in good standing.

## Performance Evaluations & Progression Through the Teacher Education Program

Becoming an effective teacher requires a commitment to learning and self-growth. Throughout the program your growth will be evaluated in three areas: conceptual knowledge about teaching and learning, ability to teach, and professionalism. The chart below outlines the points of evaluation and the type of evaluation that will be conducted. In most cases you will be evaluated on your performance on a major cumulative assignment in a course or on teaching a lesson at the end of a field experience after you have had the opportunity to develop the expected teaching skills. You will receive more specific information in the course associated with the evaluation. You should talk with your advisor if you have any questions about how you will be evaluated throughout the program.

There are four levels of performance on each portion of an evaluation: “Does not meet expectations”, “Progressing Towards Expectations”, “Meets Expectations” and “Exceeds Expectations”. Scores of “progressing”, “meets” and “exceeds” reflect acceptable performance levels. The only exception is the Final

Student Teaching Observation when you must demonstrate teaching ability at the “meets expectations” level or higher to receive an acceptable overall rating.

If you receive scores of “progressing” on an evaluation, you should meet with your instructor or advisor to discuss how to improve your performance. If you receive a score of “does not meet expectations” on any portion of an evaluation, your overall score will automatically be “unacceptable” and you will need to work with your advisor and/or the Associate Dean of Education on an improvement plan. Failure to demonstrate improvement or having a pattern of unacceptable evaluations will impact your progress in the program and result in actions such as not being allowed to progress to student teaching or dismissal from the program.

| Point of Evaluation                                    | Evaluation of Conceptual Knowledge   | Evaluation of Teaching  | Evaluation of Professional Dispositions                           |
|--|--|---|---|
| Admissions   | GPA  |   | TL 250 Field Experience   |
| Teacher Education Coursework Prior to Student Teaching | GPA<br>TL 311, 335 or 350 Child Study<br>TL 339 Technology Integration<br>TL 433 Multicultural Paper |   | Designated T&L courses, at least 1 time prior to student teaching |
| Methods Courses & Methods Field Experiences            | Lesson Plan  | TL 486 Field Experience<br>Teaching Observation               | TL 486 Field Experience   |
| Student Teaching                                       | Teacher Work Sample  | *Mid-Term Teaching Observation<br>*Final Teaching Observation | TL 997 Student Teaching   |

## Essential Abilities Requirements

Essential abilities include physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the teacher education curriculum, and for the development of personal attributes required for professional licensure. *The candidate must possess these abilities or be able to gain them with or without reasonable accommodation.* The essential abilities required by the curriculum are reflected by competencies in the following areas: intellectual/cognitive, behavioral/social, communication, and physical/sensory. Please see explanations below.

Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Associate Dean of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The Associate Dean will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

|   |  |
|---|--|
| <p><b>Intellectual/Cognitive Competency</b></p>   | <p>The candidate must</p> <ul style="list-style-type: none"> <li>• have the cognitive abilities necessary to master relevant content in subjects commonly taught in P-12 schools, and the pedagogical principles and how to apply them in field settings at a level deemed appropriate by the faculty. These skills include but are not limited to: comprehending, memorizing, analyzing, and synthesizing material, and developing reasoning and decision-making skills appropriate to the practice of teaching. [Standard 4, 5, 7, 8]</li> <li>• be able to demonstrate the knowledge, skills, and professional dispositions explained on the reverse of this form (i.e., understanding ethical and moral complexities of schooling, political/social dimensions of schooling, understanding how children learn, fostering active engagement, and more). [Standard 1, 9, 10]</li> </ul>  |
| <p><b>Behavioral/Social Competency (Dispositions)*</b><br/>*More on reverse side of this form</p> | <p>The candidate must</p> <ul style="list-style-type: none"> <li>• show a motivation to fully participate in class and field settings, to complete assignments and responsibilities on time, and seek assistance from instructors and faculty when appropriate. [Standard 9, 10]</li> <li>• be able to prioritize responsibilities, demonstrate openness to new ideas and constructive feedback, and be able to use that criticism to improve performance. [Standard 3, 9, 10]</li> <li>• show initiative, demonstrate good judgment, demonstrate poise and flexibility, and display a positive and enthusiastic attitude. [Standard 3, 9, 10]</li> <li>• have the ability to develop positive relationships with peers and education professionals, treat individuals with respect, use tact and discretion, and set a positive and respectful tone in interactions with others. [Standard 3, 9, 10]</li> <li>• possess the emotional maturity and stability to function effectively under stress and to adapt to unpredictable circumstances. [Standard 9]</li> <li>• demonstrate the ability to interact productively, cooperatively, and in a collegial manner with individuals of differing personalities and backgrounds, and demonstrate the ability to engage in teamwork and team building. [Standard 3, 9, 10]</li> <li>• show punctuality and perform work in a timely manner. [Standard 3, 9]</li> <li>• demonstrate compassion, empathy, integrity, responsibility, and a sense of justice. [Standard 9, 10]</li> </ul> |
| <p><b>Communication Competency</b></p>  | <p>The candidate must</p> <ul style="list-style-type: none"> <li>• be able to demonstrate 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. [Standard 3]</li> <li>• <i>use professional language and refrain from using inappropriate cultural slang or sarcasm.</i> [Standard 3, 9, 10]</li> <li>• show the ability to use verbal and nonverbal language in ethical and effective ways in the professional environment. [Standard 6, 9, 10]</li> </ul>  |
| <p><b>Physical/Sensory Competency</b></p>   | <p>The candidate must</p> <ul style="list-style-type: none"> <li>• have the physical capacity to handle the necessary demands of the job, such as physical stamina and energy to carry out the responsibilities of teaching over long hours.</li> <li>• have the sensory abilities to support the assessment and classroom management responsibilities of the profession.</li> </ul>   |

## Professionalism in Teacher Education (Dispositions)

Teaching is not just a job; it is a profession which requires ethical behavior, collaboration, respect for others, and a commitment to helping all students achieve their potential. We expect all teacher candidates to demonstrate the following dispositions during all course work, field experiences, and student teaching and in all interactions with instructors and peers.

| <u>Disposition</u>                       | <u>Expectations</u>  | <u>Examples</u>  |
|--|--|--|
| <b>Professional Attitude</b>             | <p>The teacher candidate</p> <ul style="list-style-type: none"> <li>is expected to collaborate with all stakeholders in education (i.e., university faculty, fellow students, school principals and teachers, staff and students). [Standard 7, 10]</li> <li>Values learning, students, teaching, and schooling. [Standard 2, 7, 9, 10]</li> <li>Demonstrates openness, courtesy, conscientiousness, reliability, caring, and compassion. [Standard 7, 9, 10]</li> <li>Dresses and behaves professionally. [Standard 9]</li> <li>Discerns the extent to which personal belief systems and values may affect the instructional process. [Standard 9]</li> </ul> | <ul style="list-style-type: none"> <li>Willingly accepts feedback from instructors, classroom teachers, supervisors, etc.</li> <li>Is polite and respectful to faculty, staff, peers, school principals, teachers and students.</li> <li>Attentively listens in class (on-campus and school classrooms); does not hold private conversations during class when others are speaking.</li> <li>Does not use electronic devices (i.e., cell phone, iPod, etc.) for calling, texting, or perusing the Internet during work hours.</li> <li>Consistently arrives on time for class/field experience/observation, attends class regularly.</li> <li>Follows through on assignments and appointments.</li> <li>Demonstrates thoughtfulness and sensitivity to the needs of others.</li> <li><i>More as deemed appropriate/necessary to complete the job.</i></li> </ul> |
| <b>Professional Ethics</b>               | <p>The teacher candidate</p> <ul style="list-style-type: none"> <li>Understands the value of education and the role of intellectual and ethical values, and models a commitment to them. [Standard 9]</li> <li>Models moral standards expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity. [Standard 9]</li> </ul>  | <ul style="list-style-type: none"> <li>Is aware of and acts in compliance with FERPA (Family Education Rights and Privacy Act).</li> <li>Does not spread rumors or gossip, defers to others, shares opinions in a professional manner and listens to others.</li> <li>Gives consideration and shows impartiality whether dealing with students or adults.</li> <li>Is truthful and candid throughout all aspects of his/her education process.</li> <li>Is dependable, reliable and sincere whether in or out of the classroom.</li> <li><i>More as deemed appropriate/necessary to complete the job.</i></li> </ul>   |
| <b>Professional Development/ Service</b> | <p>The teacher candidate</p> <ul style="list-style-type: none"> <li>Is involved in professional development and service activities. [Standard 4, 10]</li> <li>Performs non-teaching duties required of a teacher (attendance, copying, etc.) and school/community services (committees, event participation). [Standard 10]</li> <li>Accepts teaching as a lifelong learning process and continues efforts to develop and improve. [Standard 4, 7, 10]</li> <li>Uses community and home resources to enhance school programs. [Standard 4, 10]</li> </ul>  | <ul style="list-style-type: none"> <li>Takes lunch count, puts away teaching supplies, makes copies, etc.</li> <li>Attends school night activities (PT conferences, after school plays, etc.)</li> <li>Reads professionally, takes courses and workshops, attends conferences, presents at workshops/meetings.</li> <li><i>More as deemed appropriate/necessary to complete the job.</i></li> </ul>  |

|  |   |   |
|--|---|---|
| <p><b>Professional Human Relations</b></p>                     | <p>The teacher candidate</p> <ul style="list-style-type: none"> <li>Establishes positive and effective relationships with faculty, students, parents, colleagues, administrators, and community members. [Standard 2, 3, 4]</li> <li>Demonstrates an appreciation for cultural diversity, individual differences, and exceptionalities of students. [Standard 1, 2, 3, 4]</li> <li>Discourages prejudice and unfair discrimination in his/her classroom. [Standard 1, 2, 3]</li> <li>Understands and respects varying points of view and the influence of one's own on others. [Standard 2, 3, 5, 8]</li> </ul> | <ul style="list-style-type: none"> <li>Is consistently positive and friendly to those with whom he/she works.</li> <li>Builds relationships with parents/guardians.</li> <li>Recognizes and respects individuals who may differ in a variety of ways (socioeconomic, cultural, racial, special needs, etc.).</li> <li>Immediately addresses any situation that might lend itself to any form of prejudice or discrimination (i.e., bullying, etc.)</li> <li>Works to protect all learners from unacceptable, worrisome treatment by peers and/or others.</li> <li><i>More as deemed appropriate/necessary to complete the job.</i></li> </ul> |
| <p><b>Professional Knowledge &amp; Execution of Duties</b></p> | <p>The teacher candidate</p> <ul style="list-style-type: none"> <li>Understands responsibilities associated with being a competent professional, including following laws, regulations, policies, requirements and procedures. [Standard 6, 9]</li> <li>Exercises good judgment in planning and managing time and other resources. [Standard 4, 5, 6, 7, 8]</li> </ul>  | <ul style="list-style-type: none"> <li>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.</li> <li>Uses common sense in planning lessons and managing time (planning effective transitions, correcting papers and returning them in a timely manner, etc.).</li> <li>Makes sound decisions about using school and personal resources.</li> <li><i>More as deemed appropriate/necessary to complete the job.</i></li> </ul>   |

**Evaluation:** The above characteristics and traits are assessed by a series of Professional Disposition Evaluations that are completed by instructors and cooperating teachers based on your performance, behavior and conduct in university courses and in K-12 classrooms. Candidates will be given copies of their Disposition Evaluation reports. These evaluations are progressive; it is expected that you will grow as a professional throughout the Teacher Education sequence and demonstrate improved dispositions. These evaluations are one basis for retention and progression in the program.

Dispositions are assessed on a scale of:

- Does not Meet Expectations
- Progressing Towards Expectations
- Meets Expectations
- Exceeds Expectations

If a candidate receives a “does not meet expectations” on any item in the Dispositions Evaluation the overall score is automatically “Not Satisfactory” and the candidate will be required to meet with the Associate Dean of Education and/or the Student Review Committee.

The following disposition evaluations are conducted:

- Level 1 Disposition Evaluation: Completed by the cooperating teacher in the TL 250 Introduction to Education Field Placement. A “satisfactory” evaluation is required for admission to Teacher Education.
- Level 2 Disposition Evaluation: Completed by UND faculty in selected courses throughout your program. Level 2 Disposition may also be filled out by any UND faculty in any course when there is reason to do so: a candidate’s

performance is exceptional, or a candidate's performance is below expectations and may need to be reviewed by the Office of Teacher Education.

- Level 3 Disposition Evaluation: Completed by the cooperating teacher during the candidate's Methods field experience. A "satisfactory" evaluation is required for advancement to student teaching.
- Level 4 Disposition Evaluation: Completed by the university supervisor during student teaching after input from the cooperating teacher. A "satisfactory" evaluation is required for graduation.

## VITAL: Volunteers in Teaching and Learning

The Volunteering in Teaching and Learning (VITAL) Program at UND exists to support teacher candidates in developing skills and dispositions that will complement their future practice as educators. Specifically, the VITAL Program aims to:

- provide opportunities for teacher candidates to work with diverse learners
- develop skills such as selflessness, resourcefulness, and advocacy for others
- provide opportunities for teacher candidates to apply their teaching and learning skills to real world and community issues.

**Teacher candidates must complete 30 verified service hours PRIOR to student teaching.** Five hours must be completed in each of the following areas: school service, service with culturally diverse populations, and service with populations with special needs or experiencing poverty. Credit may be granted for volunteer experiences prior to applying to Teacher Education if they are verifiable. In T&L 433: Multicultural Education, you may use up to 5 field trip hours toward meeting this requirement.

For a volunteer experience to qualify for VITAL hours, all of the following qualities must be present:

1. The experience must complement the Teaching & Learning major/profession.
2. The experience must require the candidate to take action; the candidate cannot be passive in the experience, such as an audience member would be.
3. The volunteer action must benefit others.
4. The experiences must take place in settings that provide exposure to and experience with diverse learners/populations, such as working with people in homeless shelters or crisis/abuse centers, ELL programs, learners with special needs, at-risk youth, tutoring students at any age, etc.
5. The experiences cannot include payment of any sort to the candidate (e.g., monetary, credit for course, etc.), and must be completely voluntary\*

For more specifics on the program, a list of volunteer opportunities and partnering organizations, as well as forms required to document hours, please see the VITAL website at <http://education.und.edu/field-placement/vital.cfm>.

# 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).

Student teaching placements vary based on the preference of the teacher candidate and the availability of placements. Students are most often placed in public schools but may request special placement in private schools or alternative school settings.

**Student Teaching Options Outside of the Grand Forks Area:** Students may elect to student teach in a school district outside the Grand Forks area. Students choosing this option must submit a supplemental “Out of Area” Student Teaching application and meet the following criteria:

- Have an *educational* or a *career-based* reason for wanting to student teach out of area such as wanting an urban student teaching experience.
- Have a 3.0 GPA or higher
- Have passed the Praxis Specialty Area exam/s for their licensure area
- Have all 3’s and 4’s on Professional Disposition evaluations
- Meet the requirements of the host school district

**International Student Teaching Options:** Every year UND has several students who elect to student teach overseas. UND has a partnership with Global Student Teaching, an organization that places student teachers in a variety of international English-speaking schools. Students interested in this option should meet with the Director of Field Experience and Student Teaching at least a year before student teaching because of the planning time involved.

## General Student Teaching Requirements

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). **Applications must be turned in by the due date or a student placement is not guaranteed.**

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>,

## Applying for Teacher Licensure

Information about applying for licensure will be provided in TL 488 Senior Seminar, taken during your senior year. Upon graduation, candidates work with the Certification Officer in the Office of Teacher Education (located in Education 102) to complete materials needed to obtain the appropriate teaching license and/or endorsements. **Teacher certification/licensure requirements differ from state to state. Make sure you check out the state's requirements for which you are planning to obtain licensure (see websites below).**

- 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](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>

## TEACHER EDUCATION SCHOLARSHIPS

There are a variety of scholarships available for students pursuing careers in education.

- University of North Dakota Scholarships: These are general scholarships open to any undergraduate student enrolled at the University of North Dakota. Many are specifically for freshmen.
- UND Teacher Education Scholarships: These scholarships are specifically for students admitted to Teacher Education. Some are merit-based (high academic standing and/or demonstrated financial need) and others are designated for specific areas of teaching (i.e. Elementary Education, Special Education, STEM).
- There are a number of private scholarships available for Teacher Education students. These scholarships have different requirements and each require a separate application. Information can be found at <http://education.und.edu/teacher-ed.cfm> or you can contact the Office of Advising and Admissions, Education Building, Room 102, for information.

Please see <http://und.edu/admissions/financial-aid/types-of-aid/scholarships.cfm> for more information and the application for UND scholarships. Scholarship applications are due by March 1<sup>st</sup> of every year.

# STUDY ABROAD OPTIONS IN TEACHER EDUCATION

Contact the Office of International Programs for more information on the programs.

Contact the Teacher Education office to meet with an advisor to plan your study abroad courses!

## **University of Oslo: Special Education**

Website: <http://www.uio.no/english/studies/admission/exchange/>

Students enroll through the University of Oslo exchange program. Three special education courses are offered each Fall semester as well as courses in Norwegian language and Norwegian studies. This is a great way to meet most of the requirements for a Special Education minor!

- SNE3110 - Education for All
- SNE3120 - Towards Inclusive Education
- SNE3130 – Historical/Sociocultural Perspectives on Learning & Development

## **Victoria University, New Zealand (through CIS Abroad): All teacher education majors.**

Website: <http://www.cisabroad.com/study-abroad/new-zealand/semester-on-the-north-island--new-zealand/academics>

Take a semester full of required courses including Multicultural Education, Classroom Management/Learning Environments, Inclusive Education, Child & Adolescent Development, etc.

## **University Studies Abroad Consortium: Cork, Ireland: Sports Studies, Physical Education, Health & Coaching**

Website: <http://usac.unr.edu/study-abroad-programs/ireland/cork>

Study abroad students can select from a variety of courses in the Bachelors of Education in Sports Studies and Physical Education degree program.

## **Budapest Semester in Math Education: Secondary Math**

Website: [www.bsmeducation.com](http://www.bsmeducation.com). Fall or Spring semesters.

Secondary math education: students study the Hungarian approach to math education which is based on problem solving, mathematical creativity and communication, and spend time in Budapest mathematics classrooms. Students enroll through St. Olaf College in Minnesota. Tuition and living expenses are affordable.

## **Global Student Teaching: all teacher education majors**

Website: <http://www.morris.umn.edu/GST/>

Student teaching opportunities available in Australia, Ghana, Ireland, Italy, New Zealand, Poland and Spain. You must plan at least a year in advance for this opportunity – please see Meghan Salyers, Director of Field Placement and Student Teaching for more information.

## Professional Student Organizations

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/> (click on “student membership”). Further information is available at the Teacher Education Office Education Building, Suite 102 or you can contact Patrick Bugliosi, Education Advisor, at [patrick.bugliosi@und.edu](mailto:patrick.bugliosi@und.edu).

### **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.

# STUDENT RIGHTS & POLICIES

## 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.

## 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.

## 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](http://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 from the time of formal admission to Teacher Education through the completion of student teaching. It is expected that candidates will demonstrate professional growth as they continue through the sequence of courses and field experiences. Candidate's progress is measured through the following:

- Course grades and GPA
- Performance on Critical Tasks (key assignments in designated courses)
- Level I Disposition Report (based on Intro to Education field experience)
- Level II Disposition Reports (based on professional sim in coursework)
- Level III Disposition Report (based on professional sim student teaching)
- Evaluations completed by cooperating teachers and university supervisors based on observation of student teaching.

Some programs also have additional review processes such as admission to TEAM in the Elementary Education and Early Childhood Education Programs.

If there is concern about a candidate's progress, through evidence presented in one of the routine reviews or when a faculty member, cooperating teacher or supervisor notifies the Office of Teacher Education with a concern, a Teacher Education Student Review Committee will be formed to discuss the concern and meet with the candidate. In such cases the committee may decide to monitor the candidate's progress more closely or dismiss the candidate from the teacher education program.

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 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;
- Receiving an "unsatisfactory" rating on a Critical Task or Professional Disposition Evaluation
- 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.

Candidates will be given prior notice of the date 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>.

## **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 accommodations.

## Praxis CORE Academic Skills for Educators Tests

For all PRAXIS information, go to: [www.ets.org/praxis](http://www.ets.org/praxis)

|   |  |
|---|--|
| <p><b>What is the Praxis CORE?</b></p>  | <ul style="list-style-type: none"> <li>The Praxis Core Academic Skills for Educators Tests measure basic academic skills in reading, writing, and mathematics needed to successfully prepare for a career in education. The tests are designed based on the Common Core State Standards (CCSS) from the ground up. Teacher candidates are being assessed on the same range of career and college readiness skills they are looking to help students achieve.</li> <li>3 separate assessments (reading, writing, math) that can be taken individually or in one sitting (4 hours, 29 minutes)</li> <li>Required by all Teacher Education programs in the state of North Dakota</li> <li><b>Passing scores are required for Admission to Teacher Education.</b> There are two ways to pass the CORE. You can either have passing scores on all 3 tests, or you can have passed two of the tests and have a combined score of 466 or higher on all 3 tests.</li> </ul>  |
| <p><b>The Reading Test</b><br/>[#5712]</p> <p><b>Passing Score 156*</b></p>     | <ul style="list-style-type: none"> <li>All skills assessed have been identified as needed for college and career readiness, in alignment with the Common Core State Standards in Reading. These skills include the ability to understand, analyze, and evaluate written messages of different kinds. Varying in difficulty, the reading material on the test is drawn from a variety of subject areas and real life situations that educated adults are likely to encounter. <i>All questions can be answered by using information contained within the passage; no question requires outside knowledge of the content.</i></li> <li>85 minutes; 56 multiple choice questions based on reading passages and statements (includes pre-test unscored questions):</li> </ul>  |
| <p><b>The Writing Test</b><br/>[#5722]</p> <p><b>Passing Score 160*</b></p>     | <ul style="list-style-type: none"> <li>All skills assessed have been identified as needed for college and career readiness, in alignment with the CCSS for Writing. These tests assess standard use of English language and require the student to respond to multiple choice questions and write essays.</li> <li>100 minutes total: one 40-minute multiple choice section and two 30-minute essay sections.</li> <li>40 multiple choice questions; 2 essay questions (this includes unscored practice questions):</li> <li>Multiple choice questions involve usage, sentence correction, revision in context, and research skills</li> <li>Essays assess the examinees' ability to write effectively in a limited period of time. The Argumentative essay topic invites examinees to draw from personal experience, observation, or reading to support a position with specific reasons and examples. The Informative/Explanatory essay topic asks examinees to extract information from two provided sources in order to identify important concerns related to an issue. The topics for each essay present situations that are familiar to all educated people; no topic will require any specialized knowledge other than an understanding of how to write effectively in English.</li> </ul> |
| <p><b>The Mathematics Test</b><br/>[#5732]</p> <p><b>Passing Score 150*</b></p> | <ul style="list-style-type: none"> <li>All skills assessed have been identified as needed for college and career readiness, in alignment with the CCSS in Mathematics. The test will cover 4 major content areas of Number and Quantity, Algebra and Functions, Geometry, and Statistics and Probability. Focus is on key concepts of mathematics and the ability to solve problems and to reason in a quantitative context. Many of the problems require the integration of multiple skills to achieve a solution.</li> <li>84 minutes; 56 questions (includes unscored pretest questions) [an on-screen calculator is available to use]:</li> <li>There are three types of questions: (1) multiple choice with one answer choice, (2) multiple choice with one or more answer choices, and (3) numeric entry questions.</li> </ul>   |
| <p><b>Test Centers, Dates &amp; Fees</b></p>                                    | <ul style="list-style-type: none"> <li>The Praxis CORE exam may be taken at the UND Test Center in McCannel Hall, Room 200.</li> <li>To schedule a test date or find other testing centers, go to: <a href="http://www.ets.org/praxis">http://www.ets.org/praxis</a></li> <li>For testing fee information, go to: <a href="http://www.ets.org/praxis/about/fees/">http://www.ets.org/praxis/about/fees/</a></li> <li>Plan to take the exam several months before you apply to Teacher Education and register early.</li> </ul>   |
| <p><b>Score Reports</b></p>   | <ul style="list-style-type: none"> <li>Please request that all 3 test scores be sent to UND when you register for the tests. It takes approximately 10-15 business days for your score reports to be processed.</li> <li>Attach a copy of your scores on all 3 teachers on your Application for Admission. <b>Your application will not be processed without scores or if your scores do not meet Teacher Education requirements.</b></li> </ul>   |

\*Or you can pass two of the tests and have a combined score on all 3 tests of 466 or higher. Be aware that other states and institutions have different acceptance scores.

## Praxis II Specialty Area 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).

| Licensure Area                   | Passing Score | Specialty Test Name   |
|----------------------------------|---------------|---|
| Art K-12                         | 158           | Art: Content Knowledge                                      |
| Biology 7-12                     | 153           | Biology: Content Knowledge                                  |
| Chemistry 9-12                   | 147           | Chemistry: Content Knowledge                                |
| Composite Science 7-12           | 150           | General Science: Content Knowledge                          |
| Early Childhood                  | 158           | Early Childhood: Content Knowledge                          |
| Earth Science 7-12               | 149           | Earth & Space Science: Content Knowledge                    |
| Economics 9-12                   | 150           | Economics   |
| Elementary 1-6                   | 153           | Elementary Education: Curriculum, Instruction, & Assessment |
| English 7-12                     | 167           | English Language, Literature & Composition: Cont.Knowledge  |
| French K-12                      | 162           | French: Content Knowledge                                   |
| Geography 7-12                   | 140           | Geography   |
| German K-12                      | 163           | German: Content Knowledge                                   |
| Government/Pol. Sci. 9-12        | 149           | Government/Political Science                                |
| History 7-12                     | 151           | World & U.S. History: Content Knowledge                     |
| Latin K-12                       | 135           | Latin   |
| Math 7-12                        | 160           | Mathematics: Content Knowledge                              |
| Middle School 5-8 English/LA     | 164           | Middle School English Language Arts                         |
| Middle School 5-8 Math           | 165           | Middle School Mathematics (calculator allowed)              |
| Middle School 5-8 Science        | 150           | Middle School Science                                       |
| Middle School 5-8 Social Studies | 152           | Middle School Social Studies                                |
| Music K-12                       | 149           | Music: Content Knowledge                                    |
| Physical Education               | 143           | Physical Education: Content Knowledge                       |
| Physics 9-12                     | 132           | Physics: Content Knowledge                                  |
| PLT: Early Childhood             | 157           | Principles of Learning and Teaching: Early Childhood        |
| PLT: Grades 5-9                  | 160           | Principles of Learning & Teaching: Grades 5-9               |
| PLT: Grades 7-12                 | 157           | Principles of Learning and Teaching: Grades 7-12            |
| PLT: Grades K-6                  | 160           | Principles of Learning and Teaching: Grades K-6             |
| Social Studies                   | 153           | Social Studies: Content Knowledge                           |
| Spanish K-12                     | 168           | Spanish: Content Knowledge                                  |

## Teacher Education Contacts

Advisors, Program Coordinators and Administrators

**\*\*For general inquiries please call the Office of Teacher Education at 701-777-4128**

| Name  | Phone    | Office        | Specialty Area   |
|---|----------|---------------|--|
| Beck, Pam<br><a href="mailto:pamela.beck@und.edu">pamela.beck@und.edu</a>                         | 746-2279 | Education 280 | -Elementary Education/TEAM<br>Coordinator/Summer Reading Program<br>Director |
| Bugliosi, Patrick<br><a href="mailto:patrick.bugliosi@und.edu">patrick.bugliosi@und.edu</a>       | 777-3183 | Education 102 | Admissions & Advising  |
| Cindy Juntunen<br><a href="mailto:Cindy.jutunen@und.edu">Cindy.jutunen@und.edu</a>                | 777-2675 | Education 200 | Interim Dean, College of Education<br>& Human Development                    |
| Gallo, Michael<br><a href="mailto:michael.gallo@email.und.edu">michael.gallo@email.und.edu</a>    | 777-3143 | Education 262 | Early Childhood Education<br>Coordinator                                     |
| Ingwalson, Gail<br><a href="mailto:gail.ingwalson@email.und.edu">gail.ingwalson@email.und.edu</a> | 777-2864 | Education 222 | Chair, Department of Teaching and<br>Learning                                |
| Mahar, Patti<br><a href="mailto:patti.mahar@email.und.edu">patti.mahar@email.und.edu</a>          | 777-6054 | Education 388 | Special Education/ Undergraduate<br>Program Coordinator                      |
| Salyers, Meghan<br><a href="mailto:Meghan.salyers@email.und.edu">Meghan.salyers@email.und.edu</a> | 777-3142 | Education 102 | Director of Field Placement & Student<br>Teaching                            |
| Smart, Kathy<br><a href="mailto:kathy.smart@email.und.edu">kathy.smart@email.und.edu</a>          | 777-2120 | Education 320 | Secondary Education<br>Coordinator   |
| Tweton, Eric<br><a href="mailto:eric.tweton@email.und.edu">eric.tweton@email.und.edu</a>          | 777-4097 | Education 102 | Advising & Licensure   |
| Walker, Anne<br><a href="mailto:anne.walker@email.und.edu">anne.walker@email.und.edu</a>          | 777-2862 | Education102  | Associate Dean of Teacher Education,<br>ELL Education Coordinator            |