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Dickinson State University Teacher Education Handbook

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Effective teachers are many things. To some, an effective teacher must have the appropriate background and training, be able to bridge theory and practice, and must model what it means to be an accomplished teacher (Aleccia, 2011). To others, an effective teacher is one who has positive expectations for student success, is an extremely good classroom manager, and knows how to design lessons for student mastery (Wong & Wong, 2005). Regardless of definition or characteristics, for many people there is nothing more important than providing highly skilled teachers (Chance, 2008). The Teacher Education program at Dickinson State University prepares educators to meet the increasingly high expectations of society and the education profession.

Dickinson State University's teacher education program is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as the professional accrediting body for teacher preparation. CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. More than 900 educator preparation providers participate in the CAEP accreditation system. The CAEP Standards for Accreditation of Educator Preparation focus on five areas:

- Content and Pedagogical Knowledge
- Clinical Partnerships and Practice
- Candidate Quality, Recruitment, and Selectivity
- Program Impact
- Provider Quality Assurance and Continuous Improvement

The Teacher Education Program at Dickinson State University is also approved by the North Dakota Education Standards and Practices Board (ESPB), which sets the [standards](#) pertaining to teacher licensure, teacher education program approval (accreditation), and professional development of educators. North Dakota Administrative Rule 67.1-02-02-02 requires all applicants for an initial teacher license to complete a minimum of a four-year bachelor's degree from a state agency-approved teacher education program. The approved program must include a general studies component, a professional pedagogy core, and a North Dakota recognized program area major based upon the North Dakota standards for teacher education program approval.

These standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) and have been adopted by a majority of states, including North Dakota. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: *An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.* The ten InTASC standards comprise the program outcomes for DSU Teacher Education. All coursework and experiences in the program are designed to enhance candidates' proficiency in the InTASC standards, which articulate the basic competencies that should be mastered by a beginning teacher.

TEACHER EDUCATION PROGRAM OUTCOMES

InTASC Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

EDUCATION MAJORS

Dickinson State University has teacher education programs leading to three basic licensures:

- Elementary Licensure 1-8 entitles the holder to teach in the regular elementary classroom for grades one through eight.
- Secondary Licensure (Grade 5-12) entitles the holder to teach in the major area in secondary classrooms for grades five through twelve.
- K-12 Licensure entitles the holder to teach in the restricted areas (i.e. P.E., music) in all grade levels.

These licenses can be attained through one of the following majors:

- Elementary Education
- Composite Music Education *
- Biology Education *
- Business Education *
- Chemistry Education *
- Choral Music Education *
- Composite Science Education (Earth Science Track) *
- Composite Science Education (Biology Track) *
- Composite Social Science Education *
- English Education *
- History Education *
- Instrumental Music Education *
- Mathematics Education *
- Physical Education (K-12) *
- Technology Education *

*These licensure areas in grades 7-12 are options for the Master of Arts in Teaching degree.

Additionally, candidates admitted to the Teacher Education department may complete concentrations for endorsements in the following areas:

- Middle School Education
- Reading
- Early Childhood Education
- Special Education

Specific course sequences and programs of study can be attained from the Teacher Education website. In addition to successfully completing each of the required courses, candidates must meet certain programmatic requirements—including satisfactory performance in portfolio review, Praxis exams, and dispositional attributes.

PROFESSIONAL EDUCATION PORTFOLIO

All candidates in the Teacher Education program prepare a professional education portfolio under the framework of the ten InTASC standards. The purpose of the portfolio is for candidates to link their products and performances to the program outcomes. Candidates select artifacts from their courses and field experiences that demonstrate their proficiency in each of the program outcomes. A key element of the portfolio is candidates' rationale for artifact selection. Faculty seek to determine how well the candidates understand their educational decision-making as it relates to current research and best practices.

Program faculty designate signature assessments in various courses to help candidates begin to understand the link between theory and practice, and to justify their professional choices. These course-embedded signature assessments are linked to InTASC standard and serve as the candidates' artifacts for their first level of portfolio review. As such, candidates cannot progress in the program without having submitted the requisite artifacts for faculty review. Should a candidate fail to submit a course-embedded signature assessment, an "incomplete" grade will be recorded until the required assignment is submitted. If the candidate does not submit the key assessment within the designated time frame, the course grade will convert from an "incomplete" to an "F" and the candidate will need to repeat the course.

Each signature assessment must be submitted and scored in the Chalk and Wire system. Candidates must score an "emergent" or above on each element of the scoring rubric before their final course grade is recorded. While the score earned on the initial submission is recorded permanently in the grade book, candidates must resubmit sections of the assignment on which a "below basic" was scored. If the appropriate changes are not made by the time grades are due an "incomplete" will be posted until the appropriate revisions are made, which should be by the end of the following academic term and before student teaching.

Portfolio Review

A formal portfolio review will take place as part of the candidates' application for student teaching. Candidates will have self-selected artifacts to demonstrate their proficiency in each of the program outcomes, and will have created accompanying rationale narratives that link the artifacts to the candidates' understanding of the related InTASC standards. Candidates will present their portfolio in their portfolio preparation class. A candidate who receives more than three (3) scores at the "below basic" level will under no circumstance be permitted to student teach. Candidates are strongly encouraged to take the Portfolio Preparation course the semester they apply for student teaching.

Final Portfolio Review

After completion of the student teaching experience, candidates will give an oral presentation on their development of each of the InTASC standards. The presentation will again include candidates' self-selected artifacts as evidence of their proficiency in each of the program outcomes, as well as their verbal articulation of the links between their artifacts and their understanding of each of the standards.

PRAXIS EXAMS

The state of North Dakota requires passing scores on a series of three ETS Praxis exams. The first exam (Core Academic Skills for Educators) has three components—Reading, Writing, and Mathematics. Candidates will complete this exam prior to admission into Teacher Education. Students in the Master of Art in Teaching program, must take and pass the CORE exam in their first semester of classes.

Candidates will also take Praxis II content exams in their subject area (e.g. math, P.E. English) and Praxis II pedagogy exams in their licensure level (e.g. elementary, secondary). Testing locations are available both in Dickinson and Bismarck. For information about specific exam codes, required scores for passing, and registration information, visit the following ETS website:

<http://www.ets.org/praxis/nd/requirements>.

Students must attempt the Praxis II exams at least once before the student teaching experience. Passing scores are not needed for students to graduate.

DISPOSITIONS

Teaching is a career in which attributes of character, integrity, and other professional dispositions are as relevant as knowledge and skills (*see DSU Teacher Education's Professional and Ethical Conduct Policy*). Candidate dispositions associated with the ten InTASC standards are evaluated as part of the Teacher Education assessment system. Additionally, potentially negative dispositions are noted by faculty and addressed with the candidate via the *Disposition Alert Form*. The purpose of this form is to (1) identify areas of concern; (2) outline expectations for adequate progress; and/or (3) serve as documentation for a candidate's dismissal from the program due to unacceptable dispositional attributes.

Professional and Ethical Conduct Policy

To ensure that the highest standards of professional and ethical conduct are promoted and supported in the Department of Teacher Education, candidates must adhere to the prescribed professional and ethical standards of the profession (e.g. [North Dakota Education Standards and Practices Board](#), [Interstate Teacher Assessment and Support Consortium](#), [National Education Association](#), or other standards relevant to the profession). Professional misconduct is defined as behavior that violates professional or ethical standards for the profession. It may include misconduct that demonstrates the candidate's unfitness for such profession or discipline.

A candidate who engages in professional or ethical misconduct may be subject to academic sanctions such as grade reduction, course failure, repeating field experiences (including the student teaching experience), suspension or dismissal from the program or the University, or other sanctions as appropriate. Sanctions may also include a written reprimand, and/or written statement of misconduct filed into a permanent record.

Any person who observes or discovers that a candidate has engaged in professional or ethical misconduct should file a written complaint with the department chair within ten (10) business days of the date of discovery of the alleged violation. Upon receipt of the complaint, the department chair will, within ten (10) business days, discuss the alleged misconduct with the accused candidate and give the candidate an opportunity to respond. The chair may interview the complaining party and any other persons believed to have pertinent factual knowledge of the allegations. The chair may also review any other relevant evidence.

The chair will then determine whether there is a reasonable basis to believe that the candidate engaged in professional or ethical misconduct. If the chair determines that there is no reasonable basis to believe that the candidate engaged in professional or ethical misconduct, s/he will notify the candidate and the matter will be dismissed. If the department chair determines that there is a reasonable basis for believing that the candidate engaged in professional or ethical misconduct, s/he shall determine the appropriate sanction(s). If the candidate complies with the terms and conditions of the sanction(s), the matter will be closed.

If the candidate feels the decision of the chair was arbitrary and capricious, s/he may submit a formal appeal. A formal appeal must be submitted in writing to the Dean within five (5) business days of being notified of the sanction(s). After the decision of the Dean, the candidate may appeal in writing to the Provost within five (5) business days of the Deans' decision. The decision of the Provost (or his/her designee) is final.

Teaching is a career in which attributes of character, integrity, and other professional dispositions are as relevant as knowledge and skills. As such, I understand that should there be recurring and/or significant document dispositional issues, I may be dismissed from the program.

Signature

Date

DSU Teacher Education Disposition Alert Form

Teaching is a career in which attributes of character, integrity, and other professional dispositions are as relevant as knowledge and skills (see *DSU Teacher Education’s Professional and Ethical Conduct Policy*). Candidate dispositions associated with the ten INTASC standards are evaluated as part of the Teacher Education assessment system. Additionally, potentially negative dispositions are noted by faculty and addressed with the candidate. The purpose of this form is to (1) identify areas of concern; (2) outline expectations for adequate progress; and/or (3) serve as documentation for a candidate’s dismissal from the program due to unacceptable dispositional attributes.

Please Check Dispositional Area(s) of Concern:

- Is late or frequently absent
- Lack of preparation and/or frequently misses deadlines
- Conveys a minimalist attitude
- Written/oral communication does not meet a professional standard (i.e. grammar, presentation, timeliness of responses)
- Looks to others to solve his/her problems
- Is defensive/nonresponsive to constructive criticism
- Makes excuses about poor performance or complains about the workload
- Has a negative attitude toward teaching, children, teachers, etc.
- Demonstrates inflexibility in attitudes and practices
- Does not consistently maintain position as a positive role model for students
- Demonstrates negative indicators in the areas of:
 - Collaboration
 - Honesty/Integrity
 - Respect for self or others
 - Reverence for learning
 - Emotional maturity
 - Reflection
 - Responsibility
 - Organizational skills
 - Professional appearance
 - Maintaining the standards of confidentiality

Please list evidence on page 2 of this document of the deficient areas listed above and, if appropriate, actions the candidate should take for improvement.

Action Recommended:

- | | |
|---|--|
| <input type="checkbox"/> Continued monitoring of disposition development | <input type="checkbox"/> Successfully met all disposition requirements |
| <input type="checkbox"/> Suspension from Teacher Education program for one semester | |
| <input type="checkbox"/> Dismissal from Teacher Education program | |

I understand that this form will be placed in my student file, that the Teacher Education Council will review my progress toward expected dispositions each semester, and that my retention in the Teacher Education program is contingent upon my display of satisfactory dispositions.

Program Faculty _____
Date

Teacher Candidate _____
Program Faculty _____
Date

Program Faculty _____
Date

ADMISSION, RETENTION, and EXIT REQUIREMENTS

Admission to Teacher Education

Upon completion of EDUC 250: Introduction to Education, candidates may apply for admission to the Teacher Education program. In cases where a candidate has taken from another institution a course that can be substituted for Introduction to Education, an application for admission may be completed once candidate has completed a minimum of thirty-six (36) semester hours and has declared a major in education. Admission criteria are:

- Completion of thirty (30) semester hours;
- Completion of EDUC 250 (Introduction to Education with Field Experience) with a minimum grade of C;
- Passing the Core Academic Skills for Educators exam;
- A minimum grade of C in ENGL 110 and 120 (College Composition I and II);
- A minimum grade of C in COMM 110 (Fundamental of Public Speaking);
- A minimum cumulative GPA of 2.75;
- Participation in Interview and Writing sample assessments;
- Recommendation from adviser and instructors of EDUC 250;
- Approval of the Chair, School of Education.

Those seeking the Master of Arts in Teaching degree follow these admission criteria:

- Satisfactory background checks;
- Baccalaureate degree;
- Passing the Core Academic Skills for Educators exam;
- A minimum cumulative GPA of 2.75;
- Participation in Writing sample assessments;
- Recommendation from Director of Graduate Studies;
- Approval of the Chair, School Education.

The Chair will notify the candidate in writing of one of the following levels of action for admission to Teacher Education.

Levels of Action for Admission to Teacher Education

- Full Admission: This will allow the candidate to enroll in professional education courses.
- Provisional Admission (one semester): In these cases, the candidate may not have met one or more of the requirements for full admission to the program. Candidates granted provisional admission may enroll in professional education courses. However, they only have one semester to meet all conditions for full admission. Failure to meet all admission requirements after the one term provisional acceptance will result in dismissal from the program.
- Denied Admission: The candidate is not admitted to the teacher education program and may not enroll in professional education courses.

Candidates who have twice been denied admission to the DSU Teacher Education program will not be allowed to reapply. Applications are reviewed twice per year—at the end of the fall and spring semesters. Applications are not accepted or reviewed during the summer months.

Retention in Teacher Education

Following admission to Teacher Education, candidates' good standing will be reviewed each semester by the Teacher Education faculty. Candidates will be placed on probation or removed from the program if the candidate:

- Fails to exhibit professional behavior in all courses, field experiences, and interactions with peers and faculty;
- Violates the student code of conduct or criminal law;
- Earns a grade less than "C" in any course of the professional education sequence or major requirements;
- Allows his/her GPA to fall below 2.75;
- Displays unsatisfactory knowledge, skills, and dispositions as determined by program faculty
- Candidates are permitted to retake only one major or professional education course while in the program.

Candidates placed on probation have one semester in which to rectify the condition resulting in probation. If the condition is not removed at the end of the probationary semester, the candidate will be dismissed from the program.

Once admitted into the Teacher Education program, candidates must take at least one major course each fall and spring semester. Candidates who fail to take a major course in more than one fall or spring semester without first notifying the School of Education will be removed from the program and must reapply to be reinstated.

Candidates can apply for readmission only once.

Admission to Student Teaching

All education candidates must complete a full-time, 12-week (except for those seeking the Kindergarten endorsement or Special Education minor) student teaching experience. Completed applications for student teaching are due at the department office on the following dates:

Spring Student Teachers: Applications due October 1

Fall Student Teachers: Applications due March 1

Admission requirements for Student Teaching include:

- 2.75 cumulative GPA;
- 2.75 GPA in major (*for elementary education GPA calculations, the major is defined as all courses listed under the major except BIOL 111/111L*);
- 2.50 GPA in minor (*for those with double majors, one may be treated as a minor for GPA purposes*);
- Completion of all major and professional education courses with a "C" or better (or "S" for "S/U" courses) by end of application term;
- Recommendation by the chairperson of the candidate's major;
- Beginning Spring 2021, students must attempt to take the Praxis II content area exam and the Principles of Learning and Teaching at least one time;
- Proof of liability insurance;
- Fingerprint background check;
- Successful portfolio defense.

Those seeking the Master of Arts in Teaching degree also must obtain the recommendation of the Director of Graduate Studies.

Student Placement Policy

Student teaching candidates are permitted to request up to three schools/districts in which to complete the student teaching experience; however, they are not guaranteed placement in their preferred sites. Factors included in the placement decision-making process include variation of the candidate's early field experiences, as well as the needs of the cooperating school/district. Additionally, secondary candidates cannot complete their student teaching experience in the same high school from which they graduated; and no candidate may complete student teaching with a cooperating teacher who was once his/her teacher in a K-12 setting. Under no circumstances should candidates attempt to secure their own placements. All arrangements for student teaching are handled through the Field Experiences Coordinator.

Candidates will be placed within an 80-mile radius of their base campus. If they wish to complete their student teaching beyond this radius, the following conditions must be met: (1) Candidates must have a 3.0 cumulative and content-specific GPA; (2) Candidates must have the recommendation from both a Teacher Education faculty member and the candidate's academic advisor; and (3) approval of the Teacher Education faculty.

If the aforementioned conditions have been met, the Field Experiences Coordinator will attempt to secure an out-of-area placement. Such placements incur additional fees for university supervisor travel and/or contract remuneration. Depending on the distance from campus, the chair may assign a DSU faculty member to serve as university supervisor. In those cases, candidates are responsible to paying additional travel expenses beyond the 80-mile radius. In cases where a DSU faculty member cannot serve as university supervisor, a supervisor closer to the placement site will need to be hired. Candidates will be responsible for paying the full supervision fee, which varies regionally within the range of \$350 to \$3000. Fees associated with out-of-area placements will be added to the candidate's DSU bill for student teaching term.

Those seeking the Master of Arts in Teaching degree will, in most cases, complete their student teaching in the school in which they are employed as teachers. The Director of Graduate Studies can waive placement restrictions in order to facilitate student teaching for MAT candidates. The Director of Graduate Studies and Field Experiences Coordinator will collaborate in such situations.

Exit from Teacher Education

Candidates who earn a grade of "C" or higher for student teaching and have completed all program requirements may successfully exit the program. Candidates cannot successfully complete student teaching without having completed all required assignments as detailed in the Student Teaching Handbook. Additionally, the Unit Plan and Impact on Student Learning project must be completed with a score of "proficient" (3) or better on each criterion; otherwise, candidates will need to revise and resubmit. Candidates must score at "emergent" (2) or above (with no more than 3 "emergent" scores) on all criteria in the final evaluation rubric.

DSU candidates who successfully complete all of the requirements of the Teacher Education Program will be recommended to ESPB for initial teacher licensure in the state of North Dakota by the chair of the School of Education. Those candidates interested in becoming licensed/certified in another state should contact that state's Department of Education to determine guidelines for reciprocity.

All initial licenses shall be valid for two consecutive years. Teachers may apply for a five-year license after having completed a total of 18 months of successful teaching in North Dakota on a valid North Dakota license.

Those seeking the Master of Arts in Teaching degree should contact ESPB to verify what changes in their own licensure status will occur upon completion of the MAT. That may differ for each MAT candidate and is determined by ESPB.

APPEAL PROCESS FOR ADMISSION, RETENTION, and EXIT DECISIONS

Candidates may appeal decisions made with regard to their admission, retention, or exit of the Teacher Education program. To request an appeal from the Teacher Education Department Chair, the candidate must within ten (10) business days of the decision write a letter explaining the desired outcome and providing a solid rationale for a revised decision. The Department Chair will send written notification of the appeal decision to the candidate and the Teacher Education Council. If the candidate is not satisfied with the decision of the chair, s/he may appeal to the dean of the College of Education, Business, and Applied Sciences (CEBAS). This appeal must be submitted in writing within ten (10) business days of being notified of the departmental appeal decision. The CEBAS dean will notify the candidate of the decision in writing within ten (10) business days. If unsatisfied with the dean's decision, the candidate may appeal to the Provost in writing within ten (10) business days of the dean's decision. The Provost will provide a response within ten (10) business days. The Provost is the last level of appeal and this decision is final.

GOVERNANCE

The Teacher Education Program is administered by the dean of the College of Education, Business, and Applied Sciences (CEBAS). The governing body is the Teacher Education Council, which is a council of the Faculty Senate. The Teacher Education Council is composed of the following:

- one member of the Faculty Senate appointed by the Executive Committee and ratified by the Faculty Senate;
- one administrator chosen by the President of the University;
- three teacher education candidates at the junior or senior level (at least one in elementary and one in secondary and at least one from the Bismarck campus and one from the Dickinson campus);
- the chairperson of the School of Education;
- the head of the Educator Preparation Provider (EPP) unit;
- all university faculty members of the EPP unit;
- Director of Graduate Studies

The chairperson of the Council will be the Chair of the School of Education. The purpose and responsibilities of the Teacher Education Council are:

- to approve all changes in the requirements for teaching majors and minors;
- to establish policies for admission to and retention in the Teacher Education Program;
- to review teacher education policies; and
- to promote communication among all personnel engaged in preparing teachers.

The Teacher Education Council meets monthly and on call.

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