

EDUCATION

NSU



MILLCENT ATKINS SCHOOL OF EDUCATION

TEACHER EDUCATION HANDBOOK

Millicent Atkins School of Education
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Introduction

The Northern State University Millicent Atkins School of Education prepares undergraduates and graduates for a diverse set of educational atmospheres. This document has been prepared with the teacher candidate in mind, and is meant to guide all teacher certification programs through definition of policy and procedures.

The Educator Preparation Program (EPP) at Northern State University is the Millicent Atkins School of Education. The School of Education (SOE) performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The SOE maintains responsibility for the quality of all candidates prepared at NSU.

The SOE has designed, established, and maintained a committee structure and advisory governance system known as the Teacher Education Council (TEC). This council combines faculty, staff, and administrators from the School of Education, School of Fine Arts and the College of Arts and Sciences.

The processes and assessment measures are data-driven, and the SOE has developed and implemented an integral assessment system that includes the gathering and use of candidate performance data to ensure candidates meet INTASC, CAEP, SPA, and SOE disposition standards. The SOE monitors all student data, including applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.

The policies and related procedures that follow in this manual have evolved over time and have been developed with the input of faculty, administrators, the TEC, teacher candidates, and P-12 school personnel. It is a “working” document, and will continue to reflect change and revisions will be continuous. No policy or procedure herein shall supersede Northern State University policies or procedures.

It must be noted that the handbook is not necessarily all-inclusive of every possible scenario, and when issues arise, they will be considered by the SOE Chair of the Teacher Education Program.

Millicent Atkins School of Education Mission Statement

The Millicent Atkins School of Education seeks to develop the wisdom and imagination of its students for the purpose of instructing, involving, challenging, and caring for all learners.

INTASC Standards

The Learner and Learning:

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge,

including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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.

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.

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.

Content Knowledge:

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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.

Instructional Practice:

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to

provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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.

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.

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.

Professional Responsibility:

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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.

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.

Major Programs of Study

Elementary Education

The elementary education program is the largest education program at NSU. Here, students learn to create lessons that actively involve children and address a wide variety of learning styles.

Northern State University uses the latest instructional technologies. Students in NSU's Teacher Education Program receive an iPad, and learn to use these and other technology tools in elementary schools. Through a partnership with the Aberdeen School District, several NSU elementary education classes are held at Mike Miller Elementary school, where all students have access to their own iPad and other recent educational technologies.

Our partnership with the Aberdeen Public School District and community extends beyond the classroom with education clubs and extracurricular activities involving K-12 students.

<https://www.northern.edu/programs/elementary-education>

Special Education

The K-12 special education degree offered at Northern State University gives teachers the skills necessary to support students with diverse learning needs in a variety of settings. NSU's K-12 special education degree prepares teachers to work with students with disabilities in a variety of settings such as schools, residential facilities, and hospitals or to work as an adult service provider.

Each candidate admitted to our teacher education program receives an iPad. Our special education majors hear from special education experts and work with area schools. To further enhance the classroom experience, NSU's special education professors have forged partnerships with community programs that serve people with disabilities.

NSU students have a high first-trial pass rate on the required Praxis exams.

<https://www.northern.edu/programs/special-education>

Secondary Education

Northern State University secondary education graduates are in high demand in South Dakota schools and throughout the U.S.

NSU provides hands-on, effective teacher preparation that includes extensive experience in actual secondary classrooms.

NSU secondary education students examine: classroom diversity, creating lessons according to state and national content standards and actively involving students in their learning environments.

Students also have the unique opportunity to provide reading and writing instruction to secondary students through the distinguished NSU Reading Clinic. A major area of study is required if you plan to apply to teach secondary school in South Dakota, and NSU is ready with options to suit interests and career goals. Choose from the following education areas: biology, chemistry, language arts/English, history, mathematics, and Spanish.

NSU's B.S. in secondary education programs provide the necessary framework for an entry-level career in teaching. Graduates can pursue careers as middle or high school teachers or paraprofessionals, or apply to graduate school.

<https://www.northern.edu/programs/secondary-education>

K-12 Art Education

Equip and enrich the artists of tomorrow with an art education degree from NSU. In our program, you'll learn advanced visual design skills and use traditional studio media and tools, within the enriching context of a liberal arts curriculum. Graduates are prepared to enter the art field as professional K-12 teachers or to attend graduate school.

K-12 Music Education

NSU is a fully accredited institutional member of the National Association of Schools of Music (NASM). Here, you'll get individual attention from our renowned music faculty members who will help you develop your fullest potential.

K-12 Spanish Education

The ability to write and speak Spanish has never been more relevant. With a Spanish education degree from NSU, you'll learn to share your understanding of Spanish and Spanish-based culture with students.

The Spanish BSEd degree prepares you to teach Spanish to students in grades K-12. As part of this degree program, you'll complete professional education courses for K-12 certification. NSU Spanish courses concentrate on real-world application, preparing you to share your Spanish knowledge, practice and experience in your own classroom or in other careers. NSU instructors with field experience in Spanish-speaking countries provide an engaging, stimulating learning experience.

NSU also offers a popular four-week study-abroad opportunity to take intensive Spanish courses in Santiago, Chile.

K-12 Physical Education

NSU's B.S.Ed. Physical Education program prepares you for a rewarding and exciting career teaching physical education to K-12 students. From our diverse and experienced faculty, you'll learn scientific and fitness principles, pedagogy (the method and practice of teaching) and curriculum development.

Physical education methodology courses train prospective teachers to promote physical literacy and are specific to the gymnasium.

Teacher preparation and physical education methods coursework, which are required for teacher licensure, prepare you for Praxis content exams and application for teacher licensure in South Dakota.

Students who graduate from this program will also have the strong science background necessary to be an exceptional physical educator, including coursework in anatomy and physiology, biomechanics, exercise physiology, and motor behavior.

Optional Minors and Endorsements

In addition to a chosen major, NSU offers several options for minors and coursework leading to teaching endorsement in special areas of teaching. Students are encouraged to consider pursuing a minor or endorsement to enhance the selected major and/or to develop knowledge and skills in additional areas.

Minors

Early Childhood Education

http://catalog.northern.edu/preview_program.php?catoid=9&poid=2009&returnto=908

Elementary Education Science

http://catalog.northern.edu/preview_program.php?catoid=9&poid=2004&returnto=908

Mathematics in Elementary Education

http://catalog.northern.edu/preview_program.php?catoid=9&poid=2065&returnto=908

Pre-K-12 Reading

http://catalog.northern.edu/preview_program.php?catoid=9&poid=2086&returnto=908

Special Education

http://catalog.northern.edu/preview_program.php?catoid=9&poid=2097&returnto=908

Endorsements

A list of the current endorsements available in South Dakota can be found on the State of South Dakota's website. Endorsements vary in the preparation and assessments needed to obtain them. Please follow: <http://doe.sd.gov/certification/endorsements.aspx>

Graduate Programs of Study

Leadership and Administration

The Master of Science in Education in Leadership and Administration meets the requirements for licensure as a preschool through grade 12 principal. Specialized courses foster development of standards-based skills school administrators need – including educational leadership, the importance of understanding school culture, supervision of instruction and services, school management and safety, school-community relations, ethical practices and curriculum development.

Courses focus on effective leadership models, data-driven decision making, and promotion of school and community partnerships. Curriculum focuses on the principal's role in continuous school improvement.

The principal preparation program leads to initial certification.

The curriculum is aligned with national standards as set by the Educational Leadership Constituent Council (ELCC). This program requires one year of full time K-12 teaching experience; three years of verified teaching is required for licensure in South Dakota.

<https://www.northern.edu/programs/leadership-and-administration-graduate>

Teaching and Learning

The Master of Science in Education in Teaching and Learning meets the standards as set by the National Board for Professional Teaching Standards (NBPTS), including the knowledge skills, dispositions and beliefs that characterize teacher leaders. Graduates of this program are prepared to share their expertise through leadership and mentoring roles in their school districts. This program requires an active South Dakota teaching certificate (or the equivalent).

<https://www.northern.edu/programs/teaching-and-learning-graduate>

Educational Studies

Track A – Individualized Interdisciplinary Program

In this program, students work closely with faculty to choose coursework to customize areas of emphasis to match their career needs. With the exception of the secondary education teaching emphasis, students can choose from a variety of course options to further enhance your skills and abilities.

Areas of emphasis include:

- Instruction of the Blind and Visually Impaired
- Teaching and Learning
- Special Education
- Sport Performance and Leadership
- Educational Technology

- Music

Track B – Secondary Education Certification

The Secondary Education Certification is designed for people with a four-year degree who would like to complete a teaching degree to be eligible for S.D. teacher certification. These courses will be offered in online and hybrid formats for students who are working. This emphasis is designed to address the secondary-level high-needs teacher shortage.

<https://www.northern.edu/programs/educational-studies-graduate>

Millicent Atkins School of Education

Belief Statements

We believe:

in programs of quality promote learner-centered experiences and collaborative planning among the School of Education faculty and staff, teacher candidates, and k-12 practitioners.

in inquiry and reflectivity for the purpose of developing leadership to improve professional practice.

in providing a quality learning environment encouraging teacher candidates to inquire into the context of learning and practice, act on beliefs, and critique their own learning and teaching.

in modeling effective teaching as defined by current research, applied practice, and professional experience.

in change and innovation as an essential element in learning, teaching, and leadership, and in the promotion of practices that value students, teachers, and administrators as change agents in educational settings.

in the preparation of teacher candidates to advocate for all students, to value self-determination and fairness, and to believe in the right for all students to succeed.

Definitions

CAEP Accreditation: CAEP is the EPP's accreditation body. CAEP advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Disposition: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define and operationalize additional professional dispositions.

EPP: Educator Preparation Program. At Northern State University it is the Millicent Atkins School of Education.

Exceptionalities: Physical, mental or emotional conditions, including gifted/talented abilities, that require individualized instruction and/or other educational support or services.

FERPA: *Family Educational Rights and Privacy Act*

Field Experience: A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers or homeless shelters.

INTASC Standards: Standards by which our beliefs are guided. In each course within the School of Education, faculty utilize these standards of education to determine the level of proficiency a candidate attains in preparation to become a professional educator.

Post-Baccalaureate candidate: A student who has graduated from an accredited institution of higher education with a teachable major and who seek South Dakota teacher certification or endorsements through the teacher education program at Northern State University.

Praxis II content exam: The PRAXIS II content exam must be successfully completed prior to student teaching.

Praxis II Principles of Learning and Teaching (PLT): Teacher candidates must take and pass the PLT during the student teaching semester.

Pre-admission field experience: A two-day experience that coincides with EPSY 302 for the purpose of self-awareness, self-selection, professional selection, reflection, and goal setting. Students participate as teacher apprentices during the experience.

Professional Experiences: Meaningful and structured activities in a P-12 school setting within the last five years. Examples include structured observation, working in schools as a teacher or other school professional, action research, research projects that are school-based, and participating in professional development school activities.

CORE: Praxis® Core Academic Skills for Educators (Core) tests measure academic skills in reading, writing and mathematics. (to be taken before admission into the Teacher Education Program.

PSTE: *Pre-student teaching experience*

SOE: *School of Education*

STE: *Student teaching experience*

Teacher Candidate: Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other schools professionals. Candidates are distinguished from students in P-12 schools.

TEC: Teacher Education Council

Teacher Education Council

Teacher Education Council

The Teacher Education Council (TEC), chaired by the dean of education, functions at the council level with regard to matters related to teacher education. The TEC consists of representatives from each college or school who have experiences in P-12 settings and are currently involved in teacher education through their own discipline. From within the School of Education there are eight faculty representatives, each from a School of Education department or program (Special Education, Elementary Education, Secondary Education, and K-12 Education). From outside the School of Education there are two faculty representatives from the School of Fine Arts and three faculty representatives from the College of Arts and Sciences. These representatives shall include Music Education, Art Education, Social Sciences Education, Language/Literature/Communications Education, and Math/Science Education. Each representative is responsible for information flow between the TEC and their constituents. Serving in an advisory capacity without voting privileges, shall be one student, one area P-12 Administrator, one P-12 teacher, one representative from the SOE Office of Field Experiences, the SOE Assessment Coordinator, and one SOE Advisor. The student representative will be excused when sensitive information is discussed. The TEC is a decision making body on university-wide elementary, secondary, and K-12 issues. It is responsible for the integrity of the admission to teacher education process, and therefore, voting will occur only with regard to the process and/or standards for admission. This committee makes recommendations with regard to curriculum considerations as it affects all education programs specifically, and other university programs generally. Fully aware of teacher certification and program accreditation requirements, the council works to recommend curriculum changes that will best meet and/or exceed these requirements. A subcommittee of TEC exists to handle student dispositions concerns, and the subcommittee is chaired by the Teacher Education Department Chair.

Program Assessment

Review of Professional Education Programs

The Millicent Atkins School of Education Teacher Education Program employs a number of key assessments across all teacher education programs. All assessments are either based on or correlated to the InTASC Standards, the TEP's guiding framework. These assessments are included in the TEP's annual report and discussed each term during Assessment Day.

- Common Lesson Planning Rubric and CLPR Technology evaluations
- Specialized Program Area evaluations
- Classroom and Field Dispositions evaluations
- Pre-Student Teaching Experience Midterm and Final evaluations
- Student Teaching Midterm and Final evaluations
- Praxis I CORE exams (reading, writing, and math)
- Praxis II Content exams
- Praxis III Principles of Learning and Teaching exam

The TEP reports enrollment demographic data and Praxis pass rates through the Title II report system. State report cards can be viewed here: <https://title2.ed.gov/Public/Home.aspx>

In addition to the Title II and TEP annual reports, the program also reports to the Council for the Accreditation of Educator Preparation (CAEP) on 8 annual measures:

- Impact on P-12 learning and development (Component 4.1)
- Indicators of teaching effectiveness (Component 4.2)
- Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)
- Satisfaction of completers (Component 4.4 | A.4.2)
- Graduation Rates (initial & advanced levels)
- Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
- Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
- Student loan default rates and other consumer information (initial & advanced levels)

Every 7 years, the TEP completes a Self-Study Report to CAEP for review. Part of that review includes an onsite visit from several national and state trained reviewers who conduct a comprehensive evaluation of the program. The next CAEP site visit is scheduled to occur in April of 2021. The last visit occurred in April 2014 by NCATE (NCATE and TEAC have since merged into the current accrediting body, CAEP).

Advisory Services

Academic Advising Services

All NSU students have access to a professional academic advisor, either through TRIO/SSS, the University College, or through the College/School in which their major is based. Professional academic advisors at Northern State University are committed to the belief that students need assistance pertaining to the selection of a major, minor, and/or endorsements, university requirements, academic planning, registration, academic, career, personal, and social concerns. Professional advisors are held accountable for in-depth knowledge of their specific advising area and also general knowledge of all professional education programs. Advisors are expected to make appropriate referrals when additional services are needed by students. Students are strongly encouraged to regularly seek assistance from their advisor regarding academic matters. Students are responsible for arranging meetings with their advisors to discuss academic programs, registration, academic status, grade reports and any other services requested of the advisor. Advisor office hours are listed in Starfish and appointments should be made in Starfish.

New students should meet their advisors during the first four weeks of their first semester of study in order to get acquainted and discuss the requirements identified on their Plan of Study through DegreeWorks. Students are responsible for ensuring that they have current information regarding program completion. This includes being aware of advising meetings, important dates/deadlines, and changes in curriculum and state certification requirements. Students ultimately have final responsibility for their own program, schedules, and meeting the requirements for graduation. While students are encouraged and in some cases required to meet with their advisor regarding academic matters, this assistance does not relieve students of the personal responsibility of fulfilling all the degree requirements for their program.

Admission to Teacher Education

Requirements

Undergraduate

Admission to teacher education is required for all students expecting to complete a degree granting teacher education program or a post-baccalaureate certification program which leads to initial certification in any teaching field. In compliance with the state of South Dakota and regional and national accrediting bodies, the School of Education administers a formal selection process for persons who seek to enter teacher education programs. The process dictates that a candidate accomplish the requirements outlined below.

- Earned a content and cumulative GPA of 2.7 or higher
- Completed ENGL 101 with a C or higher.
- Completed SPCM 101, 215, or 222 with a C or higher.
- Completed EPSY 302 with a C or higher.
- Completed MATH 103 or higher level Math course) with a C or higher
 - If a candidate did not earn a C in Math 103 (or higher # math course), then a candidate may meet the math requirement if s/he achieved a Math ACT subtest score of 22 or higher.
- Completed the Praxis Core Academic Skills for Educators (CORE) exams ONLY IF their ACT composite (overall) score was 18 or lower:
 - Reading score of 140 or higher
 - Writing score of 150 or higher
 - Math score of 132 or higher
- Pre-Admission Disposition Evaluations
 - EDFN 102 professor
 - SPED 100 professor
 - EPSY 302 professor
 - Cooperating teacher in Pre-Admission Field Experience
- Recommendation of the advisor(s)
- Once all requirements/prerequisites have been met, candidates may access the Teacher Education Program Application online at:

<http://northern.formstack.com/forms/programapp>

Post-Baccalaureate candidates

- Apply for admission at the NSU Office of Admissions
- Meet with academic advisor

- Pass the Praxis II Content Exam in teaching major area of preparation
- Meet all requirements for admission to teacher education as outlined above
- Submit passing CORE/ACT and Praxis II Content exam scores to the SOE office
- Apply to the SOE Teacher Education program;
<http://northern.formstack.com/forms/programapp>

The student may receive provisional permission to enroll in professional education courses for one semester. This must be based on a written request explaining the details of the situation and outlining the plan to obtain the qualifications for admission to teacher education within one semester. The certification only student may register for a first semester of education and major coursework upon receiving permission from the Dean of Education and if the student has a cumulative GPA of 2.70 and a major GPA of 2.70 from the institution granting the degree. To register for professional education courses after the first semester of attendance, the student must meet the following requirements:

- A cumulative GPA of 2.70 overall and a cumulative GPA of 2.70 in the major field.
- Successful completion of the CORE/ACT and Praxis II Content Exam
- A grade of C or better in SPCM 101, MATH 103, ENGL 101, and EPSY 302;
- Successful completion of Pre-Admission field experience; and
- Signature of an advisor.

The post-baccalaureate student completes the same certification requirements as all elementary, secondary, or K-12 students. Upon completion of the program, the Northern transcript will indicate that the student has completed the certification requirements for the program chosen, and upon application for certification, Northern will grant its institutional recommendation.

Admission for students with disabilities

Admission to all Northern teacher education programs is very selective and competitive using objective criteria in addition to professional judgment. The School of Education may accept through alternative evidence of competence students who have diagnosed disabilities and who cannot be accommodated through normal testing provisions.

Students admitted to the Northern State University teacher education program must meet all the published requirements (e.g., GPA, CORE scores, and pre-requisite course grades). Students who have diagnosed disabilities affecting admission requirements may provide other valid but alternative evidence of attainment of the stated requirements.

- The student submits the Application to Teacher Education to the education office.
- The following evidence must accompany the student's application:
 - a recommendation from an approved field experience by a university supervisor. An experience may be arranged if necessary
 - recommendation from the student's academic advisor

- documentation of a diagnosed disability and suggested alternative testing provisions or suggested activities to account for published requirements as formulated by the NSU Office of Disability Services
- valid documentation from the alternative testing provisions or activities
- The information is confidentially examined by the Dean of the School of Education and a decision is reported to the Teacher Education Council (TEC). The Dean may choose to select a subcommittee of the TEC for processing the decision. The Dean may also choose to bring the matter to a vote by the TEC. In that case permission may be needed to divulge specific parts of the confidential information to members of the TEC.
- The student may appeal any decision of the Dean through the approved university appeals process found in the student handbook.

Admission for certified teachers

Teachers who hold a valid teaching certificate and seek endorsements to that certificate must provide the certificate to the School of Education for verification. A copy of the certificate will be placed in the student's file, and the student will be granted permission to enroll in professional courses.

Certified teachers seeking a new certification level must go through the usual admission procedures, including completion of the CORE requirement (e.g. a teacher with a 7-12 certificate seeking K-8 certification).

Considerations before application

Candidates seeking admission are made aware of SDCL 13:42-10: Mandatory Revocation of Refusal of Certification on Conviction of a Crime--Proof of Conviction. As part of the application for admission to the Professional Teacher Preparation Program, the candidate will sign the Declaration of Criminal Record and Moral Turpitude form to provide evidence that they have read the state mandate and that they know that they may not be eligible for teacher certification even though they have completed the College of Education's professional teacher preparation program. They are required to disclose convictions (misdemeanors or felonies) and, before entering any field experience, update the disclosure form or reaffirm that information on the form is still correct. Conduct Review for South Dakota Teacher Certification Application

SDCL 13-42-10 law requires persons applying for SD Teacher Certification to disclose any arrests, indictments, charges, etc. in an *Applicant Conduct Review Statement*. As part of the application process, you will answer "yes" or "no" to the following nine (9) questions. In answering "yes" to any items, you will be prompted to provide documentation. Failure to answer any of these questions in a truthful and complete manner or failure to provide truthful information/documentation requested could lead to denial of a SD Educator Certification.

The following questions comprise the *Applicant Conduct Review Statement*:

- Have you ever been arrested or charged with any criminal offense? (you will indicate yes or no)

*The term criminal offense includes misdemeanor and felony offenses. It does not include petty offenses such as minor traffic offenses including but not limited to: Speeding tickets, stop sign violations, or careless driving offenses. All Class I misdemeanor offenses and Class II non-traffic misdemeanor offenses must be disclosed.

*On the application, you will be expected to list the offense and date/year it occurred. Also you will be required to provide copies of all certified court documents relating to the criminal matter/offense.

- Have you ever been convicted or pleaded guilty to any criminal offense?

*The term conviction includes a finding of guilt by a judge or jury; or admission of guilt or plea of guilty; or a plea without an admission of guilty. You must include those crimes where the sentence was stayed, suspended, executed or you received a suspended imposition of sentence.

- Has it ever been determined by a judge or jury in South Dakota or elsewhere that a child or minor adult was abused or neglected through your actions or omissions?
- Have you ever been in arrears or failed to pay child support in this state or elsewhere?

*Certificates will not be issued to anyone in child support arrears according to SDCL-25.7A-56.

- Have you ever had any credential certificate or license authorizing school teaching or educational service suspended, revoked, voided, cancelled, denied, rescinded, rejected for cause and/or otherwise taken away in South Dakota or in any other state, commonwealth, territory or possession of the United States or elsewhere?
- Is there any type of adverse action pending against any credential, license, or certificate that you now hold or have ever held that authorizes school teaching or educational service?
- Have you ever left employment, been discharged, terminated or resigned to avoid dismissal or disciplinary action?
- Have you ever held a license, certificate or credential, other than as a teacher or administrator which has been revoked, cancelled, rescinded, suspended or taken away in South Dakota or elsewhere?
- Is there any information not disclosed by your answers concerning your background, history, experience, education or activities which may have some bearing on your character, moral fitness or eligibility to teach or hold an administrative position in South Dakota and which should be placed at the disposal or brought to the attention of the South Dakota Department of Education?

The Applicant Conduct Review Statement, which requires disclosure of arrests, indictments, charges, etc. in addition to convictions and which must be completed at application for certification, is provided for informational purposes only at this time.

The Director of Field Experiences receives all disclosure forms to be filed in candidates' permanent folders. The South Dakota Department of Education makes decisions regarding certification.

Once admitted to the program, teacher candidates must maintain a 2.7 cumulative GPA and a 2.7 major GPA.

Additional costs in teacher education include:

- Field experience fees are set by BOR and published annually in the NSU Catalog
- Praxis
- NOTE
- Fingerprinting
- Licensure fee
- Liability Insurance
- Background check

Timeline for application and admission process

Students wishing to apply for the fall semester must have their applications submitted by August 1st. For admittance beginning in the spring, applications must be submitted by January 1st. Applications submitted after those dates will not be reviewed until the following semester.

Notification of admission decisions takes approximately 30 working days. You will receive an e-mail/letter in the mail with the admission decision. Applicants who meet all criteria are granted immediate admission. Thereafter, students are free to enroll in the necessary professional education course(s). Applicants who do not meet all of the criteria will be denied admission. Applicants who do not meet the criteria should consider remediation and may reapply once they have successfully met the criteria.

Requirements After Admittance

Teacher education program retention

In order to maintain good standing and successfully progress through the Teacher Education Program to completion, you must meet the following requirements:

- Maintain a 2.70 cumulative GPA
- Maintain a 2.70 major GPA
- Complete all field experiences with an average score of 3 “meets expectations” on disposition evaluations.
- Classroom dispositions with an average of a 2.5 per term (no score of 1 in any disposition category). The target score is an average of a 3.

Failure to meet these requirements will result in a formal review by the TEC subcommittee, implementation of an improvement plan, and/or dismissal from the program. Students will not be allowed to participate in the STE unless they are in good standing.

Dispositions

The School of Education has an obligation to the teaching profession to maintain high standards for teacher candidates. In addition to meeting academic performance requirements, teacher candidates must also demonstrate attitudes and behaviors that are consistent with professional conduct and effective interactions with PK-12 personnel. Teacher Candidates' dispositions will be formally evaluated by Teacher Education Program faculty throughout each semester (midterm and final). Under each Disposition heading is a list of example indicators which is intended to provide a sample of the types of behaviors that may be observed for each disposition. This disposition statement is found in all Millicent Atkins School of Education syllabi.

*A rating of a 1 or 2 indicates the need for some level of intervention or degree of growth. The rating system which will be used to report performance on each disposition is as follows:

4 – Exceeds Expectations; 3 – Meets Expectations; 2 – Developing; 1 – Unacceptable; O – Not Observed

Disposition statements are recorded in the following courses:

ARTE 414 K-12 ART METHODS

EDFN 102 INTRODUCTION TO EDUCATION

EDFN 440 CLASSROOM MANAGEMENT

ELED 320 K-8 SCIENCE METHODS

ELED 330 K-8 MATH METHODS

ELED 360 K-8 SOCIAL SCIENCE METHODS

ELED 440 K-8 LANGUAGE ARTS METHODS

ELED 450 K-8 READING METHODS

ELRN 385 ED TECH & DISTANCE TEACHING

EDFN 445 METHODS OF TEACHING ENGLISH TO ENGLISH LEARNERS

EPSY 302 EDUCATIONAL PSYCHOLOGY

EPSY 428 CHILD AND ADOLESCENT DEVELOPMENT

MLED 480 MIDDLE LEVEL METHODS

MUS 480 K-12 MUSIC METHODS

PE 480 K-12 PE METHODS

SEED 400 CURRICULUM AND INSTRUCTION MIDDLE/SECONDARY

SPED 420 K-12 CURRICULUM & INSTRUCTION

SPED 432 METHODS AND MATERIALS FOR LD K-12

I. Demonstrates Professionalism

- *Exhibits punctuality and attendance*
- *Comes to class prepared and with needed materials*
- *Meets deadlines*
- *Keeps appointments*
- *Addresses other appropriately*
- *Dresses professionally when indicated (e.g. presentations)*

II. Shows Initiative

- *Participates in discussions and activities*
- *Works independently*
- *Takes pride in his/her work*
- *Demonstrates perseverance*
- *Willing to try new things*
- *Seeks solutions to problems instead of complaining*
- *Goes beyond minimum requirements*
- *Demonstrates leadership qualities*

III. Demonstrates Effective Written Communication Skills

- *Adheres to assignment guidelines*
- *If required, formats papers in correct APA style*
- *Uses correct spelling and grammar*
- *Justifies perspective based on research and experience*
- *Composes correspondence in a professional manner*

IV. Demonstrates Effective Oral Communication Skills

- *Speaks appropriately (e.g. on topic, logical, correct language and grammar)*
- *Listens respectfully while others are speaking*
- *Respectfully disagrees by defending perspective with logic and calm*

V. Exhibits an Appreciation and Value for Diversity

- *Shows respect for others regardless of differences*
- *Does not use stereotypes or demean others*
- *Remains open to learning about differences*

- *Contributes positively to the development of a safe classroom environment*

VI. Collaborates Effectively with Faculty and Peers

- *Demonstrates respect for faculty and peers*
- *Does not exhibit a sense of entitlement*
- *Interacts with others in a friendly, professional manner*
- *Uses diplomacy in negotiations with others*
- *Accepts and implements constructive feedback*

VII. Is a Reflective Learner

- *Reflects accurately on performance and identifies areas for growth/improvement*
- *Solicits feedback from faculty and peers*
- *Seeks appropriate resources to improve skills & knowledge*
- *Accepts responsibility for own behaviors & performance*

VIII. Practices Professional Ethics

- *Understands the ethics of teaching, as defined in SDCL 13-43-45*
- *Is able to perceive an ethical dilemma and its potential consequences*
- *Reports any potential ethical issues to the appropriate overseers*
- *Recognizes stakeholders and their views within the context of an ethical dilemma*
- *Can identify alternate course of actions/solutions to an ethical dilemma*

Dispositions

At the beginning of each term, shortly after Census Date, the Assessment Coordinator will enter class rosters into the electronic Classroom Dispositions form and email each instructor their customized spreadsheet. Faculty will complete the first evaluation of each student on the roster for each applicable course on that spreadsheet by the mid-term due date. The same process is repeated for the final collection. In the time between mid-term and final dispositions collections, the Assessment Coordinator will make contact with any students averaging lower than 2.5 and any who received a 1 in any category. Faculty will be updated and asked to provide additional information in any instances requiring further action. Should a TEC Dispositions Sub-Committee be warranted, the Assessment Coordinator will arrange meetings and communications between the committee and the candidate. Dispositions will be discussed on Assessment Day each term to determine whether further intervention is needed for any candidates. **Any serious concerns should be emailed immediately to the Assessment Coordinator.**

CLASSROOM DISPOSITIONS WILL BE COLLECTED AND RECORDED FROM THE FOLLOWING COURSES: *This list may be updated as needed to include additional or remove courses.

- | | |
|----------------|----------------------------------|
| • ARTE 310 | K-8 ART METHODS |
| • EPSY 428/528 | CHILD & ADOLESCENT DEV |
| • ARTE 414 | K-12 ART METHODS |
| • HLTH 321 | K-8 METHODS OF TEACHING HEALTH |
| • EDFN 102 | INTRO TO EDUCATION |
| • MLED 480/580 | MIDDLE LEVEL METHODS |
| • EDFN 440/540 | CLASSROOM MANAGEMENT |
| • MUS 353 | K-8 MUSIC METHODS |
| • EDFN 445 | TEACHING ENG TO ENG LEARNERS |
| • ELED 320 | K-8 SCIENCE METHODS |
| • PE 330 | PK-8 HLTH/SAFETY/PE METHODS |
| • ELED 330 | K-8 MATH METHODS |
| • PE 360 | K-8 PE METHODS |
| • ELED 360 | K-8 SOCIAL SCIENCE METHODS |
| • SEED 400 | CURRIC & INSTR MIDDLE/SEC SCHOOL |
| • ELED 440 | K-8 LANGUAGE ARTS METHODS |
| • SEED 450/550 | READING & CONTENT LITERACY |
| • ELED 450 | K-8 READING METHODS |
| • SPED 100 | INTRO TO PERSONS W/EXCEPT |
| • ELRN 385 | ED TECH & DISTANCE TEACHING |
| • SPED 420 | K-12 CURRICULUM & INSTRUCTION |
| • EPSY 302 | EDUCATIONAL PSYCHOLOGY |
| • SPED 432 | METHODS & MATERIALS FOR LD K-12 |

Once all evaluations are received, the Assessment Coordinator will combine, sort, and analyze the collected dispositions. Any students who have an average overall score of 2.5 or lower AND any students who receive a 1 in any dispositional category will receive the following email (or substantially similar) from the SOE Assessment Office:

As you have been made aware through policy, in the Millicent Atkins School of Education, teacher candidates' dispositions are monitored and reported on in order to ensure that they have demonstrated dispositions expected of professional educators in the field.

You are receiving this email as formal notification that one or more of your instructors have expressed concern with your demonstration of one or more of the classroom disposition categories. Please read the following information concerning your dispositions and respond accordingly as directed.

Dispositional area for improvement:

Dispositional area for improvement:

Teacher Candidate must:

- 1. Review all of the classroom dispositions, particularly any that have been indicated as areas for improvement above.*
 - 2. Reply to this email with acknowledgement of and the actions you will take to correct the Dispositional area(s) for improvement as follows:*
 - a. I acknowledge and understand the classroom disposition concerns communicated to me above.*
 - b. I will take the following actions to correct my dispositional performance:*
-
-

Assessment Coordinator will:

- 1. email all instructors within two weeks to check if dispositional concerns remain.*
 - a. If there are no on-going concerns regarding a teacher candidate's demonstrated dispositions, no further action will be required of the teacher candidate or SOE.*
 - b. If concerns still exist, all documentation will be reviewed by the education faculty on Assessment Day.*
 - i. Should the faculty decide that a Plan of Improvement is needed, you will be notified the week following Assessment Day with next steps*
 - ii. Severe classroom dispositional issues will immediately be referred to the Teacher Education Council Dispositions Subcommittee for disciplinary action.*

It is the sincere hope of the administration and faculty of the Millicent Atkins School of Education that teacher candidates who have documented disposition concerns will be able to self-correct those issues.

Field Experiences

Field experiences are designed to provide students with the skills that will eventually allow them to assume full responsibility for classroom instruction and other professional roles in schools. These experiences are directly associated with specific professional education courses and are designed to allow students to transform classroom theory into practice through observing, planning, and practicing in a variety of settings.

Requirements

Candidates will complete a Pre-Admission Experience, a Pre-Student Teaching Experience(s), and a Student Teaching Experience(s). Each field experience incrementally moves the candidate toward a more active role in the classroom. Candidates are supervised by cooperating teachers and/or university supervisors, and evaluated during each experience.

Candidates participating in field experiences are expected to conduct themselves professionally. Candidates are considered contributors in the classroom and as such they are expected to be punctual, dress appropriately, and demonstrate a positive attitude. Candidates will learn and abide by the policies and practices within the participating schools, the Professional Code of Ethics established by codified law and Administrative Rules of South Dakota.

Site selection, placement, and supervision

Assignments to all field experiences are coordinated with the Director of Field Experiences, in cooperation with P-12 schools, to ensure that the candidates work with diverse populations of cultures and exceptionalities, age and grade spans, and rural and urban settings. The Director of Field Experiences will provide students with appropriate materials and information regarding their assigned placements.

Pre-Admission placements are usually arranged with the candidate's home school. PSTE placements will be made within a sixty-mile radius of Northern State University. STE placements will be made within a one-hundred mile radius of Northern State University. Candidates who request placements outside of the one-hundred mile radius will be required to pay the university supervisor's stipend, mileage and meals. The Director of Field Experiences will secure a university supervisor from a local university close to the placement. Placements made through the Rural Student Teacher Program will be supervised using distance technology and the student teachers will receive a stipend to cover transportation and housing. No self-placements are allowed.

Pre-admission field experience

The purpose of the pre-admission field experience is self-awareness, self-selection, professional selection, reflection, and goal setting.

Students registered for EPSY 302, Educational Psychology, will receive specific instructions for completion of the Pre-admission field experience. Students must observe and assist a teacher for a minimum of two full school days (16 hours). Students will not be approved for admission to teacher education and upper division courses until this course is completed, the required field experience paper is returned to the instructor and paperwork is placed on file in the Office of the Dean of Education. Students must have a minimum 2.6 GPA for registration in EPSY 302, Educational Psychology.

Pre-student teaching experience

The purpose of the pre-student teaching experience(s) is readiness for student teaching (planning, analysis, proof of learning, classroom management, methodology, goal setting, and reflection).

Students must be accepted into the Teacher Education Program and be registered for the appropriate professional courses.

All teacher education candidates will complete at least sixty (60) hours of field experience in a classroom and at least eighteen (18) hours tutoring students in the Reading Clinic as part of the methods courses. While in the classroom, teacher candidates will teach at least two lessons, one of which will be observed by the university supervisor. The Pre-student teaching experience encompasses:

- PSTE 1, only for Elementary, Secondary, and SPED majors
- Residency I for all education majors

Student Teaching Experience

Student teaching is the culminating experience of Northern State University's Teacher Education Program. This experience provides candidates the opportunities to engage the skills acquired through their courses and field experiences. Student teaching is that part of the teacher preparation program that enables prospective teachers to synthesize and apply their accumulated knowledge, moving from theory to practice under the supervision of experienced, certified teachers.

The purpose of the student teaching experience is to gain experience teaching (planning lessons, unit preparation, directing learning, developing skills in human relations, cooperating teaching, proof of student learning, goal setting and reflection, and a short-term full time teaching responsibility).

Each student who plans to qualify as a teacher must select one semester as the professional semester in education. The time for student teaching should be carefully selected since student may not enroll in any other course nor be active participant in any college activity except with special permission from the Director of Field experiences. Student teachers should not plan to work during their student teaching experience. Consideration will be based on written requests and may be referred to a teacher education committee for decision. Written requests should be presented to the Director of Field Experiences during the placement interview. Twelve weeks of the professional semester will be devoted to student teaching.

Student in K-12 programs have placements in both elementary and secondary classrooms and enroll for four credits each in SEED 488 and ELED 488. Students in K-8 programs enroll in ELED 488 for eight credits. Students in 7-12 programs enroll in SEED 488 for eight credits.

Application for the Student Teaching Experience

Applications for student teaching will be accepted at the Student Teaching Registration Meeting held early each semester (refer to current student teaching calendar for specific dates). Teacher candidates are required to attend this meeting the semester prior to student

teaching. Late applicants will be placed at the discretion of the Director of Field Experiences pending available placements.

Requirements

Teacher candidates requesting a student teaching placement must:

- Reflect a 2.7 GPA and a 2.7major GPA
- Be accepted in the Teacher Education Program
- Have successfully completed the Pre-admission field experience and the PSTE(s)
- Not have received a grade of an "I" in any course
- Have received successful evaluations of dispositions
- Successfully complete the PRAXIS II content exam
- Obtain liability insurance in the amount of \$1,000,000
- Complete criminal background check with fingerprinting
- Schedule a student teaching interview with the Office of Field Experiences

Placement and supervision in the student teaching experience

The student teaching assignment is based on content area and grade level, the availability of approved schools and highly qualified cooperating teachers, and the needs of individual teacher candidates. Once a placement has been contracted, no changes can be made. Teacher candidates are provided a maximum of two student teaching placements. The Director of Field Experiences assigns qualified university supervisors.

The Director of Field Experiences makes all contacts with the school districts. All arrangements are to be completed through the Office of Field Experiences. The teacher candidate must not contact the school; failure to comply with this directive may adversely affect the placement.

The university supervisor, designated by the Office of Field Experiences, has a shared responsibility with the clinical educator (cooperating teacher) in the P-12 school for overseeing the student teacher in the assigned setting. Both use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to institutional standards.

Official university online forms are completed by the university supervisor and the cooperating teacher. The forms are reviewed by the Office of Field Experiences before a candidate is approved for successful completion of the degree and recommended to the state for certification. Detailed procedures for supervision and assessment can be found in the Student Teaching Handbook.

Field experience in advanced programs

Initial Teacher Certification

Candidates in the Master of Science in Secondary Education graduate degree program (post-baccalaureate teacher certification) participate in all field experiences required for initial teacher certification (pre-admission, PSTE, and STE).

Advanced Programs for Certified Teachers

Candidates in the Master of Science in Curriculum and Instruction and Master of Science in Leadership participate in field experiences that require them to apply coursework and leadership in school district settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.

- Candidates, NSU faculty, and district mentors collaborate to design, implement, and evaluate projects related to leadership roles for which they are preparing.

Roles and responsibilities

Northern State University School of Education will:

- Coordinate the Teacher Education Program, including research-based curriculum and instruction, professional education courses, and student teaching
- Recommend for teaching those individuals demonstrating readiness to assume the responsibilities of a P-12 classroom teacher

The Director of Field Experiences will:

- Execute the policies and procedures of the school of education
- Confirm the teacher candidates readiness for the teaching assignment
- Assume responsibility for the placement of teacher candidates in cooperation with the administration of the cooperating school
- Provide supervision throughout the Student Teaching Experience
- Maintain communication with participating institutions, cooperating teachers, university supervisors and teacher candidates
- Facilitate student teaching meetings and seminars and provide training for university supervisors and cooperating teachers
- Check certification numbers for each cooperating teacher

The University Supervisor will:

- Provide orientation for cooperating teachers and teacher candidates
- Observe the teacher candidate during the assignment and confer with both the teacher candidate and the cooperating teacher
- Provide periodic progress reports for each observation

- Maintain weekly contact with teacher candidate and cooperating teacher
- Complete final evaluation in collaboration with the cooperating teacher
- Submit all paperwork to the School of Education Office

The Site Building Administrator will:

- Recommend highly qualified cooperating teachers to the Director of Field Experiences at Northern State
- Communicate the importance of the mentoring relationship in the development of professional educators
- Make available to the teacher candidate copies of the school's official policy handbooks
- Alert the Director of Field Experiences of any concerns related to the teacher candidate

The Site Cooperating Teacher will:

- Provide for the teacher candidate's gradual progression of responsibilities from observation to full-time teaching
- Assist the teacher candidate in analyzing and critically evaluating his/her competencies and contributions to students' learning through ongoing observation and reflection
- Work with the teacher candidate in planning and co-teaching
- Observe the teacher candidate during the assignment and confer with both the teacher candidate and the university supervisor
- Provide periodic progress reports for each observation
- Provide, whenever possible, an opportunity for participation in activities outside of the regular classroom responsibilities

Student teaching extension

The student teaching experience will be extended by the Director of Field Experiences if more than three absences occur during the twelve week experience. Absences are prorated for shorter field experiences.

The experience may be extended upon the recommendation or request of the cooperating teacher, university supervisor or teacher candidate. Justifications of requests for extensions of the student teaching experience may include extended time to make up extensive unavoidable absences, extended time for the teacher candidate to achieve success and extended time in an additional or different site. In all cases, a recommendation for extension must be accompanied by the following:

- Written documentation of the reason(s) for recommending the extension;
- A Plan of Assistance, if the extension is related to performance issues;

- A recommendation for the number of days/weeks the student teaching experiences is to be extended and a new school site/cooperating teacher to be determined, if necessary;
- A recommendation for action that will be taken if the extension does not result in successful completion of the student teaching experience; and
- Documentation of extensive discussion of this option by the teacher candidate, the university supervisor and cooperating teacher.

Requests for the extension of the student teaching experience will be heard by the Director of Field Experiences and the Teacher Education Council (TEC), if applicable. If the request is granted, an incomplete grade of "I", pending successful completion of the extended student teaching experience will be assigned by the Director of Field Experience. The grade of "I" will be replaced with an "S" after successful completion of the experience. Failure to successfully complete the extended experience generally will result in the award of a grade of "Unsatisfactory".

Removal of a teacher candidate

Teacher candidates may be removed from student teaching. In most cases, extensive documentation and attempts to remediate must have occurred prior to the recommendation for removal. However, if the cooperating school, administrator or cooperating teacher requests immediate removal of the teacher candidate, The Director of Field Experiences will terminate the placement. Attempts will be made by the Director of Field Experiences to find an alternate placement. Placements can never be guaranteed.

Suspension of a teacher candidate

Suspension is the removal from student teaching for the remainder of the semester with a right to reapply. A teacher candidate may be suspended from student teaching for serious violation(s) of student teaching policies and procedures or for severe performance deficiencies. The university supervisor, the cooperating teacher or a building or district administrator may initiate such a request through the Director of Field Experiences.

Reasons for suspension may include, but are not limited to: arrest or charges by any governmental authority regarding moral behavior or controlled substances, failure to maintain confidentiality, unethical conduct, severe and/or incessant disparaging remarks toward the school or university, refusal to complete assigned tasks, unprofessional conduct, engaging in unauthorized disciplinary practices, excessive absences, incompetence and noncompliance with university or school district policies.

Upon the receipt of such a request, the Director of Field Experiences will conduct a thorough investigation of the circumstances. The teacher candidate's presence at the site during the investigation is determined by the cooperation teacher and the school administrator in collaboration with the university supervisor and the Director of Field Experiences. In such cases the teacher candidate will be informed of the conditions of the removal at the time s/he is removed from the site.

If suspension is deemed to be an appropriate course of action, the Director of Field Experiences recommends the suspension to the Teacher Education Council (TEC). If the Committee grants the suspension request, the teacher candidate's removal from student teaching is immediately

in effect and the Registrar is notified that the student is to receive a grade of "No Credit" for the student teaching experience. Students who have been charged or arrested may receive a grade of incomplete, "I", until the investigation has been completed. If the teacher candidate is found guilty, student teaching will be terminated and a grade of "No Credit" will be given.

Teacher candidates who have been suspended may not reapply to student teaching for at least one calendar year. Candidates reapplying for student teaching must appear before the TEC justifying their readmission. The TEC will approve or reject the application. Candidates who are readmitted to student teaching after a suspension will be assigned to a site in a different school district. The TEC may also impose coursework or field experience requirements as a condition for readmission. Candidates who are denied readmission may not reapply for student teaching at Northern State University.

Termination of a field experience

A grievous violation of policies or procedures, or incompetence which may result in serious harm to students in the student teaching classroom is cause for termination. Recommendation for termination may be made by the university supervisor, the cooperating teacher or a school or district administrator through the Director of Field Experiences.

Reasons for termination may include, but are not limited to, the following:

- a. falsifying documents
- b. Committing insubordination
- c. Committing acts of moral turpitude
- d. Committing acts of gross immorality
- e. Administering corporal punishment
- f. Violation of school board policy
- g. Committing acts blatantly detrimental to the welfare of learners
- h. Being convicted of any crime involving moral turpitude, including traffic in narcotics.

Upon receipt of a request for termination, the Director of field Experiences conducts an investigation of the conditions which precipitated the request. The Director then prepares a recommendation for TEC. If the Council supports the request for termination the teacher candidate's removal is immediate and the Registrar is notified that the teacher candidate is to receive a grade of "No Credit" for the semester.

The teacher candidate may be removed from the student teaching site for the entire time it takes TEC to reach its decision. The teacher candidate will be informed in writing of the conditions at the time of the removal.

Students who are terminated from student teaching may NOT reapply to student teach at Northern State University.

Withdrawal from a field experience

A teacher candidate may request to be withdrawn from the student teaching experience as the result of extenuating or difficult personal circumstances. A withdrawal request may only be initiated by a teacher candidate who is passing the student teaching experience, who is not under review for conditions leading to suspension or termination and prior to the published withdrawal date for the semester. Withdrawals should be carefully considered.

A maximum of two student teaching experiences will be sponsored by NSU. If withdrawal is determined to be the best course of action for the student, the Director will cancel or postpone the placement depending on the circumstances and assign a grade of "W" prior to the published withdrawal date or "I" after the published withdrawal date for the semester. The teacher candidate may apply for student teaching the following semester. If the re-enrollment is delayed for more than one calendar year, additional requirements may be imposed for the teacher candidate to be readmitted to student teaching.

Mandatory reporting

South Dakota codified law 26-8A-3 Persons required to report child abuse or neglected child-- Intentional failure as misdemeanor.

Any physician, dentist, doctor of osteopathy, chiropractor, optometrist, emergency medical technician, paramedic, mental health professional or counselor, podiatrist, psychologist, religious healing practitioner, social worker, hospital intern or resident, parole or court services officer, law enforcement officer, teacher, school counselor, school official, nurse, licensed or registered child welfare provider, employee or volunteer of a domestic abuse shelter, employee or volunteer of a child advocacy organization or child welfare service provider, chemical dependency counselor, coroner, or any safety-sensitive position as defined in § 3-6C-1, who has reasonable cause to suspect that a child under the age of eighteen has been abused or neglected as defined in § 26-8A-2 shall report that information in accordance with §§ 26-8A-6, 26-8A-7, and 26-8A-8. Any person who intentionally fails to make the required report is guilty of a Class 1 misdemeanor. Any person who knows or has reason to suspect that a child has been abused or neglected as defined in § 26-8A-2 may report that information as provided in § 26-8A-8.

Student Rights and Policies

Family Educational Rights and Privacy Act

All students, including Northern State University 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 Northern State University'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.

Withdrawal from the Teacher Education Program

Students who 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 Millicent Atkins School of Education. Should you decide to pursue teaching in the future at Northern State University, you must contact the SOE Office to determine whether or not you will need to reapply.

Academic due process

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 NSU School of Education. 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 in accordance with the NSU academic grievance procedure.

1. Informal meeting or interaction--The initial meeting between the student and the faculty or staff member to try to resolve differences. This meeting could be in person or via e-mail.
2. Formal Meeting--After failing to arrive at a resolution, the student should file a written complaint, within ten (10) days, with the faculty or staff member and request a formal face-to-face meeting.
3. Second Level Meeting--If the outcome of the formal meeting is not satisfactory, the student shall file, within five (5) days, a written grievance with the Department Chair. The student, faculty or staff member, and the Department Chair will meet with the intent of arriving at a solution. Should the Department Chair's action or role be grieved, continue to step 4.
4. Formal Hearing--If the issue is still unresolved, the grievance may be forwarded to the Academic Grievance Committee within ten (10) days.

A complete statement of due process procedures is available in the Dean's Office or on-line in the [Northern State University Handbook](#).

Due process for field experiences

Teacher candidates who disagree with evaluations they receive or who wish to appeal a suspension or termination to their student teaching should use the following steps in the grievance process to attempt to resolve the dispute:

1. Attempt to resolve the dispute with the initiator of the action with ten working days of notification.
2. Make an appointment to discuss the matter and seek resolution with the Director of Field Experiences.

3. Request a hearing with the Teacher Education council (TEC) through the Dean of the School of Education
4. Appeal the TEC decision to the Academic Vice President as outlined in the NSU online catalog.

At each stage of the grievance process, students and university supervisors are expected to provide documentation in writing. Each official in the appeal process is expected to act on the appeal within ten working days and to provide documentation to the student of the decision. The teacher candidate's documentation and the documentation of the decision must be included in each subsequent appeal.

Disability support services

Students who would benefit from support for a disability are urged to contact Disability Support Services. This office offers counsel and advocacy for persons who may require accommodations to enable learning because of a disability. The Teacher Education Program makes accommodations in the admissions process for students with disabilities, and applications of all students are screened without regard for disability. After admission to The Teacher Education Program, 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.

Sexual Harassment

Northern State University students participating in any field experience must know and understand the school district policy on sexual harassment. Failure to adhere to the district policy will result in legal implications.

Northern State University Sexual Harassment Policy:
<https://northern.edu/sites/default/files/titleixguidelines.pdf>

Professional Student Organizations

Many opportunities are available for teacher education candidates to become involved in professional activities. Student organizations provide opportunities for candidates to develop leadership skills and to gain additional insight into the profession of teaching.

South Dakota Education Association (SDEA)

The SDEA/NEA Student Program will address the needs of today's diverse student population and facilitate student achievement by sharing ideal professional ethics and standards with pre-professional educators. SDEA-SP is open to all students.

<https://www.sdea.org/>

Council for Exceptional Children (CEC)

The NSU Council for Exceptional Children (CEC) works to improve the educational success of children and youth with disabilities and/or gifts and talents through educational events on

campus and in the community. CEC is open to all students with an interest in special education. Dues are collected annually for members who are interested in joining the national CEC group.

<https://www.cec.sped.org/>

Association for the Education of Young Children (AEYC)

The NSU Association for the Education of Young Children (AEYC) chapter serves to promote interest in early childhood education, provide educational activities and programs for the community and provide continuing educational opportunities for pre-service teachers. AEYC is open to all Northern students.

<https://www.sdaeyc.org/>

Teacher Education Scholarships

School of Education scholarships are available to incoming freshmen and current NSU students.

The application deadline will be announced each Spring. For more information, please call 605-626-2417 or visit the scholarship website: <https://www.northern.edu/academics/school-education/school-education-scholarships>

Teacher Education Contacts

Directory of Teacher Education Faculty and Staff

Teacher Education Core Faculty



Ms. Erin Fosher

Programs: Elementary Education, Secondary Education, Office of Field Experience

Office: Gerber 121

Phone: 626-7687

Email: Erin.P.Fosher@northern.edu



Dr. Connie Geier

Programs: Elementary Education, Secondary Education, Graduate Studies

Office: Gerber 148

Phone: 626- 2300

Email: constance.geier@northern.edu



Dr. Timothy Houge

Programs: Elementary Education, Reading Clinic, Secondary Education

Office: Gerber 150

Phone: 626- 3169

Email: timothy.houge@northern.edu



Dr. Jeff Jay

Programs: Elementary Education, Secondary Education, Graduate Studies

Office: Gerber 127

Phone: 626- 2215

Email: jeff.jay@northern.edu



Dr. Craig Kono
Programs: Elementary Education, Secondary Education, Graduate Studies
Office: Gerber 129
Phone: 626-2448
Email: craig.kono@northern.edu



Dr. Andria Moon
Programs: Elementary Education, Early Childhood Education, Graduate Studies
Office: Gerber 139
Phone: 626- 3159
Email: andria.moon@northern.edu



Dr. Alan Neville
Programs: Elementary Education, Secondary Education, Graduate Studies
Office: Gerber 147
Phone: 626- 2418
Email: alan.neville@northern.edu



Dr. Anna Schwan
Programs: Elementary Education, Secondary Education, Graduate Studies
Office: Gerber 140
Phone: 626- 2570
Email: anna.schwan@northern.edu



Ms. Jessica Vogel
Programs: Early Childhood Education, Elementary Education, Special Education
Office: Gerber 145
Phone: 626-2939
Email: jessica.j.vogel@northern.edu



Dr. Cheryl Wold
Programs: Elementary Education, Special Education, Graduate Studies
Office: Gerber 137
Phone: 626- 2232
Email: cheryl.wold@northern.edu

Teacher Education Office Staff



Jackie Blide, Senior Secretary
Office: Gerber 110
Phone: 626- 2415
Email: jackie.blide@northern.edu

Raelynn Zens, School of Education Secretary
Office: Gerber 115
Phone: 626- 2417
Email: Raelynn.Zens@northern.edu

Office of Field Experiences



Erin Fosher, Interim Director
Office: Gerber 111
Phone: 626- 2415
Email: Erin.P.Fosher@northern.edu

Academic Advisors



Abby Exner, Elementary Education & Special Education
Office: Gerber 151
Phone: 626- 2429
Email: abby.exner@northern.edu



Timothy Moffett, Secondary Education
Office: Gerber 146
Phone: 626- 7785
Email: tim.m.moffett@northern.edu

Assessment Coordinator



April Hinze
Office: Gerber 114
Phone: 626- 3969
Email: april.hinze@northern.edu