

TEACHER EDUCATION HANDBOOK: For Students, Faculty and Staff



Teacher Education Unit
University of Minnesota, Crookston

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I. TEACHER EDUCATION UNIT - OVERVIEW

Introduction

The Teacher Education unit is located within the Humanities, Social Sciences and Education Department (HSSE). The Teacher Education unit has four teacher licensure programs and one endorsement license:

1. Early Childhood Education (Birth to Grade 3)
2. Elementary Education (Grade K - 6)

Secondary Education (Grades 5 – 12):

3. Agricultural Education
4. English Education (Communication Arts and Literature)

Endorsement License:

5. Work-Based Learning (Grades 9 – 12)

Mission

The mission of the University of Minnesota, Crookston Teacher Education unit is to develop beginning teachers as engaged learners who know how to create motivating environments, work with diverse students, adapt curriculum and practices, model ethical practices, and make reflective decisions that support and extend the learning of children/students in varied settings.

Vision

As teacher educators we know that it is through reflective practice that we can create more coherence between what we do, or intend to do, and how students experience these actions. Our vision of offering exemplary teacher education programs (Darling-Hammond, 2006) depends on reflective practice that currently integrates the following features:

- ◆ **Coherence in learning experiences** based on our clear vision of what constitutes good teaching which is integrated in all course work and clinical experiences.
- ◆ **Strong core curriculum** which is grounded in knowledge of child and adolescent development and learning, subject matter, pedagogy, assessment, and social and cultural contexts.
- ◆ **Explicit standards for performance and professional practice** that guide faculty and student work.
- ◆ **Extensive supervised clinical experiences** which are closely integrated with course work using pedagogies that link theory and practice and facilitate students' ability to apply knowledge to real problems.
- ◆ **Extensive use of performance assessments and portfolio development** and evaluation.

- ◆ **Continuous improvement** in a) developing stronger relationships among educational programs, schools, and university faculty; and b) helping students confront beliefs and assumptions about learning and working with people who have experiences different from themselves.

UMN Crookston Teacher Education Conceptual Framework Model



The Conceptual Framework for Teacher Education at the University of Minnesota, Crookston includes three (3) essential components:

1. Pedagogical Paradigm: Learner-Centered
2. Unifying Themes
3. Dispositions for Educators

1. Pedagogical Paradigm: Learner-Centered

Teacher educators at the University of Minnesota, Crookston keep student learning and meaning-making at the forefront of our curriculum, relationships, and practices. Our ultimate goal is student learning. We recognize our responsibility to create environments and experiences that help students discover and construct knowledge for themselves. Our paradigm is based on theoretical and empirical evidence, specifically: a) how people learn, b) the type of environment that supports learning, c) our role as teachers, and d) the role of assessment.

2. Unifying Themes

Our Unifying Themes guide our curriculum and integrate our institutional student learning competencies and core values, Minnesota Board of Teaching Standards, academic knowledge bases, dispositions, field experiences, student teaching, and assessments of student learning.

A. Focus on the Nature of Learners

The developmental characteristics of the learner, temperament, learning styles, motivations, knowledge, skills, attitudes, experiences, and cultural context are central to facilitating learning.

B. Create a Motivating Environment

Creating motivating and challenging environments, developing responsive relationships, encouraging students' active engagement in learning, and using inquiry learning strategies to increase students' motivation to learn are at the heart of productive and positive teaching and learning environments.

C. Demonstrate Content Expertise

Academic subject matter standards inform what teacher education candidates need to know, understand, and be able to do. Teachers need to connect ideas to one another and apply them to real-world problems.

D. Build Partnerships

Building communities of learning, both in the classroom and beyond the classroom, are critical to maintaining professional partnerships and collaborations. Continual interaction and shared responsibility between and among members of our learning communities is essential in the preparation of highly qualified beginning teachers.

E. Reflect as a Practitioner

Developing reflection skills is a complex process which requires continuous analysis of ones' teaching and the effect on the individual. Reflective practitioners demonstrate a sustained commitment to learning, questioning, and discovery.

3. Dispositions for Educators

The following dispositions will be promoted and assessed of all teacher education candidates at the University of Minnesota, Crookston

A. Respect

Values and demonstrates consideration and regard for oneself and others.

B. Responsibility

Accepts responsibility for personal actions, decisions, efforts and outcomes.

C. Emotional Maturity

Demonstrates situational appropriate behavior.

D. Values Learning

Demonstrates a respect for and is serious about knowledge acquisition and is passionate about increasing one's competence.

E. Integrity

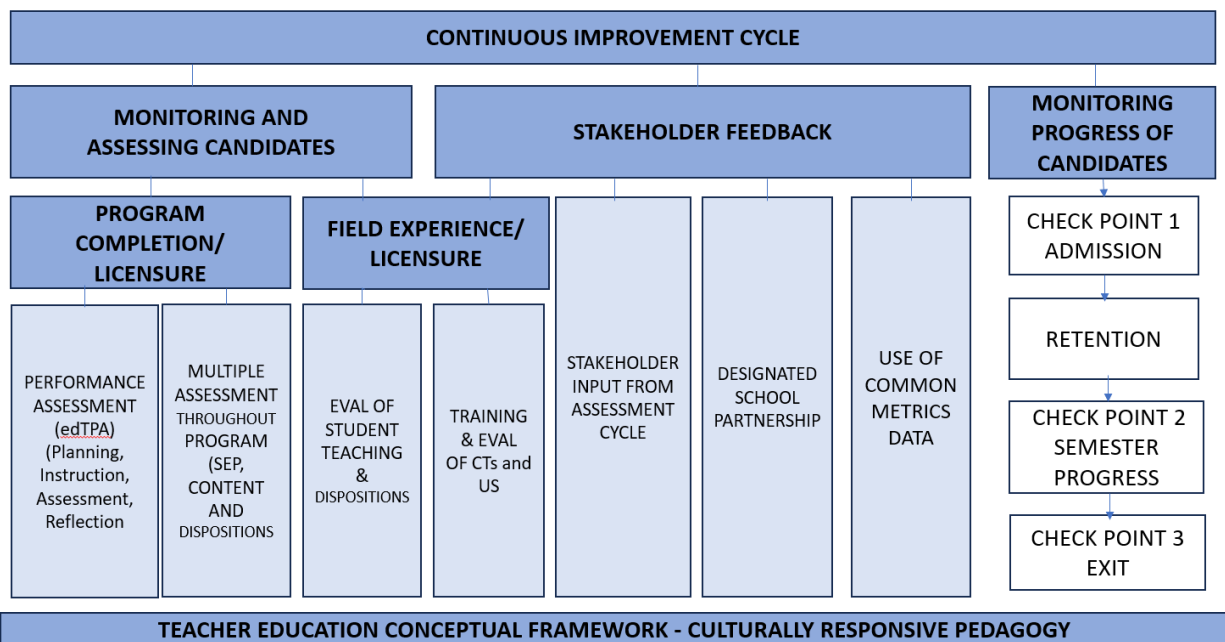
Models truthful, ethical and professional behavior.

II. TEACHER EDUCATION CANDIDATE ASSESSMENT PROCESS

The Teacher Education Assessment Model is comprehensive and integrated with the goal to monitor and assess our teacher education programs to provide a continuous improvement cycle. You will see we have three (3) overarching components: 1) Monitoring and Assessing Candidates, 2) Stakeholder Feedback, and 3) Monitoring Progress of Candidates. Culturally responsive pedagogy focuses on the learner, which is a component of our Teacher Education Conceptual Framework. Culturally responsive pedagogy is integrated throughout our curriculum.



TEACHER EDUCATION ASSESSMENT MODEL



1. ADMISSION TO THE TEACHER EDUCATION - Requirements

Current undergraduate students, and transfer students, are admitted to UMC degree programs based on our institutional admission criteria. Students are typically enrolled in Liberal Education Courses until they have successfully completed the institutional requirement of 45 credits, required prior to enrollment in upper division courses. However, when students desire to be admitted into Teacher Education Licensure Programs, a series of additional required assessment activities begin. These assessment activities are used to continuously evaluate the knowledge, skills, and dispositions of Teacher Education candidates. Additionally, this allows faculty to monitor program effectiveness as we strive to meet the needs of candidates and the dynamic educational community.

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION (Effective August 1, 2023)	
ASSESSMENTS	CRITERIA
Eligibility for TE Application	Students submit the TE Application AFTER successful completion of 45 credits and BEFORE the completion of 60 credits. Students transferring from other institutions may exceed 60 credits (non-UMC) and must consult with academic advisor regarding timing of submission of TE Application.
Cumulative GPA	2.5 GPA (<i>minimum</i>)
TE Application Submission	Submit TE Application to Administrative Specialist of HSSE Department NO LATER than Friday, the 1st week of classes , Fall or Spring semesters. <ul style="list-style-type: none"> ▪ The Self-Reflection as a Prospective Education Professional is required to be submitted with the TE Application form. <ul style="list-style-type: none"> o The Self-Reflection involves answering two (2) questions. ▪ Reaffirmation of statements on policies and practices

2. RETENTION IN TEACHER EDUCATION PROGRAMS - Requirements

Students admitted to our teacher licensure programs must continue to demonstrate academic abilities and dispositions that have the potential for their professional success as teachers. UMC requires the following assessments, with their associated specific criteria, for retention in teacher education programs.

RETENTION IN TEACHER EDUCATION	
ASSESSMENTS	CRITERIA
Cumulative GPA	Maintain a minimum 2.5 cumulative GPA
Dispositions for Educators	Successful progress demonstrating attainment of specific dispositions. Assessment of attainment of TE Dispositions (<i>Respect, Responsibility, Emotional Maturity, Values Learning, and Integrity</i>) occurs during enrollment in education courses.
Liability Insurance	Evidence of liability insurance purchased annually through membership in Education Minnesota (EdMN/NEA) or Minnesota Association of Agriculture Educators (MAAE/NAAE).
Grades Achieved in TE Licensure Required Courses	Achievement of a C- or higher course grade .

3. SEMESTER EVIDENCE - Assessments

Part A: Knowledge and Skills

Integration of PELSB Standards

Learning outcomes provide direction for all instructional activity and inform students about what they are expected to know and do after the successful completion of a course. Assessments of student's attainment of teaching competencies are aligned with PELSB standards.

Use of Formative and Summative Assessment

We use both formative and summative assessment with courses in our Teacher Education unit. Formative assessment is used to provide us with feedback to improve student learning and our teaching. It is important that a student's thinking become visible. Therefore, multiple and diverse assignments assist us in determining student understanding and abilities.

Making Expectations Public

Learning outcomes (PELSB Standards) are identified and explicitly inform students of expectations of knowledge, skills, and competencies that must be achieved for assignments, courses, and graduation. The criteria or standards for evaluating student work are shared by individual faculty members to students. The method for informing students varies, but always includes verbal or written guides. Faculty make their expectations public in at least one or more of the following methods: a) use of class sessions to verbally inform students and answer questions; b) provide written instructions, guidelines, and major categories of the criteria considered in assessing the value of a student's work; c) use performance and authentic assessment rubrics for some or many of the course assignments; and/or d) provide students assessment feedback forms aligned to PELSB Standards and with rubrics or Primary Trait Analysis to distinguish essential elements of quality work.

Part B: Professional Dispositions

Dispositional Appraisal

The Teacher Education Dispositional Appraisal is another teaching tool for UMC Teacher Education programs. Our primary purpose is to educate students about expectations and dispositions that positively affect their success as a teacher and as a professional. We believe it is the responsibility of a university to make expectations clear and to provide a process for assessing student's competencies.

Each of the Five (5) Dispositions for Educators includes a break-down of three (3) essential elements and four (4) levels of achievement. Each of the three essential elements for each of the major dispositions has behavioral descriptors. Levels of achievement are identified based on frequency (rarely, occasionally, usually, and consistently). Faculty will self-select the dispositions they consider most appropriate to be assessed for each of their teacher education courses, based on the course level, outcomes, and activities. Demonstration of all dispositions with consistency CULTIVATES RESILIANCE.

Action Plan for Candidate Improvement

When a student does not demonstrate attainment of Teacher Education Dispositions, he/she will be provided opportunities to improve their performance. If a student has two consecutive semesters of multiple areas of difficulties in successfully attaining Dispositions for Educators, Teacher Education faculty members will first assume a mentoring role to the candidate. A formal meeting will be established for the student to meet with the Teacher Education faculty members (subject matter area) and adviser to discuss and develop an intervention plan for candidate improvement. As gatekeepers for the Teacher Education programs, the Associate Vice Chancellor of the Division will be notified of the action plan for the candidate.

Candidates will not be assigned to a student teaching site until they have reached the third level (usually) of the four (rarely, occasionally, usually, consistently) scales for each of the dispositions.

Part C: Key Assessment

The Teacher Education Unit has created “**Key Assessments**” for each licensure program and include 8710.2000 SEP standards and Subject-Matter Standards (8710.3000 – 871-.8080). The “Key Assessments” is used as one of the multiple assessments during the monitoring of each candidate’s attainment of standards on knowledge and skills, and disposition during the 3-Checkpoint System. Teacher candidates must successfully complete all “Key Assessments” with a minimum of C- for all required courses.

Samples of “Key Assessments” for each of the four licensure programs are listed below:

Signature Assessments Agricultural Education		
Title of Signature Assessment	Focus Standards	Courses
CONTENT #1: AGRICULTURE	AGED 4050 3I, 3E, 3H, 3B,	Content Courses + Student Teaching
CONTENT #2: NATURAL RESOURCES	AGED 4050 3C	Content Courses + Student Teaching
CONTENT #3 AGRICULTURAL ECONOMICS	AGED 4050 3D, 3F	Content Courses + Student Teaching
LEARNER #1: CLASSROOM MANAGEMENT	SEP 2000 5E, 5N	SEP Course, Methods Course + Student Teaching
LEARNER #2: DIVERSITY	SEP 2000 3H	SEP Course + Student Teaching
INSTRUCTIONAL PRACTICES: PLAN, IMPLEMENT, ASSESS	SEP 2000 3K, 4F, 7E, 6J,	SEP Course, Methods Course + Student Teaching
STUDENT TEACHING (see standards below)	SEP 2000 AGED 4050	Student Teaching Course 8710.2000 (SEP): 2A, 3H,3K,4F,4G,4H,4L,5E,5M,5N,6J,6K,7E, 7F,8G,8H,9H,10B, 10C, AND 10K. 8710.4050 (AGED): 3B, 3C, 3D, 3E, 3I, 3L.5, 3L.6, 3L.8.

Signature Assessments Early Childhood Education (8710.3000)		
Title of Signature Assessment	Focus Standards	Courses
LEARNING ENVIRONMENT #1: SOCIAL COMPETENCE	<i>ECE 3000</i> C6e and C6f	SEP Course + 2 Student Teaching Courses
LEARNING ENVIRONMENT #2: CLASSROOM MANAGEMENT	<i>SEP 2000</i> 5E AND 5N	SEP Course + 4 Student Teaching Courses
LEARNING ENVIRONMENT #3 MANAGING STUDENT ENGAGEMENT	<i>SEP 2000</i> 5N	SEP Course, Methods Course + 4 Student Teaching Courses
PLANNING INSTRUCTION #1 LEARNER CENTERED	<i>SEP 2000</i> 7F	SEP Course, Methods Course + 4 Student Teaching Courses
PLANNING INSTRUCTION #2 INFANT AND TODDLER	<i>ECE 3000</i> <i>B6g and B6h</i>	Methods Course + 1 Student Teaching Course
PLANNING INSTRUCTION #3 PRESCHOOL	<i>ECE 3000</i> <i>C5f and C5h</i>	Methods Course + 1 Student Teaching Course
PLANNING INSTRUCTION #4 INDIVIDUAL PROGRESS	<i>SEP 2000</i> 7E	SEP Course, Methods Course + 4 Student Teaching Courses
INSTRUCTIONAL PRACTICE #1 RESPONSIVE INSTRUCTION	<i>SEP 2000</i> 4H and 4F	SEP Course, Methods Course + 4 Student Teaching Courses
COLLABORATION #1 SUPPORTING FAMILIES	<i>SEP 2000</i> 10B <i>ECE 3000</i> J4	SEP Courses
COLLABORATION #2 RESPECTFUL RELATIONSHIPS	<i>SEP 2000</i> 10K	SEP Course + 4 Student Teaching Courses

Table 4.11
Signature Assessments
Elementary Education (8710.3200)

Title of Signature Assessment	Focus Standards	Courses
<i>CONTENT Assessment #1: Reading and Language Arts</i>	<i>Elem 3200 D1c and D1d</i>	Reading Methods 1 + Elementary Student Teaching
<i>CONTENT Assessment #2: Reading and Language Arts</i>	<i>Elem 3200 D2b and D2c</i>	Reading Methods 1 + Elementary Student Teaching
<i>CONTENT Assessment #3: Written Language</i>	<i>Elem 3200 B5 and D4</i>	Reading Methods 1 + Elementary Student Teaching
<i>CONTENT Assessment #4: Elementary Science</i>	<i>Elem 3200 J2b</i>	Science methods + Elementary Student Teaching
<i>CONTENT Assessment #5: Elementary Math</i>	<i>Elem 3200 H3b, H7b, H8b</i>	Math Methods + Elem Student Teaching
<i>LEARNER Assessment #1: Classroom Management</i>	<i>SEP 2000 5E and 5N</i>	Guidance + Methods + K Student Teaching + Elem Student Teaching
<i>LEARNER Assessment #1: Diversity</i>	<i>SEP 2000 3H</i>	Diversity + K Student Teaching + Elem Student Teaching
<i>INSTRUCTIONAL PRACTICE Assessment #1</i>	<i>SEP 2000 4F and 7E</i>	Inclusive Environ + Methods + K Student Teaching + Elem Student Teaching
<i>INSTRUCTIONAL PRACTICE Assessment #2</i>	<i>SEP 2000 8G</i>	Inclusive Environ + K Student Teaching + Elem Student Teaching
<i>INSTRUCTIONAL PRACTICE Assessment #3</i>	<i>Elem 2000 E and E2a</i>	Rdg Methods 2 + K StudT + Elem Student Teaching

Signature Assessments
Communication Arts and Literature (English Education)

Title of Signature Assessment	Focus Standards	Courses
CONTENT #1 Writing	CA&L 4250 A2, B4a	Content Courses, Methods Course + Student Teaching
CONTENT #2 Literature	CA&L 4250 A16, B8g, B8c, B8e	Content Courses, Methods Course + Student Teaching
CONTENT #3 Communication	CA&L 4250 B5b, B6b	Content Course, Methods Course + Student Teaching
LEARNER #1 Classroom Management	SEP 2000 5E, 5N	SEP Course, Methods Courses + Student Teaching
LEARNER #2 Diversity	SEP 2000 3H	SEP Course, + Student Teaching
INSTRUCTIONAL PRACTICES	SEP 2000 3K, 4F, 6J, 7E,	SEP Course, Methods Courses + Student Teaching

4. STUDENT TEACHING - Requirements

4A. STUDENT TEACHING APPLICATION

Teacher candidate must complete and submit Student Teaching Application to their academic adviser. A meeting with the academic adviser is required to discuss academic program requirements and confirm his/her compliance with the prerequisites:

REQUIREMENTS FOR ENROLLMENT IN STUDENT TEACHING (Effective August 1, 2023)	
ASSESSMENTS	CRITERIA
Cumulative GPA	Maintain a minimum 2.5 cumulative GPA
Application for Student Teaching	Student Teaching application forms are tentatively due NO LATER than Friday, the 2 nd week of classes, Fall and Spring semesters.
Dispositions for Educators	Successful progress demonstrating attainment of TE Dispositions (<i>Respect, Responsibility, Emotional Maturity, Values Learning, and Integrity</i>) during enrollment in education courses and field experiences.
Liability Insurance	Evidence of liability insurance purchased annually through membership in Education Minnesota (EdMN/NEA) or Minnesota Association of Agriculture Educators (MAAE/NAAE).
Grades Achieved in TE Licensure Required Courses	Achievement of a C- or higher course grade .

4B: STUDENT TEACHING - Assessments

Below is a listing of the multiple types and frequency of assessment activities which occur during each Student Teaching course.

1. Student Teaching Requirements:

- a) Agricultural Education
 - total of 12 full weeks in Middle and High School Student Teaching
 - total of 4 full weeks in High School for Work-Based Learning Endorsement

- b) Early Childhood Education
 - total of 4 full weeks in Infant and Toddler Student Teaching
 - total of 6 full weeks in Preschool Student Teaching
 - total of 5 full weeks in Kindergarten Student Teaching
 - total of 10 full weeks in Elementary Student Teaching

- c) Elementary Education
 - total of 5 full weeks in Kindergarten Student Teaching
 - total of 10 full weeks in Elementary Student Teaching
- d) English Education (Communication Arts & Literature)
 - total of 12 full weeks in Middle and High School Student Teaching

2. Complete Teacher Performance Assessment (edTPA)

- Candidates must complete and submit edTPA to Pearson during their student teaching:
 - Agricultural Education: AGED 4900
 - Early Childhood Education: ECE 4811 or ED 4827
 - Elementary Education: ED 4827
 - English Education: ENED 4900
- The candidates are expected to successfully pass scores on the three tasks of edTPA:
 - Task 1: Planning Instruction and Assessment 13 of 25
 - Task 2: Engaging Students and Supporting Learning 13 of 25
 - Task 3: Assessing Student Learning 12 of 25
 - Total score for the three tasks 38 of 75

3. Complete four (4) Formative Evaluation Instruments – Ongoing Observations

- a) Student Teacher Formative Self-Assessment
- b) Cooperative Teacher Formative Observation Form
- c) University Supervisor Formative Observation Form

4. Complete three (3) Three-Triad Meetings

- a) Student Teacher + Cooperating Teacher + University Supervisor

5. Complete Summative Evaluation and Dispositions for Educators Instruments

- a) Student Teacher Self-Assessment
- b) Cooperating Teacher
- c) University Supervisor

6. Student Teaching Notebook Assessment (dependence upon licensure program)

- a) Faculty assessment occurs during and at the conclusion of each student teaching experience.
- b) Student Teaching Standards Reflections

7. Key Assessment in Student Teaching courses:

Satisfactory completion of all key assessments in the following student teaching courses:

- Agricultural Education: AGED 4900
- Work-Based Learning: ED 4600
- Early Childhood Education: ECE 4440, 4811, 4812, ED 4827
- Elementary Education: ECE 4812, ED 4827
- English Education: ENED 4900

5. GRADUATION and Teacher Licensure

A. Completion of UMC Requirements

- UMN Crookston Institutional graduation requirements
- Completion of Teacher Education Exit Survey

B. Completion of TEACHER EDUCATION & STATE-ADOPTED Requirements

- Completion of Teacher Education Requirements
- Completion of State-Adopted Performance Assessment (edTPA)

REQUIREMENTS FOR COMPLETING TEACHER EDUCATION LICENSURE PROGRAMS <i>BEFORE</i> GRADUATION (Effective August 1, 2023)	
ASSESSMENTS	CRITERIA
Clinical Experiences Requirements for all Teacher Licensure Programs	<ul style="list-style-type: none"> ▪ A minimum of 100 hours of field and practicum experience in varied B – 12 settings prior to student teaching, aligned to scope and content of each licensure program.
Student Teaching Requirements for all Teacher Licensure Programs	<ul style="list-style-type: none"> ▪ Student teaching must be completed in-person in a brick-and-mortar school. <ul style="list-style-type: none"> ○ Agricultural Education: minimum 12 full weeks in middle and high school. ○ Early Childhood Education: minimum 10 full weeks in B – Preschool, 15 full weeks in K – 6 grade. ○ Elementary Education: minimum 15 full weeks in K – 6 grade ○ English Education (Communication Arts & Literature): minimum 12 full weeks in middle and high school.

	<ul style="list-style-type: none"> ▪ Work-Based Learning (endorsement): minimum 4 full weeks in high school (must also hold or qualify for a initial teacher license)
Minnesota Professional Educators Licensing and Standards Board Requirements for Institutional Teacher Preparation Programs - edTPA	<ul style="list-style-type: none"> ▪ Students complete the Teacher Performance Assessment (edTPA) while they are enrolled in a specific Student Teaching course. <ul style="list-style-type: none"> ○ Agricultural Education: AGED 4900 ○ Communication Arts & Literature: ENED 4900 ○ Early Childhood Education: ECE 4811 or ED 4827 ○ Elementary Teacher: ED 4827
Minimum Cumulative GPA	<ul style="list-style-type: none"> ▪ 2.5 GPA
Grades Achieved in TE Licensure Required Courses	<ul style="list-style-type: none"> ▪ Achievement of a C- or higher course grade in all teacher licensure program requirement courses.
Minimum credits	<ul style="list-style-type: none"> ▪ Completion of a minimum of 120 credits, except Early Childhood Education will require 123.5 credits.

TEACHER EDUCATION CANDIDATE APPEALS PROCESS

UMC has a formal appeals process for Teacher Education candidates. Teacher education candidates submit a completed Appeals Process Form (see APPENDIX) which identifies the nature of their request. Potential types of requests might be waivers of teacher education program requirement(s) and/or student teaching prerequisite. Requests might be for special considerations for student teaching with a deficiency, or for a student teaching placement “out of area”, or for submitting a late student teaching application. Students are required to attach a typed and well-documented request, concisely stating the reasons supporting their request.

Teacher Education faculty are always involved in making decisions regarding the approval or denial of a student’s appeal. The Teacher Education unit’s final decision on an appeal is recorded on the Appeal application. The student’s academic advisor and AVC of BAE Division designate their approval or denial, may submit supplemental information, and provide their signatures to the Appeal application. A student may appeal a negative decision to the Vice Chancellor of Academic Affairs.

Special Considerations Involving the Minnesota Board of Teaching

Teacher candidates with unresolved disputes affecting recommendation for licensure or a candidate’s credentials may pursue assistance from the Board of Teaching.

122A.09 DUTIES

Subdivision 4. License and rules

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

Students are provided with an Appeals Process which states the following:

Waiver of Teacher Education Course Requirements and/or Student Teaching Prerequisites

Frequently these requirements are mandated by the Professional Educators and Licensing Standards Board (PELSB) or University of Minnesota policies. If a requirement is mandated, waivers are not provided.

Special Consideration for a Student Teaching with Deficiency(ies)

Requests to student teach while a candidate has program deficiencies is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant’s request. The committee reviewing the appeal will consider: a) whether deficiencies have now been cleared and the clearances are documented; b) timeliness of the appeal – it must be submitted in its entirety at least five working days before the official beginning date of the University semester; and c) specific information relevant to the situation and person.

III. MONITORING OF ACADEMIC PROGRESS ON TEACHER EDUCATION CANDIDATES

MONITORING TEACHER EDUCATION CANDIDATES – Three Checkpoints System

The teacher education established three major checkpoints (entry, midpoint, and exit) to monitor each candidate's attainment of content and pedagogical knowledge and skills of parts 8710.2000 to 8710.8080, and professional dispositions, and progress toward completing the program.

The three major checkpoints are to assure that each candidate program completers have met the program standards - have acquired the necessary knowledge, developed relevant skills, and demonstrated dispositions to become professional and effective teachers. The monitoring of progress is completed by the academic adviser through scheduled meetings with each candidate. Each of the checkpoints consists of the multiple assessments:

CHECKPOINT #1 (ENTRY): Admission to the Teacher Education Program (sophomore year)

1) Criteria for admission:

- successfully complete a minimum of 45 credits
- a cumulative 2.50 GPA

2) Dispositions Assessment:

- Complete a self-assessment on disposition.

3) Course Requirements:

- demonstrate attainment of content and pedagogical standards indicated in one or more education courses with a minimum grade of "C-"
 - Indicate course(s) monitored for progress:

CHECKPOINT #2 (MIDPOINT): Semester Progress and Application to Student Teaching (Junior & Senior Year)

1) Course Requirements from "Key Assessments" on Knowledge and Skills

- Knowledge on Content:
- Knowledge and skills on Planning Instruction:
- Knowledge and skills on Instructional Practices:
- Knowledge and skills on Assessment
- Knowledge and skills on Classroom Management

2) Disposition Assessment from Practicum Experiences

- Verbal or Written Reflection on dispositions completed by cooperating teacher(s)

3) Application to Student Teaching

- Complete all prerequisite courses with a minimum grade of “C-“
- A cumulative 2.50 GPA
- Complete a minimum of 100 hours of practicum experience.

CHECKPOINT #3 (EXIT) – Assessment of Student Teaching and Program Completion

1) Completion of edTPA

- Knowledge and Skills on Task 1
- Knowledge and Skills on Task 2
- Knowledge and Skills on Task 3

2) Disposition Assessment in Student Teaching

- Summative evaluation by the cooperating teacher
- Summative evaluation by the university supervisor

3) Evaluation of SEP standards and Subject-Matter Standards in Student Teaching

- Summative evaluation by the cooperating teacher
- Summative evaluation by the university supervisor

4) Completion of all institution and teacher education required courses.

- Achieved all teacher education licensure required courses of a minimum of C- or better.
- Cumulative GPA of 2.50
- Completion of a minimum of 120 credits, except Early Childhood Education will require 123.5 credits.

5) Application for Teacher License:

“How to Apply for your Teacher License” is available in our [Teacher Education Unit](#) website under “Teacher License”

IV. Field Experiences and Student Teaching

For information regarding field experiences (observations and practicum) and student teaching – please refer to the Teacher Education Clinical Experience Handbook and is available in the [Teacher Education website](#)

V. PROGRAM REQUIREMENTS

UMN Crookston Liberal Education Requirements

UMN Crookston recognizes and emphasizes the importance of liberal education as an integral part of all UMC degree programs. UMC liberal education is “the set of common understanding and skills essential to successful living in a modern society and to functioning as a whole person integrated into that society” (UMC Catalog). All students must complete the liberal education distribution requirements that embrace the ten goal areas of knowledge, which also meets the requirement of the Minnesota Transfer Curriculum (MnTC). UMC baccalaureate degrees require a minimum of 40 credits of liberal education and are as follows:

- Goal Area 1: Written and Oral Communication (minimum of 9 credits)
- Goal Area 2: Critical Thinking (critical thinking is taught throughout the liberal education curriculum at UMC. Upon completion of the other 9 goal areas, students will have met the critical thinking goal)
- Goal Area 3: Biological and Physical Sciences with labs (minimum of 6 credits)
- Goal Area 4: Mathematical Thinking (minimum of 3 credits)
- Goal Area 5: History and the Behavioral and Social Sciences (minimum of 6 credits)
- Goal Area 6: The Humanities (minimum of 6 credits)
- Goal Area 7: Human Diversity (minimum of one course)
- Goal Area 8: Global Perspectives (minimum of one course)
- Goal Area 9: Ethical and Civic Responsibility (minimum of one course)
- Goal Area 10: People and the Environment (minimum of one course)

To view the latest updates on liberal education requirements and courses offered
<https://www.crk.umn.edu/general/liberal-education-requirements-baccalaureate-degrees>

Technology Requirement

In addition to the 40 credits of liberal education, UMC requires all students to take a minimum of three credits in related computer application coursework. This is to ensure all UMC graduates are well prepared for today’s technology-driven workplace and are able to embrace the use of modern communications and information technology in teaching and learning.

Each licensure program requires different technology course. Please refer to your licensure program course requirements.

Institutional Core Competencies

All UMC programs are required to incorporate the campus core competencies – communication, critical thinking, and working with others. The core competencies, integrated in liberal education and all program courses, are demonstrated by assessments in the following specific skill areas:

Communication:

Reading
Writing
Speaking
Listening
Using technology

Critical Thinking

Problem solving
Applied learning

Working With Others

Teamwork
Diversity

Degree Program Requirements

The Teacher Education unit is committed to preparing teacher candidates to have a strong foundation in the content, pedagogical knowledge, skills and dispositions. Therefore, the Teacher Education Unit requires that candidates in Teacher Education programs complete a professional sequence of courses based on the standards established by the PELSB, 8710.2000 Standards of Effective Practice for Teachers and standards in the subject-matter standards, such as

- o 8710.3000 Teachers of Early Childhood Education
- o 8710.3200 Teachers of Elementary Education
- o 8710.4250 Teachers of Communication Arts and Literature
- o 8710.4050 Teachers of Agricultural Education
- o 8710.4825 Teachers of Work-Based Learning

The standards are embedded in the program core requirements and aligned in the required courses. The specific standards identified in each course are listed in the course syllabi. Multiple assessments are implemented and are based on the standards.

The Early Childhood Education Program Requirement Sheet identifies the five (5) core curricula blocks and is available in the [Early Childhood Education website](#).

- ◆ Education Core
- ◆ Family Core
- ◆ Infant and Toddler Care and Education Curriculum
- ◆ Preprimary Curriculum
- ◆ Primary Curriculum

The Elementary Education Program Requirement Sheet identifies the four (4) core curricula blocks and is available in the [Elementary Education website](#).

- ◆ Education Core
- ◆ Family Core
- ◆ Preprimary Curriculum
- ◆ Elementary Curriculum

Secondary Education:

The Agricultural Education Program Requirement Sheet identifies the four (4) core curricula blocks and is available in the [Agricultural Education website](#)

- ◆ Education Core
- ◆ Agriculture/Natural Resources Core
- ◆ Agricultural Education
- ◆ Choose one of the following emphasis:
 - Agricultural Science
 - Natural and Managed Environmental Education
 - Agricultural Systems Engineering Technology

The English Education Program Requirement Sheet identifies the three (3) core curricula blocks and is available in the [English Education website](#).

- ◆ Education Core
- ◆ Communication Arts and Literature Curriculum

- ◆ Communication Arts and Literature Core

V. ACADEMIC ADVISING

Academic Advisor

Full-time and part-time students are assigned to faculty members in the department of the student's major interest for advisement purposes. Academic advisors typically meet with their advisees a minimum once per semester. Faculty advisors assist with program planning, setting, and reviewing educational objectives, and other matters of an academic nature. Students should make an appointment for this purpose. Students are encouraged to visit their advisor as often as they wish.

Request for Change of Faculty Advisor

Students have the freedom to choose advisors. Students need to contact the Administrative Assistant for the department holding the major to change advisors. The "Change of Faculty Advisor" form is to be used when a student requests a change of advisor. When students change majors or program areas, it is expected that students will change to an advisor in the new major. The forms are available in the department office, and submitted back to the department office upon completion. The Administrative Assistant will complete the necessary paperwork and update the computer system with the changes.

Academic Advisor-Advisee Responsibilities

Below is a guide on advisor-advisee responsibilities and it is recommended that all advisors go over the responsibilities with his/her advisees:

ADVISOR RESPONSIBILITIES	ADVISEE RESPONSIBILITIES
<ul style="list-style-type: none"> ● Post and maintain regular office hours; notify advisees of hours at the beginning of the semester. ● Inform advisees of their responsibilities. ● Get to know advisees. ● Maintain records of advisee's educational progress. ● Help advisees to develop a course of study that takes into consideration their personal, educational, and career goals. ● Answer advisee's questions about academic regulations and registration ● Approve advisees' course selections. ● Provide information about programs in adviser's department and about college and University degree requirements. 	<ul style="list-style-type: none"> ● Know your adviser (phone number, location of office, office hours, how to make an appointment). ● Read your college bulletin; be familiar with program requirements. ● Be aware of important dates on the academic calendar; e.g. course cancellation and add deadlines. ● Schedule appointments in advance of important deadlines such as registration. Keep your appointments! ● Bring a tentative class schedule to pre-registration advising sessions. ● Prepare specific questions for your adviser and ask for contact persons on questions the adviser cannot answer.

ADVISOR RESPONSIBILITIES – cont.

ADVISEE RESPONSIBILITIES – cont.

<ul style="list-style-type: none"> ● Inform advisees about academic assistance that is available through the University. ● Discuss transfer, graduate, and professional school options with advisees. ● Write letters of recommendation for advisees. 	<ul style="list-style-type: none"> ● Maintain a file of materials that relate to your academic progress. ● Gather information needed to make academic and career decisions. ● Accept responsibility for informing your adviser about you and your interests and needs. Be prepared to discuss personal, educational, and career goals. ● Seek help from your adviser when needed, and ask about other ways that you can participate effectively in the advising process.
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Teacher Education Advising for Professional Education Program

Listed below is a sample of recommendations frequently provided to future or current Teacher Education candidates. These recommendations integrate advice from both Teacher Education faculty and Career Services counselors.

YEAR GUIDE

Year 1—Freshman

Inquiry and Awareness

- Consider college as preparation for your life and future career.
- Enroll in core liberal education courses with the help of academic advisers.
- Improve your study skills. For special problems, such as anxiety or lack of motivation, consider an individual appointment at the Student Counseling Center.
- Attend campus career-related activities (career fairs, job and internship search workshops).
- Meet with your academic adviser and become more aware of the different programs available at UMC, and specific program requirements.
- Learn to retrieve and read your [Academic Progress Audit System \(APAS\)](#)
- Meet with your academic adviser prior to each semester registration.
- Check out clubs and organizations. Teacher Education has a Future Educators Club.

Year 2—Sophomore

Assessment and Exploration

- Meet with your academic adviser to review and plan your completion of [liberal education requirements](#).
- [Check your APAS](#) each semester to make sure you are on track for graduation, and successfully meet the content and pedagogical knowledge and skills in parts of 8710.2000 and subject-matter standards
- Apply and complete the **Teacher Education Admission Application** (successfully completed 45 credits and has a minimum of cumulative 2.50 GPA) and schedule an appointment to meet with your adviser to discuss teacher education requirements, retention requirements, dispositions, and licensing requirements.

- Become familiar with the [Teacher Education Unit website](#) that has information regarding teacher education, PELSB, and licensing requirements, and dispositions.
- Access and read your [Clinical Experience Handbook](#) on field experience (observations and practicum prior to student teaching) requirements.
- Meet with your adviser in developing a course of study (course sequence) leading towards completion of program.
- Purchase liability insurance if you have field experiences (observations and practicum)
- Transfer credit evaluation: course evaluation and substitution forms are needed if you have courses taken from other institutions.
- Check out volunteer opportunities through Service Learning.

Year 3—Junior Year

Testing Career Decision

- [Check your APAS again](#), to make sure you are on track for graduation.
- Meet with your academic adviser to review and confirm that you have an acceptable plan to complete all requirements for graduation (i.e. successfully meet the content and pedagogical knowledge and skills in parts of 8710.2000 and subject-matter standards).
- Transfer credit evaluation: course evaluation and substitution forms are needed if you have courses taken from other institutions.
- Purchase liability insurance if you have field experiences (observations and practicum)
- Apply and complete the [Student Teaching Application](#) (has successfully completed all student teaching prerequisites and has a minimum of cumulative 2.50 GPA) if you plan to student teach the following fall or following year (for Ag Ed candidates). Schedule an appointment to meet with your adviser to discuss teacher education and licensing requirements, including, board-adopted teacher performance assessment during student teaching, disposition, and student teaching requirements and placements.
- Access and read your [Clinical Experience Handbook](#) on student teaching requirements and expectations.
- Speak with faculty in your program about current trends in the field and current employment opportunities.
- Get to know faculty, counselors, administrators, and career advisers.
- Start checking with the Career Center about starting your placement file, attending workshops about applying for jobs, and investigating potential employers on-line and reviewing the entire wall of displays in the Career Center dedicated to identifying and posting employment opportunities.
- Sign up and attend job fairs.

Year 4—Senior Year & Beyond

Action and Job Search

- [Check your APAS again](#), to make sure you are on track for graduation.
- Meet with your academic adviser to review and confirm that you have completed all UMC, teacher education, PELSB, and licensing requirements for graduation: met all content and pedagogical knowledge and skills in parts of 8710.2000 and subject-matter standards, clinical experiences, and dispositions.

- Transfer credit evaluation: course evaluation and substitution forms are needed if you have courses taken from other institutions.
- Continue meeting with your academic adviser and other faculty in your program about current trends in the field and current employment opportunities.
- Apply and complete the **Student Teaching Application** (has successfully completed all student teaching prerequisites and has a minimum of cumulative 2.50 GPA) if you plan to student teach during your last semester of senior year. Schedule an appointment to meet with your adviser to discuss teacher education and licensing requirements, including, board-adopted teacher performance assessment during student teaching, disposition, and student teaching requirements and placements.
- Know how to apply for your teacher license (in ED 3902 Professional Teacher II, or ED 4800 Senior Professional Seminar). Information is also available on the [Teacher Education Unit website](#). Attend PELSB workshop when announced.
- Continue checking with the Career Center about starting your placement file, attending workshops about applying for jobs, and investigating potential employers on-line and reviewing the entire wall of displays in the Career Center dedicated to identifying and posting employment opportunities.
- Sign up and attend job fair.
- International students: Contact the International Office if you are interested in Optional Practical Training (OPT) for F-1 Students. OPT is 12-month work authorization available to F-1 international students.

APAS (Academic Progress Audit System) an essential resource which both faculty academic advisers, students, and teacher candidates use frequently. APAS is a program which allows faculty and student to check their progress toward completion of a degree. APAS reports identify what requirements have been met, and what remains to graduate. The system will audit a major, a minor, [liberal education requirements](#), upper-division requirements, and total credit requirements. Students who have transferred in credits from another institution should check their reports for appropriate course substitutions in the event they need to [petition](#) a given requirement.

Transfer students:

Transfer students are coded NAS (New Advanced Standing) when they arrive at UMN Crookston and may have only two or three classes from another institution, or several semesters of classes from numerous institutions.

Teacher education required courses will be evaluated on a course-by-course basis. Transfer students who have already taken a course they perceive to be like a Teacher Education course

will be required to access a syllabus for the course(s) they have completed. Requiring access to the course syllabus is necessary since a key factor is the alignment of student learning outcomes or course objectives that are sufficient and comparable to the PELSB Standards we have assigned to a specific course. The Teacher Education Unit needs to verify the relevance and degree to which the course content and PELSB standards/course learning objectives (8710.2000 and Subject Matter Standards) meets a minimum of 70%, and any PELSB standards not met are met in other courses. Standards of Effective Practice and Subject Matter Standards.

Candidates that have prior learning and teaching experience will also be evaluated on an individual basis for relevance and degree of scope and content meeting standards in parts 8710.2000 to 8710.8080, and the required teacher education dispositions. Any relevant prior learning and/or teaching experience could potentially meet a reduction of the field experience/practicum hours but will not be substituted for student teaching requirements.

PELSB Course/Syllabus Evaluation Process:

The Teacher Education Unit faculty/academic advisor follows this process:

- a. Advisor requests from advisee a copy of course syllabus to be considered for substitution of UMC PELSB approved course. PELSB courses are courses that have PELSB standards and are peer-reviewed by PELSB committees.
- b. Course syllabus evaluation will be reviewed and completed by the course instructor. Advisor will send the course syllabus to the course instructor.
- c. According to PELSB, all PELSB approved-courses to be substituted at other preparation institutions must meet a minimum of 70% PELSB standards and course content.
 - i. Meet a minimum of 70% of PELSB standards indicated in the course.
 - ii. Meet a minimum of 70% of overall course content.
 - iii. Evidence of knowledge introduced (i.e. course content/outline, textbook chapters, etc)
 - iv. Evidence of assessments of standards and content (ex. course assignments, projects, paper, tests, etc)
 - v. Identify existing course(s) or independent study that will meet the unmet standards (i.e. 30% or less standards not met)
- d. Advisor will inform the advisee if the course to be substituted is approved or not approved. Complete course substitution form if course has been approved to be substituted.

Candidates may appeal to the Teacher Education Program Director if they do not agree with the transfer decision. Dissatisfaction with the appeal decision may be submitted to the Associate Vice Chancellor of Business, Arts, and Education Division by completing the Teacher Education Appeals Process Form (see APPENDIX). Teacher candidates with unresolved disputes affecting recommendation for licensure may pursue assistance from the PELSB.

122A.09 DUTIES

Subd.4 . License and rules. The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

Complaints and Grievances from Candidates

The Teacher Education Unit follows the university's "[Students Complaints and Grievances](#)" policies and procedures for receiving and responding to complaints from candidates to ensure that complaints are addressed appropriately and in a timely manner.

Here are recommendations for teacher candidates when filing their complaints and grievances:

1. Try to resolve the conflict directly: first step for resolving most conflicts is at the local level, between the parties involved, and in some cases with an appropriate third party (another faculty member, teacher education program director, or department chair). The student will state specifically – verbally or in writing, what the concern is and what action is being requested to address the concern.
2. Direct resolution is unsuccessful, or direct resolution is not appropriate: If direct contact with the other party does not resolve the situation, or if it would make the teacher candidate uncomfortable or would be inappropriate (for example, a bullying or sexual harassment complaint), the teacher candidate can seek assistance through various channels depending on the nature of your complaint. See descriptions below:

Grades and evaluation of student work

The teacher candidate is entitled to an explanation for the grade assigned. If a candidate is not able to get an explanation for the grade from the instructor, consult to the Associate Vice Chancellor (AVC) for Business, Arts, and Education Division (BAE) or AVC of the division in which the course is offered. Additionally, a teacher candidate may seek assistance from the [UMN Crookston Student Conflict Resolution Center](#).

Quality of instruction

Teacher candidate concerns regarding the quality of instruction should be directed to the appropriate AVC of the division in which the course is offered.

Academic advising

Teacher candidate about academic advising should be directed to the appropriate AVC of the division in which the program is offered.

Academic complaints

Academic division manage academic complaints, which are defined by the [Addressing Student Academic Complaints policy](#) as complaints brought by candidates regarding the University's provision of education and academic services affecting their role as candidates. These are based on a claimed violation of a University rule, policy, or established practice. Under this policy, candidate's academic complaints do not include student complaints regarding grades and other evaluation of student work, University employment, University admission decisions, or disciplinary action under Board of Regents Policy: Student Conduct Code.

The [Conflict Resolution Process for Student Academic Complaints](#) outlines the process for resolving complaints that fall within the scope of this policy. Contact your BAE Division office to begin the formal complaint process.

Violations of law, regulation, or policy

[UReport](#) provides a way for University community members to report violations of rules, regulations, and policies. The report can be made anonymously.

Discrimination, sexual misconduct, and related retaliation (includes all Title IX complaints)

The University's [Office of Equal Opportunity and Affirmative Action](#) (EOAA) uses investigation and informal problem-solving strategies to address reports of:

- [discrimination](#) based on race, religion, national origin, gender (including pregnancy, childbirth, lactation, and related medical conditions), age, marital status, familial status, disability, public assistance status, veteran status, sexual orientation, gender identity, gender expression and other protected characteristics;
- [sexual misconduct](#) (including sexual harassment, sexual assault, stalking and relationship violence); and related retaliation.

To ask questions or report a concern, contact EOAA at eoi@umn.edu or 612-624-9547.

VI. SUPPORT SERVICES

CAMPUS SUPPORTING OFFICES and RESOURCES

Teacher Education candidates are encouraged to use the following resources which are available to them for personal, professional, and career counseling.

The [Student Success Center](#) is located in Owen 270, and can provide academic assistance, tutoring, and study help for students. The [Writing Center](#), located within the ASC, provides help with essays, research papers, lab reports, résumés, personal statements, and virtually any other form of writing. Students can make appointments with tutors and writing consultants through the [Tutoring](#) website.

[Career Services](#) is located in Owen 270, and can provide students with assistance in selecting a major, discovering interests and aptitudes, résumé building, and job-seeking strategies.

[The Testing Center](#): various types of test and inventories may be administered—instruments measuring academic potential, interest, or personality factors. These are administered only when it is felt that results may be useful to the counseling experience. For certain instruments, a nominal fee is assessed.

The center also has available informational material and registration forms for such tests as the Graduated Record Examination (GRE), General Education Diploma (GED), Residual ACT, College Level Exam Program (CLEP), Mn NES, and MTLE.

[Disability Resource Center](#) is located in Owen 270, and can assist students with learning disabilities, physical disabilities, and other situations that may impair learning. Many students come to UMC with undiagnosed learning disabilities, and often it is the academic adviser who notices that the student may be struggling with an issue that can be helped. Referrals from advisers are always welcome.

The [Office of Financial Aid & Scholarships](#) can assist students and advisers with eligibility questions, Satisfactory Academic Progress appeals, and entrance/exit loan counseling. Prior to changing a class schedule, students should consult with the Financial Aid office to avoid hindering their eligibility for aid by inadvertently dropping too many credits, repeating classes that they have already passed, etc.

The [Office of the Registrar](#) can provide valuable assistance with academic policies, registration issues, and probation/suspension. The office is located in the lower level of Hill Hall, and many of its forms are available there.

[Residential Life](#) supports students in their living/learning environment in the residence halls. Often the student's Community Adviser is one of the closest people to the student, and can bring insight into student concerns and issues.

[Student Clubs and Organization](#): UMC encourages students to organize and participate in groups and activities outside of the formal classroom setting. There are a wide variety of clubs and organizations to choose from to engage and participate.

[Health Services](#): The office offers an on-campus health service that provides diagnosis and treatment, referral programs aimed not only at building on understanding of illness, but prevention as well.

The [Learning Abroad Office](#) is located at Owen 170. Students should explore opportunities to study or student teach abroad, and encourage to discuss plans with their faculty advisors as soon as possible. The Learning Abroad Office have screened hundreds of programs and have identified several schools with proven track records for onsite services, academic excellence, and good fits for the needs of your students. Students who are interested in study abroad should:

- plan early
- set some goals
- allow yourself time to research costs, fit, and academics
- visit with your advisor about the possibility to study overseas



UMC admits undergraduate students to degree programs based on campus-wide institutional admission criteria. Admission into Teacher Education Licensure courses requires additional assessment activities. These assessments continuously evaluate the knowledge, skills, and dispositions of Teacher Education candidates throughout their enrollment in teacher education courses and licensure programs.

Application for Admission to Teacher Education Programs

Student		Identify the teacher licensure program you are requesting admission:
Campus ID #		<input type="checkbox"/> Agricultural Education (Grades 5 through 12)
Campus email		<input type="checkbox"/> Early Childhood Education (Birth through Grade 3)
Cell Phone #		<input type="checkbox"/> Elementary Education (Kindergarten through Grade 6)
		<input type="checkbox"/> English Education (Grades 5 through 12)
		<input type="checkbox"/> Work-Based Learning Endorsement (must also hold or qualify an initial teacher license) (Grades 9 through 12)

I understand and accept my responsibility to comply with the following Teacher Education **ADMISSION** requirements.

- I have achieved a minimum cumulative 2.5 GPA at UMC or UM campuses. My cumulative GPA is _____.
- I have successfully completed a minimum of 45 credits. I have completed _____ credits.
- I have completed and attached my "Self-Reflection as a Prospective Education Professional."
- I have met with my advisor to review the TE Application and dispositions below.
- I am submitting this application to the Teacher Education Unit Administrative Specialist prior to the start of the semester, both Fall or Spring semesters.

I understand and accept my responsibility to comply with the Teacher Education **RETENTION** policy requirements:

- Maintain a minimum cumulative 2.5 GPA at UMC
- Achieve a minimum of a C- or higher course grade in all required teacher education courses
- Provide evidence of liability insurance purchased **annually** through membership in Education Minnesota (EdMN/NEA) or Minnesota Association of Agricultural Educators (MAAE/NAAE).
- Demonstrate verbal and non-verbal behaviors consistent with the Teacher Education Dispositions of Respect, Responsibility, Emotional Maturity, Values Learning, and Integrity.

I acknowledge it is my responsibility to read and comply with Teacher Education policies and professional practices:

- I will conduct myself in a professional manner while a guest at all educational programs and classrooms. I am aware that inappropriate conduct (academic and social), unexcused absences, and legal issues while a teacher education candidate will affect my continuation in the program.
- I have accessed my institutional electronic record on the Academic Progress Audit System (APAS), reviewed my academic progress, and will continue to do so on a regular basis.
- I acknowledge a Criminal History Background check will occur, and fingerprinting may be required, based on Minnesota Statute requirements for individuals working with children and students.
- I have read my Teacher Education handbook available to me at the Teacher Education Unit website.
<https://crk.umn.edu/academics/humanities-social-sciences-and-education-department/teacher-education-unit>

Student Signature _____ Date _____
 Advisory Signature _____ Date _____



APPEAL PROCESS

A. Application:

NAME:	STUDENT ID#:
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CAMPUS ADDRESS:	CAMPUS EMAIL:
-----------------	---------------

MAJOR:	EMPHASIS:
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Teacher License Area(s):

1. Indicate the nature of your request:

- Waiver of teacher education program requirement(s)
- Waiver of student teaching prerequisite
- Special consideration for student teaching with deficiency(ies)
- Special consideration for a student teaching placement "out of area"
- Special consideration for submitting a late student teaching application
- Other (please identify in space below)

--

2. ATTACH a typed, well-written, well-documented, and supported request. You must concisely state the reasons supporting your request.

Student's Signature _____ Date _____

Decisions by Faculty and Administrator's recorded below:

<p>Academic Advisor's Signature</p> <p><input type="checkbox"/> Approve</p> <p><input type="checkbox"/> Deny</p> <p>Supplemental information attached by Academic Advisor</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Department Head's Signature</p> <p><input type="checkbox"/> Approve</p> <p><input type="checkbox"/> Deny</p> <p>Supplemental information attached by Department Head</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
--	--

B. Appeal Process Guidelines:

Waiver of Teacher Education Course Requirements and/or Student Teaching Prerequisites

Frequently these requirements are mandated by the **Board** of Teaching or University of Minnesota policies.

Special Consideration for a Student Teaching with Deficiency(ies)

Requests to student teach while a candidate has program deficiencies is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant's request. The committee reviewing the appeal will consider: a) whether deficiencies have now been cleared and the clearances are documented; b) timeliness of the appeal – it must be submitted in its entirety at least five working days before the official beginning date of the University semester; and c) specific information relevant to the situation and person.

If an appeal is approved, it may be contingent upon the identification of an appropriate student teaching placement site. The student may be required to relocate. Under no circumstances is a student to arrange his/her own student teaching placement.

Special Consideration for a Student Teaching Placement "Out of Area"

A request for a student to teach "out of area" is considered for exceptional circumstances only. A committee consisting of all members of the Teacher Education faculty in the teaching license area will meet to offer their learned advice regarding the appellant's request. The committee reviewing the appeal will consider: a) support of academic advisor; b) above average cumulative GPA; c) appeal letter must document why the appeal should be considered and where placement is requested; d) timeliness of the appeal: it may be submitted as early as one calendar year prior to the student teaching experience but not later than the 2nd Friday of October for a Spring student teaching experience or the 2nd Friday of March for a Fall student teaching experience.

If the appeal is approved, the student must assume cost beyond the usual and customary fees related to student teaching supervision and to work with the Course Instructor for the Student Teaching course to make placement arrangements.

Special Consideration for Submitting a Late Student Teaching Application

If the appeal is approved, it does not guarantee a placement.

NOTE: A student may appeal a negative decision to the Vice Chancellor of Academic Affairs.

C. MN Statute 122A.09 Subd.4(c)

Appealing to the Board of Teaching

The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher

preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.



COMPLETED BY _____

- Course Instructor
 Cooperating Teacher
 University Supervisor

STUDENT _____

COURSE _____

DATE _____

R E S P E C T: VALUES and DEMONSTRATES CONSIDERATION and REGARD FOR ONESELF and OTHERS.											
Open-mindedness				Empathy				Values Diversity			
Evidence of willingness to suspend initial judgment; respects & considers the ideas, beliefs, & opinions of others; listens carefully & actively to others; receptive to feedback from others; receptive of a critical examination of multiple perspectives				Demonstrates empathy, shows genuine concern for others & their needs; interacts in a polite, respectful manner; uses appropriate language; thoughtfully listens & responds to people's insights, needs, & concerns by acknowledging a person's feelings & summarizing his/her thoughts; evidence of compassion for others, putting their needs first, when appropriate.				Evidence of willingness & ability to work, cooperate, and communicate with diverse individuals (ability, age, ethnicity, socio-economic, gender, and self-identities); acknowledges & appreciates perspectives and unique needs of individuals from diverse cultural & experiential backgrounds; treats others with dignity; courtesy, & offers due consideration for people & ideas; demonstrates being intentional of feedback to students and families; shows willingness to disrupt patterns that support unequal advantages.			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
R E S P O N S I B I L I T Y: ACCEPTS RESPONSIBILITY FOR PERSONAL ACTIONS, DECISIONS, EFFORTS, and OUTCOMES.											
Dependability				Preparedness				Cooperation			
Arrives for class on time & regularly attends; makes prior arrangement when absence is essential; submits assignments prior to absences and/or completes work; returns borrowed materials in a timely manner; takes care of other's property.				Reading assignments are completed prior to class; engaged in reading materials with written notes, questions etc.; submits assignments by deadlines; prioritizes work based upon established goals.				Keeps on task; maximizes individual's talents; assumes & participates in evenly distributing responsibility to all members; responds to others' insights in ways that further the conversation & invoke new ways of thinking.			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
E M O T I O N A L M A T U R I T Y: DEMONSTRATES SITUATIONAL APPROPRIATE BEHAVIOR.											
Emotional control				Adaptability				Optimism			
Uses appropriate non-verbal & verbal expressions; sensitive to language use; displays appropriate sense of humor; interacts without put-downs or sarcasm; displays composure & steady emotional temperament; holds self-accountable for his/her emotions.				Adapts to unexpected or new situations with emotional control; willing to get along with others; demonstrates curiosity, creativity, & flexibility regarding processes, tasks, & content; generates effective & productive options.				Acts from a positive frame of reference most of the time, including when changes occur; views feedback & situations maturely, analyzes feedback & makes adjustments to enhance personal growth & learning; promotes a positive learning environment.			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
V A L U E S L E A R N I N G: DEMONSTRATES A RESPECT FOR and is SERIOUS about KNOWLEDGE ACQUISITION and is PASSIONATE ABOUT INCREASING ONE'S COMPETENCE.											
Initiative				Effort				Reflection			
Takes initiative to get materials and notes when absent from classes or meetings; resourceful; seeks clarification and/or assistance as needed; shows initiative in class; uses multiple & quality resources to add value to assigned work.				Evidence of preparation for class; actively engaged in class discussion; interested in class activities; voluntarily responds to questions in class; stays focused during class/lab; work completed with attention to accuracy and detail; work shows that adequate time & planning were allocated; persistent efforts to improve.				Shows intellectual interest by statements made in class; asks relevant & thoughtful questions; shows thoughtful analysis of assignments; work shows higher-order thinking; makes reasoned decisions with supporting evidence; makes connections to previous readings, experiences, & courses.			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
I N T E G R I T Y: DEMONSTRATES TRUTHFULNESS, TRUSTWORTHINESS and PROFESSIONAL BEHAVIOR.											
Truthfulness				Ethical Practice				Professionalism			
Practices honesty in communicating with others; communicates without intent to deceive; gives credit to others when using their work; actions indicate that truth is more important than personal need.				Practices discretion in keeping personal or professional confidences; words & actions indicate strong character; displays understanding that fairness includes considerations of students with special needs & students' treatment of one another, as well				Professional demeanor in dress & attitude; models behavior expected of both teachers & learners in educational settings; makes use of professional organizations or publications; willingly participates in			

				as teacher to student, or student to teacher; role model of personal integrity.				professional development activities; belongs to professional organization(s).			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently

Demonstration of all dispositions with consistency CULTIVATES RESILIENCE.

Comments on strengths and challenging dispositions:



TEACHER EDUCATION DISPOSITION APPRAISAL: Practicum level field experiences

DIRECTIONS: Please CHECK appropriate course box below; write and sign names in 3rd column below.

<input type="checkbox"/> AGED 3003 Supervised Agricultural Education <input type="checkbox"/> ECE 3420 Nurturing & Collaborative Relationships for Infants & Toddlers - 3 credit option <input type="checkbox"/> ECE 3410 Learning Environments for Infants & Toddlers <input type="checkbox"/> ECE 4700 Creative Arts & Language Arts <input type="checkbox"/> ECE 4702 Mathematics, Social Studies & Sciences <input type="checkbox"/> ED 2877 Social Studies in Elementary Education <input type="checkbox"/> ED 2878 Science in Elementary Education	<input type="checkbox"/> ED 3034 Methods of WBL <input type="checkbox"/> ED 3301 Creating Meaning... Literature & the Arts <input type="checkbox"/> ED 3600 Classroom Mgmt. in Middle/High School <input type="checkbox"/> ED 3800 Elementary Ed Classroom Experiences - with ED 3291 Reading and Language Arts I <input type="checkbox"/> ED 3800 Elementary Ed Classroom Experiences - with ED 3870 Mathematics in Elementary Ed. <input type="checkbox"/> ED 3202 Reading and Language Arts II <input type="checkbox"/> ENED 3004 Methods of teaching CA & L <input type="checkbox"/> Other:	Teacher Candidate/UMC Student: _____ write Completed by: <input type="checkbox"/> Course Instructor _____ sign <input type="checkbox"/> Classroom Teacher at placement site _____ sign
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DIRECTIONS: Please CIRCLE appropriate frequency.

RESPONSIBILITY: ACCEPTS RESPONSIBILITY FOR PERSONAL ACTIONS, DECISIONS, EFFORTS, and OUTCOMES.											
Dependability				Dependability				Preparedness			
Arrives for class on time & regularly attends				Makes prior arrangement when absence is essential				Prioritizes work based upon established goals			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
EMOTIONAL MATURITY: DEMONSTRATES SITUATIONAL APPROPRIATE BEHAVIOR.											
Emotional control				Emotional control				Adaptability			
Uses appropriate non-verbal and verbal expressions				Displays composure and steady emotional temperament				Demonstrates curiosity, creativity, & flexibility regarding processes, tasks, & content			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
VALUES LEARNING: DEMONSTRATES A RESPECT FOR and is SERIOUS about KNOWLEDGE ACQUISITION and is PASSIONATE ABOUT INCREASING ONE'S COMPETENCE.											
Initiative						Effort					
Shows initiative in lab/class						Stays focused during lab/class					
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
R E S P E C T: VALUES and DEMONSTRATES CONSIDERATION and REGARD FOR ONESELF and OTHERS.						I N T E G R I T Y: DEMONSTRATES TRUTHFULNESS, TRUSTWORTHINESS and PROFESSIONAL BEHAVIOR.					
Open-mindedness						Professionalism					
Receptive to feedback from others						Professional demeanor in dress and attitude					
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently

COMMENTS:

MONITORING TEACHER EDUCATION CANDIDATES – Three Checkpoints System

CANDIDATE:	STUDENT ID#:	LICENSURE PROGRAM:	
ACADEMIC ADVISER:	Checkpoint 1 Date:	Checkpoint 2 Date:	Checkpoint 3 Date:

The teacher education established three major checkpoints (entry, midpoint, and exit) to monitor each candidate's attainment of content and pedagogical knowledge and skills of parts 8710.2000 to 8710.8080, and professional dispositions, and progress toward completing the program. The checkpoints assure that each candidate program completers have met the program standards - have acquired the necessary knowledge, developed relevant skills, and demonstrated dispositions to become professional and effective teachers. Each of the checkpoints consists of the multiple assessments:

CHECKPOINT #1 (ENTRY): Admission to the Teacher Education Program (Year 2)

1) Criteria for admission:

- successfully complete a minimum of 45 credits
- a cumulative 2.50 GPA

2) Dispositions Assessment:

- Complete a self-assessment on disposition.

3) Course Requirements:

- demonstrate attainment of content and pedagogical standards indicated in one or more education courses with a minimum grade of "C-"
 - Indicate course(s) monitored for progress:

CHECKPOINT #2 (MIDPOINT): Semester Progress & Application to Student Teaching (Year 3 and 4)

1) Course Requirements from "Signature" Assessments on Knowledge and Skills

- Knowledge on Content:
- Knowledge and skills on Planning Instruction:
- Knowledge and skills on Instructional Practices:
- Knowledge and skills on Assessment:
- Knowledge and skills on Classroom Management:

2) Disposition Assessment from Practicum Experiences

- Verbal or Written Reflection on dispositions completed by cooperating teacher(s)

3) Application to Student Teaching

- Complete all prerequisite courses with a minimum grade of "C-"
- A cumulative 2.50 GPA
- Complete a minimum of 100 hours of practicum [experience](#)

CHECKPOINT #3 (EXIT) – Assessment of Student Teaching and Program Completion

1) Completion of [edTPA](#)

- Knowledge and Skills on Task 1
- Knowledge and Skills on Task 2
- Knowledge and Skills on Task 3

2) Disposition Assessment in Student Teaching

- Summative evaluation by the cooperating teacher
- Summative evaluation by the university supervisor

3) Evaluation of SEP standards and Subject-Matter Standards in Student Teaching

- Summative evaluation by the cooperating teacher
- Summative evaluation by the university supervisor



UNIVERSITY OF MINNESOTA | CROOKSTON

TEACHER EDUCATION UNIT
CANDIDATE OF CONCERN FORM

TEACHER CANDIDATE:	STUDENT ID#	
TEACHER LICENSURE PROGRAM:	SCHOOL DISTRICT (if applicable)	
SUBMITTED BY:	<input type="checkbox"/> Advisor <input type="checkbox"/> Course Instructor <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperating Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> Univ Supervisor
SIGNATURE(S)		

I. IDENTIFY THE NATURE OF THE CONCERN:

II. INTERVENTION PLAN TO RESOLVE THE IDENTIFIED CONCERN:

III. DATE(S) THE ACTION PLAN WILL BE REVIEWED FOR PROGRESS AND DECISION-MAKING:

DECISIONS BY FACULTY AND ADMINISTRATOR'S RECORDED BELOW:	
<input type="checkbox"/> Successfully meet all improvements <input type="checkbox"/> Continuation with additional time for improvement <input type="checkbox"/> Counsel candidate out of the program <input type="checkbox"/> Other:	ADDITIONAL COMMENTS:
Academic Advisor's Signature:	Teacher Education Program Director and/or AVC of BAE Division Signature(s):

A copy of this form should be given to the teacher candidate. The original copy will be kept in the Teacher Education Unit's HSSE Department.

SUBMIT A REQUEST ON CANDIDATE OF CONCERN PROCESS

1. Complete the Candidate of Concern Form and submit it to the Program Director of Teacher Education.
2. The Program Director will schedule a meeting for the teacher education committee to meet. Communicate with AVC of BAE Division as needed.
3. Intervention Plan to resolve the identified concern will be documented in the Candidate of Concern Form.
4. Intervention Plan can consist of, but not limited to the following:
 - Expectations for improvement (i.e., list knowledge, skills, and/or dispositions that need improvement).
 - Reasonable timeline for candidate to demonstrate improvement.
 - Resources for support/services (i.e., counseling, tutoring, mentoring, etc)
 - Monitoring progress by adviser and faculty
 - Report of progress by adviser and faculty at the end of timeline
 - Decisions:
 - Successfully meet all improvements
 - Continue with additional time for improvement
 - Counsel candidate out of the program
 - Other (please identify)
5. Program Director will schedule a meeting to review progress and/or make decisions. Communicate with AVC of BAE Division.
6. Complete all necessary signatures on the Candidate of Concern Form.
7. A copy of the Candidate of Concern Form should be given to the candidate. The original copy will be kept in the Teacher Education Unit's HSSE Department.
8. The candidate should have the opportunity to appeal against the committee's decision.