

Fort Berthold Community College
Teacher Education Student Handbook

2009-2013



*The ones that teach our children how
everything on this earth works*

rev. 07/09

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I. INTRODUCTION

Fort Berthold Community College through the Teacher Education Department is developing a four-year degree in Elementary Education with minors in Middle School Mathematics or Science. Personnel from the Teacher Education Department are working closely with the North Dakota Education Standards and Practices Board (ESPB) and the Higher Learning Commission (HLC) to successfully achieve this goal. A team representing ESPB and HLC will visit our campus in April of 2010 to closely assess the program. The Teacher Education Department expects to achieve full accreditation before the fall semester of 2010 when the second cohort will be starting.

The Fort Berthold Community College is able to begin this venture with funding from a five-year grant from the National Science Foundation. Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) was the name chosen for the project when the application was submitted. The grant will support three cohorts, starting a year apart, with tuition, fees, books, and a monthly stipend. The four-year degree in elementary education will become an integral part of the total college curriculum and will be self-supporting at the conclusion of the grant.

Welcome

Welcome to the Elementary Education Program. It is our earnest desire to help each participant have a worthwhile and successful experience. The entire college staff, and especially, the staff of the Teacher Education Department will make every effort to assist each member of the cohort(s) in attaining his/her goal of becoming a highly qualified, fully certified elementary teacher.

This Handbook includes all of the information with which candidates need to be familiar during their teacher education quest. However, the instructors will be providing details as each member continues on their educational journey. Please approach them with any question or need.

Congratulations for choosing and entering this rewarding and fascinating field. Hard work is expected, but the result will be entrance into an exciting and worthwhile career as a highly qualified, self-confident professional.

Teacher Education Program: Teacher Education Student Handbook

2009-2012

This Teacher Education Student Handbook contains pertinent information for your journey through the elementary education program. It is extremely important that you read this handbook, become familiar with the content and follow the policies that it contains.

I have received a copy of the Teacher Education Student Handbook and I understand that I am responsible for making myself aware of and for following the information, policies, and guidelines written within.

Candidate: _____ **Date:** _____

This form must be signed and returned upon receipt of the Teacher Education Student Handbook.

Ability to Maintain Criteria

Applicants to the Elementary Teacher Education Program must have a cumulative GPA of 2.50 with a C or better in all courses, except for Math 103 College Algebra in which they are required to have B or better. Upon acceptance into the baccalaureate degree program, candidates must maintain a minimum GPA of 3.0 on credits taken after their admission to the Teacher Education Program. A candidate who gets below a C in any required course(s) after admission to the Teacher Education Program will have to retake the course(s). A course may be retaken only one time. Failure to attain C or better on the retake will result in an exit from the program. (see page 23)

The Teacher Education Program also has a strict attendance policy. Failure to maintain 95% attendance in each course per semester may result in an exit from the Mada Maagarishtauro Awa Hee Aadsa Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) program. (see pages 22-23)

I know that teaching is a very rewarding and demanding profession, and that the students of our communities deserve the best prepared and most committed individuals. I have read and I understand the Ability to Maintain Criteria; I agree to abide by the stipulations that it contains.

Candidate: _____ **Date:** _____

This form must be signed and returned upon receipt of the Teacher Education Student Handbook.

Praxis I or PPST (Pre-Professional Skills Test)

The Praxis I (Pre-Professional Skills Test) exam is taken during the sophomore or junior year. It is an assessment of a candidate's basic skills in reading, writing and mathematics. The test must be passed with a composite score of 516 based on the Current Qualifying Scaled Scores, as established by the North Dakota Education Standards and Practices Board (ESPB), for PPST Reading – 173, Writing – 173, and Math 170. It is also possible to pass the PPST if the candidate has achieved a passing score on two out of the three tests, providing there is a composite, or combined score of 516 on all three tests. The candidate may retake any one or two of the test segments, or all of it if necessary to obtain passing scores.

The Teacher Education Department will pay the fees for the first time the exam is taken for any candidate accepted into the program. This may be contingent on successfully taking the Preparation for Praxis I course.

I understand the time requirements and process of taking the Praxis I/PPST (Pre-Professional Skills Test).

Candidate: _____ **Date:** _____

This form must be signed and returned upon receipt of the Teacher Education Student Handbook.

Praxis II

The Praxis II exam is taken the semester prior to student teaching. It is a two-part instrument that assesses knowledge of general and subject-specific teaching skills, principles of teaching and learning, subject assessment, and foundations of education. A candidate must successfully pass as per the North Dakota Education Standards and Practices Board's (ESPB) cut scores in order to enter her/his student teaching experience.

The passing Praxis II scores have the following minimal requirements (as of 2006):

Elementary Education Curriculum Instruction Assessment 158

Principles of Learning and Teaching K-6 (PLT) 162

The Teacher Education Department will pay the fees for the first time the exam is taken for any candidate accepted into the program. This may be contingent on success and sincerity in the program up to that point.

I understand the time requirements and process of taking the Praxis II.

Candidate: _____ **Date:** _____

This form must be signed and returned upon receipt of the Teacher Education Student Handbook.

Confidentiality Statement

There are laws governing the protection of students and their records. North Dakota, through the Education Standards and Practices Board, has a Code of Professional Conduct for Educators.

* Item seven under Principle I – Commitment to the Student – is “Shall disclose confidential information about individuals, in accordance with state and federal laws, only when a compelling professional purpose is served or when required by law.” *Item 13 under Principle II – Commitment to the Profession – is “Shall exhibit professional conduct in safeguarding and maintaining the confidentiality of test materials and information.”

A casual conversation with a colleague/friend could result in a breach of confidentiality and invoke serious consequences. The best place for an exchange of student information is in a professional setting.

I understand the need for confidentiality regarding students, their records, test materials and other sensitive information. I agree to abide by these professional practices.

Candidate: _____ **Date:** _____

*History: Effective July 1, 1995; amended effective August 1, 2002.

General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10.

II. PURPOSES/GOALS AND MISSION

Purposes/Goals

The Fort Berthold Community College Teacher Education Department is designed to fulfill the following goals:

1. To provide associate degrees in early childhood education and elementary education and baccalaureate degrees in elementary education with a minor in middle school mathematics or science.
2. To serve as a foundation for our four core merits: Culture, Constructivism, Comprehension and CREDE (research, education, diversity, excellence).
3. To provide leadership in best practices that is research-based and culturally appropriate, but specific to our Mandan, Hidatsa and Arikara Nation.
4. To provide our future educators with skills to connect our children's learning to their environment and make meaning in their lives.

Mission

The mission of the Teacher Education Department is to integrate our four core merits of Comprehension, Constructivism, Culture and CREDE (principles of research, education, diversity, and excellence) in the Teacher Education Program. The four core merits will connect our children's learning to their environment and make meaning in their lives.

Vision

Our teachers will create learning experiences that preserve our past and prepare and empower our youth for the future.

III. PHILOSOPHY, CORE BELIEFS/VALUES, CONCEPTUAL FRAMEWORK

Fort Berthold Community College Teacher Education Philosophy

The Fort Berthold Community College Teacher Education Department is guided by the following tenets:

1. Provide teacher education in our local environment
 - a. Local cultural content in each subject area is a unique component of FBCC tradition.
 - b. The number of Native American teachers will be increased in our communities' schools.
 - c. Native American teachers will be the new role models for future generations.
 - d. Students' needs will be met by providing a quality education at FBCC.
 - e. Employ strategies to retain teacher education students in Fort Berthold.

2. Develop teachers who understand how children learn
 - a. Students are taught using research-based best practices.
 - b. The Teacher Education Program is standards-based, but adapted with the local culture.
 - c. Constructivist teaching strategies are used throughout the curriculum as one of our four core merits as addressed in the mission statement.
 - d. CREDE (Center for Research on Education, Diversity, and Excellence) techniques are an integral part of the total planning and development of an empowering experience.
 - e. Comprehension and reflection must be taught to ensure inclusive understanding of all students' learning styles.
 - f. The use of technology will assist teachers in the understanding of learning styles of the children they teach.

3. Students need support
 - a. The cohort method has a strong impact on student success.
 - b. Special seminars, enrichment and cultural activities contribute to a well-rounded educational program.
 - c. Students have a stronger sense of security in their home communities.
 - d. Financial incentives aid with retention and completion of education programs.

Core Beliefs/Values

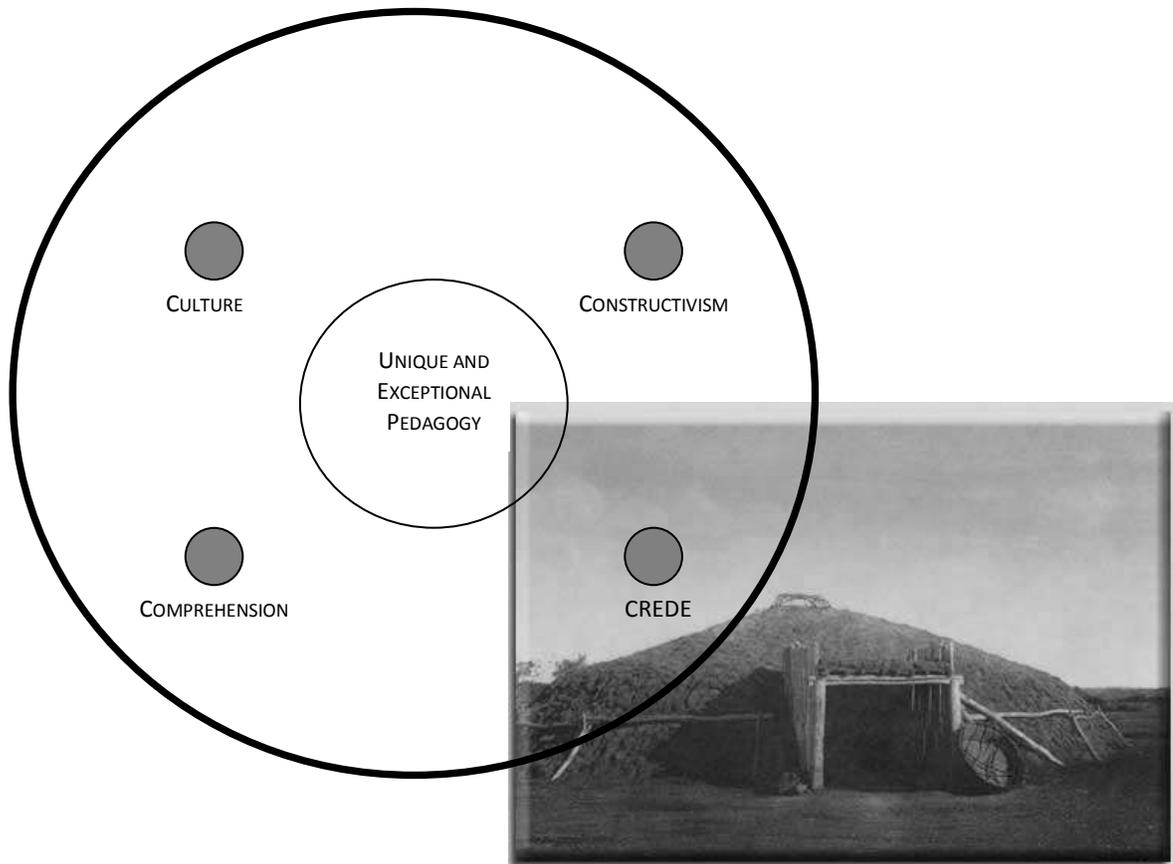
The Teacher Education Department's **core beliefs** include the following value statements:

1. We believe that all children can learn.
2. We believe that learning is a lifelong practice. No matter how young or old, trained or educated, beginning or ending, we all have something to learn. Students gain knowledge everyday from their teachers and in turn, teachers learn everyday from their students.
3. We believe that both teachers and students should not only have high expectations of each other, but do everything they can to achieve them.
4. We believe in graduating teachers who are culturally aware and confident so in turn they can pass on those same traits to their students.

5. We believe in Constructivism. It's guiding principles are (Constructivism, 2001):
 - a. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
 - b. Meaning requires understanding **wholes** as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
 - c. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
 - d. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
6. We believe that Mandan, Hidatsa, and Arikara teachers trained on Fort Berthold can have a deep impact on our communities.
7. We believe that teachers can confirm the meaning and relationship of learning to the life in which we live.
8. We believe that Mandan, Hidatsa, and Arikara teachers train our future leaders.
9. We believe it is essential for teachers to be trained well in content areas in order for them to pass on their comprehension to students.
10. We believe teachers should use age appropriate/developmentally appropriate materials.
11. We believe that continuing education is indispensable to ascertain the best practices for learning.
12. We believe in using research based techniques, technology and resources.
13. We believe in learning communities. A learning community (Bonk, 2004):
 - a. Is a group of students who are enrolled in a similar group of classes and are actively engaged in learning together from each other.
 - b. Instills a sense of loyalty to the group that drives the members' desire to continue learning and help others.
 - c. Requires members to be active in their learning, and not just reactive.
 - d. Helps to meet members' emotional needs by allowing expression of personal opinion, asking for help on specific tasks and the sharing of stories relevant to a particular issue.
14. We believe teachers and students can learn more by involving themselves within the community in which they live and interact.
15. We believe that in order to maintain a healthy existence, there must be a balance of all components of life.
16. We believe that teachers and students alike can be productive contributing members of the community.
17. Lastly, we believe that you should NEVER FORGET WHO YOU ARE.

FOUR CORE MERITS

The *Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash* (The ones that teach our children how everything on this earth works) program is centered on four core merits. In the Native American culture, the number four is sacred. There are four elements, four directions, four colors of people, four chambers to the human heart, four periods of life, and for the Mandan/Hidatsa/Arikara tribes, four center poles to the earth lodge. Each of our four core merits will serve as a pillar of foundation for developing every candidate's bridge to their own unique and exceptional pedagogy.



Mandan Earth Lodge; picture from Edward S. Curtis 1908

1. Culture

The cultural section of the Teacher Education Program is one of the foundations of the Fort Berthold Community College Values: "Our culture is a blessing that makes us unique. We must learn to appreciate, strengthen and practice it" (FBCC Academic Catalog 2008-2009, p. 8). It, being the particular society in which a group of people have been raised, the activities, the behavior and characteristics of a specific organization of people. The culture of Native American people of the Three Affiliated Tribes, the Mandan, Hidatsa and Arikara Nation are those common beliefs and practices that are passed on down to the succeeding generations. The people of the Upper Missouri River, due to their location and environment have deeply held beliefs as to their origin, stories and legends surrounding their patterns of life. These patterns can be seen in the language, governing practices, arts, customs, celebrations, food, religious practices, rituals and clothing of each of the Nations of people. Each member of the

Three Affiliated Tribes maintained separate bands, clan systems and separate ceremonial bundles. After the devastation of the small pox epidemics of 1792, 1836 and 1837 these homogenous societies evolved for economic and social survival (www.mhanation.com). Their current survival is maintained by relying heavily on the oral traditions passed from one generation to the other in preservation of each Tribe's language and culture.

These specific cultural traits can be woven in the curriculum of the program to best effect the study of issues that are pertinent to the Fort Berthold reservation and the impact from historic to present time. This research in formation of lesson planning can give students the basis to deeper understanding of the past and cultural connection of the area of which the people of the Three Affiliated Tribes have settled. Incorporating the cultural integration will strengthen the importance to students the acceptance of culture as a norm and not a subject that is taught in isolation to his/her learning.

2. Constructivism

For the past ten years, it has been mandated that culture, technology and constructivism be woven into every course offered at Fort Berthold Community College. Historically, many Native Americans have been hands-on learners. Their indigenous languages were spoken, not written. The *Mada Maagarishtauro Awa Hee Aadsa Maa Aru Maa Giguckiigash* (The ones that teach our children how everything on this earth works) program aims at educating teachers by using methods that they can in turn use to teach their students, starting a cycle of enthusiasm about learning, specifically in science and mathematics.

There have been many teaching methods researched and explored, but no other fits the Native American approach like constructivism. Constructivism, in which the learner develops knowledge through experience, is a proven method of teaching and learning. The guiding principles are (Constructivism, 2001):

- Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
- Meaning requires understanding **wholes** as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
- In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
- The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

Constructivism is so called because founders believed that learning meant *constructing*, creating, inventing and developing one's own knowledge. Simply receiving, getting and hearing information is not equivalent to learning. Constructivism focuses on thinking and the process developed during that thinking rather than solely how much information a student can memorize (Marlow, 1998). Mestre (2005) states, "helping students understand somewhat less material but at a much deeper level... has more lasting effects than covering large amounts of

content superficially.” In the end, it is not how much material a student learned for an exam and then likely forgot, but how much material a student retains in the long run.

Most experts agree with the idea that learners not only construct new knowledge, but use their past experiences as a base upon which to add ideas. In a lecture-based classroom, instructors may not be concerned about this fact, and require students to memorize in a superficial manner. However, if the concepts do not agree with previously constructed knowledge, then the incompatible information will inhibit the learner’s education (Mestre, 2005). It is important for classroom information to be given to the student in a way that makes use of his everyday experiences so it can provide meaning to his life (Haney, 2003).

In addition to the standard education courses, each pre-service teacher in the *Mada Maagarishtauro Awa Hee Aadsa Maa Aru Maa Giguckiigash* program focuses extra credits on either science or math. Over the past decade, there has been an increase in adopting “pedagogies of engagement” in science teaching (Mestre 2005). Within the science education community, constructivist teaching methods have become well accepted (Haney, 2003) and it appears to be the ideal pedagogy for Native American students. S. Phillips states, “Surprisingly little attention has been given to the teaching methods used in teaching ethnic minority students in this country...it is as if we have been able to recognize that there are cultural differences in what people learn, but not in how they learn” (Hankes, 1996). Constructivist methods are culturally responsive to customs valuing Native American pedagogy because they share common beliefs and insights about teaching and learning (Hankes, 1996).

Constructivism, along with culture, technology, and information literacy, is required in each course taught at Fort Berthold Community College. As a core merit for the Teacher Education Department it provides strength to our preservice teachers in understanding and working with their own students during student teaching and in their classrooms. In addition, it fits seamlessly with the learning styles of Native Americans as researched and described by CREDE (see section on CREDE).

3. Comprehension

Comprehension, or the ability to read for understanding, is an often overlooked area of a total reading program. According to the RAND Corporation (a nonprofit institution that helps improve policy and decision making through research and analysis), a definition of comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity of purpose for reading.”

“For too long, children have been reading extensively without becoming better readers.” (Graves, 1997) The answer, of course, is to teach them in a way that is interesting and addresses all of the critical areas of comprehension.

Listening is the first of the language skills that most children develop and serves as the foundation for subsequent language arts skills (Linebarger, 2001). There is other research that has affirmed the connection between listening comprehension and the development of reading comprehension (Badian, 1999; de Jon; der Leij; 2002).

In *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, (1997, p.22) the following cognitive strategies have been proposed as the reading comprehension curriculum:

- Using prior knowledge throughout the reading process;
- Identifying the main ideas and themes in a text;
- Questioning themselves, the authors, and the texts as they read;
- Creating visual images as they read;
- Drawing inferences as they read;
- Retelling or synthesizing what they have read;
- Using a variety of strategies to aid in comprehension (reread, use context clues, sound it out, etc.).

The importance of comprehension in the curriculum of all disciplines cannot be over-emphasized; it is at the forefront of all learning. All of the content courses such as, social studies, the sciences, literature and math, have reading as a central skill. The Fort Berthold Community College pre-service teachers will be trained in the use of all the recommended strategies for comprehension. The children they have in their future classrooms will be taught comprehension skills along with their reading skills.

4. CREDE Standards

CREDE is an acronym that stands for Center for Research on Education, Diversity & Excellence. At one point, there were 12 university-based national educational research and development centers funded by the U.S. Department of Education's Office of Educational Research and Improvement to address nationally significant problems and issues in education related to cultural and linguistic diversity and second language learning.

CREDE's research program is centered on a sociocultural theoretical framework that is perceptive to cultures and languages, but formidable enough to identify the larger commonalities that unite people. It is based on eight principles and philosophies:

- All children can learn.
- All children learn best when challenged by high standards.
- English proficiency is a goal for all students.
- Bilingual proficiency is desirable for all students.
- Language and cultural diversity can be assets for teaching and learning.
- Teaching and learning must be accommodated to individuals.
- Risk factors can be mitigated by schools that teach the skills that schools require.
- Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.

Through CREDE's dedication to education and research, it has developed a pedagogy centered on seven standards. The first five have proven to be effective in educating all students, especially at-risk students such as those from cultural minorities and economically disadvantaged families. The last two are specific to Native American learners, yet work for all students as well. There is not a specific curriculum linked to CREDE, only ideals for best teaching practices that can be used in any classroom, regardless of the grade level or group of

students. The Seven Standards of Effective Pedagogy that CREDE promotes for Native American students are:

1. Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.
2. Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.
3. Making Lessons Meaningful: Connect teaching and curriculum to students' experiences and skills of home and community.
4. Teaching Complex Thinking: Challenge students toward cognitive complexity.
5. Teaching through Conversation: Engage students through dialogue, especially instructional conversation.
6. Modeling and Demonstration: Provide for learning through modeling or demonstrations.
7. Student Directed Activity / Choice and Initiative: Encourage students' decision making.

The seven CREDE standards are to be implemented simultaneously for a paramount outcome. The ideal curriculum would, for example, use each method or standard in a unit lesson plan that may last three to five days. With the advanced use of technology in the classroom, an example of one of the seven standards, #2 Developing Language and Literacy Across the Curriculum, will be further enhanced and be an effective use of learning. Another example is #3, Making Lessons Meaningful; students will access the most current information by using the internet and technology for research.

5. Research

Research is the studious and critical inquiry and examination aimed at the discovery and interpretation of new knowledge (Mirriam-Webster, 1974). Research is an integral part of many courses at Fort Berthold Community College. As examples, the composition and speech courses have requirements that necessitate research. The tribal studies courses also have components that require research. Almost every area in the proposed Elementary Teacher Education Program, with the possible exception of math, has research as part of the course content. As well as researching written documents, candidates may have to consult their families/elders for information that is not found in books.

The Fort Berthold Community College has a library that can make available any title the candidates may need. If the book isn't on a shelf it can be obtained through inter-library loan. The internet is also a valuable tool for finding needed information.

The librarian, who has a master's degree in Library Science, is available to assist candidates in their search for material. She orientates individuals or entire classes in the use of all library materials such as the data bases and indexes, locating material on the shelves, and the use of volumes in the restricted areas.

6. Learning Communities

Learning communities are one of the 17 core beliefs/values in section 4.2 of the conceptual framework. It is an important piece in the *Mada Maagarishtauro Awa Hee Aadsa*

Maa Aru Maa Giguckiigash (The ones that teach our children how everything on this earth works) program. Broadly defined, a learning community brings individuals together and requires two fundamental components: shared knowledge and shared knowing (Tinto & Riemer, 1998). The benefits of a learning community are copious and especially valuable to students who need extra enticement and motivation.

- Learning communities can lead to greater student success in college (Shapiro & Levine, 1999).
- Students in learning communities learn more and are capable of retaining the information longer (Davis, 1993; Dobransky & Frymier, 2004).
- Learning communities develop students who have stronger connections to their peers and to the college or university, are better to make disciplinary connections, are more motivated, and are able to view themselves as co-constructing knowledge (Johnsons & Romanoff, 1999).
- Collaborative learning experiences promote deep learning (NSSE, 2004).

Fort Berthold Community College has achieved success in learning communities and appreciates the assistance they provide for students. Since January 2006, a portion of the National Science Foundation's Tribal Colleges and Universities Program (TCUP) grant has gone to support students who are in a Science, Technology, Engineering or Mathematics (STEM) field. Along with the financial support, the students are required to partake in a learning community centered on research in the STEM areas. FBCC has seen positive differences in its students similar to those found in national research. In the *Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash* (The ones that teach our children how everything on this earth works) program, the learning community will mimic that of the TCUP's grant. Every week candidates will meet with the faculty in the Teacher Education Department to discuss recent topics in education, upcoming board exams, interact with experts in culture, science and math, constructivism, confer about ethical issues and participate in other candidate-directed activities.

7. Service-Learning

"Service-Learning is a method of teaching through which students apply their academic skills and knowledge to address real-life needs in their own communities." (McPherson, n.d.) The National Youth Leadership Council states that service-learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards. (NYLC) Service-learning links the classroom to the community in a unique, very hands-on way. They are connected to the community through projects or individual activities. There may be one student or a group of students, one grade or the whole school working together to accomplish their goal, and students of all ages can participate in service-learning. Students are involved in deciding what project to undertake, planning how to accomplish their task (specific learning objectives), and constantly evaluating what they are doing through conversation and reflection.

Service-learning ("What is service learning," n.d.):

- Promotes learning through active participation in projects;

- Provides structured time for students to reflect by thinking discussing and writing about their experience;
- Provides students with opportunities to use skills and knowledge in real-life situations;
- Provides learning experiences outside of the classroom;
- Provides students with experiences where they do something for others.

Education and local communities benefit by (“What is service learning,” n.d.):

- Strengthening bonds between the school and the community;
- Forming partnerships between parents and other adults;
- Having local needs met.

The Teacher Education Department of the Fort Berthold Community College engages in service-learning when the candidates visit the local assisted living facility to spend time with the residents, help within a classroom as part of a class requirement, and they volunteer with community cleanup and other similar projects.

8. Mentoring

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the individual being mentored. There are a number of methods based on the specific need: individual, group, team, peer, or by e-mail and the internet (*Elements of Effective Practice*, 1990). Mentoring has been proved a successful method of support and grounded in research, one that affirms the importance of accountability and responsibility in meeting the needs of an individual.

Mentoring as part of the candidates’ experience in the Teacher Education Department will provide the support necessary to ensure a successful program. The cohort collaboration amongst each other will assist with peer relationships that will be maintained throughout the cohort time and serve as a method to build upon professional relationships in the future.

9. e-Portfolio

A candidate’s electronic portfolio is a compilation of work that is built to specifically demonstrate the learning process and progress that has occurred. This assessment tool not only reflects the four years of education, but their understanding of the FBCC Teacher Education Department’s four core merits. It contains artifacts chosen by the candidate to illustrate his/her best work, show academic growth, and allows for reflection upon the learning process (Chambers, 2007). E-portfolios can also promote learning while gaining insight and an improved understanding of themselves as learners (Gaide, 2006), effectively demonstrate technology skills (Heath, 2005), can be altered to fit the need of any particular institution, program or department, give students ownership of their learning (Hewett, 2004), and give students the opportunity to actively participate in assessing their own learning (Skiba, 2005). In the latter effect, Strudler and Wetzel (2005) point out that portfolios are based on the constructivist philosophy (one of the four core merits of the FBCC Teacher Education

Department). Students are expected to take responsibility for choosing their artifacts, make connections to the standards and interpret their own experiences and erudition.

Shulman (1998) describes the working portfolio specific to *teachers* as a “structured documentary history of a set of coached or mentored acts of teaching, substantiated by samples of student portfolios, and fully realized only through reflective writing, deliberation, and conversation.” Portfolios are utilized in three main areas: assessment and accountability, marketing, and learning (Wolf, 1999; Barrett & Carney, 2005). Graduates of a teacher education program benefit from the triple objective approach of completing an electronic portfolio, but also subjectively come to an understanding that their educational journey is coming to an end at the graduating institution.

Completion of an electronic portfolio has been mandatory for any education student graduating from Fort Berthold Community College since 2005. Two one-credit courses are in place to ensure that there is an understanding and completion of the portfolio. The first is taken during the freshman year and is geared toward introducing the candidates to the Microsoft HTML editor, Front Page, and familiarizing the candidates with the different subjects for which they will be writing, reflecting, and entering artifacts. The second course is taken during their final semester and is focused on completion and assessment of the e-portfolio. In the Teacher Education Department, the e-portfolio is assessed prior to the junior year as part of the application process into the teacher education program and again before graduation. Upon completion, the pre-service teachers will use the e-portfolio as a means of marketing themselves for employment. The e-portfolio is also a powerful tool the department uses to assess the teacher candidates’ learning and insight to teaching, as well as their own ability to motivate and educate the students. It will also ensure that the candidates’ education meets the North Dakota state standards and FBCC core merits, as measured on the assessment rubric. As a tool of technology it will assist in condensing a great amount of work into an efficient means of showcasing our candidates’ understanding of teaching and learning.

IV. FBCC TEACHER EDUCATION DEPARTMENT: TEACHER CANDIDATE

A candidate in the Teacher Education Program at Fort Berthold Community College will acquire certain values and skills to become a professional, qualified, and ethical educator. The Teacher Education Department is proud of its candidates and anticipates that candidates, in turn, will be proud of graduating from FBCC. The following is a list of characteristics that FBCC looks forward to seeing candidates develop as they move through the program.

The teacher candidate:

1. understands and values the four core merits that he/she teaches. Best practices in research are available to our teacher candidates through additional use of technology within the four core merits.
2. believes in the **CREDE principles and philosophies**:
 - a. All children can learn.
 - b. All children learn best when challenged by high standards.
 - c. English proficiency is a goal for all students.
 - d. Bilingual proficiency is desirable for all students.
 - e. Language and cultural diversity can be assets for teaching and learning.
 - f. Teaching and learning must be accommodated to individuals.
 - g. Risk factors can be mitigated by schools that teach the skills that schools require.
 - h. Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.
3. is committed to providing curriculum that provides for active learning through a variety of approaches.

The teacher candidate will also meet the following NBPTS (National Board for Professional Teaching Standards) standards:

4. Knowledge of Students: Accomplished teachers draw on their knowledge of child development and their relationships with students to understand their students' abilities, interests, aspirations, and values.
5. Knowledge of Content/Curriculum: Accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood curriculum.
6. Learning Environment: Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.
7. Respect for Diversity: Accomplished teachers help students learn to respect and appreciate individual and group differences.

8. **Meaningful Application of Knowledge:** Accomplished teachers engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.
9. **Instructional Resources:** Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.
10. **Multiple Paths of Learning:** Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject, explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.
11. **Assessment:** Accomplished teachers understand the strengths and weaknesses of different assessment methods, base their instruction on ongoing assessment, and encourage students to monitor their own learning.
12. **Family Involvement:** Accomplished teachers initiate positive, interactive relationships with families as they participate in the education of their children.
13. **Reflection:** Accomplished teachers regularly analyze, evaluate, reflect on, and strengthen the effectiveness and quality of their practice.
14. **Contributes to the Profession:** Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.

In order to ensure that candidates develop these characteristics and dispositions, FBCC has aligned them to the FBCC Purposes/Goals, NCATE standards, and the North Dakota (ESPB) state standards in the original conceptual framework. The six NCATE standards are guidelines put forth by the National Council for Accreditation of Teacher Education that determine what is required of every institution granting a teacher education degree. The North Dakota state standards are set forth by the Education Standards and Practices Board and indicate what every teacher education graduate should understand and be able to demonstrate in a classroom. The aligning of the FBCC characteristics and dispositions is completed in order to ensure that candidates are following the guidelines of what is suggested by the professional teaching community, the state of North Dakota, and FBCC.

V. ACADEMIC POLICIES

Admission to Teacher Education

Prior to admission to the teacher education baccalaureate degree program candidates will be assessed on the following points:

- Academic performance
- Academic commitment
- Teacher potential and interest

Academic Performance: Candidates apply for the program during the spring of their sophomore year. At this point in their academic career, they are expected to already have taken approximately 70 credits including Introduction to Education, Pre-professional Experience, and Classroom Management. Applicants will be expected to have a cumulative GPA of 2.50 at this point, with a C or better in all courses, except for college algebra in which they are required to have a B or better.

Academic Commitment: Fort Berthold Community College instructors are required to enter attendance into the college data system for every class period. The Data Manager collects and evaluates this information for the purpose of retention and assessment. Candidates applying to the program will have their attendance scrutinized as a measure to their commitment to education.

Teacher Potential and Interest: At this point in a candidate's academic career, it should be clear whether he/she has the aptitude to be an elementary teacher, in part due to the pre-professional experience course. Part of the application process into the program includes viewing and assessing the candidate's e-portfolio, in which reflection is an important piece. The majority of the e-portfolio is completed during student teaching, but there are important reflections on growing as a teacher that should be in place by the end of the second year of the candidate's education. The e-portfolio will be assessed by the Teacher Education Department using a rubric that objectifies items such as completeness, passion for teaching, North Dakota state standards, and four core merits. Essays and an interview will also be used to measure a candidate's teacher potential and interest. Admittance to the program will be a decision made by a committee made up of administrators, faculty, and staff.

Admission to the Teacher Education Cohort/Learning Community

The candidate who intends to pursue a program in teacher education must apply to the Teacher Education Department and be approved for admission into the program. A candidate must meet the following criteria to be considered for admission:

1. A minimum cumulative grade point average of 2.50
2. Satisfactory performance in ENG 110, ENG 120 and COM 110

3. Academic performance of an A or B grade in Math 103 – College Algebra
4. Written recommendations from three professionals
5. Essay on why the candidate would like to enter the Teacher Education Program
6. Work in progress on the electronic portfolio
7. Professional resume
8. Demonstrate a commitment to the learning community model
9. Agree to fulfill service to education or a related field on Fort Berthold upon graduation
10. Exhibit suitable character necessary to teach

The Teacher Education Department and a committee consisting of administrators, faculty, and staff will review the documentation and make a recommendation. If the applicant is denied admission due to a condition that can be corrected, the applicant may reapply when the deficiency is removed, or may be put on interim probation.

Continuance in Teacher Education Program

In order to continue in the Teacher Education Program, the candidate must:

1. Maintain a minimum cumulative grade point average of 3.0 and earn a grade of a C or better on credits taken after admission to the Teacher Education Program.
2. Exhibit suitable character and evidence of good conduct, physical and mental health.
3. Continue to obtain satisfactory recommendations from faculty, staff, and field experience supervisors.
4. Pass the Praxis I exam with a satisfactory score required by the state of North Dakota: a composite score of 516 based on the Current Qualifying Scaled Scores for PPST Reading, Writing, and Mathematics, provided the candidate has met the passing score currently in place for two of the three tests.

If requirements are not maintained, the Teacher Education Department and a committee consisting of faculty and staff may recommend probation or suspension from the program. Any such action would be reflected in a letter from the Teacher Education Department to the candidate.

Attendance Requirements

Teaching is an inspiring career and also a very demanding one. One must be committed to the ideals and be scrupulous in following school regulations such as punctuality and preparedness. These indicators foretell how well candidates are prepared for the rigorous schedules that are a hallmark of the education profession.

The FBCC Teacher Education Program has a 95% attendance rate policy. This means that candidates cannot have more than 1.5 unexcused absences per class per 15-week semester. If you know ahead of time that you will miss class, you **MUST** contact the instructor **BEFORE** CLASS. Failure to do so will result in an unexcused absence. The following are the consequences for breaches in the attendance policy:

1. One (1) unexcused absence in a class during a 15 week semester will result in a verbal or written warning from the instructor or from the Director of Teacher Education.
 2. Two (2) unexcused absences in a class during a 15 week semester will result in a written warning and a loss of stipend for the next month.
 3. Three (3) or more unexcused absences in a class during a 15 week semester will result in loss of all financial support from the *Mada Maagarishtauo Awa Hee Aadsa Maa Aru Maa Giguckiigash* (The ones that teach our children how everything on this earth works) program. Candidates may still be in the Teacher Education Program, but will no longer be financially supported.
- Two (2) excused absences will be counted as one (1) unexcused absence.
 - Two (2) unexcused tardies will be counted as one (1) unexcused absence.
 - Two (2) excused tardies will be counted as one (1) excused absence.
 - In order to avoid unexcused absences, it is up to the candidate to notify their *instructor before class*. Every instructor has an email account and a telephone number on the class syllabus where he/she can be reached, so this cannot be used as justification.
 - In case of financial dismissal from the program, candidates may be allowed to complete the semester of courses without the monthly stipend only, or may be asked to repay the tuition, fees, and books to the Teacher Education Department for the semester.

Discipline

See **FBCC Student Handbook**, Part G, Student Services Information and Policies, Items 4, 5, and 6. This can be found at <http://www.fbcc.bia.edu/> under the 'Future Students' tab.

Probation/Suspension

The Fort Berthold Teacher Education Program has a responsibility to the communities it serves to graduate reliable, ethical, and highly qualified teachers.

Academic Probation: Academic probation in the Teacher Education Program can result from two different scenarios:

1. Candidates do not maintain a minimum GPA of 3.0 on credits taken after admission to the Teacher Education Program. In this case, candidates will be given one semester to raise their GPA to the required 3.0 level.
2. Candidates get below a C in a required course. In this case, the candidate will have to retake the course in order to remain in the cohort. The course may not be offered the following semester, so the candidate will remain on academic probation until the course is successfully completed.

In either case, candidates will receive a written notice of academic probation status and removal from academic probation status.

Suspension: Academic suspension from the Teacher Education Program will result if a candidate fails to raise their GPA to the required level the following semester OR fails to pass the required course with a C or better after the second attempt.

Grievance Policy

Candidate grievances concerning grades or suspension may be appealed if the candidate feels he/she has valid reasons for appeal.

Unsatisfactory Grade Appeal:

1. A candidate, who believes an unsatisfactory final grade does not represent fairly the quality of work done, may appeal, in writing, the grade to the instructor no later than three weeks after the end of the semester in which the grade occurred.
2. The instructor may uphold or deny the appeal and must respond to the candidate in writing within 72 hours. It is up to the candidate to ensure that the instructor receives the appeal in hand in order to get a response in 72 hours.
3. If the appeal to the instructor does not resolve the issue, the candidate may appeal to the Director of Teacher Education. Such an appeal must be made within five work days of the instructor's reply to the appeal.

Suspension Appeal:

If a candidate is suspended from the program for reasons other than failing grades and wishes to appeal, she/he can follow the Student Grievance Policy found in the FBCC Academic Catalog/Student Handbook. This can be found at <http://www.fbcc.bia.edu/> under the 'Future Students' tab.

Chain of Command

Dealing with problems while enrolled in the Teacher Education Program

To assure a positive environment for learning, the Teacher Education Program has detailed the appropriate steps to be taken to identify problems and give faculty and candidates an opportunity to solve them. When something becomes a problem for a candidate in the Teacher Education Program, it should be brought to the attention of the people who are in a position to resolve it.

- Step 1: The first step is to discuss the problem with the immediate instructor in the area in which the problem occurred.
- Step 2: If the candidate and the instructor are unable to come to a satisfactory solution, the candidate should contact the Director of Teacher Education.
- Step 3: If the candidate and the Director of Teacher Education are unable to come to a satisfactory solution the candidate should contact the Vice President of Academic Affairs.
- Step 4: If there is still no satisfactory solution the candidate may follow the Student Grievance Policy found in the FBCC Academic Catalog/Student Handbook. This can be found at <http://www.fbcc.bia.edu/> under the 'Future Students' tab.

It is considered unprofessional behavior to discuss problems with faculty/staff not directly involved in this process. Teacher education candidates must familiarize themselves with the chain of command throughout their professional careers.

Background Check

A background check must be completed before official admittance into the Teacher Education Program. Effective August 1, 1997, first time applicants for teacher licensure in North Dakota must submit to fingerprint screening for criminal records in accordance with North Dakota Century Code 15.1-13-14.

Disabilities

It is the candidate's responsibility to notify the instructor that he/she has special learning needs. When need arises, the following accommodations will be made: supplemental classroom materials, access to tutors, access to taped textbooks, computer tutorials, tests read aloud, additional time given for tests, or other arrangements as necessary.

Failure/Withdrawal/Readmission

Candidates who fail to meet progression requirements will be allowed to repeat education courses one time only.

Candidates who withdraw and have a passing average in all education courses may request readmission at the next term the courses are offered. He/She will be readmitted.

Candidates who leave the program for any reason and are requesting readmission for the following year will be required to send a letter to the Director of Teacher Education. Each request for readmission will be evaluated on an individual basis by the Director of Teacher Education.

Candidates who withdraw from or fail education courses twice, or have any combination of failures/withdrawals twice, will not be readmitted to the program for the third time.

Procedure:

A formal, written request for readmission must be made:

1. The candidate must notify the Director of Teacher Education, **IN WRITING**, of her/his desire to re-enter the program; the letter needs to address the previous reason for discontinuance.
2. The candidate will have a minimum GPA of 3.0 in all courses taken after admittance to the program.
3. The candidate must have a personal interview with the Director of Teacher Education.
4. Each candidate will be permitted only one re-admittance to the Teacher Education Program.

Teacher Ethic Code

ARTICLE 67.1-03

EDUCATOR'S CODE OF ETHICS

Chapter 67.1-03-01 Educator's Code of Ethics

Section 67.1-03-01-01 Professional Beliefs

The educator believes in the worth and dignity of each human being and strives to help each student realize the student's potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The profession is vested by the

public with a trust and responsibility requiring the highest ideals of professional service. The quality of the services of the education profession directly influences the nation and its citizens. The educator shall exert every effort to raise professional standards, to promote a climate that encourages persons worthy of trust to exercise careers in education and to assist in preventing the practice of the profession by unqualified persons. The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage and assumes full political and citizenship responsibility. The educator shares with all other citizens the responsibility for the development of educational programs and policies and for interpreting these to the public. The professional educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service.

History: Effective July 1, 1995

General Authority: NDCC 15-38-18, 28-32-02

Law Implemented: NDCC 15-38-18

Drug & Alcohol Screening Policy

The Teacher Education Department maintains a no tolerance policy regarding substance abuse. Candidates must undergo drug screens if requested by the Teacher Education Department or if suspected to be under the influence of alcohol, narcotic prescription drugs, or illegal drugs while in the Teacher Education Program. Failure of the candidate to take the drug test will result in termination from the program. If the candidate does not show a clear drug screen, the candidate will be suspended from the program until evaluation by a professional is completed and the candidate follows the recommendations by the professional. Only after this process is complete, can a candidate be readmitted.

Past Records and Child Abuse

A background check will indicate any past records regarding a candidate's ability to work in the field of education. The Teacher Education Department maintains a no tolerance policy regarding child abuse. If any form of felony in regards of child abuse appears, the candidate will be immediately terminated from the program.

Maintenance of student complaints/grievances

All student complaints/grievances that are documented in writing will remain in the student file in the office of the Director of Teacher Education. Notes may also be documented in the Jenzabar database under the student of record.

VI. ASSESSMENT

Assessment is an important piece to the Teacher Education Program. During a candidate's time in the program, an assessment will be given in several different areas. In addition, in order to ensure that FBCC is offering a quality education, the candidates will assess the program as well.

Listed below are the areas in which candidates will be assessed and the times at which the Teacher Education Department will do the assessing. All of the results will be compiled and stored in a database. The Teacher Education Department will analyze and use the results to improve upon or maintain its standard of quality.

(1) Prior to admission to the teacher education baccalaureate degree program:

- Academic performance - GPA
- Academic commitment - Attendance
- Teacher potential and interest – Rubrics for up-to-date Electronic Portfolio, Personal Interest Essay in application packet, and Admission Interview

(2) Prior to student teaching:

- Academic performance - GPA
- Praxis I results – Three Scores in Reading, Writing, and Mathematics
- Praxis II results – Two Scores in Curriculum, Instruction, and Assessment, and Principles of Learning and Teaching: Grades K-6
- Teaching skills – Rubrics from EDU courses filled out by College Instructors, Mentor Teachers during Practicum, Peers, and Self-Evaluation (Video)

(3) During student teaching:

- Teaching skills – Rubrics filled out by College Supervisor, Mentor Teacher and Student Teacher (self-evaluation)

(4) Prior to graduation/following student teaching:

- Academic performance/Program requirements – GPA, Transcripts contain all required courses
- E-portfolio completion – Rubric for completed Electronic Portfolio

(5) First/Second year teacher support:

- Teacher Education Graduates' Assessment on FBCC Teacher Preparation
- First/Second Year Teacher Support Group/Seminar

VII. LEARNING COMMUNITY SEMINAR

WHAT IS A LEARNING COMMUNITY? Broadly defined, a learning community is a family of students who take similar coursework, support each other, and learn from each other's experiences, strengths, and weaknesses. At FBCC, the Teacher Education Program is centered on a learning community. Each fall a new cohort of candidates enters the program together, having already completed a majority of the same classes. In the following two years, they will take classes together, study together, and learn together.

In order to tie the junior and senior level classes together, there is also a Friday seminar that is mandatory for all teacher education candidates. In the seminar, principles and foundations that are discussed in class are brought together for unity. The seminar is built to give candidates in the learning community a chance to discuss with their colleagues what they learned in class that week and find out what each other thinks about it.

ATTENDANCE: Attendance to the Friday learning community seminar is mandatory for every candidate admitted into the Teacher Education Program. Absences must be excused in advance by the seminar coordinator or the Director of Teacher Education. Because the seminar is an important part of the Teacher Education Program, candidates missing more than two Friday seminars in one semester may be in danger of losing their financial incentive. (see *Attendance Requirements pp. 22-23*)

PARTICIPATION: The Friday seminar should be viewed by the candidates as an additional requirement. Therefore, candidates are expected to fully participate in all activities and projects planned during the seminar. This will vary from semester to semester and from year to year and will be up to the Teacher Education Department.

COMMUNITY SERVICE: Working for the community is one of twelve Fort Berthold Community College values. To support this value, the Teacher Education Department will provide some type of community service every semester in the learning community seminar. Again, candidates will be expected to participate as required by the Teacher Education Department.

LEADERSHIP TRAINING: Our candidates are the future teachers of the Three Affiliated Tribes on Fort Berthold Reservation. With this, comes responsibility for the candidates to provide the culture and the necessary skills to ensure the education of our youth. These cultural values will be integrated into the seminar.

PHILOSOPHY: Through the Friday learning community seminar, the Teacher Education Department will help to cultivate personal teaching philosophies. The philosophies will be formulated through dialogue, commitment, interaction, research, and individual insight into the basis of each candidate's developing ideals.

FOUR CORE MERITS: The four core merits of the Teacher Education Department will be emphasized throughout the seminar. The four core merits are: Culture, Constructivism, Comprehension, and CREDE.

ASSESSMENT: Assessment is ongoing throughout the program and will be covered during seminar. It includes self-assessment, e-portfolio, pre and post tests during student teaching, lesson plan assessment, and other means to evaluate our candidates' progress during their time in the program.

VIII. STUDENT TEACHING

During the final semester in the program, candidates will be enrolled in EDU 492 – Student Teaching. This is a 16 week commitment to spend time in an actual classroom carrying out student teaching. Both the mentor teacher at the elementary or middle school and college supervisor from the FBCC Teacher Education Department will be working very closely with the candidates to ensure that they receive every opportunity to develop skills that will lead to a successful career in education. During this time, candidates will also apply for licensure through the North Dakota Education Standard and Practices Board (ESPB). Information and guidelines for this process can be found at: <http://www.nd.gov/espb/>

Student teaching will encompass 16 credit hours and be 16 weeks long. Candidates will be assigned to a grade level or grade levels of their choice and assigned to a cooperating teacher who will guide them on a daily basis and serve as a mentor teacher. Student teaching is the most important active learning experience in undergraduate teacher preparation. During student teaching all aspects of best teaching practices and the Teacher Education Department's four core merits: Culture, Constructivism, Comprehension, and CREDE are made more relevant as they interact on a daily basis with students in a classroom setting and become acquainted with the curricula and the school customs.

ATTENDANCE: Since mentor teachers depend on candidates to be an essential member of the instructional team during student teaching, candidates are not allowed days or time off during the 16 weeks without receiving prior approval from the mentor teacher *and* college supervisor. It is understood that illness and other personal issues arise at times and there is a need to be absent for good reason. At the beginning of placement, candidates should discuss with the mentor teacher and college supervisor the best way to make contact. Should there be absences exceeding two (2) days, the candidates *must* consult with the college supervisor to develop a plan to meet student teaching attendance requirements for certification purposes.

CALENDAR: Candidates are expected to adhere to the calendar of the school district to which they are assigned. They will be expected to attend teacher conferences and/or planning days, parents' night programs and other regularly scheduled district activities and events.

COMMUNICATION: Teacher candidates you will need to devote time and attention to establishing and maintaining the relationship with the mentor teacher and any other staff members with whom they interact. These relationships will influence student teaching success, the relationships with students, their families, and those with the school community. The student teaching experience is a cooperative process, and at times the needs and plans of the teacher candidate will have to give way to those of the school-based teacher educator and the students. Communicating a positive attitude and enthusiasm in conversations and actions will greatly support the effort candidates put into planning and teaching.

CONFIDENTIALITY: There are laws governing the protection of students and their records. Even if information is shared informally, candidates are expected to keep strict confidentiality of all personal information about individual students, their families, and all school records. An informal conversation with an acquaintance can result in a breach of confidentiality that could have serious consequences for everyone involved.

DRESS: It has been proven that how the teacher candidate dresses can influence students' perceptions and can have a profound impact on the classroom environment. In addition, it can influence perceptions of school personnel, parents, and members of the community. Candidates are expected to wear professional attire. Minimally, this means dress slacks (khakis or similar) with a dress shirt for the men and blouse and slacks or a modest dress for the women. Professional but comfortable is suggested.

EVALUATIONS: It is required that a Performance-Based Student Teaching Evaluation be completed by the mentor teacher at the mid-point and end of each placement. The college supervisor will do a midterm and an end-of-the-experience evaluation, which will be discussed with the candidate. In addition, each teacher candidate will also evaluate his/her time spent student teaching. The college supervisor, after consultation with the mentor teacher, is responsible for assigning the final grade which is either Satisfactory (S) or Unsatisfactory (U). See the section on *Assessment* for Student Teaching Evaluation Forms.

UNSATISFACTORY: In the case that a teacher candidate receives a grade of Unsatisfactory (U) for the student teaching experience, see section titled, "*TERMINATION AND CONTINUATION POLICY FOR STUDENT TEACHING.*" (page 34)

LESSON PLANS: Candidates will be expected to write and submit complete lesson plans for each lesson until the mentor teacher is assured that planning proficiency is such that a more basic type of planning may be used. The lesson plan should be submitted and approved by the mentor teacher before giving the lesson. Discuss what time frame is most appropriate (one day, two days, etc.).

OBSERVATIONS: The college supervisor will formally observe the candidates at least twice during student teaching (or more, if there is more than one placement). Invitations to observe specific lessons or activities are welcome. There will also be informal drop-in visits as time permits. When candidates are to be observed formally by the college supervisor, a *formal lesson plan* will be expected. This is an opportunity to point out projects, activities, etc. that occurred with the students along with a reflective piece on how these activities went and how to make them better in the future.

PROFESSIONAL COURTESY: It is expected that candidates will extend professional courtesy to all personnel in the school.

SCHEDULES: The candidate will be required to provide the college supervisor with a copy of the teaching schedule. This will facilitate the timely scheduling of visits and observations.

TEACHING RESPONSIBILITY: In most cases, candidates are expected to take over the teaching and planning of the entire class load near the end of each assignment.

AT THE BEGINNING: The student teaching experience requires a high degree of involvement and integration into the school's setting. Candidates are expected to gradually assume increased responsibility until they are planning, instructing, and evaluating the entire class. Therefore, it is necessary to continually expand their role in writing and implementing lesson plans, selecting instructional materials, presenting lessons, developing activities, and helping with other duties. At first, a single lesson plan may be quite demanding. By the end of student teaching, candidates should assume responsibility for the overall planning, instruction, and management of the classroom.

PRIOR TO THE FIRST DAY OF STUDENT TEACHING:

- Candidates are required to attend the first orientation meeting with their college supervisor, which usually is held prior to the first day of student teaching. At this meeting, clarification of any questions or concerns about assignments, expectations, and general procedures will be addressed.
- Contact the mentor teacher before the first day of student teaching.
- Find out the school hours. Candidates will usually follow the same schedule as the mentor teacher. Discuss with him/her what time one is expected to report in the morning and leave at the end of the day.
- Begin the process of organizing. It is recommended that a plan/grade book be purchased to be organized.
- Obtain copies of curriculum outlines, district and North Dakota Standards, school policy handbooks, the school calendar, and any other valuable and resourceful handouts that may be needed. If such handbooks are not available, candidates need to ask specifically about the school policy concerning student disciplinary procedures, student records, accident reports, and anything else the school thinks will be helpful.
- Candidates should introduce themselves to the building principal, faculty, and staff. Inquire at the school's main office about any sign-in or other procedures that the administration has in place.
- Find out the classroom systems regarding tardiness, rules for activities such as sharpening pencils, drinks of water, restroom privileges, gum chewing, paper, pencils, hats, locker privileges, etc. Also inquire about requirements for homework, responding to questions, seating arrangements, textbooks, talking in class, etc. Find out about safety rules and regulations and how fire drills, accidents, and accident reports are handled.
- The college supervisor is required to formally observe and evaluate the candidate at least twice during each placement. If at any time the candidate desires additional supervision or if problems in placement occur, the candidate should talk with the mentor teacher or the college supervisor as soon as possible.

- It will be helpful for the candidates to observe and reflect upon the professional interactions that they experience during student teaching. The candidate should attend to the interaction patterns, which the staff exhibits with one another.
- The candidate will become familiar with the students' basic learning and performance characteristics, including approximate levels of achievement and general strengths and weaknesses. The candidate should examine cumulative and classroom records, lessons and plans of the mentor teacher, and samples of student work and related materials.
- The student teacher will interact with and observe students in a variety of settings: small group and large group instruction, unstructured settings (lunch, recess, hallways, etc.), and during individual interactions with their peers.

DURING STUDENT TEACHING:

- Assume the roles and responsibilities of a professional teacher (attendance, dress, speech, behavior, writing, and disposition).
- Begin individual and/or small group lessons where the mentor teacher has selected the instructional objective.
- Gradually expand responsibility for planning and teaching small groups, supervising outside of the classroom, and performing essential tasks (filling out forms, taking attendance, correcting homework, making copies, organizing the classroom, selecting and preparing materials, etc.)
- Develop at least one full instructional unit to be presented near the end of the student teaching placement.
- Observe other classrooms and programs as time permits.
- Begin to develop a personal style and philosophy of teaching through experimentation with different methods and materials, reflective practice, and dialogue with peers and teaching colleagues.
- The candidate's electronic portfolio must be completed by the end of the final semester at FBCC. This should contain examples of best practices from all courses including student teaching.
- Assume more responsibility for the total learning atmosphere and environment.
- Accept an increased daily teaching load by teaching more subjects and periods as the placement continues.
- Practice assessment of learner abilities, needs, and feelings, as appropriate by observing and recording student interactions; conducting informal or criterion-referenced assessments; compiling and reviewing individual student records; consulting with professional support personnel, resource teachers, psychologist, school counselors, school nurse, etc.; and learning effective ways of expressing sensitivity to individual differences.
- Experience a typical teaching load by performing all of the duties of a typical school day. Take over planning and teaching independently for three weeks of the placement. As indicated, this may involve cooperative planning with the mentor teacher and paraprofessionals, but the candidate should assume the major role in the organization and operation of the class.

- Participate in all of the professional responsibilities of your mentor teacher (staff/team/department meetings, student meetings, school functions, etc.)
- Grow professionally by reading journals, attending faculty and association meetings, participating in parent conferences, attending conferences and staff development sessions and seeking constructive evaluation from others familiar with the candidate's work.
- Keep a reflective journal. Frequent journal entries allow for consistent self-assessment. Reflect on both positive and negative events. How might the candidate change the way he/she teaches a lesson next time? How might you deal with a student differently next time? Even when a class has gone well, good teachers have ideas for strengthening a lesson.
- It is required to video tape one lesson in each student teaching placement. Candidates must use the Student Teaching Video Tape Self-Analysis and Reflection form (see Appendix) as an assessment tool for this process.

STUDENT TEACHING SEMINAR COURSE: All teacher candidates will attend a seminar that will meet on a weekly basis during the semester. It is critical that the candidates attend all seminar sessions. These seminars are part of the student teaching requirement, which will focus upon content and professional development issues, and give an opportunity to share with other teacher candidates. Student teaching seminars include but are not limited to the following topics:

- Orientation
- North Dakota and District Learning Standards
- Classroom Management
- Candidate E-Portfolios/Assessment
- Multiple Intelligences/Learning Styles
- Lesson/Unit Planning
- Candidate Expectations/Self-Esteem/Positive Reinforcement
- Cooperative Learning
- Communication with Families
- Certification Process
- Job Search Process

TERMINATION AND CONTINUATION POLICY FOR STUDENT TEACHING: There are rare occasions when a teacher candidate is terminated from student teaching or directed to remediate deficiencies before continuing student teaching. These situations occur for reasons such as the following:

The teacher candidate:

- Does not accomplish all student teaching requirements.
- Needs additional time or remediation before completing student teaching.
- Does not successfully complete student teaching at the level of the FBCC Teacher Education Department standards.

- Does not possess the skills, personal attributes, or readiness to succeed as a teacher as determined by rubric scores.

This decision is always made collaboratively with careful examination of the individual situation and circumstances. It requires, and is given the utmost care, thought, and professional consideration. It involves input from the teacher candidate, the mentor teacher, selected school faculty and/or administrators, college supervisor, Director of Teacher Education, and other selected department faculty as appropriate. It is always made in the best interest of the students in the schools, and the teacher candidate. It adheres strictly to departmental program standards.

If the teacher candidate is unable to satisfactorily complete student teaching placement, the Director of Teacher Education, in consultation with the faculty, will determine one of the following alternatives for the candidate based on his/her specific situation.

- Alternative 1: The teacher candidate receives an unsatisfactory grade (“U”) for student teaching and is dropped from the program.
- Alternative 2: Under special circumstances, the teacher candidate may be permitted to withdraw from student teaching following FBCC policies and procedures. The teacher candidate may reapply for student teaching the following semester as judged on a case-by-case basis. If the teacher candidate successfully completes the subsequent student teaching experience, he/she will receive a Satisfactory “S” grade for student teaching. If he/she does not satisfactorily complete the subsequent student teaching experience, he/she will receive Unsatisfactory “U” and will be dropped from the program.

If the teacher candidate is required to complete an additional student teaching experience, they are also required to participate in and successfully complete the student teaching seminar. Even if the teacher candidate successfully completes the seminar during the first student teaching placement, he/she will be required to meet this requirement during additional student teaching placements so that he/she receives proper professional and peer support during student teaching. Based on individual circumstances the Teacher Education Department may require the teacher candidate to drop or withdraw from the seminar during the first student teaching placement.

MENTOR TEACHER’S RESPONSIBILITIES

OVERALL BEHAVIOR AND ATTITUDE:

- ✓ Develop an effective professional relationship with the student teacher that fosters collaboration and professional growth.
- ✓ Assist the student teacher in classroom decision-making.
- ✓ Engage in classroom instruction to model teaching techniques, methods, and management.
- ✓ Nurture an atmosphere of sharing and mutual respect.

GUIDANCE OF THE STUDENT TEACHER:

- ✓ Read the student teacher's application to become familiar with him/her.
- ✓ Meet with the student teacher prior to his/her assignment and provide him/her with valuable information regarding teaching materials, class lists, and seating charts.
- ✓ Prepare the classroom for the student teacher, including an office/desk area.
- ✓ Prepare students and parents for the arrival of the student teacher via a newsletter or e-mail, indicating the name of the student teacher and the duration of the field experience. Background information about the student teacher may be appropriate and encourage a connection between the student teacher and students/parents.

GUIDANCE OF THE STUDENT TEACHER DURING THE FIRST FEW DAYS:

- ✓ Introduce the student teacher to students, faculty, and staff.
- ✓ Hold an initial meeting with student teacher and college supervisor to discuss expectations of the student teacher and to develop a rough draft of the student teacher's schedule.
- ✓ Acquaint the student teacher with discipline policy and emergency procedures.
- ✓ Involve the student teacher in daily duties that include: attendance, grading, and working with students on an individual basis.

OBSERVATION PLAN:

Mentor teachers are encouraged to follow the evaluation rubric for student teachers participating in the Teacher Education Program at FBCC. The evaluations are based on the North Dakota state standards and four core merits for teacher excellence and can be found in the appendix section of this manual. In addition to the evaluations, mentor teachers may consider a journal that would evaluate student competencies such as:

- ✓ Classroom organization/management
- ✓ Teaching style and lesson content
- ✓ Behavior and interaction between the student teacher and students
- ✓ Student assessment

Mentor teachers are asked to share these observations with the student teacher in a constructive manner that will lead to more reflective professional development.

PHASING THE STUDENT TEACHER INTO FULL TIME TEACHING:

Initially, it is suggested that the mentor teacher design and model teaching lessons, while allowing student teacher input. Gradually, the student teacher should be permitted to incur a greater role in the classroom with the mentor teacher providing opportunity for team teaching and other collaborative techniques to instill confidence in the student teacher.

GUIDING THE STUDENT TEACHER DURING THE FULL TIME TEACHING PHASE:

- ✓ Provide times when the student teacher can be alone with the class.
- ✓ Avoid correcting the student teacher in front of the class.
- ✓ Expect the student teacher to plan in advance of each lesson/class.
- ✓ Review the student teacher lesson plans.
- ✓ Provide materials and resources to enhance the classroom learning experience.

- ✓ Convey to the student teacher that good planning leads to good teaching.
- ✓ Formally and informally evaluate the student teacher on a regular basis and complete a midterm evaluation and conference with the student teacher and college supervisor.
- ✓ Fully explain student assignments/grading criteria.
- ✓ Guide the student teacher in other professional ways that include teacher meetings, IEPs, and parent-teacher conferences.
- ✓ Model professional practices, attitudes, and ethics.
- ✓ Encourage participation in extracurricular school activities, PTO meetings, and professional organization meetings.

PHASING THE STUDENT TEACHER OUT OF FULL TIME TEACHING:

- ✓ Begin to plan and design teaching lessons and slowly phase out student teacher involvement.
- ✓ Utilize team teaching strategies.
- ✓ Have student teacher assume managerial responsibilities such as attendance.
- ✓ Integrate the student teacher in duties that include observations of your own teaching style, lesson content, classroom organization, and assessments.

GUIDING THE STUDENT TEACHER DURING THE LAST WEEK OF STUDENT TEACHING:

- ✓ Prepare the student teacher for the emotional disconnection from the classroom.
- ✓ Notify the students that the student teacher is leaving.
- ✓ Allow informal discussion of the student teaching experience between students and the student teacher.
- ✓ Organize opportunities for the student teacher to observe in other classroom settings.
- ✓ Organize a final conference with the student teacher and the college supervisor and return the final evaluation to the Director of Teacher Education at FBCC.
- ✓ Assist the student teacher in securing other recommendations from faculty or administration if appropriate.

EVALUATION OF THE STUDENT TEACHER:

The evaluation of the student teacher is an ongoing process that is referred to throughout the student teaching experience. The main purposes of the evaluation are to:

- ✓ Provide the student teacher with verbal and written feedback.
- ✓ Enable the student teacher to recognize strengths and weaknesses within their teaching style.
- ✓ Help the student teacher with self-reflection and creation of experiences for improved performance in the classroom.

It is the responsibility of the mentor teacher to communicate with the student teacher and the college supervisor. This open dialogue will lead to a successful student teaching experience. The mentor teacher is asked to use the approved student teacher evaluations as well as periodic supplemental observations. All evaluations become part of the student teacher's permanent file. A final grade is given by the college supervisor, with the mentor teacher serving as a consultant in the final assessment.

Examples of informal evaluation include:

- ✓ Informal conferences
- ✓ Video feedback
- ✓ Student feedback
- ✓ Student teacher self-evaluation

Required formal evaluations (see appendix section) include:

- ✓ Midterm evaluation/Feedback
- ✓ Final evaluation/Feedback

COLLEGE SUPERVISOR INFORMATION:

A college supervisor is a faculty member who is in charge of guiding, helping, and directing the student teacher. The supervisor must have teaching experience at the grade level(s) they are supervising. The college supervisor will provide a copy of the North Dakota Student Teacher Guidelines to the cooperating teacher. In addition, the supervisor will provide a copy of the student teacher file which contains a brief biography, student teaching application, letters of recommendation, philosophy of teaching, résumé, and other pertinent information contained in the student teacher's e-portfolio.

RESPONSIBILITIES:

The college supervisor is a critical member of the student teaching team whose common goal is to develop an effective teaching and learning environment for the student teacher and the students. Major responsibilities include:

- ✓ Serve as a liaison between the college and the assigned school administration.
- ✓ Communicate progress reports to the student teacher and mentor teacher.
- ✓ Assist the mentor teacher in the supervision of the student teacher and help solve any interpersonal communication problems between student teacher and mentor teacher.
- ✓ Organize and set up the initial, midterm, and final conferences with the student teacher and cooperating teacher.
- ✓ Complete a midterm and final evaluation (see appendix section), prior to the midterm and final conference.
- ✓ Submit copies of the evaluations and observations to the Director of Teacher Education. The student teacher's signature must be on all evaluations to indicate that he/she has been informed of their evaluation results.

OUR TIPS FOR A SUCCESSFUL STUDENT TEACHING EXPERIENCE:

- Talk with each student and learn their names as soon as possible.
- Greet your students each day with a positive attitude.
- Link lessons and assignments to students' lives to make them more memorable.
- Evaluate your teaching on a daily basis. Reflectively identify strengths and weaknesses.
- Express enthusiasm for each lesson plan and show interest in your students.
- Return papers and homework promptly and with constructive remarks.

- Be available for conferences and provide extra help if needed.
- Before starting your increased teaching responsibilities, make sure you observe and differentiate between various maturity levels and special needs among the students in the classroom. Discuss the disparities with the mentor teacher.
- Ask high level questions and give students ample time to respond. Extend the wait time to insure thoughtful consideration of higher level questions.
- Give specific, clear, and regular feedback to students with advice on how to improve.
- Teach students how to learn.
- Be open to any feedback.
- Take time to interact with the mentor teacher. Take advantage of his/her experience in the field to gain as much as possible from the experience.
- Be prompt and prepared. This demonstrates commitment to the field of education.

FREQUENTLY ASKED QUESTIONS (FAQs):

Q: Who should I ask questions to during my student teaching?

A: The best way to avoid a problem is to make sure you understand what is expected from you at the beginning of your student teaching experience. However, if any questions arise during your student teaching, do not hesitate to ask your college supervisor and/or mentor teacher for clarification.

Q: What should I do if I have a problem with my mentor teacher?

A: If you have an issue that needs to be addressed with your mentor teacher, you should alert your college supervisor as soon as possible. It is better to seek help in resolving a small problem, rather than wait until it has become a large problem. Open communication and proper professional conduct are expected in all circumstances. In rare circumstances, a change of placement may be called for. The decision to change a placement will only be reached following every effort to resolve the problem with the original placement site.

Q: What if I do not agree with my evaluation?

A: There are regular formal observations of your student teaching throughout the term by both your college supervisor and your mentor teacher. Should you wish to appeal an evaluation, you must first raise the issue with the college supervisor and/or mentor teacher. If no resolution is reached, the Director of Teacher Education Department will become involved.

Q: What should I do if I am having problems with a difficult student?

A: You will find that student teaching in a classroom environment may be an extremely challenging one. Students can be oppositional, defiant, and resistant to authority. Should a problem arise or if there is a sense that a situation may become more difficult, the teacher candidate should take immediate action by consulting the mentor teacher and college supervisor. The mentor teacher and college supervisor will work with the teacher candidate to advise and resolve the situation as soon as possible. School administrators and the Director of Teacher Education Department will become involved as requested to resolve the issue(s).

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APPENDIX A

Assessment Evaluation prior to entry and while in the program

Interview Assessment Matrix
Personal Essay Assessment Matrix
Electronic Portfolio Assessment Matrix
EDU Lesson Plan Evaluation



Fort Berthold Community College
 Teacher Education Department
 P.O. Box 490
 New Town, ND 58763
 701-627-4738

INTERVIEW ASSESSMENT RUBRIC

Candidate _____ Date _____

Interviewer(s) _____

Category	4 points	3 points	2 points	1 point
Attire	Professional, neat, well groomed, appropriate for job interview demonstrating a positive attitude toward the process	Casual business, casual but neat, well groomed, demonstrates effort to show respect for the interview process	Very casual, sandals or sneakers, blue jeans, some grooming, wrinkled	Not dressed or groomed for a professional setting, inappropriate clothing demonstrating a lack of respect for the interview process
Enthusiasm	Demonstrates a strong, positive interest in the interview and the delivery of responses	Shows some energy and interest through positive responses	Shows little or no interest in the development of positive responses	Shows negativity through inhibited responses
Speaks Clearly	Speaks clearly and distinctly with no mispronunciations, maintains a comfortable/natural rate of delivery, has command of the English language	Speaks clearly, maintaining a reasonable but sometimes fluctuating rate of delivery	Clear but littered with mispronunciations or dialect-based vocabulary, noticeable use of "uh, well uh, um, or like." Rate of delivery speeds and slows for no apparent reason	Unclear, glaring mispronunciations, or distracting use of "uh, well uh, um, or like." Rate of delivery is either too fast or too slow and does not enhance the response
Confidence and Posture	Sits up straight while looking confident yet relaxed	Sits up straight, somewhat ill at ease but composed with no repetitious nervous gestures	Sits up but slumps or fidgets in chair, ill at ease, repeats nervous gestures	Slouches in chair, looks awkward and uncomfortable, nervous gestures detract from responses
Volume/elocution	Easily heard by all participants, may raise and lower voice to make points	Heard throughout responses with no inflection to enhance responses (monotone)	Able to be heard most of the time with some fading at the close of responses	Often too soft or mumbles incoherently, difficult to understand, no inflection
Content	Thoroughly responds to all parts of questions and comments made by interviewers in complete coherent sentences presenting organized responses	Responds to most of the interviewers questions, may redefine question and divert response, uses complete sentences most of the time presenting organized responses	Offers "light-weight" responses with little explanation, employs phrases and broken sentences resulting in somewhat unorganized responses	Fails to respond to specific questions and/or components, repeatedly asks for clarification, responds in broken sentences and incomplete phrases resulting in unorganized responses

Use back of sheet for interviewer comments.

Total Points Awarded



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 Teacher Education Department
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PERSONAL ESSAY ASSESSMENT RUBRIC

Candidate _____ Date _____

Reviewer _____

Category	4 points	3 points	2 points	1 point
Depth of Discussion	The writer uses concrete detail to support description, appropriate examples to support assertions, and logical reasons to explain ideas. This is the writer who knows his/her subject and works that knowledge into the convincing piece of writing.	The writer supports ideas adequately. There are details in description, some examples to support assertions, some reasons to explain ideas. However, this writer provides too little support in one area or offers details, examples or reasons that are not always convincing.	The writer offers an occasional detail in description and confines him/herself to one example or reason to support generalizations. This writer is trying, but the writing has a "thin" texture and means of support are not always appropriate.	As a rule, the writer describes without detail and makes assertions without the support of examples or reasons. All we have is the writer's "say so."
Authenticity	The writing shows a sincerely felt and an authentically articulated seriousness of purpose regarding education.	The writing shows the candidate's attempt to communicate personal reactions and descriptions of his/her own feelings and reveals sincerity and authenticity.	The writing shows glimpses of authenticity, though much of the discussions may be superficial or extremely conventional.	The writing shows no sense of purpose larger than self. There is a sense of the writer being "removed" from the writing, and no personal or authentic voice is heard.
Organization	The writing shows extremely successful organization. The paragraphs flow in a smooth manner and there is also an overall sense of cohesiveness to the entire piece of writing.	The writing shows a fairly successful attempt at organization. The majority of paragraphs are well organized, although some may be brief, and there is a sense of organization to the entire piece of writing.	The writing shows an attempt at organization although there may be some rambling either between or within paragraphs, and more than one idea may be crowded together into one paragraph.	The writing shows little or no attempt at organization of thought.
Mechanics/ Usage/ Style	The writing is basically free of lower-level errors and problems in word usage and written language conventions. The style is linguistically mature, showing an ability to use a variety of sentence structures.	The writing may show a few lower-level errors and/or problems in word usage and written language conventions. The writing also shows a successful use of complex sentences, although there may be some stylistic awkwardness.	The writing shows some lower level mechanical problems and/or problems in word usage and conventions. The writing may also be relatively "correct" but consists of a high number of short sentences repetitively structured.	The writing shows a high frequency of mechanical errors (spelling, punctuation, capitalization) and/or problems in word usage and conventions such as agreement, parallelism, and modifiers.

Use back of sheet for reviewer comments.

Total Points Awarded

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ELECTRONIC PORTFOLIO ASSESSMENT RUBRIC

Candidate _____ Date _____

Reviewer _____

Category	4 points	3 points	2 points	1 point
Demonstration of four core merits: culture, constructivism, comprehension, and CREDE	All four core merits are clearly integrated and highlighted throughout the entire e-portfolio. There are comprehensive reflections, artifacts, and work samples depicting the details of each core merit and how the candidate has grown in each area.	The four core merits are integrated throughout the e-portfolio. There are reflections, artifacts, and work samples depicting each core merit, but they are not comprehensive.	The four core merits are mentioned, but not highlighted in the portfolio. The reflections, artifacts, and work samples concerning them do not give a clear picture as to how the candidate has grown in each core merit area.	There is no mention of <i>each</i> of the four core merits and only a weak representation of one or two of them.
Selection of artifacts and written communication	All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio. It is clear why they were chosen to be part of the portfolio.	Most artifacts and work samples are related to the purpose of the e-portfolio. It is mostly obvious why they were chosen to be part of the portfolio.	Few artifacts and work samples are related to the purpose of the e-portfolio. It is unclear why the artifacts and work samples are in the portfolio.	Most artifacts and work samples are unrelated to the purpose of the e-portfolio.
Reflections	All reflections clearly provide insight into professional growth, express how each standard/merit has applied to his/her learning, and are productive in nature.	Most of the reflections provide insight into professional growth, express how each standard/merit has applied to his/her learning, and are productive in nature.	A few of the reflections provide insight into professional growth, express how each standard/merit has applied to his/her learning, and are productive in nature.	No reflections provide insight into professional growth, express how each standard/merit has applied to his/her learning, and are productive in nature.
Use of Multimedia	All of the photographs, graphics, sound and/or video are appropriate examples, are easy to understand, and increase the overall significance of the e-portfolio.	Most of the photographs, graphics, sound and/or video are appropriate examples, are easy to understand, and increase the overall significance of the e-portfolio.	There are only a few photographs, graphics, sound and/or video that are appropriate examples, easy to understand, and increase the overall significance of the e-portfolio.	The photographs, graphics, sound and/or video are missing or are inappropriate examples. They do not increase the overall significance of the e-portfolio.
Captions	Each artifact and work sample has a caption that clearly explains the importance and significance of that particular work. The date is included.	Most of the artifacts and work samples have a caption that clearly explains the importance and significance of that particular work. The date is included most of the time.	A few of the artifacts and work samples have a caption that clearly explains the importance and significance of that particular work. The date is rarely included.	None of the artifacts and work samples have captions.

Ease of Navigation	All of the e-portfolio navigation and section links work correctly and all external links connect to the appropriate website.	Most of the e-portfolio navigation and section links work correctly and most of the external links connect to the appropriate website.	Some of the e-portfolio navigation and section links work correctly and some of the external links connect to the appropriate website.	None of the e-portfolio navigation and section links work correctly and none of the external links connect to the appropriate website.
Layout and Text Components	The e-portfolio is easy to read. Text components (size, bullets, italics, bold, color, etc.) enhance the presentation of the information. Horizontal and vertical white space is used appropriately and the background colors make readability easy and comfortable.	The e-portfolio is generally easy to read. Text components (size, bullets, italics, bold, color, etc.) mostly enhance the presentation of the information. Horizontal and vertical white space is used appropriately in most places and the background colors generally make readability easy and comfortable.	The e-portfolio is often difficult to read. Text components (size, bullets, italics, bold, color, etc.) do not enhance the presentation of the information and sometimes detract. Horizontal and vertical white space is used inappropriately and the background colors make readability generally difficult.	The e-portfolio is difficult to read. Text components (size, bullets, italics, bold, color, etc.) detract from the presentation of information. Horizontal and vertical white space is used inappropriately and the background colors make readability difficult and cause eye strain.
Writing Mechanics	There are no errors in grammar, capitalization, punctuation, and spelling.	There are a few errors in grammar, capitalization, punctuation, and spelling.	There are 4 or more errors in grammar, capitalization, punctuation, and spelling.	The text has more than 6 errors in grammar, capitalization, punctuation, and spelling.

Artifacts/Reflections are included that satisfy the following standards:

Met Not Met

- _____ _____ 50015.1 Development, Learning, and Motivation
- _____ _____ 50015.2a. Central Concepts, Tools of Inquiry, and Structures of Content
- _____ _____ 50015.2b. English Language Arts
- _____ _____ 50015.2c. Science
- _____ _____ 50015.2d. Mathematics
- _____ _____ 50015.2e. Social Studies
- _____ _____ 50015.2f. The Arts
- _____ _____ 50015.2g. Health Education
- _____ _____ 50015.2h. Physical Education
- _____ _____ 50015.2i. Connections Across the Curriculum
- _____ _____ 50015.3a. Integrating and Applying Knowledge for Instruction
- _____ _____ 50015.3b. Adaptation to Diverse Students
- _____ _____ 50015.3c. Development of Critical Thinking, Problem Solving and Performance Skills
- _____ _____ 50015.3d. Active Engagement in Learning

- _____ 50015.3e. Communication to Foster Learning
- _____ 50015.4 Assessment
- _____ 50015.5a. Practices and Behaviors of Developing Career Teachers
- _____ 50015.5b. Reflection and Evaluation
- _____ 50015.5c. Collaboration with Families
- _____ 50015.5d. Collaboration with Colleagues and the Community
- _____ 50015.6 Instructional Technologies
- _____ CULTURE
- _____ CONSTRUCTIVISM
- _____ COMPREHENSION
- _____ CREDE #1 Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.
- _____ CREDE #2 Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.
- _____ CREDE #3 Making Lessons Meaningful: Connect teaching and curriculum to students' experiences and skills of home and community.
- _____ CREDE #4 Teaching Complex Thinking: Challenge students toward cognitive complexity.
- _____ CREDE #5 Teaching through Conversation: Engage students through dialogue, especially instructional conversation.
- _____ CREDE #6 Modeling and Demonstration: Provide for learning through modeling or demonstrations
- _____ CREDE #7 Student Directed Activity / Choice and Initiative: Encourage students' decision making

Use this area for reviewer comments.

Total Rubric Points Awarded

/32

ND State Standards/Core Merits Met

/31



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 Teacher Education Department
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EDU LESSON PLAN EVALUATION

Candidate's Name: _____ Date: _____

Subject of Lesson: _____ Length of Lesson: _____

Category	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Objectives	Stated lesson's objective in clear, identifiable terms	Stated lesson's objective	Partially stated lesson's objective	Did not share the lesson's objective
Questioning	Probed and cued students throughout the lesson with a range of prepared and spontaneous questions	Questioned students throughout the lesson with prepared questions	Questioned the students at times, usually with one type of question	Failed to question the students
Assessment	Developed an assessment that clearly and directly evaluated students' learning towards the objective	Developed an assessment that evaluated students' learning towards the objective	Developed an assessment that was not fully aligned with the objective	Developed an inappropriate assessment or failed to assess learning towards the lesson's objective
Closure	Provided clear, specific closure to the lesson	Provided closure for lesson	Ended lesson somewhat abruptly or haphazardly	Ended lesson in an unclear or vague manner, leaving students confused or unsure
Four Core Merits				
Culture	Successfully and wholly integrated culture into the lesson	Integrated culture into the lesson	Pieced culture into the lesson	Did not include culture in the lesson
Constructivism	Centered the lesson around constructivist learning	Included constructivist learning in the lesson, but not entirely	Included constructivist learning in less than half of the lesson time	Did not include constructivist learning in the lesson
Comprehension	Took time to ensure learning was taking place and not just teaching	Took some time to ensure learning was taking place and not just teaching	Did not pay very much attention to ensure learning was taking place	Teaching of the lesson took place, but there was no way to ensure students learned what was taught to them
CREDE Learning Styles	Different methods of teaching/learning were used to maximize student interaction and understanding	Some different methods of teaching/learning were used	Mainly one type of teaching/learning was used but may have used bits and pieces of others	Only one type of teaching/learning was used

Comments:

APPENDIX B

Assessment during Student Teaching

Application for Student Teaching



Fort Berthold Community College
Teacher Education Department
P.O. Box 490
New Town, ND 58763
701-627-4738

APPLICATION FOR STUDENT TEACHING

Name (First, Last, Middle Initial)

Home Phone Number

Mailing Address

Cell Phone Number

City State Zip

Email Address

In Case of Emergency Contact (Name)

Emergency Contact Phone Number

I have read all of information in this packet and am aware of my responsibilities. I understand that I will not be eligible for student teaching if I do not meet all of the stated requirements by the end of the semester preceding student teaching. Once a placement has been confirmed, I understand that I may not request a change in placement.

I am aware that student teaching is a full-time commitment and that FBCC discourages student teachers from taking other classes, with the exception of the Student Teaching Seminar.

I understand that this information will be shared with student teaching sites and school personnel as part of the placement process and that I am NOT guaranteed a placement location of my preference.

Candidate Signature

Date

For advisor use only – this application will not be accepted without the advisor's signature.

_____ *All requirements met (see attached 'Checklist for Student Teaching').*

_____ *Deficiencies:* _____

Advisor Signature

CHECKLIST FOR STUDENT TEACHING

Name: _____

___ Praxis I

___ Praxis II

___ Background Check

___ Electronic Portfolio

___ Three Letters of Recommendations from individuals who know your interest in the teaching profession

___ Application for Student Teaching

___ Student Teaching Portfolio

___ Current Resume

___ Philosophy of Teaching (one page)

___ Two of your Best Lesson Plans

___ Artifacts from your Courses that Demonstrate Competency in the North Dakota State Standards

Comments:

STUDENT TEACHING PLACEMENT REQUEST

Name: _____ Semester/Year: _____

Grade level preference: _____

Location Selection: Indicate your top three preferences (1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice)

- _____ Bismarck Public Schools
- _____ Garrison Elementary
- _____ Makoti Elementary
- _____ Mandaree Elementary
- _____ Minot Public Schools
- _____ New Town Elementary
- _____ Parshall Elementary
- _____ Stanley Elementary
- _____ Watford City Elementary
- _____ White Shield Elementary
- _____ Other: _____

Special Considerations: List transportation concerns, wheel chair accessibility, interpreters, guides, etc.

Transportation available during student teaching:

- _____ own car _____ public transportation (bus) _____ other (bike, walk, etc.)



Fort Berthold Community College
 Teacher Education Department
 P.O. Box 490
 New Town, ND 58763
 701-627-4738

MIDTERM/FINAL ASSESSMENT OF STUDENT TEACHER

Student Teacher: _____

Mentor Teacher/College Supervisor: _____

Date: _____ Grade: _____

Name of School: _____

Address of School: _____

Directions: For each of the items below, place an X under the number that describes the student teacher’s performance, skills, and disposition as compared to expectations of new teachers. Supply evidence for your rating in the comments section. **Please note:** Under the Family Education and Privacy Act of 1974, the student has the right of inspection and review of this document.

ND State Standards	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Unsatis- factory (1)	Not Observed
<p><u>50015.1 DEVELOPMENT, LEARNING, AND MOTIVATION</u></p> <p>The program requires the study of development, learning, and motivation— Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</p>						

<p><u>50015.2 CURRICULUM</u> The program requires the study of central concepts, tools of inquiry, and structures of content--Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</p>						
	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Unsatis- factory (1)	Not Observed
<p><u>50015.3 INSTRUCTION</u> 50015.3a. The program requires the study of integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</p>						
<p>50015.3b. The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</p>						
<p>50015.3c. The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</p>						

50015.3d. The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.						
50015.3e. The program requires the study of communication to foster learning— Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.						
	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Unsatisfactory (1)	Not Observed
<u>50015.4 ASSESSMENT</u> The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge						
<u>50015.5 PROFESSIONALISM</u> 50015.5a The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.						

50015.5b. The program requires the study of reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.						
50015.5c. The program requires the study of collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.						
50015.5d. The program requires the study of collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.						
<u>50015.6 INSTRUCTIONAL TECHNOLOGY</u> The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.						
FBCC TED Core Merits	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Unsatisfactory (1)	Not Observed
Constructivism: The teacher engages students in hands-on activities and uses the students’ prior knowledge to create new learning experiences.						
Culture: The teacher weaves cultural traits of the Mandan, Hidatsa, & Arikara nation into the curriculum.						
Comprehension: The teacher will include comprehension strategies and skills in all areas of instruction.						

CREDE Standard 1: Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.						
CREDE Standard 2: Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.						
CREDE Standard 3: Making Lessons Meaningful: Connect teaching and curriculum to students' experiences and skills of home and community.						
CREDE Standard 4: Teaching Complex Thinking: Challenge students toward cognitive complexity.						
CREDE Standard 5: Teaching through Conversation: Engage students through dialogue, especially instructional conversation.						
CREDE Standard 6: Modeling and Demonstration: Provide for learning through modeling or demonstrations						
CREDE Standard 7: Student Directed Activity / Choice and Initiative: Encourage students' decision making						

To the Mentor Teacher: Thank you for completing this assessment for our Teacher Candidate. Please sign the form and drop off or return the original form to Fort Berthold Community College, Teacher Education Department, P.O. Box 490, New Town, ND 58763.

Please print your name here: _____

Phone number at your school: _____ Email address at school: _____

Signature: _____

If you have additional comments, please include them here and/or on the back of this form.



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MIDTERM/FINAL SELF-ASSESSMENT OF STUDENT TEACHING

Student Teacher: _____

Mentor Teacher/College Supervisor: _____

Date: _____ Grade: _____

Name of School: _____

Address of School: _____

Directions: For each of the items below, place an X under the number that you feel best describes your performance, skills, and disposition. Supply evidence for your rating in the comments section.

ND State Standards	Excellent (5)	Above Average (4)	Average (3)	Below Average (2)	Unsatisfactory (1)	No Opportunity
<p><u>50015.1 DEVELOPMENT, LEARNING, AND MOTIVATION</u> The program requires the study of development, learning, and motivation— Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.</p>						

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Culture: The teacher weaves cultural traits of the Mandan, Hidatsa, & Arikara nation into the curriculum.						

Comprehension: The teacher will include comprehension strategies and skills in all areas of instruction.						
CREDE Standard 1: Teachers and Students Producing Together: Facilitate learning through joint productive activity among teacher and students.						
CREDE Standard 2: Developing Language and Literacy Across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.						
CREDE Standard 3: Making Lessons Meaningful: Connect teaching and curriculum to students' experiences and skills of home and community.						
CREDE Standard 4: Teaching Complex Thinking: Challenge students toward cognitive complexity.						
CREDE Standard 5: Teaching through Conversation: Engage students through dialogue, especially instructional conversation.						
CREDE Standard 6: Modeling and Demonstration: Provide for learning through modeling or demonstrations						
CREDE Standard 7: Student Directed Activity / Choice and Initiative: Encourage students' decision making						

To the Student Teacher: Make sure to give this form to your college supervisor.

If you have additional comments, please include them here and/or on the back of this form.



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STUDENT TEACHING VIDEO TAPE SELF-ANALYSIS AND REFLECTION

Student Teacher: _____ Date: _____

Grade: _____ Subject: _____ Length of Lesson: _____

Category	Excellent	Proficient	Developing Proficiency	Unsatisfactory
Objectives	Stated lesson's objective in clear, identifiable terms	Stated lesson's objective	Partially stated lesson's objective	Did not share the lesson's objective
Directions	Gave clear, specific directions throughout the lesson	Gave specific directions during most of the lesson	Gave directions that were generally clear, though confused students at times	Failed to give directions or gave confusing, inconsistent or unclear directions
Creativity	Designed an engaging, creative lesson	Designed an interesting lesson	Designed a routine lesson	Designed an uninteresting lesson
Questioning	Probed and cued students throughout the lesson with a range of prepared and spontaneous questions	Questioned students throughout the lesson with prepared questions	Questioned the students at times, usually with one type of question	Failed to question the students
Feedback	Provided specific, relevant feedback	Provided generally appropriate, helpful feedback	Provided feedback that may have been inconsistent or non-specific	Did not provide feedback or provided inappropriate feedback
Assessment	Developed an assessment that clearly and directly evaluated students' learning towards the objective	Developed an assessment that evaluated students' learning towards the objective	Developed an assessment that was not fully aligned with the objective	Developed an inappropriate assessment or failed to assess learning towards the lesson's objective
Pace	Paced the lesson so that students remained interested and engaged throughout the lesson	Paced the lesson that most students remained interested and involved	Paced the lesson unevenly, so that parts were appropriate, while others dragged; students had difficulty maintaining attention throughout the lesson	Paced the lesson unevenly, too fast or too slowly; failed to maintain students' attention during most of the lesson
Speaking	Spoke in a clear, engaging and interesting voice throughout the lesson	Spoke in a clear, interesting voice during the lesson	Spoke in a generally clear, but somewhat monotonous manner	Spoke in a boring or unclear manner throughout the lesson
Enthusiasm	Demonstrated enthusiasm and energy for the content and students throughout the lesson	Demonstrated interest in the content and students throughout the lesson	Seemed somewhat interested in the content and the students	Did not seem interested in the content and/or the students during this lesson
Management	Planned and effectively implemented proactive management techniques	Planned and implemented management techniques	Planned for but had difficulty implementing management techniques	Did not plan for or implement effective behavior management in the lesson
Closure	Provided clear, specific closure to the lesson	Provided closure for lesson	Ended lesson somewhat abruptly or haphazardly	Ended lesson in an unclear or vague manner, leaving students confused or unsure

Four Core Merits				
Culture	Successfully and wholly integrated culture into the lesson	Integrated culture into the lesson	Pieced culture into the lesson	Did not include culture in the lesson
Constructivism	Centered the lesson around constructivist learning	Included constructivist learning in the lesson, but not entirely	Included constructivist learning in less than half of the lesson time	Did not include constructivist learning in the lesson
Comprehension	Took time to ensure learning was taking place and not just teaching	Took some time to ensure learning was taking place and not just teaching	Did not pay very much attention to ensure learning was taking place	Teaching of the lesson took place, but there was no way to ensure students learned what was taught to them
CREDE	Different methods of teaching/learning were used to maximize student interaction and understanding	Some different methods of teaching/learning were used	Mainly one type of teaching/learning was used but may have used bits and pieces of others	Only one type of teaching/learning was used
Describe your planning for this lesson. What did you learn about your planning? What will change in your planning process as a result of this self-critique?				
Describe your instructional and presentation behaviors. What did you learn about how you teach?				
Explain ways in which you did or did not meet the lesson's objective(s).				
What would you repeat if you were to teach this lesson again? What would you change?				

Did you find it easy or difficult to incorporate the four core merits into the lesson? Explain.

What goal(s) would you set for yourself based on this self-critique?

Other comments: