

Dear Prospective SCSU K-12/5-12 Teacher Education Candidate:

Thank you for expressing an interest in earning your Secondary Education K-12/5-12 teaching license through St. Cloud State University. On the following pages, you will find important information, including:

- Answers to frequently asked questions, p. 2
- A directory of secondary teacher education programs, p. 3
- Course requirements and sequence of courses, p. 4
- Initial Teaching Licensure in Two Content Areas, p. 5
- Basic Policies of the Student Teaching Program, p. 6
- A list of ordered steps to earning your license, p. 7
- The Standards of Effective Practice required for licensure, p. 8

For more information about a Bachelor of Science Degree in any content area leading to a K-12 or 5-12 license, you **should first contact the department representing the subject area in which you plan to teach** (see enclosed directory). After communicating with an advisor in the major department, then contact a secondary education faculty member (**please note advisor specialization listed below**) in the Department of Teacher Development for advising about secondary professional education courses.

<u>Name</u>	<u>E-Mail Address</u>	<u>Phone</u>
Leslie Davison (unavailable spring 2010)	ljdavison@stcloudstate.edu	308-3194
Jan L. H. Frank	jlf Frank@stcloudstate.edu	308-4886
Judy Davison-Jenkins	jjenkins@stcloudstate.edu	308-4290
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We sincerely hope this information is helpful to you as you start your education to become a licensed K-12 or 5-12 teacher.

Sincerely,
Secondary Education Faculty

Some Frequently Asked Questions about Earning a Teaching License through SCSU

Q: Who can tell me what courses I need to take in order to become a teacher?

A: Whether you are a SCSU student, a transfer student, or someone with a degree who wants to earn a teaching license, you should **first begin by talking with an advisor in the major subject area** in which you want to teach (e.g., Art, Communication Arts and Literature, Math, Music, Physical Education, Science, Social Studies, etc). Transfer students need to see a Transfer Advisor in AS118. After being advised about what courses are required by your major department beyond those you have already taken, **then you should consult with a secondary education faculty member** in the Department of Teacher Development about the professional education courses needed for licensure.

Q: How long will it take to complete just the professional education courses required for my teaching license if I attend SCSU on a full-time basis?

A: Typically, the professional education program takes two years while leaving some room for major, minor and/or remaining general education courses. The shortest possible time-frame is three semesters (see p. 7) assuming you are near the end of your major program and have few additional courses in your major that are required for a license.

Q: I already have a bachelor's degree, does SCSU offer a graduate level program leading to initial licensure?

A: Not at this time, but we are in the process of exploring possible implementation of such a program. Contact Jan Frank if you have questions regarding graduate level licensure.

Q: Will there be any addition expenses in the program?

A:

- You will need transportation to get to the field sites and student teaching.
- Although we can't estimate costs for you, the cost of gas for the ED 441 field and student teaching will be for "up to" an hour's drive each way for every visit—5-6 weeks daily for ED 441 and 16 weeks full time for ST.
- Criminal background checks are required at many field sites, ranging from \$25-\$40.
- Liability insurance is a mandatory requirement for the ED 300 field, the ED 441 field and student teaching (ED466/467). The insurance through Education Minnesota is good for each school year only and costs \$25 per year.

Directory of Major Programs for K-12 Licensure

<u>Department</u>	<u>Location</u>	<u>Phone</u>
Art	KVAC 101	308-4283
ESL (TESL)	Bldg. #51, Rm. 101	308-4956
Languages (Spanish, German, French)	LH	308-4141
Music	PA 238	308-3223
Physical Education (HPE pending)	HaH 327	308-4251
Information Media	MC110	308-2062

Directory of Major Programs for 5-12 Licensure

Communication Arts & Literature		
English	Bldg. #51, Rm. 126	308-3061
Communication Studies	WSB 129	308-2216
Mathematics	ECC 139	308-3001
Sciences		
Biology emphasis	MS 262	308-2039
Chemistry emphasis	MS 358	308-3031
Earth Science emphasis	MS 41	308-3260
Physics emphasis	MS 324	308-2011
Social Studies	SH 361	308-5226
Technology	HH 216	308-3235

Directory of Secondary Education Faculty (Professional ED Advising Only)

<u>Name</u>	<u>Advisor to:</u>	<u>E-Mail Address</u>	<u>Phone</u>
Leslie Davison	(unavailable spring 2010)	ljdavison@stcloudstate.edu	308-3194
Jan Frank	(post-bach/undergrads)	jlf Frank@stcloudstate.edu	308-4886
Judy Davison-Jenkins	(undergrads)	jjenkins@stcloudstate.edu	308-4290
Monica Peterson	(undergrads)	mmpeterson@stcloudstate.edu	308-4847
Augusto Rojas	(undergrads)	ajrojas@stcloudstate.edu	308-4093

Other Helpful Numbers

Admissions	AS 115	320-308-2244, (877) 308-7278
Advising Center	CH229	308-6075
Career Services	AS 101	308-2151
Counseling Center	SH 103	308-3171
Dean's Office, College of ED	EB 110	308-3023
Financial Aid	AS 106	308-2047
Office of Clinical Experiences	EB A117	308-4783
Multicultural Student Services	AMC 137	308-3003
MN Licensing	St. Paul	(651) 582-8691
Registrar	AS 118	308-2111
Teacher of Color Program	EB 118	308-2388
Transfer – General Education	AS 118	308-2111
Transfer – Major, Minor, Professional Ed	See corresponding department	

K-12 and 5-12 Teacher Licensing Program

Department of Teacher Development, St. Cloud State University (320) 308-3007
 Secondary Advising Materials: web.stcloudstate.edu/ljdavison

The Professional Education Sequence for K-12 and 5-12 Teacher Licensure is a standards-based program to meet Minnesota and Board of Teaching licensing requirements while offering teacher candidates high quality preparation for teaching every student. **The PPST is required for enrollment in courses listed with an asterisk.* Secondary education students must be admitted to Teacher Education (see p. 7).**

Program Prerequisites—see page 8 for variances—indicate any changes to requirements

- CEEP 262**(3cr) or equivalent—must take before CEEP 361
- Demonstrated Computer Competency (see pg. 8 for more info)—take/demonstrate before IM 422

Professional Education Sequence (33-36 credits)

3cr	ED 300	Teaching in Middle School and High School (includes 20 hr. field outside class)
3cr**	CEEP 361	Introduction to Educational Psychology
2cr**	IM 422/522	Information, Technology and Learning for K-12, 5-12 Education
3cr**	HURL 497/597	Human Relations & the Teacher I (HURL 498=co-req—same teacher/section)
1cr**	HURL 498/598	Human Relations & the Teacher II (HURL Speakers Series)
2cr**	HLTH 301	Health Issues and Strategies for Teachers

****Typically offered in summer *PPST required to register; should be admitted to Teacher Education***

Note: 500 level courses are available only to graduate students.

Note: All of the above courses must be taken before the ED421/431/441 block and you must have submitted your application for Student Teaching for the semester following the block.

2cr ED 460/560 or ENGL 460/560 Teaching English Language Learners in Classrooms	ED300 taken 1st Major & student decide prior to or concurrent with 421/431/441
2cr SPED 425/525 Teaching Students with Special Needs	
Semester before ST: Professional Practice Semester (with subject area methods)	
2cr * ED 421/521 Foundations of Education	Co-reqs and all pre-reqs to Student Teaching
2cr * ED 431/531 Curriculum, Instruction, and Assessment	
2cr * ED 441/541 Integrating Theory & Practice: Inclusive & Responsive Teaching For All Students (includes M-F half-day field experience for 6 weeks—100 hrs.) M&W 8-11 Class/M-F Field 7:30-12 or T&R 12:30-3:30 Class/M-F 11:30-4 Field (travel). ED Block Timeline: 9 weeks class/6 weeks field = 90-100 hours with required teaching	
Final Semester: 9-12 credits * ED 466 Student Teaching for 5-12 Licensure or * ED 467 Student Teaching for K-12 Licensure (16-weeks, M-F full-time field experience) * Plus 0-3 credits Subject Area Seminar/Supervision (decided by each major program; must total 12) **12 CREDITS TOTAL REQUIRED FOR THE SEMESTER—double majors see p. 5**	

Work Backwards from student teaching to determine your graduation date. See a secondary advisor.

Initial Teaching Licensure in Two Content Areas Student Teaching for K-12 and 5-12 Education Majors, ED466 and ED467

To ensure adequate teaching preparation, the following policies have been adopted by the secondary faculty in the Department of Teacher Development at St. Cloud State University.

Initial Teaching Licensure in Two Content Areas, Two 5-12 Areas

- For those seeking teaching licensure in **two 5-12 areas**, student teaching will consist of **one semester, a total of 9-12 credits, ED 466**.
- For science majors, the student teaching will consist of 8 weeks at the middle level and 8 weeks at the high school level. The high school placement will include both licensure content areas. Student teaching will consist of **one semester, a total of 9-12 credits, ED466**.

Initial Teaching Licensure in Two Content Areas, Two K-12 Areas

- For those seeking teaching licensure in **two K-12 areas**, student teaching will consist of **one and one-half semesters, a total of 15-18 credits, 9-12 credits of ED467 in one semester and 6 credits of 467 in another semester**.

Initial Teaching Licensure in Two Content Areas, K-12 and 5-12

- For those seeking teaching licensure in **two content areas, one K-12 and the other 5-12**, student teaching will consist of **one and one-half semesters, a total of 15-18 credits, 9-12 credits of ED 467 and 6 credits of ED466**.
- **Exceptions, K-12 and 5-12**
 - A **health/physical education double major** will student teach for **one semester, a total of 9-12 credits, ED 467**.
 - Any **foreign language education major, who also has a 5-12 major area**, will student teach for **one semester, a total of 6 credits of ED466 and 6 credits of ED467**. The elementary portion will be completed within the student teaching experience.
 - Any **foreign language education double major** will student teach in both languages within **one semester, a total of 9-12 credits of ED467**. The elementary portion will be completed within the student teaching experience.
- **Double majors will not take fewer than 5 credits in a major for initial licensure (ED466 or ED467). If a seminar is involved, student teaching would go to 5 credits at the least.**

Transition Points in Secondary Education Courses

The ED300 field is a transition point in the secondary licensure program; a weak performance in the field, which is indicated on the rating form by your field teacher, may result in a remediation plan (this would include additional field work to assure the candidate is progressing satisfactorily & an incomplete until satisfactorily completed). The ED Block has a transition point for the class & field; in addition, your subject area will have transition points. Remediation can occur at any of the transition points. All remediation plans must be completed.

Student Teaching Eligibility

Students must be eligible for student teaching by October 15 for spring semester and February 15 for fall semester in the semester prior to student teaching. The following conditions must be met:

- completion of all professional education licensure courses with not less than a grade of C- (if currently enrolled, this condition must be met by the end of the semester)
- completion of **all** incompletes in professional education licensure courses **OR** verification to OCE from professional licensure core faculty that an incomplete is likely to be cleared with an acceptable grade for the semester prior to student teaching.
- completion of **all** incompletes in content courses required for student teaching **OR** verification to OCE from content faculty that an incomplete is likely to be cleared with an acceptable grade for the semester prior to student teaching.
- completion of the appeals process

Students will not be eligible for student teaching if these conditions have not been met.

BASIC POLICIES OF THE STUDENT TEACHING PROGRAM

1. Teacher candidates are not assigned to buildings where they have been a student, are well-known by school personnel, have children in attendance, or have other relatives employed. Teacher candidates are not assigned in a school where they will be coaching.
2. A secondary education major must have student teaching experience in each licensable area. During a school day, the teacher candidate is assigned to the equivalency of four classes in a six period day, three classes in a five period day, or two classes in a four block day with the remaining time left for conferences, planning, and other activities.
3. Teacher candidates majoring in any PreK-12 teaching area must student teach at both the elementary and secondary levels.
4. Teacher candidates **are required to attend** both the Orientation Day and the Professional Development Conference held at SCSU. An absence will be counted for non-attendance.
5. Teacher candidates registered for a Career Fair (applies spring semester only) are allowed to be absent for that day; however, this absence must be prearranged and will count as an absence.
6. The student teaching assignment may be **changed or canceled at any time if the building principal, the cooperating teacher, the university supervisor, and/or the Clinical Experiences Director believe the change beneficial to the teacher candidate or cooperating school.**
7. Secondary faculty believe it is important for PK-12 and 5-12 teacher candidates to have a variety of field placements to increase the richness of experience in their teacher preparation programs. Becoming too comfortable in a repeated site can limit growth; therefore, we strongly recommend that students are not placed in the same site twice.
8. Teacher candidates continue to be held to the standards set forth in the *St. Cloud State University Code of Conduct*.
9. The teacher candidate **may not accept compensation or be used as a replacement for a qualified teacher**. A teacher candidate may not be used as a substitute teacher. The teacher candidate may teach in the absence of the cooperating teacher with a substitute teacher in the room.
10. The teacher candidate **may not satisfy his/her military obligation** and student teaching requirement during the same university semester.
11. Policy passed by TDEV on September 24, 2007: The demands of planning and preparation for teaching should be the first priority of all Teacher Candidates. Teacher Candidates in Elementary and Secondary (5-12 & K-12) may not be registered for coaching practicum credits or academic credits during student teaching. No class, practicum, job, or other activity may interfere with contractual teaching days. Any extenuating circumstances must be negotiated between Teacher Candidate, University Supervisor, Cooperating Teacher, and the appropriate Program Coordinator. The Program Coordinator will notify OCE of any arrangements that are made.
12. The teacher candidate must have a **minimum of \$25,000** liability insurance for student teaching.
13. Teacher candidates seeking teaching licensure in two content areas, **note the policies on the previous page (page 5)**.
14. For out of state/out of country student teaching, the student is required to have a letter of recommendation from the content advisor attesting to content capability. The Secondary Program will not allow a student to teach out of state or country if there is an incomplete action plan in ED 441. Other existing eligibility requirements for student teaching apply. The only approved site out-of-state is Aldine, TX, where students can fulfill 16 weeks of student teaching. Other than that, we do not have out-of-state student teaching. (Common Market student teaching outside our service area is in MN only. We also have 8 weeks of teaching abroad, with 8 weeks in MN, through the University of Northern Iowa.) Only very occasionally in “extenuating circumstances” does TDEV approve out-of-state student teaching. Students seeking these out-of-state placements must complete a written appeal to TDEV. The appeal requires a narrative of the special circumstances. In order to apply to UNI for “extenuating circumstances” out-of-state student teaching, applications to UNI would be due January 15 for fall and September 15 for spring. Any appeals would have to be granted prior to those dates, so students need approval 2 semesters prior to their student teaching experience.

Completion of the following courses/competencies is required for licensure but not for admission to Teacher Education. However, these courses/competencies should be handled first:

- ❑ CEEP 262 "Human Growth and Development" or equivalent (PSY 240 for social studies majors)
- ❑ The IM 422 course has a computer skills prerequisite (see page 7).
- ❑ ED 300 "Teaching in Middle School & High School"
- ❑ Then take the Professional Education Sequence (see page 4).

****It is your responsibility to follow the instructions below. Please ask if you have questions.****

#1: Admission to Major

- ❑ See content major advisor for admission rules and required courses in your content major.
- ❑ Transfer students should see a Transfer Advisor in AS A118 before meeting with a major advisor.
- ❑ The major/minor application form must be completed, signed, and submitted (keep a copy) to your content major department or college as directed by your major advisor.
- ❑ Schedule an appointment with your major advisor and then a secondary ed advisor to complete the form and acquire the correct advising information. Secondary advisors advise only on the licensure core.
- ❑ Maintain a folder with copies of your important admission papers.

#2: Admission to Teacher Education in the College of Education

- ❑ Must have completed all items in #1 above
- ❑ Must have completed at least 36 semester hours (12 sem. hrs. at SCSU) toward bachelor's degree
- ❑ GPA 2.5 or greater
- ❑ Taken Pre-Professional Skills Test (PPST) & reported scores to SCSU—info Praxis Center B113
- ❑ Must have achieved a **C (no C-)** or higher in Engl 191 and CMST [Spc] 192 (waived if BA or BS)
- ❑ Transfer students may need to recheck transferability of courses taken to fulfill general ed requirements. Transfer students must see a Transfer Advisor in AS A118 and departments as needed.
- ❑ Must complete Teacher Education application (College of Education Dean's Office A110).

#3: Application for Student Teaching/Pre-Reqs for Enrollment in ED 466/467

- ❑ Must have completed all items in #1 (Admission to Major) and #2 (Admission to Teacher Education)
- ❑ Completed Application for Student Teaching (due nearly one year before ST—semester before ED421/431/441--see Office of Clinical Experiences in EB B120 for form and exact date--**includes position paper (ED300) & education resume (information ED300, CM p. 47; created IM422)**)
- ❑ Successful completion of **all** Professional Education Courses on p. 4 with a **C- or better**
- ❑ Approval from the Major Program department (e.g., the mathematics department, etc.)
- ❑ Teacher Development Policy: **All secondary students are responsible for taking all program prerequisites as well as all of the courses in their respective programs before student teaching.**

#4: Required for State of Minnesota Licensure

- ❑ Pass PPST—report scores to SCSU. **Get information in the Praxis Center, B113, COE!!**
- ❑ **Pass Praxis II, both content (major/minor—get exam numbers from your advisor) and one of the pedagogy (secondary--Principles of Learning & Teaching—ED300 & ED431) exams—report scores to SCSU. ****Take after ED 421 & ED431 (after the 1st 9 weeks) or beginning of S. T.******
 - ❑ **5-12 majors:** Grades 5-9 #0523 or Grades 7-12 #0524=98.8% pass rate
 - ❑ **K-12 majors:** Grades K-6 #0522 or Grades 5-9 #0523 or Grades 7-12 #0524=98.8% pass rate
 - ❑ Apply for Minnesota Teaching License (all graduation requirements completed and finger printing and background check successfully completed).
- ❑ Contact the Assistant Registrar in charge of teacher licensure for questions regarding MN licensure or information about licensing requirements in other states.

Variances by Major In New Program—indicate these changes to requirements on page 4	
ESL	Waive ENGL/ED 460 (competencies gained in major)
HEALTH & PHY ED	Take HLTH 405 (2cr) instead of HLTH 301 (2cr)
PHY ED	Take SPED 203 (3cr) instead of SPED 425 (2cr)
MUSIC	Waive IM 422 (competencies gained in major)
SOCIAL STUDIES	Take PSY 240 (3cr) instead of CEEP 262 (3cr)

Quickest Path Possible for Professional Education Course Sequence

The following example is for students in at least their third year of study or who have completed a non-teaching bachelor's degree. The example assumes these students have completed all of their general education requirements and all but a few (e.g., subject-area teaching methods) major course requirements for licensure in the field in which they plan to teach. Note: All major programs have a recommended 4-year plan of major courses and education courses which may deviate from the example below.

Prereqs: CEEP262/Tech. Comp.	Professional Practice Semester	Student Teaching Semester
Core Courses	2 cr ENGL/ED 460	9-12 cr ED 466 or ED 467
3 cr ED 300	2 cr SPED 425	3-0 cr Subject-Area
3 cr CEEP 361	2 cr ED 421	Seminar/Supervision
2 cr IM 422*	2 cr ED 431	-----
2 cr HLTH 301	2 cr ED 441	12 total credits
4 cr HURL 497 & 498	-----	
-----	10 credits plus subject methods	
14 credits		

*The IM 422 course has a computer skills prerequisite. Students can meet this prerequisite by taking IM 245, or one of several SCSU Gen Ed courses that focus on developing general computer skills such as IM 260 (Area A - Humanities & Fine Arts, right column), CNA/CSCI 169 (Area B - Natural Sciences, left column), ETS 157 (Area B - Natural Sciences, right column). Or students can waive the prerequisite by arranging for a test out. Contact Information Media (308-2062 or CIM@stcloudstate.edu).

STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS

Standards of Effective Practice: <http://www.mnstate.edu/howell/310/310rcs/STEP.pdf>

INTASC Principles: <http://www.ccsso.org/content/pdfs/corestrd.pdf>

Standard 1: Subject Matter	Standard 6: Communication
Standard 2: Student Learning	Standard 7: Planning Instruction
Standard 3: Diverse Learners	Standard 8: Assessment
Standard 4: Instructional Strategies	Standard 9: Reflection and Professional Development
Standard 5: Learning Environment	Standard 10: Collaboration, Ethics, and Relationships