



SPECIAL EDUCATION

Student Teacher HANDBOOK

Department of Special Education
College of Education
St. Cloud State University

<http://www.stcloudstate.edu/SPED/>

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Department of Special Education

Mission

The primary mission of the Department of Special Education is to maximize human potential and to improve the quality of life for individuals with disabilities regardless of emotional needs.

In order to accomplish this mission, the faculty will dedicate themselves to:

1. Prepare well-qualified personnel to function in public schools and community agencies to deliver educational services and increase opportunities for individuals with learning differences;
2. Prepare students to pursue advanced academic study and to contribute to the body of professional knowledge through research and education;
3. Program cooperatively with members of the college and university while reflecting the value of multicultural education, services, and experiences;
4. Provide continuing educational experiences for those providing direct services to children; and
5. Provide collaboration and consultation services to community agencies, clinics, state departments, and other organizations concerned with the delivery of services to children.

While the central focus of these efforts is with individuals who provide service to students with disabilities, it also includes general educational personnel, parents, paraprofessionals and related service personnel who provide services.

Vision

We share these responsibilities with the community at large and are responsible for the fruition of the department philosophy and goals; namely to prepare personnel who:

1. Demonstrate skill in problem-solving and critical thinking, particularly in dealing with the mismatch and inconsistencies between environmental expectations and learning characteristics and needs;
2. Accept normalization and inclusive education as standards;
3. View the individual within a world culture;
4. Facilitate problem-solving through collaboration, teaming, and consultation; and
5. Accept accountability for progressive change within a process of orientation.

Disability Policy

If a student has a disability, he or she may request accommodations. In order to receive accommodations for field experiences, and/or student teaching, students must be registered with Student Disability Services (320) 308-4080. It is important to contact the Student Disability Services office to determine if different accommodations may be required for student teaching than were needed for coursework.

It is the teacher candidate's responsibility to notify the university supervisor and cooperating teacher if accommodations are required. If the teacher candidate does not request accommodations, none will be provided. If the teacher candidate needs accommodations but does not request them, and subsequently experiences difficulty she/he cannot hold the university accountable for not providing accommodations. When accommodations are needed in public school settings, the teacher candidate must notify the Director of the Office of Clinical Experiences who will share this information with the school principal.

Accommodations for Student Teaching

Teacher Candidate Responsibilities

- Inform Student Disability Services of the need for accommodations before going into the field for student teaching.

- Inform OCE if accommodations are needed due to a disability.
- Make sure your personal support system is in place for student teaching if accommodations are needed.
- When starting a placement, discuss accommodation needs with cooperating teacher and others as appropriate.

Special Education Department

- Student teaching supervisors and course instructors should refer students to Student Disability Services for consultation.
- Be upfront about competency expectations in the field.
- Discuss with students how they will accomplish these competencies.

Student Disability Services

- Ask teacher candidates to inform OCE about accommodations they need.
- Assist in self-advocacy/disclosure.
- Create form for teacher candidate that states what accommodations are needed during student teaching.
- Send above information to university supervisor and OCE.
- Current form sent to university supervisor. In “additional information” section add ‘Accommodations needed in student teaching, etc.’

Office of Clinical Experiences (OCE)

- Inform Student Disability Services that the teacher candidate is requesting accommodations.
- Inform school site of requested accommodations (after receiving written permission from the teacher candidate).
- Inform University Supervisor as the faculty of record.
- Keep Student Disability Services up to date on all student teaching course numbers.

Adapted from a document that was developed in collaboration with Student Disability Services staff, COE Office of Clinical Experiences staff (OCE) & OCE Liaisons from TDEV, SPED, CFS; Presented to COE DAC and to Departments of Teacher Development, Child & Family Studies and Special Education for discussion Submitted by Fran Umerski, Office of Clinical Experiences St. Cloud State University

Program Description

Students in the special education program at the undergraduate or graduate level may obtain K-12 licensure in one or more of the following disability categories:

- Developmental Disabilities (DD classrooms)
- Learning Disabilities (LD)
- Emotional and Behavioral Disorders (EBD)
- Physical/Health Disabilities (P/HD) -- graduate students only

Prior to student teaching, students will have completed foundation courses in special education, individual differences, child development and special education teaching methodology. All required courses must be successfully completed prior to student teaching with the exception of the licensure-specific methods course.

Student Teaching

Undergraduate and graduate students without one year of contractual teaching experience must do their student teaching during the academic year. They may student teach fall or spring semester. They will be placed in two settings for about eight weeks each, to provide the breadth of experience needed for a K-12 teaching license.

Teacher candidates are expected to follow the guidelines and regulations of the host school district as well as those guidelines and regulations that have been established by the building principal and cooperating teacher. During the dates that a teacher candidate is assigned to a setting, she or he is expected to follow the same calendar as his or her cooperating teacher. In addition, the teacher candidate is expected to attend the parent/teacher/student conferences, inservice sessions, and extracurricular activities attended by the supervisory teacher.

Teacher candidates also attend mentor group meetings and take a licensure-specific methods course. Teacher candidates should follow the university calendar regarding these classes.

For graduate students with at least one year of contractual teaching experience, student teaching may be completed during the summer. If the student is obtaining a LD license, she/he takes the methods course during the May intersession preceding student teaching. For licensure in DD, EBD, and P/HD the methods course is taken during the academic year.

Policy on Corporal Punishment

The Department of Special Education at St. Cloud State University has a policy opposing corporal punishment. In addition, we have a policy that we will not place our students in school settings that use corporal punishment, as defined by MN Statute 121A.58 (see below).

121A.58 Corporal punishment.

Subd. 1. Definition. For the purpose of this section, "corporal punishment" means conduct involving:

- (1) hitting or spanking a person with or without an object; or
- (2) unreasonable physical force that causes bodily harm or substantial emotional harm.

Subd. 2. Corporal punishment not allowed. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

Subd. 3. Violation. Conduct that violates subdivision 2 is not a crime under section 645.241, but may be a crime under chapter 609 if the conduct violates a provision of chapter 609."

Child Abuse/Neglect--"Teachers must report suspected abuse."

Familiarize yourself with the district's procedures/policies for reporting suspected abuse/neglect. Inform cooperating teacher and building administration. If you have concerns, contact your University Supervisor as soon as possible.

If you know or have reason to believe that one of your students has been the victim of child abuse or neglect, Minnesota law requires that you report it to the local social service agency, police or sheriff's department, or the Minnesota Department of Education (if the suspected abuse occurred at school). **It is not sufficient to simply report it to the administration or your cooperating teacher.** For the child's protection- and yours-report any suspicion you have right away, even if you are unsure. The law requires a report be made within 24 hours of the time you have reason to believe there is abuse or neglect. The law also provides you with immunity for reports made in good faith. Do not take it upon yourself to investigate whether abuse occurred. If you are unsure, you should err on the side of reporting and leave the investigation to the proper authorities.

Have a discussion with your cooperating teacher to be sure if you have all the facts she/he can share. Also, make sure your university supervisor is aware of the situation. If the case involves your cooperating teacher, contact your university supervisor immediately.

One sign or symptom may not necessarily indicate child abuse or neglect, but some clues that might lead you to suspect it are:

- A child who has a pattern of unexplained injuries or inordinate number of "explained" ones.
- A child who comes to school inappropriately dressed for the season.
- A child who is habitually late or often absent from school.
- A child who arrives early and leaves late because she/he is reluctant to go home.
- A child who is unusually fearful of adults or other children.
- A child who goes to the bathroom with difficulty or has trouble sitting.
- A child who is constantly tired or shows evidence of malnutrition.

(Source: Education Minnesota, Classroom Essentials 2007-2008)

Special Education efolio

The special education efolio is intended to document the students' competence regarding the special education licensure standards as spelled out by the Minnesota Board of Teaching and the Council for Exceptional Children. Each student who participates in student teaching is expected to complete and submit an efolio by the end of the student teaching experience.

Teacher candidates may include two levels of documentation in their portfolios. The capstone experience of student teaching is the source of evidence that is collected directly from actual practice. For example, students may include an Evaluation Report (confidential information redacted) that reflects their use of evaluation instruments. St. Cloud State University places a higher priority on these portfolio artifacts and expects that they represent the majority of the student's final portfolio.

A second level of documentation comes from students' completion of projects within their courses. These projects are designated as portfolio assignments and may be included in the final portfolio as additional documentation. The weighting of these assignments will be less than those completed in student teaching.

SCSU Special Education university supervisors recommend teacher candidates share the efolio requirements needing to be completed during student teaching with their cooperating teachers in an attempt to determine which requirements can be fulfilled in each setting. Further clarification of the efolio will occur throughout mentor group meetings. efolios are typically shared with the university supervisor at the end of the student teaching semester.

Absences

Absences are acceptable only under the following conditions. More than **three** such absences **in an entire semester** will cause your student teaching assignment to be extended to make up **all** the lost days. The student teaching experience can be canceled due to excessive tardiness or absences. All absences must be discussed with your university supervisor. Teacher candidates are not given "personal days", and are expected to adhere to the school calendar.

K-12 coaching and participating in SCSU athletes is not advised during your student teaching semester. These activities will likely conflict with your student teaching duties. If this situation applies to you, talk to your university supervisor immediately.

In case of illness or bereavement

Contact your **cooperating teacher** and **university supervisor** as soon as you know you will not be at school.

In case of emergency

Contact your **cooperating teacher, university supervisor** as soon as possible.

In case of poor weather conditions

Follow your **building's policies**; check for closing or late start announcements on the radio, television, cell phone or internet.

Holidays

Follow the school's calendar, not St Cloud State University's

Inservice

Attend all functions required for your cooperating teacher, including professional meetings

Attendance at the Professional Development Day conference at SCSU is required.

Your cooperating teacher and university supervisor should approve attendance at other conferences and meetings.

Policy in the event of a Strike in Public Schools

In an effort to provide as sound an educational program as possible for St Cloud State University teacher candidates, and to do so in as sensitive a manner as possible with regard to circumstances in school districts, the following policies will be observed in the event that a strike occurs in a school district where SCSU teacher candidates are placed:

- Teacher candidates will be withdrawn from the school setting for the duration of the strike.
- University supervisors or the Director of Clinical Experiences maintain responsibility for the teacher candidates, and the teacher candidates continue to be accountable to their university supervisors.
- For the duration of the strike, teacher candidates are not to enter the school buildings/facilities nor are they to participate in strike-related activities during normal school hours. University supervisors, in collaboration with Program Coordinators, will provide alternative learning experiences for teacher candidates.
- During the strike, the university will consider alternative courses of action to meet the educational needs of the teacher candidates. In the event that reassignment becomes necessary, they will not be made for at least five school days.
- Teacher candidates in all methods and practicum experience courses and in internship field experiences will be withdrawn from field assignments for the duration of the strike. Courses including such field assignments will meet on the SCSU campus under the direction of the course instructors.
- In all cases, university supervisors, course instructors, and the Director of the Office of Clinical Experiences will be responsible for the learning activities of SCSU teacher candidates.

Work to Rule Policy

Sometimes teachers who are working without a contract may implement a “work to rule” policy. The aim is to focus their professional time on students rather than on “extra” time in meetings and on committee work. You must finish all the requirements of your student teaching, but you should be aware of this situation and be empathetic. Because you are not a part of the local bargaining unit, however, you should in no way participate in formal or informal groups activities/issues regarding this matter. If you have questions, contact your supervisor and/or the Director of the Office of Clinical Experiences.

Suggestions to Guide Teacher Candidates

Policies of note:

- All student teachers must have liability insurance.
- Even if the teacher candidate has Crisis Prevention Intervention (CPI) training, they should not use physical restraints with children (OCE, 2008).
- Teacher candidates should read the school’s handbook and procedure manual prior to beginning student teaching. Special note should be taken regarding fire and tornado drill and lock down procedures. You may be responsible for providing directions to students to ensure their safety.
- Do not use schools computers for personal purposes. If you require privacy, don’t use the school’s computer to write your student teaching journals.
- Inappropriate photos and information on your Face Book or My Space sites should be deleted prior to student teaching. See to it that your friends delete pictures and information about you that would be inappropriate for your students to see.
- “Google” yourself so you are aware of the content that is on the Internet. Potential employers often do this too.

During the first days in the placement the teacher candidate will find it helpful to:

- Become familiar with administrators, faculty members, related services professionals, and other school personnel;
- Learn about the expectations of student behavior, standards for evaluating students’ behavior, and the particular disciplinary and behavior management system in place;
- Obtain a school handbook and other school bulletins which deal with school policies and regulations;
- Learn about school procedures such as attendance reports, nurse’s services, and lunchroom facilities;
- Become familiar with school schedules, homeroom activities, assemblies, and teachers’ duties;

- Learn the rules and regulations governing such activities as registration, fire drills, field trips, and excursions;

The teacher candidate may want to ask the following questions on the first day at the site:

- What time is the teacher candidate expected to be in the building each day? What time can s/he leave?
- What is the dress code?
- How does the teacher candidate work with paraprofessionals?
- What is the class make up?
- Can files be reviewed? What is the process for obtaining them?
- What kind of curricula and other materials are in the room?
- How are other materials obtained?
- What are the procedures for classroom management?
- Why is the room arranged the way it is arranged?
- When is a good time to meet every week?

Subsequent suggestions for the teacher candidate include:

- Learn as much as possible about the teaching situation;
- Initiate discussion with your cooperating teacher and determine a mutually agreed upon time to meet;
- Carefully observe the cooperating teacher;
- Carefully observe the students;
- Ask questions during conferences with the cooperating teacher;
- Remember that a positive attitude toward suggestions and feedback is best reflected in actions that follow the conference. Candidates may find it helpful to take notes;
- Remember that much success as a student teacher depends upon the ability to work effectively with the cooperating teacher and other professionals in the setting.

The teacher candidate should become acquainted with the students, preferably before assuming responsibility for teaching. The following suggestions may help establish rapport:

- Learn the names of students. A seating chart may facilitate this.
- Strive to gain an appreciation of cultural influences on individual students.
- Meet students in a social atmosphere such as a school party, lunchroom, or other situations suggested by the cooperating teacher.
- Strive to gain professional respect of students.
- Strive to gain rapport with students.
- Become informed about the specific learning and behavior expectations for individual and groups of students.

To increase effectiveness as a professional person, it is recommended that awareness and involvement in community activities while involved in the field experience should be encouraged. This awareness and involvement can result from:

- Studying the community and its cultural climate;
- Acquainting oneself with community organizations;
- Participating in community activities and organizations;
- Planning with the cooperating teacher to make the best use of available community resources.

Guidelines for developing professional awareness and responsibility can result from:

- Becoming familiar with the Minnesota Academic Standards, curricula, materials and procedures for all subject areas you teach.
- Reading various professional books, periodicals, journals and bulletins, and state publications;
- Assembling a bibliography of professional books, magazines, and other resource material;
- Becoming acquainted with the nature and functions of national, state and local professional organizations;
- Attending state and local workshops, clinics, conferences, or other meetings at which professional practices and developments are discussed;
- Talking with many practicing teachers to understand that there are multiple perspectives on the same topic.

- Teacher candidates are expected to follow the guidelines and regulations of the host school district as well as those guidelines and regulations that have been established by the building principal and cooperating teacher.

Expectations of Cooperating Teachers

Policies of note:

A licensed teacher must be in the room with the teacher candidate at all times when students are present.

A teacher candidate cannot be used as a substitute teacher.

Teacher candidates cannot perform physical holds even if they are CPI certified.

The cooperating teacher plays a major role in the education of the teacher candidate. Because of the significance attached to this supervisory role, it is necessary that the cooperating teacher be thoroughly familiar with a number of guidelines. The policies and procedures described in this handbook should provide assistance in this role. In addition, we invite your suggestions and comments for future revisions of this document. The teacher candidate's background including a current resume and autobiography will be given to each cooperating teacher.

Throughout the teaching experience, the cooperating teacher and teacher candidate will function as a teaching team. This will include cooperative planning, teaching, and evaluating. The quality of the daily supervision is essential to a high quality student teaching performance. No other single factor is as important in the development of the total potential of a beginning teacher. During the early part of the experience, the cooperating teacher typically assumes the major responsibility for planning, teaching, and evaluating students while the teacher candidate thoughtfully observes.

The cooperating teacher is responsible for providing supervision and completing formal written observations on a teacher candidate as well as completing a final evaluation of each teacher candidate.

In their daily work with teacher candidates, cooperating teachers should:

- Meet at least once per week with the teacher candidate;
- Conduct three formal observations with written or verbal feedback;
- Help teacher candidates relate teaching theory to actual teaching in the classroom. Discuss with them the reasons for selection of methods and materials to be used;
- Try to assure understanding and application of the basic principles of learning;
- Monitor the development of teacher candidate's lesson plans; discuss the plans, and offer suggestions prior to the teaching of the lesson; help teacher candidates evaluate lessons after they are taught; encourage independent thinking in planning, use of materials, motivation, and teaching approaches;
- Submit a final evaluation and/or letter of recommendation. Send these to EB A-211;
- Withhold criticisms during a lesson except in rare cases;
- Help develop consistent classroom control, which is conducive to learning. This should include promoting self-control, positive behavior management strategies and respect for others;
- Help promote a natural, working atmosphere in the classroom in which the teacher is poised and confident and the pupils are self-directed and free from tensions;
- Help teacher candidates meet the needs of the individual students;
- Emphasize the development of such attitudes as concern for others, willingness to do the best quality of work possible, willingness to help others, honesty and fair play, and appreciation for cultural, linguistic, and intellectual values;
- Assist teacher candidates in becoming familiar with various sets of cultural values that exist within the community and school. Also familiarize them with resources that exist to enhance learning especially for those students whose cultural experiences differ from those of the student teacher;
- Assist teacher candidates in realizing the need for continuous evaluation of their teaching techniques. This should affect their planning and improve the quality of classroom instruction.

Expectations of University Supervisors

- Assesses various special education settings in order to determine the best placements for meet the needs of the teacher candidate.

- Informs the cooperating teacher of any university expectations.
- Confers with the cooperating teacher about the teacher candidate.
- Provides necessary orientation for teacher candidates concerning their responsibilities.
- Visits the teacher candidate and cooperating teacher a minimum of three times per placement.
- Conducts and writes 2-3 formal observations, reporting on strengths and areas of improvement for the teacher candidate.
- Provides constructive feedback to the teacher candidate.
- Informs the teacher candidate whether his/her progress and performance is satisfactory/unsatisfactory following each observation.
- Meets with teacher candidates an average of one hour per week in mentor group.
- Reads and responds to the teacher candidate's journal.
- Assists individual teacher candidates with personal and professional problems as they relate to their student teaching.
- Informs the teacher candidate of professional concerns and/or performance concerns arising anytime during the semester.
- Coordinates the process for the termination of the teaching candidate if necessary.
- Submits grades.

Professional Concerns Process

The Department of Special Education has developed a Professional Concerns process to assist in the evaluation and assessment of St. Cloud State University (SCSU) students in special education who are having difficulty negotiating their graduate or undergraduate program. This process is independent of other legal or academic processes taking place at SCSU.

1. Any SCSU faculty or staff member(s) who has a concern about a student should talk to the student to express their concern and try to formulate an informal plan to remedy the situation.
2. The faculty/staff person with a concern may check the Professional Concerns Process file in the Special Education Department office (EB-A211) to see if there is a record of earlier concerns with that student.
3. If the concern persists, the person with the concern writes a description of the concern and any steps that have been taken to remedy the situation on the Professional Concerns Form. The student then has the opportunity to read the information and submit a written response on the Professional Concerns Student Response Form. These materials are filed in the Professional Concerns Process file in the Special Education Department office.
4. If the concern continues, a contract or Action Plan will be written by the faculty or staff member(s), and site supervisors, if appropriate. This contract must consist of specific objectives, progress assessment procedures, and a timeline for progress assessment. All parties who are involved with its development should sign the contract or Action Plan. The student must also sign a release form so that information pertaining to the contract can be shared with people outside the University who are affected by the contract, such as cooperating teachers, principals, counselors, etc. At the end of the timeline or upon completion of the contract, an assessment meeting will be conducted to review the contract and evaluate student documentation of completion of contract objectives. This meeting will include the faculty or staff member(s), the SCSU student, an advocate (if so desired by the student), and others involved with the contract.

Successful completion of the contract will result in the student being allowed to continue the program. Unsatisfactory completion of the contract may result in redoing or extending the contract, or removal from the program. The student also has the option of withdrawing voluntarily from the program. If the student does not withdraw, s/he will be terminated, and referred for University discipline if appropriate.

Note: All legal consequences and other related department, college, and university policies will continue to apply at all points.

Potential Areas of Professional Concern

Category 1: Commitment to the Teaching Profession

- 1A. Has a commitment to education as a career. Expresses and demonstrates a desire to be a superior teacher.
- 1B. Conducts professional activities in a legal and ethical manner (including protecting student confidentiality). Maintains students health and safety.
- 1C. Demonstrates ongoing pursuit of professional growth by eliciting feedback and consulting professional resources.
- 1D. Demonstrates responsiveness to suggestion's for change by engaging in positive discussion with supervisor and implementing suggestions.
- 1E. Demonstrates ongoing professional development by reading and evaluating current research literature and participating in professional development activities.

Category 2: Awareness of Personal Responsibilities

- 2A. Demonstrates sensitivity to social expectations in varied environments. Adapts to school expectations for dress appearance, personal hygiene, and language level.
- 2B. Meets social standards of conduct, of interpersonal interaction, and discharges responsibilities without compromising personal integrity.
- 2C. Demonstrates industriousness by taking initiative in planning and carrying out teaching and related duties.
- 2D. Demonstrates resourcefulness by being flexible and adapting to unforeseen events. Is able to solve problems.
- 2E. Takes pride in her/his work and environment.

Category 3: Personality Characteristics

- 3A. Relates in a poised, confident, and professional manner.
- 3B. Interacts and relates with others with confidence. Initiates conversation, contributes to or leads discussion, speaks before a group, or takes a leadership role.
- 3C. Participates cooperatively in group enterprises, contributes constructively, disagrees courteously, avoids sarcasm, makes constructive suggestions, takes suggestions, accepts constructive criticism, and modifies behavior appropriately.

Category 4: Responsibility Characteristics

- 4A. Meets university, field experience, resident teaching, and program deadlines and time commitments.
- 4B. Anticipates needs and problems and plans ahead. Adapts to institutional or professional standards and policies.
- 4C. Is on time for class, field experiences and resident teaching assignments, and appointments. Submits assignments and completes requirements on time. Meets program deadlines. Arranges ahead of time for unavoidable delays or absences. Solicits exceptions for only very special and legitimate circumstances.
- 4D. Acknowledges her/his own responsibility and culpability, does not attempt to transfer fault or blame to others or rationalize inadequate or missing performance.

Category 5: Communication Skills

- 5A. Uses appropriate verbal and nonverbal communications with children, faculty, teachers and staff in schools.
- 5B. Demonstrate proficiency in **oral communication** through standard grammatical usage when appropriate. Expresses self concisely. Uses correct professional terminology. Uses gender-fair, person first language. Does not over use colloquialisms or clichés. Adjusts language to the formality of the situation.
- 5C. Demonstrates proficiency in **written communication** through standard grammatical usage when appropriate. Expresses self concisely. Uses correct professional terminology. Uses gender-fair, person first and language. Does not over use colloquialisms or clichés. Adjusts language to the formality of the situation.

Category 6: Social Relationships

- 6A. Complies with rules and seeks change using established channels. Reports problems to appropriate persons.

- 6B. Relates easily and appropriately to students and others responsible to her/him. Provides leadership or direction and listens to and incorporates ideas of others when appropriate.
- 6C. Is cooperative with faculty, staff and students during collaborative work and discussions.
- 6D. Avoids negative and/or disrespectful comments and attitudes directed at faculty, staff and students. Avoids incidents of physical and/or verbal intimidation or discrimination towards faculty, staff, and students.
- 6E. Does not verbally, physically, or sexually assault others.
- 6F. Reports all cases or suspected cases of abuse and/or neglect to the appropriate agency.
- 6G. Demonstrates fairness, sensitivity, empathy, and openness.
- 6H. Is aware and respectful of the effect of culture on establishing and maintaining relationships.

Category 7: Physical Characteristics

- 7A. Has good health and physical characteristics, motor coordination needed to effectively and independently carry out the duties for which the candidate is being prepared.
- 7B. Is free of any chronic illness that causes frequent or persistent absences.
- 7C. Has, with correction, adequate visual and auditory acuity to perform teaching and managerial duties required of teachers.
- 7D. Has fluent and articulate speech capabilities which enable others to understand her/his oral communication. Can project voice to be heard in all areas of the classroom.

Student Response Form

*Special Education Department
St. Cloud State University*

Name: _____
Date: _____
Faculty/Staff expressing concern: _____
Course Number: _____

AREA(S) OF CONCERN: *(to be filled out by faculty/staff person with the concern)*

STUDENT RESPONSE:

Withdrawing from Student Teaching

A teacher candidate who voluntarily withdraws from student teaching must contact the Office of Clinical Experiences, the university supervisor, cooperating teacher, and any other university personnel whom s/he deems necessary. It is the responsibility of the teacher candidate to withdraw from the courses in accordance with university policies. It is also the responsibility of the candidate to determine whether university policy provides a partial or full refund of tuition and fees. If appropriate, the teacher candidate also needs to contact the Financial Aid office to notify them of the withdrawal.

In the case of a voluntary withdrawal on the part of the teacher candidate, the university supervisor will write a report describing, in detail, the circumstances of the withdrawal. It will be placed in the teacher candidate's student teaching file. The file will be held in the Special Education office for 10 years.

Even if the last day to withdraw has passed, the teacher candidate, with the approval of the university supervisor may receive credit for the time that was spent in the schools. The university supervisor will determine whether the

student teaching credits can be converted to SPED 499 credits (for undergraduates) or SPED 600, (for graduate students) credits. However, if the teacher candidate wants to withdraw because it is not likely s/he will successfully complete the student teaching experience, the university supervisor may assign a grade of unsatisfactory (U) or give the teacher candidate an In Progress (IP) grade. In situations such as this, the student teaching credits cannot be converted to SPED 499 or SPED 600 credits. See the next section of the handbook for procedures to be used if a student teacher is terminated.

Procedures for Termination: Traditional Teacher Candidates

Unsatisfactory performance during student teaching may include problems in any of the following categories:

1. Deficiencies in teaching skills.
2. Deficiencies in knowledge of academic subject matter.
3. Deficiencies in interpersonal relationships.
4. Personal problems that hinder professional accomplishment.
5. Chronic tardiness and/or absences.

Existence of the problem and its degree of severity will be determined by the university supervisor and cooperating teacher. The university supervisor can bring in other university faculty to observe the teacher candidate and/or consult with the university supervisor regarding the teacher candidate.

After the conference, the university supervisor will write an Action Plan or contract. It will include a description of the concerns, the steps to be taken to remediate the situation, and a timeline for the completion of the steps and resources needed. This contract will be given to the teacher candidate, along with an explanation of its contents. The teacher candidate must sign the Action Plan. If the teacher candidate refuses to sign the Plan s/he will not be allowed to student teach.

After the university supervisor and cooperating teacher have determine the scope and severity of the problem, the university supervisor will advise the student about the nature of the problem and the process to be followed to remedy the situation. Next, the university supervisor will set up a conference with the teacher candidate, university supervisor, and the cooperating teacher unless the cooperating teacher requests not to be present. Other appropriate school personnel may be a part of the conference.

At this conference the problem will be described, as well as the steps and timeline the student should follow to remediate the situation. Also, the decision to terminate or continue the teacher candidate's student teaching should be conveyed to all at the conference by the university supervisor.

The teacher candidate may be removed from the student teaching site immediately if the school so desires. When schools ask to have a student teacher removed from the building, the decision is not appealable. When there are severe skills deficits and professional concerns, the student teacher may be terminated from student teaching permanently. This will be determined based on a vote of the Special Education Department Committee of the Whole.

If the teacher candidate is removed from the site, but still has materials that belong to the school, s/he will bring the materials to the university supervisor, who will then deliver them to the school. The teacher candidate must not return to the student teaching site or contact the cooperating teacher, paraprofessionals or students in any manner.

The university supervisor will contact the Office of Clinical Experiences as soon as the decision to terminate student teaching has been made. The amount of academic credit the teacher candidate will be granted is discussed. A passing or in progress grade **will not** be given for student teaching courses in situations where the student teaching experience has been terminated. If the teacher candidate is terminated, student teaching credits cannot be converted to SPED 499 or SPED 600 credits. The teacher candidate will receive a grade of unsatisfactory (U) for the student teaching credits that apply to the session in which the teacher candidate was terminated. For example, if the teacher candidate is working on an EBD license and is terminated in the first setting, the person will receive a U for SPED 470 /670. In this case, the Director of OCE may write a letter on behalf of the teacher candidate requesting that tuition be refunded for the second half student teaching credits, which in this case would be SPED 471/671. If the

teacher candidate is terminated during the second placement, s/he will get a U for the second half student teaching credits. For a teacher candidate pursuing EBD license, the U would be in SPED 471/671

Requests to reenter student teaching cannot be made for at least one year after the semester in which the student was terminated. The request to reenter student teaching must be initiated by the teacher candidate sending a letter to a committee comprised of at least four Special Education student teaching supervisors. The letter must include evidence that the issues that led to the termination are remediated. Again, reentry cannot take place sooner than one year after the date of termination, nor until all the steps of the Action Plan have been successfully completed.

When, and if, the teacher candidate reenters student teaching, s/he will be under an Action Plan or contract. This Action Plan or contract will be shared with potential cooperating teachers and/or their administrators prior to the teacher candidate being placed at a new site. The teacher candidate may be expected to successfully complete the entire student teaching semester to be eligible for licensure.

Procedures for Termination: Teacher Candidates Doing Competencies

If a teacher candidate is doing the competency approach and has done something that resulted in being fired, all termination policies discussed above apply to that teacher candidate with the exception of one policy. The teacher candidate will receive Us for **all** the student teaching credits for which s/he is enrolled.

Minnesota Teacher Licensure Exam (MTLE)

On September 1, 2010, the Minnesota Board of Teaching launched a new generation of licensure tests. The new testing program is called the MINNESOTA TEACHER LICENSURE EXAMINATIONS (MTLE). [Registration begins July 19, 2010, on the MTLE Website \(www.mtle.nesinc.com\)](http://www.mtle.nesinc.com). Below is a document from the Minnesota Board of Teaching that covers frequently asked questions concerning the MTLE.



MINNESOTA BOARD OF TEACHING

Teacher Testing Requirements FREQUENTLY ASKED QUESTIONS

On September 1, 2010, the Minnesota Board of Teaching launched a new generation of licensure tests. The new testing program is named the
MINNESOTA TEACHER LICENSURE EXAMINATIONS
(MTLE)

The Board of Teaching developed this set of questions and answers to help teacher candidates prepare for the change to the MTLE from the Praxis tests. Additional questions can be directed to the Board of Teaching. See contact information on page 5.

What tests are required to get a Minnesota license?

Beginning in September 2010, the Minnesota Teacher Licensure Examinations (MTLE) will be the statewide uniform means of assessing the basic skills, pedagogical, and subject-area knowledge of Minnesota K-12 teacher candidates. All candidates for an initial license are required to pass the basic skills tests (reading, writing, mathematics), as well as pedagogy and content knowledge tests.

When can I register to take the MTLE?

[Registration begins July 19, 2010, on the MTLE Website](http://www.mtle.nesinc.com) (www.mtle.nesinc.com).

Where can I take the MTLE?

MTLE, except for World Language tests, are computer-based tests (CBTs) and are administered at Pearson Professional Centers (PPCs) and Pearson-authorized CBT sites in Minnesota. All CBT test centers are conveniently located near educator preparation institutions. World Language tests are paper based and will be administered in facilities located near language preparation institutions.

What are the test administration dates?

The CBT examinations will be available six days each month. You may schedule an appointment at the testing center of your choice. World Language tests will be offered up to six times per testing year. Test date and site information is provided on the MTLE Website.

What if I took a Praxis test and passed? Will I have to take this new test?

Note: This applies only to candidates who complete an approved program in Minnesota. See below for questions relating to out-of-state applicants.

*Once the MTLE tests are launched on September 1, 2010, candidates **cannot take** the Praxis for Minnesota licensure. However, if you have a passing score from a **test taken prior to September 1, 2010**, the BOT will accept the scores for the time periods listed below:*

*If you **completed a Minnesota licensure program and took the test before September 1, 2010**, the Board of Teaching will accept passing scores on the following tests:*

- *Praxis basic skills tests (reading, writing, mathematics) until December 31, 2015. Beginning January 1, 2016, only MTLE basic skills passing scores will be accepted.*
- *Praxis pedagogy and content knowledge tests will be accepted until August 31, 2012. Beginning September 1, 2012, only MTLE pedagogy and content knowledge passing scores will be accepted.*

*If you **complete a Minnesota licensure program between September 1, 2010, and August 31, 2012, AND took the test prior to September 1, 2010**, the Board of Teaching will accept passing scores on the following tests:*

- *Praxis basic skills tests (reading, writing, mathematics) until December 31, 2015. Beginning January 1, 2016, only MTLE basic skills passing scores will be accepted.*
- *Praxis pedagogy and content knowledge tests will be accepted until December 31, 2015. Beginning January 1, 2016, only MTLE pedagogy and content knowledge passing scores will be accepted.*

What if I have passing scores from both Praxis tests and MTLE tests?

Candidates may use a combination of Praxis and MTLE scores as long as the Praxis scores fall within the timelines defined above.

How do I prepare for the MTLE?

A series of free study guides will be available through the MTLE Website when registration opens on July 19, 2010. These study guides include details about test content and format, as well as sample test questions. You can view these guides online or download them as PDFs for later review or printing.

What is the required passing score for each test?

Passing scores for each licensure test will not be set until October, 2010. Candidates who take a test in September, 2010, will be held to the scores set by the BOT retroactively.

When do I get my test scores?

Scores will be reported 21 days after the close of the computer-based testing window or 21 days from the test administration date for paper-based World Language tests.

Is there any limit to the number of times I can take a test?

No. You may take a test or subtest as many times as needed.

What if I passed one subtest but not another within a test? Do I have to take both subtests?

No. You may register for and take only the subtest that you did not pass. However, you must wait at least 90 days before retaking the same subtest.

What if I have tested several times and cannot pass? Is there some other way that I can get my license?

No. Testing requirements are set forth in Minnesota law and cannot be waived by the BOT.

A limited license may be issued upon the request of a Minnesota school district or charter school which allows a candidate one year to teach while attempting to pass the required tests. For more information regarding limited licenses, contact the Educator Licensing division at the Minnesota Department of Education at mde.educator-licensing@state.mn.us or call 651-582-8691.

What test do I take if I am seeking a World Language license?

Currently, only French, German, and Spanish World Languages have content knowledge tests. A content knowledge test for the Chinese (Mandarin) language will be required beginning September 1, 2010. [View a list of all licensure areas and required tests.](#)

Candidates seeking a license in another World Language are not required to pass a content knowledge test. However, all World Language licensure candidates must pass the basics skills and pedagogy tests.

How do I take an MTLE test if I don't live in Minnesota?

The MTLE will be available at more than 200 Pearson Professional Centers in the United States, including Puerto Rico, the Virgin Islands, and Canada.

Will a similar test taken in another state qualify me for Minnesota licensure?

No. Only tests approved by the BOT for use in Minnesota may be used to qualify for a teaching license.

What if I already have a license from another state? Do I have to take the MTLE?

Yes. All teachers must pass the MTLE tests. This includes the Basic Skills tests in reading, writing, and mathematics, a pedagogy test, and the content knowledge test(s) specific to the licensure field.

However, a teacher with a license from another state can apply for a one-year license which allows a teacher one year to teach while attempting to pass the MTLE tests. This license can be renewed twice during a period of three years before the teacher must have met all of the Minnesota testing requirements. For more information regarding a one-year license, contact the Educator Licensing division at the Minnesota Department of Education at mde.educator-licensing@state.mn.us or 651-582-8691.

How do I request testing accommodations?

Information about requesting alternative testing arrangements will be provided to you during the registration process. The MTLE Website has detailed information about procedures and requirements for requesting alternative testing arrangements.

How much do the MTLE tests cost?

This information is available on the MTLE website. (www.mtle.nesinc.com)

How do I pay for the test if I have limited financial resources?

Evaluation Systems and the BOT will develop a system for providing test-fee vouchers. These vouchers will be distributed to qualifying candidates by Minnesota educator preparation programs.

What if I already have a Minnesota license—do I have to take these tests?

These tests are required for new licenses only. If you are new to the profession or new to Minnesota, you must pass the basic skills tests, a pedagogy test that aligns with the scope (grade level) of your licensure field, and a content-specific test in your licensure field. If you are already licensed and are adding another license, you only have to take the content knowledge test in the new licensure field.

What if I am currently teaching on a license that has a specific renewal condition that says I have to take an ETS / Praxis test?

The Board of Teaching will honor a passing score from either an ETS (Praxis) or an MTLE test in these situations.

Can I choose if I want to take a test by computer or with paper and pencil?

MTLE, except for World Language tests, are computer-based tests (CBTs) and are administered at Pearson Professional Centers (PPCs) and Pearson-authorized CBT sites in Minnesota. All CBT test centers are conveniently located near educator preparation institutions. World Language tests are paper based and will be administered in facilities located near language preparation institutions.

If you still have questions, please contact the Board of Teaching at: board.teaching@state.mn.us

Code of Ethics for Minnesota Teachers

Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles, which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching.

Subpart 2. Standards of Professional Conduct. The standards of professional conduct are as follows:

- A teacher shall provide professional educational services in a nondiscriminatory manner.
- A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- A teacher shall not deliberately suppress or distort subject matter.
- A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- A teacher shall not knowingly make false or malicious statements about students or colleague.

Ethics for Educators of Persons with Exceptionalities Council for Exceptional Children

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.
- E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- F. Special education professionals work within the standards and policies of their profession.
- G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Instructional Responsibilities

Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:

- 1. Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.
- 2. Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.
- 3. Create safe and effective learning environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.
- 4. Maintain class size and case loads which are conducive to meeting the individual instructional needs of individuals with exceptionalities.
- 5. Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
- 6. Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.
- 7. Provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices, for the purpose of decision making.

8. Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Management of Behavior

Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:

1. Apply only those disciplinary methods and behavioral procedures which they have been instructed to use and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.
2. Clearly specify the goals and objectives for behavior management practices in the persons' with exceptionalities Individualized Education Program.
3. Conform to policies, statutes, and rules established by state/provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.
4. Take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.
5. Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

Procedures

1. Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.
2. Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician's name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.
3. Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Relationships

Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:

1. Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
2. Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.
3. Maintain communications between parents and professionals with appropriate respect for privacy and confidentiality.
4. Extend opportunities for parent education utilizing accurate information and professional methods.
5. Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.

6. Recognize and respect cultural diversities which exist in families with persons with exceptionalities.
7. Recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Advocacy

Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:

1. Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency that employs them.
2. Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.
3. Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.
4. Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.
5. Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

Professional Employment Certification and Qualification

Professionals ensure that only persons deemed qualified by having met state/provincial minimum standards are employed as teachers, administrators, and related service providers for individuals with exceptionalities.

Employment

1. Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
2. Professionals represent themselves in an ethical and legal manner in regard to their training and experience when seeking new employment.
3. Professionals give notice consistent with local education agency policies when intending to leave employment.
4. Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.
5. Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.
6. Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.
7. Professionals seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.
8. Professionals respond objectively when requested to evaluate applicants seeking employment.

9. Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

Assignment and Role

1. Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.
2. Professionals promote educational quality and intra- and interprofessional cooperation through active participation in the planning, policy development, management, and evaluation of the special education program and the education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.
3. Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.
4. Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.
5. The administration and supervision of special education professionals provides for clear lines of accountability.
6. The unavailability of substitute teachers or support personnel, including aides, does not result in the denial of special education services to a greater degree than to that of other educational programs.

Professional Development

1. Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as in-service training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.
2. Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.
3. Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession

1. Special education professionals assume responsibility for participating in professional organizations and adherence to the standards and codes of ethics of those organizations.
2. Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.
3. Special education professionals refrain from using professional relationships with students and parents for personal advantage.
4. Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.

5. Special education professionals initiate, support, and/or participate in research related to the education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities. They (a) adopt procedures that protect the rights and welfare of subjects participating in the research; (b) interpret and publish research results with accuracy and a high quality of scholarship; (c) support a cessation of the use of any research procedure, which may result in undesirable consequences for the participant; and exercise all possible precautions to prevent misapplication or misutilization of a research effort, by self or others.

Professionals in Relation to Other Professionals

Special education professionals function as members of interdisciplinary teams, and the reputation of the profession resides with them. They:

1. Recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines.
2. Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society.
3. Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation, and training, so that duplication or loss in quality of services may not occur.
4. Provide consultation and assistance, where appropriate, to both regular and special educators as well as other school personnel serving persons with exceptionalities.
5. Provide consultation and assistance, where appropriate, to professionals in non-school settings serving persons with exceptionalities.
6. Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.

Resources

<u>Resource</u>	<u>Web Address</u>
Special Education Department	http:// www.stcloudstate.edu/SPED/
Career Services (SCSU)	http://www.stcloudstate.edu/careerservices
Teachers-Teachers.COM	http://www.teachers-teachers.com/minnesota
Minnesota Educator Licensing	http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/index.html
Darla Calverley Assistant Registrar: Handles licensure applications for SCSU.	Phone: (320) 308-4037 Email: ddcalverley@stcloudstate.edu
Teacher Licensing Information	http://www.stcloudstate.edu/registrar/students/teachinglicensure/