

Student Teaching Handbook



Education Department
Sitting Bull College
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Introductory Remarks

Student teaching is the culminating experience of Sitting Bull College's Teacher Education Program. This experience is carefully designed to allow pre-service teachers opportunities to apply the skills acquired through their course work. Student teaching is that part of the teacher preparation program which enables prospective teachers to synthesize and apply their accumulated knowledge, moving from theory to practice under the supervision of experienced, certified teachers. The Student Teaching experience is a 12 week experience depending on major assignment as specified by the SBC Division of Education faculty supervisor.

This handbook has been developed as a guide for student teachers, cooperating teachers, SBC Division of Education faculty supervisors, and public school administrators involved in the student teaching program of Sitting Bull College. The handbook is designed to provide orientation, to promote uniform application of student teaching policies, and to enhance communication among all parties involved in the student teaching experience.

The policies and guidelines outlined in the handbook are not intended to stifle the individuality or creativity of the cooperating teacher and/or SBC Division of Education faculty supervisor, but to serve as a reference guide. The handbook can not address every situation a person might encounter in student teaching therefore, do not hesitate asking for help and clarification when unexpected situations arise. Your first line of assistance should be your cooperating teacher; second is the SBC Division of Education faculty supervisor. The handbook addresses critical issues and necessary information.

Student teaching observation and evaluation forms are aligned with the NCATE (National Council for Accreditation of Teacher Education) standards. North Dakota and South Dakota local educational agencies are actively involved in the implementation of all field experiences. Sitting Bull College Division of Education Advisory Committee meet fall and spring. Recommendations and approval for program changes are collaboratively made by the SBC Division of Education and the Advisory Committee.

**Mission Statement
Sitting Bull College
Education Department**

A. SHARED VISION

As a community of learners in fulfilling Sitting Bull's vision of building a better future for our children, we emulate the Lakota/Dakota values of bravery, generosity, wisdom, and fortitude. (*Supporting Exhibits: DOE minutes and Advisory Committee minutes*)

Tribal Colleges have developed their own division of education programs in an effort to validate and empower American Indian communities. (Rehyner, 1992).

B. MISSION STATEMENT

The mission of the Sitting Bull College Division of Education is to balance the constructivist view of teaching and learning while integrating the Lakota/Dakota philosophy, values, and beliefs. With the help of SBC cultural leader and language faculty, Wilbur Flying By, the following values are acknowledged as indicators of excellence:

- Woohitika (Bravery) – the ability to be courageous when facing challenging situations by modeling leadership and positive agents of change.
- Wowacintanka (Fortitude) – to persist despite difficulties, be resilient when facing obstacles, and to keep in mind the need for humility.
- Wacantkiya and/or Wacanlkiya (Generosity) – to show generosity in a variety of ways, but mainly through modeling compassion for others. The SBC Division of Education programs expect that all candidates demonstrate generosity within the context of their communities.
- Woksape (Wisdom) – This is defined as the ability to use an accumulation of individual experience in making appropriate decisions in life.

(*Supporting Exhibits: DOE minutes and Advisory Committee minutes*)

Both the institutional and education unit mission statements articulate a need to enhance the educational attainment of Standing Rock members while maintaining a focus on Lakota/Dakota history, language, culture, and values. Since 1995 the education unit has integrated constructivist principles throughout the program of study.

Coherence

The conceptual framework of Sitting Bull College Teacher Education provides a cohesive link between and among curriculum, instruction, field experience, clinical practice, and assessment with each candidates program of study. The aspects of cultural relevancy are integrated throughout the teacher education curriculum and within the general education

coursework to the greatest possibility. Secondly, students construct knowledge through coursework that will serve them in later aspects of their program such as in field experience and clinical practice. In addition common curriculum instruction and assessment are all centered on pre-service teacher as an active learner. The teacher education candidates in their field and practicum experiences demonstrate social construction of knowledge based in the conceptual model as they begin to offer opportunity for active learning and social constructual knowledge to their K-12 students in the classrooms. The social construct of knowledge of pre-service teacher education allow them to engage in learning that is relevant to the context of Lakota/Dakota History, Culture, and Language.

The education unit offers opportunities for teacher education candidates to present and model their own point of view in community settings in which local knowledge is valued. Student teacher handbook and evaluation forms address the conceptual framework.

CRITERIA FOR ADMISSION TO STUDENT TEACHING

Admission to the Teacher Education Program is not automatic. All students must apply and be accepted into the program prior to taking most upper division courses (300-400 numbers), and before the student teaching internship. Effective July 1, 2003 all students must take the Pre-Professional Skills Test (PPST) and submit a copy to the Division of Education. The Education Standards and Practices Board have identified the following passing scores for licensure: 173 Reading, 173 Writing, and 170 Math. The Education Standards and Practices Board web page: www.state.nd.us/espb. Application for the Teacher Education Program should be made at the end of the sophomore year or at the beginning of the junior year. The second phase of the student's application process is to be interviewed by a committee to gain a better understanding for student interest in the teaching.

Requirements for admission are as follows:

1. Successful completion of the Associate of Science in Teacher Education for Elementary and/or Special Education candidates, Associate of Science in Early Childhood Education for the Early Childhood bachelor's degree, and Associate of Science in Teacher Education or Environmental Science degree for the bachelor's degree in Secondary Science Education with a "C" or better in all course work.
2. Submission of e-portfolio with reflection.
3. A cumulative grade-point average of 2.75.
4. Completion of the "Application for Division of Education" form.
5. Signature of acceptance by the Education Admissions Committee Chair.
6. Completed disposition essay.
7. Documentation of background check.
8. Pre-professional PRAXIS I test scores must be received by and on file with the Education Division Director.
9. Acceptance into the program will be based upon the following criteria:
 - a. fulfillment of criteria listed above
 - b. attendance record in classes

- c. three letters of recommendation of employers/instructors
- d. class participation record (timely completion of papers, project, etc.)
- e. interview by a committee of educators.

Once accepted into a Division of Education Bachelor's program, a student must maintain a cumulative grade-point average of 2.75 in order to remain in the program. Students must pass all methods courses with a 3.0 or higher.

Cooperating School Sites

Local school districts selected as student teaching placement sites cooperate with professional education faculty in the preparation of pre-service teachers. Each school selected for participation is asked to complete a written agreement with Sitting Bull College to ensure that the setting is consistent with the framework of teacher preparation programs at Sitting Bull College. Student teaching sites offer opportunities, facilities, and equipment in accordance with the written agreement. {Appendix-A}

Teacher Candidates with Special Needs

Teacher candidates who require special accommodations and/or modifications must make a formal request to the Sitting Bull College Student Support Services. If prior modifications have been granted, a copy of the modifications must be submitted with the student teaching application documents.

Liability Insurance and Background Check Requirements

All students who will be working with children must have background checks. All students will be required to show evidence of liability insurance (this could be through the state education association, for example North Dakota Education Association (NDEA) or South Dakota Education Association).

Selection of Cooperating Teachers

The Cooperating Teacher's role in the preparation of future teachers is significant. The selection criteria for cooperating teachers are carefully applied to ensure quality-learning environments. These criteria include:

1. Current State licensure in the teaching assignment.
2. Completion of a minimum of three years of successful teaching.
3. Completion of a minimum of one semester in current grade level/content field.
4. Minimum of 50% of teaching assignment in certification area of student teacher.

5. Completion of the Supervision of Student Teachers course as required by the North Dakota Educational Standards and Practices Board.

Role and Responsibility of the Student Teacher

Student teachers assume full professional responsibility in the classroom. Therefore, they must meet the following expectations:

1. Comply with all requirements outlined in the Student Teaching Handbook.
2. Review and follow school district policies, procedures, and mission statement.
3. Establish and maintain appropriate rapport with learners, parents, and school personnel.
4. Collaborate with the cooperating teacher to:
 - Plan the 5 phase student teaching process
 - Develop detailed lesson plans
 - Design and teach a thematic unit
 - Integrate technology in teaching
 - Reflect and assess student learning
 - Reflect and assess teaching quality
 - Collect teaching artifacts for use in the electronic portfolio
5. Attend all student teaching seminars to:
 - Develop electronic portfolios
 - Prepare for PRAXIS I or II
 - Apply for licensure
 - Professional development
 - Prepare for exit assessment
6. Maintain confidentiality.
7. Complete the required number of hours/weeks of student teaching.
8. Maintain and update the professional portfolio. {Appendix-B}
9. Maintain reflective teaching journal.

Roles and Responsibilities of the Cooperating Teacher

The role of the cooperating teacher is vital to the success of the student teaching experience. The cooperating teacher sets the tone of the classroom and structures the experiences of the student teacher, thus significantly shaping the attitudes and practices of the student teacher. To fulfill this expectation, cooperating teacher must meet the following expectations:

1. Understand and comply with all policies, procedures, and requirements outlined in the Student Teaching Handbook.
2. Prepare learners and parents for the student teacher, clarifying responsibilities and authority.
3. Provide the student teacher with relevant materials including faculty and student handbooks, rosters, texts, classroom materials, classroom rules, and curriculum guides.
4. Provide a physical place for the student teacher to work.
5. Make arrangements for student teachers to have access to teaching resources, faculty work areas and materials, and library.
6. Plan, organize, and provide opportunity for the student teacher's independent growth to include allowing student teacher to assume full responsibility of the classroom.
7. Provide continuous and frequent written and verbal feedback to the student teacher.
8. Complete all required evaluations (3 formal evaluations, unless otherwise designated by the SBC Division of Education faculty supervisor) and paperwork to include feedback form of student teaching process. {Appendix-C}
9. Model appropriate professional behavior, attitude, communication, and ethical conduct.
10. Facilitate the SBC Division of Education faculty supervisor's observation schedule.
11. Reinforce the professional education unit's observation schedule.
12. Collaborate with the student and the SBC Division of Education faculty supervisor to structure a professional plan of experiences and time lines for the student teacher, as needed.
13. Schedule regular meeting/planning times with the student teacher for feedback, direction, and collaborative tasks.
14. Adhere to the schedule for assuming student teaching responsibilities.
15. Assign a mid-term and final grade, following the review conference in collaboration with the college supervisor and student. However, the final grade is given by the SBC supervising faculty.

Roles and Responsibilities of the SBC Division of Education Faculty Supervisor

The role of the SBC Division of Education faculty supervisor is to facilitate dialogue and strengthen the existing partnership between the college and the public school. As a representative of both SBC and the professional education unit, SBC Division of Education faculty supervisors are in a unique position to enhance and encourage communication, collegiality, and collaboration with the public school. SBC Division of Education faculty supervisors have the following responsibilities:

1. Understand and comply with all policies, procedures, and requirements outlined in the Student Teaching Handbook
2. Serve as the liaison between the public school and SBC Division of Education
3. Complete all required visits, evaluations, and paperwork and maintain records as required
4. Meet regularly with student teacher and cooperating teacher at the school site
5. Support and assist the cooperating teacher and student teacher in meeting their roles and responsibilities
6. Provide suggestions, feedback, and recommendations for program improvement
7. Acquaint oneself with the assigned school site, its programs, and personnel
8. Complete mid-point and final evaluation of the student teacher

Division of Education Supervisor and School Administrator

The SBC Division of Education faculty supervisor is responsible for the placement of student teachers with a well-qualified cooperative teacher. The placement will only be done after consultation between the student teacher, the SBC Division of Education faculty supervisor, and the Division of Education Chair. The SBC Division of Education faculty supervisor must make initial contact with the school and the cooperating teacher prior to placement. Students are not responsible for arranging for their field experiences.

Roles and Responsibilities of the Building Administrator

The role of the building administrator is supportive in nature. By agreeing to accept student teachers in their school, the administrator provides a setting for student teachers to become accomplished teachers ready to enter the professional world of education. The administrator provides the leadership need to guide, support, and directs the novice teacher, as well as the cooperating teacher. The building administrator's responsibilities in accepting a student teacher include:

1. Understand and comply with all policies, procedures, and requirements outlined in the Student Teaching Handbook
2. Identify and recommend cooperating teachers
3. Introduce the student teacher to school philosophy, policies, routines, and faculty
4. Assist the cooperating teacher and the student teacher in fulfilling their roles and responsibilities
5. Participate in the assessment of and provide suggestions for the improvement of the student teaching program
6. Communicate to the SBC Division of Education faculty supervisor any potential or actual concerns in a timely fashion

Suggested Student Teaching Cycle

Student teaching at Sitting Bull College is the final phase in the preparation of competent, reflective and professional teachers. The experience offers an opportunity to combine knowledge and theory into teaching practices while under the supervision of a cooperating teacher and a college supervisor.

The student teaching experience takes place during the senior year and lasts for approximately 12 weeks, unless otherwise specified by the SBC Division of Education faculty supervisor. The program provides carefully supervised learning activities to provide a broad depth of experiences in as many areas of professional responsibility as possible.

The student teaching phase is divided into five parts:

1. **OBSERVATION:** During this phase student teachers will observe in the classroom as well as visit with school personnel. It will also be an opportunity to become familiar with record keeping, material preparation, resource development and classroom management.
2. **ASSISTING IN INSTRUCTIONAL PLANNING:** During this phase student teachers will help the teacher in planning lessons and begin to take more responsibility for classroom activities through individual or small group work.
3. **TEACHER ASSISTED INSTRUCTION:** When the cooperating teacher feels that the student teacher is ready, the student teacher will be given the opportunity to assist in teaching and facilitating lessons. These lessons will be planned together.
4. **FULL RESPONSIBILITY:** During this phase the student teacher will experience two weeks of total responsibility in a classroom setting aligned with their teaching major. The student teacher will plan and implement units and lessons. The student teacher will write and teach a unit designed independently.
5. **PHASE OUT:** During the final one or two weeks, the cooperating teacher regains the responsibility for the classroom. The student teacher has the opportunity at this time to identify an area or areas of interest and pursue a more in-depth understanding of that area. For example a student teacher might accompany a student with special needs to speech therapy, chapter classes, adaptive P.E. in order to become more aware of inclusive practices as well as appropriate adaptations and modifications for children with disabilities. The student teacher will need to review his/her lesson or IEP plans with the SBC Division of Education faculty supervisor and school personnel.

Throughout this experience student teachers will be involved in multiple roles and responsibilities related to classroom teaching. It will be an opportunity to do long range units and daily planning, applying different teaching strategies and learn how to provide for individual differences in children.

The following schedule is suggested and should serve as a guide. The schedule may vary at the discretion of the cooperating teacher and SBC Division of Education faculty supervisor as the needs of the student teacher suggest.

SAMPLE: 12 WEEK SCHEDULE

Prior to the beginning of the semester an appointment will be made to include: the student teacher, building administrator, cooperating teacher and supervisor. In some cases, it will be necessary to split the time between two different classrooms in order to acquire experience from two different grade levels.

WEEK 1-2 Student teachers will get acquainted with students, staff, building facilities and building policies. Student teachers registered for fall semester placements will attend all pre-service workshops. Within the school they are doing their internship they may assist the cooperating teacher, help students, check papers, design bulletin boards and read to children.

WEEK 2-4 Student teachers will assist the cooperating teacher in writing lesson plans. They begin to teach small groups and/or one subject area. The student teachers will continue to plan with the cooperating teacher.

WEEK 4-6 Student teachers will take over additional subject areas. One to two observations will be completed by the SBC Division of Education faculty supervisor by this time.

WEEK 6-10 Student teachers eventually assume total responsibility for all lesson plans and instruction. A video-tape will be made for evaluation purposes. The video taping is the student's responsibility. The principal will complete an evaluation using the form used for the contracted teachers at the school.

WEEK 10-12 The cooperating teacher resumes responsibility for the classroom. Student teachers will observe children with special needs, visit and observe other classrooms, assist the cooperating teachers as needed and complete all reports, evaluations, and the professional portfolio.

SBC Division of Education Faculty Supervisor's Observation Schedule

SBC Division of Education faculty supervisors will complete at least three observations of the student teacher. The following schedule of visits and their purposes provides a guide to assure that student teachers receive adequate feedback and guidance as well as meet the expected evaluation schedule. The schedule may vary depending upon the individual needs of the student and/or the cooperating teacher. These visits may be announced or unannounced.

12 WEEK SCHEDULE

Introductory/informational visit

WEEK 1-3 **FIRST OBSERVATION** (completed by the end of the third week)

WEEK 4-7 **MIDPOINT EVALUATION AND CONFERENCE**

WEEK 8-10 **SECOND OBSERVATION** (completed by the 10th week)

WEEK 11 **THIRD AND FINAL EVALUATION AND CONFERENCE**

Copies of all evaluation forms will be available to students. The mid term and final grade reports will be completed by the cooperating teacher or teachers, school administrator, and supervising faculty. This collaborative effort will ensure a fair assessment of the student teachers performance.

SBC Division of Education Faculty Supervisor's Observation Schedule

The college supervisors will make three visits to observe, evaluate, and provide feedback to the student teacher. The following schedule of visits and their purposes provides a guide to assure that student teachers receive adequate feedback and guidance as well as meet the expected evaluation schedule. The schedule may vary slightly depending upon individual's needs of the student and/or the cooperating teacher.

Because the student teacher needs to know how well he/she is progressing, it is important that the college supervisor provide frequent feedback. The Division of Education suggests that a clinical supervision model be used to provide this feedback. Some of the observations may be informal with at least one being more formal.

The clinical supervision model steps are:

Step 1- Pre-observation conference with the student teacher. During this session the student teacher and the faculty supervisor identify the purpose for the observation. The student teacher identifies specific teaching skills or lessons they want evaluated.

Step 2 - Techniques for taking notes – During the observation, you will want to objectively record what you see and use the evaluation forms developed by the Division of Education.

Step 3 - Following the observation the supervisor should review the facts, identify one or two areas to discuss (usually several positive and one improvement area), and plan the conference from the notes. These notes will be shared and discussed with the student teacher.

Conference with student teacher – The supervisor will use the notes to ask questions of the student about the observation outcome. Questioning is at the heart of good reflective assessment.

Formal evaluation forms will also need to be completed by the college supervisor and shared with the student teacher. Both the student and supervisor for future reference must sign these forms.

The mid-term and final grade will be submitted by the college supervisor in collaboration with the cooperating teacher.

Professional Ethics
Code of Ethics
Article 67.1-03
State of North Dakota
Code of Professional Conduct for Educators
Adopted November 18, 1999

Section 67.1-03-01-01

Preamble

The educator recognizes that education preserves and promotes the principles of democracy. The educator shares with all other citizens the responsibility for the development of educational policy. The educator acts on the belief that the quality of the services of the education profession directly influences the nation and its citizens. The educator promotes 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 educator measures success by the progress each student makes toward the realization of his/her potential as an effective citizen. The 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. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator strives to raise professional standards to improve service and achieve conditions which attract highly qualified persons to the profession.

The following code of professional conduct of the Education Standards and Practices Board governs all members of the teaching profession. A violation of this section constitutes grounds for disciplinary action which include the issuance of a warning and/or reprimand, suspension or revocation of the license of the affected educator, or to take other appropriate disciplinary action.

History: Effective July 1, 1995

General Authority: NDCC 15-36-15, 15-38-18, 28-32-02

Law Implemented: NDCC 15-38-18

Section 67.1-03-01-02

Principle I - Commitment to the Student

In fulfilling obligations to students, the North Dakota educator:

1. shall not, without just cause, deny the student access to varying points of view;
2. shall not intentionally suppress or distort subject matter relevant to a student's academic program;
3. shall protect the student from conditions detrimental to learning or to physiological or psychological well-being;
4. shall not engage in physical abuse of a student or sexual conduct with a student and shall report to the Education Standards and Practices Board knowledge of such an act by an educator;
5. shall not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
6. shall not use professional relationships with a student for personal advantage or gain;
7. 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; and,
8. Shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

Section 67.1-03-01-03

Principle II - Commitment to the Profession

In fulfilling obligations to the profession, the North Dakota educator:

1. shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
2. shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or evaluation of personnel;
3. shall not sexually harass a fellow employee;
4. shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
5. shall present complete and accurate information on the application for licensure and employment;
6. shall present complete and accurate information on any document in connection with professional responsibilities;
7. shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally;
8. shall cooperate with the Education Standards and Practices Board in inquiries and hearings and shall not file false complaints or shall not seek reprisal against any individuals involved with the complaint;
9. shall not knowingly distort, withhold or misrepresent information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
10. shall not breach a professional employment contract;
11. shall not knowingly assign professional duties for which a professional educator's license is required; and,
12. Shall not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, nor offer a gratuity, gift, or favor to obtain special advantage.

Section 67.1-03-01-04

Principle III - Commitment to the Community

In fulfilling these obligations to the public, the North Dakota educator:

1. shall distinguish between personal views and the views of the employing educational agency;
2. shall not distort or misrepresent the facts concerning educational matters; and,

Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

Extension of Student Teaching

The student teaching experience may be extended upon the recommendation of the cooperating teacher, the SBC Division of Education faculty supervisor, or the student teacher. Examples of request for extensions of the experiences may include extended time to make up extensive unavoidable absences, extended time for the student to achieve success, and extended time in an additional or different student teaching site. In all cases, recommendation for extension must be accompanied by:

1. Written documentation of the reason for recommending the extension.
2. A Professional Development Plan if the extension is related to competence issues.
3. A recommendation for the number of day/weeks the student teaching experience is to be extended.
4. A recommendation of a cooperating teacher and site where the extension does not result in successful completion of the student teaching experience.
5. Evidence of extensive discussion of this option among all stakeholders.

The SBC Division of Education faculty supervisor, SBC Division of Education Chair, Building Administrator & Cooperating Teacher, will hear requests for the extension of the student teaching experience. If the extension is granted, the SBC Division of Education faculty supervisor will initiate the request for granting an incomplete pending successful completion of the extended student teaching experience.

It is the responsibility of the SBC Division of Education faculty supervisor and/or the Director of Field Experiences, to replace the “incomplete” grade upon completion of the extended experience. Failure to successfully complete the extended experience generally will result in the award of a grade of “F”.

Removal from Student Teaching

On rare occasions, and under grave circumstances, student teachers may be removed from student teaching. In any case of removal, extensive documentation and attempts to remedy must have occurred prior to the recommendation for removal. The types and circumstances of removal and options for re-application are outlined below.

Withdrawal

A student teacher may request to be withdrawn from the student teaching experience as the result of unusual or difficult personal circumstances. Such requests must first be discussed with the SBC Division of Education faculty supervisor and may include discussion with the cooperating teacher. Withdrawal requests may only be initiated by student teachers who are passing the student teaching experience at the time of the request. (This does not apply to students who are failing through non-compliance)

Suspension

Suspension is the removal from student teaching for the remainder of the semester with a right to reapply. A student teacher may be suspended from student teaching for serious violation (s) of student teaching policies and procedures, or serious incompetence which is deemed uncorrectable. Such conditions usually result in some degree of harm to learners. The SBC Division of Education faculty supervisor, the Cooperating Teacher, or the Building or district Administrator may initiate such a request.

Reasons for suspension may include, but are not limited to, failure to maintain confidentiality, unethical conduct, severe and/or indecent disparaging remarks toward the school or university, refusal to complete assigned tasks, unprofessional conduct, unauthorized substituting (either paid or unpaid), engaging in unauthorized disciplinary practices, excessive absences, incompetence, and noncompliance with university or school policies.

Upon the receipt of such a request, the SBC Division of Education faculty supervisor conducts a thorough investigation of the circumstances which precipitated the request. If suspension is deemed to be an appropriate course of action, the SBC Division of Education faculty supervisor recommends the suspension to the Dean of Education, if the Dean grants the suspension request, the student's removal from student teaching is immediately in effect and the registrar is notified that the student is to receive a grade of "F" for the student teaching.

In extreme cases, the student teacher may be removed from the student teaching site for the entire period of time it takes for the Dean of Education, the SBC Division of Education faculty supervisor and the Building Administrator to reach a decision. In such cases the student will be informed in writing of the conditions of the removal at the time the student is removed from the site.

Students who have been suspended from student teaching may not reapply to student teaching for at least one calendar year. A special application for re-admission must then be forwarded to the SBC Division of Education faculty supervisor. A hearing will be scheduled to determine the potential for success of the applicant. Evidence to support the claim of potential success may be requested. The SBC Division of Education faculty supervisor may also impose course work or field experience requirements as a condition for readmission to student teaching.

Termination

Grievous violations of policies or procedures, or incompetence which results in serious harm to students in the student teaching classroom may be cause for termination. Recommendation for termination will be made by the SBC Division of Education faculty supervisor, the Cooperating teacher, and the School or District Administrator.

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

- Falsification of documents
- Insubordination
- Moral turpitude
- Gross immorality
- Administering corporal punishment
- Violation of school board policy
- Actions blatantly detrimental to the welfare of learners
- Felony conviction

Upon receipt of a request for termination, the SBC Division of Education faculty supervisor conducts an investigation of the conditions which precipitated the request. If termination is deemed to be an appropriate course of action, the Supervisor prepares a recommendation for the Dean of Education. If the Dean grants the request for termination, the student's removal from student teaching is immediately in effect and the registrar is notified that the student is to receive a grade of "F" for the semester.

In extreme cases, the student may be removed from the student teaching site for the entire time it takes the SBC Division of Education faculty supervisor, the dean of Education and the Building Administrator to reach its decision. In such cases, the student will be informed in writing of the conditions of the removal and the time of removal from the site.

Students who are terminated from student teaching may not reapply to student teach at Sitting Bull College.

General Information

Absences

Students are required to be in attendance throughout the student teaching experience in their assigned classrooms and all events required of the cooperating teacher, as well as all required student teaching events. Student teachers are not employees of the district where they student teach and, as such, are not entitled to sick leave or personal leave while student teaching.

When an absence is unavoidable the student teacher must notify the school, the SBC Division of Education faculty supervisor and the education office as soon as possible. Failure to notify the appropriate authorities in a timely manner creates a hardship on the instructional environment and are considered a serious matter. Failure to report absences may result in suspension or dismissal from student teaching.

In general, absences will not be considered excused. Student teachers may be required to make up absences, especially when the minimum number of student teaching days are not met. Making up of absences will be at the discretion of the SBC Division of Education faculty supervisor in consultation with the cooperating teacher and the building administrator.

Please refer to specific types of absences listed below to determine the conditions and procedures for handling each.

Emergencies

When an emergency occurs that prevents a student teacher from reporting to the student teaching site the student is expected to first notify the student teaching site if school is in session. Next they need to (i.e. before or after normal school hours) call the Education Department and leave a message with the faculty supervisor. The College/SBC Division of Education faculty supervisor will provide their student teachers with a home telephone number and asks student teachers to notify them at home in the event of an emergency. The SBC Division of Education faculty supervisor will make such procedures clear to student teachers at the beginning of the semester.

Holidays & Vacations

Student teachers observe the student teaching site's calendar during the student teaching semester. In general, student teachers will observe the same calendar as their cooperating teacher. Holidays and vacations on Sitting Bull College's academic calendar will not be observed by student teachers unless the student teaching site is also dismissed for the day.

Illness

In the event of illness which prevents a student teacher from reporting to their site, the student teacher must notify the school, the SBC Division of Education faculty supervisor and the Education Department as early as possible. The student teacher's absence, particularly as the student teacher takes over primary responsibility for classroom instruction, should not cause a significant interruption in learning in the student teaching classroom. Student teachers are expected to keep their cooperating teachers thoroughly informed about their teaching plans so as to allow the cooperating teacher to see that instruction is not halted during the student teacher's absence.

Interviewing

In general, student teachers are expected to schedule interviews for future teaching positions at times which do not interfere with student teaching duties and events. In the event that an interview cannot be scheduled outside of student teaching hours, the student teacher should consult with the SBC Division of Education faculty supervisor before scheduling the interview. SBC Division of Education faculty supervisors are allowed some discretion in such cases and will help the student teacher make any necessary arrangements.

Personal Business

Student teachers should not schedule personal business during student teaching hours. If a student teacher believes that there is sufficient reason for personal business to be taken care of during student teaching hours, the SBC Division of Education faculty supervisor must be

consulted in advance and may assist in making arrangements for the absence. Such absences are required to be made up by the student teacher.

Professional Growth Activities

Professional conferences, seminars, or other professional development activities may occur during the student teaching semester. Student teachers may request or be requested to attend such activities appropriate to their specialty area or professional interest. A written request must be submitted to the SBC Division of Education faculty supervisor and Cooperating Teacher

at least 2 weeks in advance of the conference, seminar or professional development activity. The SBC Division of Education faculty supervisor will make the final decision to grant the request in cooperation with the Cooperating Teacher. Student teachers who attend such activities must provide for appropriate instructional activities for their class while they are gone, and must share the knowledge/information gained with their cooperating teacher and any other colleagues as appropriate. Absences for such professional activities are not usually required to be made up by the student teacher.

Announced/Unannounced Visits

Visits by the SBC Division of Education faculty supervisors may be announced and arranged for in advance, or may be unannounced. Whether visits are announced or unannounced it is left to the discretion of the SBC Division of Education faculty supervisor. The SBC Division of Education faculty supervisor will inform the student teacher of the visit policy at the beginning of the semester.

Appearance

Student teachers are expected to dress in a professional manner. In general, student teachers are expected to follow the dress code that is in force for teachers at their student teaching site. Student teachers are expected to use good judgment when wearing any clothing with slogans or symbols. If in doubt about the appropriateness of an item of clothing, student teachers are encouraged to consult with the cooperating teacher and/or SBC Division of Education faculty supervisor or refer to the school district's policy. Student teachers are also expected to be dressed professionally for all student teaching events outside of the regular school day and for all scheduled student teaching events. Student teachers need to arrive at the school setting demonstrating a professional appearance and excellent hygiene.

Assignments

Student teaching assignments are made by the SBC Division of Education faculty supervisor in cooperation with local school district officials. Assignments are made in districts with which the Sitting Bull College Education Department has a contractual agreement. Student teachers are not allowed to make the initial contact with a teacher, administrator or any school employee.

Attendance

Students are required to be in attendance throughout the student teaching experience in their assigned classrooms. It is also expected that they participate in all events required of the cooperating teachers, this may include student teaching seminars. The student teaching experience consists of one semester in the field, to begin and end on the dates specified by the Sitting Bull College academic calendar. Student teachers must be present at their sites for the same school hours as the cooperating teacher.

Student teachers who begin in the fall semester are required to attend all scheduled in-service meetings. Student teachers must present documentation of completion of the minimum time requirement in order to be eligible for certification. Excessive absences during the student teaching experience will result in failure to meet the minimum time requirements and must be made up in order to receive full credit for the experience.

Student teachers will follow the calendar of the cooperating school rather than Sitting Bull College's calendar. Student teachers are not allowed sick or personal leave, appointments need to be made at times that do not conflict with school hours. Student teachers must contact these people if unable to attend school due to unavoidable circumstances: administrator, cooperating teacher and SBC Division of Education faculty supervisor.

Videotaping

Student teachers are encouraged to video tape at least one lesson per setting during their experience, the student needs to get approval from the administration prior to video taping. This artifact will be needed for the electronic portfolio; however student teachers must become informed about the policies for this activity at their school and follow those guidelines.

Certification Process

The state of North Dakota, through Educational Standards and Practices Board, is responsible for awarding teaching licensure. Students who successfully complete all degree and/ or certification requirements and student teaching may complete the application for certification.

The SBC Division of Education faculty supervisor provides the necessary forms and details of the application process to all student teachers during a scheduled student teaching seminar. The SBC Certification Officer is responsible for completing status sheets, completing the certification course work and posting transcript. He/she then forwards the application, fees and official transcript to the Department of Education. Certification is typically received within 6-8 weeks of mailing the applications.

Cooperating teacher Stipends

Cooperating teachers receive stipends for their participation in the student teaching experience. The amount of the stipend is set by the university and approved by the Board of Regents. A consultant contract and services rendered form will be sent to the cooperating teacher. Upon completion of student teaching these forms will be returned to the Education Department and a check will be issued.

Insurance

Student teachers are required to pay a lab fee that is used for student membership in the North Dakota Education Association (<http://nd.nea.org>) and the National Education Association. This membership includes liability insurance.

Concurrent Course Work

The student teaching semester is a capstone experience and student teachers are expected to have completed nearly all required course work in the major and in professional education in order to be admitted to student teaching. No more than six hours of required education course work may remain to be taken during or after the student teaching semester. Because of the demands of student teaching, student teachers are limited to enrollment in no more than one course to be taken concurrently with student teaching. Requests for exceptions to this policy must be made to the Dean of Education and the SBC Division of Education faculty supervisor. Course work for additional endorsements may also remain to be taken after the student teaching semester.

Dual Placements

Student teachers may be placed in more than one setting during the student teaching semester if their program results in dual certification. For example: a student may be required to complete six weeks in an early childhood setting and six weeks in an upper elementary setting. Dual placements may also be made for students whose programs result in K-12 certification. Final placements will be at the discretion of the SBC Division of Education faculty supervisor.

Due Process

Student teachers who may disagree with the evaluation they receive, or who wish to appeal a suspension or termination of their student teaching should use the following steps in the grievance process to attempt to resolve the dispute:

1. Attempt to resolve the dispute with the evaluator.
2. Make an appointment to discuss the matter and seek resolution with the SBC Division of Education faculty supervisor.

3. Request a hearing with the SBC Division of Education faculty supervisor, the Cooperating Teacher, the Building Principal, and the Dean of Education.
4. Make an appointment to discuss the matter and seek resolution with the Academic Dean.

At each stage of the grievance process the student is expected to provide documentation in writing deemed to be supportive of their appeal. Each official in the appeal process is expected to act on the appeal promptly, and to provide documentation of the decision reached in a timely manner. The student's documentation and the documentation of the decision must be included in each subsequent appeal.

Electronic Portfolio Exit Interview

Student teachers are required to participate in an exit interview during the final weeks of the student teaching semester. The exit interview is designed to allow the student to share their insight about the student teaching experience and to offer suggestions to improve the teacher preparation program and/or the student teaching experience. The final reflective summative electronic portfolio will be presented to a committee for review and assessment. (Appendix I)

E-Portfolio Assessment – The assessment of education students is an ongoing process through regularly scheduled reviews of student performance. One major assessment tool is the electronic portfolio; other assessment tools are completed at various times throughout student's program of study. Students are introduced to the field of teaching through the EED/ECH 250 Introduction to Education course. In addition opportunities for students to self-evaluate their progress takes place during student's junior and senior level coursework.

Evaluations

Evaluation is a critical component of the student teaching process. Therefore, continuous assessment is completed throughout the student teaching experience. Evaluations are conducted regularly by the Cooperating Teacher and the SBC Division of Education faculty supervisor and used to complete the mid term and final grade. Students are provided with written and verbal feedback using the evaluation forms as a guide. Final course grades for student teaching are awarded as letter grades. The final grade recommendation is determined by the SBC Division of Education faculty supervisor in collaboration with the cooperating teacher. Final grades are then submitted to the college registrar.

No Fault Period

At any time during the initial three weeks of placement, a student teacher, the cooperating teacher, the principal or the SBC Division of Education faculty supervisor may ask for a change in setting if it becomes apparent that the placement will not work. SBC Division of Education will make every effort to make the transition to another classroom setting as smooth as possible. This change will occur without penalty to the student teacher grade; however the student teacher must repeat the experience beginning with day one. After three weeks, a student teacher cannot be moved to another setting.

APPENDIX I
STUDENT
TEACHING
APPLICATION

EED 497 Student Teaching/Internship Application

Deadline for Fall Internship/Practicum: April 20

Deadline for Spring Internship/Practicum: October 20

Please provide all information requested. The following information will not be released to parties outside of the College of Education. It is used for placement and eligibility requirements. Do not write in shaded areas.

Check one:		Circle which internship you are requesting:	EED 497 Student Teaching/Internship SED 497 Student Teaching in Secondary Science Education ECH 499 Internship in ECH
Fall			
Spring		Student ID Number	
Name			
Address			
<small>No PO Box Addresses – this info is used for placement</small>			
Home Phone Number		Cell/Work Phone Number	
Email Address			

List the course you will be taking the semester of Student Teaching/Internship. Please note: Candidates are only allowed to take one course while completing their Student Teaching/Internship.

Candidates are required to attend one-hour seminars as requested by the supervising faculty.

Student teaching placement choice is considered but not guaranteed – your selection may be changed based upon approval by school personnel. You will receive notification of any changes that need to be made.

If you Live in:	Choose	Check Here
Fort Yates, ND Area	Standing Rock Community School, St. Bernards Mission School	
McLaughlin, SD Area	McLaughlin School, Little Eagle School, Rock Creek School,	
Mobridge, SD Area	Mobridge Schools, Wakpala School	
Bismarck/Mandan, ND Area	Depending on availability	
Other placement	As requested on an individual basis	

Read each of the following and initial:

_____ **ANY CHANGES IN YOUR SELECTION MUST BE APPROVED BY** both the supervising faculty member and Dr. Kathryn Froelich, SBC Division of Education (701-854-8007).

_____ Check with your supervising faculty for the seminar schedule. You must attend the first student teaching/internship seminar during the first week of classes or you will be **dropped from the student teaching/internship experience.**

_____ **IF YOU DROP THIS STUDENT TEACHING/INTERNSHIP – YOU MUST NOTIFY THE DIVISION OF EDUCATION** - Contact your supervising faculty and Dr. Kathryn Froelich at 701-854-3861.

_____ **REMEMBER: YOU REPRESENT SITTING BULL COLLEGE THEREFORE BE RESPECTFUL DURING YOUR STUDENT TEACHING/INTERNSHIP PLACEMENT:** Your student teaching/internship in the local educational systems is not only part of your program, it may lead to employment. Part of your professionalism is also maintaining contact with the Division of Education office (701-854-3861) as needed. Your actions reflect upon us and the actions you take may reflect upon you in future dealings with them. **Be professional and make early notification of changes or cancellation to your student teaching/internship.**

Signature:		Date:	
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APPENDIX II
STUDENT
TEACHING
EVALUATION

APPENDIX III ASSESSMENT INSTRUMENTS