



UNIVERSITY *of* ST. THOMAS

Teacher Education  
Graduate  
Student Handbook

Post-Baccalaureate Initial Licensure Program  
leading to a  
Master of Arts in Teaching (MAT)

2008-2009



School of Education  
University of St. Thomas  
Minneapolis, Minnesota

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*Welcome to St. Thomas!*

Welcome to Teacher Education ...

We are very glad to have you as a candidate in teacher education and are pleased that you have chosen the Teacher Education program at the University of St. Thomas as your doorway to this exciting field. Welcome! We know that you have already invested a great deal of energy, time, and money toward achieving your goals and we assure you that we will do our part to make your experience here worthwhile and your entry into education meaningful.

Our goal is to provide the field with excellent beginning teachers. To that end, we embrace a framework that research shows to be the most effective—one that combines university classroom work and field experiences. We work with a large cadre of classroom teachers and other professionals to provide you with opportunities to evaluate theories and principles of sound educational practice then apply what you have learned in real classroom settings. Data indicate that teachers who enter the profession through effective programs such as ours tend to be more skilled in the classroom and tend to remain longer in the profession.

**“Teachers open  
the door ... You  
enter by  
yourself.”**

-- Proverb

Your effectiveness, however, is in your hands. We provide opportunities and open doors for you, but you must step through on your own. There is no magic door and there is no shortcut to becoming a good teacher. Candidates who acknowledge that there is no substitute for hours of study and planning, and who spend significant time with K-12 students learning how to apply what they have gained are those that are most satisfied with the program. And it doesn't stop there. Research also indicates that you will continue to refine your skills and your teaching perspective for years after completing your initial preparation. The doors continue to open and you continue to decide whether or not to enter.

This handbook is a guide to the program you are stepping into. It is designed to inform you of Teacher Education program expectations, procedures, policies, and resources. This is a working guide and a supplement to the School of Education catalog and graduate handbook. Because change is a constant in the field of Education, the department, school, and university reserve the right to modify the curriculum and to make changes in program policies and procedures in order to remain in compliance with State licensing regulations. Our goal is to be current and clear in our expectations and to serve you well. To that end, we appreciate your input regarding unclear explanations and gaps. We'd also like to know of information you find particularly useful. We look forward to working with you as you progress in this exciting field.

Dr. Douglas Warring, Chair  
Teacher Education Department

Dr. Jan Hansen, Associate Chair

Teacher Education Department



## Notice

The Teacher Education Department, the College of Applied Professional Studies, and the University of St. Thomas policies are continually reexamined to reflect the needs and values of our community. As such, it reserves the right to modify or cancel any statement in this handbook at any time, and such changes may not be immediately reflected in this publication. The policies and statements are not an irrevocable contract, and the University reserves the right to change any policy or practice from time to time.

## The College of Applied Professional Studies

Inspired by the Catholic intellectual tradition, the mission of the College of Applied Professional Studies is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

### Priorities

- Teaching and Learning: The College believes that teaching and learning are its highest priorities. The School seeks to improve its own teaching effectiveness and positively influence the teaching and learning in all other schools and organizations that it serves.
- Scholarship: The College believes that engagement in scholarly activities is essential for the improvement of teaching and learning and for personal growth. The activities are exemplified by discovery, integration, application, and teaching.
- Collaboration: The College believes that collaboration significantly improves the quality of teaching, research, and service. All school members will model efforts to collaborate, particularly with public and private schools and with other organizations and individuals, in developing and disseminating knowledge about theory and practice.
- Community: The College believes that community (local, state, national and international) is a series of intersecting circles based on differing interests, purposes, resources and needs. The College's effort is based upon three key roles and activities: serving those with whom we have a leadership role, identifying and responding to mutual concerns, and expanding internal and external communication as part of our community-building efforts. We recognize a special commitment to Catholic schools and urban schools, particularly in the Minneapolis and St. Paul area.
- Evaluation, Recognition, and Celebration: The College believes that assessment and evaluation are essential. We will assess needs to determine directions and systematically evaluate, both formatively and summatively, all we do. The outstanding work of faculty, staff, and students will be appropriately recognized and celebrated.

## **Teacher Education Department**

The University of St. Thomas has been preparing successful teachers for public and private schools since 1917. As you complete your program, are recommended to the state for licensure, and begin your career, you become part of a vibrant tradition. You join thousands of dedicated professional educators who have earned their credentials through St. Thomas and for decades have made enormous positive differences in the lives of their students.

### **Range of Department Offerings**

As one of five Departments within the University of St. Thomas' College of Applied Professional Studies, the Department of Teacher Education offers a full range of licensure and advanced degree options. Programs are offered at the undergraduate, graduate, and combined undergraduate and graduate levels for persons wishing to earn elementary, middle level, and secondary licenses and Master's degrees.

### **Minnesota Standards of Effective Practice for Teachers**

UST's teacher preparation programs are rooted in the liberal arts and emphasize ethical practice, scholarship, and strong relationships with schools and teachers. The nationally recognized Ten Standards of Effective Practice for Teachers are the organizing principles of the programs. The Ten Standards are introduced, practiced, and applied through sequenced coursework, planned field-based experiences, and portfolio-assessed activities. Professionals completing the programs demonstrate knowledge, skills and dispositions appropriate for strong beginning teachers in relation to standards in:

1. subject matter
2. student learning
3. diverse learners
4. instructional strategies
5. learning environment
6. communication
7. planning for instruction
8. assessment of learning
9. reflection, scholarship, and continuous professional development, and
10. collaboration, ethics, and relationships

As a student in the program, you will be assisted in defining these standards for your own personal and professional development, both as a student and as a teacher. You will have many opportunities to reflect on your growth during your program and on how you will continue to infuse these standards into your lifelong development as an active member of the profession.

## **Licenses Available at the University of St. Thomas**

The Department of Teacher Education offers Minnesota teaching licensure in the following areas:

### **Elementary Education with a Middle Level Specialty**

Licensure at the elementary/middle level includes a generalist (grades K-6) component plus an accompanying middle level specialty (grades 5-8 or K-8) in at least one of the following subject areas:

- Middle Level Communication Arts & Literature (5-8)\*
- Middle Level Mathematics (5-8)\*
- Middle Level Science (5-8)\*
- Middle Level Social Studies (5-8)\*
- Middle Level World Languages and Cultures (K-8)\*\*

\* Persons with these state licenses can teach all subjects to children in grades Kindergarten through 6 and can teach children in grades 5 through 8 in their specialty area(s).

\*\* Persons holding this license can teach all subjects to children in grades Kindergarten through 6 and can teach World Languages and Cultures to children in grades Kindergarten through 8.

### **Secondary/Middle Level Education**

These programs are designed to provide professional preparation for teaching in middle and secondary settings or in grades Kindergarten through 12. Licensure is available in the following areas:

- Chemistry (grades 9-12)
- Communication Arts and Literature (grades 5-12)
- Earth and Space Science (grades 9-12)
- General Science (grades 5-8)
- Health (grades 5-12)
- Life Science (grades 9-12)
- Mathematics (grades 5-12)
- Physics (grades 9-12)
- Social Studies (grades 5-12)

### **K-12 Education**

These programs are designed to provide professional preparation for teaching in all grades from Kindergarten through grade 12.

- English as a Second Language
- Instrumental Music Education
- Vocal Music Education
- Physical Education
- Theatre Arts
- World Language and Cultures (French, German, and Spanish)



### **Notification of Program Changes**

Watch for updated information through email, mail notices, newsletters, and bulletin boards.

Email is an official mode of communication at the University of St. Thomas. Every student registered for classes has UST email available.

**Important:**

Check your UST email at [mail.stthomas.edu](mailto:mail.stthomas.edu)/ daily

-or-

set it to automatically forward to your most frequently accessed email box.

## **Admissions Process**

Application to the program along with application fees automatically initiates a transcript analysis of both education coursework and academic content area requirements. This analysis is reflected on your initial spreadsheet and becomes the basis for your program plan. Previous coursework must meet licensure requirements to be substituted for required program coursework. It is important that you examine and understand your spreadsheet and use it for subsequent advisement and decision-making regarding your program.

### **Regular Admission**

Unconditional regular admission to the MAT program requires a minimum cumulative undergraduate GPA of 3.0 (4.0 scale), statement of purpose, acceptable letters of recommendation, and Praxis I (PPST) exam results.

### **Special Admission**

Applicants will be considered for Special Admission if they meet all regular admission requirements except the GPA requirement if they meet the following additional requirements:

- **STANDARDIZED TEST:** submission of a minimum score from one of the following standardized tests:
  - ☆ a MAT score of 405, or
  - ☆ a GRE score of verbal 450; quantitative 550; analytic writing 4.5 or,
  - ☆ a GMAT score of 510 and 50th percentile or
  - ☆ an LSAT score of 145.
- **ADMISSION INTERVIEW:** a candidate may be asked to interview with an admissions' person/committee.
- No special admission students will be allowed to begin classes until test results are on file.

## **Registration**

### **First-Time Registration**

Once you have been accepted, you will need to complete the questionnaire and the payment agreement form, as well as provide proof of immunization. You have 45 days from the first day of class to provide documentation of immunization. These forms are sent to you with the registration materials prior to your first semester at St. Thomas.

If there is a problem with your registration, you will be notified by either your advisor or the School of Education registrar.

## **Subsequent Registrations**

After your first term, course schedules and registration materials for the upcoming term will be sent to your home. With your given PIN number, you will be able to register by phone or by the Web. If there is a problem with your registration, you will be notified by either your advisor or the School of Education registrar.

For a full explanation of the registration policies and procedures, carefully read the Course Schedule. A **tentative** full-year schedule will be sent to you before Fall semester and is available on the Teacher Education Department area of the School of Education website, [www.stthomas.edu/education](http://www.stthomas.edu/education). Although this schedule is tentative, you can use it as a guide when plotting out your schedule for the year. This full-year schedule also provides you with each term's registration and starting dates. Two to three weeks before registration begins for each term, you will be sent the Course Schedule (including notification of changes) and registration materials for the upcoming term. This mailing is sent automatically to students who have been attending UST regularly.

Registration materials will be sent to you for up to two years after your last class. If it has been longer than two years since your last class and you wish to continue in the program, you will need to contact St. Thomas so materials can be sent to you.

## **Credit Limits**

There is a maximum number of credits you are allowed to take each term. If you wish to take more than the listed credits per any semester, you will need to request permission from the Associate Department Chair. The following are the limits:

Fall semester – up to 9 credits

January term – up to 3 credits

Spring semester – up to 9 credits

Summer term – up to 6 credits

## **Exceptions:**

- Credit Limits DO NOT include Field Experiences TEGR 532 and 583 or Elementary Middle Level Methods (TEGR 574).
- The maximum number of credits for non-degree enrollment is six credits.



## **University of St. Thomas Teacher Education Diversity Proficiencies Background Information**

### **Introduction**

Teaching is complex and filled with challenges that demand broadly educated teachers who understand and are sensitive to multicultural applications in school settings, who see themselves and others as global citizens, and who work to advance the common good. Historically, Minnesota has been a leader in the nation as it promotes awareness and sound practice regarding multicultural, gender-fair and disability issues. The emphasis on diversity at the University of St. Thomas follows in that strong social justice tradition and is intended to advance the common good through promotion of responsible leadership on diversity related issues. Teacher Education candidates are held accountable for informing their practice with appropriate foundational understanding and skills and for demonstrating appropriate dispositions.

### **The Mission of the School of Education and Its Programs**

All activities related to preparing educators at the University of St. Thomas are done within the context of the mission: Inspired by Catholic intellectual tradition, the Mission of the College of Applied Professional Studies is to educate practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

### **Supporting Explanation**

“America’s classrooms are becoming increasingly diverse; more than one-third of the students in P–12 classrooms are from minority groups. The families of an increasing number of students are immigrants, many with native languages other than English and from diverse religious backgrounds. Growing numbers of students are classified as having disabilities. At the same time, minority teachers are less than 15 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the world, dispositions that respect and value differences, and skills for working in diverse settings” (p. 31). (NCATE 2006)

### **Diversity Standards and Definitions**

Candidates completing the teacher education programs at the University of St. Thomas are required to demonstrate knowledge, skills, and dispositions appropriate for strong beginning teachers in relation to the ten Standards of Effective Practice and in alignment with the National Council for Accreditation of Teacher Education (NCATE) definition of diversity. The Minnesota Standards of Effective Practice acknowledge the importance of educators’ ability to work with students across a broad spectrum. Standard #3 relates specifically to diverse learners: “The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.” NCATE (2006) defines diversity as “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area” (p. 53). Candidates will address each diverse group’s culture in the curriculum.

## **Diversity Proficiencies and Assessments**

In line with the School of Education diversity goals, the Teacher Education Department has articulated three Diversity Proficiencies to ensure candidates completing the program can demonstrate appropriate knowledge (Candidates will demonstrate an understanding of diversity), skills (Candidates will demonstrate ability to connect and adapt instruction to all students' experiences and cultures) and dispositions (Candidates will demonstrate a commitment to fair and equitable opportunities and the learning success of all students).

An integrated, assessed set of activities and requirements ensures that each candidate builds a strong background knowledge, has opportunities to develop, and has opportunities to demonstrate knowledge, skills, and dispositions appropriate for strong beginning teachers in relation to the Standards of Effective Practice and in alignment with the NCATE diversity standards.

## **Diversity Requirements (Detailed)**

Elements of Minnesota Standards of Effective Practice #3 (Diverse Learners) are infused throughout the Teacher Education coursework and field experiences. Additionally, to be recommended for licensure, Teacher Education candidates must successfully complete the following six requirements, each of which contain specific elements related to cultural diversity:

1. **EDUC212/TEGR512 Human Relations and Multicultural Education and Common Assignment**  
The course EDUC212 (undergraduate) or TEGR512 (graduate) Human Relations and Multicultural Education is typically taken during the first or second term that a candidate is enrolled in the Teacher Education program. Successful completion of the state-mandated and approved course is a pre-requisite to Clinical Practice. The common assignment for the course is a multifaceted project, including field interviews, related to understanding cultural and contextual factors of various groups and the implications of that understanding for teaching and learning.
2. **EDUC456 Inclusive School Communities (undergraduate) or SPED750 Survey of Exceptionalities (graduate)**  
All candidates for licensure complete a course specifically designed to assist them to work with other professionals to serve students with special needs.
3. **Diverse Field Experience and Reflective Essay**  
Successful completion of at least one field experience in a diverse school setting is a pre-requisite to student teaching. A diverse setting is defined as a school that includes all of the following characteristics:
  - at least 50% students of color
  - at least 40% free or reduced lunch
  - at least 10% English Language Learners
  - at least 10% students with identified exceptionalities, and
  - male and female students in attendance.

After completion of the prerequisite hours of fieldwork, candidates are asked to reflect on the experience, contemplating their personal on-going development in knowledge, skills and dispositions related to serving the needs of diverse learners in their cultural contexts.

4. **Teacher Candidate Work Sample**  
Building upon the work they have completed in earlier courses through Block 1, 2, and 3 Common Assignments, candidates in their Clinical Practice term demonstrate their ability to facilitate learning for diverse students through the Teacher Candidate Work Sample. In considering the impact of their teaching on various learners with divergent needs, candidates examine the learning of the students and the candidate's own ability to:
  - analyze their classroom context and make instructional decisions based upon that analysis
  - construct and deliver an instructional unit/lesson sequence appropriately considering diverse cultures
  - construct challenging, meaningful classroom assessments
  - provide information on assessment data, student achievement, and instructional decisions, and
  - analyze and reflect on their experience to promote their own professional growth.

5. Clinical Practice

As the culminating experience of the teacher licensure program, clinical practice provides the opportunity for candidates to apply their knowledge and skills of teaching and learning in a classroom setting full-time for a semester. University and school-based professionals serve as mentors and assess the candidate on her/his ability to effectively meet the academic needs of ALL students.

6. Disposition #5: Advancing the Common Good

Across the School of Education, the fifth disposition of the mission statement, advancing the common good, has been aligned with the diversity standards. Candidates in Teacher Education are assessed throughout the program on their demonstration of a commitment to fair and equitable opportunities and the learning success of all students.

Each term, an assessment of the candidate related to that disposition is completed by each course instructor, by the candidate her/himself, and, if the candidate has completed a field experience during that term, by the mentor teacher and field experience supervisor.



**University of St. Thomas Teacher Education Diversity Proficiencies**

<b>Proficiency</b>	<b>Evidence Successful Completion and/or Demonstration of Competence</b>	<b>Assessment and Assessors</b>
1. Knowledge: Candidates will demonstrate an understanding of diversity.	EDUC212/TEGR512 Human Relations and Multicultural Education and Common Assignment	Course grades: Instructor  Rubrics and Standards of Effective Practice Assessments on Common Assignments: Instructor  Self-Assessment: Candidate
	EDUC456 Inclusive School Communities or SPED750 Survey of Exceptionalities	Course grades: Instructor
2. Skills: Candidates will demonstrate ability to connect and adapt instruction to all students' experiences and cultures.	Diverse Field Experience	Assessment: UST Supervisor  Assessment: Classroom Host Teacher
	Reflection on diverse Field Experience	Essay as Portfolio Inclusion: Transition Point Assessor
	Teacher Candidate Work Sample	TCWS Scoring Criteria Assessments: TCWS Review Team
3. Dispositions: Candidates will demonstrate a commitment to fair and equitable opportunities and the learning success of all students.	Clinical Practice	Assessment: UST Supervisor  Assessment: Classroom Mentor Teacher  Standards of Effective Practice End-of-Program Self-Assessment: Candidate
	Disposition #5, Advances the Common Good	Assessment: Each course instructor  Assessment: Each Field Experience host/mentor  Assessment: Each UST Field Experience Supervisor  Self-Assessment: Candidate (after each course)



Teacher Candidate	UST ID #	Field Experience Course #	Term: ___ Fall ___ Spr ___ Sum 20___
District	School	Host Teacher	Grade / Subject

After completing your “diverse field experience,” please reflect on the cultural insights and learnings you have gained. Your completed word-processed document should be included under Standard 3 in your portfolio and will be discussed at your next transition point. As you respond to the following, consider that the National Council for Accreditation of Teacher Education [2006] defines diversity as “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area” [p. 53].

1. Describe the contextual factors and the learners in your field experience.
  
2. In what way was the cultural experience what you had anticipated? Did you react as you expected? What did you learn about yourself, your knowledge level, and your attitudes related to cultural diversity as a result of this experience?
  
3. The Minnesota Standards of Effective Practice #3 relates specifically to diverse learners: “The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.” What did you observe regarding how teachers differentiate planning, instruction, and assessment to meet students’ unique needs?
  
4. The fifth disposition from the School of Education’s Mission Statement, “advancing the common good” is actualized for teacher candidates as “Candidates will demonstrate a commitment to fair and equitable opportunities and the learning success of all students.” Describe at least one specific instance during this field experience that illustrates your commitment to fair and equitable opportunities and the learning success of all students.
  
5. Describe at least one new cultural approach you have learned from this experience for communicating with and including students’ families in the educational process.

6. As you reflect on your knowledge, skills, and dispositions (attitudes) following this experience, set at least one goal in each area for your continued development in effectively serving the needs of diverse learners:
  - a. Knowledge - What background cultural information do I need to know to be more effective? (i.e. research more about the local Somali population and how they came to Minnesota)
  - b. Skills – What skill can I work on to be more effective? (i.e. practice putting at least three types of appropriate assessment strategies in each lesson; learn greetings in each of my students' home language)
  - c. Dispositions – What attitude can I hone or improve to be more effective? (i.e. work on my view that somehow MY way of talking and thinking is THE way things should be!)

# Professional Dispositions

## School of Education Mission

Inspired by Catholic intellectual tradition, the School of Education Teacher Education Department educates practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

### Some behaviors that demonstrate each disposition:

#### Leads in a morally responsible manner:

- Senses others' emotions and relates to their feelings
- Inspires and fairly guides all individuals and groups
- Works well with others to achieve collective goals
- Exhibits ethical behavior and models it in the classroom and the school

#### Thinks critically:

- Views education as a life-long learning process
- Approaches professional reflection, assessment, and learning as an ongoing process
- Creates instructional opportunities adapted to all learners
- Invites coaching

#### Acts Wisely:

- Exhibits professional decision making
- Demonstrates self direction, initiative, and flexibility
- Senses others' needs and strengthens their abilities to skillfully resolve disagreements
- Demonstrates self-control, maturity and professional judgment

#### Works Skillfully:

- Is prompt, present, and prepared
- Follows through in a professional, organized, and polished manner
- Fulfills classroom and school policies and responsibilities
- Demonstrates self control and mature decision making

#### Advances the Common Good:

- Respects diverse talents, cultural beliefs, and values of all learners
- Maintains a classroom climate that fosters respectful behaviors
- Believes that all children can learn
- Appreciates multiple ways of knowing
- Committed to global welfare and social justice

The behaviors associated with the dispositions are critical to the professional development of candidates as they enter the teaching profession. Dispositions are based on observable behaviors. The quality of each candidate's professional disposition is continuously observed and formally evaluated by course instructors, faculty, staff, field experience host teachers, as well as by the candidate her/himself. Professional behaviors or dispositions deemed necessary for success in the teaching profession are not only monitored in each course, but are addressed by the respective faculty member or administrator when a deficiency is noted.

In the event of an area of concern (negative assessment), the department representative contacts the candidate and arranges a meeting. Together, the department representative(s) and the candidate design an action plan to assist the candidate in the remediation of the deficiency. Remediation could be as simple as a plan for attending classes more regularly or using a word processor for preparing assignments. In some cases remediation may also require more formal actions such as assertiveness training sessions or referral to the Life Work Center.

If the candidate is successful in the remediation of the deficiency, the issue is closed. If a second area of concern (negative assessment) is reported in a subsequent semester, the deficiency remains and is cause for referral to the Chair of the Teacher Education Department and the department's Admissions and Retention Committee.

## Advisement

Once you have been admitted to the program, you have two types of advisement available to you:

- For licensure advisement and routine program advisement, you may talk with the program Licensure Advisor , Phyllis Dykhuizen, who can assist you with program licensure decisions.
- For professional development and career options, you may talk with a faculty advisor who will be assigned once you are admitted to the program.

In addition, many of your questions about procedural and program progression issues will be answered through advising in preliminary Information Sessions, Graduate Orientation, and the program Transition Points. (More about the Transition Points in Section 3.)

### Changing Faculty Advisors

A student may request a different faculty advisor by completing a petition form, available in the carousel in MOH 302 (The Teacher Education Department office suite) and submitting the form to the Graduate School of Education Admissions Office. You will be notified shortly regarding your new advisor.

### Self-Help Advising

It is important that you touch base with Phyllis Dykhuizen before registration each semester. If you are unable to meet with her before registration, consider taking courses from the Foundations Block( Stage I) as well as Transition Point I. Since the coursework laid out for you is fairly explicit, it is hard to make a mistake in your choice of classes. Read the information provided for you in Section 3 of this handbook for suggestions on going through the coursework blocks.

## Evaluating Previous Academic Work

### Having Your Transcript Evaluated

Your transcript is a critically important indicator of your preparation to teach in your chosen field. Although state licensure (under current law) is standards based rather than course based, and although multiple evaluations will be utilized to determine the strength of your content background, your transcript remains a key indicator of your performance.

When you apply for admission to St. Thomas, you will be asked to determine which licensure area(s) you wish to pursue. Your transcript is sent for analysis to determine how previous undergraduate and graduate coursework compares to courses offered to St. Thomas undergraduates to earn the license(s) you are seeking. A Transcript Analysis Request Form is sent out in your information packet. You may choose as many areas for review as you wish, and you will be assessed a fee of \$25 per area for each evaluation. We will send a copy of the completed evaluation(s) to your home address and keep a copy in your file.

#### Important

In reviewing your transcripts, we determine which past course work satisfies the coursework required for licensure by this program. However, we cannot guarantee that the “equivalent” courses covered the entire content on which you will be tested in the future in order to receive licensure.

Thus, it is your decision whether or not to supplement past coursework and experience by taking the regular University of St. Thomas courses normally required for program completion.

While highly qualified professionals review your transcripts to determine "essential equivalence" to St. Thomas' licensure courses, judgments can only be made on what is evident. In cases where course content is not obvious from the title (for example in Interdisciplinary courses), feel free to include a brief course description or syllabus.

Content courses to be counted toward meeting licensure standards must be completed with a grade of "C" or better.

## Transcript Areas Evaluated

Your transcripts will be evaluated to determine 1) applicable education coursework, 2) content area coursework (specialty areas for 5-12 and K-12, and middle level areas for K-8), and, 3) additional college-level Mathematics and Science coursework for K-8 licensure.

## Transcript Evaluation Questions

If you have additional information which you believe would change the evaluator's decisions, please share issues and materials with Carole Koch in Transition Point I. She will explain the decision and will assist you in arranging for the additional information to be re-evaluated within the Petition for Course Review Process.

## Completing Content Area Requirements

Because most of you did not intend to go into teaching when you completed your degrees, it is typical that you will need some additional undergraduate content-specific coursework prior to being recommended for licensure. If your transcript review indicates that you need to take additional coursework:

- Remember, these are not prerequisite courses for taking education coursework. St. Thomas allows you to take the content courses concurrently with your graduate education coursework. **However, all outside content courses must be completed prior to clinical practice (student teaching)**. It is probable that your application for clinical practice will be processed prior to completion of your content coursework. If you are accepted and placed for clinical practice, but have not completed your content courses, you cannot remain in clinical practice. Please see Phyllis Dykhuizen, the Licensure Advisor, early in your program to develop a timeline for completion of your content courses.
- You can complete content courses at either UST or another **accredited** institution of higher education, i.e., community, state, or private college. Those who wish to take the undergraduate course work at UST must register through Jeanne Parsons, the Graduate Education Registrar, in order to receive the graduate tuition rate.
- It is important to remember that content area courses are designed to meet state content standards. Every university has designed different course schema to meet these standards. As a result, courses with similar titles offered at different institutions may have different outcomes and may not fulfill the same subset of standards covered by a required UST course. **Contact Phyllis Dykhuizen, the program Licensure Advisor, for pre-approval of any content courses taken outside of UST.**

## Important Content Area Advice:

- We strongly suggest that you complete these courses as early in the program as possible.
- Work with the program Licensure Advisor to see if courses from other institutions are applicable. (Remember, Community Colleges only offer lower level courses. If you are required to have upper level courses, contact the program Licensure Advisor) You must receive a "C" or better for this coursework.
- Content area courses may be taken on a Pass/Fail basis IF the transcript indicates that a grade of Pass indicates a grade of "C" or better. **(Be careful here because some institutions consider a "C-" to be a Pass.)**
- St. Thomas must receive official transcripts prior to recommendation for licensure. Please send these transcripts to Carole Koch, Assessment Coordinator, MOH 217, 1000 LaSalle Ave., Minneapolis, MN 55403.

## Waivers and Transfers

Education courses taken in the recent past may transfer into the MAT program and/or substitute for program requirements.

### Waivers

The Initial Licensure Program's focus is on licensure. Therefore, courses may be waived or transferred if you have taken them at another accredited institution as an undergraduate or as a graduate. For instance, if you have recently taken a foundation of education course as an undergraduate, this course may possibly be waived in the UST program sequence.

However, if you are seeking the MAT degree, the Education program coursework that was waived for licensure must be "made up" in graduate-level education electives from any of the College of Applied Professional Studies graduate departments: Teacher Education; Leadership, Policy and Administration; Organizational Learning & Development; Professional Psychology; or Special Education. A course waiver does not reduce the number of graduate-level credits needed to complete the MAT.

### Transfers

Transfers are applicable to the MAT degree program. In order for an education course to transfer, it must be a graduate level education course. See College of Applied Professional Studies Catalog online for time limits on credits for degree.

A maximum of nine semester hours of graduate credit having the appropriate letter grades of "A" or "B" may be approved for transfer into a degree program. A transfer of credit form must be submitted to the Licensure Advisor, Phyllis Dykhuizen. A maximum of 6 continuing education courses from the University of St. Thomas can be transferred into a degree program as specified in the College of Applied Professional Studies catalog.

## Residence Requirement

If you are already a licensed teacher and are completing an endorsement, or if you are earning initial licensure at St. Thomas as a transfer student, please note that St. Thomas has a ten credit residency requirement for licensure.



## *Section 3* *The Curriculum*

### **The Stages to Licensure**

Teacher licensure in our state is based upon the MN Standards of Effective Practice, a state-specific version of the INTASC (Interstate New Teacher Assessment and Support Consortium) standards adopted by the majority of the United States. The Standards of Effective Practice outline what a teacher must know and be able to do. *Assessment* of these standards in our program is multifaceted; collected over time and in multiple ways through: State Teacher Exams - Praxis I; Field Experience Evaluations; Professional Development Interview; Coursework Completion - documented on a graded transcript(s); Clinical Practice Performance; Teacher Candidate Work Sample; Program Portfolio - includes written review and oral presentation and Common Assignments for the Portfolio; State Teacher Exams- Praxis II

The program coursework and accompanying field experiences are designed developmentally and sequentially to assist the licensure candidate in attaining the knowledge, skills, and dispositions to ensure success as an educator.

#### **Candidate Assessment at Transition Points**

This sequence of assessments at transition points, placed at the beginning, program mid-point, pre-clinical practice, and end of the program, allow the candidates to become familiar with the standards, to monitor their growth in meeting them, develop the program portfolio and to present themselves as candidates ready for licensure.

## Assessment I: Exploration

<i>Transition Point I</i>	<i>Assessment Event</i>	<i>Requirements for Assessment</i>	<i>Portfolio Development</i>
<b>Admission to University</b>		Meet University admissions requirements	
<p><b>Assessment I: Exploration</b></p> <p><b>Licensure Program Orientation Sessions:</b></p> <p><b>Fall 2008</b>  Monday, Sept. 15, 4:00-8:00  Saturday, Sept. 20, 9:00-1:00</p> <p><b>Spring 2009</b>  Saturday, Feb. 7, 9:00-1:00  Monday, Feb. 23, 4:00-8:00</p> <p><b>Registration Information:</b>  <a href="http://www.stthomas.edu/education/departments/te/assessment/default.html">http://www.stthomas.edu/education/departments/te/assessment/default.html</a></p>	<p><b>Pre-register and Attend one Licensure Program Orientation. Orientation will include:</b></p> <ul style="list-style-type: none"> <li>✚ Program Overview</li> <li>✚ Mission/Dispositions</li> <li>✚ Field Experience Overview</li> <li>✚ Diverse Field Experience Reflection</li> <li>✚ Standards of Effective Practice (SEP)</li> <li>✚ Content area standards</li> <li>✚ Educator Development Plan (EDP)</li> <li>✚ Program Portfolio; initiate Blackboard site</li> <li>✚ Intro to STAT: initiate Program Plan</li> <li>✚ Praxis I and II information</li> </ul>	<p><i>Candidate must meet these requirements to pass Assessment I and to continue in Block II courses:</i></p> <ul style="list-style-type: none"> <li>✚ Complete education courses in Block I: Exploration</li> <li>✚ Continue content courses in licensure field</li> <li>✚ Complete Field Experience I; submit Host Teacher Evaluation, Log, and Reflective Summary</li> <li>✚ Earn passing scores (2) on Standards of Effective Practice</li> <li>✚ Complete EDP; place in portfolio</li> <li>✚ Earn passing scores (2) on Program Dispositions</li> <li>✚ Maintain GPA of 2.75 (UG), 3.00 (GR)</li> <li>✚ Take Praxis I exams; send scores</li> </ul>	<ul style="list-style-type: none"> <li>✚ Initiate Blackboard Portfolio during orientation session</li> <li>✚ Complete Home Page all elements</li> <li>✚ Insert Professional Philosophy, Resume, Field Experience I, EDP on Professional Preparation page</li> <li>✚ Write narratives for all ten Standards of Effective Practice</li> <li>✚ Build artifact collection with minimum of 3 per standard; collection must include program common assignments and artifacts from candidate's personal selection</li> <li>✚ Write rationale for each artifact, linking evidence to competencies of standard</li> </ul>

## Assessment II: Learning & Teaching

<i>Transition Point II</i>	<i>Assessment Event</i>	<i>Requirements for Assessment</i>	<i>Portfolio Development</i>
<p><b>Assessment II: Learning &amp; Teaching</b></p> <p><b>Professional Development Interview/ Portfolio Sessions:</b></p> <p><b>Fall 2008</b>            Saturday, Oct. 25, 9:00-11:00            Saturday, Oct. 25, 11:00-1:00            Thursday, Oct. 30, 11:30-1:30</p> <p><b>Spring 2009</b>            Saturday, Mar. 7, 9:00-11:00            Saturday, Mar. 7, 11:00-1:00            Thursday, Mar. 19, 11:30-1:30</p> <p><b>Registration required:</b>  <a href="http://www.stthomas.edu/education/departments/te/assessment/default.html">http://www.stthomas.edu/education/departments/te/assessment/default.html</a></p>	<p><b>Pre-register and Complete a Professional Development Interview</b></p> <ul style="list-style-type: none"> <li>✚ Personal interview with advocate; guide sheet for preparation will be provided</li> </ul> <p><b>Participate in a Portfolio Development Session</b></p> <ul style="list-style-type: none"> <li>✚ Session will include refining narratives, building the artifact collection, writing the rationale for evidencing competencies</li> </ul>	<p><i>Candidate must meet these requirements to pass Assessment II and to continue in Block III courses:</i></p> <ul style="list-style-type: none"> <li>✚ Submit Program Plan in STAT</li> <li>✚ Complete education courses in Block II: Learning &amp; Teaching</li> <li>✚ Continue content courses in licensure field</li> <li>✚ Complete Field Experience II; submit Host Teacher Evaluation, Log, and Reflective Summary</li> <li>✚ Submit recommendations from Teacher Ed advisor &amp; content advisor (UG only)</li> <li>✚ Earn passing scores (2) on Standards of Effective Practice</li> <li>✚ Earn passing scores (2) on Program Dispositions</li> <li>✚ Maintain GPA 2.75 (UG) 3.00 (GR)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Insert Field Experience II on Professional Preparation Page</li> <li>✚ Refine &amp; complete all narratives</li> <li>✚ Continue building artifact collection with minimum of 3 per standard; collection must include program common assignments and artifacts from candidate's personal selection</li> <li>✚ Write rationale for each artifact, linking evidence to competencies of standard</li> <li>✚ Insert Diverse Field Experience Reflection in Standard 3 if completed</li> </ul>

## Assessment III: Curriculum & Instruction

<i>Transition Point III</i>	<i>Assessment Event</i>	<i>Requirements for Assessment</i>	<i>Portfolio Development</i>
<p><b>Assessment III: Curriculum &amp; Instruction</b></p> <p><b>Portfolio Due for Final Review:</b></p> <p><b>August 1, 2008 for fall Clinical Practice Candidates</b></p> <p><b>January 1, 2009 for spring Clinical Practice Candidates</b></p> <p><b>Submit Blackboard Portfolio to: 9treview</b></p>	<p><b>Submit the Portfolio for Review</b>  <b>Enter in Blackboard under Share with Users: 9treview</b></p> <p><b>Include satisfactory components of the portfolio reviewed for:</b></p> <ul style="list-style-type: none"> <li>✚ Standards of Effective Practice: evidence of understanding and skills/practice</li> <li>✚ Successful field experience completion</li> <li>✚ Diverse Field Experience Reflection</li> <li>✚ EDP Update; goal setting for Clinical Practice</li> </ul>	<p><i>Candidate must meet these requirements to pass Assessment III and to continue in Block IV courses:</i></p> <ul style="list-style-type: none"> <li>✚ Complete education courses in Block III: Curriculum &amp; Instruction</li> <li>✚ Complete content courses in licensure field . Transcripts for courses taken outside UST are due.</li> <li>✚ Complete Field Experience III; submit Host Teacher Evaluation, Log, and Reflective Summary</li> <li>✚ Earn passing scores (2) on Standards of Effective Practice</li> <li>✚ Earn passing scores (2) on Program Dispositions</li> <li>✚ Maintain GPA of 2.75 (UG), 3.00 (GR)</li> <li>✚ Earn passing scores (2) on Portfolio Review</li> </ul>	<ul style="list-style-type: none"> <li>✚ Complete Home Page all elements</li> <li>✚ Update the EDP in preparation for Clinical Practice</li> <li>✚ Complete Professional Plans page: all elements</li> <li>✚ Complete narratives for Standards of Effective Practice</li> <li>✚ Finalize artifact collection with 3-5 evidence pieces selected to address scope of standard</li> <li>✚ Include Diverse Field Experience Reflection as artifact in Standard 3</li> <li>✚ Complete rationale statements for each artifact to include description, context and link to competencies</li> </ul>

# Assessment IV: Clinical Practice – Recommendation for Licensure

<i>Transition Point IV</i>	<i>Assessment Event</i>	<i>Requirements for Assessment</i>	<i>Portfolio Development</i>
<p><b>Assessment IV: Clinical Practice/Recommendation for Licensure</b></p> <p><b>Clinical Practice Orientation and Closure Days:</b></p> <p><b>Fall 2008</b>  <b>August 20, 21, 22</b>  <b>December 8, 9</b>  <b>TCWS Due December 9</b></p> <p><b>Spring 2009</b>  <b>February 2, 3, 4</b>  <b>May 18, 19</b>  <b>TCWS Due May 19</b></p>	<p><b>Attend Clinical Practice Orientation Days</b>  <b>Sessions will include:</b></p> <ul style="list-style-type: none"> <li>✚ Orientation to Clinical Practice &amp; Seminar</li> <li>✚ Intro to EDUC 456 (UG)</li> <li>✚ Intro to Teacher Candidate Work Sample (TCWS)</li> <li>✚ Portfolio Presentation &amp; Goal Setting: candidate presents portfolio for Standards of Effective Practice, discusses Diverse Field Experience Reflection and EDP goal setting</li> <li>✚ Info/Reminders: Praxis II, licensure requirements, (transcripts, process, timeline)</li> </ul> <p style="text-align: center;">- - - - - - - - - -</p> <p><b>Attend On-Campus Closure Days</b>  <b>Sessions will include:</b></p> <ul style="list-style-type: none"> <li>✚ Reflection &amp; TCWS completion (on own)</li> <li>✚ Presentation of the Candidate (TCWS)</li> <li>✚ Exit Interviews</li> <li>✚ Evaluations: SEP Survey, MT, SPV</li> <li>✚ License application</li> <li>✚ Commissioning Ceremony</li> </ul>	<p><b>Candidate must meet these requirements to pass Assessment IV and apply for licensure:</b></p> <ul style="list-style-type: none"> <li>✚ Complete all education courses for licensure</li> <li>✚ Complete all content courses in licensure field</li> <li>✚ Earn passing scores (2) on Teacher Candidate Work Sample (TCWS)</li> <li>✚ Earn passing scores (2) on Clinical Practice Evaluation from both Mentor Teacher &amp; University Supervisor</li> <li>✚ Earn passing scores (2) on Standards of Effective Practice</li> <li>✚ Earn positive scores (2) on Program Dispositions</li> <li>✚ Complete Closure Day activities &amp; forms: exit interview, Presentation of the Candidate, Standards of Effective Practice Survey, Evaluations of Mentor Teacher &amp; University Supervisor, Commissioning Ceremony</li> <li>✚ Maintain GPA of 2.75 (UG), 3.00 (GR)</li> <li>✚ Earn passing scores on state Praxis I &amp; II exams (for licensure only)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Complete Teacher Candidate Work Sample (TCWS) and insert in portfolio</li> <li>✚ Complete narrative for Professional Development page</li> <li>✚ Insert Clinical Evaluations from MT and SPV</li> </ul>

## **The Program Portfolio**

Each licensure candidate will build a Program Portfolio in response to the ten Standards of Effective Practice. The portfolio is a collection of evidence with written narratives that ensures that the student has working knowledge, performances and professional behaviors required of a beginning teacher. The Program Portfolio is introduced in Transition Point I, monitored and developed in Transition Point II, and presented at Transition Point III prior to Clinical Practice. Sample portfolios are available on reserve in the Charles Keffer Library.

## **The Professional Development Interview**

This personal interview with an education advocate will be scheduled during Transition Point II and serves as a readiness check-point for clinical practice. The licensure candidate will be asked to discuss the Standards of Effective Practice, relating theory learned in coursework to clinical practice to date. The Program Portfolio will be reviewed and utilized in this discussion. Specific requirements for portfolio development will be shared in Transition Point I and in the mailing prior to Transition Point II. A positive recommendation from the Professional Development Interview is necessary to move forward into clinical practice.

## **State Exams for Teacher Licensure**

Minnesota licensure requires that minimum scores be met on the Praxis I and Praxis II exams. Praxis I (PPST) is taken as part of the admissions process to the College of Applied Professional Studies, and tests basic skills in reading, writing and mathematics. Praxis II is best scheduled after Block III coursework at the time of Clinical Practice application. Praxis II includes a test of Principles of Learning and Teaching (pedagogy) and test(s) of the content (subject matter) specific to the licensure sought. The Teacher Education Dept. provides a guide sheet to the specific tests required (MOH 302). Consult the ETS website at [www.ets.org/praxis](http://www.ets.org/praxis) for test sites, fees, and dates.

See **Minnesota Department of Education** link:

[http://education.state.mn.us/mde/Teacher\\_Support/Educator\\_Licensing/Teacher\\_Testing\\_Requirements/index.html](http://education.state.mn.us/mde/Teacher_Support/Educator_Licensing/Teacher_Testing_Requirements/index.html)

## **Teacher Candidate Work Sample**

The Teacher Candidate Work Sample (TCWS) is a capstone piece of the program portfolio and is an assignment that allows the teacher candidate to synthesize and apply the Standards of Effective Practice during Clinical Practice. Teacher candidates are required to teach a comprehensive unit. “The unit” is an instructional sequence of lessons in a single curriculum area with one particular class. The instructional sequence will typically span two to three weeks and will be identified jointly by the candidate, the Mentor Teacher and the University Supervisor. Before teaching the unit, the candidate will describe contextual factors, identify learning goals and objective based on your national, state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction. After teaching the unit, the candidate will analyze student learning and then reflect upon and evaluate teaching as related to student learning.

# Field Experience Overview

## General Information

The St. Thomas Teacher Education programs model mutual advocacy among partners and use partnerships between university and school settings and between education and liberal arts faculties to support its students. You will participate in a variety of field experiences and are encouraged to gain as much experience as possible with young people in school settings. In these settings, you can practice what you are learning, experiment with your style, and come to more fully appreciate the complexity of the teaching-learning process.

Field-based experiences are a required part of all quality teacher education programs. These experiences will require you to be in classroom-based settings, during daytime, school hours.

The University of St. Thomas Teacher Education program utilizes a progression of structured, in-school field experiences to expand the vision and professionalism of program candidates. Field experiences are designed to complement university classroom learning by providing opportunities for candidates to practice the knowledge, skills and dispositions of effective educators. At least one of these experiences in all license areas must be in a diverse setting. Use this opportunity to get a variety of experiences throughout your program, for example in private schools and public schools, and in urban, suburban and rural settings.

## Field Experience I: Exploration

This field experience focuses on questions which begin a general exploration of the profession: What is a good school? What is a good education? What is good teaching? What filters and assumptions do I use in making these determinations? How does this experience help me develop as a professional?

## Field Experience II: Learning & Teaching

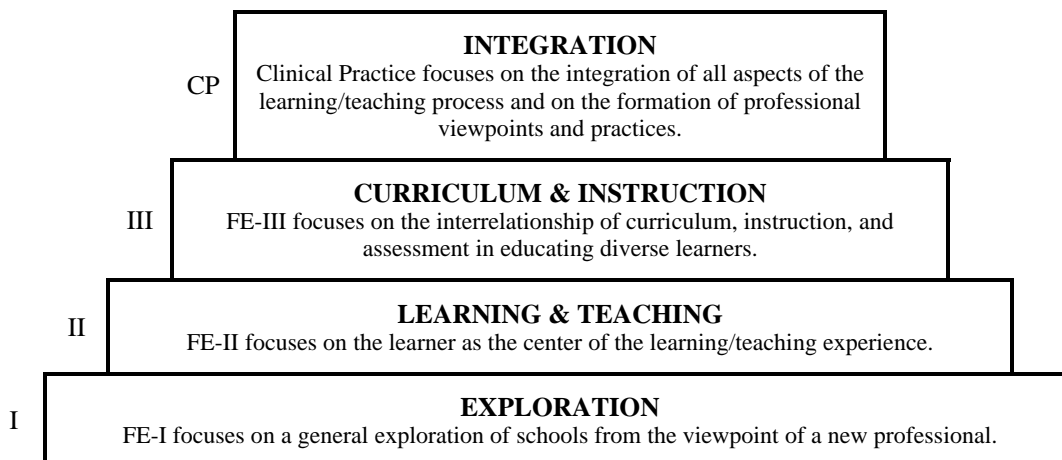
This field experience focuses on questions involving an initial exploration of learning and teaching: Who are the learners, and how do they learn? In what ways are they diverse? What general approaches can I use to meet each learner's needs? How does this experience help me develop as a professional?

## Field Experience III: Curriculum & Instruction

This field experience focuses on questions involving the role of curriculum and instruction: What determines my curriculum choices? Why am I teaching what I'm teaching? What strategies can I use to differentiate instruction for diverse learners? How do I assess student learning? How does this experience help me develop as a professional?

## Clinical Practice: Integration

This field experience focuses on questions which prepare a candidate to successfully begin professional practice: How do I organize and deliver a total learning experience to ensure student success? How do I remain conscious of the theoretical foundation that grounds my practice in the midst of a hectic, demanding schedule? How does this experience help me develop as a professional?



## **Required Field Experiences: All Licensures**

Field experiences are designed to cover all levels required by licensure by the time you complete the program. Regardless of which grade level you prefer to teach, you will be expected to demonstrate skill at all grade levels of your license. While you will want to get as much experience as possible to accommodate your work schedules, plan for a minimum of:

Program Level	Field Experience Course	Take with Course(s)	Hours
Elementary w/5-8	TEGR 510 – Field Experience I: Exploration included with TEGR 510	TEGR 510	30
	TEGR 532 – Field Experience II: Learning and Teaching (1 cr.)	TEGR 530	30
	TEGR 583 – Field Experience III: Curriculum and Instruction (1 cr.)	TEGR 571	30
Middle/Secondary 5-12	TEGR 510 – Field Experience I: Exploration included with TEGR 510	TEGR 510	30
	TEGR 532 – Field Experience II: Learning and Teaching (1 cr.)	TEGR 530	30
	TEGR 583 – Field Experience III: Curriculum and Instruction (1 cr.)	TEGR 581	30
K-12	TEGR 510 – Field Experience I: Exploration included with TEGR 510	TEGR 510	30
	TEGR 532 – Field Experience II: Learning and Teaching (1 cr.)	TEGR 530	30
	TEGR 583 – Field Experience III: Curriculum and Instruction (1 cr.)	< Varies by program >	30

Other less formal field experiences are required by other courses throughout your program with specified class activities (i.e. interviewing, etc.).

By the time you have concluded clinical practice, you will have had direct documented experiences with children in your entire licensure range.

## **Planning Program Field Experiences**

Field experiences are a required and important part of all accredited Teacher Education programs. St. Thomas places special emphasis on field courses through a sequence of experiences that connect UST coursework (theory) to field work (practice). Students who embrace the relevance of these experiences and make time for them in their program tend to gain the most from their UST experience. Field experiences are tied to courses and will be completed along with other UST coursework.

## **Field Experiences and Your Work Commitments**

Since most field experiences are during the day, scheduling for a 30 hour commitment during a semester might be problematic for some because it interrupts a typical workday. If you are working during the day, it helps if you have a compassionate employer who will let you leave your job for a few hours each week. However, if that is not possible, you may want to consider completing your field experience during an intensive one-week period while taking vacation time from work. While you can more readily see the development of students over an extended period of time, you will be able to see the daily life of a teacher if you do your field experience in a condensed time period. Typical classroom placements are expected and are considered by UST students to offer the most meaningful experience. Keep in mind that these field experiences are required by state law.

**All students beginning the teacher education program in or after Fall 2006 must successfully complete one of their required clinical experiences in a school that has at least 50% students of color, 40% free or reduced lunch (FRL), 10% English Language Learners (ELL) and 10% Diagnosed Disabilities.**

## **Setting Up Your Field Experiences**

The University of St. Thomas has established relationships with a number of schools and programs interested in working with our education students. The listing of schools varies by semester and provides a balance of opportunities for placement settings. **Field Experience placement will be managed through your classes within the early weeks of each term.**

On the first visit to the school, you will deliver the information packet to your host teacher. The packet contains a letter of introduction and a field experience checklist/evaluation sheet designed for the particular level of experience to be used by the host teacher at the conclusion of the field experience hours.

*Conference with your Host Teacher at the end of your field experience to discuss the evaluation sheet. Keep a copy of the evaluation form for your files and then **HAND-DELIVER** a copy of the evaluation form to Dr. Marcia Reardon, Director of Clinical Experiences. It is your responsibility to make sure this paperwork is completed and on file. **Maintain a copy of your evaluation of your field experiences and clinical practice for your portfolio.***

## **Alternate Placement Options During the Summer and Evenings**

Please keep in mind that summer and evening placement opportunities are extremely limited in their scope and nature. Your experience in these programs, although involving students at the elementary and secondary levels, generally does not typify the regular education setting during the academic year. Therefore, you may not be able to meet the objectives and checklist of experiences for your field experience within a summer or evening setting. Consequently, you may want to consider deferring placement until the Fall or Spring semester when classroom settings are more available.

## **Liability Insurance**

All students **MUST HAVE** Liability Insurance for all field experiences and for Clinical Practice (student teaching). At the University of St. Thomas this is done on-line by:

1. Going to Education Minnesota website <http://www.educationminnesota.org/>
2. Looking at the gray information bar on the left side, hold the hand over the second title, "Who We Are."
3. Click on the second title, "Student Program."
4. In the middle column under "Student Program", click on the fourth box, "2007-2008 Online Student Application."
5. Complete the online application. The cost is \$25.00 and you will be covered for all field experiences in K-12 schools from September 1 -August 31.
6. Make a copy of your receipt and give it to Marcia Reardon.

If you have any questions about this, please contact the Director of Field Experiences and Clinical Practice.

## Program Stages

### The Four Stages to Licensure

#### 1. Exploring The Foundations of Education and Teaching

The Foundations Block is the same regardless of the program you are entering. These courses are designed to help you think about whether you really want to become a teacher and WHY you will do the things you will do as a teacher.

Elementary (K-8)	Secondary (5-12)	K-12
TEGR 510 Education's Place in Society and Field Experience I		3 credits
TEGR 512 Human Relations and Multicultural Education		3 credits
Assessment I: Exploration		

#### 2. Studying Teaching and Learning

Courses in the Teaching and Learning block are designed to help you understand the learners you will be working with and understand how YOU can affect that learning process. Note that you cannot take *TEGR 530 Psychology for Teaching and Learning* until you have taken *TEGR 510 Education's Place in Society*.

Elementary (K-8)	Secondary (5-12)	K-12
TEGR 530 Psychology of Teaching & Learning		3 credits
TEGR 532 Field Experience II: Learning & Teaching		1 credit
TEGR 550 Lang Development, Literacy & Literature I 3 credits		
SPED 750 Survey of Exceptionality 3 credits	SPED 750 Survey of Exceptionality 3 credits	SPED 750 Survey of Exceptionality 3 credits
Assessment II: Learning & Teaching		

#### 3. Content For Teaching

During this term you will be getting down to the "nuts and bolts." How do you meet your K-12 students' needs and challenge them with exciting, in-depth, relevant learning? How do you get them engaged with life-changing content?

Elementary (K-8)	Secondary (5-12)	K-12
TEGR 570 Lang Dev, Literacy & Lit II 3 credits	TEGR 581 Special Methods (5-8) & (9-12) 4 credits	<i>World Languages &amp; Culture</i> TEGR 580 Curr & Instr 4 credits
TEGR 571 Teaching Math & Technology(with TEGR 583) 3 cr.	TEGR 585 Reading for 5-12 Teacher 3 credits	<i>Music, Health, P.E., &amp; Theatre,</i> <i>ES L (See Program Sheets)</i>
TEGR 572 Teaching Science/Health 3credits		TEGR 585 Reading for 5-12 Teacher (not ESL or Music)3 cr.
TEGR 573 Teaching Soc Stud/Arts 3 credits		
TEGR 574 C&I - Middle Level 1 credit		
TEGR 583 Field Experience III: Curriculum and Instruction		1 credit
Assessment III: Curriculum and Instruction Portfolio Due		
Take Praxis II Exams		

#### Information Sessions for Application to Clinical Practice

##### **MANDATORY!!**

Before you can apply for clinical practice, you MUST attend one of the mandatory information sessions held in April, May, June for following Spring; October, November, December for following Fall

You are informed of the dates and times for these sessions by:

- postings throughout Opus Hall at the beginning of Fall and Spring semesters,
- the mailing of registration materials,
- the press announcement in The Bulletin,
- the School of Education web page
- Departmental emails.

Sessions will cover the details of applying for clinical practice and the placement process.

## Clinical Practice Application Deadlines

These early deadlines are essential since there are now approximately fifty colleges and universities seeking placements in this geographic area.

PLAN FAR IN ADVANCE!!!

**Clinical Practice  
Application Deadlines:**  
August 1 for Spring  
January 1 for Fall

**The meetings come up more quickly than you'd expect!**

## 4. Clinical Practice Block

During the fourth and final stage of teacher preparation, you will complete the following:

Elementary (K-8)	Secondary (5-12)	K-12
TEGR 660-01 Clinical Practice and Seminar (K-8) 7credits	TEGR 660-02 Clinical Practice and Seminar (5-12) 7 credits	TEGR 660-03 Clinical Practice and Seminar (K-12) 7 credits
Assessment IV Clinical Practice – Recommendation for Licensure Teacher Candidate Work Sample Exit Interview Create / Update Professional Credential File Apply for Teaching License		

## Clinical Practice Policies

Specific policies regarding clinical practice will be presented to you in a separate *Clinical Practice Handbook*. All courses required for licensure should be complete prior to clinical practice. Before clinical practice, you should have proof of the following in your School of Education file:

1. Official transcripts for all licensure courses completed outside of UST. All courses for licensure **MUST** be completed prior to clinical practice.
2. Field Experience documentation (Host Teacher Evaluations for all field experiences).
3. Unconditional/Full acceptance to the program.
4. Clinical Practice is a full day, full semester experience.
5. Arrangements may sometimes be made to allow secondary clinical practitioners to have their clinical practice in dual licensure fields during the same semester. This will not happen automatically. Make sure you discuss this with your education advisor and with the Director of Field Experiences and Clinical Practice, Marcia Reardon.
6. We recommend that you do not have outside employment while doing your clinical practice. Clinical practice IS a serious full-time commitment.
7. Vacation schedules during clinical practice generally follow the pattern of the host school district. **Additional vacations are not permitted.**
8. Requests for clinical practice placements beyond a 30 mile radius from St. Thomas require petitioning the Field Experience Committee and are subject to additional fees, if approved. Please contact Marcia Reardon about clinical practice abroad.
9. The Oral Proficiency Interview (OPI) Exam is required for both K-12 and K-8 World Language and Culture licensure candidates. Your results have to be received by the Director of Field Experiences and Clinical Practice with your application. Schedule this OPI with the Department of Modern and Classical Languages (Phone: 651-962-5150).

## Clinical Practice: Seminars

During clinical practice, you are required to take a series of seminars. Attendance is taken and a passing grade is required in order to complete the semester. This class reflects on the clinical practice process and addresses pertinent educational issues and concerns. The course serves as a capstone for the licensure program. You must attend this class and complete all assignments before St. Thomas can recommend you for licensure.

## Clinical Practice: Experienced Teachers

This course is designed for students holding a baccalaureate degree from an accredited school, who have had non-licensed teaching experience for a minimum of two years in an accredited K-12 school setting.

Written verification and evaluation of teaching experience is required. The clinical practice placement will be made for one-half semester. The University of St. Thomas reserves the right to extend the experience should

evaluations warrant. Prerequisites: acceptance into education program, completion of all required courses for licensure, admission to clinical practice. The Clinical Practice Seminar is required for those candidates seeking initial licensure.

## **Clinical Practice Anomalies**

### Dual Licensure

- licensure in two subject areas in secondary education
- initial elementary license and K-12 license

### K-12 Licensure

- K-12 license in physical education, world language, vocal or instrumental music, theatre, ESL

If you are seeking dual or K-12 licensure, your clinical practice will be divided in half according to age group or subject area. Your clinical practice may also include J-Term if multiple placements are necessary.

## **Field Experience For Endorsement**

Students seeking to add additional licensure endorsements to an existing Minnesota license complete a reduced term of clinical practice. Licensure endorsement candidates must apply for clinical practice by completing a license endorsement application. The Field Experience Committee will determine the field experience requirements on a case-by-case basis. The same application deadlines apply for the endorsement candidates as for full term clinical practitioners.

## **Applying for Your License**

The clinical practice semester will conclude with a scheduled closure seminar. At this meeting, all information for Minnesota licensure will be shared. Closure seminar dates will be included on the Clinical Practice Placement Agreement and in the Clinical Practice Handbook.

## **Earning Licensure in More Than One Area**

There are time and money issues for you to consider if you wish to be licensed in more than one area. If you are seeking licensure in different subjects, for example in science and math, you need to take the special methods courses and complete a field experience III in both areas. Credits from both area Curriculum & Instruction courses can count toward your Master's degree credit total. (Note: If you are adding a second science or language field, you only take the science or language methods course once.)

To add a different licensure area, you also need to complete clinical practice in both fields. This may include additional time in clinical practice, depending on the nature of the license. The Director of Field Experiences and Clinical Practice can answer questions about this at the clinical practice information sessions scheduled each semester.

## **Completing Your MAT**

Most people apply directly to the MAT program when they begin their work at St. Thomas. A major advantage of the St. Thomas program is that the licensure credits apply directly toward the Masters degree.

If you plan to continue for your Master of Arts in Teaching after you have received your license, keep in mind that you have seven years to complete all the course work. This seven year period begins when you first start taking classes for the initial licensure program. Those who need an extension of the seven year period must appeal to the Dean of the College of Applied Professional Studies.

If you took a break to teach before completing your MAT, you may not have been receiving registration materials. To be reactivated, call registration at 651-962-4427. You will be sent information for the next available term.

In addition to the basic licensing and Master of Arts in Teaching programs, UST offers graduate programs in Curriculum and Instruction, Graduate Psychology, Leadership, Policy, and Administration, Organizational Learning and Development, and Special Education,. See the catalog for more details.

## **Remaining Coursework**

1. CIED500 - Educational Research
2. Electives as needed – see your program spreadsheet (typically one to two electives plus substitutions for waived courses)

## **Waived Coursework**

Those candidates who had coursework from the initial licensure program waived will need to complete not only the credits for the MAT but also additional graduate credits equal to the number that were waived.

## **Retention in the Programs**

Students accepted into the Department must demonstrate appropriate progress on all required licensure standards in order to be placed for clinical practice and recommended for licensure. The Department reserves the right to dismiss candidates from the licensure programs based on unprofessional actions or unsatisfactory progress toward meeting state mandated licensure standards. Satisfactory evaluations from field experience and clinical practice supervisors/mentor teachers are required for program continuation.

All graduate students are required to maintain a minimum GPA of 3.0. As noted in the *School of Education Catalog*, a grade of "C" is considered minimally passing; when the caliber of work is below "C," a grade of "F" is given. A grade of C in education coursework places a student on academic probation. Students who accumulate two or more grades of "C" or "F" will be asked to withdraw from the programs.

## **Staying in Touch with St. Thomas**

Many UST graduates stay in touch with faculty and staff in the Teacher Education Department. We are delighted to hear about your job updates, changes, promotions, and moves; and seek to assist if you return to school for more education, have personnel needs at your school, or simply want to share ideas. In addition, we feel personally connected to our students and want to know about life changes that include teaching and family.

Complete a “Keep in Touch” card. These are available at the close of your Teacher Education program, or are available from Kathy Neary in the Teacher Education office. You will receive periodic communications from the TE Department using information on that card.

Select a faculty or staff person in Teacher Education as your “Keep in Touch” point person. This TE person will periodically send you a personal email.

Of course, we always welcome email, phone contact or letters with updates on your life

In addition,

- In order for the graduate program to improve and progress, we need your help after you complete the program and engage in your professional career.
- With your input, we can change and improve the programs. You can keep us aware of new programs, funding sources, good placement opportunities for student teachers, clinical opportunities, personal achievements, etc.
- Keep us informed of your current address and position and we will in turn inform you about upcoming events, career/curriculum fairs, seminars, speakers, and other professional activities.

You are a valuable resource to the graduate program and we hope you will let the graduate program be a continuing resource for your professional development.



## *Section 4*

### *You as the Developing Professional*

## **Job Placement Resources**

### **Life/Work Center/Career Services**

Minneapolis – Terrence Murphy Hall (*across from the bookstore*): 651-962-4763

The Life/Work Center is a good resource for students entering the job search. The staff provides workshops and individual counseling on issues related to job search and career planning. They also offer mock interviews, packets outlining strategies for writing cover letters and resumes and for successful interviewing techniques, web-based job listings and teacher resources, statistics on job placement for teachers, and instruction on development of credential files. Resources for researching school districts are provided in the Keffer Library Career Nook, as well as in the Life/Work Center and on its web site.

Each spring the Life/Work Center helps to produce an Education Career Fair, sponsored by the Minnesota College and University Career Services Association. Recruiters from across the United States participate in the fair by visiting with teacher candidates, collecting resumes and job applications, holding information sessions about their districts, and conducting on-site interviews of potential employees. The Life/Work Center handles registration of UST students and alumni for the Education Career Fair, and provides orientation sessions to help them prepare for a productive experience.

### **Credential File**

A teacher credential file is an essential element of your job search. The Life/Work Center provides information and assistance to education students in developing their files. With a strong movement toward online recruiting among Minnesota school districts, the Life/Work Center recommends that students establish an online credential file instead of the traditional paper-based file. Using an online system allows you to access your file at any time from any computer, and it helps to create your image as a computer-literate professional. One of the companies that provide this service on an economical basis is ReferenceNow. Information about credential files can be addressed by calling the Life/Work Center, or by visiting the ReferenceNow website at [www.referencenow.com](http://www.referencenow.com).

### **Teaching Abroad**

The University of Northern Iowa offers the International Teaching Fair every spring. The fair consists of information about teaching in specific international schools around the world, and recruiters from these schools are in attendance. Traditionally, the recruiters are looking for a person with a minimum of two years teaching experience, flexibility, and a willingness to experience a new culture.

For further information about teaching abroad, you may want to check out the Life/Work Center, the International Education Office, and the Teacher Education Office.



## Section 5 Facilities and Services

### **Bookstore**

Terrence Murphy Hall: First Floor: 651-962-4340

Regular Fall and Spring semester hours are:

Monday-Thursday	9:00 a.m.- 6:00 p.m.
Friday	9:00 a.m.- 4:00 p.m.
Saturday	8:30 a.m.- 12:30 p.m.

Contact the bookstore for Summer and January Term hours and extended hours at the beginning of each term. The bookstore sells new and used textbooks, school and office supplies, sports clothing, candy, medicine, trade books, cards and gifts, and insignia items.

### **Bus Service**

Shuttle bus service between the St. Paul Campus and the Minneapolis Campus is available free of charge to students presenting their UST student ID card. Busses leave from in front of the Arches on Summit in St. Paul and from behind Terrence Murphy Hall in Minneapolis. Check at the Security desk for schedules.

### **Instructional Resources and Technology (IRT)**

Help Desk: 651-962-6230

As a student at St. Thomas, you are given access to the University's networked communication system. Through this system, you can access the library's electronic databases--CLICNET, ERIC, MLA, among others--to assist you in your research endeavors. You also are provided with an E-mail account. Contact IRT for more information.

### **Counseling and Life/Work Center**

Terrence Murphy Hall – Suite 110: 651-962-4763

Fall and Spring regular hours: (Please schedule an appointment)

Monday-Thursday	10:00 a.m.-6:00 p.m.
Friday	10:00 a.m.-4:30 p.m.
Summer and January Term hours.	Contact Center

Students are encouraged to use the services of the Center to help establish vocational and personal goals and to solve problems related to those goals. Students also may consult with members of the Career Planning and Placement staff. A credential file may be established free of charge. Please submit all credential file materials directly to the Center office.

The sexual harassment policy of the University of St. Thomas is available at <http://www.stthomas.edu/deanofstudents/sexualViolencePolicies/default.html>

### **Food Services**

*Food For Thought:* A full-service restaurant, Food for Thought, is located on the second floor of Schulze Hall. Vending machine areas are available in all UST buildings.

### **Library (Charles Keffer Library)**

Opus Hall: 651-962-4642

The library hours listed below are in effect Fall and Spring terms. Consult the library staff for hours during class breaks, holidays, and summer. Reference hours may not correspond to library hours; call the reference desk for hours.

Check library hours on the web at: [www.lib.stthomas.edu/keffer/general/about/hours.html](http://www.lib.stthomas.edu/keffer/general/about/hours.html).

Hours Message	(651)962-4640
Circulation Assistance	(651)962-4642
Reserve Collection	(651)962-4642
Reference Assistance	(651)962-4664
Curriculum Lab	(651)962-4664

### **Overview**

Library materials for the School of Education are housed at the Charles J. Keffer Library in Minneapolis. This professional library also houses the collections used by students in business, professional psychology, and other professional programs.

### **Special Services for Education Students**

Access Services-The Charles J. Keffer Library is housed on two floors of Opus Hall, Minneapolis campus. Entrance is on the second floor, which houses access services. Circulation, reserves, and inter-library loan services are available at this desk, in addition to general information and change for copiers.

### **Library Resources**

The first floor houses the majority of library resources, including back issues of journals, ERIC documents, reference and circulating materials, and computers to access electronic resources-including ERIC.

### **Curriculum Resources**

The library houses an array of curriculum materials, including the Children's' Literature collection, the curriculum materials collection, and the 'Make and Take' area for the creation of classroom projects. In addition, course-related computing lab sessions are held in the library's computer classrooms.

### **Reference Services**

Reference librarians are available for guidance through the research process, either as a walk-in to the library or through a scheduled appointment of longer duration. Appointments are encouraged, and can be arranged for small groups or individuals as either a general orientation to resources, or for a specific research topic. Further information is available from the reference desk at 651-962-4664.

### **Study Spaces**

While the library includes ample space for individual and group work in common areas, there is also a large quiet study on the first floor of the library. Four group study rooms are also available and can be reserved in advance.

### **Copiers**

Copiers-Photocopiers and microfilm copiers are available for public use. These machines accept coins and are being connected to Express Readers.

### **Remote Access**

Access to web-based library databases is available from home or office; ([www.lib.stthomas.edu/html/ebook.htm](http://www.lib.stthomas.edu/html/ebook.htm)) a link to the directions for off-campus users can be found at the top of the database page. For more web-based Education resources, as well as other library services please visit our library web page at [www.lib.stthomas.edu/keffer/general/about/hours.html](http://www.lib.stthomas.edu/keffer/general/about/hours.html) .

## **Public Safety and Security**

Opus Hall: 651-962-4100

Monday-Friday	7:00 a.m.-11:00 p.m.
Saturday	7:00 a.m.-5:00 p.m.
Sunday	Check with security
Holidays	Closed

### **Identification Cards**

ID's are available through this office. Students can often get discounts on events in the Twin Cities area by showing their ID card. (And remember, the shuttle bus requires you to show it.)

Your ID card can be used as a debit card on campus. The copiers at the library are designed to charge photocopies to your account; you can also use the card at UST cafeterias and grills. (Money can be added to your account at the Public Safety and Security desk in Opus Hall.)

### **Escort Service**

To receive an escort on the Minneapolis campus, call the Public Safety and Parking Services Office at the above number. You will be asked your name, where you would like to meet the escort, and your final destination. The escort then will be sent to your location; you will be given an estimated time for their arrival (usually five to ten minutes).

### **Parking**

Parking information is ever-changing. Please contact Public Safety and Parking at 651-962-4100 for current parking availability.



## Appendix I Faculty and Staff

### Full Time Faculty

Listed below are the full-time Teacher Education faculty members who regularly teach and advise in the Post-Baccalaureate Initial Licensure/MAT program.

**Dr. Seewha Cho**

*Associate Professor of Education*

(1995) *BA, M.Ed. Seoul National University*

*Ph.D. University of Wisconsin, Madison*

651-962-4434

[scho@stthomas.edu](mailto:scho@stthomas.edu)

**Dr. Jan Hansen**

*Assistant Professor of Education*

(2002) *B.S. St. Cloud State University*

*M.S. University of Wisconsin, Green Bay*

*Ph.D. Purdue University*

651-962-4432

[jbhansen1@stthomas.edu](mailto:jbhansen1@stthomas.edu)

**Dr. Sally Hunter**

*Associate Professor of Education*

(1990) *B.A. College of St. Scholastica*

*M.A. University of Wisconsin*

*Ph.D. University of Minnesota*

651-962-4811

[smhunter@stthomas.edu](mailto:smhunter@stthomas.edu)

**Dr. Robert Nistler**

*Associate Professor of Education*

(1998) *B.S. University of Wisconsin - Stevens Point*

*M.A. University of Minnesota*

*Ph.D. University of Texas at Austin*

651-962-4426

[rjnistler1@stthomas.edu](mailto:rjnistler1@stthomas.edu)

**Dr. Lucy Payne**

*Associate Professor of Education*

(1997) *B.S. University of Iowa*

*M.A. California Polytechnic University*

*Ph.D. University of Iowa*

651-962-4448

[llpayne@stthomas.edu](mailto:llpayne@stthomas.edu)

**Dr. Margaret Reif**

*Associate Professor of Education*

(1990) *B.A. College of St. Teresa*

*M.A. College of St. Thomas*

*Ed.D. University of St. Thomas*

651-962-4421

[mtreif@stthomas.edu](mailto:mtreif@stthomas.edu)

**Dr. Amy Smith**

*Assistant Professor of Education*

(2001) *B.S. University of St. Thomas*

*M.A. University of St. Thomas*

*Ph.D. University of New Hampshire*

651-962-4445

[afsmith@stthomas.edu](mailto:afsmith@stthomas.edu)

**Dr. Ralph Stouffer**

*Associate Professor of Education*

(1972) *B.A. Dakota Wesleyan*

*M.Ed. South Dakota State*

*Ed. D. University of South Dakota*

651-962-4419

[restouffer@stthomas.edu](mailto:restouffer@stthomas.edu)

**Dr. Trudi Taylor**  
Professor of Education  
(1988) B.A. Anderson University  
M.S. City University of New York  
Ed.D. Ball State University

651-962- 4422  
[tataylor@stthomas.edu](mailto:tataylor@stthomas.edu)

**Dr. Doug Warring**  
Chair/Professor of Education  
(1974) B.A. Bethel College  
M.A. St. Cloud State University  
M.A. University of St. Thomas  
Ph.D. University of Minnesota

651-962-4877  
[dfwarring@stthomas.edu](mailto:dfwarring@stthomas.edu)

### Adjunct Faculty

Most adjunct professors will indicate on their syllabi the best way to contact them. If they do not, you may contact adjunct professors by leaving a message for them in their mailbox located in the main graduate education office, MOH 217. You may also leave a written message with Department Assistant or leave a phone message with the School of Education main desk at 651-962-4550.

### Staff

Chelen Gore Licensing Coordinator	651-962-4429 <a href="mailto:gore8983@stthomas.edu">gore8983@stthomas.edu</a>
Phyllis Dykhuizen Licensure Advising Coordinator	651-962-4837 <a href="mailto:prdykhuizen@stthomas.edu">prdykhuizen@stthomas.edu</a>
Carole Koch Assessment Coordinator	651-962-4468 <a href="mailto:cjkoch@stthomas.edu">cjkoch@stthomas.edu</a>
Kathy Neary Department Assistant	651-962-4420 <a href="mailto:kjneary@stthomas.edu">kjneary@stthomas.edu</a>
Jeanne Parsons Registration Coordinator	651-962-4427 <a href="mailto:jmparsons@stthomas.edu">jmparsons@stthomas.edu</a>
Vicky Rasmusson Admissions Coordinator	651-962-4430 <a href="mailto:vlrasmusson@stthomas.edu">vlrasmusson@stthomas.edu</a>
Marcia Reardon Director of Field Experiences and Clinical Practice	651-962-4424 <a href="mailto:mmreardon@stthomas.edu">mmreardon@stthomas.edu</a>
Mavis Rubsam Administrative Secretary to the Dean	651-962-4435 <a href="mailto:marubsam@stthomas.edu">marubsam@stthomas.edu</a>

### Administration

Dr. Bruce Kramer Interim Dean of the School of Education	651-962-4435 <a href="mailto:bhkramer@stthomas.edu">bhkramer@stthomas.edu</a>
Dr. Lucy Payne Interim Associate Dean for Accreditation and Assessment	651-962-4448 <a href="mailto:llpayne@stthomas.edu">llpayne@stthomas.edu</a>
Dr. David Rigoni Associate Dean for Policy and Licensure	651-962-4449 <a href="mailto:dprigoni@stthomas.edu">dprigoni@stthomas.edu</a>



## *Appendix II*

### *Professional Organization*

There are hundreds of organizations and web-sites that will be useful to you as a developing professional. This is a list just to get you started. The Library web-site will connect you with resources from across the world. Check it out at <http://www.stthomas.edu/libraries/gradstudents/default.html>

#### ENGLISH

Minnesota Council of Teachers of English  
182 Mounds Blvd.  
St. Paul, MN 55106 (612) 829-5749

National Council of Teachers of English (NCTE)  
1111 Kenyon Rd.  
Urbana, IL 61801 (217) 328-3870

#### LANGUAGES

American Council on the Teaching of Foreign Languages (ACTFL)  
579 Broadway  
Hastings-on-Hudson, NY 10706 (914) 478-2011

Teachers of English to Speakers of Other Languages (TESOL)  
201 DC Transit Building  
Georgetown University  
Washington, DC 20057 (202) 625-4569

#### MATHEMATICS

Minnesota Council of Teachers of Mathematics  
[www.mctm.org](http://www.mctm.org)

National Council of Teachers of Mathematics (NCTM)  
1906 Association Dr.  
Reston, VA 22091 (703) 620-9840

#### MUSIC

Music Teachers National Association  
2113 Carew Tower  
Cincinnati, OH 45202 (513) 421-1420

#### SCIENCE

Minnesota Science Teacher Association  
4912 Morningside Rd.  
Minneapolis, MN 55416 (612) 922-4926

National Science Teachers Association (NSTA)  
1840 Wilson Blvd.  
Arlington, VA 22201 (703) 243-7100

#### SOCIAL STUDIES

Minnesota Council for the Social Studies  
116 Marvin Lane  
Northfield, MN 55057 (507) 645-9695

National Council for the Social Studies (NCSS)  
Teacher Education Handbook

3501 Nework St. NW  
Washington, DC 20016 (202) 966-7840

TECHNOLOGY

Association for Educational Communications & Technology (AECT)  
1025 Vermont Ave. NW Suite 820  
Washington, DC 20005 (202) 347-7834

Technology & Information Education Services (TIES)  
1925 West County Rd. B2  
Roseville, MN 55113-2791 (612) 638-2301

OTHER PROFESSIONAL ASSOCIATIONS AND ORGANIZATIONS

Association for Supervising and Curriculum Development  
225 N. Washington St.  
Alexandria, VA 22039 (703) 549-9110

Education Minnesota  
41 Sherburne Ave.  
St. Paul, MN 55103 (612) 227-9541

International Reading Association (IRA)  
PO Box 8139  
800 Burkside Rd.  
Newark, DE 19714-8139 (302) 731-1600

Minnesota Association of Alternative Programs  
Area Education Center  
1102 Willow St.  
Brainerd, MN 56401

Minnesota Association of School Administrators  
1884 Como Ave.  
St. Paul, MN 55108 (612) 645-6272

Minnesota Kindergarten Association  
135 W. Werring Ave.  
Appleton, MN 56208 (612) 289-1984

Minnesota School Social Workers Association  
Route 1 Box 148-A  
Maple Lake, MN 56208

National Art Education Association (NAEA)  
1916 Association Dr.  
Reston, VA 22091 (703) 860-8000

National Association for Multicultural Education (NAME)  
Department of Curriculum and Instruction  
University of Maryland  
College Park, MD 20742 (301) 314-9055

Urban Coalition of Minneapolis  
708 - 3rd Street S., Suite 300  
Minneapolis, MN 55215 (612) 348-8550