

Southwest Minnesota State University

School of Education



Candidate Handbook



<https://www.smsu.edu/academics/schools/education/index.html>

Greetings from the Southwest Minnesota State University School of Education! We are thrilled you have chosen to pursue a career in education. There is no other field quite like it - so demanding and yet so rewarding! The education of our youth is critical to the development and sustainability of our country's democracy, economy, and security. This guide is intended to provide you with the information to help you successfully navigate the Teacher Preparation Program requirements for teaching licensure recommendation. If you have questions or need clarification along the way, please contact the School of Education, 507-537-7115. We hope you find the SMSU Teacher Preparation Program engaging and exciting!

Sincerely,

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Glossary:

Candidate: SMSU student participating in a clinical experience as part of an education course.

Clinical Experience: Includes Field Experiences, Student Teaching, and Practicums

Field Experience: When a candidate enrolled in either an initial or additional licensure program observes teachers and students, assists, tutors, or conducts research in a school-based setting. Listed in course descriptions as a lab.

Student Teaching: When a candidate enrolled in an initial licensure program assumes teacher responsibilities while working with the cooperating teacher and a university supervisor to practice and demonstrate the knowledge, skills and dispositions necessary to become a teacher.

Practicum: When a candidate enrolled in an additional licensure program assumes teacher responsibilities to practice and demonstrate the knowledge, skills and dispositions necessary to teach the content aligned to the additional license or endorsement.

CT – Cooperating Teacher: Teacher currently serving as the teacher of record in an E-12 classroom that has agreed to mentor an SMSU candidate for a clinical experience.

edTPA: Teacher Performance Assessment completed during student teaching.

E-Placement Form: Electronic Placement form.

EPP: Educator Preparation Provider

LiveText: Field Experience Management System used by SMSU.

MTLE: Minnesota Teacher Licensure Examinations.

OFPL: Office of Placement and Licensure

PELSB: Minnesota Professional Educator Licensing and Standards Board.

Placement: Specifications including school partner, content area/s, grade level/s, and cooperating teacher information for a clinical experience in which a candidate is assigned.

Portfolio: Compilation of artifacts showcasing SEP demonstration for program completion.

Professional Licensure: Tier 3 or Tier 4 Minnesota Teaching License.

School Partner: A school or district that has a signed agreement with SMSU to host candidates for clinical experiences.

SEP: Standards of Effective Practice.

SoE: School of Education

SMSU: Southwest Minnesota State University

ST – Student Teacher: Candidate completing their student teaching experience for initial licensure.

TPP: Teacher Preparation Program

US – University Supervisor: Hired to supervise student teachers and practicum candidates.

Chapter 1: Orientation

Mission:

The mission of the Professional Education programs at SMSU is to create inclusive communities of practice where each learner is an active participant in the investigation of learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in a culturally responsive education.

Vision:

Inclusive communities of practice investigating learning and teaching.

Code of Ethics:

Code of Ethics for Minnesota Teachers:

A. The Code of Ethics for Minnesota Teachers is established in the Professional Educator Licensing and Standards Board's administrative rules. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. The principles are reflected in the code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. The code applies to all individuals licensed under the rules established by the Professional Educator Licensing and Standards Board. (PELSB)

This code shall apply to all persons licensed according to rules established by PELSB.

B. Standards of professional conduct. Minn. Rule 8710.2100, Subp. 2.

1. A teacher shall provide professional educational services in a non-discriminatory manner.
2. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
3. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
4. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
5. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
6. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
7. A teacher shall not deliberately suppress or distort subject matter.

8. A teacher shall not knowingly falsify or misrepresent records of facts relating to that teacher's own qualifications or to other teachers' qualifications.
9. A teacher shall not knowingly make false or malicious statements about students or colleagues.
10. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

National Education Association Code of Ethics can be found at:

<https://www.nea.org/resource-library/code-ethics-educators>

Standards of Effective Practice:

A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 (Standards 1 – 10) in a teacher preparation program approved under part 8700.7600. For full SEP listing see Appendix C.

Standard 1, Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2, Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

Standard 3, Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 4, Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5, Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 6, Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7, Planning Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8, Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9, Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10, Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Effective Date. The requirements in this part for licensure are effective on September 1, 2010, and thereafter.

Statutory Authority: MS s 122A.09; 122A.18

History: 23 SR 1928; 34 SR 595

Posted: November 19, 2009

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Graduation Portfolio Demonstrating SEPs (initial licensure candidates):

- You will build your portfolio in LiveText starting in ED101. Throughout your course work you will continually add artifacts to your portfolio for each Standard of Effective Practice (SEP).
- Teacher candidates need to include two to four artifacts per standard. A minimum of one artifact for each standard should be included from your student teaching experience. *Rationales* should be included to support the artifacts with *justifications* of how the artifact matches the specific standard and *reflections* on how it impacts the teaching and learning process.
- School of Education (SoE) faculty review graduation portfolios towards the end of your student teaching semester. Teacher candidates meet virtually or in person with education faculty for the exit interview (portfolio review). If there are missing artifacts or rationales, the teacher candidate will be asked to resubmit to the SoE faculty member who is reviewing the portfolio.

Dispositions:

SMSU Disposition Statement:

The Faculty Assessment of Student Dispositions form is completed in all ED 101 Introduction to Education courses. All SoE TPP courses include this form in the syllabi/course resources.

Teacher candidates sign-off acknowledging dispositions at the time of the TPP application/admission.

The Professional Dispositions adopted by the Southwest Minnesota State University School of Education promote and support professionalism as outlined in state and national standards. These dispositional statements represent one of the foundational tenets of the SMSU Teacher Preparation Program.

These dispositional standards identified are developed in conjunction with the Teacher Education Conceptual Framework, Standards of Effective Practice, Code of Ethics for Minnesota Teachers and are incorporated throughout the Teacher Preparation Program. Specifically, dispositions are patterns of behaviors and actions that occur frequently, in the absence of coercion, and constitute “habits of mind and heart.” They are intentional and directed toward particular people and situations, in order to achieve goals. Teacher Preparation Program stakeholders must model and support the development of desirable dispositions and provide opportunities to weaken or eliminate undesirable dispositions. Dispositions that apply the knowledge and skills of teaching and learning are critical to becoming an effective candidate.

Such dispositions valued by the Teacher Preparation Program include, but are not limited to:

- **Enthusiastic:** Shows eagerness and enjoyment working with all stakeholders.
- **Respectful:** Treats everyone with respect and maintains appropriate boundaries.
- **Student-Centered:** Focuses on planning, instruction, and assessment to meet the diverse needs of all learners.
- **Problem-Solver:** Uses patience, deductive reasoning, and common sense to arrive at equitable solutions.
- **Leader:** Shows initiative and inspires others through their leadership qualities.
- **Receptive:** Listens and considers the viewpoints of others to enhance collaborations.
- **Communicator:** Expresses thoughts clearly and tactfully to all stakeholders when using non-verbal, verbal, and written communication.
- **Reflective Practitioner:** Uses inquiry and research in pursuit of lifelong learning. Employs reflection and feedback to gain self-awareness to grow as an educator.
- **Resilient:** Embodies the ability to persevere through adversity and setbacks.
- **Embracer of Diversity:** Embraces a culturally responsive perspective in both teaching and learning to promote social justice and believes diversity enhances the classroom.
- **Responsible:** Demonstrates dependability, punctuality, and efficiency.
- **Professional:** Presents self in a professional manner through one's cleanliness, appropriate attire, and ethical actions.
- **Honest:** Demonstrates honesty and integrity in all interactions.

Chapter 2: Clinical Experiences

A major component of professional teacher preparation involves clinical experiences in area schools. Field experiences, pre-student teaching, student teaching and practicum are the different levels of clinical experiences.

Field Experiences:

Field experiences are built into our program from the start. During the Introduction to Education course, candidates spend 15 hours observing, tutoring, planning, and then teaching a lesson alongside a licensed teacher.

Faye Johnson, the Field Experience Coordinator, assigns each experience as quickly as possible. Candidates should complete an E-Placement form at the time of course registration to activate the search for their placement.

See your advising guide to determine the courses requiring field experiences that can be taken before admission to the Teacher Preparation Program (TPP) and courses that require TPP admission prior to registration.

Pre-Student Teaching Experience:

The pre-student teaching experience (PSTE) is the step between field experiences and student teaching. This is an opportunity for candidates to spend 10 full days (2 weeks) in the classroom under the direction of a licensed cooperating teacher. During this time, candidates teach a 3-to-5-day learning segment and several entire lessons, and complete a practice edTPA. A university supervisor will be assigned to read the candidates journals, score their practice edTPA and complete an evaluation. A positive recommendation from the classroom mentor teacher is necessary to be eligible for student teaching.

Criteria to Pre-Student Teach:

Methods courses are extremely important to stay on track in the program. A candidate must have at least a “C” grade or better in all methods courses in order to move to PSTE the next semester.

PSTE Weeks:

Candidates should avoid travel during their PSTE weeks. Typically, PSTE weeks are before, during or after spring break. Secondary candidates and K-12 licensure candidates will complete 1 week around spring break and 1 week in May to avoid missing classes. If there is a conflict with the scheduled weeks of PSTE due to a university-sponsored event/activity/trip, the teacher

candidate will need to contact the Placement and Licensure Office regarding the schedule change. The cooperating teacher, university supervisor, teacher candidate and Director of Clinical Experiences in Education will mutually determine the weeks.

What if I am seeking more than 1 initial licensure?

If a candidate is seeking more than 1 initial licensure, they will complete 1 additional week (5 days) for each additional licensure sought. (An additional practice edTPA is not required.)

Student Teaching:

The culminating clinical experience for initial licensure candidates is student teaching. Candidates experience full-time teaching and complete an edTPA in this 12- to 16- week placement. Candidates will also complete a graduation portfolio review at the conclusion of their student teaching semester.

Student Teaching Applications:

- Applications for student teaching are accepted from the first day of each spring semester to the last academic day in February each spring semester for the following academic year. This is approximately a 2-month window to apply. This also means you will be applying approximately a year in advance of your planned student teaching semester. (Example: you must apply by the last academic day of February 2024 to student teach Fall 2024 or Spring 2025)
- The student teaching application components are part of the coursework for your Pre-Student Teaching Experience (PSTE) ED304 and ED/ECSE/TESL/SPED/ECE459.
- The student teaching application e-form can be found on the Placement and Licensure website within the School of Education website.
- Student Teaching Applications are not valid without your advisor's e-signature. Do not wait until the last minute to submit and ask your advisor to approve your application!

Student Teaching Manual:

The student teaching manual and all other materials pertinent to student teaching can be found on the Placement and Licensure website within the School of Education website.

Criteria to Student Teach:

To be eligible to student teach, candidates must have a 2.8 GPA for Professional Education coursework/major GPA. All "I", "IP" or "F" grades must be successfully resolved to maintain eligibility for student teaching. A "C" grade or better must be maintained in all Education/ECSE/SPED/TESL courses to maintain eligibility for student teaching. See Appendix B.

Practicums:

Any professionally licensed teacher (tier 3 or 4) seeking an additional licensure will complete a practicum as their culminating clinical experience.

Practicum Applications:

- All practicum applications can be found on the Placement and Licensure website within the School of Education website.
- Part of the application process will consist of a meeting with your advisor, and the Director of Clinical Experiences. The meeting will help to gather information to use to design a practicum for you.
- You will need a current resume as one of the application materials submitted.

Designing a Practicum Process:

- ED Leadership Team will evaluate a candidate's application, resume, current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience. This is typically done via a meeting between the candidate, advisor and members of the ED Leadership Team.
 - The evaluation process will take into consideration the scope and content of prior experiences and licensures compared to the licensure you are seeking.
 - Scope Example: You hold an ECE license, and you are seeking a Special Education K-12 license. Your practicum will most likely consist of hours in 5-8 SPED and 9-12 SPED because you are already licensed in the Birth-grade 3 scope.
 - Content Example: You hold a 9-12 Chemistry license and are seeking a 9-12 Biology license. Your practicum will most likely consist of hours in a 9-12 Biology classroom because you have not taught Biology before.
 - Scope and Content Example: You hold an Elementary K-6 license and you have been teaching on an out of field assignment in K-4 Special Education with only EBD students and you are seeking a K-12 SPED ABS license. Your practicum will most likely consist of a placement in grades 5-8 Special Education and 9-12 Special Education. Although it would be easier for you to complete the practicum in your own K-4 Special Education assignment, it would not fill the gaps in scope and content (all 5 disability areas) for the K-12 SPED licensure you are seeking.
 - All practicums will be a minimum of 80 hours total and will have no more than 2 placements.

Clinical Experience Expectations:

When you are in an E-12 school, you are a representative of SMSU. We expect that you will represent SMSU and yourself in a professional and positive manner. Keep in mind that you

must complete your clinical experience with a positive recommendation, or you will fail the course!

First Contact:

When you get your placement, it is your responsibility to contact your cooperating teacher. Don't wait! If you contact your cooperating teacher by email, only wait 2 days for a response and then follow up with a phone call to the school. Many times, your email goes into their junk/spam and you may end up wasting weeks waiting for a response.

Reminders:

- Be polite and appreciative.
- Use appropriate language.
 - No: swearing, racial/gender slurs, secular language/references, sarcasm, roasting, slang
 - Yes: please, thank you, developmentally appropriate academic language, positive praise
- Wear professional clothing. It is worth the investment.
 - No: hoodies, jeans, crop tops, hats, leggings unless under a dress/skirt, t-shirts, shorts, short skirts, graphic t-shirts, low rise bottoms, low cut necklines, athletic pants, dirty clothes
 - Yes: dress pants, dresses/skirts with leggings or tights, blouses, dress shirts, sweaters, polo shirts, ties, collared shirts, comfortable shoes, clean clothes
 - If you are not sure if it is ok to wear...do not wear it.
- Stay off your phone!
- Practice good hygiene and grooming.
- Do not use your earbuds or headphones while at your placement, even during prep times.
- Engage and be helpful.
- Check in at the school office upon arrival.
- Check to see if the school requires background checks, masks, etc...
- Introduce yourself to the administration, if possible, to start building a professional network.
- Be ON TIME! Communicate if an emergency arises.
- Help your cooperating teacher login to Livetext-FEM.
- Smile and greet others.
- Use eye contact and show approachable body language.

Continuous Interview:

Every time you are at a placement, you are being “interviewed and evaluated” by everyone you encounter. Always present yourself with professionalism and integrity. You never know who might become your colleague or boss someday. Network as much as you can!

Commitment:

The School of Education Faculty and staff are honored that you have chosen to be an SMSU Mustang! Being in the Teacher Preparation Program at SMSU involves numerous clinical experience hours to provide you with a variety of experiences as well as provide you with a wealth of practice opportunities. Due to the many clinical experiences and the hours required you must be dedicated to your coursework and completing your needed hours. This may mean you need to take time off from work or other commitments in order to meet your clinical experience requirements. Sometimes this also means that you may need to complete clinical experience hours during spring break (PSTE) or other days that SMSU does not have classes, but E-12 schools are in session.

Confidentiality:

All E-12 student information is confidential! Only discuss student information, behaviors, grades, etc with the cooperating teacher. Remove student names and identifying data when including student work samples in course work and portfolio artifacts.

Mentality:

- Guest: Candidates should have the mentality of being a guest when in an E-12 school completing a placement. Always show gratitude to your cooperating teacher and administration for allowing you to come into their classroom and school.
- Mentee: You are in each placement to learn, and add to your “teaching tool box”. Have a mentee mentality and treat your cooperating teacher as the mentor that they are. You should do your best to emulate your cooperating teacher. You are not there to critique, but rather to learn and grow.

What if I am an employee at a school?

Expect to take time off from your job to complete clinical experiences.

What if I work during the school day (8am-3pm) outside of a school setting?

Expect to take time off from your job to complete clinical experiences.

What if I am a student athlete or participate in other university sponsored activities?

A teacher candidate may participate in university-sponsored athletics or activities if it is minimally impactful on student teaching. Student teaching must be the priority. The coach/advisor must sign the student teaching application, indicating s/he understands that the teacher candidate/student-athlete must be accountable and make student teaching the priority. Meet with your advisor, coach and Director of Clinical Experiences in Education to determine if you will be able to student teach and participate in your activity simultaneously. Note: it is highly discouraged to student teach while your activity is in season, and in most cases isn't feasible.

Chapter 3: Placement

Applying for Placements:

Electronic Placement Request:

ALL placements must start with an electronic placement form. A placement will not be found for you if you have not submitted an electronic placement form. Even if you are doing a self-placement you must fill out an e-placement form.

Tips for filling out the electronic placement form for all types of placements:

- You need a separate electronic placement form for every course.
- Go to the School of Education homepage from [smsu.edu](https://www.smsu.edu) and then navigate to the Placement and Licensure page. Click on the “request a placement” bar. Use your StarID and Password to fill out the form.
- Candidates who have not submitted an e-placement form by the first Monday in October or the third Monday in February will receive an email notice recommending withdrawal from the course.

Placement Office Placements:

The placement office wants you to have exceptional clinical experiences! We take the information you submitted on your e-placement form and work to find you the closest site that meets the specific requirements for your placement. We will do this as quick as possible, please have patience. The placement office facilitates between 1,200 and 1,600 placements each academic year.

- Fill out the e-placement form immediately following registration for a course that requires a placement made by the placement office. (see chart below for a course list)
- The address you put in the form is the address we will use to search for a placement nearby. Only include an address that is where you will be driving from to get to the placement.
- Include on the form if you are employed at a school.
- If you are a licensed teacher indicate what Tier you are and attach a copy of your license to the electronic placement form.
- Verification of liability insurance must be attached to the electronic placement form before you can submit it. We will deny your form if it is not attached.

Self-Placements:

There are certain situations in which self-placement is allowed. See the list of courses indicating those that are placed by the placement coordinator and those that are self-placed courses. You still must fill out an e-placement form and indicate your placement information.

- Fill out the e-placement form after you have found a placement. (see chart below for a course list)
- Contact schools indicating who you are and what the expectations are of your clinical experience. Professors for self-placement courses will give you a sample letter or phone script you can use.
- Your cooperating teacher needs to be a Tier 3 or Tier 4 licensed teacher in the content area in which the clinical experience is taking place. *(Example: If you are doing an ECSE clinical experience your cooperating teacher must hold a Tier 3 or Tier 4 ECSE License. Out of field teachers and Tier 1 or Tier 2 teachers aren't eligible to be your cooperating teacher.)*
 - TESL courses have different requirements for cooperating teachers. See your professor for specific requirements for TESL courses.
- You must attach a PDF of your cooperating teacher's license to your e-placement form. We will deny your form if it isn't attached.
- Verification of liability insurance must be attached to the electronic placement form before you can submit it. We will deny your form if it is not attached.
- If you are in either the para to SPED or para to TESL program you must attach your signed administrator letter to each e-placement form you submit. We will deny your form if it isn't attached.
- If you are self-placing and you are a Tier 2, Tier 3 or Tier 4 teacher you must attach a PDF of your license. We will deny your form if it isn't attached.

Placement Office	Self-Placed
ED101, ED200, ED296, ED301, ED304, ED315, ED330, ED402, ED403, ED404, ED418, ED424, ED425, ED426, ED456, ED459, ED462, ED463, ED464, ED465, ED466, ED467, ED469, ED471, ED472, ED496, ED497,	ED405, ED406, ED407, ED408, ED409, ED411, ED412, ED413, ED414, ED415, ED451, ED453, ED461, ED468, ED502, ED503, ED504, ED518, ED524, ED525, ED526, ED559, ED551, ED601, ED602, ED603,
SPED200, SPED290, SPED400, SPED440, SPED459, SPED460, SPED465, SPED466, SPED467, SPED500,	SPED540, SPED559, SPED560, SPED 565, SPED566, SPED567, SPED468, SPED469, SPED670, SPED673, SPED674, SPED680, SPED681, SPED683, SPED684, SPED691
ECSE432, ECSE441, ECSE459, ECSE462, ECSE467,	TESL435, TESL437, TESL468, TESL469, TESL531, TESL535, TESL537, TESL559,
TESL431, TESL459, TESL466, TESL467,	TESL566

<p>PE393, PE498</p> <p>Candidates in the Para to SPED program, Para to TESL program and candidates that are a tier 2, 3 or 4 licensed teacher may make their own placements even if the course is listed in this column. However, the placement office reserves the right to approve or deny any placement.</p> <p>*Note: Working at a school as a para does not mean you are in the Para to SPED or Para to TESL program. These are specific programs you must be enrolled in with specific requirements. If you are in one of these programs you must attach a copy of your signed administrator letter to every e-placement form you submit. Without it your form will be denied.*</p>	<p>ECSE532, ECSE551, ECSE559, ECSE562, ECSE582, ECSE592, ECSE632, ECSE641, ECSE662, ECSE682, ECSE692,</p> <p>PE220, PE401</p> <p>HLTH492 MUS308 AGED401 ART370</p>
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Completing Placements:

Specifics for Courses Requiring Placement:

SMSU works to ensure that every clinical experience is aligned to the scope and content of the licensure sought. You will have experience spanning the entire scope of the licensure area you are seeking to provide you with a variety of experiences. Reference the SMSU Clinical Experience Summary for hours and grade bands required. *Appendix A.*

Diversity of placements:

Placements will also vary to ensure you have experiences with students who differ in race, ethnicity, home language, socioeconomic status, and experiences with students with a range of exceptionalities, including students on an individualized education plan. The threshold established by the SMSU SoE for diversity is no less than 10%. You may need to travel a significant distance to obtain the needed diversity of placements. Candidates should plan on being in 3 or more schools/districts over the course of their clinical experiences.

Background Checks:

Some schools require a background check. If you are placed at a school that requires a background check, you are responsible for any forms needed and the fee that may incur.

D2L:

You will have two D2L assignments to complete for each course that requires a placement.

1. E-Placement Form Submission: Upload a screenshot of your confirmation screen to the D2L assignment to verify submission of your E-Placement form for this course.
2. Placement Information: Upload a screen shot of your LiveText placement information for this course to the D2L assignment.

What If?

I am a tier 2 teacher, can I complete my clinical experiences in the school/classroom I work at?

Yes, however you will not be able to do all your clinical experiences in one district. Your school must also have a Tier 3 or Tier 4 cooperating teacher with the needed qualifications. The placement must meet the scope of the age/grades and content needed for the clinical experience. You will not be allowed to complete both Pre-Student teaching and student teaching in the district in which you are employed, only one or the other. Always note on your e-placement form that you are a Tier 2 teacher working in a district, attach your license to the e-placement form.

I am a Tier 3 or Tier 4 teacher, can I complete my clinical experiences in the school I work at?

Yes, as long as you have a cooperating teacher with the correct qualifications.

I have a relative in the building/district I would like to complete a clinical experience at.

It depends on what relation the person of significance is and what their role is in the school. Examples: Your sister is the principal, we will say no. Your child is in the school, but in a different grade level, we might say yes. Your husband teaches in the school but in a different content area, we might say yes. Your significant other isn't a relative, but is the teaching partner to the cooperating teacher you want to use, we will say no.

Please contact the placement office if there might be a conflict of interest and we will talk through your unique situation. If we find out after you start the placement and you didn't contact us...you may be removed from the placement/course, receive a failing grade and be required to retake the course. It is better to ask permission than forgiveness.

ED101, SPED290, ED418, and TESL431 are courses that you may complete in your hometown school as they are courses that are mostly observation.

LiveText:

All placements are required to be documented in the LiveText system.

www.Livetext.com

Candidate LiveText Account:

Intern Guide PDF

- You must purchase LiveText through the SMSU bookstore. Once purchased, your subscription is good for 7 years.
- You must create a LiveText account using your SMSU email address. Please do not use a personal address. If you do not check your school email often, please have your school email forwarded to an email you do check often.
- You are not authorized to start clinical experience hours until your placement is in LiveText!
- Your graduation portfolio will be created in LiveText. Make sure to be adding artifacts for all SEPs throughout your clinical experiences for a robust graduation portfolio. This will also save you from tracking down artifacts when it is time to present your portfolio at the end of student teaching.
- In LiveText you will have two areas:
 - Course Assignments (Dashboard tab) - This is where you will complete key assessments required by SMSU and PESLB aligning with the SEPs.
 - Assignments may have rubrics and templates attached. Or, you may need to search “LiveText Docs” for rubrics and templates. Your professor will give you instructions for each assignment.
 - Clinical Experience Requirements (Field Experience tab) - This is where you will see placement information if your course requires a clinical experience. Do not start your hours until your placement shows up in LiveText.
 - You must make sure the following items are completed in LiveText for each placement before you can earn a grade for the course:
 - ✓ required hours are logged and approved
 - ✓ demographics completed for school and classroom
 - ✓ all assessments are completed by you, your cooperating teacher and university supervisor (must have “recommended” or “has completed” within each assessment from the CT and US to pass the course)
 - ✓ SPED demographics tracking is completed with thorough descriptions (SPED courses only)

The end date you will see in LiveText is the date LiveText will be open for that particular placement. You must have all components check marked above by the date listed in LiveText to receive a grade for the class. Note, this is also the last date your cooperating teacher has access, so you need to have your hours in LiveText in advance of the date to give your CT time to approve the hours in the system.

Please also note, you must reference your course syllabi and D2L for assignment due dates, not LiveText.

Cooperating Teacher LiveText Account:

[Mentor Guide PDF](#)

- Your cooperating teacher will receive an email from LiveText/Watermark when your clinical experience is entered into LiveText. Many times this email goes to their junk or spam. Please contact them and let them know about the email as it will expire.
- Please help your CT get logged in if they are struggling. If they can't find the email or the email has expired...Please help them get their account reactivated. This is done by going to: LiveText.com > Login > Forgot Your Password? > enter the cooperating teachers school email address > have the CT go to their school email in which they should find a new email from LiveText/Watermark > the email will contain a new username and password > have your CT go back to LiveText and log in using the new username and password
- Your cooperating teacher is responsible for completing all assessments assigned to them as well as approving your hours.
- Within the placement in LiveText there will be an attachment containing the Continuing Education Credits (CEU) for the CT for hosting you.
- During student teaching your CT is also responsible for uploading their observation reports as attachments in your LiveText placement.

University Supervisor LiveText Account:

[Supervisor Guide PDF](#)

- If your university supervisor is struggling to log in, please follow the steps listed in the section above to help them get their account reactivated.
- You will have a university supervisor assigned to you for student teaching, advanced student teaching or practicum experiences. For graduate level practicums your professor will serve as your US.
- Your US is responsible for uploading observation forms and triad meeting forms to your placement in LiveText.

Professor/Instructor LiveText Account:

- Your professor or instructor for your course will monitor assignment/key assessment completion in LiveText.
- Your professor will not report a grade for any course with a placement in LiveText until:
 - ✓ required hours are logged and approved
 - ✓ demographics completed for school and classroom
 - ✓ all assessments are completed by you, your cooperating teacher and university supervisor (must have “recommended” or “has completed” within each assessment from the CT and US to pass the course)
 - ✓ SPED demographics tracking is completed with thorough descriptions (SPED courses only)

LiveText Training Videos:

[Link to video help for all LiveText roles](#)

Liability Insurance:

You must have current liability insurance before you can complete any clinical experience!!

How do I obtain liability insurance?

- Option 1: You can get liability insurance through Education Minnesota Aspiring Educator (EMAE). <https://educationminnesota.org/>
 - Click on membership & benefits > Aspiring educator > Online application
 - If you are already a member and misplaced your “proof of membership” this is also the place to get another “proof of membership” document.
- Option 2: If you are employed at an E-12 school you probably have liability coverage through your employer while completing a clinical experience in your place of employment. Inquire with your human resources department to see if you are covered. Your employer’s insurance will not likely cover you if you are going to another school/district for a placement.

What do I do with my proof of insurance?

- You must attach your proof of insurance PDF to every e-placement form you complete.

Did you know?

- We will not put any placement into LiveText without proof of liability insurance. Remember, that you are not allowed to start hours before your placement shows up in LiveText.
- We have a contract with each school partner stating you will not be allowed in their school until you have current liability insurance and that you will keep your insurance current without lapse.
- You can renew your liability insurance through Education Minnesota before it expires, so you don’t have days that you aren’t covered.

Chapter 4: Licensure

Minnesota Professional Educator Licensing and Standards Board (PELSB):

PELSB is the official licensing board that issues all Minnesota professional licenses. Whether you are applying for an initial or additional license, all the answers to your questions can be found on the [PELSB web site](#).

MN Tiered Licensure System:

Candidates who complete one of SMSU's licensure field programs, pass their MTLE pedagogy and content exams, and submit their edTPA to Pearson are eligible for a tier 3 initial professional license. There are other opportunities for candidates to teach in Minnesota without these qualifications. Use the [Tiers Without Fear](#) interactive tool to determine which tier you can apply for and which qualifications you need to be a teacher in Minnesota.

Minnesota Teacher Licensure Examinations (MTLE):

Minnesota requires candidates to pass a variety of assessments to show they have the knowledge to teach in a Minnesota public or charter school. SMSU teacher candidates can find the required content, pedagogy and basic skills tests on the bottom of their advising guide. See this document for a list of [available tests](#).

- Tier 1: Content test required for first renewal.
- Tier 2: Option of using a passing score on the pedagogy and content exams as way of demonstrating one of two coursework requirements.
- Tier 3: Requirement of passing pedagogy and content exams.
- Tier 4: Requirement of passing pedagogy and content exams in addition to basic skills (nonnative English speakers who apply for a teaching license to provide instruction in their native language or world language instruction are exempt from the basic skills requirement).

The [SMSU Testing Center](#) offers on-campus MTLE Testing.

edTPA:

The edTPA is a performance-based, subject-specific assessment that is completed during the student teaching course for initial licensure. Teacher candidates prepare a portfolio that

demonstrates their readiness to teach with a focus on three tasks: planning, instruction and assessment.

All candidates must complete the edTPA Submission and Remediation process in order to receive credit for student teaching. Details of this process can be found in the content section of your ED 473 D2L course.

More information about this assessment can be found on the [edTPA website](#).

Requirements for Licensure:

Before SMSU can recommend you for licensure, you need to complete these tasks:

- Complete your degree check; your degree must be posted on your transcript.
- Make sure your first and last date of student teaching are in Livetext.
- Check to make sure your University Supervisor and Cooperating Teacher have completed your evaluations in Livetext.
- All needed observations and triads are uploaded to LiveText.
- Demographics are completed in LiveText.
- Submit your edTPA to Pearson.
- Attempt the required MTLE content and pedagogy exams.

Applying for Licensure:

Applications for an initial license can be completed through PELSB's Online Licensing System or can be printed from PELSB's web site. Applications for adding a licensure area to a current Minnesota professional license can be printed from PELSB's web site.

When you are finished with your student teaching or advanced practicum, an SMSU Certification Officer will need to complete Section 6: Verification of Completion of State-Approved Licensure Program. Complete the Request for Program Completion Verification Form by going to the [School of Education Homepage](#) and click on Placement and Licensure in the side bar.

If you are applying for a tier 2 license and are currently enrolled in SMSU classes that lead towards licensure, you will need an SMSU Certification Officer to complete Section 9: Verification of Enrollment and Meaningful Licensure Program Progress. Complete the Request for Program Completion Verification Form by going to the [School of Education Homepage](#) and click on Placement and Licensure in the side bar.

What you'll need to submit to PELSB for initial licensure:

- PELSB License Application
- An official transcript with your degree posted*
- Completed fingerprint card
- Processing fee

What you'll need to submit with your PELSB application for adding an additional licensure area to your current MN teaching license:

- PELSB License Application
- An official transcript*
- Processing fee

Application materials can be sent to:

*Professional Educator Licensing and Standards Board
1021 Bandana Blvd. E., Suite 222
St. Paul, MN 55108-5111*

*If credits were transferred from other colleges and they count towards licensure, you will need to submit official transcripts from those colleges, as well.

Chapter 5: Teacher Preparation Program

Keys to Success:

Listserve:

Notices are posted and students can use this to announce education related events. A subscription to the listserve is required for admission to the Teacher Preparation Program (TPP).

SMSU Email:

Use your my.smsu.edu email! Get in the habit of checking it daily and using it for all communication with cooperating teachers, university supervisors, Placement and Licensure staff, Faculty, advisor, SoE administrative assistant and the Registrar's office.

Advisor:

Stay in contact with your advisor/s!

- ECE, ECSE, ELED, TESL, and SPED majors have an advisor in the School of Education.
- Secondary and K-12 content majors have two advisors: A main advisor in the content area and a faculty advisor in the SoE. Please see content advisors regarding liberal education/MnTC and content courses prior to visiting with your SoE advisor.

Emulate the SoE Dispositions:

Always keep the SMSU Teacher Candidate Dispositions and the MN Code of Ethics for Teachers in mind! Consider yourself a teacher from this day forward. Your actions in class and in your clinical experiences should reflect that of a highly respected educator. Having a disposition violation in your file could mean denial to proceed in the TPP.

Excuses vs Reasons:

SMSU TPP Candidates are responsible for demonstrating proficient time management and organization. Know the difference between "Excuses" and "Reasons". Excuses come from things a candidate should be able to plan ahead for – such as a day care provider being ill, computer crash, or activity attendance. Plan ahead for these types of situations! Have backup daycare, have work saved to a one drive, cloud or flash drive, schedule time to work on your



coursework based on activities you may need to attend. Reasons come from things that cannot realistically be planned for – such as a snowstorm, serious illness, or car trouble. Most problems can be avoided with careful planning and thinking ahead. Avoid the need for Excuses which do not make a good

impression!

Work with Children:

Find ways to work or volunteer with children. You will want as much experience working with children and families as possible. Find ways to gain experience such as becoming a substitute paraprofessional at your local school. Many schools will take you as a para sub for even half days and all you need is a high school diploma and a background check. Another great way to gain experience is to work or volunteer at an after-school program. Many candidates also find tutoring to be a rewarding way to build a resume.

Application:

Teacher Preparation Program (TPP) Application

Southwest Minnesota State University

School of Education

1501 State Street, IL 229

Marshall, MN 56258

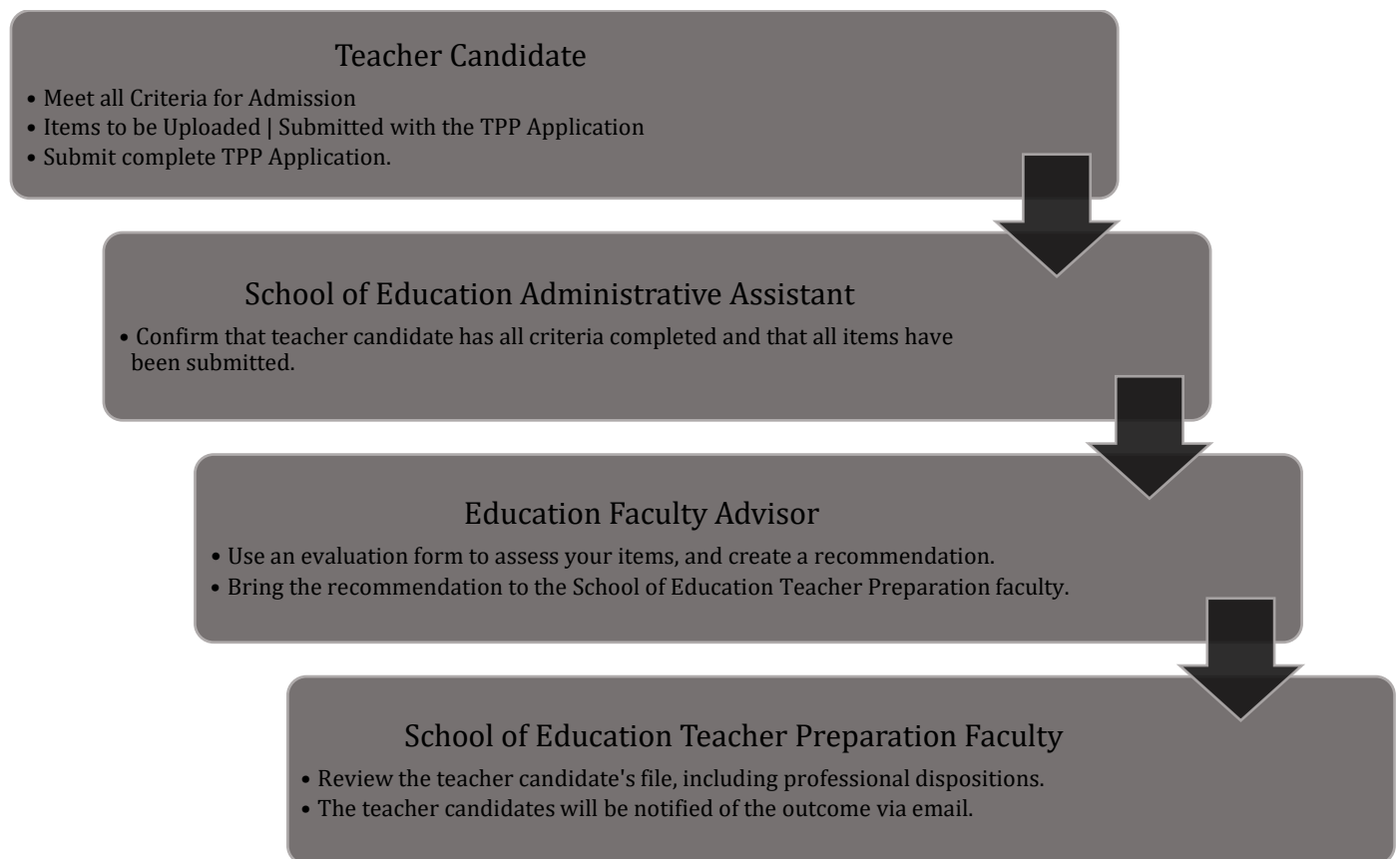
Phone: 507-537-7115

A teacher candidate must put forward a formal application for admission to the Teacher Preparation Program if they are pursuing an Education major leading to licensure. Admission to the Teacher Preparation Program is a prerequisite for most upper division (300 and above) Education methods courses.

Once a teacher candidate has met all **Criteria for Admission**, they will start an application. A teacher candidate will not be able to register for methods classes that require admission to the Teacher Preparation Program until being formally admitted, so it is important to start this process as soon as criteria is met, which is typically one to two semesters prior to enrolling in methods courses.

Applications submitted after August 1st will be considered for admission for the following spring term.

It is the responsibility of the teacher candidate to see that all forms are uploaded into their online TPP Application. All work must be completed and submitted together so forms need to be prepared in advance. The work cannot be saved intermittently so please be mindful as documents are uploaded.



Criteria for Admission to the Teacher Preparation Program

Applicants to SMSU's Teacher Preparation Program (TPP) must:

1. Have completed at least **45 semester credits** prior to applying and show evidence that a minimum of **60 semester credits** will be satisfactorily completed at the end of the semester in which the application is being made. If you have a requirement that will be met during the summer term, candidates may be conditionally admitted to the TPP and should apply in the spring or summer/when admitted to SMSU. Candidates need to successfully meet the requirements for full admission by the end of the following fall term. Only candidates with full admission to the TPP will participate in student teaching.

2. The minimum **GPA requirement is 2.8 in entry level professional education coursework** for admission to the Teacher Preparation Program. To be eligible to student teach, candidates must have a 2.8 GPA for professional education coursework/major GPA. Additionally, a “C” grade or better must be maintained in all Professional Education/ECSE/SPED/TESL courses to maintain eligibility for student teaching. All “I”, “IP” or “C-” and below grades must be successfully resolved to maintain eligibility for student teaching.

3. Have completed the following courses (or the equivalents):
 - **ENG 151** (Academic Writing) **OR ENG 251** (Writing in Professions) with a minimum grade of ‘C’ or better in one of the classes **OR** meeting PELSB approved ACT/SAT scores **OR** passing scores on the NES EAS tests in Reading and Writing.
 - **COMM:** Goal 1 COMM class with a Comm prefix with a minimum grade of ‘C’ or better. Recommended: COMM 110 Essentials of Speaking & Listening or a comparable course.
 - **MATH: Goal 4 MATH class with a MATH prefix** with a minimum grade of ‘C’ or better **OR** meeting PELSB approved ACT/SAT scores **OR** passing scores on the NES EAS test in Math.
*All ELED majors will need to take MATH 110 (or higher level math course – reference advising guide) as it is a prerequisite for MATH 129, which is required for the major.
 - The above requirements for ENG, COMM, and MATH are considered met with a previous degree for admission to the TPP.
 - **ED 101** Introduction to Education & LAB or ED 601 Foundations in Education & LAB with a minimum grade of ‘C’ or better and a positive recommendation.
 - **ED 102** Technology: Classroom Applications & Portfolio or ED 601 Foundations in Education & LAB with a minimum grade of ‘C’ or better.

4. Demonstrated writing proficiency in education courses, documented in ED 101 or ED 601.
 - In ED 101 or ED 601, teacher candidates will submit a philosophy of education to their instructor for evaluation. Teacher candidates who do not meet the School of Education standards are responsible for working with the SMSU Writing Center to improve written work.
 - Submit a written essay as part of the application to the Teacher Preparation Program.

Teacher Preparation Program Requirements: **Items to be Uploaded/Submitted with the TPP Application**

1. Essay

To demonstrate competency in written communication, you must submit a typed or a handwritten, two-three page essay. This essay will be reviewed for correctness in mechanics and spelling, and the ability to express ideas clearly. It should include information on why you have chosen teaching as a career, what you already know

about teaching the age range for which you are applying, your experiences in a teaching setting and other experiences, and any additional characteristics you have which will make you a good teacher.

2. Academic Faculty Reference Form

This form is to be completed by a faculty member from a class you have taken at SMSU or another university, college, or technical school, where the teacher candidate has taken coursework. Secondary/K-12 majors must have their content area advisor complete this form.

3. Education Faculty Reference Form

This form is to be completed by a faculty member from an education class taken at SMSU or another university, college, or technical school, where the teacher candidate has taken coursework.

4. Verification of Experience with Children/Adolescents Form

Complete the form identifying a 30-hour experience working with children/adolescents. A candidate may combine two experiences to meet the 30-hour experience requirement.

5. Teacher Preparation Program Readiness Inventory Form

This form is to be completed by the teacher candidate as a self-evaluation.

6. Student Dispositions Self-Assessment Form

This form is to be completed by the teacher candidate as a self-evaluation.

7. Understandings Form

Read, sign, date, and submit with your application.

Code of Ethics and Professional Dispositions

Listserv Enrollment and EMAE Membership - Confirmation of Liability Coverage

Enrollment in the Education listserv

All teacher candidates need to subscribe to the Education list serve, as this is how we send program information, scholarships, deadlines, job opportunities, meetings, events and more out to students. To subscribe to the listserv:

- Send a **BLANK** email to Smsu-emsp-subscribe-request@lists.minnstate.edu.
- **Leave the subject line and body of the email BLANK.** This includes any “signature” you have set up.
- You will receive a confirmation email from **MINNSTATE LISTSERV Server.** You will need to click the link within the email to confirm your subscription. Keep this email as it is included in the TPP Application.

EMAE Membership - Confirmation of Liability Coverage

All SMSU Education candidates must hold personal liability insurance in an amount comparable to professional standards (minimum of \$1,000,000). The coverage runs from September 1 through August 31 of the following year and must be renewed annually. The cost is approximately \$40 annually. Apply online at www.nea.org, then click on “Join NEA” up at the top. Keep your confirmation email as evidence needed for field experiences and coursework. If candidates are part of the post-baccalaureate program or are currently professionally licensed tier 3 or 4 teachers, they may have comparable coverage from their education workplace; evidence must be submitted.

Guidelines for Social Media use Agreement
SMSU School of Education Candidate Handbook

8. ED 101 Intro. to Education & LAB or ED 601 Foundation in Education & LAB Classroom Experience Reference Form

The cooperating teacher for this classroom field experience will complete this form. If the course/field experience was through SMSU, the evaluation is located in LiveText. If the Introduction to Education class is from another institution, the candidate should request a copy of the field experience evaluation from that institution's Placement Office. Transfer Pathways (TP) teacher candidates may be conditionally admitted to the TPP without the ED 101 or ED 601 evaluation. Once a TP candidate obtains a positive recommendation from a SMSU field experience, the conditional admission may be moved to full acceptance if all other requirements are successfully met.

Teacher Candidates Holding a Previous degree

Teacher Candidates with an AA Degree

- Can be admitted on a conditional basis if they have not taken ED 102 Technology
- Can be conditionally admitted, and moved to full admittance upon successful completion of required courses
- AND, must be enrolled in these courses for the next semester

Teacher Candidates with a Bachelor's Degree without Tier 3 or Licensure

Any teacher candidate already holding a bachelor's degree, but who does not hold a professional teaching (tier 3 or 4) license, must meet the admission criteria identified above and be accepted into the program before taking most upper division methods courses in Education toward the licensure program.

Tier 3 or 4 Licensed Teachers

Licensed teachers, who plan to add a new licensure, will be asked to submit transcripts of all college or university studies, copy of current teaching license, and evidence of liability insurance. A customized plan will be developed upon review of the information provided.

Chapter 6: Policies

Social Media Policy:

Guidelines for Social Media use for SMSU SoE Candidates:

SOCIAL MEDIA

Personal communication via social media platforms are held accountable by the laws and regulations that govern personal liability for traditional types of communication. When posting on social media, your statements should not indicate that you are speaking on behalf of Southwest Minnesota State University or the School of Education, particularly if you are employed by SMSU. You are responsible for what you post online, whether it is on your own site or on the sites of others. Student employees may want to consider adding a disclaimer to their social media accounts noting that the thoughts and views expressed are their own and are not representative of the views of SMSU or of SMSU's School of Education.

SMSU's School of Education encourages all teacher candidates to use established processes in directing complaints or concerns about coursework, faculty, or clinical experiences to the Chairperson of the School of Education and/or the Director of Clinical Experiences in Education. This policy is not intended to govern or restrict your personal presence online or to otherwise restrict your right to free speech.

General guidelines for social media use:

1. Know when and what to share, and when not to engage. Be careful when discussing topics where emotions may run high (e.g. religious and political topics), and show respect for the opinions of others.
2. It is usually best not to engage or respond to those who are posting negative comments; "two wrongs do not make a right".
3. Be careful not to post private or personal information about professors, other candidates, or mentor teachers or students in your field experiences.
4. Remember that images, video, and other forms of media are included in copyright protections; all images and videos that are not your own should include information that credits the source.
5. Keep in mind that all E-12 students are covered by privacy protections; images/video of students requires permission from all parents/guardians.
6. Remember that your cooperating teachers, students in your clinical experiences, and their parents/guardians, along with the administrators in our partnering host schools, will be looking online to find out more information about you as a teacher candidate in

the classroom. Everything that you have ever posted, along with all that has been posted by others and tags you, will be seen by this group of stakeholders. Guard your online presence carefully, and make sure it represents the 'you' that you want the world to see!

Consequences of inappropriate use of social media:

Violation of these guidelines may result in a delay/reassignment of a clinical experience such as pre-student teaching or student teaching that could impact your timely completion of the program, or even in removal from SMSU's Teacher Preparation Program for serious offenses. Candidates may be placed on a growth plan if warranted.

I understand the social media guidelines and possible consequences.

Policies Related to Clinical Experiences:

Minimum Requirements for Placements:

A teacher candidate must be at a "C" or better in any education course with a corresponding field experience before advancing to the field experience associated with the course. If the candidate is below the "C" mark at midterm (start of week 9), the instructor of record will communicate with the candidate and Placement & Licensure Office that the candidate will not be completing the corresponding field experience. The candidate will be advised to withdraw from the course.

As courses and labs are tied together, teacher candidates must pass the course with a positive field experience recommendation. If a candidate does not *pass* the lab with a positive recommendation, they will repeat the course as the grades are tied together. Candidates must pass both the course and the lab – or repeat both.

Candidates need to earn a "C" or better in fall methods courses for their program: ED 301, 402, 423, 424, 426, 458 to advance to spring methods courses. Candidates who do not receive a "C" or better will be removed from spring methods courses, and a growth plan will be established with the teacher candidate – along with the Education Advisor, Director of Clinical Experiences in Education, and the SoE Chairperson.

"Recommended with Reservation" or "May Be Ready" Evaluations for Field Experiences:

A candidate with a "recommended with reservation" (RwR) evaluation will be allowed to advance to subsequent program coursework. If there are multiple RwRs, the candidate will be placed on a professional growth plan and monitored closely.

Course instructors need to communicate with the Director of Clinical Experiences in Education if there are any RwRs. The Director of Clinical Experiences in Education provides oversight and monitors field experience evaluations for a candidate receiving a “recommended with reservation” evaluation. If there is only one evaluation with RwR, the Director will contact the candidate to inform them that they are allowed to move forward but are being monitored for future evaluations - and include the course instructor, advisor, and chairperson in the communication. If there is more than one evaluation with RwR, the Director will communicate the candidate, course instructor, advisor, and chairperson; collectively a growth plan will be established and tracked for the candidate; the growth plan is to be reviewed each term prior to the candidate advancing forward in the program.

“Not Recommended” or “Not Ready” Evaluations for Field Experiences:

If a candidate receives a “Not Recommended” evaluation from a cooperating teacher, a growth plan will be developed to move forward with an opportunity for a second placement with a new classroom mentor teacher and university supervisor if one is required for the specific clinical experience. The growth plan will be developed by the Director of Clinical Experiences in collaboration with the instructor of record for the specific course and the candidate’s advisor.

If a candidate receives multiple (more than one) “Not Recommended” evaluations, the candidate will meet with the Director of Clinical Experiences in Education, the candidate’s advisor, and the SoE Chairperson as available to discuss other majors. At the point of three “Not Recommended” evaluations, a candidate is counseled out of the program, and TPP acceptance is revoked. A candidate may choose to reapply after 1 full year from the end of the term when the third “Not Recommended” evaluation was received.

Student Teaching and Practicums:

At the successful conclusion of PSTE, the Director of Clinical Experiences in Education will bring the list of student teacher candidates to the UG faculty for review. Faculty will discuss any concerns, and any teacher candidates deemed not ready to move forward, the faculty advisor in collaboration with the Chairperson and Director of Clinical Experiences in Education will meet with the teacher candidate regarding concerns and develop a growth plan to move forward. As needed, they will be counseled out of the program and guided to another major/degree option.

Professionally licensed (tier 3 or 4) teachers seeking an additional licensure may take the final course in the licensure program concurrently with the advanced practicum related to the specific licensure being sought.

Candidates seeking initial licensure will not be allowed to take courses during the same semester as their student teaching experience. (except for PATL, PASP, SWTPP as outlined in their program plan).

“Not Recommended” Evaluations for Student Teaching and Practicums:

If a teacher candidate is not successful in their student teaching placement, they will meet with the Director of Clinical Experiences, their advisor, and the SoE chairperson as available, to develop a growth plan to possibly move forward with a second student teaching placement or they will be counseled out of the program and guided to another major/degree option. If the candidate is offered a second placement and is unsuccessful at the second student teaching attempt, they will be counseled out of the program and guided to another major/degree option. If the candidate wishes to appeal, they will need to write a formal letter to the School of Education faculty and staff requesting that the decision to be reconsidered. If the decision remains, the candidate may appeal the decision to the Dean of the College of Business, Education, and Professional Studies. See DUE PROCESS.

Due Process:

Candidates in the School of Education at SMSU are afforded due process rights related specifically to the Teacher Preparation Program. Candidate appeals include, but are not limited to, programmatic issues, subcommittee decisions and/or clinical experience related issues. Grade appeals and other issues normally covered by university-wide policies will continue to be handled through the institutional process. Refer to the SMSU Catalog/Student Handbook for the grade appeal process and other student issues not specific to the Teacher Education Program.

Due Process and Appeals for Field Experience Issues:

Director of Clinical Experiences in Education: A candidate’s first contact regarding a clinical experience decision should be with the Director. The Director will keep official notes of the meeting and other communications. In many instances, the Director of Clinical Experiences in Education reaches decisions relating to clinical experiences after consulting with the Field Experience Coordinator.

Clinical Experiences Issues Committee: If a candidate wishes to appeal a decision made by the Director of Clinical Experiences in Education relating to a clinical experience issue, the formal appeal is made to the Chairperson of the School of Education. The Clinical Experience Issues Committee is made up of the Chairperson of the School of Education, the Director of Clinical Experiences, the Field Experience Coordinator, and the professor of record for the course corresponding to the clinical experience.

Requests must be made in writing and must state the reasons for petitioning to the Clinical Experience Issues Committee. The request must be received within *10 working days* of the candidate being notified

of the initial decision. The written appeal must state the reason(s) for the review and provide information substantiating one of the following:

- Procedures not followed
- Regulations not applied correctly
- Information not known or available at the time of the original hearing which could alter the outcome, or
- Action not appropriate

The written appeal to the Clinical Experience Issues Committee must also include:

- A copy of the original decision and any documentation relating to the decision of the Director of Clinical Experiences in Education
- Any other documentation the candidate believes would enhance their position with the appeal
- The committee will respond in writing within *10 working days*. During that time, the candidate's placement will remain on hold until the issue can be resolved.

Due Process and Appeals for Student Teaching and Practicum Issues:

If a teacher candidate is not successful in their student teaching placement, they will meet with the Director of Clinical Experiences, their advisor, and the SoE chairperson as available, to develop a growth plan to possibly move forward with a second student teaching placement or they will be counseled out of the program and guided to another major/degree option. If the candidate is offered a second placement and is unsuccessful at the second student teaching attempt, they will be counseled out of the program and guided to another major/degree option. If the candidate wishes to appeal this policy, they will need to write a formal letter to the School of Education faculty and staff requesting for the decision to be reconsidered. If the decision remains, the candidate may appeal the decision to the Dean of the College of Business, Education, and Professional Studies. See the following information for the appeal process.

If the decision reached by the Clinical Experience Issues Committee is not satisfactory to the candidate, they may appeal to the School of Education. A hearing will be scheduled to occur within *15 working days* after the formal appeal is filed (based on the SMSU Academic Calendar).

- Candidate Rights
 - The candidate has the right to appear at the hearing.
 - The candidate may bring and/or use expert resource persons, e.g., college faculty and staff or other appropriate professionals, to support the appeal.
- Required Documentation
 - Original appeal letter and supporting documentation submitted to the Clinical Experience Issues Committee.
 - The decision rendered by the Clinical Experience Issues Committee.
- Hearing steps

- Candidate and/or expert witness(es) present evidence.
- Faculty members ask questions and review relevant data with candidate present. Candidate and expert witnesses (if present) are excused from the hearing.
- Faculty members deliberate and take action. The decision of the School of Education Teacher Preparation Program is communicated in writing to the student, the academic advisor, the Director of Clinical Experiences in Education, the professor for the corresponding field experience course, and/or other individuals impacted by the decision rendered.

If a candidate is not satisfied with the decision of the SMSU School of Education, an appeal may be filed with the Dean of the College of Business, Education, and Professional Studies or their designated representative. This appeal must be filed within seven (7) days of notification of the School of Education's decision. The Dean will review all associated documentation, decisions rendered by the previous individuals/committees, and other evidence pertinent to this case. The Dean's decision will be relayed back to the School of Education Chairperson, who will be responsible for communicating to the candidate and other related parties. The decision of the Dean is final.

Appeals Related to Licensure:

Appeals related to recommendation for licensure from Southwest Minnesota State University's Teacher Preparation Program should be brought initially to a committee composed of the Director of Assessment, Accreditation and Licensure, the Director of Clinical Experiences in Education, the Chairperson of the School of Education, and the Dean of the College of Business, Education, and Professional Studies. If the appeal is not resolved at this level, the Professional Educator Licensing and Standards Board, at the request of a teacher candidate preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the candidate and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the candidate or candidate's credentials. This appeals process is in accordance with MN Statute 122A.09.

Credit for Prior Learning & Experiences Policy:

Definition: Credit for Prior Learning & Experiences* is defined as coursework, exams, or experiences held prior to the start of a Teacher Preparation Program.

1. Follows the university and system policies
2. Education specific coursework must have been completed within seven years of application to a teacher preparation program
 - Any changes in standards not previously addressed must be met for licensure.
3. Attainment of Standards of Effective Practice can be evaluated by review of syllabi of education courses completed elsewhere.
 - A minimum of 75% of the standards met in the SMSU course must be achieved by the transferring/substituted course to be eligible for substitution –any unmet standards would need to be accounted for in other program required coursework.
 - Courses approved for transfer will be entered into Transferology and reevaluated every three years with the SoE audit or upon curriculum and/or standard changes.
 - Candidates who moved from tier 2 to tier 3 licensure and are now seeking an additional licensure, will need to have the Standards of Effective Practice identified as proficient to be recommended for the additional licensure. Any unmet standards will be addressed in required coursework for the specific candidate.
4. In addition, if candidates are applying for credit for prior teaching experiences*, they must follow the Credit for Prior Learning & Learning Procedure.

*Prior learning and experiences may NOT be used to waive any part of the student teaching or practicum experiences required for teacher licensure.

Procedures for Transfer Credit, Course Substitution, and Credit for Prior Learning & Experiences are outlined in the following section.

Transfer Credit Procedure:

1. Candidate submits transcript(s) to Records and Registration and course syllabi to program advisor(s) via the online petition process within 1 semester of admission to their Teacher Preparation Program.*

2. Following the advisor recommendation, Education Leadership including the Director of Assessment, Accreditation, and Licensure, Director of Clinical Experiences in Education, and the School of Education Chairperson along with the licensure program lead review the course or experience request.

- Transfer Review Specialists in Records and Registration should be notified to add course to Transferology if the course is equivalent AND meets 75% standards for licensure.

3. Records saves to candidate file with Teacher License notation and degree audit is updated.

4. The candidate's graduation/licensure plan in UAchieve should be updated by the advisor and candidate.

5. Transferred courses are added to the Course Equivalency Form to be included with the licensure application.

* If additional transfer courses are taken throughout the program, the candidate should utilize the petition process/form to request course to be considered.

**Completion of course substitution and continuation of procedure is based upon acceptable transfer review. Unsuccessful reviews must be communicated to the candidate by their program advisor and copy Records and Registration to add communication to their file.

Course Substitution Procedure:

1. In the event the degree graduation plan cannot be followed due to course schedule changes and/or external factors that interrupt a candidate's plan, the candidate and advisor should:

- Hold semesterly advising appointments to ensure requirements are being met and taken in anticipated order (in accordance with the graduation plan).
- Update graduation plan when courses are not offered as planned and would delay a candidate's graduation beyond a reasonable amount of time (to be determined by faculty and candidate).
- Communicate when courses are suddenly not offered, due to low enrollment in a course.

2. Advisors determine, along with faculty peers and the Education Leadership team as needed, if course substitutions are meeting standards or how standards by original course are still being met.
 - a. Syllabi comparison
 - b. Standards covered in other courses noted
3. Substitutions made throughout a candidate's teacher preparation program should be updated with the Records and Registration Office via the course petition process.
4. Candidate's graduation plan in UAchieve will be updated by the candidate and advisor.

Credit for Prior Learning & Experiences

Procedure:

1. Candidate and advisor complete the SMSU Credit for Prior Learning & Experiences process:
 1. Candidate submits a student petition via the standard University process to request an assessment of prior learning & experiences.
 2. Candidate consults with the Education Leadership team (Director of Assessment, Accreditation, and Licensure, Director of Clinical Experiences in Education, and School of Education Chairperson, and specific licensure program lead) and their advisor (content and professional education faculty respectively).
 3. If Education Leadership and advisor determine the request is appropriate, the candidate completes an Assessment of Credit for Prior Learning & Experiences form.
2. Eligibility per University Policy:
 - a. The student must have at least a "B" average in any transfer credits or university courses taken in the area to be assessed.
 - b. An undergraduate student must have completed at least one semester and fifteen credits at the university with at least a "C" average to be eligible to apply.
 - c. A graduate student must be an admitted graduate student with a GPA of 3.00 or higher.
 - d. A student can be assessed only once for a particular course.
 - e. A student who has earned at least seventy-five semester credits may not earn credit by assessment of prior learning at the 100 or 200 level. The

level of learning must be sufficient to justify awarding of credit at the 300 or 400 level. Graduate student seeking graduate credit must demonstrate learning equivalent to 500 or 600 level credits.

- f. A student should not be previously or currently enrolled in the course in which assessment for prior learning is requested.

University Resources:

- a. [Records & Registration](#) - Student Petition form
- b. Assessment of Prior Learning & Experiences
- b. [CPL Policy](#)
- c. [CPL Procedure](#)

*The School of Education Teacher Preparation Program will not substitute prior learning and experiences for student teaching or practicum requirements.

Tier 2 Adequate Progress Policy:

Tier 2 candidates must complete at least one course required for licensure with a “C” or better each term during the academic year (fall and spring) unless required coursework is not offered. Candidates are responsible for ensuring adequate progress is met.

Tier 2 Adequate Progress Procedure:

*Certification Officer conducts a licensure transcript review for candidate seeking Tier 2 licensure to identify required licensure coursework.

*Certification Officer identifies candidate is enrolled in at least one course required for licensure unless required coursework is not offered before signing the initial Tier 2 paperwork.

*At time of Tier 2 licensure renewal, Certification Officer verifies adequate progress has been made according to the policy.

Appendices

Appendix A.

SMSU Clinical Experiences Summary

All Clinical Experiences are tracked by the Office of Placement and Licensure to ensure each candidate has a variety of experiences in the scope and content of the licensure area they are seeking. All candidates have experience with students who differ in race, ethnicity, home language, and socioeconomic status as well as students with a range of exceptionalities, including students on an individualized education plan.

Undergraduate Clinical Experiences for Initial Licensure

	Early Childhood (Birth – Gr. 3)	Elementary (K-6) with Optional Endorsements (pre-K or 5-8)	Art, PE, Music (K-12) AGED, HLTH, Math (5-12) Bio, Chem (9-12) General Science (5-8)	Special Education ABS (K-12)	Early Childhood Special Education (Birth – Age 6)	TESL (K-12)
First Year	ED 101 Intro to ED K-3 15 hrs (2 days) observation, microteaching	ED 101 Intro to ED K-6 15 hrs (2 days) observation, microteaching	ED 101 Intro to ED K-12, 5-12, 9-12 15 hrs (2 days) observation, microteaching	ED 101 Intro to ED K-12 15 hrs (2 days) observation, microteaching	ED 101 Intro to ED ECSE or K 15 hrs (2 days) observation, microteaching	ED 101 Intro to ED K-12 15 hrs (2 days) observation, microteaching

Second Year	<p>SPED 290 Intro to Special Needs Lab K-3 15 hrs</p> <p>*ED 403 ELA Methods Work with learner 8 hrs</p> <p>ED 418 Kindergarten Methods K 15 hrs</p> <p>ED 315 Play & Creative B-age 5 15 hrs</p> <p>ED 330 Curriculum Methods B-age 5 15 hrs</p>	<p>SPED 290 Intro to Special Needs Lab K-6 15 hrs</p> <p>*ED 403 ELA Methods Work with learner 8 hrs</p> <p>ED 418 Kindergarten Methods K 15 hrs</p> <p><u>Pre-Primary only:</u> ED 315 Play & Creative B-age 5 15 hrs</p> <p>ED 330 Curriculum Methods B-age 5 15 hrs</p>	<p>SPED 290 Intro to Special Needs K-12, 5-12, 9-12 15 hrs</p>	<p>SPED 290 Intro to Special Needs 15 hrs</p> <p>*ED 403 ELA Methods Work with learner 8 hrs</p> <p>TESL 431 Foundations of Teaching ESL K-12 15 hrs</p>	<p>SPED 290 Intro to Special Needs ECSE or K 15 hrs</p> <p>*ED 403 ELA Methods Work with learner 8 hrs</p> <p>ED 418 Kindergarten Methods K 15 hrs</p>	<p>SPED 290 Intro to Special Needs K-12 15 hrs</p> <p>*ED 403 ELA Methods Work with learner 8 hrs</p> <p>TESL 431 Foundations of Teaching ESL K-12 15 hrs</p>
	Third Year FALL	<p>ED 402 Early Literacy and Linguistics gr. K-1 15 hrs</p> <p>ED 424 Elementary Math Methods gr. K-3 15 hrs</p> <p>TESL 431 Foundations of Teaching ESL K-3 15 hrs</p>	<p>ED 402 Early Literacy and Linguistics gr. K-3 15 hrs</p> <p>ED 424 Elementary Math Methods gr. K-6 15 hrs</p> <p>TESL 431 Foundations of Teaching ESL K-6 15 hrs</p> <p><u>Fall Methods Courses for 5-8 Endorsements only:</u> 15 hrs in gr 7-8 ED 411 Comm. Arts ED 414 Social Sciences ED 415 Spanish K-8</p>	<p>Content Methods: 15 hrs in gr. 5-6 ED 405 Comm. Arts ED 408 Social Studies PE 401 PE HLTH 492 Health AGED 401 Ag Ed</p> <p>ED 301 The Teaching and Learning Process gr. 9-12 2 day clinical (15 hrs)</p>	<p>ED 402 Early Literacy and Linguistics gr. K-3 15 hrs</p> <p>ED 424 Elem. Math Methods gr. K-6 15 hrs</p> <p>ED 301 The Teaching and Learning Process 2 day clinical (15 hrs) or SPED 423 (spring)</p>	<p>ED 402 Early Literacy and Linguistics gr. K-1 15 hrs</p>

<p style="text-align: center;">Third Year SPRING</p>	<p>ED 404 Literacy Methods gr. 2-3 15 hrs</p> <p>ED 425 Elem Science Methods gr. K-3 15 hrs</p> <p>ED 426 Elem Social Studies Methods gr. K-3 15 hrs</p> <p>ED 459L PSTE 10 days (80 hrs) K-3 (+ 5 days (40 hrs) if seeking more than one initial licensure)</p>	<p>ED 404 Literacy Methods K-6 15 hrs</p> <p>ED 425 Elem Science Methods K-6 15 hrs</p> <p>ED 426 Elem Social Studies Methods K-6 15 hrs</p> <p>ED 459L PSTE 10 days (80 hrs) K-6 (+ 5 days (40 hrs) if seeking more than one initial licensure)</p> <p><u>Spring Methods Courses for 5-8 Endorsements only:</u> 15 hrs in gr 7-8 ED 412 Mathematics ED 413 Science</p>	<p>ED 304L PSTE 10 days (80 hrs) K-12 5-12 in gr. 5-6, 7-8 or 9-12 9-12 in gr. 9-12 (+ 5 days (40 hrs) if seeking more than one initial licensure)</p> <p>Content Methods: 15 hours in grades 5-6 (Fall or Spring pending specific content)</p> <p>ED 407 Science/ED 413 endorsement (stacked) ED 406 Math HLTH 492 (30hrs)</p> <p>ART 370 K-12 Art MUS 308 K-12 Music (as scheduled by the Art and Music Departments)</p>	<p>ED 404 Literacy Methods gr. 4-6 15 hrs</p> <p>SPED 440 Assessment in SPED gr. 5-8 30 hrs</p> <p>SPED 459L PSTE 10 days (80 hrs) gr. 5-8 (+ 5 days (40 hrs) if seeking more than one initial licensure)</p>	<p>ED 404 Literacy Methods gr. K-1 15 hrs</p> <p>ECSE 441 Assessment in ECSE school-based setting 30 hrs</p> <p>ECSE 459L PSTE 10 days (80 hrs) school-based setting (+ 5 days (40 hrs) if seeking more than one initial licensure)</p> <p>ECSE 432 Infants, Toddlers, and Families in ECSE family –based setting 15 hrs (summer)</p>	<p>ED 404 Literacy Methods gr. 4-6 15 hrs</p> <p>TESL 459L PSTE 10 days gr. 5-8 (80 hrs) (+ 5 days (40 hrs) if seeking more than one initial licensure)</p>
<p style="text-align: center;">Fourth Year or summer</p>	<p>*ED 456 ECE Leadership B-age 5 40 hrs in director setting (before student teaching)</p>			<p>SPED 460 10 hrs K-12 SPED (before student teaching)</p>	<p>SPED 460 10 hrs ECSE (before student teaching)</p>	
<p style="text-align: center;">Total hours in scope and content prior to</p>	<p>ECE: 275hrs +55 hrs minimum for more than one professional license</p>	<p>ELED: 215 hrs w/ pre-primary: 230 hrs w/ 5-8 endorsement: 270 hrs +55 hrs minimum for more than one professional license</p>	<p>SEC/K-12: 140 hrs +55 hrs minimum for more than one professional license</p>	<p>SPED: 225 hrs +55 hrs minimum for more than one professional license</p>	<p>ECSE: 210 hrs +55 hrs minimum for more than one professional license</p>	<p>TESL: 185 hrs +55 hrs minimum for more than one professional license</p>

Student Teaching	Student Teaching (fall or spring)	Student Teaching (fall or spring)	Student Teaching (fall or spring)	Student Teaching	Student Teaching (fall or spring)	Student Teaching
	<u>ECE:</u> ED 462 8 weeks grades K-3 4 weeks age 3-age 5 12 total weeks	<u>ELED only:</u> ED 463 grades K-6 12 weeks <u>ELED w/ Preprimary:</u> ED463 8 weeks Grades K-6 4 weeks ages 3-5 12 total weeks <u>ELED w/ gr. 5-8 endorsement:</u> ED464 8 weeks Grades K-6 4 weeks 5-8 endorsement 12 total weeks	<u>K-12 Licensure:</u> ED 466 6 weeks grades K-4 6 weeks grades 7-8 or 9-12 12 total weeks <u>5-12 or 9-12 Licensure:</u> ED 469 grades 5-12 or 9-12 12 weeks ED465 + 2 weeks in gr. 5-8 if also adding General Science endorsement to Bio or Chem 14 total weeks <u>PE w/ Health:</u> ED466 14 total weeks	<u>SPED ABS:</u> SPED 466 6 weeks grades K-4 6 weeks grades 9-12 12 total weeks (fall <u>or</u> spring) <u>Para to SPED:</u> SPED468 & SPED469 (k-4 & 9-12: a semester of each) 12 weeks ½ days Fall 12 weeks ½ days Spring 24 total weeks ½ days (fall <u>and</u> spring)	<u>ECSE:</u> ECSE 462 6 weeks home visits 6 weeks school based *12 weeks shared if CT does both* 12 total weeks	<u>TESL:</u> TESL 466 6 weeks grades K-4 6 weeks grades 9-12 12 total weeks (fall <u>or</u> spring) <u>Para to TESL:</u> TESL468 & TESL469 (k-4 & 9-12: a semester of each) 12 weeks ½ days Fall 12 weeks ½ days Spring 24 total weeks ½ days (fall <u>and</u> spring)

All other combinations of licensure areas will require:

1 semester of student teaching for 12 to 14 weeks listed above **AND** advanced student teaching for 4 to 6 weeks (depending on licensure areas sought) during the next semester following student teaching. See the: "SMSU guide for Student Teaching Requirements per Licensure Area/s" for details.

Special Notes for all licensure Areas

- ED418 is paired with ED402 and may use the same placement site for both experiences if possible.
- Reference advising guides for full course schedule.
- ED315 is paired with ED330 and may use the same placement site for both experiences if possible.
- Methods courses and PSTE will use the same placement site for experiences when possible. A teaching team at the site may be utilized.
- Para to SPED and Para to TESL should consult their specific planner for course sequence.
- *ED403 and ED456 are not required to be done with a licensed teacher and therefore are not counted in the total clinical hours for licensure.
- PSTE should be done on consecutive days.
- We recommend completing 2 full consecutive days for ED101.

Reading Licensure K-12

	Undergraduate/initial		Graduate/additional
Fall methods year	ED 402 Early Literacy 15 hrs in gr. K-3 (Secondary candidates complete 30 hrs) (all others also take ED 404 with 15 hrs)	Fall methods year	ED 502 Early Literacy & Lab 15 hrs in gr. K-3
Spring methods year	ED 451 Differentiation of Reading Instruction 40 hrs in gr. 5-8 <u>and</u> 40 hrs in gr. 9-12 (80 hrs total)	Spring methods year	ED 551 Differentiation of Reading Instruction 80 hrs in (Level TBD) <i>ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.</i>

Undergraduate K-12 DAPE Licensure Clinical Experiences

PE 210 Methods of Adapted PE	15 hrs PreK-12
PE 481 Adapted PE Application	15 hrs PreK-12
PE 498 Adapted Practicum	80 hrs PreK-12

Graduate ECSE Practicums

ECSE 682 Practicum in ECSE	80 hrs Birth to Age 3 home setting
ECSE 692 Practicum in ECSE	80 hrs Age 3-6 Classroom setting

TESL Licensure Clinical Experiences

	Undergraduate		Graduate
Fall	ED 402 Early Literacy 15 hrs in K-3	Fall	ED 502 Early Literacy & Lab 15 hrs in gr. K-3
Fall	TESL 431 Foundations in Teaching ESL 15 hrs in K-12	Fall	TESL 531 Foundations in Teaching ESL 15 hrs in K-12
Spring	TESL 435 TESL Methods 15 hrs in K-12	Spring	TESL 435 TESL Methods 15 hrs in K-12
Fall or Spring	TESL 437 TESL Practicum 80 hrs (Level TBD) <i>ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.</i>	Fall or Spring	TESL 537 TESL Practicum 80 hrs (Level TBD) <i>ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.</i>

Additional Licensure Practicum

ED 468 Advanced Practicum ELED, ECE, Endorsements, Art, PE, Health, AGED, Music, Secondary Content Areas	80 hrs (Level TBD) <i>ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.</i>
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SPED ABS Additional Licensure

	Undergraduate		Graduate
Additional	SPED 465 80 hrs in (Level TBD) <i>ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.</i>		SPED 565 80 hrs in (Level TBD) <i>ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.</i>

Graduate Special Education Practicums

Candidates in the Graduate Special Education program who are seeking an initial SPED-ABS or ECSE Tier 3 license will follow the same course summary as undergraduate candidates while registering for classes at the graduate level for each course.

Additional license for those already holding categorical SPED licenses, mild to severe:

ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.

	Autism Spectrum Disorders	Emotional Behavioral Disorders	Learning Disabilities
Summer	SPED 670 Practicum/Seminar 80 hrs mild to moderate	SPED 673 Practicum/Seminar 80 hrs mild to moderate	SPED 674 Practicum/Seminar 80 hrs mild to moderate
TBA	SPED 680 Practicum 80 hrs (at least 40 hrs birth-K) moderate to severe	SPED 683 Practicum 80 hrs moderate to severe	SPED 684 Practicum 80 hrs moderate to severe
TOTAL	160 Hours	160 Hours	160 Hours


Anchor license for those already holding SPED-ABS license who are adding moderate to severe:

ED Leadership Team will evaluate a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience.

	Developmental Disabilities	Autism Spectrum Disorders	Emotional Behavioral Disorders	Learning Disabilities
TBA	SPED 681 Practicum 80 hrs moderate to severe	SPED 680 Practicum 80 hrs moderate to severe	SPED 683 Practicum 80 hrs moderate to severe	SPED 684 Practicum 80 hrs moderate to severe

Appendix B.

SMSU Guide for Student Teaching Requirements per licensure area/s

 Communities of Practice	1 licensure area	2 licensure areas	Para to SPED Para to TESL or SWTPP	PE/Health/DAPE
Observations	4 observations by US 4 observations by CT	5 observations by US 5 observations by CT	3 observations per semester by US 3 observations per semester by CT	5 observations by US 5 observations by CT
Triad Meetings	3 triad meetings	4 triad meetings	2 triad meetings per semester	4 triad meetings
Breakdown of Weeks	12 Weeks Total ECE 8/4 ECSE 6/6 ELED 12 ELED with endorsement 8/4 AGED 12 Communication Arts 12 Visual Arts 6/6 Chemistry 12 SPED 6/6 PE 6/6 Social Studies 12 Music 6/6 TESL 6/6 Biology 12 Health 12	14 Weeks Total PE & Health 9/5 ELED & ECE 10/4 Chem & Bio 7/7 Chem & 5-8 science 10/4 Bio & 5-8 science 10/4	24 Weeks Total 2 semesters of 12 weeks student teaching half days <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">US = University Supervisor CT = Cooperating Teacher</div>	16 Weeks Total Breakdown of weeks depends on placement schedules

At least 1 observation and 1 triad meeting needs to take place in each placement

~All other combinations of licensure areas will require 1 semester of student teaching for 12 to 14 weeks **AND** advanced student teaching for 4 to 6 weeks depending on licensure areas sought. Advanced student teaching may be the following semester depending on licensures sought.~

Appendix C.

Standards of Effective Practice

A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 (Standards 1 – 10) in a teacher preparation program approved under part 8700.7600.

Standard 1, Subject Matter: A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

The teacher must:

- A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
- B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
- C. connect disciplinary knowledge to other subject areas and to everyday life;
- D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
- E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
- F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
- G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
- H. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
- I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
- J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Standard 2, Student Learning: A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

The teacher must:

- A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;

- C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
- D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
- E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
- F. link new ideas to familiar ideas; make connections to a student's experiences, provide opportunities for active engagement, manipulation, and testing of ideas and materials, and encourage students to assume responsibility for shaping their learning tasks;
- G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking, and
- H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Standard 3, Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

The teacher must:

- A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
- B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
- C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
- D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
- E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
- F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
- G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
- H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
- I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
- J. know about community and cultural norms;
- K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
- L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
- M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
- N. identify when and how to access appropriate services or resources to meet exceptional learning needs;
- O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

- P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;
- Q. develop a learning community in which individual differences are respected; and
- R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Standard 4, Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

The teacher must:

- A. understand Minnesota's graduation standards and how to implement them; understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
- B. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
- C. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
- D. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
- E. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
- F. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
- G. monitor and adjust strategies in response to learner feedback;
- H. vary the instructional process to address the content and purposes of instruction and the needs of students;
- I. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;
- J. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and
- K. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Standard 5, Learning Environment: A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

The teacher must:

- A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
- B. understand how social groups function and influence people, and how people influence groups;
- C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
- D. know how to help people work productively and cooperatively with each other in complex social settings;
- E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
- F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- G. understand how participation supports commitment;

- H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
 - I. establish peer relationships to promote learning;
 - J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
 - K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
 - L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
 - M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
 - N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
 - O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
 - P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
 - Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work;
- and
- R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6, Communication: A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher must:

- A. understand communication theory, language development, and the role of language in learning;
 - B. understand how cultural and gender differences can affect communication in the classroom;
 - C. understand the importance of nonverbal as well as verbal communication;
 - D. know effective verbal, nonverbal, and media communication techniques;
 - E. understand the power of language for fostering self-expression, identity development, and learning;
 - F. use effective listening techniques;
 - G. foster sensitive communication by and among all students in the class;
 - H. use effective communication strategies in conveying ideas and information and in asking questions;
 - I. support and expand learner expression in speaking, writing, and other media;
 - J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;
- and
- K. use a variety of media and educational technology to enrich learning opportunities.

Standard 7, Planning Instruction: A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The teacher must:

- A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- B. plan instruction using contextual considerations that bridge curriculum and student experiences;
- C. plan instructional programs that accommodate individual student learning styles and performance modes;
- D. create short-range and long-range plans that are linked to student needs and performance;
- E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
- F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
- G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
- H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Standard 8, Assessment: A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
- B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, assessments of student work;
- C. understand the purpose of and differences between assessment and evaluation;
- D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
- H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
- I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
- J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
- K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
- L. establish and maintain student records of work and performance;
- M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 9, Reflection and Professional Development: A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

The teacher must:

- A. understand the historical and philosophical foundations of education;
- B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
- C. understand the influences of the teacher's behavior on student growth and learning;
- D. know major areas of research on teaching and of resources available for professional development;
- E. understand the role of reflection and self-assessment on continual learning;
- F. understand the value of critical thinking and self-directed learning;
- G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
- H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
- I. use professional literature, colleagues, and other resources to support developments both a student and a teacher;
- J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
- K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;
- L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations;
and
- M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Standard 10, Collaboration, Ethics, and Relationships: A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

The teacher must:

- A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
- B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
- C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
- D. understand the concept of addressing the needs of the whole learner;
- E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
- F. understand data practices;
- G. collaborate with other professionals to improve the overall learning environment for students;

- H. collaborate in activities designed to make the entire school a productive learning environment;
- I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- J. identify and use community resources to foster student learning;
- K. establish productive relationships with parents and guardians in support of student learning and well-being;
- L. understand mandatory reporting laws and rules; and
- M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Effective Date. The requirements in this part for licensure are effective on September 1, 2010, and thereafter.

Statutory Authority: MS s 122A.09; 122A.18

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