



Teacher Education



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Teacher Education Program Orientation Guide

Welcome!

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 children is critical to the development and sustainability of our country's democracy, economy, and security. This guide is intended to provide you with the basic information needed to successfully navigate program requirements and attain a teaching license. 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 Education Program engaging and exciting!

Sincerely,
 Dr. Sonya Vierstraete
 Chairperson, School of Education
 IL 235 | sonya.vierstraete@smsu.edu | 507-537-7254

SMSU School of Education Contact Information

Name	Extension	Office	Area of Emphasis
Albitz, Frankie	7690	PE 233	Physical Education
Beach, Michelle	6156	IL 241	Early Childhood/Early Childhood Special Education
Beebout-Bladholm, Toni		IL 233	Secondary Education
Huseby, Sarah	7985	IL 242	TESL/Spanish Education
Kovar, Kristin	6441	ST 159	Agriculture Education
Noles Stevens, Kandy	6546	SM 161/ IL 230	Technology/Secondary/College Now
Reese, Lori	6225	IL 239	Special Education
Risacher, Mary	6274	IL 231	Early Childhood Education
Schoolmeester, Wendy	6969	IL 238	Elementary Education
Quisley, Christine	6212	IL 233	Elementary Education
Swanson, Jennifer	7115	IL 229	Education Office Administrative Assistant
Syring, LeAnne	6449	IL 240	Early Childhood/Early Childhood Special Education/Special Education
VanOverbeke, Debbie	7120	IL 237	Elementary Education /Reading
Vierstraete, Sonya	7254	IL 234 IL 235	Elementary Education /Reading/TESL School of Education Chairperson
SMSU Placement Office staff			
Panka, Rebecca	7059	IL 152	Director of Clinical Experiences in Education
Fladhammer, Stephanie	6152	IL 150	Placement & Licensure Office Administrative Assistant
Johnson, Faye	6290	IL 151	Field Experience Coordinator

Important Information and Dates for Education Majors

Be sure to use your SMSU email for all School of Education communication, applications, and registrations associated with your teacher preparation.

Informational Meetings (timeline is approximate*)

- Fall Student Teaching Orientation – August
- Pre-Student Teaching Orientation – November/December
- Spring Student Teaching Orientation – November/December
- Fall Student Teacher Portfolio Review - Monday of finals week for fall semester
- Student Teaching Application Meeting – December/January
- Spring Student Teacher Portfolio Review - Monday of finals week for spring semester

Specific dates and times are posted each year on the Education listserve.

Pre-Student Teaching Information

Pre-student teaching is 10 full days – the dates are tentative for the 21-22 academic year, as changes are still being considered.

- The majority of ECE, ECSE, ELED, SPED, & TESL majors will complete ten (10) consecutive student contact days between February 21 – March 11.
- The majority of secondary/K-12 art, music, PE candidates will complete two sets of five (5) consecutive student contact days (for a total of 10 days) during Spring Break and in May
- For additional majors: Five (5) consecutive student contact days during the month of May **per major/licensure area**.

In the spring semester of Pre-Student Teaching, students should not plan a vacation/spring break trip. Avoid travel/trips during this spring term of methods year. You must be dedicated to your field experiences and classroom work. Exceptions are only made for SMSU-sponsored events, such as athletics or forensics.

- ✦ Students will register for Professional Development & Classroom Applications (1 credit) and the corresponding Pre-Student Teaching Experience Practicum (zero credits) for their first major; for each major/licensure area which they are seeking an additional licensure, they must also register for the Professional Development course and the PSTE Lab, but choose 1 cr. for the additional licensure area. For example: an ELED/SPED ABS major would register for ED 459 (1 cr.) and ED 459L (0 cr.) **and** SPED 459 (1 cr.) and SPED 459L (1 cr). Labs are C/NC grading. Students will attend 1 section of the Professional Development course as the courses have the same content, and the grade earned will be what you receive in all your Professional Development courses. Students will complete all labs: 10 days for first lab and 5 additional days for each additional lab. Students receive a grade for each lab separately once lab requirements have been met. ECE/ELED candidates register for ED 459 & ED 459L; ECSE - ECSE 459/459L; SPED – SPED 459/459L; TESL – TESL 459/459L; Secondary & K-12 Content areas – ED 304/304L.

- ✦ **Field Experience Applications** are available online; click on 'Request a Placement': <https://www.smsu.edu/academics/departments/education/placement-and-licensure.html>
Please complete the field experience application in spring semester for the following fall placements that you are requesting. You should complete this application when resgistering for fall courses. Reminder – all communication will go to your SMSU email – so you must check your SMSU email.
- ✦ Elementary Education majors and Early Childhood Education (ECE) majors complete the methods courses shown in the table below. The lab placement for all of these courses will usually be with the same classroom mentor/students throughout the methods year and for pre-student teaching. **Apply for the placement for each course listed below during spring semester for your best chance at an early placement.**
- ✦ On-campus Early Childhood Education majors (ECE) should take ED 455 Leadership Issues during the *spring semester* of their junior year, while 2+2 ECE majors should take ED 455 Leadership Issues online during the summer of even years. All ECE majors also complete ED 456 Practicum in ECE Leadership, a 60-hour field experience. The ED 456 Practicum in ECE Leadership may be completed concurrently with ED 455 Leadership Issues, during the summer following your methods experience, or the following fall. **Apply for the placement for each course listed below during spring semester for your best chance at an early placement.**
- ✦ ECE, ECSE, ELED, SPED, and TESL majors must be sure to register for ED 459 Professional Development & Action Research and ED 459L PreStudent Teaching Experience for spring semester. The prerequisite for ED 459/ED 459L is ED 458 Action Research. Your content methods course(s) should be taken prior to or concurrently with pre-student teaching. **Apply for the placement for each course listed below during spring semester for your best chance at an early placement.**
- ✦ Secondary and K-12 content majors must be sure to register for ED 304 Professional Development & Classroom Applications and ED 304L Pre-Student Teaching Experience Practicum for spring semester. The prerequisite for ED 304/Pre-student Teaching for Secondary and K-12 majors is ED 301 Teaching & Learning Processes. Your content methods course(s) should be taken prior to or concurrently with pre-student teaching. **Apply for the placement for each course listed below during spring semester for your best chance at an early placement.**

TEP Methods Courses

You MUST complete these courses together and successfully pass them prior to moving forward to student teaching.

(Courses shaded in gray do not require a placement form to be completed.)

ELED & ECE Majors	ECE & ELED Online Majors	ECSE/SPED/TESL Majors	Secondary & K-12 Content (Art/Music/PE) Majors
FALL METHODS COURSES			
ED 402 Early Literacy and Linguistics & LAB	ED 402 Early Literacy and Linguistics & LAB	ED 402 Early Literacy and Linguistics & LAB	
ED 424 Elementary Math Methods & LAB	ED 424 Elementary Math Methods & LAB	ED 424 Elementary Math Methods & LAB (SPED/TESL only)	
ED 423 Classroom Management Theories and Practices & LAB	ED 426 Social Studies Methods & LAB		
ED 458 Action Research	ED 458 Action Research	ED 458 Action Research	
SPRING METHODS COURSES			
ED 404 Literacy Methods & LAB	ED 404 Literacy Methods & LAB	ED 404 Literacy Methods & LAB	ED 304L Pre-Student Teaching Experience Practicum
ED 425 Elementary Science Methods & LAB	ED 425 Elementary Science Methods & LAB	SPED-ABS: SPED 440 ECSE: ECSE 441	
ED 426 Social Studies Methods & LAB	ED 423 Classroom Management Theories and Practices & LAB		
ED 459 Professional Development & Action Research	ED 459 Professional Development & Action Research	SPED-ABS: SPED 459 ECSE: ECSE 459 TESL: TESL 459	
ED 459L Pre-Student Teaching Experience (PSTE)	ED 459L Pre-Student Teaching Experience (PSTE)	SPED-ABS: SPED 459L ECSE: ECSE 459L TESL: TESL 459L	
		Summer – ECSE: ECSE 432	

***Please note there are other methods courses in our TEP. These are courses that should be taken together, however. Should you choose not to register for these courses or drop them during the term, your student teaching will be delayed.**

General TEP Notes

- ✦ Stay in contact with your advisor(s)!
 - ECE, ECSE, ELED, TESL, and SPED majors have an advisor in the School of Education.
 - Secondary/K-12 Content Majors have 2 advisors: a main advisor in the content area and a faculty advisor in the School of Education. Please see your content advisor regarding your liberal education/MnTC and content courses prior to visiting with your Education advisor.
- ✦ Purchase LiveText FEM version immediately for the Teacher Education Program. Barnes & Noble bookstore will be able to assist you. Livetext subscriptions are valid for seven years.
- ✦ You must pass all three of the National Evaluation Series™ (NES®) assessments: Essential Academic Skills (formerly Praxis I, formerly MTLE Basic Skills Exams) to achieve the highest level of licensure, Tier 4, after three years of successful teaching experience. It is best, but not required, to pass all three tests prior to graduation and initial tier 3 licensure; with successful completion of the TEP licensure program at SMSU, candidates are recommended for tier 3 licensure. *If writing is a weak area for you, use the Writing Center to improve your writing skills (5th floor of Library or online). If math is a weak area for you, use the Math Lab for assistance (Student Success Center - IL 224).
- ✦ Start a three ring binder and/or electronic file (and back up!) in which you keep this guide, copies of evaluations, application materials, and other important pieces of information.
- ✦ Keep SMSU Teacher Candidate dispositions and the MN Code of Ethics for Teachers in mind at all times; 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.
- ✦ All clinical experiences including field experiences, pre-student teaching, and student teaching need to be a top priority. Health, family emergencies, and religion may occasionally take precedence; jobs, social life, etc. should not. In the spring semester of pre-student teaching, you should not plan to take a vacation/spring break trip. You must be dedicated to your field experiences and classroom work.
- ✦ As a candidate in SMSU's Teacher Education Program, you will be responsible for demonstrating your ability with time management and organization. Know the difference between '**excuses**' and '**reasons**'. Excuses come from things you should be able to plan ahead for – such as a flat tire, a dead battery, or your daycare person becoming ill. Plan ahead for what you would do for these situations! Reasons come from things you can't realistically plan ahead for – a fire alarm going off during your teaching, a snow storm, or the electricity going out. Most situations can be dealt with if you think about 'what if...?' while planning your day. Make sure you have all materials you will need ready at least two days ahead of time to avoid problems with printing, etc. Situations beyond our control happen to everyone, so **reasons** for these events happen, but rarely. Most problems can be avoided with careful planning and thinking ahead – avoid the need for **excuses**, which do not make a good impression on anyone!



Southwest Minnesota State University School of Education Professional Dispositions Acceptance

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 Education Program.

These dispositional standards identified are developed in conjunction with the Teacher Education Conceptual Framework, Standards of Effective Practice, and are incorporated throughout the Teacher Education Program. Specifically, dispositions are patterns of behaviors and actions that occur frequently and 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 Education 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 Education Program include, but are not limited to, the following:

- Shows eagerness and enjoyment working with children, adolescents, parents, and adults;
- Treats children, parents, and other adults with respect;
- Has the ability and enjoys working with children and adolescents;
- Displays an attitude of patience and looks at alternatives fairly;
- Uses reasoning, common sense, and a problem-solving approach in judgment;
- Displays a positive and problem-structuring attitude;
- Shows initiative and originates or starts activities;
- Exhibits a capacity to effectively listen to others;
- Expresses thoughts clearly and effectively to children, adolescents, parents, and adults;
- Values the collegial process and is open to adjustment and revision, based on learner needs;
- Values ongoing assessment and strategies for promoting learning;
- Dependability – someone that can be counted on to get things done;
- Shows a self-pride in appearance and uses best judgment with appropriate dress;
- Displays a personality as he/she interacts with others;
- Demonstrates potentiality and a capability for growth and development of becoming a teacher;
- Uses a positive approach plus tact when working with children, adolescents, parents, and adults; and
- Inspires others through his/her leadership qualities.

Program Information - Read Carefully!

The following information is intended to help you understand various pieces of the Teacher Education Program.

Education Minnesota Aspiring Educator (EMAE) Program Liability Coverage

Over the years our local chapter has been very successful, giving students a voice in matters affecting their interests in education and the teaching profession. Benefits of membership in this organization are many:

- \$1,000,000 Professional Liability Insurance
- Opportunities to attend workshops on local, state, & national levels
- Current information on professional issues

The membership year runs from September 1 through August 31. Renew your EMAE membership each fall by going to: www.educationminnesota.org and following the links for Aspiring Educator Membership at the top of the webpage. You are required to maintain your EMAE or comparable liability coverage.

Stay Informed Via the Listserv

Notices are posted and students can use this to announce education related events. A subscription to the listserv was required for admission to the Teacher Education Program. Please read these notices!

Clinical Experiences

What are Clinical Experiences? A major component of professional teacher preparation involves clinical experiences in area schools. Field experiences, student teaching, and practicum/a are the three different levels of clinical experiences. Field experiences are built into our program from the start. By this time you have already completed the first of these, during the Introduction to Education course. You spent 15 hours observing, tutoring, planning, and then teaching a lesson alongside a licensed teacher. After successful completion of the various field experiences throughout the program, the culminating clinical experience for teacher candidates is student teaching. Lastly, any tier 3 or 4 licensed teacher seeking an additional licensure will complete a practicum as their clinical experience.

Faye Johnson, the Field Experience Coordinator, assigns each experience as quickly as possible. You will complete the online application at: <https://www.smsu.edu/academics/departments/education/placement-and-licensure.html> . Consideration is given to areas closest to you; however, final decisions are made in accordance with contracted school districts, availability of classroom mentor teachers at school sites with the required licensure and years of teaching experience, appropriate grade levels needed, and other program requirements. Our department works with many school districts across the state. Although the Marshall Public Schools is part of this cooperative arrangement, not everyone will be assigned to one of the Marshall schools; our goal is to provide at least one experience at MPS for candidates. Be prepared to car-pool with others if needed.

Elementary, Early Childhood Education, Early Childhood Special Education, Special Education, and Teaching English as a Second Language majors complete courses in the Mustang Methods Experience (MME). During the methods mentoring year, completion of each experience is necessary for progression in the program. Elementary and Early Childhood majors will have more hours of field experiences than Secondary/K-12 Content majors. You will also complete a 2-day Clinical LAB experience as part of ED 423 Classroom Management Theories and Practices & LAB as the opportunity allows. There are other methods courses in some of the programs, but may not be required during that year.

Candidates in the Para to Special Education (PASP), Para to TESL (PATL) and Southwest Teacher Preparation Partnership (SWTPP) will have their clinical experiences in their work place (PASP & PATL) or in the Worthington Public Schools (SWTPP). Candidates in these programs will follow advising for that specific program.

Secondary majors will be assigned to a grade 5 or 6 classroom during their content methods course. Each candidate will teach lessons in the specific content area under the direction of the campus methods instructor and the licensed classroom mentor teacher. You will also complete a 2-day Clinical LAB experience as part of ED 301 Teaching & Learning Processes. If seeking a 5-12 content licensure, the PSTE will be at one level while ST will be at another level. For example, if the PSTE is at the middle level, the student teaching experience will be at the high school level.

Pre-Student Teaching

Pre-student teaching experience is the step between general field experiences and Student Teaching. This is an opportunity for you to spend 10 full days in the classroom under the direction of a licensed classroom mentor teacher. During this time, you will teach a 3-5 learning segment (unit) and several entire lessons and complete a sample edTPA. A University supervisor will be assigned. A positive recommendation from the classroom mentor teacher is necessary to be eligible for student teaching. No vacations (including spring break) should be scheduled during pre-student teaching.

Background Checks

Many of our cooperating school districts are requiring a background check to assess misdemeanor and felony conviction records maintained at the Minnesota Bureau of Criminal Apprehension. This information is provided to districts for their determination of suitability. If needed, the school district will provide the forms for this. There may be a charge as well. Since each district has varying requirements, you will need to meet the requirements in the specific district you are placed in.

Student Teaching

When does one apply for student teaching? In January, approximately 9 months to 1 year PRIOR to the semester in which you plan to do so! When you have met these criteria, a student teaching placement will be secured for you:

- Completion of 90 credits toward a degree (Senior standing)
- Cumulative GPA of 2.8 or higher
- Satisfactory completion of Pre-student teaching
- Completion of all required courses in your major and all LEP courses.

- Recommendation from advisor
- All X and IP grades are completed satisfactorily

Student teaching at Southwest Minnesota State University is a results-oriented, performance-based, semester-long program. Additional majors/licensure areas may require longer student teaching experiences. You will complete the edTPA (Teacher Performance Assessment) as part of this experience. You will be observed approximately 6 – 8 times during this time by an assigned University Supervisor.

Portfolios

All students in the SMSU Education Program are required to complete a portfolio for demonstrating program outcomes aligned with the 10 Standards of Effective Practice (SEPs). This online LiveText portfolio will contain material that you have collected throughout your schooling, showing examples of your growth as a professional in the teaching field, with at least one artifact from student teaching for each standard. The portfolio will be presented during the Graduation Portfolio Review at the completion of student teaching.

Teacher Licensure

The University recommends a teacher candidate for MN tier 3 licensure upon satisfactory completion of our program, including student teaching. However, licensure does NOT occur automatically through graduation and receiving a diploma. You need to apply for a MN teaching license after meeting all program requirements and successfully passing all licensure exams. You need to pass one MTLE Pedagogy exam (2 subtests) along with a Content exam(s) for each licensure area in order to apply for a Tier 3 license (valid for 3 years, renewable indefinitely). You will need to pass all three of the NES Essential Academic Skills tests in Reading, Writing, and Math (or have ACT + Writing scores at the required levels) in order to apply for a Tier 4 license (valid for 5 years, renewable indefinitely) after 3 years of successful teaching. Information on Tiered Licensure and the required ACT + Writing scores can be found on the PELSB website at <https://mn.gov/pelsb/aspiring-educators/requirements/>. Information on the MTLE tests can be found online at <http://www.mtle.nesinc.com>. Information on applying for your first teaching license can be found on SMSU's website under Academics/Education Department/Placement & Licensure at <http://www.smsu.edu/academics/departments/education/first-time-licensure.html>.

Southwest Minnesota State University
School of Education
Teacher Education Program
POLICIES, PRACTICES, & DUE PROCESS
Approved October 20, 2010 – Updated AY2022

Teacher Education Program Policies & Practices

Teacher Education Program Application Process

The Teacher Education Program accepts application materials throughout the year. Applications are reviewed by advisors once files are complete. Teacher Education Program applications should be submitted no later than March 1st for priority admission consideration for the following academic year as the registration window for courses usually opens late March.

The academic and education references for admission to the TEP may come from the School of Education faculty. However, candidates are encouraged to seek an academic reference outside of the School of Education when possible. Secondary/ K-12 teacher candidates (TCs) should seek an academic reference from their content majors.

For teacher candidates holding a bachelor's degree, they may apply for admission to the Teacher Education Program and be admitted based on their previous degree. They must sign off acknowledging that the ENG/COMM/MATH requirements must be met, and if determined that these requirements have not been met prior to admission to the TEP, they may have to take additional coursework or seek the CLEP option or provide required evidence of meeting the requirements.

Admission to Teacher Education Requirements

Reference the most recent version of the Teacher Education Program application for updates also noted as an appendix of this document. The published TEP requirements are found on the SMSU SoE webpage: <https://www.smsu.edu/academics/schools/education/teacher-education-program.html>

Transfer Students - ED 101

ED 101 is a requirement for full admission to the TEP. Transfer students may need to have the ED 101 requirement temporarily waived for conditional admission to the TEP, and take ED 101 during the first semester at SMSU. A Placement application form needs to be completed to take the course.

Transfer Students - SPED 290

Should a candidate transfer in a course considered equivalent to SPED 290 Introduction to Special Education & LAB without a field experience evaluation, the candidate may submit a course outline, syllabus, or letter from instructor as evidence of completed lab hours.

TEP GPA Requirements

The minimum GPA requirement can be met by option A or B or C or D or E:

- **Option A:** 2.8 cumulative GPA from all transcripts from all colleges and universities attended. The cumulative GPA requirement for admission to Teacher Education is different from the transfer of credits and grades for admission to SMSU. Students may plan with an Education advisor to retake courses taken at SMSU or other colleges or universities in order to improve the cumulative GPA.
- **Option B:** 2.8 GPA for at least two of the most recent four terms of college or university work. These two terms must each have a minimum of 12 semester credits of letter-graded coursework.
- **Option C:** Admission to the TEP requires a cumulative GPA 2.8 for full admission. If a teacher candidate has a 2.5-2.79 GPA prior to admission to the TEP, the teacher candidate may be conditionally admitted and sign off that s/he understands that s/he cannot be moved forward to student teaching until his/her GPA reaches 2.8. TEP coding will not change until the teacher candidate being conditionally admitted acknowledges this GPA policy in writing.
- **Option D:** If a candidate has not taken coursework in the last five years, teacher candidates may use ED/SPED/ECSE/TESL coursework in the most recent years to be counted for the GPA for admission to the TEP and Student Teaching. There needs to be a 3.0 (B) GPA or better for the last 15 earned credits at SMSU.
- **Option E:** If part of the post-baccalaureate program, candidates need to meet the 2.8 requirement with the previous degree and/or may be conditionally admitted until the ED 601 course grade is posted, which must be a "C" or higher grade.

Secondary/K-12 Teaching applicants must also fulfill any GPA requirement and course requirements set by the program/major they are enrolled in. A delay in student teaching may occur if these requirements are not met.

The 2.8 cumulative GPA must be maintained for eligibility for student teaching. 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/Special Education/TESL courses to maintain eligibility for student teaching.

Admission to the TEP requires a cumulative GPA of 2.8 for full admission. If a teacher candidate has a 2.5-2.79 prior to admission to the TEP, the TC may be conditionally admitted to the TEP, and sign off that s/he understands that s/he cannot be moved forward to student teaching until his/her GPA reaches 2.8. TEP coding will not change until the TC being conditionally admitted acknowledges this GPA policy in writing.

Candidate GPAs will be reviewed each term. If a candidate falls below a 2.5 after being admitted to the Teacher Education Program, the candidate's acceptance status into the TEP will be revoked until the candidate's GPA is above the conditional admission requirement of 2.5.

All TEP candidates must meet the 2.8 GPA requirement in order to move forward to student teaching.

MN Code of Ethics for Teachers: <https://www.revisor.mn.gov/rules/?id=8710.2100>

Social Media Policy:

<https://www.smsu.edu/resources/webspaces/academics/schools/education/Placement%20Licensure/guidelines-for-social-media-use-for-candidates-enrolled-in-smsu.pdf>

Clinical Experiences Policies & Practices

Clinical experiences are comprised of field experiences, student teaching, and practicums.

Livetext

All students taking ED 101 or ED 601 with the exception of College Now students are required to purchase Livetext with FEM.

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.

PreStudent Teaching Experience

PSTE is set by the TEP during the spring term. 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 & Licensure Office regarding the schedule change. The missed week of PSTE will then be determined by the classroom mentor, university supervisor, and teacher candidate.

SPED or TESL double majors will spend their initial 10 days in SPED 459L or TESL 459L at the middle level with the additional set of 5 days at the ED/Secondary placement replicating the second week in their initial placement (so therefore teaching and not simply observing).

For candidates seeking additional secondary licensures/majors, ED 300L is used for placements such as ED 304L for 1 credit to provide supervision

Candidates may not move on to PSTE without passing previous methods courses successfully with a grade of a “C” or higher. Reference TEP Orientation Guide upon admission to the TEP.

Teacher candidates are recommended for Student Teaching once they have successfully completed the Prestudent Teaching Experience (PSTE) and have met all other student teaching requirements.

Recommended with Reservation (RwR) Evaluations for Field Experiences

1. 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.
2. 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 Evaluations for Field Experiences

If a candidate receives a “Not Recommended” evaluation from a classroom mentor 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 TEP 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

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 by the first meeting in March for fall candidates and by the first meeting in October for spring candidates. 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, a nonlicensure degree will be recommended.

edTPA – Teacher Performance Assessment

Teacher candidates (TC) participating in prestudent teaching (PSTE) will only be required to complete one edTPA even if seeking a double major.

Teacher candidates (TC) participating in student teaching (ST) will submit to Pearson for official scoring. If the TC does not successfully pass the edTPA with the required 13, 13, 12 cut scores, s/he will resubmit to Pearson after revising the edTPA. If the TC continues to be unsuccessful, s/he will remediate locally to be moved forward to licensure.

Not Recommended Evaluations for Student Teaching

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 move forward with a second student teaching placement. If the candidate 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 Teacher Education Program 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 DUE PROCESS.

DUE PROCESS

Candidates in the School of Education at SMSU are afforded due process rights related specifically to the Teacher Education Program. Candidates appeals include, but are not limited to, programmatic issues, sub-committee 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.

Appeals – Clinical 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.

School of Education Teacher Education Program

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 move forward with a second student teaching placement. If the candidate 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 Teacher Education Program 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 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 Education 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.

Dean of the College of Business, Education, and Professional Studies

If a candidate is not satisfied with the decision of the SMSU School of Education, an appeal maybe 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 ~~made~~ 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 - Non-Clinical Experience Issues

Appeals not related to clinical experiences follow the established due process policies and procedures of Southwest Minnesota State University.

Appeals Related to Recommendation for Licensure

Appeals related to recommendation for licensure from Southwest Minnesota State University's Teacher Education Program should be brought initially to a committee composed of 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 person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or person's credentials. This appeals process is in accordance with MN Statute 122A.09.