# Table of Contents

A Few Words about Student Teaching .................................................................................................................. 4
Conceptual Framework for Student Teaching ........................................................................................................ 4
Student Learning Objectives .................................................................................................................................... 5
Preparing to Student Teach .................................................................................................................................... 6
  How to Apply for Student Teaching ......................................................................................................................... 6
Triad Seminar ............................................................................................................................................................ 6
International Student Teaching ................................................................................................................................... 7
The Role of the Teacher Candidate .......................................................................................................................... 7
  What to Do Before Reporting .................................................................................................................................... 7
  General Suggestions for Success ............................................................................................................................... 8
  Your First Week .......................................................................................................................................................... 9
Policies ......................................................................................................................................................................... 9
  Substituting ............................................................................................................................................................... 9
Dress and Appearance ................................................................................................................................................. 10
Confidentiality ............................................................................................................................................................. 10
Social Media ............................................................................................................................................................... 10
Attendance ................................................................................................................................................................... 11
Candidate Competencies in Technology Use ............................................................................................................ 12
Assignments ................................................................................................................................................................. 12
  Candidate Work Progress Reports ............................................................................................................................. 12
Teacher Candidate Lesson Planning Expectations ........................................................................................................ 13
Reflective Journal ........................................................................................................................................................ 14
Missouri Performance Teacher Assessment (MoPTA) ................................................................................................... 14
Missouri Educator Evaluation System (MEES) ........................................................................................................... 15
Professional Competency Profile ............................................................................................................................. 15
Grades .......................................................................................................................................................................... 16
  At Midterm: ............................................................................................................................................................. 16
  At Summative: .......................................................................................................................................................... 16
  Definition of Rating Descriptors .............................................................................................................................. 17

Revised December, 2017
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Policies and Procedures</td>
<td>18</td>
</tr>
<tr>
<td>Courtesy Placements</td>
<td>18</td>
</tr>
<tr>
<td>Termination</td>
<td>19</td>
</tr>
<tr>
<td>Suspension/Termination of Students from Clinical Settings</td>
<td>19</td>
</tr>
<tr>
<td>Steps for Removal</td>
<td>20</td>
</tr>
</tbody>
</table>
A Few Words about Student Teaching

Candidates -

Student teaching is the culminating experience in your preparation as a professional in the field of Education. It is an application and integration of all content and pedagogy courses, as well as all prior field experiences. This will be an intense experience, so it is important that you devote all your time and energy to this endeavor with minimal distractions. You will have an opportunity to develop professional relationships with your MT and building principal; their recommendations will provide important information to prospective employers. This experience will also provide an opportunity to grow professionally by re-assessing your commitment to teaching, your knowledge, skills, values, attitudes, and practicing continuous reflection.

On behalf of the faculty and staff of the College of Education and the Office of Field and Clinical Experiences we wish you a successful student teaching experience. Have a rewarding career!

Diana Rogers Adkinson, Ph.D., Dean
Brandy Hepler, M.A., Director
College of Education
Field & Clinical Experiences

Conceptual Framework for Student Teaching

The conceptual framework for student teaching at Southeast Missouri State University is based upon the Missouri Standards for the Preparation of Educators (MoSPE). Student teaching serves as the capstone of the teacher education program. The MoSPE standards can be viewed online at http://coe.umsl.edu/scope/mission/mospe/standards.html

The Teacher Education Program strives to prepare teachers to be competent professional Educators. Future teachers acquire knowledge of the human condition, world, and subject matter he or she teaches. Other courses enable students to acquire skills in the art and science of teaching and encourage them to continue as active learners. The preparation of teachers at Southeast Missouri State University is field-based
with a minimum of 225 hours of pre-student teaching experience in a school classroom with a properly certified and experienced teacher. Student teaching consists of a total of 16 weeks in the appropriate content area. When teacher candidates complete the education program, they have had ample time and experiences to become competent professional educators.

**Student Learning Objectives**

Student Learning Objectives are based on sixteen of the thirty-six indicators on the Missouri Educator Evaluation System (MEES) as mandated by the Missouri Department of Elementary and Secondary Education.

1. Demonstrate knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri

2. Demonstrate content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

3. Recognize diversity and the impact it has on education (i.e. student learning, research, etc.)

4. Recognize the components and organization of an effective curriculum, create aligned learning experiences, locate national and state standards, and align them to learning outcomes.

5. Demonstrate how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.

6. Demonstrate knowledge of research-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher-level thinking skills.

7. Use classroom management, motivation, engagement strategies and techniques to promote student interest and learning.

8. Demonstrate competence in managing time, space, transitions, and activities to create and effective learning environment.
9. Recognize and identify the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.

10. Describe the importance of and use effective verbal and nonverbal communication techniques.

11. Use a variety of formal and informal methods of assessments.

12. Design, and utilize pre and post-tests to identify prior knowledge and chart progress.

13. Can explain ethical and legal implications of confidentiality of student records; can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators.

14. Reflect on teaching practices to refine their own instructional process, in order to promote the growth and learning of students.

15. Participate in collaborative curriculum and staff development meetings and demonstrate the ability to collaborate with her/his mentor teacher and supervisor to establish relationships in the school, district, and community.

16. Work with the mentor teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

Preparing to Student Teach

How to Apply for Student Teaching

Refer to the following website for the Student Teaching Application Process:

http://www.semo.edu/studentteach/apply.html

Triad Seminar

Prior to the beginning of the semester, teacher candidates are required to attend a Triad Seminar. It is ideal to have the Mentor Teacher (MT) and supervisor (the triad) in attendance as well, but not required. In the seminar, each member of the triad will be updated on the co-teaching method of student teaching as well as
interrater reliability training with the Missouri Educator Evaluation System (MEES) and the Missouri Preservice Teacher Assessment (MoPTA) in an effort to keep all participants current in the expectations of student teaching and build inter-rater reliability. Here, you will meet your student teaching “team” and begin your professional relationships that will last for the entirety of the upcoming semester.

Please see http://www.semo.edu/pdf/stuteach-suggested-schedule.pdf for a guide to the 16 week semester. Here you will find a detailed list of your expectations and due dates. Keep this guide handy as it will assist you in keeping on track for the duration of the semester.

International Student Teaching

If you are traveling abroad for student teaching, your calendar for student teaching may differ from those solely in Missouri. You should be conversing regularly with the Director of Field and Clinical pertaining to dates and expectations. More information concerning international student teaching, including required paperwork, can be found at http://www.semo.edu/education/clinical-experiences/eagles-college.html

The Role of the Teacher Candidate

- Teacher candidates should utilize course work knowledge, the expertise of the MT, and classroom experience to gain knowledge and skills needed to teach. Teacher candidates can experience and evaluate various values and beliefs about the profession when they assume the role of a co-teacher with the MT.
- Teacher candidates are expected to be present during all duties such as playground observation, lunch supervision, study hall supervision, teachers' meetings, etc.
- Teacher candidates should exercise complete professionalism regarding any personal relationships with students, staff, and parents at all times, including after school hours.

What to Do Before Reporting

First impressions are important. Many school administrators hire teacher candidates in their building.
Having a teacher candidate in the classroom provides the administrator an opportunity to observe and determine if the teacher candidate merits consideration for future employment. The first impression may solidify or eliminate you as a candidate for a position. All communication should demonstrate professionalism, including oral or written documents.

General Suggestions for Success

Student teaching is the equivalent of a full-time job and should be treated as a professional work experience. The MT will expect full commitment. Outside employment may be difficult during this time. To maximize your experience as a teacher candidate:

- Develop a receptive attitude toward feedback from your MT and university supervisor. This feedback is essential for your growth as a professional.
- Keep communication lines open. Your MT and university supervisor are there to help you. Ask for their advice and suggestions.
- Most teacher candidate-MT relationships are warm and supportive. But if communication problems develop with your MT, talk to your supervisor immediately. Remember that supervisors view themselves as advocates for their teacher candidates.
- Take time to discuss performance expectations with your MT and university supervisor, especially at the start of the experience.
- Follow your MT's lead in the daily hours spent at school.
- Get to know support staff, including administrative assistants, custodians, and resource people such as school counselors and instructional media center directors.
- Ask your principal to observe your and/or to conduct a mock interview.
- Give yourself some quiet time at the end of each day after the students go home to reflect on the day's activities.
Your First Week

Be prompt and go immediately to your classroom duties daily. Your MT has been encouraged to help you get acquainted and oriented. They have been requested to provide a table or desk and a shelf or file drawer for you to use. If there is minimal physical space, make adaptations. Some classrooms or buildings will have ample accommodations and some will have less. MTs have been asked to let you observe for a day or two. Observation does not mean that you do not interact. It may mean you listen, observe, and make notes of students who have special needs, learn names of students, check spelling, math, or some formative assessments, review text books, etc. Your MT will indicate their expectations of your responsibilities on a weekly or daily basis in the classroom. Take the time to study the curriculum, plan, and gradually team teach, or assist, before you assume responsibility for a small part of the day. Your university supervisor will visit during the first week. He or she will visit with you and the MT to get acquainted and answer any questions you or the teacher may have.

Policies

Substituting

Due to liability issues, teacher candidates **may not be hired** as substitute teachers by the district where they are placed for student teaching during the duration of their placement. Teacher candidates are students of the university, and not employees of the district. Should a district wish to hire a candidate for an after-school position (e.g., coaching), the district should issue a contract to the candidate outlining the terms of that employment, designating that it will take place outside the parameters of the student teaching experience.

When the MT is scheduled to be out of the building, a paid substitute should be in the classroom with the candidate, or a certified staff member should be designated by the principal to lend assistance. Of course, in any extended absence (e.g., maternity or other long-term leave of the MT), it will be necessary for other arrangements to be made (e.g., placement of the candidate with a different teacher in the building or district, or change of placement for the candidate) through the Field and Clinical Office.
Dress and Appearance

Southeast Missouri State University expects candidates to be in compliance with the policies in the assigned school system. Their expectations primarily indicate the exercise of good taste and common sense. Teacher Candidates are expected to dress as professionals.

Confidentiality

Teacher candidates and university field supervisors are cautioned about the confidential nature of student records and the need to avoid public criticism of students, teachers, or other school personnel. Administrators may want to consider putting "teacher candidates" on their student record access list since it may be necessary for the teacher candidate to view records in order to plan instruction. Teacher candidates hold substitute teaching certificates and have more than the 60 hours which are required of substitutes makes it reasonable to allow them access.

Social Media

Teacher candidates are encouraged to exercise caution when sharing information, both pictorial and verbal, in social media of all kinds. Setting security to private is suggested. Hiring agencies review perspective employees social media presence. It is recommended teacher candidates make their public image as professional as possible in all settings.

Teacher Candidates should be aware of the Amy Hestir Student Protection Act, a state law that limits teacher-student interactions. Teacher candidates are not to post pictures or video of their students on social media and are not to embark in communications with students via social media. Teacher candidates should also be mindful of the written commentary they make public in social media concerning their student teaching placement.

Teacher candidates should remember they are professionals who are guests in the school and are to be respectful of their host. If you have concerns, they should be made to the supervisor and/or Director of Field and Clinical Experiences, not publicly in social media.
Attendance

Daily attendance at school, barring emergencies, is required. Report absence(s) to the school, the MT, and the university supervisor. If the teacher candidate starts their placement early, they are still expected to be in the classroom for the entire 16 week semester according to the university calendar. University supervisors will not begin supervising until the official start of the semester, therefore a teacher candidate’s time will officially start at that time.

Attendance is critical! Teacher candidates are expected to report regularly and on time every day for the entire assignment. The calendar of the host district will be followed, with the exception of university orientation, MoPTA work days, and required seminars of EF400. Failure to meet your daily obligations will adversely affect the final grade. Only in cases of serious illness or professional obligations, such as job interviews or professional development, are teacher candidates to be absent from their placements.

Excessive absenteeism will impact final grade! Candidates missing more than 5 total days may be required to make up additional absences at the end of the semester. Students will be provided an incomplete until all required days are made up.

Professional Development: All professional development pertaining to education is considered as an excused absence from field placements. The Regional Professional Development Center (RPDC) at Southeast Missouri State University offers professional development for teacher candidates FREE OF CHARGE. If teacher candidates choose to take advantage of this opportunity and attend one or more of these “classes.” Teacher candidates would, however, have to follow protocol by informing their MT and university supervisor at least a week in advance for each class and provide documentation as proof of attendance. Teacher candidates are encouraged to attend these with their MTs.

Vacations: There are no vacation or personal days during the student teaching semester other than those holidays recognized by the host district. Your attendance is required when host district is in session.
School Closings: It is important to contact the university supervisor and/or Director of Field and Clinical Experiences as soon as you are aware of this type of situation.

Snow Days: If the school is closed for snow or other minor issues, students are reminded they are to follow the school’s calendar. Students will not be penalized or expected to make up these days unless the number of days exceeds the minimum time required by DESE for student teaching.

Candidate Competencies in Technology Use

Through the EdVolution® initiative, Southeast Missouri State University has created a technology rich learning and teaching environment for education majors. Students have had access to technology as well as curricular expectations throughout their coursework centered on the latest technology innovations. The infusion of effective educational technology is encouraged and expected during student teaching.

Assignments

Candidate Work Progress Reports

The Work Progress Report serves two purposes: (1) it provides a record of time spent completing student teaching, which enables the University to justify granting course credit; and (2) it helps the Office of Certification maintain information which may be important towards certification requirements in other states. (Some states, for example, require statements of total hours spent in certain student teaching activities.) The progress report must be updated weekly. It should be signed by the university supervisor and MT at the end of the semester.

This form is available online on the field and clinical webpage with your evaluations and journal: http://cstl-coe.semo.edu/fieldexperiences/index.php, and must be kept up-to-date. You are asked to enter the amount of time you spend observing, participating, teaching, etc., each week of student teaching, to the nearest half hour, the amount of time in each of the activities listed on the page. For example, although the students are in class about 6 hours, you will arrive before that and may use some time at lunch and after school for planning
and/or you may assist with bus duty, or attend a school function which may include professional development activities. This could give you a total of more than forty hours per week. No certain amount over the minimum is required, however forms that show the minimum will be rare for those who have a successful teaching experience.

Items to be reported are:

- Observation: time engaged observing teaching
- Participation: time spent working with individual or small groups of students
- Actual teaching time: time spent conducting the full class
- Activities related to teaching: time utilized in activities such as: assemblies, grading, record keeping, etc.
- Preparation for teaching: time devoted to lesson planning and assembling materials for teaching
- Methods conferences: time devoted to conferencing with MT and/or supervisor

Teacher Candidate Lesson Planning Expectations

A teacher candidate should present the MT with all lesson plans (MoPTA model or the equivalent of) for the forthcoming week each Wednesday prior to the week the plans will be implemented for approval. This will allow for review and approval by the mentor teacher. This is for all lessons, not just those being officially observed. Once the plans are approved by the MT, the teacher candidate will then send an electronic copy of the lesson plans to the university supervisor no later than the Friday prior to the implementation of the plans at 11:59 p.m. This practice will continue until the MT and university supervisor agree the teacher candidate has demonstrated a level of competence without a negative impact on the quality of instruction in the classroom. At this point in time, a short daily lesson planning template, located at http://semo.edu/pdf/stuteach-lessonplans.pdf, can be utilized. The shorter daily lesson plan will also be turned in each Wednesday prior to the week the plans will be implemented for approval by the MT and to the university supervisor the Friday before implementation by 11:59 p.m. Failure to comply with lesson plan expectations will negatively impact your student teaching grade.
Reflective Journal

Teacher candidates will keep a reflective journal with entries at least once a week. Journal topics will be prompted by the supervisors each week on this site (which also contains your evaluations and Work Progress Report) http://cstl-coe.semo.edu/fieldexperiences/index.php. Supervisors will read and respond to these weekly. Items in the journal may include lessons which went especially well and what you think made the lesson a positive experience for the students; lessons which did not go well, and how you can improve them; how discipline problems were handled; and other items of reflection on your experience. If a specific prompt is provided by the Director of Field and Clinical Experiences or the university supervisor, please address that prompt as directed. Failure to comply with reflective journal expectations will negatively impact your student teaching grade.

Missouri Performance Teacher Assessment (MoPTA)

Students are required to complete the Missouri Performance Teacher Assessment (MoPTA) that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. The MoPTA is a series of four assessment tasks. The assessments will demonstrate performance in content coursework and clinical experience for teacher candidates. All assessments will contain a series of tasks requiring written commentary and submission of artifacts. The four task categories are:

1. Knowledge of Students and the Learning Environment
2. Assessment and Data Collection to Measure and Inform Student Learning
3. Designing Instruction for Student Learning
4. Implementing and Analyzing Instruction to Promote Student Learning

Task 1 will be graded internally by the university supervisors. Tasks 2, 3, and 4 will be graded externally by the testing company, ETS. All tasks must be completed outside the school day (candidates are NOT to work on these Tasks during the student teaching day) and turned in by the due dates. The university has embedded “MoPTA Workdays” to provide candidates ample time to work on the assigned MoPTA Tasks. If you fail a
You will have one opportunity to correct and resubmit by the resubmission deadline at cost. (All listed on the Moodle page and ETS website) Failure to pass the resubmission results in your inability to be certified and the passage of EF400. The cost of the MoPTA is $275. Resubmission is $75.

Missouri Educator Evaluation System (MEES)

You will be evaluated with the Missouri Educator Evaluation System (MEES) by both your mentor teacher and university supervisor (and possibly your building principal).

MTs and university supervisors will each complete seven evaluations of your teaching based on the sixteen indicators. A Level 2 is expected to meet expectations.

After each evaluation, the MT and university supervisor will, with the MEES document, have a meaningful conversation about the lesson. Here, you will discuss what went well and areas for improvement. Again, you are encouraged to respond to constructive criticism as a way to improve your professional practice.

Professional Competency Profile

At midterm, the university supervisor and MT will discuss your performance thus far and determine a midterm grade. After discussing this, your team will decide on a minimum of four goals to target the remainder of the semester, how you will obtain these goals, and what resources/support you will need. This will all be recorded on the supervisor’s MEES form which you have access to on the [http://cstl-coe.semo.edu/fieldexperiences/index.php](http://cstl-coe.semo.edu/fieldexperiences/index.php) site. This portion of the MEES is considered to be your Professional Competency Profile.

At the end of the semester, a summative assessment will be completed by the MT and university supervisor on the MEES form. A final grade will be determined at this time based on your total experience (journals, attendance, professionalism, indicators met, and other items that may have come into play during the semester). At this point, you will fill out the “Results” portion of the Professional Competency Profile.

It is recommended that you print the MEES form, in its entirety, at the end of the semester to keep for
your own records as well as to bring with you to interviews as documentation of your professional growth.

Grades

The basis for evaluation is quality and consistency of demonstration of the teaching competencies as reflected in the 16 indicators identified on the Missouri Educator Evaluation System (MEES). The following grading system will be used as a guideline:

At Midterm:

1. An "A" grade represents a superior level of competence in all areas and is viewed as representing an exceptional student teaching performance. It should be supported by ratings and comments. A student need not be perfect to receive an "A," but an "A" should represent top performance and notable effectiveness. All areas should be rated in either a 2 or 3 in at least of 11 of the 16 MEES standards with no ratings in the “0”, “N/K”, or “N/A” categories.

2. In order to receive a “B”, the teacher candidate must earn a rating of 2 or 3 in at least of 10 of the 16 MEES standards with no ratings in the “0”, “N/K”, or “N/A” categories. The "B" should be viewed as evidence of a strong level of competence.

3. In order to receive a “C”, the teacher candidate must earn a rating of 2 or 3 in at least of 7 of the 16 MEES standards with no ratings in the “0”, “N/K”, or “N/A” categories. A grade of "C" means that the experience is acceptable. However, the Director of Field and Clinical Experiences will come to the school to observe a lesson and assist in an improvement plan.

4. A teacher candidate will receive a “D” when they fail to meet the minimum standards for a “C”. The Director of Field and Clinical Experiences will come to the school to observe a lesson and assist in an improvement plan and/or removal from the placement as needed.

At Summative:

5. An "A" grade represents a superior level of competence in all areas and is viewed as
representing an exceptional student teaching performance. It should be supported by ratings and comments. A student need not be perfect to receive an "A," but an "A" should represent top performance and notable effectiveness. All areas should be rated in either a 2 or 3 in all columns on the summative evaluation form (MEES).

6. In order to receive a “B”, the teacher candidate must earn a rating of 2 or 3 in at least of 14 of the 16 MEES standards with no ratings in the “0”, “N/K”, or “N/A” categories. The "B" should be viewed as evidence of a strong level of competence.

7. In order to receive a “C”, the teacher candidate must earn a rating of 2 or 3 in at least of 12 of the 16 MEES standards with no ratings in the “0”, “N/K”, or “N/A” categories. A grade of "C" means that the experience is acceptable and does not have to be repeated to get credit for student teaching.

8. A teacher candidate will receive a “D” when they fail to meet the minimum standards for a “C”. In order to complete the Teacher Education requirements, the experience must be repeated. Students who earn lower than a “C” in any professional education course in two attempts will not be permitted to continue in the Teacher Education Program.

Definition of Rating Descriptors

- N/A - Not Attempted: The teacher candidate did not attempt the standard.
- N/K: The teacher candidate does not possess the necessary knowledge and cannot apply or demonstrate the performance
- 0: The teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance
- 1: The teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the emerging teacher level
• 2: The teacher candidate possesses the necessary knowledge and consistently and effectively
demonstrates the performance at the emerging teacher level

• 3: The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate
consistency at the (3) Level

Other Policies and Procedures

Courtesy Placements

In general, all students will be expected to do student teaching in Southeast Missouri or in sites within
reasonable driving distance for university supervisors. However, in hardship situations, candidates may be
considered for an out-of-region placement.

Students who wish to be considered for placement outside the area must fill out a request form provided
by the Field and Clinical Experiences Office in Scully 308 within two (2) weeks of the beginning of the
semester immediately preceding the student teaching semester.

Students will be considered for teaching outside the university service area if:

a. The candidate is married before the student teaching semester begins and the spouse is required to live
outside the area for employment, or military commitment.

b. A hardship exists due to a serious, long-term illness of a member of the immediate family which would
require the candidate to relocate immediately.

c. Another documented hardship exists as determined by the Director of Field and Clinical Experiences.

If a candidate is deemed to qualify under the above terms, the Field and Clinical Experiences Office must
have assurance that another university in the requested area will be willing to place and supervise the student in
a manner which meets Southeast Missouri State University’s requirements. If the university that is to provide
the supervision is not accredited, the placement may be denied.
The Director of Field and Clinical Experiences will determine if a candidate meets the requirements for student teaching outside the region. Exceptions or appeals can be made to a committee made up of the Director of Field and Clinical Experiences and the Chairs of the Department of Middle and Secondary Education and the Department of Elementary, Early, and Special Education. Students must be able to assure that the need is valid and that all requirements are met. The committee will not rule on other issues of placement not covered under those regulations.

Approved students must pay a non-refundable fee of $200.00 to the Office of Field and Clinical Experiences to cover costs related to the additional time related to coordinating out-of-area placements. The Field and Clinical Experiences Office will begin the placement process on the candidate’s behalf once this fee is received. Additionally, any fees over and above the normal amounts that would be paid on the candidate’s behalf for an in-area placement for MT stipends, field supervisor salaries, and mileage reimbursement for these personnel will be the responsibility of the teacher candidate. Any additional fees related to the placement will follow the cooperating district’s refund policy if the placement is canceled.

All formative, summative and disposition MEES forms used by the College of Education must be used by the MT and courtesy supervisor. In addition, the same criteria to serve as MTs and supervisors that are required by Southeast Missouri State University will be met.

Termination

Suspension/Termination of Students from Clinical Settings

The Director of Field and Clinical Experiences is given the authority to suspend students from the clinical setting for the causes set out herein. Actions shall be taken when, in the judgment of the Director, the best interests of the university and the cooperating clinical site will be served by immediate suspension of the student from the clinical experience.
Steps for Removal

1. Meeting with district personnel regarding request for termination of placement.

2. Meeting with Director, Supervisor, and department chair regarding university support of termination at the site, if yes, then appeal notice provide, if no- Director will work to secure a new site.

3. Appeal to Dean. A meeting with the Dean, Director, Supervisor, Student to share the reasons for termination and allow the student to contest permanent removal from the teacher education program. Students may be provided an opportunity to request to repeat student teaching in a future semester. If the appeal is granted a plan of correction may also be expected. If the appeal is denied the student will be terminated from the teacher education program.

Students in a clinical setting may be suspended from a placement in a private or public setting for one or more of the following causes:

- Violation of state laws.
- Violation of University policies, regulations or directives.
- Violation of policies, regulations, or directives of the party providing the clinical experience.
- Physical or mental conditions making the teacher candidate unfit to instruct or associate with clients, patients, children, or youth.
- Immoral conduct or unethical behavior.
- Incompetence, inefficiency, insubordination, or other performance deficiencies while assuming the duties involved in the clinical experience.
- Excessive or unreasonable absence from attendance in the clinical setting.
- Charges or conviction of a felony or crime involving moral turpitude.
- Charges or conviction of child abuse or neglect.
- Failure to maintain academic standards or progress required for graduation.
• Any cause which would prevent licensing (or suspension of license) in the profession for which the
  student is preparing.

  Schools reserve the right to refuse assignment of any student and the right to terminate a teacher
candidate's placement. An informal hearing including consultation with the Director of Field and Clinical
Experiences, the University supervisor, the teacher candidate, and a representative of the school will occur.
Causes for termination may include consistent unprofessionalism, breaches of school district policy, illegal
activity on the part of the teacher candidate, inability to perform duties required of a teacher candidate,
escorting or being escorted by pupils from the schools in which they are student teaching, etc.

  After termination, a hearing will be held, if requested in writing by the student, to determine the
appropriateness of placement in another district the following semester. This appeal may be denied. A teacher
candidate who leaves an assignment before the ending date without consultation and approval of the Director of
Field and Clinical Experiences will be dropped pending an appeal process. If grades must be posted prior to
rendering a final decision, a grade of “Incomplete (I)” will be assigned until a final decision is made.

  Further policies and procedures may be adopted by the university at any time that may impact the
removal of teacher candidates from their assignments.