



## **Teacher Education Unit (TEU) Policy Manual**

The Teacher Education Unit (TEU) is an interdisciplinary body comprising faculty in unit programs, administrators, candidates, and stakeholders from the College of Education and Health Sciences, the College of Business, the College of Arts and Sciences, and the surrounding community.

The Teacher Education Unit develops and monitors requirements and policies for Teacher Education programs across the university. Minot State University's Teacher Education programs emphasize the role of the teacher as a reflective decision-maker through a conceptual model that stresses action, reflection, and knowledge (ARK).

All undergraduate Teacher Education programs lead to the Bachelor of Science in Education degree (B.S.Ed.). Individuals seeking post-baccalaureate licensure complete requirements equivalent to the B.S.Ed. Depending on a candidate's field of emphasis, graduate Teacher Education programs lead to the Master of Education degree or the Master of Science in Special Education degree. The related areas of School Psychology and Communication Disorders that prepare other school personnel also are part of the unit. All Teacher Education programs meet NCATE/CAEP, state, national, and other appropriate university and program accreditation requirements.

## **SECTION 1: THE TEACHER EDUCATION UNIT HEAD**

The Teacher Education Unit Head is appointed by the Vice President for Academic Affairs (VPAA) at Minot State University in consultation with the two representative bodies: the Teacher Education Administrative Council (TEAC) and the Program and Policy Committee (P & P). The Teacher Education Unit Head has responsibility for the development and approval of policies and procedures through the two representative bodies: the Teacher Education Administrative Council (TEAC) and the Program and Policy Committee (P & P). The Teacher Education Unit Head also works in consultation with the Teacher Education Stakeholders Advisory Council.

### Teacher Education Unit Head Duties

- Facilitate and implement the educational, research, and service programs within the unit
- Provide leadership for quality academic programs
- Develop and implement unit level strategic plan
- Develop, promote, and maintain partnerships with local, regional, and international constituencies
- Represent the unit within the university, community organizations, state agencies, and national organizations as appropriate
- Effectively organize and utilize the human, financial, and physical resources
- Implement human resource development procedures
- Communicate the vision, mission, and accomplishments of the unit with both internal and external constituents
- Support the vision of the university and the North Dakota University System
- Oversee and lead accreditation efforts for the Council for the Accreditation of Educator Preparation (CAEP).
- Oversee and lead program approval efforts for state approval through the Education Standards and Practices Board (ESPB)
- Ensure required annual reporting is completed for various entities, including CAEP, ESPB, and the university, among others
- Monitor yearly assessment plans
- Oversee the Teacher Advisement and Field Placement (TAFP) office and budget
- Chair TEAC

## **SECTION 2: TEACHER EDUCATION ADMINISTRATIVE COUNCIL (TEAC)**

### Composition (modified 7/29/2019 by TEAC)

- The Teacher Education Unit Head (chair of TEAC)
- A department/division chair from the College of Arts and Sciences appointed by the VPAA in consultation with the Teacher Education Unit Head
- A department/division chair from the College of Business appointed by the VPAA in consultation with the Teacher Education Unit Head
- An MSU administrator appointed by the VPAA in consultation with the Teacher Education Unit Head
- Chair of the Department of Teacher Education and Kinesiology
- Chair of the Department of Special Education
  - Director of Teacher Advisement and Field Placement
  - Co-chair of Program and Policy committee

### Term of Appointment

The term of appointment is continuous.

### Duties

- Review and approve undergraduate and graduate teacher education policies and procedures in consultation with P & P and Graduate Council
- Enforce undergraduate admission and retention requirements
- Serve as the appeals board for undergraduate and graduate candidates who seek waivers for admission or retention requirements
- Approve program and curriculum proposals and any changes in graduation requirements from all undergraduate and graduate Teacher Education programs before submitting them for other university approval procedures (Motions regarding program and coursework proposals normally receive one reading).
- Monitor candidate progress in undergraduate and graduate Teacher Education programs

- Monitor and evaluate the operation and scope of the Teacher Education Unit-
  - Undergraduate Programs
    - TEAC maintains on file the State Program Approval Procedures containing the state standards for each Teacher Education program.
    - TEAC informs the Department/Division chairs of modifications in the state program requirements.
    - Department/Division chairs disseminate this information to the Teacher Education faculty in their department/divisions.
    - Compilations of Teacher Education data reported to the TK20 database by faculty and others during the Summer/Fall/Spring semesters will be given to Chairs and Program Coordinators prior to Minot State University's Assessment Day.
    - Program coordinators, with assistance from faculty in the programs, will author and submit a program assessment report using TK20 and other data. Reports will be submitted to department chairs and the VPAA two weeks after the university's Fall Assessment Day. All TE programs will submit an assessment report that illustrates how well candidates have performed on the standards and objectives for program completion, state licensure in that content area, and faculty reflection on the data for program improvement.
    - TEAC oversees at least one TEU Stakeholder Advisory Council retreat each year at which program assessment data is evaluated and disseminated to all participants and Stakeholder suggestions for program improvement is gathered.
  - Graduate Programs
    - Teacher Education Graduate Program directors and faculty evaluate the teacher education graduate programs and related programs with respect to state standards and/or professional guidelines and submit a report to the state, the appropriate Specialized Professional Associations (SPA) or to CAEP as required for accreditation review. Additional details on assessment expectations for graduate programs appear in Section 10.
    - Graduate Assessment Reports are generated in the program area using program objectives and candidate performance data from Summer/Fall/Spring semesters each year. Each Graduate Program which is part of the TEU (see Section 10) will submit their Graduate Assessment Report, including their reflections on the data, to the department chair and the Vice President for Academic Affairs, two weeks following the university-wide Fall assessment day.
    - For the Master of Education program only: Compilations of Master of Education Core data reported to the TK20 database by faculty during

Summer/Fall/Spring semesters will be sent to the chair and M.Ed. Program Coordinator prior to the Fall assessment day.

- For the Master of Education program only: Program areas providing concentrations in the M.Ed. will also submit a Concentration-area Addendum to the M.Ed. Core Assessment Report each year on the same timeline as the M.Ed. Core report. The program area generates the concentration report in the same action-plan format. It illustrates how well candidates have performed on the objectives for the concentration, and faculty reflection on the data for program improvement in the concentration.
- TEAC oversees two TEU Stakeholder Advisory Council retreats each year at which program assessment data is evaluated and disseminated to all participants and stakeholder suggestions for program improvement is gathered.

#### Meeting Procedure (modified 5/3/2019 by TEAC)

The chair calls the meeting to order when a quorum (four of seven members, not including the TEAC chair) has been reached. Only TEAC members may cast votes. The TEAC chair will vote only when there is tie. Absent members may submit a vote by written ballot to the Chair of TEAC prior to a meeting. Proxy voting is not permitted. Occasionally TEAC may circulate through e-mail information on items needing immediate resolution. TEAC members may vote through e-mail under these circumstances.

#### Program and Coursework Approval

All program and coursework changes must be approved by TEAC before they are submitted to other university approval procedures.

Generally, TEAC receives program and coursework proposals from department/divisions involved in undergraduate and graduate teacher education. Motions regarding program and coursework proposals normally receive one reading.

## **SECTION 3: PROGRAM AND POLICY COMMITTEE (P & P)**

### Composition

- Co-chairs: Chair, Department of Teacher Education and Human Performance & elected representative from a secondary or K-12 Teacher Education program
- The Director of Advisement and Field Placement
- One representative from each academic department/division offering a methods course or requiring school-related clinical practice.
- Graduate program directors and/or their representatives are invited to attend at least one meeting each semester to discuss graduate program policies.

### Terms of Appointment

To be eligible to serve on the P & P committee, that faculty must have teaching responsibility for Teacher Education coursework and/or supervisory responsibility for student teachers. Faculty representatives are selected by and serve at the discretion of their representative departments/divisions. (Amended by TEAC on 9/18/2020)

The secondary and K-12 members of P and P will elect the co-chair for a three-year term.

### Duties

- Monitor the operation and scope of the Teacher Education Unit.
- Recommend policies and procedures on teacher education issues to TEAC. All recommendations must be approved by TEAC.

### Meeting Policy and Procedure

Agenda items may be generated by the P & P committee itself or in response to requests from TEAC, other departments, or the Teacher Education Stakeholders Advisory Committee.

In P & P committee meetings, a quorum is one more person than half the present membership. If a member is unable to attend, he/she may send a voting proxy. Motions are passed by a simple majority vote of members present at a meeting.

The P & P committee meets monthly during the regular university terms. Co-chairs may schedule additional meetings as needed. At least one of these meetings every semester will include graduate program directors and/or their representatives.

## **SECTION 4: TEACHER EDUCATION STAKEHOLDERS ADVISORY COUNCIL**

### Composition

- Two Elementary Education Candidate Representatives
- Two Secondary Education Candidate Representatives
- Two K-12 Teacher Education Candidate Representatives
- Two Elementary Education Alumni Representatives
- Two Secondary Education Alumni Representatives
- Two K-12 Alumni Representatives
- Two Elementary Education Cooperating Teachers
- Two Secondary Education Cooperating Teachers
- Two K-12 Cooperating Teachers
- Two Elementary School Administrators
- Two Secondary School Administrators
- One Representative of the Minot Public School Board or Central Office Administrator
- One Representative from the Mid-Dakota Education Cooperative
- One Representative from an area school board
- One Representative from a community practicum/internship site
- Co-chairs of the P & P Committee (ex-officio chairs)
- Director of Advisement and Field Placement (ex-officio)

### Term of Appointment

The Program and Policy Committee will solicit and select Teacher Education Stakeholder Advisory Council members. There is no term limit for members as long as they continue to hold the role that they are representing.

### Duties

- Advise TEU of program strengths and weaknesses
- Collaborate with TEU in policy discussions
- Provide advice on the delivery and effectiveness of the Teacher Education Program field placements
- Assist in communicating Teacher Education policies and procedures to all stakeholders

## **SECTION 5: TEACHER EDUCATION GRADUATE PROGRAM DIRECTORS**

Graduate program directors, in concert with the graduate faculty of their respective programs, formulate requirements for graduate degrees within the framework of the Graduate Council, the Teacher Education Administrative Council, Minot State University policy, and State Board of Higher Education policies. These include admittance, retention, and degree completion requirements. The M. Ed. Advisory Committee performs these same functions for the Masters of Education Degree.

### Teacher Education Graduate and Related Programs

- Teacher Education Graduate Programs
  - Master of Education
  - Master of Science in Special Education
  
- Related Programs
  - Education Specialist in School Psychology
  - Master of Science in Communication Disorders

### Duties

Each department (graduate program director/chair and graduate faculty) is responsible for continual evaluation, adjustment, and improvement of existing teacher education graduate or related programs. The M. Ed. Advisory Committee is responsible for continual evaluation, adjustment, and improvement of the Masters of Education program. The M. Ed. Advisory Committee is chaired by the Chair of the Department of Teacher Education and includes representatives from each department/area with an approved concentration: Cognitive Science; Business Education; English; Special Education; Art; and Reading.

Graduate program directors and/or their representatives from those programs that serve educators and report for NCATE/CAEP accreditation must meet as a unit with the Program and Policy Committee at least once every semester.

## SECTION 6: TEACHER EDUCATION FACULTY

### Composition

- Undergraduate Faculty consists of
  - All faculty who deliver course work from the Teacher Education Professional Sequence
  - All faculty who deliver teacher education methods courses
  - All faculty who have supervisory responsibility over student teachers
  - All faculty who advise teacher candidates
  
- Graduate Faculty consists of
  - All faculty holding graduate faculty status who teach in a graduate teacher education or related program
  - All faculty who advise graduate teacher education candidates.

### Duties

- Undergraduate and Graduate Teacher Education faculty are expected to employ the organizing theme “Teacher as Reflective Decision Maker” in their dispositions and coursework and to implement this theme through the conceptual model, ARK (Action, Reflection, and Knowledge). The ARK conceptual model is applied explicitly through the ten InTASC standards for initial programs or the respective advanced program area standards.
  - The ARK logo should appear on all syllabi for the Professional Education Sequence, teachers’ methods courses, and graduate Teacher Education syllabi.
  - Syllabi should state the InTASC or the appropriate graduate program goals covered in the course.
  - Syllabi should reference those components of ARK incorporated into the course.
  - Faculty should collect data for each candidate with a focus on performance assessments relative to the standards covered in the course.
  
- Undergraduate and graduate faculty are expected to submit assessment data in TK20 as required by the TEU within one week of the end of each semester in which that designated assessment is given.
- Undergraduate and graduate faculty are expected to model best professional practices in teaching.
- Undergraduate and graduate faculty are expected to model best professional practices in scholarship.
- Undergraduate and graduate faculty are expected to model best professional practices in service.
- Undergraduate and graduate faculty or faculty representatives are expected to participate in TEAC-sponsored retreats.

## SECTION 7: UNDERGRADUATE TEACHER EDUCATION CANDIDATES

### Composition

- All students who have declared B.S.Ed. majors

### Admission Procedures for Teacher Education

To receive admission into the Teacher Education program, candidates must meet admission requirements as published in the University Catalog. Procedures are as follows:

- Candidates declare their candidacy for admission into Teacher Education through TK20 (ordinarily this occurs in the second year after having completed ED 260L)
- Candidates meet established minimum standards before admission
  - Minimal grade point averages
    - General Education Communications (2.5 minimum; no grade below a C)
    - Major (2.5 minimum) and meet department requirements
    - Cumulative GPA (2.75 minimum)
  - ED 260L or equivalent
  - Background Check
  - Passing the Praxis I – Core Academic Skills for Educators - defined as:
    - (1) meeting the passing score of 156 for Core Academic Skills for Educators: Reading (5712), meeting the passing score of 160 for Core Academic Skills for Educators: Writing (5722), and meeting the passing score of 150 for Core Academic Skills for Educators: Mathematics (5732)
    - or
    - (2) meeting a composite score of 466 with no score being below the minimum set for each test; test minimums: 149 for Core Academic Skills for Educators: Reading (5712), 153 for Core Academic Skills for Educators: Writing (5722), and 143 for Core Academic Skills for Educators: Mathematics (5732) (updated 8/5/2018, new passing scores required by ESPB beginning 9/1/2018)
- Chairs of department/divisions recommend candidate admission to TEAC
- TEAC will grant or deny admittance to Teacher Education prior to registration for the following semester. After admittance to Teacher Education, the candidate may register for restricted education courses provided all other prerequisites are met.
- If a student does not meet the 2.75 cumulative GPA for admission, they may:
  1. Be admitted to teacher education if they have earned a 3.0 GPA on the previous 45 semester hours of course work. The student must write a letter of appeal to TEAC to use this policy.
  2. Calculate the cumulative GPA using only those courses which lead to the B.S.Ed. (general education, professional education sequence, major courses); the resulting GPA must be 2.75. The student must provide a list of courses to TEAC that were used to calculate the GPA in this manner.

- If a student needs to take a course which requires admission, but has yet to gain admission to teacher education, they must appeal to TEAC. That process involves writing a letter to TEAC asking for permission to take the restricted course by name, the reason(s) why he/she is not admitted, the plan to be admitted, and any accompanying documentation. The student's advisor may also write a letter of support.

Candidates who possess a non-teaching baccalaureate degree who are returning to college to earn a teacher certificate must meet current MSU requirements for admission into Teacher Education.

### Teacher Education Coursework (Professional Sequence)

Candidates enrolled in secondary and K-12 teacher education programs will complete the following courses as part of the requirements necessary to recommend for graduation:

ED 260	(2 credits)	Educational Psychology
ED 260L	(0 credits)	Clinical I
ED 282	(2 credits)	Managing the Learning Environment
ED 282L	(.5 credits)	Clinical II
ED 284	(2 credits)	Teaching Diverse Learners
ED 284L	(.5 credits)	Clinical III
ED 320	(2 credits)	Curriculum, Planning, and Assessment
ED 321L	(.5 credits)	Clinical IV
ED 322	(2 credits)	Curriculum, Planning, and Assessment II
ED 323L	(.5 credits)	Clinical V
ED 324L	(0 credits)	Fall Experience
ED 380	(2 credits)	Technology in Teaching
ED 491/492	(4-16 credits)	Student Teaching
ED 493/494	(4-16 credits)	Student Teaching
ED 482/83/84	(2 credits)	Student Teaching Seminar
-390/391	(various)	Discipline Methods Courses
SPED 110	(3 credits)	Introduction to Exceptional Children
SS 283	(3 credits)	Ethnic and Cultural Diversity in America
PSY 252, 255	(3 credits)	Child and Adolescent Psychology
Or 352		

On being formally accepted into the Teacher Education program by TEAC, candidates may enroll in restricted courses. Restricted courses are as follows:

- ED 322, ELED 352
- All methods courses, specifically ART 390; BIT 385; BIT 391; CSCI 391; ENGL 390; KIN 340; KIN 341; KIN 391; MATH 391; MATH 393; MUS 301; MUS 384; MUS 390; MUS 391; MUS 392; MUS 397; SCI 391; SCI 426; SPED 340; SPED 402; SPED 404; SPED 406; SPED 408; SPED 433; SPED 441; SPED 442; SPED 444; SS 391, SS 398, ELED 421, ELED 422, ELED 423, ELED 424.

Clinical Course Policy (this section titled “Clinical Course Policy” was adopted by TEAC on 5/4/2018, updated on 5/12/2019)

- 1) Every teacher candidate is required to complete six clinicals in addition to practicum and student teaching. Those six clinicals are: ED 260L, ED 282L, ED 284L, ED 321L, ED 323L, ED 324L. Students who transfer to Minot State University might transfer in one or more clinical experiences that could be substituted or equated for one of the clinicals listed.
- 2) Teacher candidates will not be placed in a P-12 classroom or other activity involving P-12 children (for ED 284L), nor be allowed to begin accruing hours in a clinical setting, until:
  - The candidate has certified that a successful background check has been completed. Students recently completing a background check for employment in schools or other jobs in the community are able to signify they have completed a successful background check.
  - The candidate has certified that s/he has read and understands the Social Media Policy (Appendix A), the Model Code of Ethics for Educators (Appendix B), and the Confidentiality Agreement (Appendix C).
- 3) Each clinical experience requires a paper from the student and successful completion of the required hours.
- 4) The clinicals are graded using an “S” or a “U.”
- 5) Students will receive a “U” in a clinical for one of the following reasons:
  - a) Hours not finished
  - b) Paper not turned in
  - c) Paper unacceptable
  - d) Request for removal from cooperating teacher
  - e) Negative Comments/Concerns from cooperating teacher
- 6) Possible solutions to receiving a “U” in a clinical course include:
  - a) Change grade after correction of problems
  - b) Re-register for the course and complete only those parts that were unsatisfactory in order to receive an “S” in the subsequent semester
  - c) Repeat the entire clinical course during the next semester and complete it with a satisfactory grade (“S”).
  - d) TEAC or other intervention
- 7) Candidates who receive a “U” are required to repeat the clinical course (5.b and 5.c above) during the next semester and complete it with an “S” or satisfactory grade. A candidate repeating a clinical may take no more than two clinical courses in one semester. If the student needs to take more than two clinical courses in this semester but are prohibited from doing so because of this policy, the student may appeal to TEAC, following the procedures for appeal in Section Seven of the Teacher Education Unit Manual, listed under the heading “Appeals.”
- 8) A candidate who does not complete the sequence of clinical courses with satisfactory grades will not advance to student teaching.
- 9) A student who received a “U” always has the right to appeal that grade using the institution’s grade appeal policy. The grade appeal process is as follows.
  - a) If a candidate believes that a grade has been incorrectly issued, he or she should confer with the instructor who issued the grade within sixteen weeks of the original posting of the grade (if the instructor is unavailable, the candidate should confer with the chair of the Education unit). Following the candidate-faculty conference, the instructor shall advise the candidate of the outcome of the course grade review (this may involve a

recommendation for remediation on the candidate's part) and shall process a grade change if appropriate.

- b) If a candidate still considers the grade to be incorrect, he or she may formally appeal the grade to the Teacher Education Administrative Council (TEAC) within fourteen days following the candidate-faculty conference. Following the candidate-TEAC conference, the chair of TEAC shall advise the candidate of the outcome of the course grade review (this may involve a recommendation for remediation on the candidate's part) and shall process a grade change if appropriate.
- c) If a candidate is still dissatisfied, he or she may request that the case be reviewed at a hearing by the MSU Student Rights Committee. The formal request for the hearing must be received by the Registrar within fourteen days after the candidate-TEAC conference and show documentation of both the candidate-faculty and candidate-TEAC conferences. The Student Rights Committee's decision is considered final.

### Retention

TEAC monitors the progress of candidates enrolled in Teacher Education. A candidate who does not maintain the minimal standards established by TEAC will not be retained. To meet minimum standards for retention, candidates must meet the following criteria:

- Maintain an overall cumulative GPA of 2.75
- Maintain a minimum GPA of 2.50 in the teaching major(s) and minor(s)
- Receive no grade lower than a "C" in any course restricted to those admitted to Teacher Education.
- Meet any additional departmental/division requirements. Candidates are expected to check with their advisors concerning any additional requirements. A candidate who receives a grade below a "C" in a non-restricted Teacher Education core course must retake the course and obtain a grade of no less than a "C" before student teaching.
- Demonstrate the dispositions of a good teacher by demonstrating respect, communication & collaboration, commitment to complexity of content, commitment to student learning, reflection, and responsibility.
- Maintain continuous enrollment. Candidates who are not enrolled at the university for more than two consecutive semesters (excluding summer semesters) will be dropped from the Teacher Education program and must be readmitted before proceeding with any restricted Teacher Education core coursework.

Candidates who fail to meet minimum criteria for retention in Teacher Education will be placed on probation for one semester. During that time, they are expected to consult with their advisors to remedy the causes of their probation. TEAC will send a letter to the candidate (with a copy to the department/division chair and candidate's advisor) stating that any deficiencies must be removed during the current semester of study in order to continue study in the Teacher Education program. During the probationary semester, candidates will not be allowed to take any professional education coursework (except a retake of a restricted course). Following the probationary semester, TEAC will review the candidate's status. This review will include, but not be limited to, the candidate's grade point average, dispositions, faculty recommendations,

and previous probation history. Following the review, TEAC may change the candidate's status to fully admitted or drop the candidate from the program. The candidate will be informed of the decision within seven days of the decision. A candidate dropped from Teacher Education will be dropped from any restricted Teacher Education program course. Candidates on probation are also ineligible to apply for student teaching.

Inappropriate Dispositions (this section titled "Inappropriate Dispositions" was adopted by TEAC on 5/4/2018)

- a. When a teacher candidate engages in behavior that is unbecoming a professional educator, the most directly-involved Minot State University (MSU) faculty member will complete an inappropriate dispositions report (report).  
([http://www.minotstateu.edu/teu/documents/paperwork/inappropriate\\_dispositions.pdf](http://www.minotstateu.edu/teu/documents/paperwork/inappropriate_dispositions.pdf))

- b. The faculty member will indicate on the report whether it is a level 1 (requiring a meeting with the candidate's advisor and/or department representative) or a level 2 (requiring an immediate decision by the Teacher Education Administrative Council (TEAC)). While determining what constitutes a level 1 or a level 2 behavior is left to the discretion of the faculty member, some examples of level 1 and level 2 behaviors are:

Level One: inconsistent attendance in class or clinical placements, minor confidentiality breaches, plagiarism or other instances of dishonesty (depending on severity), unprofessional comments in person or on social media (depending on severity), inadequate or unprofessional communication with a cooperating teacher

Level Two: major confidentiality breaches, conviction of a crime, plagiarism or other instances of dishonesty (depending on severity), unprofessional comments in person or on social media (depending on severity), appearing in class or at a clinical placement under the influence of drugs or alcohol

- c. Upon completion of the report, the faculty member will provide copies to the candidate, the candidate's advisor, the candidate's department chair, the director of the Teacher Advisement and Field Placement office, the head of the Teacher Education Unit (TEU), and the unit's administrative assistant. Copies of the report will be provided to these individuals for both level 1 and level 2 behaviors.
- d. Level 1 Behaviors
  - i. Upon receipt of a level 1 report, the TEU's administrative assistant will begin a file for that teacher candidate (if not already started).
  - ii. The advisor and department chair will meet with the teacher candidate as indicated on the report. The advisor and department chair will meet with the teacher candidate for every level 1 report. The advisor and department chair

- will document results of the conversation at the bottom of the report and send the report to the TEU's administrative assistant.
- iii. Upon receipt of the third inappropriate disposition report for the same teacher candidate, the TEU's administrative assistant will place the student on the agenda for the next scheduled TEAC meeting. The student will appear in person to respond to the reports.
  - iv. The head of the TEU will contact the student to explain the TEAC process, provide meeting time and place, and answer questions. As needed, the head of the TEU will visit with the candidate's advisor and department chair to gather information to present to TEAC.
- e. Level 2 Behaviors
- i. Upon receipt of the level 2 report, the TEU's administrative assistant will begin a file for the teacher candidate (if not already started).
  - ii. The TEU's administrative assistant will place the student on the agenda for the next scheduled TEAC meeting. The student will appear in person to respond to the report.
  - iii. The head of the TEU will contact the student to explain the TEAC process, provide meeting time and place, and answer questions.
- f. TEAC
- i. TEAC will meet with a teacher candidate after the third level 1 report and/or after the first level 2 report has been filed.
  - ii. TEAC reserves full discretion to determine the most appropriate course of action for students who appear before the council in response to this policy. Actions TEAC could utilize include (but are not limited to): a verbal reprimand, close monitoring of candidate, removal from teacher education, a placement on probation in teacher education, extra/additional coursework/clinical experience, extended clinical placement, another appearance before TEAC at a future time.
  - iii. Within seven days of the TEAC meeting, the candidate will be notified in writing of the decision of TEAC (already provided verbally to candidate at the meeting).
  - iv. TEAC will not discuss inappropriate dispositions of a candidate nor take action regarding inappropriate dispositions unless a report has been completed and filed according to this policy.
  - v. Candidates have the right to appeal a decision of TEAC. Appeal guidelines and processes are delineated in section seven of the Teacher Education Unit Manual, under the heading "Appeals."
- g. P-12 Clinical Faculty (Cooperating Teachers)
- i. When a P-12 cooperating teacher (teacher) contacts an MSU faculty member (faculty member) regarding a candidate's behavior unbecoming a professional educator, the faculty member will immediately notify the director of the Office of Teacher Advisement and Field Placement (director). If the teacher contacts the director directly, the director will follow g.ii, g.iii, and g.iv independently.
  - ii. If the teacher requests immediate removal of candidate from the clinical placement, the director will notify the candidate immediately and the placement

will be terminated. In such a case, a level 2 report must be completed and filed as indicated above.

- iii. If the cooperating teacher does not ask for immediate removal from the clinical placement, the director and the MSU faculty member will determine if the inappropriate disposition is a level 1 behavior, a level 2 behavior, or not significant enough to rise to either level. If the behavior is not significant, the director will document the situation in case the behavior continues and would at some future point rise to a level 1 or level 2 (and require a report).
- iv. If it is determined to be a level 1 or level 2 behavior, either the MSU faculty member or the director will complete a report and follow the procedure above as delineated in sections c, d, e, and f of this policy. If a student is removed from a clinical site according to g.ii above, an inappropriate dispositions report is required from either the faculty member or the director.

## Appeals

A candidate may appeal to TEAC for a hearing after

- a) TEAC has made a decision regarding an inappropriate dispositions report,
- b) a student is denied admission to teacher education,
- c) a teacher-candidate is placed on probation,
- d) a teacher-candidate is removed from teacher education, or
- e) a decision is made by TEAC which negatively affects a teacher-candidate and his/her progress towards completion.

The appeals process will be followed as outlined below:

1. The teacher-candidate must submit a written appeal to the Head of the Teacher Education Unit and the unit's administrative assistant within fourteen days of receiving notice of the action.
2. The teacher-candidate must appear before TEAC at their next scheduled meeting to present evidence and answer questions.
3. TEAC will deliberate and present their decision to the teacher-candidate at this meeting.
4. Within seven days of the meeting, the teacher-candidate will receive a letter which states TEAC's decision regarding the appeal. This letter contains the same information as given to the teacher-candidate in #3.

## Praxis II

All candidates in core areas must demonstrate satisfactory basic content knowledge in their major as indicated by their Praxis II test(s) scores.

Candidates must attempt the Praxis II and PLT tests to obtain a degree, but will need to pass the exams in order to be licensed in the state of North Dakota. Candidates must submit both their overall pass score and categorical breakdown of scores to the office of the Head of the Teacher Education Unit.

Test	Test	Minimum
<u>Test Name</u>	<u>Number</u>	<u>Score</u>
PLT Elementary (Early Childhood)	5621	157
PLT Elementary (K-6)	5622	160
PLT Middle School (5-9)	5623	160
PLT Secondary (7-12)	5624	157
Art: Content Knowledge	5134	158
Biology: Content Knowledge	5235	153
Business Education: Content Knowledge	5101	154
Composite Science	5435	150
(Drama) Theatre	5641	132
Early Childhood Education	5025	156
Earth and Space Sciences: Content Knowledge	5571	149
Elementary Education: Curriculum, Instruction and Assessment	5017	153
English Language Arts: Content Knowledge	5038	167
World and US History: Content Knowledge	5941	151
Mathematics: Content Knowledge	5161	160
Middle School English Language Arts	5047	164
Middle School Mathematics	5169	165
Middle School Science	5440	150
Middle School Social Studies	5089	152
Music: Content Knowledge	5113	149
Physical Education: Content Knowledge	5091	143
Physics: Content Knowledge	5265	132
Social Studies: Content Knowledge	5081	153
Special Education: Core Knowledge and Applications	5354	151
Special Education: Preschool/Early Childhood	5691	159
Special Education: Education of Deaf and Hard of Hearing Students	5272	160
Special Ed: Tchng Stu W/ Behavioral Disorders/Emotional Disturbances	5372	154
Gifted Education	5358	157
Special Education: Teaching Students with Intellectual Disabilities	5322	156
Special Education: Teaching Students with Learning Disabilities	5383	151
Special Education: Teaching Students with Visual Impairments	5282	163
French: World Language	5174	162
German: World Language	5183	163
Spanish: World Language	5195	168
Audiology	5342	170

School Psychologist	5402	147
Speech-Language Pathology	5331	162

### Student Teaching

In order to student teach, candidates must be in good standing (i.e. not on probation) in Teacher Education.

Teacher Education candidates must complete the minimum number of credits in student teaching as determined by their department, by TEAC, and following state requirements.

The Teacher Education Administrative Council must approve all student teaching placements. Candidates dropped from Teacher Education who re-enroll to pursue a teaching degree must be readmitted into Teacher Education under current admission requirements, regardless of the catalog under which they began their studies.

Candidates must take the core methods course(s) in their program area with MSU prior to student teaching. This requirement exists to assess required academic and pedagogical competencies prior to placement in a school. Courses designated as ‘core methods’ are defined by each program area.

### Exit Requirements from Teacher Education

Although the university allows candidates to graduate using the catalog under which they were admitted, those in Teacher Education are obligated to meet Teacher Education program requirements in effect at the time of their graduation due to state administrative rules.

Exit requirements from Teacher Education are as follows:

- Successful completion of all coursework outlined by the Teacher Education Administrative Council and the major department (no grade below a “C” in required Professional Sequence courses).
- Successful completion of student teaching including required documentation.
- Passing the Praxis I CASE exam, and attempting the PRAXIS II and PLT exams.
- Formal application for graduation.

### Licensure

The Head of the Teacher Education Unit recommends licensure based on the candidate meeting the guidelines established by the Education Standards and Practices Board of North Dakota.

## SECTION 8: GRADUATE TEACHER EDUCATION CANDIDATES

### Composition

- All students who have been accepted to a Teacher Education graduate program or related area of study at the graduate level.

### Admission Procedures for Graduate Teacher Education

#### A. Admission to the Graduate School

- MSU Graduate School Application: Applicants for graduate education programs need to be formally admitted to the MSU Graduate School and submit required documentation and fees. Please submit the online application materials as indicated at [http://www.minotstateu.edu/graduate/future\\_students/apply\\_now.shtml](http://www.minotstateu.edu/graduate/future_students/apply_now.shtml)
- Immunization Records: Applicants for graduate education programs must meet the graduate school's general requirements for health record and immunization, or if qualified to waive such requirements, as detailed on the graduate school website: [http://www.minotstateu.edu/graduate/future\\_students/admission\\_requirements.shtml](http://www.minotstateu.edu/graduate/future_students/admission_requirements.shtml)

#### B. Admission to Specific Teacher Education Graduate Programs

- Master of Education
  - Completion of all admission requirements for graduate study at Minot State University.
  - Possession of an overall GPA of 2.75, or 3.0 on the last 60 hours of course work.
  - Completion of a bachelor's degree in education or related area.
  - Experience and/or current position related to education.
  - Concentration specific requirements.
  - Completion of self-assessment and goal statement at entrance and exit from the program.
- Master of Science: Special Education
  - Completion of all admission requirements for graduate study at Minot State University.
  - Completion of a bachelor's degree in Education or related field (some concentrations require teacher licensure).
  - C. Admission to Related Areas of Graduate Teacher Education
- Master of Science: Communication Disorders
  - Completion of all admission requirements for graduate study at Minot State University.

- Minimum overall undergraduate GPA of 3.00 or last 60 hours of undergraduate GPA of 3.30
  - Minimum 3.25 GPA in clinical courses with no grade lower than a B in any clinical course (for students who have had clinical practicum experience). If admitted with a C, students will be placed on probation as defined by clinical practicum policy.
  - Three positive letters of recommendation from previous instructors and/or supervisors.
  - Minimum cumulative score of 800 on the general portion and 4.0 on the written portion of the Graduate Record Exam (GRE).
- Education Specialist in School Psychology
    - Completion of a bachelor’s degree.
    - Completion of all admission requirements for graduate study at Minot State University.
    - Completion of the Graduate Record Examination (GRE).
    - Completion of a vita.
    - Students with permanent residence in North Dakota will receive priority consideration.
    - Students who apply to the School Psychology program should have a strong background either in education or psychology. All students admitted into the program must have had an undergraduate statistics course.

D. Summary of Graduate Program Admission Requirements

	<b>MED</b>	<b>MS: Sped</b>	<b>Education Specialist in School Psych</b>	<b>MS: CD</b>
<b>GRE</b>	No	No	Yes	Yes (800 and 4.0 on writing)
<b>Minimum Undergraduate GPA</b>	2.75	2.75	2.75	3.00
<b>Three Letters of Reference</b>	Yes	Yes	Yes	Yes
<b>Statement of Purpose</b>	Yes	Yes	Yes	Yes
<b>Vita</b>	No	No	No	No
<b>Application Deadline</b>	July 15 for Fall, Nov. 15 for Spring, April 15	Open	March 15	February 15

	for Summer			
<b>Undergraduate Requirements</b>	Bach. Degree in Education or related field	Bach. Degree in Education or related field; Some concentrations require Teacher Licensure	Bach. Degree	Bach. Degree

### Enrollment in Graduate Courses by Non-Degree Seeking Students

Any individual holding a baccalaureate degree who does not wish to pursue a graduate degree, or who may not have met the requirements for admission, may be permitted to enroll in selected graduate courses when approved by the appropriate department chairperson and faculty.

Individuals wishing to take courses as a non-degree seeking student will submit the non-degree application materials to the graduate school, and should also contact the course instructor at least two weeks prior to the course start date. More information can be found here:

<http://catalog.minotstateu.edu/graduate/admission-requirements/enrollment-non-degree-students/>

### Graduate Teacher Education and Related Program Coursework

Candidates enrolled in teacher education graduate programs or related programs will complete their respective program's specified courses as part of their requirements to recommend for graduation. Please see the Graduate Catalog (available on-line at [www.minotstateu.edu/graduate](http://www.minotstateu.edu/graduate)) for additional information.

### Retention

Candidates must maintain a 3.0 grade point average to remain in the M. Ed. Program.

### Exit Requirements from Graduate Teacher Education

Although the university allows candidates to graduate using the catalog under which they were admitted, those in graduate Teacher Education programs or related areas of study are obligated to meet graduate Teacher Education program requirements in effect at the time of their graduation.

Exit requirements from Graduate Teacher Education and related programs are as follows:

- Successful completion of all coursework outlined by the major department
- Successful completion of program specific culminating projects.

- Formal application for graduation.

### Licensure/Credentialing

The Head of the Teacher Education Unit recommends licensure/credentialing based on the candidate meeting the guidelines established by the state and the national accreditation bodies that govern that particular discipline.

- MS Communication Disorders: American Speech-Language-Hearing Association standards
- Education Specialist School Psychology: National Association of School Psychologists standards
- Masters of Science: Special Education: Council of Exceptional Children standards

## **SECTION 9: ASSESSMENT EXPECTATIONS FOR UNDERGRADUATE PROGRAMS IN THE TEACHER EDUCATION UNIT**

### TEU Status for Submission To CAEP/State Reviews

All programs leading to the Bachelor of Science in Education degree and/or P-12 teacher licensure must be submitted as part of the Council for the Accreditation of Educator Preparation (CAEP) and state review. Annual Assessment Reports are to be retained as a longitudinal record of program performance for CAEP and Higher Learning Commission (HLC) accreditation reviews. Copies of Assessment Reports are provided to department chairs and VPAA of the institution.

### Fundamental Assessment Expectations

The program must be able to answer the following questions regarding assessment in their programs:

- What are the key assessments used to determine whether candidates meet expectations for the degree and/or licensure?
- At what transition points are these assessments applied, and are they consistently applied?
- How good is good enough on these assessments (is the scale defined and is there inter-rater reliability in how it is applied)?
- What evidence can be documented that the program provides ‘value added’ for students (candidates in the program, and P-12 students with whom they will work)?

### Assessment System Data Collection

All initial TEU programs report data on the Teacher Education Core through the TEU Assessment Report action-plan template. The Assessment Report is aligned with the Action, Reflection, Knowledge (ARK) Conceptual Model, Interstate Teacher Assessment and Support Consortium (InTASC) Standards and TEU program outcomes/dispositions. In addition, specific content-area majors supply an annual assessment aligned with the North Dakota Program Approval Standards for initial licensure in the area and professional expectations.

Overall Data Collection: The assessment system is designed to gather data related to:

1. Minot State University criteria stated in the undergraduate and graduate catalogues for MSU and TEU program entrance, retention, and graduation requirements;
2. ND Education Standards and Practices Board (ESPB) testing pass rates for initial programs requiring testing (see Section 7 of this document for test pass rates)
3. Requirements in the North Dakota Program Approval standards and within CAEP expectations at initial and advanced levels.
4. TEU rubric scores in relation to INTASC standards are collected on early level, mid-level, and final clinical experience evaluation forms and other program standards incorporated as program outcomes and aligned with the ARK Conceptual Framework: Action, Reflection, Knowledge. TEU Program Outcomes (designed to reflect important teacher dispositions) are measured throughout the clinical experiences of teacher candidates.

5. Additional CAEP requirements related to teacher candidates' ability to influence P-12 student learning and use of data for program improvements.

### Types and Range of Assessments

- Programs must have a minimum of 6-8 key assessments that yield measurement data relevant to the stated program standards/outcomes, core competencies or key objectives.
- Key assessments must be consistently applied for all candidates in all program delivery modes (i.e. on/off campus, online).
- Outcomes for the program should be assessed enough to assure depth of understanding of the candidate's ability.
- Multiple measurement points allow for reflection on candidate growth over time, triangulation from varied perspectives, and allow candidates more than one time to prove what they can do.
- There are five types of assessment which are required by ESPB in the assessment system, one to three others may be added if content areas or the unit needs them:
  1. State licensure or other exam (Praxis II) addressing content as required by the North Dakota Education Standards and Practices Board for initial licensure (see Key Assessments section which follows).
  2. Second content-area assessment \*: This can serve as a cross-check to the state exam, address other requirements of specialty professional associations that may not be included in a state exam, the Teacher Education Unit's Conceptual Framework, authentic assessment perspectives, etc.
  3. Methods course field experience evaluation prior to student teaching.
  4. Field experience evaluation: At the undergraduate level, this evaluation will be the student teaching evaluation adopted and used by all NDACTE institutions. At the graduate level, this can include clinical practice, mentored practica, internship, or other field experience evaluations.
  5. Impact on student learning: Ability to positively impact student learning will be demonstrated
    - in methods courses and during student teaching by the Evidence of Student Learning assessment, common across all disciplines,
    - during field experiences,
    - through feedback on graduates' performance in their P-12 professional employment.

### Key Assessments and Benchmarks: Initial Programs

The key assessments for initial programs include:

1. Praxis I CASE testing in reading, mathematics and writing is required by the state for all initial licensees. The Praxis II (for ND ESPB designated 'core areas') is required by the state for all initial licenses. Candidates must pass the Praxis I CASE as determined by the cut scores used as one of the criteria for Admission to Teacher Education. By policy of the TEAC, noted in the MSU Catalogue, candidates must attempt both the Praxis II and the PLT

in order to receive their degree from MSU. Passing the Praxis II and the PLT is not required for graduation and for awarding the degree.

2. MSU and individual TEU programs set entrance, retention, and exit requirements for undergraduate and graduate programs as noted in those respective catalogues. Performance on content-area knowledge and pedagogical content knowledge expected in the North Dakota Standards for Program Approval is reported in aligned faculty-designed course assessments, clinical assessments, and GPA.
3. Key assessments of lesson/unit planning and reflection are included in the elementary methods block or respective 7-12 or K-12 methods courses prior to student teaching. These key assessments are called Evidence of Student Learning assessments.
4. Field experiences are assessed via observation by clinical educators/cooperating teachers and via a reflective paper during ED 260L, ED 282L, ED 284L, ED 321L, ED 323L, ED324L, by MSU faculty and clinical faculty/cooperating teachers in practica within methods courses, and in mid-term and final evaluations of student teaching by both the university supervisor and the clinical educator /cooperating teacher. These assessments reflect the ARK Conceptual Framework and the InTASC Standards.
5. Ability to impact P-12 student learning is measured in its formative stages in the education core and methods courses. Summative evaluation is completed across the InTASC standards in methods courses, the Mid-term and Final Student Teaching Evaluations, the Evidence of Student Learning assignment in both methods and in student teaching, and through employer feedback from surveys, and through research projects involving MSU TEU graduates as required by CAEP.

Benchmark points in the initial programs include:

1. Admission to Teacher Education: includes required GPAs, Praxis I CASE test, completion of ED 260L Clinical I, and successful background clearance check.
2. Benchmark: Early Clinicals Transition Conference.
  - After completion of ED 260L (Clinical I), ED 282L, (Clinical II), and ED 284L (Clinical III).
  - Each clinical requires a reflective paper from the teacher candidate uploaded to TK20. Reflective papers are evaluated by MSU faculty using a rubric.
  - Teacher candidates are evaluated by the clinical educator/cooperating teacher using a rubric.
  - Benchmark includes a self-assessment on the six progressions (dispositions).
  - For teacher candidates who are not making satisfactory progress as indicated by one of the data points above (reflective papers, clinical educator/cooperating teacher evaluations, self-assessments), remediation will be offered and/or required.
3. Benchmark: Mid-Level Clinicals Transition Conference
  - After completion of ED 321L (Clinical IV), ED 323L (Clinical V), ED 324L (Clinical VI), and methods course/practicum.
  - Each clinical requires a reflective paper from the teacher candidate uploaded to TK20. Reflective papers are evaluated by MSU faculty using a rubric.

- Teacher candidates are evaluated by the clinical educator/cooperating teacher using a rubric.
  - Conference discusses a narrative self-assessment and goal setting.
  - For teacher candidates who are not making satisfactory progress as indicated by one of the data points above (reflective papers, clinical educator/cooperating teacher evaluations, self-assessments), remediation will be offered and/or required.
4. Application to Student Teaching: maintenance of acceptable rubric and GPA scores, successful completion of Teacher Education Core and content area requirements;
  5. Mid-term Student Teaching Evaluation: provides feedback to candidates on the InTASC and TEU Dispositions once they have been out in the field for a period of time, and provides opportunity for remediation if necessary.
  6. Final Student Teaching Evaluation: includes summative assessments across the InTASC Standards and TEU Dispositions by cooperating teachers and faculty supervisors, a self-evaluation and goal setting, and completion of final requirements for graduation, including PRAXIS II and PLT where required by the ND ESPB.
  7. Post-graduation Feedback: is provided from graduate surveys, first-year teacher surveys (called the Transition to Teaching survey) and employer surveys.

### Reporting Data

All initial TEU programs report data on the Teacher Education Core (InTASC Standards) into the TEU Assessment Report action-plan template. The TEU data-system coordinator provides an aggregate report back to programs, which are used to reflect and set program improvement goals. In addition, each specific major supplies the Assessment Report: Content-Area Addendum, which aligns with professional expectations and the ND Program Approval Standards for initial licensure in the area. Content-Area Addendums are completed in their respective departments and provided in completed form to VPAA. The TEU unit can request as necessary.

### Timeline for Submission of Reports

The data reporting period for the annual reports is summer/fall/spring. Programs will return their TEU Assessment Report and Content-area Addendum, including their reflection and plan for program improvement, to the department chairs and the VPAA within two weeks of the Fall assessment day.

### Items Reported for The Assessment Report by Individual Faculty Members

Individual faculty members report data (to the TEU assessment coordinator for the TE Core, or their program coordinator/content-area assessment coordinator for majors) regarding the components of the program they assess. Each faculty member provides the following:

- State what objective (standard or competency) of the program you assess.
- Provide descriptive information on, or a sample of, the assessment you use.

- Include a brief description of how you consistently rate how well candidates perform on this assessment, i.e. what constitutes a beginning/naïve performance or an exemplary/sophisticated performance.
- Provide scores of candidates for the objective(s) you assess.
- Retain samples of a 4-point range of candidate work (unsatisfactory, beginning/naïve, proficient/solid, exemplary/sophisticated) as concrete examples of how the assessment operates in actual practice. These will be needed for accreditation exhibits during visits.

Items to be Provided to the TEU by Program Coordinators or Designated Assessment Coordinators

The action-plan template for the TEU Assessment Report and the Content-Area Addendum both include the following:

- A list of the objectives for the program (overall objectives and those for any concentrations), which also illustrates how each map onto state and professional association standards expectations for the area of study;
- A brief description of key assessments given to gauge how candidates are performing on the program objectives.
- Data on how candidates in the program actually perform on these assessments—in aggregate form.
- A summary of the program-area faculty’s reflection on the data for program improvement.

Other assessments, such as admission or exit criteria, test scores, GPAs, are added through Teacher Education Administrative Council (TEAC) processes.

## **SECTION 10: ASSESSMENT EXPECTATIONS FOR ADVANCED (GRADUATE) PROGRAMS IN THE TEACHER EDUCATION UNIT**

Program assessment information is provided to the Teacher Education Unit (TEU) through the graduate-level Assessment Report action-plan template. Annual Assessment Reports are to be retained as a longitudinal record of program performance for CAEP and Higher Learning Commission accreditation reviews. Completed graduate-level Assessment Reports are provided to department chairs, the Vice President for Academic Affairs, and to the Associate Vice President for Graduate, Online, Distance, and Continuing Education.

### TEU Status for Submission to CAEP/State Reviews

The following criteria determine whether a Minot State University graduate program must submit a report and evidence as part of the Council for the Accreditation of Educator Preparation (CAEP) and state review:

- The graduate degree leads/can lead to initial licensure (CAEP and state review)
- The graduate degree does not lead to licensure, but is meant to aid teachers in bettering their knowledge and skills (state review only)

### Fundamental Assessment Expectations for Graduate Programs

The graduate program must be able to answer the following questions regarding assessment in their programs:

- What are the key assessments used to determine whether candidates meet expectations for the advanced degree?
- At what transition points are these assessments applied, and are they consistently applied?
- How good is good enough on these assessments (is the scale defined and is there inter-rater reliability in how it is applied-for fairness and equity)?
- What evidence can be documented that the program provides ‘value added’ for students (candidates in the program, and P-12 students with whom they will work)?

### Types and Range of Assessments

- Programs must have a minimum of 6-8 key assessments that yield measurement data relevant to the stated program standards, core competencies or key objectives.
- Key assessments must be consistently applied for all candidates in all program delivery modes (i.e. on/off campus, online).
- Stated competencies for the program should be assessed enough to assure depth of understanding of the candidate’s ability (usually a minimum of 3 times, but all 6-8 key assessments do not need to assess all standards/competencies).
- Multiple measurement points allow for reflection on candidate growth over time, triangulation from varied perspectives, and allow candidates more than one time to prove what they can do.
- There are five types of assessment which must be present in the assessment system, one to three others may be added if content areas or unit needs them:

6. State licensure or other exam addressing content, if required (North Dakota does not, as of January 2018, require a state exam for graduate programs that are not initial licensure programs. Graduate programs leading to initial licensure would be subject to the same testing requirements noted for comparable undergraduate routes.)
7. Second content-area assessment \*: This can serve as a cross-check to the state exam, address other requirements of specialty professional associations that may not be included in a state exam, the Teacher Education Unit's Conceptual Framework, authentic assessment perspectives, etc.
8. Assessment of planning proficiency: For teachers, this is usually instructional planning (lesson, unit, year plans). For other school professionals it can be planning positive learning environments, effective labs or clinicals, or other applications relevant to their area of work.
9. Field experience evaluation: At the graduate level, this can include clinical practice, mentored practica, internship, or other field experience evaluations.
10. Impact on student learning: Ability to positively impact student learning may be demonstrated formatively within coursework (teacher work samples, case studies), in application during field experiences, and through feedback on graduates' performance in their P-12 professional employment.
11. Other optional assessments: If needed, these can address the unit or content area needs for data, special grant initiatives, differentiated proficiency assessments, etc.

\*Note: Course grades (or other faculty-designed rating systems) may serve as a content assessment provided:

- it can be demonstrated that the grades are clearly aligned with the key knowledge/concepts/processes stated in the program's standards/objectives;
- there is a clear definition of expectations (i.e. what constitutes an "A" or "B");
- and there is inter-rater reliability in how grades are assigned for that key assessment (across sections, faculty, delivery modes).
- Some NCATE Specialty Professional Associations (SPAs) accept grades, within these or other parameters, and some do not—this is stated in their guidelines.
- This assurance of consistency is not intended as standardization, but to assure fairness and equity in the application of key assessments for all candidates.

#### Transition Points: Advanced Programs

Graduate programs in the Teacher Education Unit, as for undergraduate TEU programs, are expected to improve the performance of candidates across areas of content knowledge, professional knowledge, application to teaching and, in the case of graduate programs, research. Transition points for checking candidate progress across these areas as they progress through the program commonly include:

- Admission: Criteria for admission to the Graduate School and specific program area
- Core Competencies I: What are the identified objectives and levels of performance expected (in coursework / assessments)? Note: Competencies I & II may be divided by first- and second-year objectives, foundations and application, or other means appropriate to the program, as long as a midway check-point on candidate progress can be shown.
  - Content Knowledge (of subject matter) AND/OR
  - Pedagogical Knowledge & Pedagogical Content Knowledge (cognitive science—education core or educational applications specific to the content area)

- Scholarly tools
- Professional Knowledge & Skill Application:
  - Approval of research proposal
  - Field experience & diversity requirement (e.g. ED 519)
- Core Competencies II: Continuing assessments of program objectives, coursework, oral or written comps if required, other assessments
- Capstone Assessment: The capstone assessment (project, thesis, performance demonstration) illustrates the candidate's personal growth through their experience in the program, and that the candidate can contribute scholarly work to benefit the profession.

### Timeline for Submission of Reports

The data reporting period for the annual reports is summer/fall/spring. Programs will return their TEU Graduate Assessment Report and any Concentration Addendum(s), including their reflection and plan for program improvement, to the department chair and the Vice President for Academic Affairs within two weeks of the fall university-wide Assessment Day.

### Items Reported for the Assessment Report by Individual Faculty Members

Individual faculty members report data to their Graduate Program Director or designated assessment coordinator for the components of the program they assess. Each faculty member provides the following:

- State what objective (standard or competency) of the program you assess.
- Provide descriptive information on, or a sample of, the assessment you use.
- Include a brief description of how you consistently rate how well candidates perform on this assessment, i.e. what constitutes a beginning/naïve performance or an exemplary/sophisticated performance.
- Provide scores of candidates for the objective(s) you assess.
- Retain samples of a 4-point range of candidate work (unsatisfactory, beginning/naïve, proficient/solid, exemplary/sophisticated) as concrete examples of how the assessment operates in actual practice. These will be needed for accreditation exhibits.

### Items to be Provided on Assessment Reports by Program Coordinators or Designated Assessment Coordinators

The action-plan template for the graduate-level Assessment Report includes the following:

- A list of the objectives for the program (the overall degree objectives and those for any concentrations), which also illustrates how each map onto any state or professional association standards expectations for the area of study;
- A brief description of key assessments given to gauge how candidates are performing on the program objectives.
- Data on how candidates in the program actually perform on these assessments should be provided in the report in aggregate form.
- A summary of the program-area faculty's reflection on the data for program improvement.

Other assessments, such as admission or exit criteria, test scores, GPAs, are added through Teacher Education Administrative Council (TEAC) or Graduate School processes.

Programs that have national accreditation and prepare individuals for work in schools need to comply with the CAEP requirements regarding SPA approval. Information about this process can be obtained from <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

## **Appendix A – Social Media Policy (2019 adoption)**

### Minot State University Social Media Policy for Pre-Service Teachers

This social media policy applies to all teacher education students, in particular those enrolled in a clinical course who have been assigned clinical hours to complete at a P-12 school or in a community program where P-12 students are present (ED 284L). The policy is intended to highlight expectations of the Teacher Education Unit at Minot State University in regards to social media and technology.

Social Media includes, but is not limited to Facebook, Twitter, Snapchat, Instagram, Pinterest, Whatsapp, or in-game communications.

Technology includes, but is not limited to phones, computers, laptops, tablets, smart watches, or other electronic devices used to access social media, send and receive email, and/or send and receive texts.

1. Despite your device settings, social media posts are rarely truly private. It is possible that posts and messages on social media will be seen by others than your intended audience. Therefore, teacher candidates are expected to ensure that social media postings represent the candidate, the university, and the teaching profession in a positive light. Refrain from profanity, pictures of you drinking alcohol, or suggestive pictures, among other things, on social media. Administrators who will interview you for a teaching position in the future will check your social media accounts; make sure your posts are not an obstacle to starting your career.
2. Do not vent online. You want to be respected, and maintaining professional behavior helps that. Do not discuss the P-12 school, the teachers, the administration, the students, or their parents in a negative way in any social media post.
3. Confidentiality is very important, so do not post pictures of students you will meet during the clinical on social media or send pictures via technology. Furthermore, do not mention any student or parent by name (or provide other identifying information) in any social media post, email, or text.
4. Student work is confidential, as well. Do not take pictures of student work unless you have the permission of the classroom teacher. Posting photos of student work to social media is never permissible.
5. Remember that your relationships with P-12 students are as professionals, not as peers. Teacher candidates should not “friend” or follow on social media P-12 students met during the clinical experience. If a P-12 student sends a friend request in a social media environment, the teacher candidate should refrain from accepting the request. Do not initiate friend requests with P-12 students. Furthermore, you should not email or text P-12 students unless directed by your cooperating teacher using approved technology and applications.
6. The purpose of the clinical is to provide you the opportunity to observe or participate in the clinical activities. You are expected to give your full attention to the clinical activity,

modeling that attention to the P-12 students. You should not use your device during your clinical experience unless you have the explicit permission of your cooperating teacher, and only in ways that support the education goals of the classroom.

If you are unsure whether your social media or technology behavior is appropriate, you should ask your cooperating teacher or university faculty member. If you have any lingering question in your mind about your social media or technology usage, it's probably better that you refrain from making the post, sending the email, etc. Better to be safe than sorry.

Failure to adhere to this policy may result in disciplinary action, not limited to reprimand, remediation on appropriate social media/technology use, referral to the Title IX office, referral to the Vice President of Student Affairs, removal from the teacher education program, or an inappropriate disposition referral to the Teacher Education Administrative Council (TEAC).

## **Appendix B – ESPB Model Code of Ethics**

## **Appendix C – Confidentiality Agreement**

### TEU Confidentiality Agreement

Students in P-12 classrooms have the right to expect information about them will be kept confidential by ALL employees, volunteers, clinical students, student teachers, substitutes, and employees of independent contractors. Additionally, the U.S. Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family Educational Rights and Privacy Act (know more commonly as "FERPA"). Among other provisions, FERPA allows the government to withdrawal federal funds from any educational institution which disseminates a student's educational records without his or her parent's consent.

- Each student with whom you work has the right to expect nothing that happens to him or her will be repeated to anyone other than authorized school district employees, as designated by the administrators at each school. Even when discussing a student with those who are directly involved in a student's education, such as a teacher, principal, or guidance counselor, you may not share otherwise confidential information with them unless it is relevant to the student's educational growth, safety, or well-being.
- You may not share information regarding a student even with others who are genuinely interested in the student's welfare, such as social workers, scout leaders, clergy, or healthcare professionals. You must refer all such questions to the school district employees so authorized to do so, typically the student's teacher or building principal. The only exception is in the event of an urgent medical emergency, in which confidential information may be necessary for a student's medical care.
- Parents, friends, or community members may in good faith ask you questions about a particular student. Again, you must refer all such questions to an authorized school district employee. You may not share information about a student even with members of your own family or the student's family.
- Before you speak, always remember that violating a student's confidentiality isn't just disrespectful, it's against the law.

**Review and updating process for the Teacher Education Unit manual:**

**The Teacher Education Unit Head and administrative support staff are responsible for updating this manual as policies (through TEAC and P & P) change, as procedures change, or as accreditation demands change.**

**Beginning 2/1/2018, all changes to the manual will be approved by TEAC, with a notation in-text of the date of TEAC's approval.**