Teacher Licensure Programs
Action · Reflection · Knowledge

Teacher Licensure Programs (TLP)
Policy Manual

The Teacher Licensure Programs (TLP) 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. 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).

The Teacher Licensure Programs develops and monitors curriculum changes, admission and exit requirements, unit wide assessment activities, and other policies for Teacher Education programs across the university. 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. All Teacher Education programs meet CAEP, ESPB, and other appropriate university and program accreditation requirements.

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SECTION 1: THE TEACHER LICENSURE PROGRAMS HEAD

The Teacher Licensure Programs 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 Licensure Programs 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 Licensure Programs Head also works in consultation with the Teacher Education Stakeholders Advisory Council.

Teacher Licensure Programs Head Duties

- Facilitate and implement the educational, research, and service programs within the unit
- Provide leadership for quality academic programs at the undergraduate and graduate levels
- 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 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 Title II, CAEP, ESPB, and Minot State University
- Monitor yearly assessment plans for the TLP as a whole and each program within the unit
- Oversee the Teacher Advisement and Field Placement (TAFP) office
- Oversee all budgets associated with the TLP and TAFP
- Chair TEAC

SECTION 2: TEACHER EDUCATION ADMINISTRATIVE COUNCIL (TEAC)

Composition (modified Spring 2024)

- The Teacher Licensure Programs Head (chair of TEAC)

- Director of Teacher Advisement and Field Placement

- 3 Department Representatives – Education and Inclusive Services and two other

- 1 Graduate licensure Program

- Program and Policy Committee Co-Chair

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, retention, and exit 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-Licensure

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Programs.

- Undergraduate and Graduate Programs

  - TEAC maintains the State Program Approval Procedures containing the state standards for each Teacher Education program at both the graduate and undergraduate levels.
  - 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 SLL 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 for the preceding year.
  - Program coordinators, with assistance from faculty in the programs, will author and submit a program assessment report using TLP data as well as program specific data. Reports will be submitted to department chairs, the Teacher Licensure Programs head, and the VPAA two weeks after the university's Fall Assessment Day. All TE graduate and undergraduate 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 if relevant, and faculty reflection on the data for program improvement.
  - TEAC oversees two TLP Stakeholder Advisory Council retreats each year at which undergraduate and graduate program assessment data is evaluated and disseminated to all participants and Stakeholder suggestions for program improvement are gathered.
  - 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 TLP (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.
- Compilations of graduate program data reported to the SLL database by faculty during Summer/Fall/Spring semesters will be sent to the chair of TEK (M.Ed. degree), the chair of SPED (M.S. degree) and relevant program coordinators prior to the Fall assessment day.
- For the Master of Education program only: Program areas providing active 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 using the same Yearly Program Assessment template used across MSU programs. 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.

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 a 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, or through the TEAMS site, information on items needing immediate resolution. 48 hours are requested from the initial posting of information to the vote. TEAC members may vote through e-mail or in the TEAMS site under these circumstances.

Program and Coursework Approval

All program and coursework changes that impact B.S.Ed., M.S., M.Ed,, or MAT programs must be reviewed and approved by TEAC before they are submitted to other university approval procedures.

TEAC receives program and coursework proposals from departments/divisions involved in undergraduate and graduate teacher education via Courseleaf (software that functions as a workflow for

curriculum items at MSU). Motions regarding program and coursework proposals normally receive one reading. If approved, the chair of TEAC advances the curriculum item to the Curriculum Committee.

When a curriculum change (program or course change) is approved that impacts all teacher education programs, the Chair of TEAC will notify chairs of B.S.Ed. programs of the change and ask permission to advance those changes into the catalog for all impacted programs. Once approval is received, the Chair of TEAC will notify the Registrar's Office who will make changes on the catalog pages for all impacted programs. (Amended by TEAC on 10/8/2021)

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

Composition

- Co-chairs: Chair, Department of Teacher Education and Kinesiology & 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.
- One representative from each graduate program within the TLP. In addition, all 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, 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 Licensure Programs.

- Recommend policies and procedures on teacher education issues at the undergraduate and graduate levels to TEAC. All recommendations must be approved by TEAC. These same changes must be approved by the Graduate Council as necessary.

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.

Minutes and agendas will he kept and archived in the TEAMS site for P&P.

SECTION 4: TEACHER EDUCATION STAKEHOLDERS ADVISORY COUNCIL
(updated spring 2022 to include broader graduate SPED representation, approved by TEAC)

Composition
Although we encourage full participation by any Stakeholder, the following members are a minimum:
- 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)
- An administrator (Graduate Program Subcommittee)
- An alumni from the graduate program in SPED (Graduate program Subcommittee)
- A current graduate student in SPED (Graduate program Subcommittee)
- A SPED Director (Graduate program Subcommittee)
- A SPED Coordinator (Graduate program Subcommittee)
- A parent (Graduate program Subcommittee)
- A self-advocate with a disability (Graduate program Subcommittee)
- M.Ed. concentration coordinators (Graduate program Subcommittee)
- One current graduate student from each concentration in the M.Ed. (Graduate program Subcommittee)

Term of Appointment

The TEAC Chair will solicit Teacher Education Stakeholder Advisory Council members with the assistance of the TAFP Office and individual program areas within the TLP, and then will notify P&P of those selections and seek approval. There is no term limit for members as long as they continue to hold the role that they are representing.

Duties

- Advise TLP of program strengths and weaknesses
- Collaborate with TLP in policy discussions
- Provide advice on the delivery and effectiveness of the Teacher Education Program field placements
- Assist in co-creation of rubrics and other assessments of teacher education candidates
- 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, ESPB and CAEP requirements, Minot State University policy, and State Board of Higher Education policies. These requirements include curriculum content, assessment practices, admittance, retention, and

degree completion.

Teacher Education Graduate and Related Programs

- Teacher Education Graduate Programs
    - Master of Education (does not result in licensure) Master of Science in Special Education (can result in licensure)

Duties

Each department (composed of chairs, program coordinators, and faculty) that offers a graduate degree in teacher education or a related program is responsible for continual evaluation, adjustment, and improvement of existing teacher education graduate or related programs.

Graduate program directors and/or their representatives from those programs that serve educators and require CAEP accreditation or ESPB program approval 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 education 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.

- o The ARK logo should appear on all syllabi for the Professional Education Sequence, undergraduate methods courses, and graduate Teacher Education syllabi.
  - o Syllabi should state the Teacher Licensure Programs SLGs/SLOs and related INTASC standards or the appropriate graduate program goals covered in the course.
  - o Syllabi should reference components of ARK incorporated into the course.
  - o 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 SLL as required by the TLP 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 (revised and approved by P&P and TEAC prior to 5/15/2023)
All candidates seeking a BSED degree from Minot State University (including alternative access candidates) must be admitted to teacher education. Alternative access candidates who are only seeking licensure with MSU coursework are advised of the requirements for licensure in relation to basic skills tests, GPA, and exit tests but are not required to be admitted to teacher education,
(updated 9/15/2023 TEAC & P&P 9/19/2023)

To receive admission into the Teacher Education program, candidates must meet admission requirements as published in the University Catalog. In February of 2023, NDACTE voted to approve a multiple pathway process for admission across the state's EPPs. The NDACTE membership firmly believes

that educators must have a foundation partially built on basic knowledge in reading, writing and math. The lived philosophy of education in educator preparation programs (EPPs), which is also enforced in research-based practices and bylaws and accreditation standards, is that of inclusion: differentiating for all students so they can show their competencies in multiple ways. We need to move toward a system that accurately accounts for potential candidates' basic skills in reading, writing and math, so the foundation of all content areas in P-12 schools remains firm while including all those who can have a positive impact on P-12 learners.

In March of 2023, TEAC voted to approve the specific "menu based" approach below, which is consistent with the NDACTE vote. Procedures are as follows:

- Candidates declare their candidacy for admission into Teacher Education through SLL (ordinarily this occurs in the second year after having completed ED 260L)
- A completed NDBCI or ESPB background check or a valid substitute teaching license
- A cumulative GPA of 2.50 or higher (or recalculated GPA based on one of the two recalculation methods -- please talk to your advisor or to the TAFP Office about these methods if you are unsure)
- A major GPA of 2.5 or higher
- Satisfactory completion of ED 260L
- Basic skill competency in reading, writing, and math. Here are the ways to demonstrate these competencies:

  - Reading: Grade of "A" or "B" in Engl 110, or any English literature course; OR ACT Reading score of 20; OR PRAXIS I CASE test score in reading of 156; OR SAT score of 540
  - Writing: Grade of "A" or "B" in Engl 120; OR ACT ELA score of 20; OR ACT Writing score of 6.5; OR PRAXIS I CASE test score in writing of 160; OR SAT score of 5 or more.
  - Math: Grade of "A" or "B" in Math 103, 104, 107, 165, 210, 277, 377, 378; ACT math score of 21; PRAXIS I CASE test score in math of 150; SAT score of 530
  - Or submit an admission application based on a disability waiver

- Advisors recommend candidate admission to TEAC following a review of all requirements for admission in the application
- The TLP administrative assistant will provisionally admit teacher candidates who meet all criteria for admission and that status is then ratified to full admission at a meeting of TEAC. TEAC will grant or deny admittance to Teacher Education at each meeting throughout the year on a rolling basis. 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 2.50 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 within the admission application

- 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 completing a form asking for permission to take the restricted course by name, the reason(s) why he/she is not admitted, and a specific plan to address areas in which the applicant is not yet ready for admission. The student's advisor may also write a letter of support to TEAC. Alternative access candidates (degree seeking and licensure only) will be given approval to take restricted courses by TEAC, but only degree seeking students need to be fully admitted prior to graduation.

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 be recommended 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)	Data Driven Integrated Instruction (requires admission)
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 OR (requires admission)
ED 493/494	(4-16 credits)	Student Teaching OR (requires admission)
ED 495	(4-16 credits)	Student Teaching (requires admission)
ED 482/83/84	(2 credits)	Student Teaching Seminar (requires admission)
–390/391	(various)	Discipline Methods Courses (require admission)
SPED 110	(3 credits)	Introduction to Exceptional Children
SS 283	(3 credits)	Ethnic and Cultural Diversity in America
PSY 255	(3 credits)	Child and Adolescent Psychology

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, and 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. If a substitution or equivalency exists for Ed 282L the candidate will still need to enroll in the clinical so that the Watermark fee can be assessed, but credit will be given for the prior clinical work.

2) Teacher candidates will not be placed in a P-12 classroom or other activity involving P-12 children beyond ED 260L, nor be allowed to begin accruing hours in a clinical setting other than Ed 260L, until:

- The candidate has certified that a successful background check has been completed and have submitted that background check following approved processes. 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 by contacting the Education Program Coordinator in the TAFP Office and following appropriate procedures for approval and posting of the 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 journal notes from the student (to be used when writing the reflective papers for the Early Level Transition Conference and the Mid-Level Transition Conference) and successful completion of the required hours as confirmed by the cooperating teacher.

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) Journal notes not turned in

c) Quality of journal notes unacceptable
d) Request for removal from cooperating teacher
e) Negative Comments/Concerns from a mentor teacher
f) A rating of "1" or "no" on a clinical or dispositional form from a mentor teacher

6) The individual in the TAFP Office responsible for clinical placements will determine an appropriate solution to a "U" grade based on an investigation of the reason for the failing grade. The action taken will be communicated to TEAC at the end of the semester in which the "U" is given, or at the beginning of the next semester. Possible solutions to receiving a "U" in a clinical course include:
   a) Instructor may change grade after correction of problems
   b) Teacher candidate may be allowed to re-register for the course and complete only those parts that were unsatisfactory in order to receive an "S" in the subsequent semester
   c) Teacher candidate may be required to repeat the entire clinical course during the next semester and complete it with a satisfactory grade ("S").
   d) The instructor of the clinical may request TEAC or other intervention including a written plan for improvement.

7) Teacher candidates who receive a "U" in any clinical <u>and are required to repeat the clinical course during the next semester</u> must complete it with a satisfactory grade or they will be required to discuss the situation with TEAC. 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 Licensure Programs 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.

<u>Retention</u>

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 being approved for 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. The filing of an Inappropriate Disposition form will trigger a plan for improvement, filed with the TLP head and a follow up on that plan. If the concern is not remedied the candidate may be removed from teacher education if admitted, counseled out of the program if not admitted, informed that future admission to the program will be denied, and/or other actions deemed appropriate by TEAC matched to the severity of the concern.
- Demonstrate ongoing development of teaching skills. A rating of a "1" or "no" on a clinical, methods, or student teaching assessment will trigger a plan for improvement, filed with the TLP head and a follow up on that plan. If the concern is not remedied the candidate may be removed from teacher education if admitted, counseled out of the program if not admitted, informed that future admission to the program will not occur, and/or other actions deemed appropriate by TEAC matched to the severity of the concern.
- 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.

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 or repetition of a previous Level One difficulty following intervention

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

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Field Placement office, the head of the Teacher Licensure Programs (TLP), 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 TLP's administrative assistant will place the report in Perceptive and add the event to the list in One Drive
    ii.   The advisor and department chair will meet with the teacher candidate as indicated on the report. The advisor and/or department chair will create a plan to address the difficulty and will send the report to the TLP's administrative assistant and that document will also be placed in Perceptive.
    iii.   Upon receipt of the third inappropriate disposition report for the same teacher candidate, the TLP'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 TLP will contact the student to explain the TEAC process, provide meeting time and place, and answer questions. As needed, the head of the TLP 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 TLP's Education Program Coordinator will place the report in One Drive
    ii.   The TLP's Education Program Coordinator 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 TLP will contact the student to explain the TEAC process, provide meeting time and place, and answer questions.

f. TEAC responsibilities
    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, and 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 unless the candidate receives a score of "1" on a dispositional assessment or a Mentor Teacher expresses concerns by selecting "no" on a clinical form item.

v. Candidates have the right to appeal a decision of TEAC. Appeal guidelines and processes are delineated in section seven of the Teacher Licensure Programs Manual, under the heading "Appeals."

g. P-12 Clinical Faculty (Mentor Teachers)

i. When a P-12 mentor teacher contacts an MSU 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. 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. If the teacher is unable or unwilling to file the report, the TAFP Director will file the report based on information provided by the cooperating teacher.

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 of the TAFP.

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 Licensure Programs 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 and PLT

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. The ETS website (ets.org) is the best source of current test requirements and should be consulted by advisors and candidates in advance of registering for tests. The TAFP Office can also provide guidance to advisors and candidates regarding required tests.

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 and TEAC.

These requirements must be the same as, or higher than, the state requirements.

The Teacher Education Administrative Council must approve all student teaching placements and is responsible to monitor candidate completion of pre-requisites for student teaching.

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.

Teaching Authorization (added August, 2023 approved by P&P 9/19/2023 and TEAC 9/15/2023)

In the summer of 2023, ESPB requested emergency authorization to allow select student teachers to function as the teacher of record. The Governor approved the request and the Teacher Licensure Programs at Minot State University set the following policy and procedures in place.

![MINOT STATE UNIVERSITY logo] Teacher Licensure Programs

August 17, 2023

Student Teaching Authorization Agreement

This agreement between the school district and Minot State University concerns a student teaching placement, which will occur under the teaching authorization signed by Governor Burgum in August of 2023. The guidelines put out by NDCEL provide important guidance for this process and can be found at the bottom of this letter.

1. A Minot State University (MSU) student teacher is allowed to be the teacher of record during a student teaching placement, provided that the following steps are taken:
   a. An interested district must contact MSU's Teacher Advisement and Field Placement (TAFP) to begin the

process.

b. The interested school district must agree to pay the student teacher as a long term substitute teacher for the length of the placement, so that issues of professional insurance are satisfied.

c. Once it has been determined that a potential student teacher, who meets the qualifications required for the authorization, is available and interested, the school district, the TAFP office, and the teacher candidate's advisor will determine:

    1. The advisor's approval for the placement

    2. The existence of a qualified and available mentor/collaborating teacher willing to complete MSU's required student teaching paperwork (based on observation of the student teacher)

    3. Principal (or other administrator) availability to provide micro- observations, at least one formal observation evaluation, and other ongoing support for the student teacher

    4. The existence of a qualified and available university supervisor willing to complete MSU's required student teaching paperwork (based on observation of the student teacher)

d. The school district must then send a letter to the Director of ESPB indicating that they were unable to find a fully qualified teacher AND that they have a qualified and available on-site mentor/collaborating teacher.

e. MSU's TAFP office will then send the student teacher's satisfactory practicum evaluation and a letter to ESPB, indicating that the student teacher qualifies for the authorization and what the metrics for that qualification are.

f. MSU students will be required to send an unofficial copy of their transcripts to ESPB as well to verify that the student teacher has completed ALL coursework required for the BSE degree in their field/major.

g. Once the school district, the TAFP office, and the student teacher have finished the tasks listed above, the student teacher will be placed in the district at the grade level requested by the school and the mentor/collaborating teacher and university supervisor will also be assigned.

General Guidance for Using Teaching Authorization Flexibility NDCEL

Key Roles:

ESPB - The Education Standards and Practice Board provides the license, which is called a pre-service teacher authorization.

Note: The license programming likely will not be ready before August 24, so the proposed pre-service teacher may need a substitute teacher license to begin the school year. ESPB will be drafting a letter to all districts updating the process and will keep a record of all pre-service teachers and the districts they serve.

Higher Ed - The university system has an existing rubric in place to approve alternate access candidates. They will use this existing process and must approve that pre-service teacher before they are allowed to be considered for the pre-service authorization license. Institutions of Higher Ed will also still provide the supervision process as they would for any student teacher.

District - A recognition must exist that it will cost more to support a pre-service teacher than a typical first-year teacher. Districts that opt for this flexibility must recognize that pre-service teachers, while able to be teachers of record through this emergency measure, are not yet fully licensed teachers. As such, the district should commit to providing an experience that, while different from the student teaching experience, still replicates the same outcomes.

Building Principal - The building principal will be primarily responsible for the implementation, management, and progress monitoring of all strategies utilized to support the pre-service teacher. The involvement of the building principal is critical to the success of the pre-service teacher.

Steps for Utilizing Pre-Service Flexibility

Step 1: Candidate Eligibility – A district considering utilizing pre-service flexibility must first contact a university to ask if they have a potential candidate who meets the qualifications to be considered as a pre-service authorization. The school district should interview the potential pre- service teacher to determine if they are a fit for the position, level, and school. If both the district and university wish to continue, the institution of higher education must issue approval for pre- authorization to ESPB.

Step 2: District Request for Pre-Service Authorization - The school district must write a letter to ESPB to express that they are unable to fill that position and to request the pre-service teacher. A letter should include evidence of the length of posting the vacancy or the emergent issue resulting in the request to use a pre-service authorization.

Step 3: Individualized Training Plan – It is recommended that any district utilizing a pre-service authorization create an individualized training plan that addresses the specific needs of that pre- service teacher in the areas of:

1) Classroom Strategies and Behaviors, 2) Planning and Preparing, 3) Reflecting on Teaching, and 4) Collegiality and Professionalism. The best plan will be created when the pre-service teacher is consulted and his/her specific needs are considered as opposed to a standardized template for all pre-service teachers. The district should also audit existing resources and determine which new resources will be needed to fulfill the individualized training plan.

Recommendations for Districts

Compensation:
The most reasonable model for compensation is to follow your district's practice on long-term substitute until the completion of the education program and conferral of degree. In most, if not all cases, the pre-service teacher could then be offered a contract after January 1. As a reminder, contracts after January 1 do not hold continuing contract rights. We do NOT recommend offering them a regular teacher contract.

Communication:
It will be best practice to engage in an open dialogue with your local education association regarding expectations, rationale, process, supports that will be provided, and compensation. There will certainly be some questions and reasonable concerns from your existing teaching staff. Be open to their concerns and suggestions for improvement. They are likely your best resources in the development of a plan to support pre-service teachers.

It will also be important to gauge school board and community support for utilizing pre-service teachers. Explaining other instances in which pre-service teaching already exists, such as alternate access, permits, and alternate pathways, as well as an explanation of how an individualized training plan will be put in place may help to cultivate support and address any concerns.

District Mentorship:
The individualized training plan should include specific responsibilities for mentorship. While the established cooperating teacher will enact some of these responsibilities, others will need to be filled by other professionals. This may include instructional coaches, building principals, paid in-district mentor, outside of district mentoring program, retired teacher, or other strategy to provide regular support to the pre-service teacher.

Professional Leave:
The individualized training plan should include specific opportunities for pre-service teachers to observe other teachers. Ideally, this includes structured learning walks that allow for dialogue with veteran teachers and administrators.

Observations and Evaluations:
The individualized training plan should include a minimum number of

observations, ideally weekly, from the building principal that includes actionable feedback. Additionally, building principals should plan on a formal evaluation schedule that, at minimum, aligns with the NDCC requirements for first-year teachers.

Administrative Considerations:
Any district considering the use of a pre-service teacher should first determine the capacity and desire to fully support the pre-service teacher beyond what exists for a first-year teacher.

Administrators are also cautioned to consider which staff members are being asked to support and that they be qualified and supportive, but also not already overburdened with existing responsibilities.

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 ESPB 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 exams, and attempting the PRAXIS II and PLT exams.

- Formal application for graduation.

Licensure
The Head of the Teacher Licensure Programs 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.minotstaTLP.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.minotstaTLP.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

D. Summary of Graduate Program Admission Requirements

	MED	MS: Sped	Education Specialist in School Psych
GRE	No	No	Yes
Minimum Undergraduate GPA	2.75	2.75	2.75
Three Letters of Reference	Yes	Yes	Yes
Statement of Purpose	Yes	Yes	Yes
Vita	No	No	No
Application Deadline	July 15 for Fall, Nov. 15 for Spring, April 15 for Summer	Open	March 15
Undergraduate Requirements	Bach. Degree in Education or related field	Bach. Degree in Education or related field; Some concentrations require Teacher Licensure	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.minotstaTLP.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.minotstaTLP.edu/graduate) for additional information.

Retention

Candidates must maintain a 3.0 grade point average to remain in the M. Ed. Program. (Need the SPED MS retention criteria in here)

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 Licensure Programs recommends licensure/credentialing based on the candidate meeting the guidelines established by the state and the national accreditation bodies that govern that particular discipline.

- Master of Science: Special Education: Council of Exceptional Children standards & ESPB program approval standards

SECTION 9: ASSESSMENT EXPECTATIONS FOR UNDERGRADUATE PROGRAMS IN THE TEACHER LICENSURE PROGRAMS

TLP 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). Those programs that are nationally accredited must submit their approval letter to ESPB at the time state reports are submitted. All other programs must complete state program review reports. 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 annual assessment reports are provided to department chairs and VPAA of the institution.

Fundamental Assessment Expectations

Each 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 TLP programs report data aligned with the North Dakota Program Approval Standards for initial licensure in the area and professional expectations through the Yearly Program Assessment plan/report template. In addition, data regarding the Teacher Education Professional Sequence is aligned with the Interstate Teacher Assessment and Support Consortium (INTASC) Standards and TLP program outcomes/dispositions, and is reported in a Teacher Licensure Programs Yearly Program Assessment, which is reviewed by TESAC (stakeholder's group), P&P, and TEAC.

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 TLP 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. 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). If a program has both a fully online and an on-campus version, the data for these two delivery modes must be disaggregated.
- 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.
- Performance on content-area knowledge and pedagogical content knowledge expected in the North Dakota Standards for Program Approval may be reported in aligned faculty-designed course assessments, clinical assessments, GPAs (but not as a sole indicator) and/or a Unit wide assessment.
- Field experiences are assessed via observation by clinical educators/cooperating teachers and at the Early Level Transition Conference and Mid-Level Transition Conference 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, the MSU teaching dispositions, and the INTASC Standards.
- Ability to impact P-12 student learning is measured in its formative stages in methods courses. Summative evaluation is completed across the INTASC standards in the Mid-term and Final Student Teaching Evaluations, the Evidence of Student Learning assignment in student teaching, and through employer feedback from the statewide Supervisor Survey, and through research projects involving MSU TLP graduates as required by CAEP.

Key Assessments: (updated 9/15/2023 TEAC & P&P 9/19/2023)

There are four types of assessment which are required by ESPB in the program approval process, and a minimum of two others must be added
1. The Praxis II test, addressing content as required by the North Dakota Education Standards and Practices Board for initial licensure (see Key Assessments section which follows).
2. The PLT ECE, PLT K-6, or the PLT 7-12 as directed by ESPB
3. Cumulative GPA at the point of completion.
4. Student teaching evaluation: At the undergraduate level, this evaluation will be the student teaching evaluation adopted and used by all NDACTE institutions (The Skills of Teaching Observation Tool -- STOT). At the graduate level, this can include clinical practice, mentored practica, internship, or other field experience evaluations; however, the tool used for assessment must meet standards for validity and reliability.

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 (Supervisor Survey)
6. In addition to the previous four assessments, most TLP programs will select the methods assessments and the Evidence of Student Learning assessments from student teaching. Programs are free, however, to use any two additional assessments approved in ESPB's Program Review Report language.
7. The TLP will send data to programs by the end of September from the PRAXIS II test, the PLT, the STOT from student teaching, the ESL from methods, the ESL from student teaching for the period from Sept 1 – August 31 of the previous year (Data distributed in Fall of 2023 will cover the 2022-2023 school year) for inclusion in the annual Yearly Program Assessment.

Benchmark points (gateways) in the initial programs include: (updated 9/15/2023 TEAC & P&P 9/19/2023)

- Early Level Transition Gateway.
  - Completion of ED 260L (Clinical I), ED 282L, (Clinical II), and ED 284L (Clinical III).
  - Completion of modules 1 & 2 of trauma sensitive teaching
  - Each clinical requires journal notes from the teacher candidate uploaded to SLL. These notes are then used to write a reflective paper for the Early Level Transition Conference. Those papers are evaluated by MSU faculty and advisors using a rubric.
  - Teacher candidates set goals for their Mid-Level clinicals and receive feedback on those goals
  - Teacher candidates are evaluated by the clinical educator/cooperating teacher during each clinical experience using a checklist designed by TESAC.
  - Early Level Transition Conferences also include a self-assessment on program dispositions.
  - For teacher candidates who are not making satisfactory progress as indicated by one of the data points above (reflective paper, clinical educator/cooperating teacher evaluations, self-assessments), remediation will be offered and/or required.
- Admission to Teacher Education Gateway:
  - includes required GPAs (cumulative & major)
  - demonstration of basic competencies in reading, writing, and math
  - completion of ED 260L Clinical I
  - a successful background clearance check
  - the recommendation of the advisor.
- Mid-Level Transition Gateway

- - Completion of ED 321L (Clinical IV), ED 323L (Clinical V) and methods course/practicum.
    - Each clinical requires journal notes from the teacher candidate uploaded to SLL. These notes are then used to write a reflective paper for the Mid- Level Transition Conference. Those papers are evaluated by MSU faculty and advisors using a rubric.
    - Completion of modules 3 & 4 of trauma sensitive teaching
    - Teacher candidates are evaluated by the clinical educator/cooperating teacher during each clinical using a checklist designed by TESAC.
    - Mid-level Transition Conference discusses a narrative self-assessment and goal setting.
    - Teacher candidates also complete the Teacher Self-Efficacy scale
    - 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.
    - Application to Student Teaching: maintenance of acceptable clinical evaluations, minimum GPAs (cumulative and major), successful completion of Teacher Education Core and content area requirements
    - Completion of PRAXIS II and PLT
- Student Teaching and Graduation Gateway

    - Completion of ED 324L
    - Completion of module 5 of trauma sensitive teaching
    - Completion of self-assessments and assessments of student teaching experience (Early Progress rubric, Periodic rubric, Mid-Term STOT, Final STOT, and the Final narrative goal setting paper)
    - Completion of the Final Level Transition Conference, including the narrative assessment and goal setting for the first year of teaching.
    - Completion of the self-assessment on program dispositions.
    - Teacher candidates also complete the Teacher Self-Efficacy scale
    - Completion of the Exit Survey (program assessment, statewide tool)
- Program Completion Gateway:
    - Obtain employment and report that employment to the TLP
    - Complete the Transition to Teaching survey in the spring of the first year of employment and encourage the building principal to complete the Supervisor Survey

Reporting Data

All initial TLP programs report data on the Teacher Education Core (INTASC Standards) into the TLP Assessment Report action-plan template. The TLP data-system coordinator provides an aggregate report as well as disaggregated reports back to programs, which are used to reflect and set program improvement goals. In addition, each specific program supplies the Yearly Program Assessment Report (YPA), which is expected to align with

professional expectations and the ND Program Approval Standards for initial licensure in the area. YPAs are completed in respective departments and provided in completed form to VPAA. The TLP unit reviews these annual reports as well.

<u>Timeline for Submission of Reports</u>

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

<u>Items Reported for the Assessment Report by Individual Programs</u>

Individual TLP programs report data (to the SLL system assessment for the TLP Core) for methods courses and practicum experiences tied to those courses. Program specific content assessments are reported in the YPA report each year and are expected to have the following components to ensure effective assessment practices:

- State what SLO/SLG(s) of the program are assessed via a particular tool.
- Provide descriptive information on, or a sample of, the assessment you use.
- If the assessment is rubric-based, include a brief description of how assessors 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 SLOs/SLGs assessed while being clear about whether the scores reflect program completers for the year or in process candidates.
- Include a summary of the program-area faculty's reflection on the data for program improvement

SECTION 10: ASSESSMENT EXPECTATIONS FOR ADVANCED (GRADUATE) PROGRAMS IN THE TEACHER LICENSURE PROGRAMS

Program assessment information is provided to the Teacher Licensure Programs (TLP) through the graduate-level Yearly Program Assessment Report template. Annual Assessment Reports are to be retained by the MSU Director of Assessment and the TLP head 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 the MSU Director of Assessment.

<u>TLP Status for Submission to CAEP/State Reviews</u>

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 SLGs/SLOs.
- 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 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. Therefore, graduate programs should include transition point assessments and define their function within the specific program.
- 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:
  1. State licensure or other exam addressing content, if required (North Dakota does not, as of January 2023, 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.)
  2. 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.

3. Field experience evaluation: At the graduate level, this can include clinical practice, mentored practica, internship, or other field experience evaluations.
4. 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.
5. Surveys of completers and employers are a required part of the CAEP approval process.
6. Other optional assessments: If needed, these can address the unit or content area needs for data, special grant initiatives, differentiated proficiency assessments, etc.
7. Course grades may serve as a content assessment only if:
   - it can be demonstrated that the grades are clearly aligned with the key knowledge/concepts/processes stated in the program's SLOs/SLGs;
   - 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 CAEP 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 Licensure Programs are expected to improve the performance of candidates across areas of content knowledge, professional knowledge, application to teaching and, 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: Core Competencies should be reflected in the SLOs/SLGs for the program.
  – Content Knowledge (of subject matter)
  – Pedagogical Knowledge & Pedagogical Content Knowledge
  – Scholarly tools
- Professional Knowledge & Skill Application:
  – Approval of research proposal
  – Field experience & diversity requirement (e.g. ED 519)

- 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 TLP Graduate YPA Report and any Concentration YPAs, including reflections and plans for program improvement, to the department chair, the Vice President for Academic Affairs, and the Director of Assessment within two weeks of the fall university-wide Assessment Day.

Items Reported for the Assessment Report by Individual Faculty Members

Individual faculty members who teach courses identified as assessment points in the graduate program must 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 SLO/SLG of the program is being assessed.
- Provide descriptive information on, or a sample of, the assessment used.
- Include a brief description of how consistent ratings will be achieved i.e., what constitutes a beginning/naïve performance or an exemplary/sophisticated performance.
- Provide scores of candidates for SLOs/SLGs assessed.
- 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 YPA template for the graduate-level Assessment Report includes the following:
- A list of the SLGs/SLOs 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, may be added through the Teacher Education Administrative Council (TEAC) or Departmental 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 https://caepnet.org/accreditation/caep-accreditation/spa-program-review-process

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 Licensure Programs 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
https://www.nasdtec.net/page/MCEE_Doc

Appendix C – Confidentiality Agreement

TLP 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 Licensure Programs manual:

The Teacher Licensure Programs 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.