



Educator Preparation Unit
Policies and Procedures

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Educator Preparation Unit: Policies

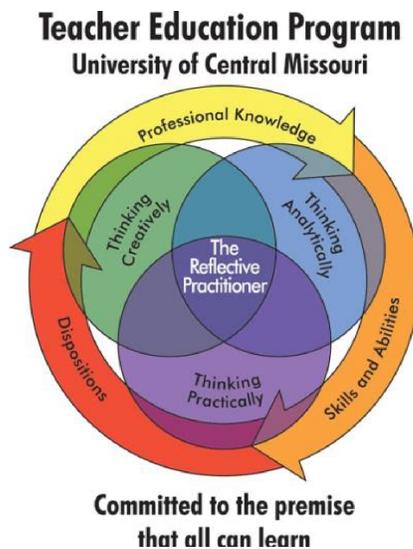
I. RATIONALE AND CONCEPTUAL FRAMEWORK

A. Rationale:

The purposes of the Professional Education Unit's Policies and Procedures shall be:

1. To prepare highly effective educators and leaders who believe that all can learn and who make a positive impact on PK-12 learning
2. To assure fairness, consistency, and due process throughout the professional education unit and its programs.
3. To provide a framework for continuous quality improvement.
4. To assure accountability by explicitly describing the responsibilities and expectations of students, faculty, and staff.

B. Conceptual Framework:



Belief Statement: The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

1. Designated representatives of the UCM Educator Preparation Program will review and revise the Conceptual Framework on a regular basis, as needed.
2. The Belief Statement shall appear on every professional education syllabus, and be reviewed with students in professional education courses. Related dispositions will be assessed formatively and summatively, at both the program and Unit level. The complete Conceptual Framework shall be available on the UCM College of Education website.

II. PROFESSIONAL EDUCATION PROGRAMS

A. General Program Expectations

Each UCM degree and/or program leading to certification must identify a sequence of required courses that will lead to successful completion and:

1. Align with discipline-specific professional standards as well as relevant state and national standards.
2. Clearly reflect sequencing requirements, including prerequisite courses or assessments required to progress in the program.
3. Define transition points where students are evaluated formatively using multiple measures to determine eligibility to continue or advance in the program.
4. Use the current reporting systems to document and request assistance for students demonstrating behaviors that would impede successful program completion. Areas of concern may include poor attendance, unacceptable academic performance, academic dishonesty, failure to exhibit professional dispositions, or personal health/safety. Identify a set of criteria and measures to be used summatively to confirm that candidates possess the knowledge, skills, and dispositions to be successful in PK-12 educational settings.
5. Collect and review candidate formative and summative assessment data and submit reports as required by UCM and/or accrediting bodies.

B. Exceptions to Teacher Education Policies Contained in Policy Sections II

All Teacher Education faculty, staff, and students are expected to know the Teacher Education Policies and adhere to them. All student requests for exceptions to Teacher Education Policies require an appeal to the Teacher Education Council (TEC), citing the specific policy in question, as well as the student's rationale for the appeal and any extenuating circumstances.

The TEC meets on a regular basis September through May. A designated TEC Exceptions Committee comprised of the Associate Dean of the College of Education (or designated representative), a representative of Clinical Services and Certification, and a voting member of the Teacher Education Council who will act as Committee Chair, will determine the appropriate action, which may include granting the appeal, conducting a hearing to gather additional information, or rejecting the appeal. If the Exceptions Committee rejects the appeal, the next step of the appeals process is to the Dean of the College of Education.

Within 2 class days of a decision concerning an appeal, the student, their academic advisor, faculty mentor, and program coordinator will be informed via email of the outcome. The outcome will also be reported to the TEC at its next scheduled meeting. (See ***Procedure pp. 16***)

C. Initial Programs with Coursework at the Undergraduate Level

All programs for initial certification must meet the state content-specific certification requirements contained in 5 CSR 20-400 and must be aligned with the Missouri Standards for Professional Educators (MoSPE) and the Missouri Teachers Standards (MTS), as well as the relevant Missouri Department of Elementary and Secondary Education (DESE) content-specific competencies. Student learning outcomes must also be aligned with the framework and competencies of the state required general education and certification assessments.

1. Any proposed program changes related to certification alignment must be reviewed and approved by the Teacher Education Council as part of the curriculum process.
2. Program coordinators shall work with the UCM Certification Officer (Director of Clinical Services and Certification) to ensure all program changes adhere to certification requirements. *(Procedure C.2-3, page 17)*
3. Program coordinators will meet with the UCM Certification Officer to update certification matrices to reflect any program changes. *(Procedure C.2-3, page 17)*
4. All programs are expected to base their curriculum on established, research-based standards and professional norms.
 - a. Programs seeking national recognition through their Specialized Professional Association (SPA) are also required to align programs with those content-specific standards.
 - b. The Professional Education Unit is accredited through the Council for Accreditation of Educator Preparation (CAEP). Therefore, all programs are also required to align curriculum and assessments with those standards and expectations.
5. Programs will implement the Professional Education requirements as stated in Section III of this document. Faculty mentors will meet regularly and/or as needed with students in their program concerning progress toward program transition points and completion.

The key transition points for Initial Programs at the Undergraduate Level are:

- Completion of the first Professional Education courses (EDFL 2100, EDSP 2100, EDFL 2240, FLDX 2150)
- Admission to Teacher Education
- Application and recommendation to student teach by the major program
- Completion of the Culminating Clinical Semester (Student Teaching)
- Program Completion

D. Initial Programs with Coursework at the Graduate Level

UCM offers individuals who have completed a bachelor's degree the opportunity to pursue an initial certification at the graduate level. Initial certification is achieved by completing the DESE

requirements for the certification area sought through Alternative Certification. Additional information concerning alternative routes to initial certification may be found on the Office of Clinical Services and Certification webpage:

<https://www.ucmo.edu/college-of-education/clinical-services-and-certification/alternative-certification/>

Some coursework required for alternative certification can be applied to multiple masters degrees at UCM.

E. Graduate Programs Resulting in Additional Professional Certification

Graduate programs resulting in professional certification must follow all requirements of the UCM Graduate School as stated in the [UCM Graduate Catalog](#) for the relevant degree (ie., Masters or Education Specialist). Each program may establish additional requirements for admission. Curriculum and assessments in the program must be based on the relevant national and state professional standards for the discipline. In addition, candidates must meet the criteria for admission and certification established by the Missouri DESE for that certification area, including, but not limited to, requirements for GPA, coursework, field placement, and assessments.

F. Graduate Programs Not Resulting in Additional Professional Certification

Graduate programs resulting in an advanced degree but not resulting in state educator certification, must follow all requirements of the UCM Graduate School for the relevant degree (ie., Masters or Education Specialist). Each program may establish additional requirements for admission. Curriculum and assessments in the program must be based on the relevant state and national professional standards for the discipline.

G. Electronic and Social Media Use by Field and Clinical Students

All University of Central Missouri teacher candidates placed in field or clinical placements will interact and communicate in a professional manner with students, parents/legal guardians, district administrators, and staff according to guidelines set forth by district and building policies of the school district in which the teacher candidate is placed. In all forms of communication, field and clinical teacher candidates must maintain professional boundaries.

The use by field or clinical teacher candidates of any social media to communicate with students and/or parents/legal guardians, including but not limited to email, Facebook, Twitter, texting, and blogs must be for educational purposes approved by the field or clinical teacher candidates's school district. Communications must comply with all relevant district policies and must be set up for public viewing.

Field and clinical teacher candidates must not use social media to engage in private communications with students. Teacher candidates shall not use their personal electronic communication devices, accounts, web pages, or other forms of electronic communication to communicate with students and/or parents/legal guardians. (***Procedure II.G page 17***)

III. INITIAL CERTIFICATION

A. Undergraduate Candidate Requirements

All students enrolled in a Teacher Preparation Program of the University of Central Missouri are required to have cleared a DESE sanctioned background check prior to observing or participating in PK-12 classrooms. (***Procedure II.A page 17***)

Completion of the Initial Professional Education Courses

Undergraduate students must complete the following courses with a grade of C or better:

- EDFL 2100—*Introduction to the Teaching Profession*
- FLDX 2150—*Introductory Field Experience*
- EDFL 2240—*Educational Psychology*
- EDSP 2100—*Education of the Exceptional Child*

Admission to the Teacher Education Program

1. All undergraduate students must be fully admitted to the Teacher Education Program at least one full semester prior to the desired student teaching semester.
2. To be admitted to the Teacher Education Program, the student must possess a professional education GPA of 3.0 and a content area GPA of 3.0.
3. To be admitted to the Teacher Education Program, undergraduate students must demonstrate competency by passing all four sections of the Missouri General Education Assessment (MoGEA) (5 CSR 20-400.310) or be exempted from taking the MoGEA with a qualifying ACT score. Per state guidelines, scores on the SAT or their conversion to an ACT score cannot be used as an exemption for the MoGEA.
4. To be admitted to the Teacher Education Program, students must earn a positive dispositional assessment (no 0s on any indicator) and meet with their program faculty representative to discuss those results.
5. Programs may add additional requirements for Admission to Teacher Education. These requirements will be clearly articulated in the undergraduate catalog.
6. All students must obtain a Program Recommendation for Admission to the Teacher Education Program. This form is submitted by the program for verification and final approval to the Office of Clinical Services and Certification.
7. If a student is denied admission to the Teacher Education Program, they can appeal to TEC for enrollment in courses requiring admission. (***Procedure II.B page 16***)

B. Admission to the Teacher Education Program - Alternative Certification and Post-baccalaureate candidates

Alternative certification and post-baccalaureate teacher candidates meet requirements for admission to the Teacher Education Program upon meeting admission requirements for those programs.

C. Request and Permission to Student Teach (*Procedure III.C page 18*)

1. All candidates for initial certification must apply for student teaching one year prior to the anticipated clinical (student teaching) semester. To be placed in a student teaching or internship site, candidates must be admitted to the Teacher Education Program and must have satisfied all requirements for student teaching.

Requests to student teach should be received by the Office of Clinical Services and Certification by:

- a. **November 1** of the previous year for fall placement.
 - b. **April 1** of the previous year for spring placement.
2. Student teaching placements are contingent upon receipt of the *Program Approval to Student Teach* form. All criteria for student teaching must be completed and verified by the designated faculty representative prior to the student teaching semester, and prior to finalization of the placement. Those qualifications must be:
 - a. Admission to the Teacher Education Program
 - b. Completion of all required coursework prior to the student teaching semester (must be enrolled in last semester of coursework).
 - c. A minimum Professional Education GPA of 3.0 and a minimum content area GPA of 3.0.
 - d. A Dispositions Assessment, completed by program faculty and reviewed with the teacher candidate. Scores on each indicator must be 1 or higher for teacher candidates to be allowed to student teach.
 3. Student teaching candidates must take the appropriate ***Missouri Content Assessment*** (MOCA) prior to the start of their student teaching semester.
 4. A student teaching candidate's initial Background Check will be accepted for the student teaching semester, assuming no disqualifying actions have been filed. (***Procedure III.A page 17***)

NOTE: For initial certification, DESE requires candidates to have a cleared background check within the last year.

D. The Culminating Clinical Semester (Student Teaching)

1. All teacher candidates enrolled in student teaching must attend the Student Teacher Orientation Meeting and the Student Teacher Mid-Term Conference.
2. Teacher Candidates must meet all state, UCM, and partner school district requirements, standards, and expectations for the clinical experience.
3. Cooperating Teachers must meet the following state and UCM standards (per principal or district recommendation): (**Revised Missouri Standards for Preparation of Educators, Oct. 2020**)
 - a. Hold a Bachelor's Degree
 - b. Have a minimum of three-years of approved PK-12 teaching experience in the qualifying area
 - c. Hold state approved certification in the content area and specific grade range sought by the teacher candidate
 - d. Have demonstrated exceptional competence at the performance level expected of a career professional.
 - e. Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format.
 - f. Assignment of the Teacher Candidate must have been completed with the approval of the Cooperating Teacher.
4. All University Supervisors must meet the following state and UCM standards: (**Revised Missouri Standards for Preparation of Educators, Oct. 2020**)
 - a. Hold a minimum of a Master's Degree in Education or related area
 - b. Have a minimum of five years of experience in PK-12 schools and/or Teacher Preparation
 - c. Possess PK-12 knowledge and expertise with students, content, and/or pedagogy
 - d. Demonstrate the ability to interact, mentor, communicate, and provide feedback to teacher candidates and cooperating teachers
 - e. Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format

5. Teacher Candidates must report regularly and on-time to their student teaching placement assignments following the calendar and schedule of the partner district and the cooperating teacher. (***Procedure III.D page 19***)
 - a. Only in cases of serious illness or family emergencies are Teacher Candidates to be absent from their placement.
 - i. If the Teacher Candidate must be absent, he/she must notify the Cooperating Teacher immediately in advance or prior to the opening of the school day and their University Supervisor by email the day of the absence.
 - ii. If approved by the Cooperating Teacher, the Teacher Candidate may be excused to participate in employment interviews.
 - b. Any Teacher Candidate absent more than three (3) days, other than for meetings required by the Office of Clinical Services and Certification or their major program, will be subject to a review completed by the University Supervisor and the student teaching coordinator or a representative of the Office of Clinical Services and Certification.
 - c. Unless determined otherwise by a review by the University Supervisor and the student teaching coordinator or a representative of the Office of Clinical Services and Certification, absences totaling more than eight (8) or more days will result in the Teacher Candidate's removal from student teaching.
6. Teacher Candidates must not be compensated for any duties required by their placement during the school day or for attendance at any meeting or activity required of their Cooperating Teacher. With the approval of the Office of Clinical Services and Certification and the partner district, exceptions may be made for individuals who are under contract as a teacher of record or who are eligible for work experience credit in lieu of student teaching under DESE Rule 5 CSR 20-400.30 for paraprofessionals or 5 CSR 20-320 for students in UCM's approved alternative certification program. (***Procedure III.D.6 page 19***)
7. The minimum length of the student teaching semester is 16 weeks.
8. The Office of Clinical Services and Certification recognizes the right of a school district to terminate a Teacher Candidate's placement at any time.
9. The Office of Clinical Services and Certification may suspend or terminate a Teacher Candidate's placement **for cause** at any time during the semester. (***Procedure III.D.8-9 and E.4 page 20***)
10. Teacher Candidates who are suspended or removed from student teaching **for cause** will not be recommended for certification and may not re-enroll in any traditional or alternative route teacher education program at UCM.

E. Requirements for Completion of Student Teaching Semester

1. Teacher Candidates must earn or exceed a state determined passing score on the summative Missouri Educator Evaluation System (MEES) completed by the cooperating teacher and university supervisor during the student teaching semester to be recommended for teaching certification.
2. Teacher candidates who do not earn a passing score on the summative MEES or earn a 0 (zero) in any category from either the cooperating teacher or university supervisor may not earn a grade higher than a C in student teaching.
3. Teacher candidates who do not earn a passing score on the summative MEES or earn a 0 (zero) in any category from either the cooperating teacher or university supervisor may:
 - a. Graduate with a BSE, BME, or BS Physical Education acknowledging UCM will not recommend them for teaching certification; or
 - b. Move into the BS Educational Studies and Training, acknowledging UCM will not recommend them for teaching certification; or
 - c. Postpone graduation and repeat the student teaching semester. This requires coordination with and approval by the student's program. Remedial actions shall be required; or
 - d. Move into an individualized degree plan, acknowledging UCM will not recommend them for teaching certification.
4. Teacher candidates who earn a 0 (zero) on any disposition indicator during the student teaching semester may not earn a grade higher than a C in student teaching and could be subject to suspension/removal.
5. Teacher candidates who earn a 0 (zero) on any disposition indicator during the student teaching semester may:
 - a. Graduate with a BSE, BME, or BS Physical Education acknowledging UCM will not recommend them for teaching certification; or
 - b. Transition into the BS in Educational Studies and Training, acknowledging UCM will not recommend them for teaching certification; or
 - c. Postpone graduation and repeat the student teaching semester. This requires coordination with and approval by the student's program. Remedial actions shall be required; or
 - d. Move into an individualized degree plan, acknowledging UCM will not recommend them for teaching certification.

F. Pursuing Alternative Pathways to Student Teaching

1. Paraprofessional or Teacher Assistant Pathway (*Procedure III.F.1 page 21*)

As required by state regulation and TEC policy, to be eligible for Work Experience Credit, a teacher candidate must meet the following criteria:

- a. The teacher candidate must be currently employed as a teacher assistant or paraprofessional in a public or accredited non-public school for a minimum of two years. The two years of experience must be concurrent with an approved UCM program of study in teacher preparation.
- b. The teacher candidate must be currently enrolled in coursework at UCM.
- c. The teacher candidate must have been admitted to the UCM Teacher Education Program.
- d. The teacher candidate must have obtained written permission from a district-level administrator of the school district in which they are employed and the building principal who supervises them in order to attempt Work Experience Credit.
- e. The teacher candidate's experience must be in the same content area and grade level for which they are seeking initial teacher certification.
- f. The teacher candidate must be supervised by a mentor teacher who is certified in the same content area and grade level in which the candidate is seeking initial teacher certification.
- g. The teacher candidate must teach lessons comparable to those required to be taught under a standard student teaching placement for their certification area.

2. Provisional Certification Pathway: (*Procedure III.F.2 page 22*)

As permitted by 5 CSR 20-400.320*, candidates admitted to UCM's approved Alternative Certification Program may be able to apply work experience for student teaching if they have met the following criteria:

- a. Have earned a bachelor's degree or higher from a regionally accredited institution in a related field of the desired certificate or pass the appropriate MOCA.
- b. Cleared the background check required for certification purposes.
- c. Is generally within twelve (12) credit hours of completion of the certification requirements.
- d. Enter into a four-party academic contract with UCM, the employing school district, and DESE resulting in a two-year provisional certificate of license to teach.

- e. Employment must be in the same content area and grade level for which they are seeking initial teacher certification.

For candidates who meet requirements a-e, the employed teaching experience while participating in the Alternative Program must satisfy the clinical experience requirement for professional certification. UCM will recommend those individuals for Initial Professional Certification certificates once they have passed the **Missouri Content Assessment** and obtained a passing score on the Missouri Educator Evaluation System assessment from a university assigned supervisor and building principal.

G. Program Completion and Certification

1. Students completing a UCM Degree in teacher education will satisfy all UCM requirements described in the University Catalog as verified by the Office of the Registrar's clearance for graduation.
2. Students seeking initial certification will complete or update DESE's online **Educator Profile** and meet all UCM and DESE criteria for Missouri Certification in their area of study:
 - a. Admission to Teacher Education
 - b. Successful completion of all required coursework with a minimum Professional Education GPA of 3.0 with no Professional Education course grade below a C; and a minimum content area GPA of 3.0.
 - c. Successful completion of Student Teaching.
 - d. A current, cleared background check, less than one year old. (Per DESE requirements)
 - e. A passing score on the required Missouri Content Assessment (MOCA) for the area of certification sought.
 - f. A passing score on the MEES summative assessment.

H. Suspension or Removal from Teacher Education

1. Teacher candidates at the undergraduate, alternative certification, or post-baccalaureate level who have been admitted to the Teacher Education Program **may** be suspended or removed for any of the following:
 - a. Disqualifying actions that are identified through a DESE approved background check or the Missouri Rap Back Program.
 - b. A school district requests a teacher candidate be removed from a placement.

- c. A teacher candidate demonstrating negative dispositions as documented on the university approved dispositional assessment or failing to address deficiencies as noted on a previous dispositional assessment.
2. The Director of Clinical Services and Certification or a designated representative will make a decision (with input from program faculty and administrators) regarding suspension or removal and notify the teacher candidate.
3. Appeals of the decision to remove or suspend shall be made in writing by the teacher candidate to the Dean of the College of Education within five (5) business days of notification.
4. Teacher candidates who have been suspended or removed from the Teacher Education Program may be reinstated under certain circumstances. (Procedures pp. 22)

Educator Preparation Unit: Procedures

(NOTE: *The numbering refers to the relevant policy*)

II. PROFESSIONAL EDUCATION PROGRAMS

II.B Exceptions to Teacher Education Policies Contained in Policy

Student Appeal Procedure:

The following is the appeal procedure for all appeals directed toward TEC in the policies section.

Appeals Process Level I

The student will meet with their faculty mentor to discuss and complete the [Teacher Education Council Appeals Form](#) online, (appeals will not be considered without the support of the faculty mentor). The TEC Exceptions Committee Chair will convene the committee within five (5) class days after receipt of the appeal.

The Exceptions Committee will determine the appropriate action which may include granting the appeal, conducting a hearing to gather additional information, or rejecting the appeal. The TEC Exceptions Committee Chair will notify the student of the committee's decision within two (2) class days.

Appeals Process Level II

In the event the student disagrees with the TEC Exceptions Committee's decision, he/she may request a meeting with the Dean of the College of Education to be scheduled within five (5) class days of the receipt of the TEC Exceptions Committee's written decision. The Dean will discuss the facts and circumstances of the case with the student and other involved parties on a collective or individual basis based on the circumstances. The Dean may also interview witnesses and undertake further investigative activities if he/she believes the circumstances merit further action.

The Dean will complete his/her meetings and investigations and issue a finding within fifteen (15) class days of receipt of the student's appeal. In the event the Dean is unable to accommodate this time frame, the student and the other affected parties will be notified of the fact and the anticipated length of time needed to render a decision.

The Dean will notify the student, the student's program coordinator, and the TEC Chair of his/her findings and his/her intended course of action in writing.

Appeals Process Level III

If the student disagrees with the Dean's decision, he/she may request, within five (5) class days of receipt of notification of the Dean's decision, a meeting with the Provost. The Provost will consider all the evidence on record and shall decide within ten (10) class days to take one of the following actions:

1. Uphold one or all of the previous decisions.
2. Overturn the decisions outright and make an alternative resolution.
3. Refer the matter over to a University Grievance Committee. The Provost will appoint a committee of two students and two faculty members to review the matter within fifteen (15) class days of the Provost's referral. The committee will make its recommendation to the Provost within five (5) class days of completing its work. In the event there is a tie vote of the committee, the Provost will cast the deciding vote. The Provost will immediately, upon receipt of the committee's recommendation, notify the student of the Grievance Committee's decision in writing.

The Provost's decision is final and binding on all parties and, once communicated, shall be placed in full force and effect immediately.

II.C Initial Programs with Coursework at the Undergraduate Level

C.2-3. Updating Certification Matrices

- Requesting a One Time Exception for Content/Methods Courses
 - Complete the Matrix Exception form here:
<https://forms.gle/yPhH7ui3S23xw5QJ6>
- Updating an Existing Matrix
 - Request an editable matrix from Cert Office
- New Program/Certification
 - Request a matrix template from Cert Office

II.G. Electronic and Social Media Use by Field and Clinical Students

- EDFL 2100 and FLDX 2150 instructors will provide information to all enrolled students about the use of electronic and social media as they prepare to do observations.
- In meetings prior to and during their student teaching semester, the Student Teaching Coordinator will provide information to candidates about the use of electronic and social media.
- It is recommended that instructors of all other field experiences also include information about the use of electronic and social media.

III. INITIAL CERTIFICATION

III.A. Undergraduate Candidate Requirements

Undergraduate students will complete an Application to Teacher Education Program upon completion of 45 credit hours or during their first transfer semester. The application is found at <https://www.ucmo.edu/college-of-education/clinical-services-and-certification/teacher-certification/>.

Background Check Procedures:

To be fingerprinted and obtain a background check, a student must register with the Missouri Automated Criminal History (MACHS) site at www.machs.mo.gov.

A four-digit registration number will be required. The following guidelines should be considered:

- Less than 60 credit hours or no DESE Profile
 - Use code 6699
- Applying for Certification or 60 credit hours and active DESE Profile
 - Use code 2300
- Missouri Substitute Certificate (DESE Profile required)
 - Use code 2301

Office of Clinical Services and Certification (OCSC) Office Procedure:

OCSC will verify completion of this requirement prior to initial field placement and update instructors concerning student status. Without exception, students will not be placed in the field until their background check has cleared.

III.A.4 Completion of First Professional Block: Disposition Assessment

2000-Level block instructors will complete the *Educator Disposition Assessment*, providing feedback to the student.

Students receiving any 0s on an indicator must meet with their faculty mentor to develop a remediation plan. Faculty will complete and submit a summary of this meeting. The student will receive a U grade in the FLDX 2150 course until this meeting is completed.

III.A.5-6 Admission to Teacher Education: Program Recommendation

Upon completion of 60 credit hours, the student will contact their faculty mentor to find the suggested time frame to complete the Program Recommendation for Admission to the Teacher Education Program. Each program may have additional requirements (entrance examinations, interviews, portfolio review, etc.) and students should contact their faculty mentor to learn of these requirements.

Contingent upon the student having met all the specified criteria, the faculty mentor will submit the Program Recommendation for Admission to the Teacher Education Program form.

On receipt of the completed Program Recommendation form verifying eligibility, the OCSC will verify all data. Once all requirements have been verified, the OCSC will grant admission to the UCM Teacher Education Program and enter that status in the designated field on Banner.

III.C Request and Permission to Student Teach

Students will complete the Request to Student Teach application on the OCSC website: <https://www.ucmo.edu/college-of-education/clinical-services-and-certification/student-teaching/>

OCSC will notify program coordinators of the students who have applied to student teach and request the completion of the Program Approval to Student Teach form.

Before placement in the student teaching semester, OCSC will:

- Verify the candidate is admitted to the Teacher Education Program and continues to meet all requirements.
- Confirm that the candidate has taken all required content assessment(s).
- Confirm the completion of the **DESE Educator Profile** on the DESE website.
- Confirm that the candidate has completed **required field experience**.
- Verify enrollment in the final semester of coursework.

III.D.3 Cooperating Teacher Requirements and Standards

OCSC will convey all DESE and UCM standards for Cooperating Teachers set forth in the *Memorandum of Understanding* between UCM and the school districts and in the placement documents sent to the districts for each potential student teacher. Exceptions to any one of the selection criteria may be made in cases of unusual or mitigating circumstances as agreed on by the Director of Clinical Services and Certification and administrative personnel from the individual school districts.

Procedures for selection of Cooperating Teachers will vary among the various school districts. However, the districts are required to follow the DESE and UCM guidelines conveyed to them by OCSC.

III.D.4 University Supervisor Requirements and Standards

Non-Faculty, adjunct applicants for University Supervisor of Student Teachers positions shall forward the following documents to the Director of Clinical Services and Certification:

- A formal Letter of Interest in the position of University Supervisor of Student Teachers.
- A Professional Resume.
- Three Professional Letters of Recommendation.
- Official, sealed transcripts of all college/university level coursework.

Faculty supervisors must meet all DESE and UCM criteria for the position of University Supervisor as stated in Policy III.D.4.

III.D.5 Teacher Candidate Attendance

University Supervisors will report concerns regarding student teacher attendance to the Office of Clinical Services and Certification. The Student Teaching Coordinator or representative of OCSC will determine appropriate action which may include make-up days up to removal from student teaching. Except for extenuating circumstances, absence from student teaching totaling eight (8) or more days will result in removal from the placement.

III.D.6 Teacher Candidate Compensation

Via the *Memorandum of Understanding*, OCSC will inform partner school districts that Teacher Candidates may not be compensated for any duties required by their placement.

III.D.8- 9 & E.4 Suspension/Termination of Clinical Placement

1. A representative of the school district's administration or the University Supervisor will notify OCSC of significant concerns and want the Teacher Candidate removed.
 - a. If the concerns involve the safety or welfare of students, the Teacher Candidate, or other personnel, the candidate will be removed from the setting immediately.
 - b. If there are no immediate safety concerns, a meeting will be scheduled at the earliest opportunity to notify the candidate of the decision to **terminate** the placement. This meeting will include the University Supervisor, a District Administrator, and the candidate.
 - c. The candidate will leave the school building immediately following the notification of termination. Arrangements will be made with the District Administrator to gather the Teacher Candidate's personal possessions. Every effort will be made to avoid disruption of the educational environment.
2. Upon removal of the Teacher Candidate, the Student Teaching Coordinator will notify the student via email of the due process available to them.
 - a. The Teacher Candidate will be asked to complete a written statement explaining the events leading up to the termination or suspension.
 - b. The Teacher Candidate has the right to a Review Committee Hearing which may include the following members:
 - i. The Student Teaching Coordinator, (schedules and facilitates the hearing).
 - ii. The Director of OCSC
 - iii. The University Supervisor.
 - iv. The Program Coordinator.
 - v. Other individuals who possess information bearing on the situation upon the invitation of the Student Teaching Coordinator.
3. Upon the conclusion of the hearing, the Student Teaching Coordinator will notify the Teacher Candidate of the panel's decision in writing. Recommendations include:
 - a. Complete the student teaching requirements in an alternative placement during the same semester if an adequate placement can be found.
 - b. Complete the student teaching requirements in an alternative placement during a subsequent semester.*
 - c. Work with faculty in their major department to successfully complete a developmental clinical assignment prior to attempting student teaching again.*

- d. Not be allowed to complete student teaching and be dismissed from the Teacher Education Program.
- e. Be referred to Student Affairs and/or Public Safety for further disciplinary action.

Note: Based on the individual circumstances, additional recommendations may be made by the Review Committee concerning course withdrawal and the student teaching grade(s). These decisions may have implications for financial aid and students are encouraged to discuss their situation with a representative of UCM's Student Financial Services.

**Options c and d would require the Teacher Candidate to complete the Program Approval to Student Teach process again.*

- 4. The Teacher Candidate may waive the option to submit a written statement or to participate in the Review Committee Hearing process. In that situation, the decision concerning placement will be made by the Review Committee without the Teacher Candidate's participation and be communicated in writing to them.
- 5. The Teacher Candidate may appeal the Review Committee's decision and/or the student teaching grade(s) following the procedure II.B, found in this document. The process should begin at level II.
- 6. OCSC will retain all documentation related to suspension or termination of a student teaching placement including all correspondence and the decision of the Review Committee.

III.F.1 Paraprofessionals and Teacher Assistants

A Candidate interested in Work Experience Credit is required to reach out to the Coordinator of the Paraprofessional to Certified Teacher Program. The coordinator will request the required information from the candidate and confirm eligibility.

A letter from building/district administration verifying the waiver candidate's assignment and in support of the candidate must be submitted to the coordinator. The coordinator will then submit the required documentation (*Application for Evaluation of Official Certifications, Licenses, Diplomas, and Work Experience for College Credit*) for the awarding of special credit to the UCM Registrar's Office.

NOTE: DESE mandates that all candidates for certification must still meet all other certification requirements.

III.F.2 Provisional Certificate

OCSC Procedure:

A Candidate interested in Work Experience Credit is required to reach out to the Director of OCSC. The director will request the required information from the candidate and confirm eligibility.

A letter from building/district administration verifying the waiver candidate's assignment and in support of the candidate must be submitted to the director. The director will then submit the required documentation (*Application for Evaluation of Official Certifications, Licenses, Diplomas, and Work Experience for College Credit*) for the awarding of special credit to the UCM Registrar's Office.

NOTE: DESE mandates that all candidates for certification must still meet all other certification requirements.

III.H Suspension or Removal from Teacher Education

The Teacher Candidate may appeal the Director of OCSC's decision by following the procedure II.B, found in this document. The process should begin at level II.

III.H.5 Teacher Education Reinstatement

Candidates wishing to be reinstated to the Teacher Education Program will be asked to submit a written statement explaining the events leading up to the suspension or removal to the Director of OCSC. The Teacher Candidate will have a Review Committee Hearing which will include the following members:

- The Director of OCSC (schedules and facilitates the hearing).
- The Program Coordinator.
- School or Department Chair

Upon the conclusion of the hearing, the Director of OCSC will notify the Candidate of the panel's decision in writing.

The Candidate may appeal the Review Committee's decision by following the procedure II.B, found in this document. The process should begin at level II.