

TEACHER PREPARATION PROGRAM HANDBOOK



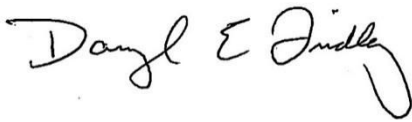
SOUTHEAST MISSOURI
STATE UNIVERSITY · 1873

Welcome

Welcome to the Southeast Missouri State University Teacher Preparation Program! We are excited to have you join us as we work to provide our school partners with excellent educators. Our innovative programs integrate challenging coursework with extensive field experiences, and our EDvolution initiative provides a technology-rich learning environment.

This handbook will help you be successful as you progress through your program. It contains guidelines that are applicable to all teacher candidates. You should review the contents and refer to this document when you have questions in the future.

We are honored that you have chosen Southeast as your teacher preparation home. I hope you will enjoy your time here and leave feeling well-prepared to help young people become life-long learners.



Daryl E. Fridley, Ph.D.
Associate Dean for Educator Preparation

The logo for EDvolution features the letters "ED" in a bold, red, sans-serif font, followed by "volution" in a bold, black, sans-serif font. A red diagonal slash is positioned over the "D" in "ED".

Table of Contents

Welcome	2
Departments and Majors	6
The Department of Leadership, Middle, and Secondary Education	6
Middle School Certification (5-9) Programs	6
9-12 and K-12 Programs	6
The Department of Elementary, Early, and Special Education	6
Early Childhood Education	6
Elementary Education	6
Special Education: Mild/Moderate Cross-Categorical	7
Early Childhood Special Education	7
EDvolution®	7
Stages of iPad Integration	7
The EDvolution Center	8
Contacts	8
Teacher Preparation Contacts	8
Important University Offices/Contact Information	9
Student Organizations	9
Advising	9
Services offered by the Education Advisors	10
Academic Advising Learning Objectives	10
Responsibilities of Education Students	10
Guidelines for Early Childhood, Elementary, Exceptional Child, and Middle School Pre-Education Majors	
Pre-Education	10
After Admission to the Teacher Preparation Program	11
Guidelines for Secondary (9-12) and K-12 Majors	11
Transfer Education Students	12
Admission to the Teacher Preparation Program	12
Requirements for Admission to the Teacher Preparation Program	12

Second Degree Admission	13
International Students Admission Policy	13
Process for applying for the Teacher Preparation Program	13
Student Appeals for the Teacher Preparation Program	14
Provisional Admission to the Teacher Preparation Program	14
Chalk and Wire	14
Retention in the Teacher Preparation Program	14
Removal from the Teacher Preparation Program	15
Appeal Process	15
Certification Requirements	15
Field Experiences and Student Teaching	16
Background Checks	16
Offenses for Automatic Prevention or Revocation of a Teaching Certificate	17
Pre-Student Teaching Field Experiences	17
Removal from a Field Experience	18
EDhawk Scholars Program	18
Benefits	18
Requirements	18
Expectations	19
Student Teaching	20
Conceptual Framework for Student Teaching	20
Student Teaching Requirements	20
Application Process	21
Guidelines for Placements	21
Courtesy Placements	22
International Student Teaching	23
Triad Seminar	23
Role of Teacher Candidates	24
The Role of the Teacher Candidate	24
Student Teaching Policies	24
Substituting	24

Dress and Appearance	24
Confidentiality	24
Social Media	25
Attendance	25
Professional Development	25
Grades	26
Midterm Grade	26
Suspension/Termination of Students from Student Teaching	27
Reasons for Removal	27
Steps for Removal	27
Handling Concerns	28

Departments and Majors

The Department of Leadership, Middle, and Secondary Education

The Department of Leadership, Middle, and Secondary Education—often in collaboration relevant academic departments--offers 5-9, 9-12, and K-12 programs that lead to certification in the areas listed below.

Middle School Certification (5-9) Programs

- Language Arts
- Mathematics
- Social Studies
- Science

9-12 and K-12 Programs

- Agriculture
- Art (K-12)
- Biology
- Chemistry
- English
- Family & Consumer Science (B -12)
- Mathematics
- Music: Vocal (K-12)
- Music: Instrumental (K-12)
- Physical Education (K-12)
- Physics
- Social Studies
- Spanish

The Department of Elementary, Early, and Special Education

The Department of Elementary, Early, and Special Education offers four majors.

Early Childhood Education

(Birth – 3rd grade with add-on certification in Elementary Education grades 1 – 6)

This major is appropriate for students interested in teaching preschool, kindergarten or elementary aged children. Coursework focuses on child development, curriculum and assessment strategies to use with young children, and family engagement. Students in this program complete field experiences with infants/toddlers, preschoolers, kindergarten and elementary aged students.

Elementary Education

(Grades 1- 6 with optional add-on certification in Middle School (grades 5-9) Language Arts, Math, Science or Social Studies)

This major is appropriate for students interested in teaching all of the subject areas in a general elementary classroom. Coursework focuses on the academic subjects of language arts, math, science, and social studies. Students in this program will complete field experiences in the primary and intermediate elementary grades (and middle school grades, if this option is chosen).

Special Education: Mild/Moderate Cross-Categorical

(K – 12, add-on certification in Elementary Education, grades 1- 6)

This program is appropriate for student interested in working with individuals with exceptional learning needs. Coursework focuses on instructional and behavioral strategies for the inclusive classroom. Students in this program will complete field experiences in both the general education and special education classrooms.

Early Childhood Special Education

(Birth – 3rd grade Special Education with add-on certification in Elementary Education grades 1 – 6)

This major is appropriate for students interested in working with infants/toddlers, preschool, kindergarten or elementary aged children with special needs in inclusive settings. Coursework focuses on child development, curriculum and assessment strategies to use with young children in both general and special education, and family engagement. Students in this program complete field experiences with children with both typical development and special needs in these ages: infants/toddlers, preschool, kindergarten and elementary age.

EDvolution®

A major goal of the Teacher Preparation Program is to develop teacher candidates who will be leaders in the use of current and emergent technology. We believe that technology is a tool to be integrated into the classroom, and our faculty serve as instructional models for how this might be done. In order to facilitate this process all teacher candidates learn to teach in an environment in which every student has an iPad. At a minimum, students should have a 6th generation iPad (WiFi enabled; 32 gb minimum).

Stages of iPad Integration

We have defined a three-step student development model for integrating iPad usage.

Tech for you: Technology as a tool to enhance your own learning and personal productivity

- Student ‘out of the box’ basic use seminars
- Direct support in the Instructional Resources & Technology Center

Tech for us: Technology as a tool for collaboration and instruction in education coursework

- Integrated use in education coursework

- In class collaborative work
- Higher integration of “Tech for You” skills

Tech for them: Technology as a tool for instruction to enhance the learning opportunities for all learners

- Using technology in field experiences and student teaching

The EDvolution Center

All Teacher Preparation candidates have access to the EDvolution Center to learn how to best use technology to enhance learning of students during field experiences. The Center provides lecture capture, 3D printers, collaboration spaces, Apple TV, video editing rooms, a virtual reality room, and much more.

Contacts

Teacher Preparation Contacts

Office or Department	Location	Phone	E-mail
College of Education, Health, and Human Studies	Scully 411	(573) 651-2408	ehhs@semo.edu
Office of Educator Preparation	Scully 301	(573) 651-2556	edprep@semo.edu
Office of Candidate Status & Certification	Scully 304E	(573)651-5932	cscs@semo.edu
Department of Elementary, Early, & Special Education	Scully 313	(573) 651-2122	
Department of Leadership, Middle & Secondary Education	Scully 245	(573) 651-2137	
Office of Field Experiences	Scully 304A	(573) 651-2411	fieldexperiences@semo.edu
EDvolution Center	Scully 210	(573) 986-6881	edvolution@semo.edu

Important University Offices/Contact Information

Name	Phone	Office	E-Mail
Admissions	(573) 651-2590	Academic Hall 100D	admissions@semo.edu
Career Counselors	(537) 651-2583	Academic Hall 057	careerservices@semo.edu
Testing Services	(573) 651-2836	Kent Library 108	testingservices@semo.edu
Registrar	(573) 651-2250	Academic Hall 057	registrar@semo.edu
Student Financial Services	(573) 651-2253	Academic Hall 019	sfs@semo.edu
Dean of Students	(573) 651-2524	Academic Hall 010-011	deanofstudents@semo.edu
University Tutorial Services	(573) 651-2861	Kent Library 412	tutorialservices@semo.edu

Advising Center North	(573) 651-5090	Seabaugh Polytechnic 301	advising@semo.edu
Advising Center South	(573) 651-2007	Academic Hall 057	advising@semo.edu

Student Organizations

Contact the Department of Elementary, Early, and Special Education or the Department of Leadership, Middle and Secondary Education for student organization contact information.

- ACDA: American Choral Director’s Association – Student Chapter
- ASCD: Teacher of Tomorrow
- Autism Aware
- FFA: Future Farmers of America
- Holmes Honors Program
- Kappa Delta Pi (Education Honor Society)
- NAEA: National Art Educators Association
- NafME-C: National Association for Music Education – Collegiate Chapter
- NSTA: National Science Teachers Association
- SAME: Student Association of Mathematics Educators
- SMSTA: Student Missouri State Teachers Association
- SSEA: Social Studies Educators Association

Advising

Education advisors strive to serve students in three ways:

- Provide a general orientation of the Teacher Preparation Program to pre-education majors
- Describe specific program requirements and expectations
- Recommend when to apply to the Teacher Preparation Program

Services offered by the Education Advisors

- Disperse general information about Teacher Preparation programs, degree requirements and admission/retention into the Teacher Preparation Program
- Advise pre-admission (not yet admitted to the TEP) Elementary, Early Childhood, Exceptional Child and Middle School Education majors
- Assist pre-admission for all Education majors
- Provide assistance in registering for required courses. (If for some reason a student has difficulty registering for a course, they should contact their advisor to find what action they must take to register for the course)

Academic Advising Learning Objectives

- Students will know how to locate and contact their Academic Advisor
- Students will know where to locate important semester dates
- Students will be able to accurately read and effectively utilize the DegreeWorks audit for their educational plan
- Students will demonstrate knowledge of resources to achieve their academic goals

Responsibilities of Education Students

- Have ALL educational records and transcripts sent to the University
<http://www.semo.edu/registrar/transferinfo.html>
- Make an appointment each semester with advisor (preferably before your priority registration date). Check your registration date online at
www.semo.edu/registrar/degreeworks.html
- Prepare for your appointment by
 - Reviewing your DegreeWorks audit to identify your program requirements
<http://www.semo.edu/registrar/degreeworks.html>
 - Viewing course selections in the “Look Up Classes” feature in your student portal and preparing a list of possible courses
 - Developing a list of questions for your advisor
- Complete the enrollment process by enrolling through the portal: <http://portal.semo.edu>
- Students that have concerns or questions about the Teacher Preparation Program, their progress in the program, or specific courses, should always consult their Education Advisor rather than solicit advice from other students

Guidelines for Early Childhood, Elementary, Exceptional Child, and Middle School Pre-Education Majors Pre-Education

- Students intending to major in Early Childhood, Elementary, Exceptional Child, or Middle School Education will be advised in the Center for Academic Advising (Academic Hall 057) (<http://www.semo.edu/advising/index.html>). Students will be asked to declare a major (the Autism Certificate may also be declared in the Academic Advising Office).
- Students should contact the Center for Academic Advising by calling (573)-651-2007 to arrange an initial advising appointment with an Education Advisor. Students will receive a Degree Map showing courses needed for a specific major.
- Student’s advising appointments should be prior to their priority registration date (students are responsible for knowing their priority enrollment date). Appointments are 30 minutes in length.
- At the appropriate time, students will confer with an Education Advisor about advising/registration, keeping in mind that students are required to receive advising before obtaining a PIN number for registration.
- Advisor and student will discuss their semester plan using the Degree Map and DegreeWorks. They will also discuss their progress for gaining admission to the Teacher Preparation Program.

- Once students have met with their advisor, discussed their progress in the program, and received their PIN number, they will enroll in their courses on or after their priority registration date (determined by earned credit hours, not including the credit hours currently enrolled in). Students will enroll in courses via the Student Portal (<http://www.semo.edu/registrar/priority.html>) between the hours of 7am and 9pm.
- Pre-Education majors will schedule a time to take the Missouri General Education Assessment (MoGEA). It is recommended that students begin taking the assessment during their second or third semester. Students must pass the MoGEA (see Education Advisor for passing scores).
- Applications for admission to the Teacher Preparation Program can be found online at <https://semo.edu/education-health/edu-prep/admission.html>. All requirements should be met prior to submitting the application (see “Admission to Teacher Preparation Program” section for requirements). Applications should be submitted by March 15th for fall admission or October 15th for spring admission. The application will be processed within 5 business days and an email notification will be sent to both the student and their advisor. Discrepancies regarding admission to the Teacher Preparation Program should be submitted to The College of Education, Health, and Human Studies Dean (see “Appeals” section).

After Admission to the Teacher Preparation Program

When students are fully admitted into the Teacher Preparation Program, they begin working with their assigned faculty advisor on expectations for the completion of the Teacher Preparation Program. Faculty advisors will assist students with:

- Registration for professional sequence and responsibilities for applying to student teaching
- Required Professional Education exams including MoCA
- Career advice

Guidelines for Secondary (9-12) and K-12 Majors

- Students intending to major in any 9-12 or K-12 program (Agriculture, Art, Biology, Chemistry, English, Family & Consumer Science, French, German, Mathematics, Music: Vocal, Music: Instrumental, Physical Education, Physics, Social Studies, or Spanish) will be advised within the department of their specialization. To find which department to contact for advising, students can contact the Department of Leadership, Middle & Secondary Education in Scully 245 by calling (573) 651-2137.
- Majors in 9-12 and K-12 programs may also contact the Center for Academic Advising for general information about the Teacher Preparation Program including requirements for admission. Students will then be directed to the appropriate department for further consultation and advisor assignment.
- Students should contact their advisors to arrange an initial advising appointment. At that time, students will receive a Degree Map showing courses needed for a specific major.
- Student advising appointments should take place prior to their priority registration date which is determined by earned credit hours, not including the credit hours in which a

student is currently enrolled. Priority registration dates are available from the Registrar's website (<http://www.semo.edu/registrar/priority.html>).

- Advisor and student will discuss semester plans using the Degree Map and DegreeWorks. They will also discuss progress toward gaining admission to the Teacher Preparation Program.
- Once students have met with an advisor, discussed their progress in the program, and received a Personal Identity Number (PIN), they will enroll in courses on or after their priority registration date. Students will enroll in courses via the Student Portal (http://www.semo.edu/cea/access_portal.html) between the hours of 7am and 9pm.

Transfer Education Students

- Transfer students should work with an education advisor before transferring to determine their graduation date. Those who transfer to Southeast should make sure that their MoGEA scores have been sent to Southeast.
- Transfer students should also work with an Education Advisor concerning any transfer agreements.

Admission to the Teacher Preparation Program

Requirements for Admission to the Teacher Preparation Program

- 42 hours of credit completed
 - cumulative GPA
- One of the following
 - Composite/Superscore of 20 or higher on the ACT Exam
 - Passage of all sections of the Missouri General Education Assessment (MoGEA) MoGEA is an assessment that covers four subtests: English, Writing, Mathematics, Science/Social Studies
 - http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO066_TestPage.html
- The Following course requirements met
 - Record of having earned a 'B' or above in ED280 – Introduction to Teaching as a Profession or ME222 (Music Ed)
 - Record of having earned a 'C' or above in CF/PY120 (Early Childhood, Elementary, or Exceptional Child) OR PY222 (Middle 5-9 and Secondary 9-12 and P12)
- No record of felony convictions

Second Degree Admission

Students who hold a previous 4-year degree and wish to be certified as a teacher must complete undergraduate program requirements. One's cumulative GPA from their first degree is used in determining eligibility for the Teacher Preparation Program. Second degree students who finished their first degree with less than a 2.75 cumulative GPA should determine an appropriate course of

action after conferring with an advisor. The MoGEA and lower-level University Studies requirements are waived for students seeking a second degree. Second degree students should consult with an advisor before attempting to enroll in courses at Southeast Missouri State University and be officially readmitted through the Admissions Office. Classification should be requested as a second-degree student.

International Students Admission Policy

Requirements:

- B1-B2 (CEFR) level
- IELTS minimum score of 5.5 or TOEFL minimum score of 61
- Admission to Teacher Preparation Program:
- C1(CEFR) level
- IELTS minimum score of 7.0 or TOEFL minimum score of 95
- 42 credit hours
- 2.75 overall GPA
- Passing scores on MoGEA (Southeast required scores)
- Completion of ED280 or ME222 (B or higher)
- Completion of PY/CF120 or PY222 (C or higher)

(*Note: This policy is for non-United States citizens who are not native English speakers. Student from the United Kingdom, Canada, Australia and New Zealand are exempt from English proficiency verification.)

Process for applying for the Teacher Preparation Program

- Applications for admission to the Teacher Preparation Program can be found online at <https://semo.edu/education-health/edu-prep/admission.html> . All requirements should be met prior to submitting the application (see “Admission to Teacher Preparation Program” section for requirements). Applications should be submitted by March 15th for fall admission or October 15th for spring admission. The application will be processed within 5 business days and an email notification from the Certification Officer will be sent to both the student and their advisor. Discrepancies regarding admission to the Teacher Preparation Program should be submitted to The College of Education, Health, and Human Studies Dean (see “Appeals” section).
- Allow 5 business days for processing of the Teacher Preparation Program application
- An email notification will be sent to both students and their advisors concerning the acceptance or denial to the Teacher Preparation Program.

Student Appeals for the Teacher Preparation Program

Students denied admission to the Teacher Preparation Program may appeal to the Associate Dean of The College of Education, Health, and Human Studies indicating the required exception and a plan for meeting the expectation during the forthcoming semester. The Teacher Preparation Program Appeal form can be found at

<https://semo.edu/education-health/edu-prep/admission.html>. Appeals should be submitted within 10 days of receipt of the denial letter. Provisional admission to the Teacher Preparation Program will be decided by the Associate Dean of The College of Education, Health, and Human Studies once the appeal is received.

Provisional Admission to the Teacher Preparation Program

Provisional Admission permits enrollment in professional education for one semester only. It is expected that upon the completion of the first semester of professional coursework all deficiencies will have been corrected. If not, the student will be denied enrollment in further professional education courses.

Chalk and Wire

The Teacher Preparation Program (TPP) uses the Chalk & Wire data management. This software application enables the TPP to collect and analyze assessment data related to candidate progress through the program. All candidates in the TPP are required to purchase a Chalk & Wire license and the University Book Store during their first semester of coursework in the TPP (typically Ped 1 or the Literacy Block).

Retention in the Teacher Preparation Program

To maintain active status in the Teacher Preparation Program, students must remain in good standing in the Teacher Preparation Program.

- A minimum grade of 'C' is required in each professional education course with the exception of ED280 and ME222 which require a minimum grade of 'B'. Students also must have a GPA of 3.0 in all professional education coursework, a GPA of 3.0 in the academic discipline in which certification is sought (when applicable) and must be in good standing before being permitted to student teach. In the event a student receives a grade of less than 'C' in a professional education course, that course must be repeated with a grade of 'C' or better being earned. Professional education courses may only be repeated one time. Students are placed on probation after earning a 'D' or below in a professional education course. Students that again receive a 'D' or below when retaking that course will be removed from the Teacher Preparation Program.
- A student will be permitted to repeat courses in professional education **one time only**. A second failure to attain a grade of 'C' or better in a professional education course will result in **permanent** suspension from the Teacher Preparation Program.
- Students may appeal for readmission to the Teacher Preparation Program following suspension from the program due to extenuating circumstances. The appeal is due to the Associate Dean of The College of Education, Health, and Human Studies within 10 days of dismissal from the Teacher Preparation Program.

- A teacher candidate who does not enroll in the University for two consecutive semesters will be removed from the Teacher Preparation Program and will need to re-apply upon re-enrolling at Southeast. The candidate will have to meet the admission standards in place at the time of re-application.

Removal from the Teacher Preparation Program

Teacher candidates may be removed from the Teacher Preparation Program for the following reasons:

- Failure to earn a grade of C or above in a professional education course within two attempts
- Failure to enroll in the University for two consecutive semesters
- Removal from a student teaching placement

Appeal Process

Teacher candidates removed from the Teacher Preparation Program due to offenses that are the judgement of the Associate Dean for Educator Preparation have the right to appeal. Appeals may be made to Dean of the College of Education, Health, and Human Studies. The student will have the right to provide documentation related to the offenses as well as other evidence to suggest the teacher candidate should be considered eligible to participate in clinical experiences with children or adolescents. Appeals should be made within 5 days of the decision to remove the student from the Teacher Preparation Program. The decision of the Associate Dean may be altered if:

1. The sanction is not consistent with past practice
2. New information is suggestive of suitability in clinical experiences
3. Procedural errors regarding the student's rights involved in the administration of the background check process

Certification Requirements

Candidates for all professional education degrees or certification programs must meet the following exit requirements:

- A cumulative GPA of 2.75
- A pedagogy GPA of 3.0
- A content GPA of 3.0 (Middle and Secondary majors only)
- Successful completion of student teaching with a grade of 'C' or higher
- Passage of the appropriate certification exam(s) required for licensure
 - Missouri Content Assessments (MoCA) are the required for certification by the State of Missouri for candidates seeking teaching certification and are specific to each major or content area
 - http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html

*Completion of a licensure program only guarantees that a candidate is eligible for licensure at the time of program completion. Failure to apply for licensure at the time of program completion may result in a loss of eligibility due to changes in state requirements.

Field Experiences and Student Teaching

Background Checks

Students are required to have an up-to-date MSHP/FBI background check to be eligible for all field experiences. No student will be allowed in P-12 schools without a valid background check. Failure to attend to the following information may delay the start of a field placement or, in extreme cases, lead to expulsion from the Teacher Preparation Program.

In order to participate in ANY field experience, students must provide evidence of having had a valid fingerprint background check administered by the Missouri State Highway Patrol (MSHP). Validity of the background check can be established in two ways:

1. Background checks completed **prior to September 5, 2018** remain valid for one year after the background check was completed. A background check completed on September 4, 2018 would be usable for teacher preparation purposes through September 4, 2019. Since field experiences are usually only scheduled during the Fall and Spring Semesters, that background check would only cover the Fall 2018 and Spring 2019 Semesters.
2. Background checks completed **after September 5, 2018** are subject to the MSHP's Rap Back system. In this system, a student completes a background check once for Southeast, and then any subsequent violations are reported to the institution. This system eliminates the need for annual background checks. (If a student withdraws from the Teacher Preparation Program or the university, they will no longer be in the Rap Back system and will need to obtain a new background check).

To complete a background check for a field experience please refer to this page.

<https://semo.edu/education-health/edu-prep/backgroundcheck.html>.

When a clear background check is received, no action is taken on the part of the TPP. Candidates and relevant personnel will be advised that "no news is good news" in terms of CHRI notifications.

When an incident needs to be addressed, the Associate Dean for Educator Preparation reviews the results of the FBI background check. If incidents on the report warrant, a meeting is scheduled between the Associate Dean and the student. The following are some of the issues that may affect the decision to meet or subsequent choices:

1. Individual school districts have the right to reject candidates with a criminal history. Students are expected to create a corrective plan that allows districts to see the potential strengths of the teacher candidate in spite of the offense (s).

2. The timing, pattern, and type of offense(s) may prevent placement into a field experience. The Missouri Department of Elementary and Secondary Education utilize a standard of **moral turpitude** in determining whether a teacher preparation candidate is suitable for work in schools. Moral turpitude is a legal concept in the United States that refers to “conduct that is considered contrary to community standards of justice, honesty or good morals.” (West’s Encyclopedia of American Law). *Students with repeated offenses may be denied entrance to field experience unless evidence is supplied that the issue is no longer a reoccurring pattern of behavior for the teacher preparation candidate.* (e.g. successful participation in a program for addiction for a student with multiple driving under the influence convictions.) Students may be requested to produce official court documents related to the offenses and the resolution of the issue that resulted in the criminal history. Students will not be required to meet with the Associate Dean each field experience for a previously reviewed offense. Students with *new* offenses must meet with the Associate Dean for Educator Preparation.
3. According to DESE, if “(a)n individual has pled guilty or been found guilty of a felony or crime involving moral turpitude whether or not sentence is imposed,” they will not be eligible for a teaching certificate.
<http://www.sos.mo.gov/adrules/csr/current/5csr/5c20-400.pdf>) Students with a felony conviction are not eligible for further progression through the Teacher Preparation Program at Southeast Missouri State. A complete list of convictions not eligible for teacher licensure is provide below.

Offenses for Automatic Prevention or Revocation of a Teaching Certificate

Murder 1 st Degree	Abandonment of Child 1 st Degree
Murder 2 nd Degree	Abandonment of Child 2 nd Degree
Arson 1 st Degree	Abuse of Child
Assault 1 st Degree	Child used in a sexual performance
Forcible Rape	Promoting Sexual Performance of a Child
Forcible Sodomy	Trafficking in Children
Kidnapping	Offenses Involving Child Pornography and Related Offenses
Robbery 1 st Degree	Promoting Obscenity in 1 st Degree
Rape	Promoting Obscenity in 2 nd Degree, if penalty is enhanced to Class D Felony
Statutory Rape 1 st Degree	Promoting Child Pornography in 1 st Degree
Statutory Rape 2 nd Degree	Promoting Child Pornography in 2 nd Degree
Child Molestation 1 st Degree	Possession of Child Pornography
Child Molestation 2 nd Degree	Furnishing Pornographic Materials to Minors
Deviate Sexual Assault	Acceptance of Obscene Material
Sexual Misconduct involving a child	Sale or Rental to Person Under 17
Sexual Misconduct 1 st Degree	
Sexual Abuse	
Incest	

Pre-Student Teaching Field Experiences

All teacher candidates participate in multiple field experiences in local classrooms. Candidates are responsible for their own transportation to and from the clinical site each semester.

Removal from a Field Experience

Any teacher candidate who is asked to leave a field or clinical experience by a partner school district before the end of the semester, due to performance or dispositional issues, will not be given a new placement for that semester. The teacher candidate will also receive a failing grade for the field experience course. The teacher candidate must repeat the field or clinical course, and if a grade of C or higher is not received in the second attempt, the teacher candidate will be removed from the College of Education program. This policy does not pertain to any teacher candidate whose field placement termination is due to circumstances unrelated to teaching performance or dispositions, such as a cooperating teacher illness.

EDhawk Scholars Program

The aim of the EDhawk Scholars program is the development of a beneficial partnership between Southeast Missouri State University Educator Preparation program, school districts, and teacher candidates starting during the Advanced Field Experience placement. This program will provide Scholars with the opportunity to develop a unique relationship with a school district. Participating school districts will gain early access to teacher candidates, as well as an increase in high-quality substitute teachers.

Benefits

Partner Schools:

- Receive a pool of high qualified substitute teachers
- Early opportunities to identify potential hires
- Great opportunity to help develop the next group of teachers

Students

- Authentic teaching opportunities
- Pay for subbing
- Networking opportunities
- Participation in Interviews from District Leadership
- Guaranteed student teaching placement
- Guaranteed interview when applicable

University

- Opportunity to create authentic learning opportunities for students
- Further strengthening and developing community relationships
- Highlight excellence in our college
- Assisting the facilitation of placing students

Requirements

- Scholars must commit to completing student teaching in a participating district.
- Scholars must have at least a 3.0 GPA in education courses
- 5-9, 9-12, and K-12: 3.0 GPA in content coursework
- Scholars must submit 1 recommendation
- Scholars must have a valid Missouri substitute certificate

Candidates with the following will receive preferred consideration:

- Educational technology badges to meet technology expectations
- Evidence of previous substitute teaching

Expectations

Expectations of the EdHawk Scholars:

- Have a valid substitute certificate by the start of the first semester of the program
- Be familiar with district processes for hiring substitute teachers.
- Complete substitute teacher training with participating districts
- Commit to substitute teaching in district at least once a week for 13 weeks during the fall semester
- Commit to completing student teaching in one or more of the participating districts
- Attend appropriate professional development activities in district
- Meet all established requirements for student teaching and be enrolled in an Advance Field Experience course
- Attend meetings and communicate regularly with Scholars Sponsor
- Professional expectations

Expectations of Southeast Missouri State University Educator Preparation Program:

- Collaborate with the Jackson R-II School District and Cape Girardeau Public Schools in the selection of each cohort of EdHawk Scholars.
- Provide additional support for Scholars through regular communication and meetings.
- Provide aggregated/de-identifiable data on EdHawk Scholars' performance upon request.
- Work with district on professional development opportunities if requested.

Expectations of the School District:

- Participate in the selection of each cohort of EdHawk Scholars

- Provide a field placement for each of the six Scholars during the first semester of the Scholars Program.
- Guarantee a substitute teaching opportunity every Friday semester of the Scholars Program.
- Allow Scholars to participate in district professional development opportunities as appropriate.
- Guarantee a student teaching placement in the district for the second semester of the Scholars Program.
- Guarantee an interview if the district has an open position for which a graduating Fellow is qualified.

Student Teaching

Conceptual Framework for Student Teaching

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

The Southeast Teacher Education Program strives to prepare teachers to be competent professional educators. Through a variety of field and clinical experiences, future teachers acquire knowledge of the human condition, the world, and the subject matter he or she teaches. Teacher preparation coursework enables students to acquire skills in the art and science of teaching and encourages them to continue as active learners. The preparation of teachers at Southeast Missouri State University is field based with a minimum of 225 hours of pre-student teaching experience in an area school classroom with a properly certificated and experienced teacher. Student teaching consists of a total of 80 days in the appropriate content area. When teacher candidates complete the education program, they have had ample time and experiences to become competent professional educators.

Student Teaching Requirements

- A cumulative GPA of 2.75
- No grade lower than a 'C' in professional education coursework, except ED280 and ME222 which requires a 'B' or better
- A GPA of 3.0 in coursework in the content major (Middle and Secondary majors only)
- A GPA of 3.0 in coursework in pedagogy
- Pass the appropriate certification exam(s) (Missouri Content Assessments) required for licensure
- All coursework must be complete
- A Missouri substitute teaching certificate must be up to date
- Proof of Professional Liability Insurance must be on file
- Have the results of a current TB test on file
- A fingerprint background check must be up-to-date (prior to September 5, 2018, background checks are valid with Southeast Missouri State University for up to one year of the initial

fingerprinting) or have a Missouri substitute teaching certificate that was issued within one year of the last day of the student teaching semester

- Some school districts may require a Missouri Department of Social Services Child Abuse or Neglect/Criminal Record Check
- A resume, introductory letter, and philosophy of education
- Three letters of recommendation for students requesting to be placed in the Farmington and St. Louis Zones
- You must have provided evidence of having passed all MoCA required for your certification areas at least one month prior to student teaching to be eligible to student teach.

Application Process

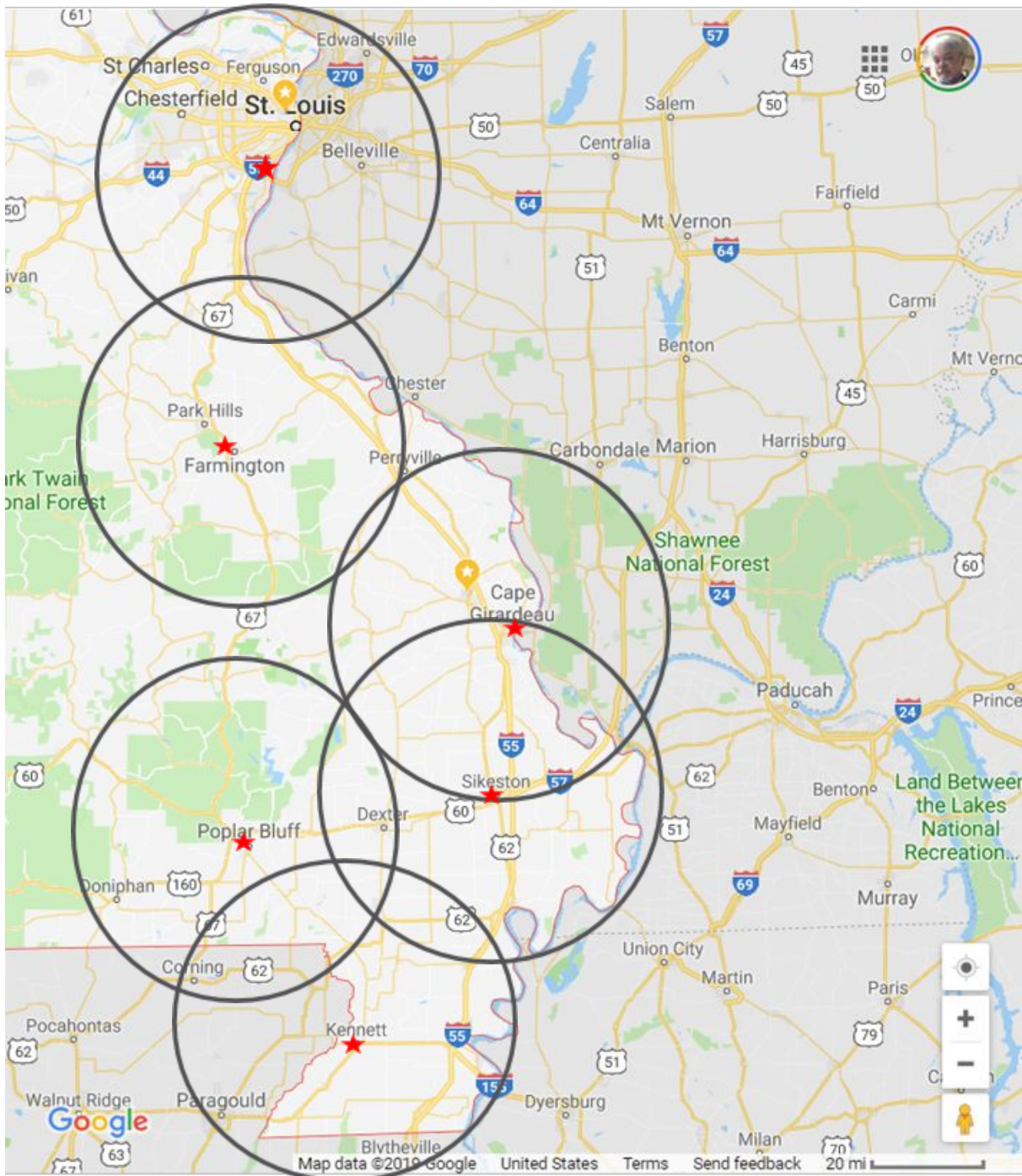
All instructions to apply for student teaching can be found at:

<https://semo.edu/education-health/edu-prep/studentteach/apply.html>.

Guidelines for Placements

As you prepare to apply for student teaching, please adhere to the geographic guidelines below that we use to find placements for you.

- St. Louis Zone: A 30-mile radius from the Interstate 270/255 bridge to Illinois (includes Belleville, Collinsville, and Edwardsville)
- Farmington Zone: A 30-mile radius from Farmington High School
- Cape Girardeau Zone: A 30-mile radius from the Cape Girardeau campus (includes Anna and Cobden)
- Sikeston Zone: A 30-mile radius from the Sikeston campus, with the Mississippi River as the eastern boundary.
- Kennett Zone: A 30-mile radius from the Kennett campus, including Paragould and Blytheville
- Poplar Bluff Zone: A 30-mile radius from Poplar Bluff High School.



In addition, the Office of Field Experiences attempts to place each student teacher in a school within 30 miles from her/his residence during the student teaching semester.

Courtesy Placements

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

Students who wish to be considered for placement outside the area must fill out a request form provided by the Field Experiences Office in Scully 301 within two (2) weeks of the beginning of the semester immediately preceding the student teaching semester.

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

1. The candidate is married before the student teaching semester begins and the spouse is required to live outside the area for employment or military commitment.
2. A hardship exists due to a serious, long-term illness of a member of the immediate family which would require the candidate to relocate immediately.
3. Another documented hardship exists as determined by the Director of Field and Clinical Experiences.

If a candidate is deemed to qualify under the above terms, the Field and Clinical Experiences Office must have assurance that another university in the requested area will be willing to place and supervise the student in a manner which meets Southeast Missouri State University's requirements. If the university that is to provide the supervision is not accredited by the Council for the Accreditation of Educator Preparation, the placement may be denied.

The Director of Field Experiences will determine if a candidate meets the requirements for student teaching outside the region. Exceptions or appeals can be made to a committee made up of the Director of Field Experiences and the Chairs of the Department of Middle and Secondary Education and the Department of Elementary, Early, and Special Education. Students must be able to assure that the need is valid and that all requirements are met. The committee will not rule on other issues of placement not covered under those regulations.

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

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

International Student Teaching

If you are traveling abroad for student teaching, your calendar for student teaching may differ from those student teaching locally in Missouri. You should be conversing regularly with the Director of Field Experiences pertaining to dates and expectations. More information concerning international

student teaching, including required paperwork, can be found at <http://www.semo.edu/education/clinical-experiences/eagles-college.html>

Triad Seminar

Prior to the beginning of the semester, teacher candidates are required to attend a Triad Seminar. It is ideal to have the Mentor Teacher (MT) and supervisor in attendance as well, but not required. In the seminar, each member of the triad will be updated on the co-teaching method of student teaching as well as inter-rater reliability training with the Missouri Educator Evaluation System (MEES). Here, teacher candidates will meet the student teaching “team” and begin professional relationships that will last for the entirety of the upcoming semester. Please see <http://www.semo.edu/pdf/stuteach-suggested-schedule.pdf> for a guide to the 16-week semester. Here you will find a detailed list of expectations and due dates. Keep this guide handy as it will assist you in keeping on track for the duration of the semester.

Role of Teacher Candidates

The Role of the Teacher Candidate

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

Student Teaching Policies

Substituting

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

When the MT is scheduled to be out of the building, a paid substitute must be in the classroom with the candidate. Of course, in any extended absence (e.g., maternity or other long-term leave of the MT), it will be necessary for other arrangements to be made (e.g., placement of the candidate with a different teacher in the building or district or change of placement for the candidate) through the Field and Clinical Experience Office.

Dress and Appearance

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

Confidentiality

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

Social Media

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

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

Teacher candidates should remember they are professionals who are guests in the school and are to be respectful of their host. If you have concerns, they should be brought to the university supervisor and/or Director of Field and Clinical Experiences, never shared publicly on social media.

Attendance

Daily attendance at school, barring emergencies, is **required**. Report absence(s) to the school, the MT, and the university supervisor. If the teacher candidate starts his or her placement early, he or she is still expected to be in the classroom for the entire 70-day semester **according to the cooperating school calendar**. University supervisors will not begin supervising until the official start of the semester; therefore, a teacher candidate's time will officially start at that time.

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

Candidates missing more than 2 total days are required to make up additional absences at the end of the semester. Students will receive an "incomplete" until all required days are made up.

There are no vacation or personal days during the student teaching semester other than those holidays recognized by the host district. Your attendance is required when host district is in session.

School Closings: It is important to contact the university supervisor as soon as you are aware of this type of situation. If the school is closed for inclement weather or other issues, students are reminded they are to follow the school's calendar. Students will not be penalized or expected to

make up these days unless the number of days exceeds the minimum time required by DESE for student teaching.

Professional Development

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

Grades

The basis for evaluation is quality and consistency of demonstration of the teaching competencies as reflected in the 9 indicators identified on the Missouri Educator Evaluation System (MEES). The following grading system will be used as a guideline:

Midterm Grade

- An "A" indicates demonstration of a superior level of competence. In the "midterm" column, a teacher candidate must earn a score of 3 or above on 7 of the 9 indicators AND earn no ratings lower than 2
- A "B" indicates demonstration of a strong level of competence. In the "midterm" column, a teacher candidate must earn a score of 3 or above on 5 of the 9 indicators AND earn no ratings lower than 2
- A "C" indicates that the teacher candidate has met the minimum criteria for passing the course and has met the basic expectations of the Teacher Preparation. In the "midterm" column, a teacher candidate must earn a score of 3 or above on 3 of the 9 indicators AND earn no more than two scores lower than 2.
- A "D" indicates that the teacher candidate has met the University's minimum criteria for passing the course but has NOT met the minimum standard for progressing in the Teacher Preparation Program. In the "midterm" column, a teacher candidate must earn a score of 3 or above on 2 of the 9 indicators AND earn no more than three scores lower than 2.
- An "F" indicates that the teacher candidate has not met the University's minimum criteria for passing the course AND has not met the minimum standard for progressing in the Teacher Preparation Program. An "F" will be assigned if, in the "midterm" column, a teacher candidate fails to earn a score of 3 or above on 1 of the 9 indicators OR earns more than three scores lower than 2.

Final Course Grade

- An "A" indicates demonstration of a superior level of competence. In the "summative" column, a teacher candidate must earn a score of 3 or above on all 9 indicators.
- A "B" indicates demonstration of a strong level of competence. In the "summative" column, a teacher candidate must earn a score of 3 or above on 8 of the 9 indicators AND earn no ratings lower than 2.

- A "C" indicates that the teacher candidate has met the minimum criteria for passing the course and has met the basic expectations of the Teacher Preparation. In the "summative" column, a teacher candidate must earn a score of 3 or above on 7 of the 9 indicators AND earn no more than a single score lower than 2.
- A "D" indicates that the teacher candidate has met the University's minimum criteria for passing the course but has NOT met the minimum standard for progressing in the Teacher Preparation Program. In the "summative" column, a teacher candidate must earn a score of 3 or above on 6 of the 9 indicators AND earn no more than two scores lower than 2.
- An "F" indicates that the teacher candidate has not met the University's minimum criteria for passing the course AND has not met the minimum standard for progressing in the Teacher Preparation Program. An "F" will be assigned if, in the "summative" column, a teacher candidate fails to earn a score of 3 or above on 5 of the 9 indicators OR earns more than two scores lower than 2.

Definition of Rating Descriptors

1. N/A - Not Attempted: The teacher candidate did not attempt the standard.
2. N/K: The teacher candidate does not possess the necessary knowledge and cannot apply or demonstrate the performance.
3. 0: The teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance.
4. 1: The teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the emerging teacher level.
5. 2: The teacher candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the emerging teacher level.
6. 3: The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level.

Suspension/Termination of Students from Student Teaching

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

Reasons for Removal

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

- Violation of state laws.
- Violation of University policies, regulations or directives.
- Violation of policies, regulations, or directives of the party providing the clinical experience.
- Physical or mental conditions making the teacher candidate unfit to instruct or associate with clients, patients, children, or youth.
- Immoral conduct or unethical behavior.

- Incompetence, inefficiency, insubordination, or other extreme performance deficiencies while assuming the duties involved in the clinical experience.
- Excessive or unreasonable absence from attendance in the clinical setting.
- Charges or conviction of a felony or crime involving moral turpitude.
- Charges or conviction of child abuse or neglect.
- Failure to maintain academic standards or progress required for graduation.
- Any cause which would prevent licensing (or suspension of license) in the profession for which the student is preparing.

Steps for Removal

1. *Field Site Meeting.* The Director of Field and Clinical Experiences and the University Supervisor will meet with district personnel regarding request for termination of placement.
2. *University Personnel Meeting.* The Director, Supervisor, and department chair will meet regarding university support of termination at the site. If this meeting results in support of termination, then an appeal process notice will be provided to the teacher candidate. If this meeting results in non-support of termination, the Director will work to secure a new site.
3. *Teacher Candidate Appeal to Associate Dean.* The teacher candidate will meet with the Associate Dean, the Director, and the University Supervisor to discuss reasons for termination. The student will be allowed due process to refute reasons given for termination and may contest permanent removal from the teacher education program. The student may request to be allowed to repeat the field experience in a new placement in a future semester. If the student appeal is upheld, a plan of correction may be implemented. If the appeal is denied, the student will be terminated from the teacher education program.

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

After termination, a hearing will be held, if requested in writing by the student, to determine the appropriateness of placement in another district the following semester. This appeal may be denied.

A teacher candidate who leaves an assignment before the ending date without consultation and approval of the Director of Field Experiences will be dropped pending an appeal process.

If grades must be posted prior to rendering a final decision, a grade of "Incomplete (I)" will be assigned until a final decision is made.

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

Handling Concerns

If problems arise, first talk with your mentor teacher. Under no circumstances should you share any concern about a school or teacher on any form of social media. If the problem persists after discussion with your mentor teacher, then:

- Talk with the university supervisor about the issue(s). If you feel the issue needs immediate attention, call or email the supervisor directly. The supervisor is there to support the teacher candidate and the mentor teacher.
- Contact the Director of Field Experiences. While you are welcome to call the office to voice your concerns, ultimately it will be necessary for you to put concerns in writing and email them to the Director as well. The office phone number is 573-651-2125. Email: sjokerst@semo.edu The Director will set up a meeting with the MT, teacher candidate, university supervisor, and if needed, the building principal to discuss the matter and seek a solution.