School of Education
Policy and Procedures Manual

Spring 2010

"The Mission of the School of Education is to prepare competent, confident, and caring professionals."

INTRODUCTION

The Black Hills State University School of Education prepares professionals for a variety of educational settings. This document concerns itself with policies and procedures which guide all teacher certification programs. The programs of Outdoor Education and Exercise Science address policies and procedures at the program level.

The professional education unit at Black Hills State University is the School of Education. The School of Education performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at BHSU regardless of whether the program is administratively located in the College of Education and Behavioral Sciences, the College of Business and Natural Sciences, the College of Liberal Arts, the library, or in P-12 schools.

The School has designed, established, and maintained a committee structure and advisory governance system for planning, delivering, and evaluating programs that includes school practitioners as well as faculty and administrators in other units of the institution. A key element of that system is the development and implementation of an assessment system that includes the gathering and use of candidate performance data to ensure that candidates meet INTASC, NCATE, SPA, and National Board standards.

The School monitors all pertinent student data for the unit, including applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. The School is the conduit for review, input, and implementation of mandates from external bodies or constituencies and for effecting internal review processes and related policies. The unit is responsible for officially representing the university at all external functions relative to teacher education, certification, program approval, and accreditation.

The policies and related procedures that follow in this manual have evolved over time and have been developed with the input of faculty, administrators, college committees, the Teacher Education Advisory Council, candidates, P-12 school personnel, and external bodies. Because it is a "working" document reflecting a changing knowledge base, its assessment and revision will be continuous. No policy or procedure herein shall supersede university policies or procedures.

The unit includes the following South Dakota Department of Education state-approved undergraduate programs:

Secondary School Education

- Business
- Composite Language Arts
- English
- Speech Communication
- Mathematics
- Composite Science/Math
- Chemistry
- Composite Social Science
- History
- Industrial Technology
- Biology

Elementary School Education

K-12 Education

- Art
- Foreign Language (Spanish)
- Library Media Minor
- Instrumental Music

Vocal Music
Health Minor
Special Education
Physical Education

Early Childhood/Special Education

The School also includes the following South Dakota Department of Education state-approved graduate programs:

Master of Science in Curriculum & Instruction

Science Specialist
Reading Specialist
Technology Facilitator/Integrationist
Mathematics Specialist

SECTION 1 – SCHOOL OF EDUCATION ORGANIZATION AND STRUCTURE

The general description of the education courses, degrees and programs are printed in the current edition of the Black Hills State University undergraduate and graduate catalogs. The School of Education is accredited by the National Council for Accreditation of Teacher Education and programs are approved through the South Dakota Department of Education.

The Mission of the School of Education is to prepare competent, confident, and caring professionals.

Competent graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.

Graduates exhibit **confidence** in their ability to positively affect student learning, behavior and motivation.

Caring graduates establish relationships in an environment of mutual respect and rapport as evidenced graduates by all students feeling valued and safe.

The School of Education houses two academic units: 1) the Division of Physical Education and Health and 2) the Department of Education. The Division provides content and pedagogy for physical education, health, outdoor education, exercise science, and coaching disciplines. The Department of Education includes faculty who provide the professional core courses for teachers at all levels of the school organization from preschool to secondary school, including librarians.

ARTICLE 1.0 - Composition

1.1.1 Professional education faculty are those individuals employed by the University who teach one or more courses in education, provide services to candidates such as advising, supervise clinical experiences, or administer some portion of the unit.

1.1.2 All professional education faculties hold voting privileges.

ARTICLE 2.0 - Meetings

1.2.1 Regular and special college meetings shall be called by the Dean.

1.2.2 Regular college meetings shall be announced at least five (5) working days prior to the day of the meeting. Members shall be notified of any changes in date/time at least two (2) working days prior to

the meeting. Special college meetings will be announced at least one (1) working day prior to the meeting.

1.2.3 One-fourth of the members of the School may request a special college meeting and it shall be the obligation of the Dean to call such a meeting within five (5) working days.

1.2.4 Voting at regular and special college meetings:

a. A majority of the voting faculty members of the School shall constitute a quorum at both regular and special college meetings.
b. Motions may be passed by a majority of the governance vote of the School
c. In the absence of specific regulations to the contrary, the latest edition of Roberts' Rules of Order shall govern the conduct of business of all regular and special college meetings.
d. Written notification of proxy votes may be accepted but no college member may have more than one vote per meeting. Proxy may not be considered to constitute quorum.

ARTICLE 3.0 - Committees

The following standing committees shall exist within the School:

1.3.1 Professional Progress Committee

a. This committee shall include at least three (3) members of the School and the Director of Field Experiences as chair.
b. The committee shall be responsible for:
    1. Collecting and analyzing data on applicant qualifications.
    2. Monitoring the progress of students throughout their professional education and removal of students from the program as appropriate.
    3. Reviewing student appeals of an academic nature in the SOE that are not resolved at the instructor or chair level. Maintaining records of formal candidate complaints and their resolution.
    4. Reviewing and approving/non-approving student requests for special consideration in field experience placements.
    5. Submitting minutes to the office of the Dean and keeping the minutes in a file in the Office of Field Experiences.

1.3.2 Assessment and Evaluation Committee

a. This committee shall include at least three (3) members of the School.
b. The committee shall be responsible for:
    1. Regularly evaluating the capacity and effectiveness of the unit's assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.
    2. Examining the data through appropriate qualitative and quantitative methods and making modifications to keep abreast of changes in assessment technology and in professional standards.
    3. Taking steps to ensure fairness, accuracy, and consistency of assessment procedures.
    4. Developing and implementing follow-up surveys on programs and graduates.
    5. Collecting and analyzing unit data on candidate and graduate performance and unit operations to evaluate and improve the performance of candidates, the unit, and programs.
    6. Ensuring that candidate program assessment data are regularly and systematically collected, compiled, aggregated, summarized and analyzed.

7. Assessing that candidates can demonstrate and apply proficiencies related to diversity and technology.
8. Ensuring that annual graduate and undergraduate programs and unit Assessment Reports are submitted to the Dean.
9. Submitting minutes to the office of the Dean and to the SOE webmaster.

1.3.3 Field Experience Governance Committee

a. This committee shall include the PDS coordinators, university faculty representatives from all colleges, clinical faculty and PDS administrative representatives.
b. The committee shall be responsible for:
    1. Making recommendations regarding governance and policy of field experiences.
    2. Designing, implementing, and evaluating field experiences and clinical practices in collaboration with school partners.
    3. Ensuring that candidate experiences include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.
    4. Submitting minutes to the office of the Dean and to SOE webmaster.

1.3.4 Curriculum Review Committee

a. This committee shall include at least three (3) members of the School.
b. The committee shall be responsible for:
    1. The ongoing review of School curriculum to assure compliance with state and national accreditation requirements and candidate competence in the demonstration of knowledge, skills, and professional dispositions necessary to help all students learn.
    2. Providing assistance to faculty in completing curriculum proposal paperwork and in understanding the University curriculum review process.
    3. Disseminating proposed curricular changes to all unit members to provide opportunity for comment and suggestions.
    4. Approving or disapproving proposed curricular changes based upon current research in teaching and learning and best practices in professional education.
    5. Forwarding the proposed curricular changes to the Dean and to the University Curriculum Committee for recommendations and to the Faculty Senate for approval.
    6. Submitting minutes to the Dean and to the SOE webmaster.

1.3.5 Scholarships Committee

a. This committee shall include at least three (3) members of the School.
b. The committee shall be responsible for:
    1. Making candidates in the School aware of available scholarships and awards.
    2. Receiving and reviewing applications for scholarships and awards.
    3. Selecting candidates for the receipt of scholarships and awards.
    4. Planning and conducting the annual scholarship and awards reception.
    5. Coordinating with Student Financial Services and University Advancement
    6. Submitting minutes to the Dean and to the SOE webmaster.

1.3.6 Promotion and Tenure Committee

a. This committee shall include at least two (2) tenured faculty members elected by the faculty and two (2) administrators from the School who are appointed by the Dean.
b. The committee shall be responsible for:
    3. Reviewing applications for tenure and promotion from faculty in the School.

4. Forwarding recommendations concerning the award of tenure and/or promotion to the Dean.
5. Providing information to new School faculty regarding promotion and tenure guidelines.

1.3.7 Accreditation Committee

a. This committee shall include at least five (5) members including the Accreditation Coordinator who shall serve as chair; the Director of Field Experiences; the Assessment Coordinator; and representation from Arts and Sciences.
b. The committee shall be responsible for:
    1. Working with the Deans to plan, augment, and coordinate policies and procedures for meeting requirements for maintaining accreditation with NCATE and the State of South Dakota.
    2. Forwarding recommendations concerning policies and procedures for meeting accreditation requirements to the School faculty for approval.
    3. Preparing for ongoing accreditation by developing and implementing annual goals and objectives relative to accreditation standards.
    4. Maintaining communication with all stakeholders to ensure understanding of the accreditation process and standards.
    5. Keeping abreast of changes in accreditation standards and licensing requirements.
    6. Submitting minutes to the Dean and to the SOE webmaster.

1.3.8 Technology Committee

a. This committee shall include at least three (3) members of the School.
b. The committee shall be responsible for:
    1. Developing a long-term strategic plan for the integration of technology into the School's curriculum and instruction to support the technology proficiencies.
    2. Providing professional development to support faculty in investigating new and innovative methods for integrating technology into the curriculum.
    3. Reviewing hardware and software pertinent to the mission of the School, and making purchasing recommendations.
    4. Making recommendations in the use of information technologies for effectively and efficiently managing data to support the unit assessment system.
    5. Coordinating the integration of various technology projects into the ongoing function of the School.
    6. Making recommendations regarding facility changes to support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.
    7. Submitting minutes to the Dean and to the SOE webmaster.

1.3.9 Graduate Council

a. Graduate Faculty shall be composed of School of Education Faculty who have been approved by the BHSU Graduate Council to serve as graduate faculty. The committee shall include at least three (3) members of the School graduate level faculty, the Coordinator of Graduate Programs, and at least one graduate faculty member outside the SOE.
b. The graduate faculty shall be responsible for:
    1. Developing, reviewing and revising the MSCI program and other graduate courses to assure compliance with state and national accreditation requirements.
    2. Making recommendations to the BHSU Graduate Council regarding policy issues under the jurisdiction of the council.
    3. Serving as chairs and/or advisors for MSCI graduate candidates.

4. Submitting minutes to the office of the Dean and to the SOE webmaster.
5. Implementing the candidacy and capstone requirements.
    a. Receiving and evaluating required candidate-generated materials for determination of candidacy.
    b. Making a recommendation to the Director of Graduate Education to accept, accept with reservation, or reject candidates' applications.
    c. Receiving and evaluating required candidate-generated materials for determination of MSCI program capstone event.
    d. Providing specific criteria for any corrective actions for candidates as may be appropriate.

1.3.10 Mission and Strategic Planning Committee

a. This committee shall include at least three (3) members of the unit.
b. The committee shall be responsible for:
    1. Designing, implementing and evaluating the unit's conceptual framework through work with all constituents.
    2. Developing, monitoring, and revising the School of Education Strategic Plan
    3. Communicating progress toward Strategic Plan goals to constituents.
    4. Making recommendations regarding resources needed to implement planning goals.
    5. Submitting minutes to the office of the Dean and to the SOE webmaster.

1.3.11 Recruitment and Admissions Committee

a. This committee will include at least three members of the School of Education and a university admissions representative.
b. The committee shall be responsible for:
    1. Staffing University Preview Days
    2. Implementing an annual plan to increase or maintain a pool of candidates, both male and female from diverse socioeconomic and ethnic/racial groups.
    3. Annually reviewing the School of Education recruiting materials to ensure that recruiting material is described clearly and consistently in publications and catalogs.
    4. Annually reviewing the School of Education website to ensure that the website is current and accurate.
    5. Submitting minutes to the office of the Dean and to the SOE webmaster.

1.3.12 School of Education Advisory Council

a. This Council shall include the Dean, three (3) School faculty, including the Director of Field Experiences, three (3) faculty members from outside the School representing departments offering secondary/K-12 teaching programs, four (4) P-12 public school district members representing elementary, middle level, and secondary education, three (3) members of the community representing business, government, and/or local organizations.
b. Permanent members of the Council will include the Dean, the Chair of Education, and the Director of Field Experiences. The remaining members of TEAC will serve five-year renewable terms appointed by the Dean.
c. The Council shall be responsible for:
    1. Serving in an advisory role to the School.
    2. Assisting the School in accomplishing its goals.
    3. Serving as ambassadors for the School.
    4. Submitting minutes to the office of the Dean and to the SOE webmaster.

1.3.13 Ad Hoc Committees

a. Ad Hoc committees shall be created within the School as deemed necessary by the Dean, who shall create and staff these committees.

ARTICLE 4.0 School of Education faculty are also represented on University Committees including the Academic Council, Academic Standards Committee, Academic Technology Committee, Animal Care and Human Subjects Committee, Assessment Committee, Campus Safety and Facilities Committee, Case Library Committee, BHSU Chiesman Foundation Committee, Multicultural Committee, Employee Recognition Committee, Equal Education/Employment Opportunities Committee, Faculty Research Committee, Graduate Council, Health Awareness Committee, Honors Advisory Committee, Instructional Improvement Committee, Promotion and Tenure Committee, Research Symposium Committee, Strategic Planning Committee, International Education, and the Young Center Advisory Committee.

ARTICLE 5.0 School of Education faculty are also represented on Faculty Senate Committees including the Distinguished Faculty Award Committee, Faculty Senate, General Education Committee, Library/Educational Media Committee, and the Curriculum Committee.

SECTION 2 – ADMISSION TO THE PROFESSIONAL TEACHER PREPARATION PROGRAM

In compliance with the State of South Dakota and regional and national accrediting bodies, the School of Education administers a formal selection process for persons who seek to enter teacher education programs. This selection process dictates that a candidate accomplish the requirements outlined in the following articles:

ARTICLE 1.0 - Academic Requirement

2.1.1 Teacher education candidates should initiate the application process for admission to the Professional Teacher Preparation Program no later than after the second semester of their sophomore year and as soon as they have taken EDFN 295, EDFN 338, and EPSY 302. All candidates must be admitted to the Professional Teacher Preparation Program before attending courses for which admission is required.

2.1.2 Candidates seeking a Bachelor of Science in Education degree at BHSU and admission into the Professional Teacher Preparation Program must present an overall grade point average (GPA) of 2.60 or higher, in all course work required for the completion of their selected teacher education program as outlined on their BHSU status sheet. Candidates with a degree from an accredited college or university must satisfy the same requirements for admission into the professional teacher preparation program as a BHSU degree seeking candidate. The term "overall" is to be interpreted as meaning all pertinent course work from all accredited colleges and universities, including course work taken at BHSU. Candidates must provide verification of competency for course work in the major that was completed more than seven years ago.

2.1.3 Candidates seeking admission into the Professional Teacher Preparation Program must present a grade of "C" or better in all course work related to the candidate's education program and the following prerequisite courses:

1) EDFN 295 Pre-Admission Teaching Practicum
2) EDFN 338 Foundations of American Education
3) EPSY 302 Educational Psychology

2.1.4 Candidates seeking admission into certification-only programs and holding four-year degrees must submit passing scores (172+) in all areas of the PRAXIS I PPST Exam. If the candidate takes the computer-based version of the PPST exam, the following minimum scores are required: Writing = 318;

Math = 316; and Reading = 320. If a candidate has a degree from a South Dakota Regental Institution and has already completed the CAAP, those scores may be accepted in lieu of PPST scores. Undergraduate, BHSU degree-seeking candidates in Project SELECT must submit passing scores on the CAAP Exam (Writing = 59; Math = 52; and Reading = 56)

2.1.5 Candidates seeking admission are made aware of SDCL 13:42-10: Mandatory Revocation of Refusal of Certification on Conviction of a Crime – Proof of Conviction. As part of the application for admission to the Professional Teacher Preparation Program, the candidate will sign the Declaration of Criminal Record & Moral Turpitude form to provide evidence that they have read the state mandate and that they know that they may not be eligible for teacher certification even though they have completed the School of Education's professional Teacher Preparation Program.

2.1.6 Candidates who are on academic probation may not be admitted to the Professional Teacher Preparation Program.

2.1.7 Candidates must submit a current Program Evaluation and three completed Professional Disposition Assessments. Candidates who receive scores of 1 or 2 on Dispositions Checklists must meet with the Director of Field Experiences to discuss concerns. Concerns on Professional Disposition Assessments may lead to a denial of acceptance into the Professional Teacher Preparation Program.

2.1.8 Upon receipt of all necessary admission forms and requirements, the Director of Field Experiences will recommend admission (either full or provisional) or deny admission to the Professional Teacher Preparation Program. If a candidate is lacking particular requirements for full admission, the Director of Field Experiences may grant a provisional admission for a period of one semester, provided and deficiencies are remedied. If the provisions are not met, the candidate will be removed from the Professional Teacher Preparation Program until such time as all provisions are removed and the candidate makes reapplication. If admission is denied, the candidate may appeal to the Professional Progress Committee (PPC) per Article 3.0.

2.1.9 Candidates in certification-only programs must submit all necessary documentation and forms to the Office of Field Experiences by September 1 of the year desiring admission. Candidates are subject to the admission requirements as stated above, including passing the appropriate PRAXIS II Content Knowledge exams. Upon submission of all necessary documentation, candidates in certification-only programs will be granted provisional admission through the first semester of the program. Upon successful completion of the first semester's work and submission of all required documentation, candidates will then be fully admitted to the Professional Teacher Preparation Program.

ARTICLE 2.0 - Field Experience Requirements for the Professional Teacher Preparation Program

Field experiences are program components conducted in off-campus school settings. They include classroom observations, tutoring, assisting teachers, student teaching, and internships. For each credit hour of field experience or practicum the candidate must spend a minimum of 45 clock hours, with not more than 10% of the counted hours being used for university-based activities. Student teaching internship and practicum experiences should be sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. All SOE field experiences must be approved by the Director of Field Experiences.

2.2.1 Candidates must complete a minimum of 675 contact hours of field experience. Of these, 600 hours will be obtained through the student teaching internship. Additional field experience contact hours may be required in specific courses that are in addition to the 75 pre-student-teaching mandates.

2.2.2 Prior to assignment to the student teaching internship, candidates must satisfactorily complete all required program courses, including general education requirements, education course requirements,

and course work required for all applicable majors and minors. The Dean of the College of Education and Behavioral Sciences may allow the concurrent enrollment in one course.

2.2.3 Prior to assignment to the student teaching internship, candidates must successfully complete all applicable pre-student teaching practicum experiences.

2.2.4 Candidates must complete no less than ten weeks of the student teaching internship in each major, as per ARSD 24:53:06:03. Candidates majoring in K-12 programs (Art, Music, Physical Education, Special Education, and Foreign Language) must complete the student teaching internship at two of three levels (elementary, middle level, secondary). The third level should be completed during the pre-student teaching practicum.

2.2.5 A request for any deviation of required time for field experiences must be made to the Director of Field Experiences for approval. Such approval can only be given if the deviation does not contradict the policies, rules, or standards of the university, state program approval, or National Council for Accreditation of Teacher Education (NCATE).

2.2.6 Candidates applying for admission to the student teaching internship must present an overall grade point average of 2.60 or higher, in all major course work required for the candidate's selected area(s) of teacher certification.

2.2.7 Candidates in certification-only and professional development school programs are allowed to enroll simultaneously in course work and the student teaching internship as approved by the Dean of the College of Education and Behavioral Sciences.

ARTICLE 3.0 Candidate Progress Review by the Professional Progress Committee

2.3.1 The Professional Progress Committee (PPC) monitors the progress of candidates throughout their professional education program at each of the three established Transition Points: (1) admission to the Professional Teacher Preparation Program, (2) admission to the student teaching internship, and (3) successful completion of and exit from the program.

2.3.2 The PPC will review the status of each candidate who has not been administratively recommended for continuation in the Professional Teacher Preparation program at each of the three Transition Points. The PPC shall have the authority to make decisions related to candidate continuation in and/or completion of the program. The PPC may also accept and/or solicit pertinent information from candidates initiating applications for admission or appeals. Additional information may be solicited from faculty members, candidate advisors, offices of the university, and other identified sources to provide sufficient data for sound decision-making.

2.3.3 Candidates have the right to appeal decisions of the Director of Field Experiences or the PPC. If a candidate desires to register an appeal, it must be initiated through a written request directed to the Chair of the PPC. The candidate's appeal may request a meeting with the PPC or, in lieu of a meeting, submission of evidence through written documents. If the candidate requests a hearing at which s/he appears, the candidate may bring an advocate. At the appeal hearing, the candidate will be invited to respond to the committee's concerns and present evidence in support of her/his appeal. After the candidate's appeal has been heard s/he will be dismissed from the meeting and the committee will convene to consider the evidence and come to a decision regarding the candidate's continuation in or removal from the program. The PPC committee's decision is final.

2.3.4 The Director of Field Experiences shall have the authority to grant applicants to teacher education a one (1) semester provisional admission with the specific provisions of admission made clear to the candidate. This provisional admittance shall be for one (1) semester only and is non-renewable. The

Director shall report all admissions (full and provisional), as well as denials to the PPC for inclusion in the minutes of the next PPC meeting.

2.3.5 When education faculty have concerns about candidates that are enrolled in their classes, they should complete a Professional Dispositions Assessment Form (PDA). This form can be obtained from and should be forwarded to the Director of Field Experiences. The Director of Field Experiences will then schedule a meeting with candidate to discuss concerns. If problems persist, the Director of Field Experiences will bring the issue to the attention of the PPC. The purpose of the Professional Dispositions Assessment Form is threefold:

a. To notify the PPC of any candidate that may possess questionable knowledge, skills, and/or dispositions needed to become a successful educator;
b. To provide the candidate with honest feedback regarding concerns, as well as the opportunity for the candidate to demonstrate expected growth in the area of concern; and
c. To inform the candidate that concerns, if they persist, may result in a PPC decision to remove her/him from the Professional Teacher Preparation Program Transition Points: (1) admission to the Professional Teacher Preparation Program, (2) admission to the student teaching internship, and (3) successful completion of and exit from the program.

2.3.6 The PPC may request an interview with a candidate before consideration of admission to the Professional Teacher Preparation Program.

ARTICLE 4.0 - Transition Point 1: Admission to Professional Teacher Preparation Program

2.4.1 Candidates who meet all admission criteria are administratively admitted to the School of Education's Professional Teacher Preparation Program. Candidates will receive written notification of their admission and clearance to register for the professional core courses. Notification of admission is forwarded to the PPC.

2.4.2 Candidates who do not meet required criteria are denied admission. Candidates will receive written notification of the reasons for their denial. Such notification will also include an invitation for consultation between the candidate and the Director of Field Experiences.

2.4.3 Candidates for admission to teacher education, in pursuit of additional certification or endorsements, shall be admitted on the presentation of a valid (current) teaching license in lieu of other admission criteria.

2.4.4 Candidates who hold lapsed teaching certificates/licenses, who seek admission to teacher education, shall be admitted on presentation of their teaching certificate/license.

ARTICLE 5.0 - Candidate Retention and Termination

2.5.1 The progress of each candidate is reviewed at each of the three Transition Points in the program. (See ARTICLE 3.0 above.) Termination from the Professional Teacher Preparation Program is recommended when it is reasonably clear that a candidate does not or cannot meet the academic requirements or has consistently performed unsatisfactorily in field experiences and/or the student teaching internship, or has demonstrated personal or social behaviors that are considered inappropriate to the education and the well being of school-aged children as evidenced by Professional Dispositions Assessments and/or other information.

2.5.2 The status of any candidate previously approved for admission may be re-evaluated at any time when evidence exists that the candidate may be unsuitable for teaching or a threat or danger to the well being of children.

2.5.3 Faculty may request a meeting of the PPC for the review of any candidate who has failed to satisfy the program criteria. This activity should not be construed to limit the Director of Field Experiences in appropriate and immediate decisions when deemed necessary. When immediate decisions are made regarding program retention, field experience site transfer or program termination, the Director will share the specific cases with the appropriate faculty at the candidate review.

ARTICLE 6.0 - Procedure for Program Application to the Professional Teacher Preparation Program

2.6.1 Application forms for admission to the Professional Teacher Preparation Program are available online or in the Office of Field Experiences, Jonas 203A.

2.6.2 The candidate must complete the application form and return it to the Office of Field Experiences with all necessary documentation noted on the Admission Form.

SECTION 3 – FIELD-BASED EXPERIENCES IN THE PROFESSIONAL TEACHER PREPARATION PROGRAM

Throughout their program, candidates are provided a sequence of planned field experiences integral to selected courses and supported by the mission of the School to prepare competent, confident, and caring professionals. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

ARTICLE 1.0 - Pre-Student Teaching Field Experiences facilitate candidates development as professional educators by providing opportunities for candidates to observe and teach in schools, and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers and other school professionals prior to clinical practice.

3.1.1 The Director of Field Experiences has responsibility for the overall direction and function of pre-student teaching field experiences in collaboration with school partners (Pre-Admission Teaching Practicum, Pre-Professional Teaching Practicum and Pre-Student Teaching Practicum).

3.1.2 Candidates must successfully complete Pre-Admission Teaching Practicum, Pre-Professional Teaching Practicum (ELED majors only), and Pre-Student Teaching Practicum before placement into the student teaching internship experience.

3.1.3 Candidates must participate in classrooms at different school and district sites for the pre-student teaching field experiences. The candidate must experience diverse instructional experiences with male and female P-12 students from different socioeconomic groups, with exceptionalities, and at least two ethnic/racial groups.

3.1.4 Candidates are under the direct supervision of the cooperating teacher/clinical faculty and building principal and must abide by existing regulations and expectations of the school district and the School of Education including, but not limited to, dress and behavior.

3.1.5 Specific roles and responsibilities are outlined in field experience handbooks.

3.1.6 Candidates who need to withdraw from a field experience should direct a letter to the Director of Field Experiences, who will notify appropriate faculty and school district personnel.

3.1.7 University instructors, supervisors, or administrators provide regular and continuing support for candidates through such processes as observation, conferencing, group discussion, email, and the use of other technology.

3.1.8 Candidates will be formally observed and evaluated as appropriate by the cooperating teacher/clinical faculty on official University forms.

3.1.9 A field experience can be terminated by either the Director of Field Experiences or school district personnel when it is deemed to be in the best interest of the school, P-12 students, or the teacher candidate.

3.1.10 Initial placement sites within a given semester may be changed when it is found that there is a significant incompatibility between the candidate and either school district personnel or the given field experience environment. The change may be initiated only if there is time enough remaining to make a second placement.

3.1.11 Candidates are participant learners in the school setting, and their level of expertise and experience is such that they, for pre-student teaching field experiences, must not be left in sole charge of supervision of an instructional setting.

ARTICLE 2.0 - Transition Point 2: Admission to the Student Teaching Internship

The student teaching internship is the culminating field experience activity in the professional teacher preparation program. It is designed to provide teacher candidates with the opportunity to assume the full responsibilities of a classroom teacher under the supervision of a school-based clinical faculty and university supervisor. Candidates begin a process of continuous assessment, reflection, and action directed at positively impacting P-12 learning.

3.2.1 All candidates' progress is reviewed at Transition Point 2. Candidates for the student teaching internship must be approved by the Director of Field Experiences and admitted to the Professional Teacher Education Program. The Director of Field Experiences will bring concerns for candidates not meeting necessary requirements to the Professional Progress Committee for a decision regarding continuation in or removal from the program. The candidate does maintain the right to an appeal to the Professional Progress Committee, as noted in Article 3.0.

3.2.2 In addition to meeting all requirements for admission to the professional teacher preparation program, student teaching intern candidates must submit to the Office of Field Experiences the Student Teaching Internship application form and provide documentation of:

a. A Status Sheet demonstrating successful completion of all program courses.
b. Successful completion of all pre-student teaching field experiences.
c. An overall grade point average of 2.60 or higher in academic course work required to meet their selected teacher education program. All teacher education program course work must be completed with a grade of "C" or better.
d. Satisfactory Professional Dispositions Assessments.
e. Passing scores on each section of the CAAP Exam.
f. Passing scores on the appropriate PRAXIS Content Knowledge Exams for each teaching major.

3.2.3 Candidates in certification-only and professional development school programs are allowed to enroll simultaneously in course work and the student teaching internship as approved by the Dean of the College of Education and Behavioral Sciences.

ARTICLE 3.0 - Placement in the Student Teaching Internship

3.3.1 All candidates expecting to enroll in the student teaching internship must make application according to the published timelines the semester immediately prior to the actual student teaching internship to ensure adequate review and careful placement.

3.3.2 The Director of Field Experiences, utilizing a negotiated agreement with selected school districts in South Dakota and Wyoming, coordinates placements to ensure that candidates are assigned to school faculty who are accomplished professionals, with at least three years of experience, and are prepared for their roles as mentors and supervisors. Field experiences will include P-12 students with exceptionalities and P-12 students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

3.3.3 The Director of Field Experiences, upon the formal written request of a candidate, may consider placements not consistent with School of Education procedures during the semester immediately preceding the student teaching internship. The Director will take all such requests to the Professional Progress Committee for discussion and final decision on approval or denial. Criteria for approval of such a request are:

a. Exceptional extenuating circumstances as determined by the committee,
b. Availability of appropriate placement and supervision,
c. Ability to find a highly-qualified clinical faculty member at an out-of-area school, and
d. The candidate's willingness to assume the costs associated with an out-of-area placement, which includes the payment for University Supervisors.

3.3.4 Candidates in certification-only and professional development school programs are placed in student teaching internships as the result of a collaborative decision-making process involving the school principal, the certification program directors, the Director of Field Experiences, and, if possible, the clinical faculty member. All final placement decisions are made by the Director of Field Experiences.

ARTICLE 4.0 - Role of the Student Teaching Intern and Related Requirements/Expectations

3.4.1 Candidates must complete a minimum of sixteen (16) weeks of full days in their student teaching internship. Extension of that period, at the candidate's written request, may occur only upon written mutual consent of the university supervisor, the school district administration, the Director of Field Experiences, and the clinical faculty.

3.4.2 Clinical faculty retain full responsibility over their classrooms and delegate instructional responsibility to the student teaching intern on a temporary basis. However, the student teaching interns are not to be used as substitute teachers in the building unless all the following conditions are met:

a. Student teaching interns may substitute only for their clinical faculty unless school district personnel, the university supervisor, and the Director of Field Experiences have granted permission.
b. A four-way agreement exists among school district administration, clinical faculty, university supervisor, and student teaching intern.
c. Substitute payment is based upon district policy.

ARTICLE 5.0 - Supervision and Assessment of Student Teaching Interns

3.5.1 The university supervisor has a shared responsibility with the clinical faculty member for overseeing the student teaching intern in the assigned setting. Both use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to institutional

standards. Any concerns about student teaching intern performance should be reported immediately to the university supervisor.

3.5.2 Assessment and evaluation of the student teaching internship is completed by the clinical faculty in conjunction with the university supervisor, on official University forms that are reviewed by the Director of Field Experiences before approval for successful completion of the degree (Transition Point 3) and before certification is recommended to the state.

3.5.3 Detailed procedures for supervision and assessment can be found in the Student Teaching Internship Handbook.

3.5.4 In situations where it has been determined that the student teaching intern is in need of further assistance, the Director of Field Experiences, in coordination with the university supervisor and the clinical faculty, will create a Plan of Assistance (POA). The POA identifies performance deficiencies, provides required remedial steps, and delineates procedures for determining the successful completion of the internship. Failure to successfully complete the POA can result in an extension of the internship and/or a grade of "U".

3.5.5 The university supervisor and clinical faculty make pass/fail recommendations regarding a candidate's successful completion of the student teaching internship. The Director of Field Experiences reviews all recommendations and makes the final grade assignment.

3.5.6 Teacher candidates who fail the student teaching internship must appear before the PPC to obtain permission to repeat the internship.

3.5.7 Supervision of clinical practice does not generally exceed eighteen (18) candidates for each full-time equivalent faculty member. The unit will make appropriate use of full-time, part-time, and clinical faculty. (NCATE 2008)

3.5.8 University supervisors for candidates in certification-only and professional development school (PDS) programs may implement an observation regimen that includes Cognitive Coaching© and formative assessments, and results in completion of a Student Internship Final Appraisal Form by the university supervisor.

ARTICLE 6.0 - Field Experience in Advanced Programs

Candidates in the MSCI graduate program participate in field experiences that require them to apply course work and leadership in school/district settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.

3.6.1 The graduate candidates and BHSU faculty/school district mentors design, implement, and evaluate projects related to leadership roles for which they are preparing in technology, reading, mathematics, and science education.

3.6.2 The graduate candidate field placement includes P-12 students with exceptionalities, and P-12 students from diverse ethnic/racial, linguistic, gender, and socio-economic groups.

SECTION 4 – CONTINUOUS ASSESSMENT POLICIES AND PROCEDURES

The Professional Teacher Preparation Program at Black Hills State University has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to

evaluate and improve the performance of candidates, the unit, and its unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

ARTICLE 1.0 - Internal Systems for Continuous Assessment

4.1.1 The SOE will maintain an assessment system to evaluate candidate's knowledge, skills, and dispositions at transition points throughout their program including admissions, prior to the student teaching internship, and upon program completion.

4.1.2 Each content area program coordinator completes an annual report assessing candidate learning in relation to NCATE and SPA accreditation standards to be submitted to the respective deans and the SOE and University Assessment Committees.

4.1.3 An annual unit assessment report at the undergraduate level is compiled, summarized, and analyzed in relation to INTASC standards. Unit performance is shared at an annual retreat for the purpose of improving program quality and unit operations, and it is posted on the SOE website so it can be available to students and other stakeholders.

4.1.4 An annual unit assessment report at the graduate level is compiled, summarized, and analyzed in relation to National Board Propositions. Unit performance is shared with the graduate faculty in a Graduate Council Meeting for the purpose of improving program quality and unit operations.

4.1.5 The Office of Field Experiences maintains records of formal candidate complaints and documents their resolution at the undergraduate level. The Director of Graduate Programs maintains records of formal candidate complaints and documents their resolution at the graduate level.

4.1.6 The School of Education Strategic Plan will be monitored each year by the SOE Mission and Strategic Planning Committee. Annually, the faculty will review all categories of the plan, evaluate progress toward benchmarks, and make appropriate revisions to the plan.

4.1.7 Standing college committees will report to the faculty at college and unit faculty meetings upon the request of the Dean.

4.1.8 Education faculty members who serve on university-wide committees will report committee actions to the faculty at regular faculty meetings as needed.

4.1.9 Student opinion surveys are used in the evaluation of instructors/professors and courses according to the terms of the agreement between the South Dakota Board of Regents, the Council of Higher Education (COHE Agreement), and institutional practices.

4.1.10 Student teacher seminars are held at the end of each academic semester for the purpose of program evaluation including evaluation and supervision of field experiences.

4.1.11 Meetings which feature conversations with the Dean may be called by student organizations or concerned groups of students.

4.1.12 The Assessment and Evaluation Committee directs the gathering, evaluating, and reporting of data relative to the performance of program completers, and 1st and 3rd year program graduates. The committee also takes steps to eliminate bias in assessments and to establish fair, accurate, and consistent assessment procedures.

ARTICLE 2.0 - External Systems for Continuous Assessment

4.2.1 The Professional Teacher Preparation Program will undergo a joint review by the National Council for Accreditation of Teacher Education (NCATE) and the South Dakota Department of Education every seven years according to the Protocol for State Program Approval.

4.2.2 The Dean is responsible for assuring any modifications(s) will fall within the standards, policies, procedures of NCATE, Board of Regents, and state program approval and will make appropriate notification to these agencies.

4.2.3 Various grants and special projects may establish the need for other forms of external monitoring and reporting. This information will also be used for program improvement.

ARTICLE 3.0 - Operational Policies and Procedures

4.3.1 Any school standing committee(s) or ad hoc committee can recommend change or innovation in the teacher education program or procedures.

4.3.2 The School of Education Advisory Council can recommend change or innovation in the teacher education program or procedures.

4.3.3 School of Education Policy and Procedures are initiated, modified, and approved by the appointed faculty of the School. Such policy must be consistent with that of Black Hills State University, the South Dakota Board of Regents, South Dakota Department of Education, Higher Learning Commission, and National Council for Accreditation of Teacher Education.

ARTICLE 4.0 - Long-Range Planning

The Professional Teacher Preparation Program utilizes annual and long-range planning to facilitate and monitor its progress, its timely completion of tasks, and its future direction and budgetary needs.

4.4.1 The Dean is responsible for developing a strategic plan with input from appropriate faculty and advisory groups.

4.4.2 Long-range planning is aligned with expectations of the University, the Board of Regents, the Department of Education, NCATE, and other external stakeholders.

4.4.3 Long-range plans are reviewed with the faculty and updated annually for report to the Vice President for Academic Affairs and the President to support budgetary needs.

4.4.4 Long-range plans are used to monitor overall program growth and to predict future trends and needs.

SECTION 5 – FACULTY PERSONNEL

ARTICLE 1.0 - New/Vacant Positions

5.1.1 After consultation with the university's administration and the education faculty, the Dean proposes new or vacant positions for advertising.

5.1.2 The Dean must appoint a Search and Screen Committee of SOE faculty to review candidates' applications and meet with candidates. Review shall be consistent with the University Search and Screen Policy.

5.1.3 The Search and Screen Committee recommends no more than three candidates in rank order for the Dean's consideration.

5.1.4 Initial contact to an applicant is made by the Chair of the Search and Screen Committee and must be consistent with Search and Screen Policy.

ARTICLE 2.0 - Conditions of Employment, Performance, and Growth

5.2.1 Faculty members are provided an office with equipment and materials necessary to perform their responsibilities in teaching, service, and research/scholarship.

5.2.2 Faculty, directors, coordinators, and staff in the School of Education are assigned and report directly to their respective supervisors.

5.2.3 Faculty responsible for supervision of school-based experiences must have contemporary professional experience in school settings at the levels they supervise (NCATE Standard 5) and training in supervision and collaboration.

5.2.4 Faculty in the school are assigned duties and responsibilities appropriate to their academic background and professional expertise and experience.

5.2.5 Faculty are expected to develop close working relationships with personnel in local school districts or in school districts where student teachers are assigned. Joint research projects are encouraged.

5.2.6 Education faculty members are expected to be involved in continued education or professional experiences which will enhance current or future roles in education and which will model lifelong learning.

5.2.7 Education faculty members are expected to be current with research in their areas of expertise and with reform efforts/movements in education and schools in order that schools recognize and seek their expertise to provide continuing education training to clinical faculty personnel.

5.2.8 School of Education faculty are expected to file an electronic copy of the syllabus for each course offered on-campus, off-campus, or any other site in the SOE Office of Dean within one week after the course starting date. The syllabus will follow the SOE syllabus format with the required headings, course descriptions, goals, course outline, textbook and materials, evaluation criteria, attendance policy, methodology, and time lines. Each syllabus must include the appropriate conceptual framework statement, disabilities accommodation statement, academic freedom of responsibility statement, and other specified information. A copy of the most current BOR/SOE syllabus format is available in the Office of the Dean.

5.2.9 If the course is an independent study, then a contract with course requirements or syllabus must be filed with the Chair. A copy of the agreement must be given to the candidate with all expectations clearly defined.

5.2.10 Clinical faculty personnel participating in the field experience components of the Professional Teacher Preparation Program must have a minimum of three years of teaching experience and be certified to teach in the area(s) assigned.