Retention Policy

Student retention in the Professional Teacher Education Program is based upon the academic and professional judgment of the university faculty responsible for the evaluation of the student’s academic and student teaching performance. Throughout each term, faculty members and student teaching supervisors meet to evaluate each student’s progress in academic work and student teaching effectiveness. Those students assessed as having difficulty will receive feedback concerning their progress from their advisor and other appropriate university faculty. The faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others and whether or not the student exhibits appropriate professional conduct.

The teacher education faculty has developed this Retention Policy based upon continuous evaluations of students in the Professional Teacher Education Program by university faculty and staff, and by public-school Cooperating Teachers and administrators. Students are evaluated on the benchmarks established by each program and on their ability to successfully plan for instruction; establish a classroom climate conducive to learning; exhibit professional behaviors, ethics and values; evaluate student progress; and on their ability to engage students in planned learning activities. The following information and procedures are established to guide decisions regarding the retention of students in the program.

1. Academic Standards

Students must meet the academic standards of the program in order to continue in the Professional Teacher Education Program. (3.0 OSU GPA, 3.0 GPA in TCE coursework, and 3.0 GPA in content mastery.) In addition, a grade of “B” or better is required in all 510 Internship courses. Each program provides students with benchmarks of required practicum, student teaching, and student academic performance that indicate successful completion of each step throughout the program. In addition, course outlines may define academic performance necessary for continuation in the program. The academic standards as outlined in the benchmarks and course syllabi must be met in order to continue.

2. Professional/Ethical Standards

According to various accreditation organizations (NCATE, ACA, TSPC, Oregon OARs, Public Schools, NGOs, Non-Profits), all candidates seeking accreditation and licensure or graduating from the College of Education at Oregon State University must meet all professional standards of practice, evidence of proper dispositions within their chosen field, as well as complying with the University Student Conduct Regulations (http://oregonstate.edu/admin/stucon/regs.htm). Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, communication, and excellence of scholarship. Proper dispositions include the values, commitments, and professional ethics which positively influence behaviors toward students, families, colleagues, communities, and technology use. They affect student or client learning, motivation, and development, as well as their own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

In addition to high standards for academic achievement and to the profession, the College of Education at Oregon State University holds candidates accountable during their studies and in their work in the field in both academics and practice. It is not sufficient to perform well academically, yet behave in ways that decrease the quality of the professional work. In other words, personal "issues" and personality characteristics that influence job performance may be considered as vital as the ability to write papers that present information. The candidate must demonstrate acceptable professional behavior in five key areas:

I. Professional conduct toward students, clients, youth, and adult learners;

II. Professional practice;

III. Professional conduct toward professional colleagues, including university faculty, staff, and Student Teaching and field placement supervisors and administrators;

IV. Professional conduct toward the general community, including educators, parents, and other community members

V. Technology use that includes "netiquette", ensuring copyright, not plagiarizing, not using computers inappropriately for pornography or personal gain.

If candidates meet or exceed the standards of professional behavior, they will continue in the chosen field of study without interruption. If candidates do not meet the standards, they must go through the following procedures which may result in
termination of their program and/or not being recommended for licensure.

3. Student teaching standards

A student may be removed from a practicum or student teaching site by the Professional Teacher Education Program if his or her performance does not meet benchmark requirements, or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the university supervisor. Furthermore, a student will be removed immediately from the site school at the request of the school principal (or appropriate administrator).

The process identified in the steps below may be afforded the student if it is felt that he or she is not making satisfactory progress as outlined in the benchmarks and/or course syllabi:

- Infraction is reported to Cohort Lead by any CoEd faculty, staff, or affiliate on conduct form.
  - Cohort Lead investigates.
    - If not an infraction, no action is taken.
      - If the Cohort Lead determines that an infraction has occurred, he/she alerts the Program Lead.
        - The Cohort Lead meets with the student to discuss the infraction.
          - If the problem is successfully resolved, the Cohort Lead places documentation in the file and notifies the Program Lead.
            - If the problem is not successfully resolved, if it is a repeat infraction, or if the infraction is deemed serious enough to jeopardize licensure or continuation in the program, the Cohort Lead collaborates with the Program Lead to develop a Plan of Assistance for the student.
              - The Cohort Lead meets with the student, implements the Plan of Assistance.
                - If the problem is successfully resolved, the Cohort Lead places documentation in the file and notifies the.
                  - If the problem is not resolved through the Plan of Assistance, if another infraction occurs, or if the original infraction is serious enough to disapprove licensure or continuation in the program, the Cohort Lead may, upon agreement with the Program Lead, drop the student from the program. The Associate Dean is notified.
                    - The student is notified. The student may appeal by providing documentation to the Associate Dean.
Acceptable professional behavior includes the following and is to be documented if there are infractions:

I. Professional Conduct toward Students, Clients, Youth, and Adult Learners:
Candidate exhibits professional conduct towards the above mentioned in the following ways:

   ___ a. Treats everyone in a fair, kind, and just manner
   ___ b. Shows preference toward no individual or any particular group
   ___ c. Shows respect, empathy, and value to all; accepting every individual for who they are, even when their values may be inconsistent with own values
   ___ d. Respects cultural and family traditions
   ___ e. Puts needs of clients or learners ahead of one’s own interests
   ___ f. Uses listening skills, tact, sensitivity, and supportive behavior
   ___ g. Contributes to leadership and team building
   ___ h. Does not misuse power relationships

II. Professional Practice:
Candidate follows expected professional standards of practice including the following:

   ___ a. Assumes responsibility and accountability for all personal and professional actions
   ___ b. Complies with building/district rules and/or procedures that are not in conflict with professional ethics
   ___ c. Complies with the university, course, and program area policies and expectations (e.g., University conduct code, classes, interactions with faculty, staff and peers)
   ___ d. Does not use institutional or professional privileges for personal gain or advantage
   ___ e. Demonstrates appropriate manner including being punctual to work, being prepared for class, showing affection/warmth appropriately (e.g., using praise, rewards, or smiles), completes work in a timely fashion, models educated language devoid of profanity, vulgarity, dresses professionally, etc.
   ___ f. Keeps all confidential information confidential and only shares with those directly involved with the case at hand
   ___ g. Reports child abuse following State requirements and regulations
   ___ h. Continues to work on, and take advantage of, professional growth opportunities, feedback from peers and instructors, keeping current on trends and knowledge, etc.
   ___ i. Is positive, helpful and supportive, providing a good role model

III. Professional Conduct toward Professional Colleagues:
Candidate demonstrates proper professional respect in the following ways:

   ___ a. Treats all professional colleagues with whom he or she has contact equitably and respectfully
b. Does not make false statements about a colleague or placement setting

c. Is forthright, honest, and respectful with colleagues

d. Talks with the person with whom there is a problem and does not spread gossip

e. Respects each colleague’s freedom of choice and expression and does not attempt
to violate any individual's professional integrity

f. Admits errors and takes responsibility for mistakes

IV. Professional Conduct Towards General Community:

Candidate shows support of the school systems, workplaces, 4-H settings, and other environments:

a. Makes every effort to fully inform parents about their children and to assist
families in educational or other endeavors, ensuring that responsible parties are
informed with needed information

b. Makes every effort to understand and respect the values and traditions of diverse
cultures and groups represented in the community

c. Maintains a positive and active role working for the betterment of all members of
the community

d. Makes every effort to respect organizations, institutions and groups within the
community, which necessitates a sensitivity and openness to various group
cultures

V. Technology Use:

Candidate uses technology in appropriate, ethical way:

a. Follows “netiquette” rules of behavior

b. Does not plagiarize, follows copyright rules, downloads files with permission

c. Does not use technologies inappropriately for such things as pornography,
personal gain, or other exploitive uses.