

**Oregon State University**  
**College of Education**  
**Professional Teacher Education Program**  
**Teacher Education Licensure Program**

**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, practicum, and student teaching performance. 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. In addition, the evaluation of the student's cooperating teacher and building principal are considered by each of the programs (Agriculture, Early Childhood/Elementary, Family and Consumer Science, Foreign Language, Health, Language Arts, Mathematics, Music, Physical Education, Professional Technical Education, Science). The following information and procedures are established to guide decisions regarding the retention of students in the program.

Throughout each term, faculty members and practicum or student teaching supervisors meet to evaluate each student's progress in academic work and practicum or student teaching effectiveness. Those students assessed as having difficulty will receive feedback concerning their progress from their advisors and other appropriate university faculty.

**1. Academic Standards**

Students must meet the academic standards of a graduate-level program in order to continue in the Professional Teacher Education Program (see Graduate Bulletin for details).

Each program provides students with benchmarks of required student academic, practicum, and student teaching 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, integrity, altruism, responsibility, accountability, leadership, caring, compassion, communication, and excellence of scholarship. Proper dispositions include:

The values, commitments, and professional ethics are those which 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 field work 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 internship 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.

Professional-Ethical Standards are sent to students accepted to programs, signed along with acceptance forms, and placed in student files. These Standards are posted on the College of Education website and are also provided in program handbooks.

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.

Acceptable professional behavior includes the following and is to be documented below *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:** Uses technology in appropriate, ethical ways

- 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.

### **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.

A student will immediately be removed from the site school at the request of the school principal (or appropriate administrator).

The process identified in the steps below will 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:

1. Identification of the problem:

When serious concerns have been raised about a student's academic, practicum or student teaching performances (by OSU faculty, supervisors, cooperating teachers or school administrators), OSU faculty (and cooperating teacher if appropriate) will meet to determine a plan for assisting the student. Notes of the meeting will be placed in the student's file in the central office.

2. Meeting with the student: Plan of Assistance for Improvement

The OSU faculty (and the cooperating teacher, if appropriate) will schedule a meeting with the student to discuss the specific concerns within one week of the development of the plan for assisting the student. Documentation of the concerns will be available at the meeting. The OSU faculty member will inform the student of the concerns and include specific suggestions for improvement in a *Plan of Assistance for Improvement*. A copy of this plan will be placed in the student's file in the central program office. Changes that must occur in the student's performance, in order for him/her to be retained in the program, will be identified in writing. A date will be set when the student's performance will be reevaluated in light of the *Plan of Assistance for Improvement*.

3. Retention decision meeting:

The student will be notified of the retention decision at a meeting with OSU faculty, appropriate representatives of the College(s), and/or cooperating teacher.

Decisions regarding retention may be appealed to the Dean of the College of Education. Decisions of the Dean are appealed to the Dean of the Graduate School, if appropriate.