



Definition of Satisfactory Academic Progress

The Master of Science (MS) in Education is a compressed ten-month program that runs from August to June. Students must complete 52 to 55 program credits, an ESOL Foundation course, and three graduate subject area courses. Students' progress is monitored at the end of each term to ensure timely program completion.

Satisfactory progress toward completing the MS program includes the consequential milestones:

- To qualify for the oral exam spring term and to graduate from the master's program: GPA ≥ 3.0 with no course grade below C, and all incompletes satisfied.
<https://gradschool.oregonstate.edu/progress/required-examinations>
- Approval for part-time field experience winter term based on satisfactory fall term classroom teaching observations and professional dispositions form completed by the cooperating teacher.
- Approval for full-time field experience spring term based on winter term:
 - Satisfactory classroom teaching observations
 - Team Evaluation for winter term (no scores of 1)
 - Pass edTPA. (passing score ≥ 35)
- Pass second Team Evaluation before end of spring term (average score 2.5, no scores of 1)
- 700 hours of documented, satisfactory field experience based on teaching observations and Team Evaluations
- Pass a master's project and oral exam (committee vote)

Licensure requirements:

- Program lead confirms the teacher candidate completed all program licensure requirements. (does not include the master's project, which is not required for licensure)
- Candidate submits licensure request to CoEd and TSPC.

Except for the master's project, failure to meet any consequential milestone will result in the program faculty and lead creating a Plan of Assistance for the teacher candidate. (See Retention Policy below). Once a Plan of Assistance is created, students must show growth in documented areas in order to remain in the program.

A satisfactory master's project/oral exam is required for the degree.

Except for course grades, all milestones, indicators, and licensure requirements are uploaded to and accessible via the *Taskstream* online archive for students to monitor their progress through the program.

Professional Teacher Education Program

Retention Policy

Retention of students (teacher candidates) in the Professional Teacher Education Program is based upon the academic and professional judgment of the university faculty responsible for the evaluation of candidates' academic, practicum, and student teaching performance. The faculty considers not only academic abilities and skill performance when making retention decisions about a teacher candidate, but also such aspects as whether the teacher candidate has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and whether or not the candidate exhibits appropriate professional conduct. The teacher education faculty has developed this Retention Policy based upon continuous evaluations of candidates in the Professional Teacher Education Program by university faculty and staff, and by public school cooperating teachers and administrators. Candidates are evaluated on the benchmarks from the [Professional Dispositions](#) and learning outcomes found in course syllabi including, the 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 candidates in the program.

Throughout each term, faculty members, and clinical teachers, and/or student teaching supervisors meet to evaluate each teacher candidate's progress and teaching effectiveness.. Those candidates assessed as having difficulty will receive feedback concerning their progress from the appropriate university faculty and/or program lead. A teacher candidate who is struggling will be placed on a Plan of Assistance. This plan will be created by the program lead in cooperation with the supervisor, and candidate. Each plan will outline benchmarks and a timeline to be met and supports provided to the candidate. Supports could include, but are not limited to: extra observations with feedback/suggestions, check-in meetings for additional reflection, additional materials, and flexible timelines.

1. Academic Standards

Teacher candidates 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 program coursework, and 3.0 GPA in content mastery/option.)

2. Professional-Ethical Standards

According to various accreditation organizations (CAEP, ACA, TSPC, Oregon OARs, Public Schools, NGOs, Non-Profits), all teacher candidates seeking licensure and 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](#).

The candidate must demonstrate acceptable standards of 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 behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, and communication, and excellence of scholarship.

The College of Education at Oregon State University holds candidates accountable in both academics and practice. It is necessary, but not sufficient to perform well academically. Teacher candidates must also behave in ways that support the professional nature of the work. In other words, personal issues that negatively impact teaching performance are considered as significant as low academic performance on assignments.

[The Professional Dispositions Statement](#) is sent to candidates upon acceptance in the Professional Education Program. A signed copy of the statement along with acceptance forms is kept in student files. These dispositions are posted on the College of Education website and are also provided in program handbooks.

Candidates who meet or exceed the standards of professional behavior will continue in their chosen field of study without interruption. Candidates who do not meet the standards must complete the following retention procedures.

3. Retention Procedures

Candidates will be placed on a plan of assistance during which they will receive support from program faculty and the lead. This plan of assistance will stipulate benchmarks and a timeline for improving behaviors.

A candidate may be removed from a practicum or student teaching site by the Professional Teacher Education Program if their performance does not meet benchmark requirements as stipulated in the plan of assistance or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the Program Chair or Director of Licensure.

A candidate may immediately be removed from the site school at the request of the school principal (or appropriate administrator), if the candidate has put students and/or school personnel at risk.

The process identified in the steps below will be afforded the teacher candidate if it is felt that they are not making satisfactory progress as outlined in the benchmarks and/or course syllabi.

