

**Iowa State University
Educator Preparation Program**

POLICY: Unsatisfactory Practicum or Student Teaching Performance for Students Pursuing a Teaching License

Practica (clinical experiences) are a key part of teacher education preparation. These experiences benefit teacher education students by

- giving students practice working with children and youth
- providing opportunities for students to practice implementing the teaching methods they are learning about in their coursework
- helping students to see if they have the dispositions to be a successful teacher.

It is important that students are successful in their practica, and that they have opportunities to apply what they learn in their coursework in authentic classroom settings. Graduates of the Iowa State University teacher preparation program do not automatically receive a teaching license. ISU faculty/staff make a recommendation to the Iowa Board of Educational Examiners that the graduate be granted a license based on a variety of criteria. Dispositions toward teaching are a key component of the practicum experience and performance in practica is a key component of the recommendation for a license. The following policy reflects the importance the ISU teacher education program places on practica.

All students must successfully complete clinical experiences to earn an Iowa teaching license. At Iowa State University, practica are included in student's teacher licensure programs as separate courses in (1) Curriculum and Instruction (CI) designated School of Education courses and (2) some courses offered in Secondary Education/K-12 licensure areas. Practica are also part of courses where content/methods and practica are combined for (1) Early Childhood Education and (2) the remaining Secondary Education/K-12 licensure areas. As a result, this practicum policy is divided into separate sections to reflect the two practica formats, as well as student teaching.

Methods Courses with Separate Practica Courses: This policy applies to all Elementary Education methods courses and methods courses with separate practica in 5-12 and K-12 licensure areas. For example, in the elementary education teacher licensure program, students must meet the minimum grade requirement of C in courses with a CI or Special Education (SPED) designation that are required for licensure. CI designated methods courses are combined into "blocks," which include practicum courses that students take concurrently with the methods courses. Each practicum provides opportunities for students to implement what they learn in methods courses, and methods courses provide the pedagogical content knowledge that guide students in designing, developing, and conducting practicum activities. Thus, methods courses and practica are intrinsically linked.

1. In the event that a student does not earn the minimum grade specified by his or her program requirements in a given methods course, he or she will be required to retake

both the methods course and the practicum associated with that methods course for the courses to count toward teacher licensure.

2. In the event that a student does not earn a satisfactory grade in a given practicum, he or she will be required to retake both the practicum and methods course associated with that practicum for the courses to count toward teacher licensure.

Courses with Combined Content and Practicum: This policy applies to all Human Development and Family Studies (HDFS) designated courses, and relevant courses in 5-12 and K-12 licensure areas where the practicum is combined with the lecture portion of course. For example, in the Early Childhood Education teacher education preparation program, all students must pass the practica portion of HDFS courses as well as the other course components of courses related to the ECE licensure program (see university catalog for specific courses). If a student does not get the minimum passing grade for the practicum portion of a course, the student will have to retake the course to continue in the program.

Procedures for all Students who Have an Unsatisfactory Performance in any Practicum: A written student improvement plan will be used when a student is dismissed from a practicum or does not receive the minimum grade required to progress in the teacher education program. The student improvement plan will be developed by faculty/staff associated with the relevant course, practicum experience, and the student. Students must meet requirements outlined in the plan when repeating a clinical experience.

Any student who does not receive the required minimum grade or is dismissed from two practica (two times in one course or in two different courses) will not be allowed to take courses with practica in teacher education related courses, and will be counseled to find another major.

Student Teaching: In the event that a student is not successful (is dismissed from student teaching or receives a grade lower than a C) in a student teaching placement, the student will not be allowed to retake student teaching. Students are allowed only one opportunity to obtain the minimum grade for student teaching because of the importance of this experience in showing they meet the 12 educator preparation standards necessary to obtain a license.

Procedures when Students have an Unsatisfactory Performance in Student Teaching: Students who do not successfully complete a student teaching placement will be counseled out of teacher education to a different degree path.

Appeals to this policy: Appeals to this policy will be addressed in the Educator Preparation Coordinating Council Selection and Retention Committee.